TEACHERS' STRATEGIES OF TEACHING ENGLISH IN ONLINE LEARNING DURING COVID-19 PANDEMIC

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Abstract: Teaching English is a process carried out by teachers or tutors in schools or educational institutions. Teaching English is carried out from early childhood to high school. Generally teaching English is done in the classroom but since mid-2020 Indonesia has been hit by the COVID-19 pandemic which has made many changes, including teaching English which is done online. This is a consideration by the teacher on how to deliver learning materials online while still meeting the needs of learning objectives. Therefore, the importance of strategies in teaching English online for teachers both in terms of material, method, and mentality. This study presents how teachers teach by using the teaching strategies they use as well as find out the instructions to the media used by teachers during online teaching during the pandemic at SMP Al Hidayah Malang. This study uses a qualitative approach and data collection methods through interviews, and data analysis techniques using the Miles, Huberman, and Saldana methods which include data reduction, data display, and drawing conclusions and verification. The participants in this study were two English teachers who teach at SMP Al Hidayah Malang. The results of this study indicate that the factors that hinder online learning are technical factors in online learning such as limited internet signal when teaching, student devices or devices that do not support certain applications, limited student quota, and lack of student motivation. In addition, there are three strategies that teachers use in teaching online. First, assigning group assignments to students with the aim of training students' cooperation. Second, the provision of ice breaking games in ongoing learning is intended to avoid student boredom in doing online learning. Third, giving individual assignments in the form of online quizzes after online learning is complete, this is intended to improve students' independent learning abilities. Based on the results of the study, the researcher hopes that the English teachers will use this research as additional information or a reference. The researcher suggest that teachers can develop interesting strategies that have been used and easily accepted by students. This research can help students majoring in English to find out more details in preparing for more optimal learning. For further researchers, it is recommended to conduct research by adding other instruments such as observation and adding participants.

Keywords: teaching english, teaching strategy, online learning, pandemic covid-19

INTRODUCTION

Teaching strategy is a special method or approach applied by teachers in managing materials, methods, media, time, and students so that the learning process runs smoothly. Teaching strategies can also be useful as patterns and methods are used by teachers systematically to make the learning process run effectively. Learning strategies are used to refer to efficient and optimal learning. In conditions such as the Covid-19 pandemic that hit Indonesia, many teachers have changed the learning model by increasing the attractiveness of

student learning. This is a new challenge for teachers to face in the learning process in the pandemic era by utilizing online media. According to Shukla and Dungsungnoen (2016), teaching strategies are important for the context of planting higher-order thinking skills. The involvement of teachers in creating a participatory atmosphere during teaching can play an important role in students' conceptual interpretation, assessing problem-solving abilities and abilities, and in reconstructing thinking. From this understanding, the teacher can make interesting strategies in the learning process which will be easily accepted by students.

A learning strategy is defined as a method or structure that is carried out by the teacher systematically so that the learning process runs effectively (Jovanović et al., 2017;.Rosari, I, 2019). Teaching and learning strategies can include student learning styles, groups, and individual activities to identify various abilities and skills that enable each student to participate in achieving learning objectives. Wheeler dan Haertel (1993) state that higher-order thinking skills are classified into two contexts, first where the notion process is needed to solve problems and make ordinary decisions, and second, wherein mental strategies are needed to advantage from education, which includes evaluating, comparing, justifying and making inferences. In this case, the teacher can make decisions on the teaching strategies to be used and evaluate the use of strategies that are easily accepted by students. After considering, the teacher needs to choose the right strategy according to the students' understanding and skills that will support and expand the intensity of student learning.

As one of the subjects taught through online learning, English certainly requires a lot of preparation so that the material presented is easily understood by students. In this case, the school carries out an online learning process that requires creativity and careful consideration for teachers to achieve learning goals. Nasution (2016) emphasizes, this depends on the student's situation, the conditions during the learning process, the material received, and the books used. Therefore, in different situations, even though the material presented is the same, the strategies used will also be different in achieving the learning objectives. In other words, teachers need to understand students' learning interests to choose the right learning strategies so that students still get the right abilities to complete learning materials. According to Nugroho (2020) interest in learning does not arise instantly, but because of habit, experience, and participation in learning. Meanwhile, according to Iqmaulia and Usman (2019) interest in learning is significantly related to comfort and needs. Simply put, as teachers who teach during the Covid-19 pandemic with online learning, they must have new ways to teach and

organize all learning preparations with the aim of teaching and learning that encourages student motivation to be enthusiastic about the lessons given.

