

Teaching Method Used by English Teachers during Covid-19 Pandemic and New Normal Era

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Abstract

Teaching method selection is one of the factors in achieving learning objectives. This study aims to find out and analyze the use of teaching methods used by English teachers of Senior High School District Merauke. Some English teachers were the subject of this research that was taken from 4 Senior High School District Merauke. Selecting the sample used purposive sampling. This study used qualitative descriptive analysis. In collecting the data, researchers used interviews. Based on the result of the interview, the English teachers used a variety-teaching method in the teaching and learning process both online and offline learning. The teaching method was used by the teachers namely blended learning method, project-based learning, learning and playing, Audio Lingual Method, Total Physical Respond, Grammar-Translation Method. Furthermore, the English teacher also used applications from google such as GC (Google classroom), GM (Google meet), and GD (Google Docs). In teaching during a pandemic covid-19 and new normal, English teachers also used picture media as a tool in the teaching and learning process.

Keywords

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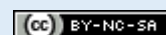
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An Analysis of Teaching Method Used by English Teachers during Covid-19 Pandemic and New Normal Era

Introduction

Teaching is one activity that teachers do to convey the students' knowledge so the learning process occurs. According to (Vin-Mbah, 2012), the aims of the teaching process namely helping change the skills, attitude, increase knowledge, idea, and appreciation. Teaching is an act that requires considerable moral responsibility. The success of education in students depends heavily on the teacher's accountability in carrying out their duties. Therefore, it is a learning process where students receive and understand knowledge and cultivate it in such a way for good and progress together. Teaching is a part of education, to achieve the objective the teacher needs to provide creative and innovative teaching and learning process. Achievement of learning objectives must be supported by the teacher's role. The teacher must know and implement suitable ways to deliver materials to students. In achieving learning objectives, not only seen from teachers but the selection of strategies and methods in teaching. Therefore, the general purpose of English learning stated by the government is to make the students can communicate in English language well in oral and writing (Nur Wahidah Pido & Erliana Dewi, 2019). (Wardoyo, 2013), to get the learning objective the teacher must understand the model and method which suitable for the students. Language teaching methods have cast light on the language teaching theory and practice (LIU Qing-xue & Jin-fang, 2007).

Society is faced with corona viruses or covid-19 pandemic that has hit the world and Indonesia. Not only the economic sector but also the transportation, tourism sector, educational sector get the impact by covid-19 (Eka Diana & Moh. Rofiki, 2020). Now, the government has implemented a new normal policy, the education system in the new normal era does some changes. A new normal era means that following new rules for a long period time. The education sector that has been impressed by suspended animation, began to operate again by heeding some rules of the government while complying with health protocols (Syamsul Bahri & Novira Arafah, 2020). New normal activities are carried out in preparation for activities outside the home, to adopt the new behavior changes (Hosaini, 2020). In the new normal era, we are forced to constantly adapt by applying protocol 3M (washing hands, wearing masks, and keeping a distance) will become a new habit in human life. Teaching and learning in the new normal era will different from to process of teaching and learning before the pandemic of covid-19. The teacher should improve their competence in knowing various, creative, and innovative teaching and learning methods that are based on learners' conditions. In era new normal, the face to face learning process is minimized and is changed to online learning. Thus, the teacher also combines online learning and offline learning which is known as blended learning. (Uspayanti, Bawawa, Betaubun, Butarbutar, & Leba, 2020), blended learning is the combination of face to face meetings and non-face to face meetings using online learning or web-based technology.

Learning methods are needed in schools, especially for classroom learning. In using learning methods in schools, the teacher can use different methods of imprisonment from one class to another, thus demanding the ability of teachers in mastering and applying various learning methods. To facilitate the process of knowledge achievement, teachers should apply appropriate teaching methods to get the outcomes. Teaching methods broads into two categories namely teacher-centered methods and learner-centered methods. (Pupuh Faturrohman & Sobry Sutikno, 2010) stated that the more appropriate the method used by teachers in teaching, it is expected that the more effective achievement of learning objectives. In the implementation of teaching and learning in the classroom, teachers should use an effective way to make the materials delivered by the teacher can be understood properly. Teachers need to provide variations in learning, one of which is the provision of learning methods that are not monotonous. Method teaching is a pattern used and used as a guideline in carrying out learning in tutorials. The function of the learning method is as a guideline for teaching designers and teachers in carrying out learning. The use of a suitable method in teaching will give an effect on the objective of the

teaching and learning process. Methods prescribe how the teacher should teach. Teaching and learning method can be incorporated as an aspect that influences the students' performance (Lisa, 2017).

