

**”AN ANALYSIS OF ENGLISH TEACHERS’ STRATEGIES ONE -LEARNING CLASSES DURING COVID-19 AT SMK NEGERI 1 PEMATANGSIANTAR”****Rohdearni Sipayung<sup>1</sup>, Lince Pardede<sup>2</sup>**

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**ABSTRACT**

The purpose of the study is to analyze the strategies of the English teacher on E-learning classes during covid-19 at SMK Negeri 1 Pematangsiantar. This type of research was field research with qualitative approach. This study aimed at answering the following research questions: (1) what are the strategies on English e-learning classes during the COVID-19 pandemic at SMK Negeri 1 Pematangsiantar? Data collection techniques in this study are observation, interview, and documentation. The results of the study show that (1) The teachers use different strategies because the expected skill output are different, for writing skills the teacher uses 3 strategies namely planning, drafting, and editing. As for listening skills, the teacher applies several strategies such as listening to songs, writing song lyrics, matching lyrics, and finally sing a songs. For reading the researcher find 2 strategies, like that reading of textbook, and observed, and make a sentence. For the, speaking the researcher find the strategies such as using video on you tube, conversation, and make poetry. But all of them use the video-based learning model and also virtual education through WhatsApp. (2) Strategies in teaching through e-learning classes during the COVID-19 pandemic greatly assisted teachers in the teaching and learning process to achieve learning goals.

**Keywords: English Teaching, Teaching Strategy, E-learning.****INTRODUCTION****Background of the Study**

Education is the most important thing in our lives, this means that every human being deserves it and is expected to always develop therein, education will never end. Education in general has the meaning of a life process in developing each individual's self to be able to live and carry on life. So that being an educated person is very important. English is one of the subjects taught in junior high and high school. English is also an international language spoken in the world. By learning English will make it easier for us to travel or study abroad, vacations and other things.

Since the end of 2019, the world has been rocked with a coronavirus or COVID-19. This virus was first discovered in Wuhan, Hubei, China and eventually spread across the country. The Covid 19 pandemic has changed the fabric of society, not only Indonesia but also in the world. Covid 19 existence leads to a dismissal of any outdoor activity that should be carried out on a typical day. Communities should maintain safe circumstances in which people are quarantined and isolated in their homes are included in performing work. So that any vulnerable individual wouldn't get the covid 19 virus. When people want to get out to make ends meet such basic needs as buying something for the everyday needs of the community is required to wear a mask and certainly keep a safe distance from others. As of 2020, the president of the Republic Indonesia adopted a policy of temporarily closing the teaching and learning process at schools and universities urged them to study at home, and

replacing them with online learning to break the chain of viruses. Minimizing the transmission of infectious diseases, the public takes action to limit social distancing and also self-quarantine. Social distancing is a term applied to certain actions that are taken by public health officials to stop or slow down the spread of a highly contagious disease (Yuliana, 2020). While quarantine is a system of separating and limiting the movement of people for some time to prevent transmission of disease. It lasts long enough to ensure the person has not contacted an infectious disease. (cited in report of the WHO China Joint Mission on Coronavirus Disease, 2019) people with COVID-19 generally develop signs and symptoms, including mild respiratory symptoms and fever, on an average of 5-6 days after infection (mean incubation period 5- 6 days, range 1-14 days). This is a challenge for all of the teachers, how to give strategies for student to solve problems that arise so that student too do not miss out on their material.

According to Abbad (2009:398) learning refers to the use of information and communication technologies to enable the access to online learning or teach resources. A teacher's confession that she experienced a little difficulty in implementing learning classes because she rarely used it. With a short time and without training, the teacher must directly apply it. Of course, here the teacher requires adaptation and also a strategy to teach. Based on the explanation above, the researcher is interested in observing and finding what strategies used by teacher in teaching with the e-learning method. Therefore, the researcher became curious and try to investigate this with a research entitled

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##### **Problem of the Study**

Based on the background of the study, the researcher formulates some problems as follow:

1. What are the teachers' strategies when teaching English on E-learning classes during the Covid-19 at SMK Negeri 1 Pematangsiantar?

##### **Objectives of the Study**

The objectives of the study is to analyze the strategies of the English teacher on E-learning classes during covid-19 at SMK Negeri 1 Pematangsiantar.