However, teachers still find and experience various difficulties in conducting online learning. According to Safrizal, et al (2021) that Limited capabilities and equipment are the main problems related to the government's online learning policy which is unprepared and seems sudden. In addition, the availability of signals and networks that support online learning is also limited (Simanjuntak et al., 2020; Utomo et al., 2021; Winarti, 2021). This is in line with Nguyen, et al (2021) most students have difficulty learning online due to limitations in interaction, equipment, communication with teachers, and the stress of learning online for too long. Therefore, teachers must be able to position teaching methods by using various appropriate teaching strategies to activate the class, get student focus, and avoid student saturation so as to support good and effective learning.

Thus, the optimal use of the right strategy can influence individual teachers in delivering online material in an interesting and creative way. This can attract students' interest to study in an online learning situation even though it is only done at their respective homes. Various ways that teachers do in terms of online learning such as varying learning methods are one of the breakthroughs made by teachers so that the class atmosphere becomes optimal.

Some previous studies have been carried out related to this research, the first relevant study was conducted by Lestiyanawati (2020) entitled "Strategies and problems faced by Indonesian teachers in conducting e-learning systems during the covid-19 outbreak" This study tries to describe the strategies applied by teachers when conducting E-learning during a pandemic, the results show that there are three teaching strategies applied, namely: only using online chat, using live meetings, and combining online chat and live meetings in the online teaching and learning process Several problems arise, such as difficulty in explaining the material, the limitations of students are accessing the internet, the economic background of the students' families, and the parental support system.

The second study is by Sutarto, Sari, and Fathurrochman (2020). "Teacher strategies in online learning to increase students' interest in learning during COVID-19 pandemic" This study discusses the mastery of strategies utilized by teachers at SDIT Rabbi Radhiyya Curup to foster student interest in studying and to determine pupil responses in learning during the COVID-19 pandemic. This type of studies is a qualitative phenomenological approach. The

findings of this study are that the teacher's method in improving scholar mastering is to offer an information of the significance of getting to know, make brief, clear, and thrilling material the usage of easy and thrilling media, and conduct periodic evaluations.

Then, the third previous study was done by Yani (2016) entitled "An Analysis of Teachers' teaching Strategies and Students' different Learning Styles in English Teaching-Learning Process" This study aims to find out how English teachers making and use different teaching strategies and student learning styles. The results show that the teacher uses a few strategies to cover student learning styles by considering the use of student character, learning objectives to be achieved by students, and characteristics of teaching materials. The methods used by the teacher include using demonstrations, videos, reading, storytelling, cooperative learning, discussions, and games.

Next, the fourth previous study by Utami (2020) entitled "An Analysis of Teachers' Strategies on English E-Learning Classes During Covid-19 Pandemic" The focus of this research, is to determine the e-learning learning strategy at MTs Sudirman Getasan. This study uses a qualitative approach. with observation as a data collection technique, documentation, and interviews. The results show that teachers use several different strategies based on consideration of different outputs for teaching writing skills using three strategies, namely planning, drafting, and editing. Meanwhile, the teacher's listening skill uses strategies for listening to songs, writing lyrics, matching lyrics, and singing songs.

The last previous study is by Mardiah (2020) entitled "The use of e-learning to teach English in the time of the Covid-19 pandemic" This type of research is descriptive and qualitative to investigate, the use of e-learning as a teaching strategy in implementing English language teaching during the Covid-19 pandemic. The result is that e-learning is considered the only relevant teaching, and learning method during the pandemic. Several problems arise when students are not motivated, the level of student activity is less and there is a lack, of social interaction between. teachers and students.

Based on a situation of a pandemic, the research seeks to find out how the strategies and problems faced by teachers, in conducting online learning. In other words, the purpose of this study is to find out and describe the strategies used by teachers and what obstacles teachers face in teaching English during the Covid-19 pandemic. The results of this study, are to provide benchmarks and representations of the implementation of online learning and the evaluation needed to design a better online learning system in the future.

METHOD

The research used the qualitative method. researcher used qualitative research that focused on the teaching strategies used by English teachers at SMP Al Hidayah Malang during the Covid-19 pandemic. Sherman & Webb (2005) state that qualitative research is a discovery of a new concept, not only a verification of ideas. The researcher collects descriptive data to make conclusions about this study. The researcher tried to choose qualitative research because the data collected were in the form of expressions and explanations as well as descriptions of the ability analysis strategies and methods produced by the teacher during the learning process. In other words, because the researcher wants to know and explain the data that will be produced, the researcher uses case study research.

