



Teacher's Strategies of English Online Learning during COVID-19 Pandemic in SMA N 8 Purworejo

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Abstract. This research aimed to describe the teaching strategies in online English class and to know the extent of the strategies help the students in learning English during the COVID-19 pandemic at SMA Negeri 8 Purworejo in the academic year of 2020/2021. This type of research was field research with descriptive qualitative research because it described the strategies used by the teachers in SMA Negeri 8 Purworejo when teaching English. Data collection techniques in this study were interview, observation, and documentation. The results of the study shows that the two teachers used five strategies for teaching English during the COVID-19 pandemic– namely using methods, approach, using media of online learning, grouping students, and measuring of competence. Both teachers used the same media through WhatsApp group. Secondly, some of the teachers' strategies in teaching English of online classes could help students, especially practicing speaking and reading by recording videos.

Keywords: COVID-19 pandemic, Online learning, Teaching strategies

1. Introduction

In educating students, teacher plays an important role in a school. Teachers must understand the level of understanding of students in a class. Teachers also do not only provide material but also build students' communication, motivate students so that they are enthusiastic about learning, and inviting students to master and like the lesson. In addition, teachers also become a facilitator. Teachers must guide and assist students in their quest to learn for themselves as self-explorers. Teachers should provide the finest learning environment possible for their students, one that represents their lives in cultural, intellectual, and linguistic terms. A teacher's role as a facilitator is to establish a solid foundation for their students' personal development. [1].

Teaching English is not easy. With different levels of skill in each class, teachers should use effective strategies that allow students to learn the material. Teachers must be resourceful in their content selection and able to pique students' interest. Learning requires a high level of interest in order to be successful [2]. Therefore, the teacher needs to manipulate several strategies to support the teaching and learning process. Learners use learning techniques to make learning simpler, faster, more pleasant, more self-directed, more effective, and more transferable to new information [3] [4] [5].

Since the end of 2019, the world has been rocked with a coronavirus or COVID-19. In 2020, the President of the Republic of Indonesia set a policy to temporarily close the teaching and learning process in schools and universities. The teaching and learning process must be done at home online. Previously, the learning process in Indonesia could be face-to-face and all activities were carried out smoothly without any limitations. However, current government policies require that all activities be limited, so learning must be done online. This is to reduce the spread of the corona virus. Online learning is an effective way of education today. Students and teachers can use online learning applications that can support the learning process. By the four skills, the teachers inevitably have to apply and adapt to online learning classes in conveying English material from listening, speaking, reading, and writing so that the teaching and learning process can keep going. E-learning, according to Abbad, is the use of information and communication technology to provide online learning or teaching resources [6]. A teacher's admission that he or she had some trouble adopting e-learning classes because they were infrequently used. The teacher must immediately use it due to a lack of time and training [7]–[9]. Of course, the

teacher will need to adjust as well as develop an English teaching strategy. The teacher should find any creation to solve the problem [8], [10], [11].

There were some similar previous research in this theme like *An Analysis of English Teacher's Strategies in Teaching Reading at Senior High School Jauharul Falah Kumpeh Ulu* (Lestari, 2021); *An Analysis of Teachers' Teaching Strategies and Students' Different Learning Styles in English Teaching-Learning Process* (Yani, 2016), and *An Analysis on the English Teachers' Strategies in Teaching Descriptive Writing at the Second Grade of Junior High School* (Istiqomah, 2016), however this research is different from those research in term of learning condition. The study refers to one of the basic skills of English such as writing, reading, listening, and speaking. But in this study not only focus on these skills. This study describes the teacher's strategy to help students understand English lessons during covid pandemic.

2. Literature Review

Teaching Strategy

In education, a strategy is a plan, approach, or set of actions aimed at achieving a specific educational goal. [12]. In line with this opinion, David in Daddi, a strategy is a method, plan, or series of activities aimed at achieving specific educational objectives. [13].

Meanwhile, if interpreted broadly, "the strategy can include, among others: 1) methods, 2) approaches, 3) the election of sources including the media used in learning, 4) grouping students, and 5) measurement of success" [14].

a. Methods

term method refers to both instructional strategy and techniques. Following a method can be done in a variety of ways, but it is a broad phrase. The term "method" is a pedagogical phrase that refers to how well a subject is presented in order to gain mastery of it. It is a method of presenting the subject content in a systematic and scientific manner [15]. The way of presenting content in the classroom is referred to as the method. The manner is determined by the content of the subject to be taught.

b. Teaching Approach

According to Arvind, there are various approaches which are used in teaching learning process [15]. The following are the main approaches of teaching learning:

1. Teacher-centered approach

Teacher-centered approaches are more traditional in character, emphasizing the teacher's role as an instructor. They're also known as direct instruction, deductive teaching, or expository teaching, and they're characterized by a lecture format. In these teaching approaches, the teacher determines what will be taught and how pupils will be presented with the knowledge they will learn.