## **REVIEW OF RELATED LITERATURE**

### **Covid-19**

Coronavirus disease 2019 (COVID-19) is a type of virus (SARS-CoV2) that is known to originate from Wuhan, China, and was discovered at the end of December 2019. Until now it has been confirmed 65 countries have contracted with this virus. The World Health Organization names the new virus Severe acute respiratory syndrome coronavirus-2 (SARS-CoV-2) and names the disease as coronavirus disease 2019 (WHO, 2020). At first the 42 transmission of this virus could not be determined whether it could be through between humans. The number of cases continues to increase over time. Finally confirmed that the transmission of pneumonia can spread from human to human (Relman, 2020). Until now this virus is quickly spreading still mysterious and research is still ongoing.

COVID-19 infection can cause mild, moderate, or severe symptoms. The main clinical symptoms are there are fever (temperature > 38 degrees Celcius), cough, and difficulty breathing. Moreover, it can be accompanied by weight tightness, fatigue, myalgia, gastrointestinal symptoms such as diarrhea, and other respiratory symptoms. Half of the

patients develop shortness in one week. In severe cases worsening rapidly and progressive, such as ARDS, septic shock, metabolic acidosis that is difficult to correct and coagulation system bleeding or dysfunction within a few days. In some patients, symptoms appear mild, not even accompanied by fever. Most patients have a good prognosis, with a small percentage in critical condition even dying. The following clinical syndromes that can appear if infected (PDPI, 2020).

Quoted from CNBC Indonesia, the government stated the total positive cases of coronavirus (COVID-19) in Indonesia until Tuesday (4/14/2020) as many as 4.839 people. The number increased by 282 positive case patients compared to the previous day. Government spokesman for handling COVID-19, Achmad Yurianto said the number of death cases had 43 also increased by 60 people bringing the total to 459 people. The number of patients recovering reached 426 people, an increase of 46 people compared to the previous day. With this pandemic, the Minister of Education and Culture Nadiem Makarim issued a circular handling of the COVID-19 outbreak. The handling instruction was aimed at the Department of Education at the provincial, district, and city levels, higher education institutions, higher education leaders, and principals through SE Number 3 of 2020 concerning prevention of COVID-19 on the education unit. In circulars listed 18 instructions that must be obeyed by the education unit (cited in CNN Indonesia, 2020).

The Ministry of Education and Culture (Kemendikbud) issued Circular Letter Number 15 of 2020 concerning Guidelines for Organizing Learning from Home in an Emergency for the Spread of Covid-19. Minister of Education and Culture's Expert Staff for Regulation, Chatarina Muliana Girsang conveyed this Circular Number 15 to strengthen the Circular of the Minister of Education and Culture Number 4 of 2020 concerning the Implementation of Education in the Emergency of Coronavirus Disease (Covid-19).

### **The previous of the study**

Previously, to avoid unnecessary replication, the writer reviewed several studies that have correlated with this study. The researcher can make a comparison of the result of each strategy used by the teacher in the English e-learning class method, and also the researcher can conclude what extend the strategy helps the teacher in e-learning classes. Several studies are relevant to this research, including:

1. A thesis conducted by Yani, Fitri, 2016. "An Analysis of Teachers' Teaching Strategies and Students' Different Learning Styles in English Teaching-Learning Process".

Her objective of the study was to know how the English teachers formulate and implement the 44 teaching strategies in the English teaching-learning process regarding students' different learning styles. Based on the result of this study showed that the teachers used some strategies for covering the differences in students' learning styles. The strategies used upon the consideration of students' character, the learning objectives would be achieved by student and the characteristic of learning material. Teaching strategies used by the teacher such as demonstration, videos, reading text, lecturing/storytelling, cooperative learning, discussion, and games. In other words it can be concluded that the use of the strategy used is based on the consideration of different learning preferences and styles. The teacher accommodates student learning styles by giving different instructions for each learning style. From the this study, there is a similarity of focus with the research to be carried out, which is related to teachers' strategies in the English learning. While the difference in the study examines the teachers' strategies in teaching English with e-learning classes.