Subject selection was based on participants related to English. In this study, the research subjects were teachers at SMP Al Hidayah Malang, Suryadi, S. Pd, and Dina Anggraeni N, S. Pd. In this study, the main focus is to know the teacher's strategy in teaching English, so the selected participants are English teachers.

The researcher determines the instrument, selects the informant as the data source, and collects the data. The data collection technique requires the desired results in the form of interviews. In this qualitative study, the researcher used an interview instrument. This is done as a form of data collection through conversations and questions and answers either directly or indirectly. According to (Schostak, 2006) as quoted in Hasda (2019) states that the interview is a prolonged communique to obtain in-depth information approximately a specific subject matter or problem, via which phenomena can occur and be interpreted inside the context of the meanings carried via the interviewee. The researcher uses semi-structured interviews, where the researcher sets an outline of the topics discussed, but the responses of the interviewees determine the way the interview is directed (Stukey, 2013).

The mechanism for conducting interviews is as follows:
a) The researcher asked five interview questions to the teacher about what obstacles occurred and what strategies were used during the online learning process.
b) For the first, the researcher asked two questions about teaching conditions and activities.
c) Then, the researcher asked one question about the obstacles faced and one question about the strategy used.
d) The last is to analyse and conclude the collected data.

The data analysis process is described as the process of collecting data collected through interviews, notes, and documentation. The researcher uses three theories adapted by Miles, Huberman, and Saldana (in Hariyati, S. 2020) as follows:

a) Data Reduction

b) Data Display

c) Conclusion and Verification

FINDINGS

After conducting the research, the data obtained from answers from five interview questions posed to two teachers. The results shared that there were several factors that became obstacles in teaching English and were several teaching strategies.

a. Factors Hinder Online Learning During the Pandemic

After analyzing the interview results from the two teachers who taught there were several obstacles faced during online learning during the pandemic at Al Hidayah Junior High School Malang. The two teachers revealed that the most frequent obstacles were the network factor and the limited internet quota owned by students so that they could not carry out learning. In addition, it was found that the teacher felt that the students had a lack of motivation in learning and the students' devices were not supportive. The information was based on participant 1 *"The problem is related to the internet network and also like students not being able to buy internet quota. Even though at that time it received learning quota assistance from the government, it was not expected (unpredictable)"*. Participant 2 *"Students become less disciplined like students are asleep, sometimes the network is less stable, including the small internet quota of students even though there is a quota subsidy from the government, students use the quota for non-learning. then another obstacle is the problem of student devices that do not support"*

b. The Strategies Teachers Use to Overcome the Factors that Hinder Online Learning During the Pandemic

By the first teacher is during online teaching, teachers prefer to give easy facilities for students. For students who do not join during online learning, the teacher gives assignments in groups which aim to make it easier for students to access the material, for example, the teacher gives group assignments by dividing students into online groups with material for making greeting cards etc. Another strategy is that the teacher urges the teacher to do the

practice questions directly in the LKS so that students can easily submit their assignments directly to the school.

"The solution is if they (students) find it difficult to work with a learning link where they do not have a quota, signal difficulties and other problems. So, we give assignments in groups. I often use this method because it makes it easier for students to access material, group online through WhatsApp groups, for example making greeting cards, etc. In addition, we urge students to do assignments in the LKS that we have made and collect them at school." The second teacher is idea confirms, when the student's signal is disturbed, the teacher tends to send an explanation of the learning material in the form of voice notes and also in video recordings of learning along with teaching materials or PowerPoint materials. In addition, the method used is considered appropriate to avoid student boredom during learning, by using games and some ice breakings in learning. Not only that, the teacher also gives online quizzes after learning to make it easier for students to directly work on assignments with the aim of training students to quickly follow up the material that has been delivered.

"The solution we provide for students whose network is disrupted, we send explanatory instructions during learning in the form of voice notes or we send videos during the learning process, namely recording via zoom and ppt material. In addition, we provide encouragement to increase students' learning motivation such as ice breaking and games. Also we give some simple tasks through online quizzes. It's easy, students just need to click and train students to quickly follow up the material they have learned."

DISCUSSION

After concluding and analyzing the data, the researcher conducted an in-depth discussion to answer two research questions that had been proposed in the form of the strategies used and the obstacles faced during online teaching during the Covid-19 pandemic. The results of the interview findings answered by the teacher, getting the results that both teachers tend to use the same strategy in their implementation. This can be seen from the level of effectiveness of online learning as well as the situation and condition of students.

a. Obstacles in Teaching Online During the Pandemic

The first obstacle is that students have limited internet network. In online learning, networking is important in its application for students and teachers for online learning. This is

stated by Yusuf (2021) that online learning requires virtual technology that uses a network so that it can allow students and teachers to carry out learning even though they are in different places.