2. Student-centered approach

Student-centered approaches (also known as discovery learning, inductive learning, or inquiry learning) emphasize the learner's role in the learning process far more. You still define the learning agenda when you use student-centered teaching methods, but you have considerably less direct control over what and how students learn.

c. Media in Learning

In the teaching and learning process during this pandemic, many obstacles were experienced during the learning process, so that the learning objectives could not be achieved optimally. In order for the learning objectives to be achieved properly, the teacher must overcome these obstacles. One way is by using the right learning media. According to Sanaky, the following are some of the advantages of instructional media: (a) The learning process will be more interesting as a result of using learning media, which will motivate students to learn; (b) May explain instructional materials so that students can grasp them and master the learning objectives; (c) The learning process gets more diverse when instructional media is used. The material is not only provided orally,, ensuring that pupils are not bored and can learn more effectively and efficiently; and (d) Students are listening to the teacher's material and participating in additional learning activities such as observing, doing, demonstrating, and others. [16].

- d. **Grouping Students**
Grouping Students is one of the strategies used by the teacher. Has outlined a number of importance of group work in a classroom. Apart from increasing every student's engagement, group work should foster equity, collaboration skills, and interdependence among students. [17].
- e. **Measurement of Success**
Teachers use formative assessment to students' measure of success. Formative assessment is a method for teachers to obtain evidence regarding their students' progress over time. To maintain the rigor of the lesson and enhance student learning, Fisher and Frey recommended that teachers assess for student knowledge several times throughout the lesson, at least every 5–10 minutes. [18]. Teachers use formative assessment data to determine a student's current level of learning and tailor future classes to help students meet their learning objectives. [18]
- As a technique for a teacher to play with youngsters, Smilansky uses consistent teaching strategies [19]. In other words, strategy refers to a teacher's effort to create an environment system that facilitates the teaching process and ensures that the learning objectives set forth are met. [20]. Teachers' tactics should be adapted and multifaceted, according to Emmer and Stough: a teacher can utilize some traditional strategies, such as group monitoring, but they must also establish new strategies, such as holding students accountable for individual work in a group setting. [21].

Online Learning

Online learning, according to Dhull and Sashi, is a global technology that uses the web, e-mail, new groups and texts, audio, and video conferencing [22]. It means that, the learners will study use e-learning to support their activities out of the classroom, such as the development of information and communication technology. Online learning has advantages and disadvantages. The advantages of using online learning include being practical and flexible. Because they do not have to meet physically, the contact between professors and students will be more realistic [23]. In addition, online learning can also save time and money. previously used to go to school, with online learning, students and teachers can carry out the teaching and learning process from home, and the costs incurred are not too much, such as buying books, photocopies, and spending on fuel.

Online Learning Applications in English Language Teaching are-supported the proper application in English Language Learning, such as: WhatsApp Group, Edmodo, Google Classroom, Blogs, Email, Zoom, and Google form.

3. Research Method

Research designs, according to Creswell, are research plans and procedures that cover the phases from broad assumptions through precise data collecting, analysis, and interpretation methodologies. Qualitative research is a method of investigating and comprehending the meaning that individuals or groups attach to a social or human issue [24]. From the explanation above, the researcher used descriptive qualitative research.

The researcher conducted this research in terms of the teaching strategies of English teachers at SMA Negeri 8 Purworejo. This research was conducted from the beginning of March until July. With the enactment of WFH (Work From Home) so researcher conducted this research online. The researcher also conducted directly interviews on March 29 and March 31, 2021. The research subjects were two teachers, they are Ms. Sri Sumaryanti, S.Pd. and Ms. Istikomah, S.Pd. the two female English teachers at SMA Negeri 8 Purworejo.

According to Arikunto, a data resource is a subject from which data is acquired [25]. The data sources in this research were interview and WhatsApp chats of online class from English teachers at SMA Negeri 8 Purworejo.

The research instrument is a tool that researchers use in the data collection process to examine the findings of research conducted in the next stage of social research. According to Sugiyono, qualitative researchers act as human instruments in determining the research's topic, selecting informants as data sources, collecting data, assessing data quality, analyzing data, interpreting data, and drawing conclusions from findings [26]. Based on the statement above, the instrument of this research is the researcher herself. Then, the other instruments used in this research were interview, observation, and documentation.