2. Journal by Al - maqtri (2014) "Analyzed how effective is e-learning in teaching English".

His objectives of the study are to answer eight questions about teaching English with e-learning method. Results of displaying data that students are not motivated to work with the e-learning. The results also show that students misuse the Blackboard system in large-scale plagiarism. An online quiz is found to be more effective than the assignment even though some students dislike it. Some of the students said they did not have access to the internet. As a result, e-learning was found not to make learning English better. This finding 45 recommends that teachers need to increase their knowledge and experience to understand concepts, implementations using strategies.

In this paper, the researcher will be focus on teachers' strategies in English with e-learning classes during the COVID-19 pandemic in SMK Negeri 1 Pematangsiantar.

## RESEACRH OF METHODOLOGY

### The Design of Research

The design of this research is qualitative research that focuses on the analysis of the teachers' strategies E-learning classes during covid 19 pandemic at SMK Negeri 1 Pematangsiantar. Qualitative research is used to describe and analyze the abilities, forms, uniqueness, variation of words produced by teachers in E-learning classes.

According to Creswell (2014:2) qualitative research is a research with an approach to understanding the meaning of individual or group and exploring social or human problems. Furthermore, Sutopo and Arief (2010:1) writes that qualitative is a study aimed at doing a description and analysis of a phenomenon, event, social activity, attitude, perception of each individual or in a particular group. This type of research was inductive, where data at the location would be the main source of the phenomenon and problems in the observation process. So, it can be concluded that descriptive qualitative trying to describe a social phenomenon in the form of words.

### The Location of research

The location of the research will conducted at SMKNegeri 1 Pematangsiantar at 05 Bali Street, Pematangsiantar.

### Population and Sample

#### Population

The population is a generalized region of objects that posse certain qualities and characteristics that the researcher applies to study and then to conclusions. The population in this research is all the English teacher who teach in SMK Negeri 1 Pematangsiantar.

#### Sample

Sugiono (2017) said sample is part of the number and characteristics possessed by the population. In qualitative research, the sampling technique used was purposive sampling. Purposive sampling is a technique of sampling data sources with certain considerations. Example, the person is considered to know the most and according to what we expect, making it easier for researcher to examine the object to be studied. In this research the sample or informant to conduct of the data are four persons or all the English teacher, so the researcher uses the purposive sampling technique.

**Table 3.1 list of English teachers in SMK Negeri 1 Pematangsiantar**

No	Name	Status	Teacher of
1	Ambatua Sibarani, S.Pd 19621020 198601 2 001, IV/a	Teacher	English

2	Helmidaria Purba, S.Pd 19721010 200502 2 003, III/c	Teacher	English
3	Gres Ningsih Up.Manullang, S.Pd	Teacher	English
4	Mey Christina Sihombing, S.Pd	Teacher	English

Source: Tata usaha SMK Negeri 1 Pematangsiantar 2021.

### Source of the Data Data

Data in this research were in the form or written text in the field notes, and interview transcript. Data is an important aspect in conducting qualitative descriptive research. From these data, researcher obtained information about the teachers' strategy in teaching using e-learning classes at SMK Negeri 1 Pematangsiantar.

### Source Data

The source of data is the all English teacher or the informant. In this research, the researcher takes the data from all of the English teacher at SMK Negeri 1 Pematangsiantar.

### Technique of Data Collection

In this research the data was collected using observation, interview, and documentation.

#### 1. Observation

Gor man and Clayton (2005:40) defines observation is a study that involves a systematic recording of a phenomenon or a certain behavior that can be observed in the natural environment. Observation is one way of collecting data by someone with the intention that someone can feel and then understand the knowledge of a phenomenon. The number of periods and the length time in the observations made depends on the type of data collected. In this case, the researcher observed the way the teacher teaches English with e-learning classes through videos that have been made by the teacher.

#### 2. Interview

For a study, interviews or question and answer sessions are one of the best ways to learn or explore profound information from someone. An interview is a conversation that aims to gather information in a description of the life of the person being interviewed in connection with the interpretation of the meaning of the 'described phenomena' (Kvale, 1996:174).