Talking about the teaching method, there are many variations in teaching thus online or offline teaching. Paradigm change in the process that was centered on teachers into student-centered learning is expected to encourage students to be actively involved in building knowledge, attitudes, and behaviors. For students-centered, the students get a chance and facility to build up their knowledge, so the students get understanding deeply. Therefore, the teacher is the facilitator that supports the use of the method in focusing students-centered. Teaching methods are used as the tool to support success in the learning process. In the globalization era, the teacher used a variety of teaching methods that suitable for the level and the course that is learning. (Zhao, 2013), good teaching methods are widely recognized. The teaching methods include case method, problem-based learning, and project-based learning. (LIU Qing-xue & Jin-fang, 2007), there are many teaching methods such as Grammar-translation Method, Direct Method, Audio-lingual Method, Communicative Teaching Method, are familiar enough. The audio-lingual method is a teaching method that emphasizes on repetition of words in helping the students to be able to use the target language communicatively (Abdul, 2016). While, for the direct method, it is a method in that language is learned for communication and language is primarily speech (Freeman, 2000). For grammar-translation method is a method that has the fundamental purpose to be able to read literature written in the target language. The method requires the students to translate a whole text word for word and memorize numerous grammatical rules (Elmayantie, 2015). The last is communicative teaching methods that are related to (Jeyasala, 2014), the teachers should encourage the student's communicative competence all the time and use the language fluently and accurately. Therefore, there are other various methods used by the teachers in teaching that does not mention by LIU Qing-xue & Jin-fang, 2007, but it does not mean the teacher must use all of the methods, the teacher should choose the appropriate methods that can make the students easy to understand and develop the students' knowledge.

The method in teaching cannot be separated from the changing of curriculum. The English language teaching curricula 2013 focused on the development of communicative competence and autonomy. English language teaching is crucial because of the global status of English that is learning by people all over the world. According to Harmer, English as a foreign language is generally taken to apply the students who are studying general English at the school and institution in their own country as a transitory visitor in a target language country (Harmer, 2004). In teaching English as a foreign language, the teacher should manage the classroom well, be creative, gave suitable teaching methods that help students how to do something, give instruction, provide with language and cause to know or understand (Brown, 2007). This study focused on the use of teaching methods used by the English teacher district Merauke both online teaching and offline teaching in the learning process during pandemic covid-19 and the new normal era. The data of this research was taken from October until December 2020 in four Senior High Schools in District Merauke.

Method

Research Design

This research is a kind of qualitative research that focused on the descriptive qualitative method. (Gay, Mills, & Airasian, 2006), qualitative research is the collection, analysis, interpretation of comprehensive narrative and visual data to gain insight into a particular phenomenon of interest. Therefore, the descriptive qualitative method focused to describe a subject or object, describe phenomena toward a problem clearly, thus it used suitable procedures to reach the purposes (Rosbaniar, 2012).

Research Site and Participants

This research was done in District Merauke. There were five English teachers from four Senior High School District Merauke namely SMA 1 Merauke, SMK 1 Merauke, MA Al-Munawwaroh, and SMAS YPK Merauke. The researcher applied the purposive sampling technique in choosing the sample. (Hamzah, 2015) Sugiyono in Hamzah states that a purposive sampling technique is one of the techniques that used to determine the subjects by considering something or criteria.

Research Instrument

The instruments used in this research were interviews that consisted of some questions related to the teaching method used in the teaching and learning process during a pandemic and new normal era especially in English teaching both online and offline teaching.

The Technique of Collecting Data and Data Analysis

In collecting the data, the researchers gave the interview. They asked some questions related to teaching methods used in the teaching and learning process both online and offline teaching. The interview was given to five English teachers that was done in SMA 1 Merauke, SMK 1 Merauke, MA Al-Munawwaroh and SMAS YPK Merauke. In an interview with the teachers, researchers used audio and video recording. Analyzing data from interviews used qualitative data analysis based on (Miles & Huberman, 2012) theory that consisted of three stages: data reduction, data display, and conclusion verification.

Results

From the research that has been done by the researchers, the data were gotten from interviews with 5 English teachers in Senior High School District Merauke. The interview was given related to teaching methods during pandemic covid-19 and the new normal era. Based on the result, the teaching method or the way English teacher deliver the material namely in SMK 1 Merauke, English teacher used Whatsapp group and google classroom, used direct method, project-based learning. The project-based learning used by the teacher namely asking the students to make the video. To support the data, below the teacher's statement based on the interview as the sample that has been translated into English.

I usually implement the project method, I ask the students to write the list of V1, V2, V3 on the big board. Thus, I also asked to make traffic signs in English.....(English teacher of SMK 1 Merauke, 2020).

During pandemic covid-19, I give more explanation and assignment. (English teacher of SMK 1 Merauke, 2020).

Therefore, for giving the evaluation during pandemic covid-19 the teacher asked the students to listen the video, memorize vocabulary, used and make a video. (English teacher of SMK 1 Merauke, 2020).