Technique of Collecting Data

1. Interview
In this study, the researcher conducted face-to-face interviews when the teachers were on duty.
2. Observation
The systematic recording of observable phenomena or behavior in a natural setting is typical of observation studies. [27]. Rresearcher observed how teachers taught English through online learning classes through WhatsApp groups consisting of students in one class, English teachers, and researcher.
3. Documentation
Documentation, according to Arikunto, is used to obtain data directly from the study site. Examples include pertinent books, legislation, activity reports, images, film documenters, archives, letters, diaries, journals, and other written text that can be utilized to examine the problem [28]. In this study, the researcher made a note, took photographs, and took a screenshot chat as proof of teaching learning activity.

Technique of Analyzing Data

In analyzing the data, the researcher grouped it into three parts. The first, reducing data means summarizing, choosing the main thing, focusing on the things that are important, as well as being sought theme and pattern. The second is displayed data, the researcher using an essay, this is the most commonly used display in qualitative research. The third is conclusion stage, the researcher began to see and examine all data then tell the story by making a relationship between the story so that the researcher got the results and conclusions from the study.

4. Finding and Discussion

Findings

This section identifies the strategies of English teachers in online class.

Table 1. Observation Sheet from Teacher 1

No	Step	Indicator	Meeting						
			1	2	3	4	5	6	7
1	Pre Teaching	Greeting	√	√	√	√	√	√	√
		Giving Motivation	√	-	√	-	√	√	-
		Conveying Goals	√	-	√	√	√	√	-
		Giving explanation	√	√	√	√	√	√	√
		Assessing Students	√	√	√	√	√	√	√
2	Whilse Teaching	Method							
		Competence							
		Scoring Students' work	√	√	√	√	√	√	√
		Approach							
		Teacher Centered	√	√	√	√	√	√	√
Student Centered	-	-	-	-	-	-	-		
	Media of online learning	WhatsApp Group	√	√	√	√	√	√	√
		Measurement of Giving final success	-	-	√	-	√	-	√
		assignment							
3	Post Teaching	Provide material reinforcement	-	√	-	-	-	√	-
		Closing	√	√	√	√	√	√	√

Table 2. Observation Sheet from Teacher 2

No	Step	Indicator	Meeting							
			1	2	3	4	5	6	7	
1	Pre Teaching	Greeting	√	√	√	√	√	√	√	
		Giving Motivation	√	√		√	√	√	√	
		Conveying Goals	√	√	√	√	√	√	√	
		Giving explanation	√	√	√	√	√	√	√	
		Assessing Students	√	√	√	√	√	√	√	
2	Whilse Teaching	Method	Competence	√	√	√	√	√	√	
		Scoring Students' work	√	√	√	√	√	√	√	
		Approach	Teacher Centered	√	√	√	-	√	√	-
			Student Centered	-	-	-	√	-	-	√
		Media of online learning	WhatsApp Group	√	√	√	√	√	√	√
		Measurement of success	Giving final assignment	-	√	√	√	-	√	-
		3	Post Teaching	Provide material reinforcement	-	-	√	-	-	-
Closing	√			√	√	√	√	√	√	

From Table 1 and Table 2 it can be seen that the researcher observed teacher activities in online classes. From the observation data, researchers can make the following percentages.

Table 3. Observation result of teacher strategies

No	Step	Indicator	Percentage		
			Teacher 1	Teacher 2	
1	Pre Teaching	Greeting	100%	100%	
		Giving Motivation	57.2%	85.7%	
		Conveying Goals	71.4%	100%	
		Giving explanation	100%	100%	
		Assessing Students	100%	100%	
2	Whiles Teaching	Method	Competence	100%	100%
		Scoring Students' work	100%	100%	
		Approach	Teacher Centered	100%	71.4%
			Student Centered	-	28.6%
		Media of online learning	WhatsApp Group	100%	100%
		Measurement of success	Giving final assignment	42.8%	57.2%
		3	Post Teaching	Provide material reinforcement	28.6%
Closing	100%			100%	