Furthermore, Schostak (2006:54) adds that interviews are extended conversations to get in-depth information about a particular topic or subject, and through which phenomena can occur and be interpreted in the sense of meaning carried by the person being interviewed. In this case, the interview was done in the middle of a pandemic by face to face interview when the teacher got a picket schedule at school. This interview was conducted to get an oral response from English teachers. The interview design and the expression of questions will affect the depth and freedom of the subject in response. Several interviews encourage long and detailed reports while others are designed to obtain a short and specific response. Based on (Edwards & Holland, 2013; Stuckey, 2013; Gill et al., 2008; Jamshed, 2014; DiCiccio-Bloom & Crabtree, 2006), there are three types of general interviews including; structured, semi-structured, and unstructured interviews. In this case, the researcher used structured interviews with teachers at SMK Negeri 1 Pematangsiantar. Interviews were conducted to obtain accurate responses and information about the strategies used in teaching using the e-learning class method. The function of the interview in this study is to check the data and ensure that the data is truly valid.

### 3. Documentation

Documentation comes from the word documents, means goods written items. In carrying out the documentation method, researchers investigate written objects such as magazines, notes, diaries, documents, minutes of meetings, regulations and so on (Arikunto, 2010:201). Furthermore, Arikunto (2010:274) writes the documentation method can be implemented by

- a. Guidelines for documentation which contains the outlines or categories for which you want to look up data
- b. Check-list research using this documentation method was used by the researcher to obtain data in the form of photos which would be evidence that the researcher properly conducts the research. In this case, the researcher made a note, took photographs, and took a screen shoot chat as proof of teaching learning activity.

### **Technique of Data Analysis**

Data analysis in qualitative research is performed during data -collection, and after completion of data collection within a given period. At the time of the interview, the researcher had already done an analysis of the answer being interviewed. If an interview's answer after analysis does not seem satisfying, then researcher will continue the question, to some stage, obtained credible data. Miles and Huberman (1984) in sugiyono (2017), suggests that the activity in qualitative data analysis is interactive and continues, leaving the data saturated. The activity in analysis of the data there are, data reduction, data display and conclusion drawing.

#### 1. Data Reduction

Reducing data means summarizing, choosing the main thing, focusing on the things that are important, as well as being sought theme and pattern. Thus the reduced data will provide a clearer view, and make it easier for researchers to conduct further data collection, and look for it if necessary. Data reduction can be assisted with equipment, such as computers, notebooks, and so on. In reducing data, the researcher will be guided by the objectives to be achieved. In this stage, the researcher obtained data from interviews with the teacher, which shows how the teachers' strategies on English e-learning classes. In this step, the required data is entered while irrelevant data is not used.

#### 2. Data Display

After the data is reduced, the next step is presenting data. According to Miles and Huberman (2014:249), the most frequently used to present data in qualitative research is with narrative text. With the presentation of data, it will make it easier to understand what is happening and plan the next work based on what has been done understood. In this study, the researcher displayed data using an essay, this is the most commonly used display in qualitative research.

#### 3. Drawing Conclusion

The conclusion is the final stage in data analysis. The conclusion in qualitative research is new findings that have never before existed. Findings can be in the form of description or description of an object before still dim or even dark, so after being investigated becomes clear. This conclusion can be either acasual relationship or an interactive, as well as hypothesis or theories. In the 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.

## FINDING

In this chapter is about data analysis. The data gotten by researcher from the teacher's recording. The researcher presents the result of the data presentation and findings in the study itself. It presents the strategies used by the teachers in learning English with e-learning classes during the COVID-19 pandemic at SMK Negeri 1 Pematangsiantar and the result of an interview about the strategy in teaching English e-learning process.

### Observation

Teachers' strategies on English e-learning classes according to the results of observations and interviews that have been conducted with English teachers about the strategies used in teaching English e-learning classes during the COVID-19 pandemic there are several strategies used by the teacher in teaching according to the material used. The school has four teachers who taught English mattresses. That's why the researcher conducted their observations in a row. Since it takes 30 to an hour, so researcher are doing their research on different days.

1. The first day the researcher, have done interview of teacher(T1) during 30 minute
  2. The second day have done the interview (T2) during 40 minute
  3. The third day have done the interview (T3) during 35 minute
- And the last day the researcher have done interview (T4) during 50 minute.