The second obstacle is that students lack discipline. Basically, the e-learning learning process must be able to meet the criteria as good learning. This is the same as the lack of student learning motivation during learning according to Hariyati (2020) the lack of learning motivation is a weakness of online learning because students are easily distracted by the activities that are around them.

The last obstacle is student learning devices that do not support. As the term e-learning requires the support of adequate devices for the creation of online learning characteristics. This is in line with Hariyati (2020) that online learning cannot be separated from the use of electronic media that supports a network so that it can be done in separate places.

b. Strategies for Teaching English During a Pandemic

The strategy used by the teacher during the first online learning process was to give assignments in groups to discuss. During the COVID-19 pandemic, large-scale restrictions were carried out to reduce student mobilization. Under these circumstances, of course, the teacher makes it easy for students to do assignments in a discussion. With this strategy, the teacher feels that students are actively working together to practice good communication relationships between students. According to Srinivasan, et al (2007) the advantage of small group discussions is that it activates students and stimulates learning. Besides that, it can help students explore their pre-existing knowledge and build on what they don't know, as well as facilitate the exchange of ideas and practice critical thinking skills.

The second strategy is that the teacher gives ice breaker or games to avoid boredom of students during online learning just guessing the words or movements that are exemplified. This is necessary because it can bring the online learning atmosphere to be active and more relaxed. This is in line with Brown (2000:146) the benefits of games in learning are that it actively involves learners, can add or regenerate motivation, promotes team mastering and collaborative talents, provides a challenge that can lead to confidence in knowing and expressing the lesson, provides feedback and can create a "relax" learning environment.

The last strategy is the teacher gives an online quiz after the lesson is finished. This trains students to be able to recall the learning that has taken place by learning on their own

after learning is complete. In line with Wehrli (2003) that this term is known as independent study which can improve independent learning abilities, can develop themselves in their own way and improve the learning experience.

CONCLUSION

After conducting interviews with teachers on teaching strategies and factors that hindered teaching English during the pandemic at Al Hidayah Junior High School Malang, it was found that the results of data that will answer research questions can be described as follows:

The teacher revealed that the inhibiting factor during the online English learning process was the technical factor. The more dominant technical factors are found during the teaching process, these obstacles include networks that are sometimes outside the range of internet signals when teaching, student devices or devices that do not support certain applications for online learning, and limited student quotas. In addition, it was found that students were less motivated during online learning. To overcome these problems, teachers try their best to help students, remind them to submit assignments, and provide other printed materials.

In addition, to overcome these obstacles, teachers often use three strategies in their teaching, namely the first teaching strategy is to make discussions by giving assignments in groups. This is considered effective because it can increase more frequent interactions between students. Provide and deliver material through WhatsApp groups in an interesting manner according to the learning material. It helps teachers in the online learning process. In short, these methods and strategies help teachers and make it easier for students to follow lessons.

The second strategy is to make the classroom atmosphere interesting by playing games. This aims to avoid student boredom during learning, in practice the teacher prefers to do ice breaking and games in the middle of learning. Guess the word and guess the movement are two interactive and effective ways to avoid student boredom. The teacher makes ice breaking by inviting students to concentrate or just for fun entertainment. In other words, this strategy helps students refocus on learning so that it is easy for teachers to take classes actively.

The third strategy is to give assignments independently. For example, the teacher gives an online quiz after the lesson is finished. This trains students to be able to recall the learning that has taken place by learning on their own. This method is considered effective by the teacher because it trains students to improve their abilities.

From all the strategies that were concluded, the teacher was more focused on helping students during online learning such as overcoming students' network problems by giving assignments and making ice breaker to restore students' motivation during the online learning process. In addition, the researcher found some theoretical relevance from the results found in previous studies that support the theory put forward in this study. The theory is in line with the results found regarding teaching strategies and limitations in the teaching process.

Based on the conclusion above. There are several suggestions addressed to teachers and future researchers. Students must be able to improve their skills in mastering information technology and prepare for optimal learning so that online English learning can be done easily. The researcher suggests that English teachers can improve interesting strategies according to students' interests and circumstances during the learning process and continue to help students who have difficulties during the online learning process because the most important thing is that students can receive learning materials and achieve learning goals easily. The researcher suggests that future researchers who can interested in this topic will contribute to understanding the teaching strategies carried out during the face-to-face process of learning English and are advised to add other validated instruments. In addition, hopefully, this research can be useful and become a guideline for future researchers to be more careful in conducting research so that the results are better than this research. So that the results obtained are more optimal and can be used as a reference in the future.

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