Table 4. Teacher's strategy during online class for class X and XI grades

No.	Strategies	Teacher 1	Teacher 2
1.	Giving explanation on learning materials	Explaining the material that the students read on the student worksheet and then asks the students to write it down.	Explaining the material on the student worksheet, sends material files, and video links from youtube then asks students to write them down.
	Assessing students' competence	Providing a final assessment through student assignments from student worksheets and from self-made questions.	Providing a final assessment through student assignments from student worksheets and from self-made questions.
	Scoring students' work	Giving assignments to students and gives a reduction in grades to students who do not do assignments.	Giving assignments to students and gives a reduction in grades to students who do not do assignments.
2.	Teacher-centered	The teacher gives an explanation through voice notes and sends material files.	The teacher gives an explanation through voice notes and sends material files.
	Student-centered	The teacher instructs students to find additional material on their own from the internet.	The teacher instructs students to find additional material on their own from the internet
3.	Media of Online Learning	The teacher uses the whatsapp group media for the process of teaching English in online learning.	The teacher uses the whatsapp group media for the process of teaching English in online learning.
4.	Grouping students	Making one Whatsapp group for one class.	Making one Whatsapp group for one class.
5.	Measurement of success	Giving a final assessment from google form.	Giving a final assessment from google form.

From table 4, it can be seen that the teacher's strategies during learning process. It shows that both teachers used the same strategies which include method, approach, media of online learning, way of grouping students, and measurement. Except in using method, it shows that teacher two is more creative than teacher one as she adopted video as learning materials.

Discussions

Based on finding of this study in teacher's strategies of online learning, there are several strategies used by teachers to know the extent of the strategies to help the students in learning English during the pandemic COVID-19 at SMA Negeri 8 Purworejo.

1. Observation

a. Method

From the observation, the first method used by the two teachers is gave explanation on learning materials. But there is a little difference in the way the two teachers deliver. Teacher 1 provided explanation through the material that the students read on the student worksheet and then asks the students to write it down. To start learning, the teacher opened the class by greeting and asking how the students are doing. Then the teacher told what will be learned. Students should read the text carefully and it will be better if they know the meaning. After students are fluent in reading, they have to look for words that they find difficult and this

meaning. Then they have to write the word on the notebook. While teacher 2 provided an explanation through the material on the student worksheet, sent material files, and video links from YouTube then asked students to write. Teacher 2 offers students to choose which one is more understandable.

Second method is used after giving explanation on learning material is assessing students' competence by both teachers. Student competency assessment aims to determine whether students understand or not with the material explained by the teacher during the learning process. Teachers provide a final assessment through student assignments from student worksheets and self-made questions.

Then, the third method after giving explanation on learning materials and assessing students' competence is scoring students' work. The teacher gave assignments to students and gave a reduction in grades to students who do not do assignments. With a reduction in grades for students who do not work, students will be enthusiastic and try to do the assignments given. Because if not done will have an impact on their final value.

b. Approach

The approach used by the both teacher is teacher-centered approach and student-centered approach. For a teacher-centered approach, the teacher gave an explanation through voice notes and sent material files [29] [30]. According to the result of observation, the teacher sent a material and then the teacher explained it by voice note. To start learning, the teacher usually opened the class by greeting and asking how the students are. Then the teacher explained the basic competencies of explanation text, the material taught is passive voice and active voice. The purpose of studying passive voice and active voice from explanation text is that students can make passive and active sentences that are used to make sentences in explanation texts. The teacher explained how to make a good and correct passive voice and active voice.

Then, student-centered approach, the teacher instructed students to find additional material on their own from the internet. The teacher explained a little material to students, but if students do not understand what the teacher explains, students must look for additional material on the internet so that students understand what they should learn.

c. Media of Online Learning

The media of online learning used by the both teacher is WhatsApp group application. The two English teachers at SMA Negeri 8 Purworejo are both using the WhatsApp group application for online classes. Each class has a whatsapp group with 1 subject teacher. Previously the teacher used Google Classroom when online learning, but in practice the students were less enthusiastic. When learning using Google Classroom, the teacher cannot be sure whether the student is focusing on the cellphone or laptop to pay attention to the material being taught. Sometimes students underestimate during class hours, such as still sleeping, going out or going out to help their parents, there are also students who choose to work rather than pay attention to lessons[31]–[33]. Therefore, teachers prefer to use the WhatsApp group application because using WhatsApp is not complicated and has features such as sending images, videos, voice notes, and various documents. The teacher can saw who has read and who is not active during the learning process. In addition, teachers and students can discuss and ask questions more relaxed.

d. Grouping Students

Teacher makes one Whatsapp group application for one class. It aims to make it easier for teachers to provide material explanations and monitor students' learning during the learning process.

e. Measurement of success

The teacher saw from the tasks given the task during the learning process. After each explanation of the material, students are always asked to do or make assignments according to the material being studied. From there the teacher can found out the level of students' understanding of the material. Apart from the tasks given during the learning process, the teacher also provided a final assessment for one semester or from the initial material to the end of the semester through the google form.