### Findings

In data analysis, the research discovery is regulated and presented in such a way that the research problem becomes the basis of reference to the arrangement and presentation.

#### Teacher's strategies in teaching English e-learning classes

According to the result of the interview conducted with an English teachers, strategy is important in learning as a way or method that makes students easier to learn. In line with the opinion from David (1976 as quoted in Sanjaya, 2006) strategy is a method, plan, or series of activities designed to achieve a particular educational goals. There are several strategies used by teachers in teaching writing and listening skill. All strategies used by the teachers are effective, because with that strategy students can understand the material easily. Some strategies for reading, speaking, listening and writing as follows:

##### a. Reading Strategy

After research have done, so the researcher conclude as to some of the strategies used by a teacher in teaching reading as follows. Firstly, the teacher ask for the student to open the textbook, and give a reading text which will be learned. After that the teacher will hear and observe students reading either using zoom or recorded by the student. After that, look for hard words and then make it to a sentence.

##### b. Speaking Strategy

The strategies about speaking there are, the students make some of conversation in others, and then they will record it. After that the conversation send to the teacher. So the teacher, will to know how to skill speaking of student, and then correct it. The student can practice about speaking using this one:

1. Using Discussion
2. Using conversation
3. Make speech or poetry

##### c. Listening Strategy

Listening To the song, write the lyrics, matching the lyrics, sing a song. These strategies can help the teacher deliver material about improving vocabulary through a song. The video

content that the teacher makes is very simple, clear, and easily understood by students. According to Lynch (2008:23), one of the most listening strategy is through song. Listening to the song, this strategy helps teacher measure students' listening skills also can help to improve their vocabulary. Writing lyrics, this helps the teachers measure the extent to which students can write vocabulary correctly. Matching the lyrics, this can help students improve their writing with the lyrics they listen to. Sing a song, this can help the teacher in assessing their skills in listening and speaking, and of course students will also get some new vocabulary in a song.

“...listening to the song, write the lyrics, matching the lyrics, and sing a song, strategi – strategi ini dapat membantu saya dalam proses mengajar melalui kelas e -learning dalam meningkatkan kosakata melalui sebuah lagu. Dengan beberapa strategi tersebut siswa lebih mudah untuk mengetahui banyak kosakata baru dalam satu lagu saja. Namun dengan kelas e -learning ini, system evaluasi sangatlah kurang karena kita tidak tahu secara langsung apakah yang dilakukan siswa sama seperti yang diharapkan atau tidak”. (Listening to the song, writing lyrics, matching lyrics, and sing a song, these strategies can help me in the process of teaching through e-learning classes in improving vocabulary through a song. With some of these strategies students find it easier to find out many new vocabularies in one song. But with this e-learning classes, the evaluation system is very lacking because we don't know directly whether what students are doing is the same as expected or not)

### **Writing Strategy**

#### 1) Planning

All of the students, especially in the second class students using this strategy. For example, in learning English with e-learning classes especially writing, the teacher provides videos related to the topic or material to be delivered was the experience text, so students can plan what they will write. It suitable with the opinion of Richards (2002) that states the experienced writes will plan what they will write. In this case students can plan writing experiences at home during the COVID-19 pandemic.

“.....planning, misalnya dengan menonton video yang telah dibuat oleh guru kreatif mungkin itu mengenai kalimat sederhana bentuk lampau dan teks pengalaman, siswa harus bisa memiliki rencana teks apa atau judul apa yang akan mereka tulis dalam sebuah teks pengalaman.

#### 2. Drafting

In this strategy students must be able to make concepts. This is one line with the opinion of Richards (2002) that the first version of a paper is called a concept, so the teacher gives their topics, something that is related to memorable activities or creative activities during the COVID-19 pandemic. Students make concept or main map, noting the points what will be delivered in the recount text.

“.....drafting, strategi ini dilakukan untuk memudahkan siswa dalam menyusun teks yang telah diperintahkan oleh guru. Dalam hal ini saya menyarankan setiap siswa memiliki konsep sebagai modal utama untuk latihan menulis. Dengan membuat konsep siswa menjadi lebih mudah dan tahu urutan atau point apa saja yang akan disampaikan dalam teks yang akan dibuat sehingga tidak terjadi kebingungan, meskipun jika pada akhirnya konsep itu akan lebih diluaskan atau pun dihilangkan itu tidak apa - apa. (this strategy is carried out to facilitate students in compiling text that has been given by the teacher. In this case I suggest students have a concepts as the main capital for writing practice. By making students' concepts easier and know what sequence or points will be conveyed in the text to be made so



there is no confusion, even if in the end the concept will be expanded or eliminated it is okay)”).