Therefore, the data of the interview also was given to the English teacher in Senior High School 1 Merauke. Two English teachers in Senior High School 1 Merauke have been given interview questions. Based on the result of the interview in Senior High School 1 Merauke, the teaching method used by English teachers namely Audio lingual Method, TPR, GTM, project-based learning (making video presentation), use of image media. Furthermore, during the pandemic covid, teachers in teaching online using several applications namely google doc, some applications from google such as GC (Google classroom), GM (Google meet), GD (Google Docs), GA to send material, provide explanations, evaluations, and absences also use Microsoft documents, powerpoints, and PowerPoint videos to anticipate memory kink. The explanation can be supported by teachers' statement from the result of the interview that has been translated into English below:

In teaching during a pandemic, I used the Audio lingual Method, TPR, and GTM. (English Teacher 1 of Senior High School 1 Merauke, 2020)

I used some applications from google such as GC, GM, GD, GA to send the material, explain, and evaluate. Thus, for the attendance list, I used Microsoft document, powerpoint, PowerPoint video to anticipate memory kink. (English teacher 1 of Senior High School 1 Merauke, 2020).

For methods in teaching and learning, I used media, picture media, that was implemented in online teaching. (English Teacher 2 of Senior High School 1 Merauke, 2020).

Thus, in both online and offline teaching, English teacher in SMA YPK Merauke also used variation in the teaching and learning process. The method used by the teacher namely the combination between online learning and offline learning or as known as the mean blended learning method. Therefore, in SMA YPK consisted of indigenous students and newcomers students, especially for indigenous students were needed studying and learning method. The statement can be proofed by the result of the interview below:

Teaching and educating Papuan children, especially in Merauke, is a unique challenge because if children in other parts of Indonesia can be taught and educated by ordinary methods, otherwise Papuan children. It requires a merger of cognitive, affective, and psychomotor processes where the focal point is psychomotor.

In other words, teaching and educating Papuan children requires learning and playing methods. The learning process that I have been doing is learning while playing where Papuan children will be better cognitive when they play while learning. (English Teacher of SMAS YPK Merauke, 2020).

The method used in teaching during pandemic covid-19 namely combined online learning and offline learning. (English Teacher of SMAS YPK Merauke, 2020).

In Senior High School Al-Munawwaroh, the English teacher use project-based learning. the statement can be proofed by the result of the interview that has been translated into English below:

An Individual project or project-based learning was implemented in both online and offline teaching. (English Teacher of MA Al-Munawwaroh, 2020).

Discussion

Teaching methods used by English teachers have the variation. During pandemic covid-19, the teachers had done some changes for using the method in the teaching and learning process. This research focused on the use of teaching method used by English teachers during pandemic covid-19 or teaching method used in the new normal era. In collecting the data, the researchers gave the interview that consisted of some questions related to teaching methods during a pandemic and new normal era especially in English teaching both online and offline teaching. The interview that has been done was given to five English teachers from four Senior High Schools in Merauke as the sample. In an interview with the teachers, researchers used audio and video recording. The result of the data was analyzed descriptively Analyzing data from interviews used qualitative data analysis based on (Miles & Huberman, 2012) theory that consisted of three stages: data reduction, data display, and conclusion verification.

From the result of the interview, the English teacher uses some teaching methods in the teaching and learning process both online and offline teaching. During pandemic covid-19, the teaching process is mostly done in online ways. Thus, some teachers also used the blended learning method in the teaching and learning process. Blended learning is the combination of online and offline learning. Moreover, during pandemic covid-19, the teachers used other teaching methods such as the Audio lingual method, total physical Responses method, Grammar-translation method, etc. In combination the offline teaching, the teachers use online teaching with some applications such as google classroom, google meet, WhatsApp group, etc.

Conclusion

Based on the results of the interview, it can be concluded that the method used in learning is teachers using the project-based learning method. Thus, the use of a blended learning system is the merger between online learning and face-to-face learning, etc. For SMAN 1 Merauke, for teachers 1 mostly use image media both in online and offline learning, and for Whatsapp teachers, the teacher uses it in terms of information sharing. For teacher 2, she used Audio Lingual Method, TPR (Total Physical Responses), Grammar-Translation Method. Thus, the English teacher also used applications from google such as GC (Google classroom), GM (Google meet), and GD (Google Docs), and GA. Furthermore, in teaching during a pandemic, English teachers also used picture media as a tool in the teaching and learning process.

Furthermore, for English teachers in SMAS YPK Merauke, consisted of indigenous students and newcomers students, especially for indigenous students were needed studying and learning method. Thus, the blended learning model is mostly applied in the teaching and learning process. For online, the teacher mostly used Whatsapp application as a communication tool in learning English.

In Suggestion, based on the result of the study, English teachers used a variety of teaching methods in teaching both online teaching and offline teaching during the pandemic and new normal era. This research result will give information for the readers, teachers, or lecturers especially for English teachers about the suitable teaching method in the teaching and learning process. Therefore, for the next researchers, not only find out the teaching method of teacher but also strategy, technique, model, and approach during the teaching and learning process.

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