2. Interview

a. From the interview, the researcher first discusses the teacher's response about online learning (pjj).

According to teacher 1, online learning is needed at this time because to reduce the spread of the covid 19 virus. Teachers must have the right strategy to achieve learning goals during

the pandemic. In addition to delivering material, teachers must be able to make learning more interesting in order to increase students' interest in learning because class X from the beginning of entering school they have never met the teacher and their classmates. So some of them feel awkward and indifferent during the learning process.

According to teacher 2, online learning is currently an alternative way in the world of education. Online learning is a learning system without face to face directly between teachers and students. Teachers must ensure that teaching and learning activities continue, even though students are at home. Although in practice some have experienced many obstacles such as limited internet networks, lack of student interaction with teachers, and lack of understanding of the material for students. It is not only felt in SMA Negeri 8 Purworejo, but other schools are the same. Teachers at SMA Negeri 8 Purworejo still try to give their best so that the online learning process runs well.

- b. Second, the researcher discusses the material delivered in online learning whether it is still the same as the old syllabus or not. Teacher 1 and teacher 2 said that the material presented during face-to-face and online learning was the same but the delivery of the material is slightly simplified. Such as during face-to-face learning, before entering the material, the teacher adds to students' speaking and writing skills. Sometimes the teacher also gave ice breaking during the learning process so that students do not get bored undergoing the learning process for 2 hours. But now with limited time, which is only 30 minutes, the teacher can only maximize explaining the material until the students understand. For the results may be slightly different, because if it delivered in person the results might be better, using online is not so good, but the amount of materials or the density of materials is still the same.
- c. Third, the researcher discusses teaching strategies of online English class during the pandemic COVID-19. First, the method used by the teacher in understanding the students is explaining the materials through voice note from the student worksheet or material files, assigning the student to do assignment, and assigning the student to submit the assignment. This strategy is the same as the theory proposed by Haidir and Salim, if interpreted broadly, "the strategy can include, among others: 1) methods, 2) approaches, 3) the election of sources including the media used in learning, 4) grouping students, and 5) measurement of success". In this study, the researcher agrees with the theory. The strategies used by the teachers at SMA Negeri 8 Purworejo during pandemic Covid 19 include five strategies, namely methods, approach, media of online learning, grouping students, and measurement of success. Even though we are currently in a pandemic period, this theory can be used by teachers at SMA Negeri 8 Purworejo. Before the covid 19 pandemic, teachers could implement their strategies during face-to-face learning, but now by using WhatsApp groups, teachers can still carry out their strategies to help students learn.
- d. Fourth, the researcher discusses how the teaching strategies to help the students in learning English during the pandemic COVID-19. According to teacher 1, online learning can help students a little in the learning process because of the weakness of online learning. Although it has been given the convenience of using WhatsApp for online learning, there are still some students who underestimate the learning process. Some did not listen to the material explained by the teacher, some did not collect assignments. Teaching without face-to-face causes students to be indifferent and less aware of their responsibilities. According to teacher 2 the strategies they use can help students learn English using online learning during the pandemic but not as far as when face-to-face learning was previously done.
- e. Then, how to know the level of student understanding of the material taught during online learning. For the assessment, teacher 1 and teacher 2 saw based on daily tasks. Another assessment can be seen from the activeness of students in responding to questions and asking questions during learning. And the last is the assessment made by the teacher used the google form.

This strategy is the same as the theory proposed by Heritage in G. Conderman, E. Pinter, and N. Young (2020), teachers use data from formative assessment to identify a student's current level of learning and adapt future lessons to help students reach the desired learning goal. Mostly after giving the material, the teachers take the students' grades from the assignments given in each meeting. Formative assessment is one of the most profitable assessment strategies, because it focuses on what still needs to be learned rather than what students should already have mastered. This gives students enough time to improve and acquire the necessary information and skills during the learning process in online learning.

5. Conclusion

Based on the finding and discussion, the researchers drew some conclusions. The strategies used by the teachers at SMA Negeri 8 Purworejo during pandemic Covid 19 include five strategies, namely methods, approach, media of online learning, grouping students, and measurement of success. There are three methods used by the teacher, namely explaining on learning materials, assessing students' competence, and scoring student's work. Teachers used data from formative assessment to identify a student's current level of learning and adapt future lessons to help students reach the desired learning goal. Some of the teacher's strategies in teaching English of online classes can help students, especially practicing speaking and reading by recording videos. It makes students more confident and enthusiastic in doing the assignments given. Teachers can also find out the level of students' understanding during the learning process and from the results of the assignments given.

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