### 3) Editing

In this strategy the teacher asks students to make recount text using Indonesian by paying attention to the generic structure contained in the text. Through WhatsApp group teacher checks student writing, if the writing is not appropriate students must edit until the writing is appropriate and justify the wrong sentence, the teacher provides motivation so students are excited in writing. According to Flower & Hayes (1980:18), editing is triggered automatically and may occur in brief episodes interrupting other processes. After all correct, students translate into English and gather back in photo form.

“...editing, ini dilakukan agar memudahkan siswa dalam menulis serta untuk mengecek terlebih dahulu pemahaman anak dalam menyusun sebuah paragraf, kemudian teks dalam bahasa Indonesia dikirimkan melalui WhatsApp dan dikoreksi. Setelah tulisan benar dan sesuai maka selanjutnya siswa mengedit tulisan dan menterjemahkan ke dalam bahasa Inggris lalu mengirimkan kembali dalam bentuk foto.

(This is done to make it easier for students to write and to check first the student’s understanding in compiling a paragraph, then the text in Indonesian is sent via WhatsApp and corrected. After the writing is correct and appropriate, then the students edit the writing and translate it into English then send it back in the form of photographs)”)

## CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestion regarding results research. The conclusions are drawn from the findings of the previous chapter, then the suggestion directs further researchers who are interested in conducting similar research.

### Conclusion

After conducting research and analyzing the teachers’ strategies on English e-learning classes during the COVID-19 pandemic at SMK Negeri 1 Pematangsiantar, it can be concluded that:

#### 1. Teacher’s strategies in teaching English e-learning classes

##### a. Reading Strategy

1. Reading textbook
2. Observed the sounds of student
3. Search the hard words and make it to be a sentence.

##### b. Speaking Strategy

The strategies about speaking there are, the students make some of conversation in others, and then they will record it.

1. Using Discussion
2. Using conversation
3. Make speech or poetry

##### c. Listening Strategy

Listening to the song, write the lyrics, matching the lyrics, and sing a song Based on this study, in delivering material improving vocabulary, the teacher chose to use songs. During the COVID-19 pandemic, the e-learning model used to teach is video-based learning. In the video, the teacher provides an explanation and stages of the process of increasing vocabulary through a song that students like. It helps the teacher knowing the students’ listening ability, besides that the writing and speaking skills involved in this strategy. Clearly, the video made

by the teacher was very helpful and makes it easier for students to add a lot of new vocabulary through a favorite song selection of students in English.

#### d. Writing Strategy

##### 1) Planning, drafting, and editing

Based on this study, planning, drafting, and editing, these strategies are used by the teacher in teaching because they are effective in increasing student writing skills. Through videos made by the teacher as a way of delivering material in e-learning classes during COVID-19 pandemic, and also deliver the task through WhatsApp group gradually and as attractive as possible, making students can easily capture material, and not quickly feel bored. It helps the teacher in teaching through e-learning classes. In short, these strategies make it easier for students to learn writing in English.

##### 2. The extent of the strategies help teachers in English e-learning classes

From the analysis that has been done, researcher can conclude that some strategies in teaching some skills in English are considered to be very helpful for teachers in teaching assisted with e-learning models using video in the middle of the COVID-19 pandemic, making students not get bored easily and strategies that are used can also facilitate students in achieved the learning goals.

#### **Suggestion**

According to the results of the study, there are several suggestions presented for students, English teachers, and researchers.

##### 1. Students

Through strategies used by the teacher in teaching English through e-learning classes, the students more understand the material and enjoy learning even though through video.

##### 2. English teacher

This research can improve the quality and creativity of teachers in teaching English e-learning classes. Teacher strategies must be applied because this is the teacher's way of determining learning objectives during the teaching and learning process.

##### 3. Future researcher

The researcher hopes that for future researchers who are interested in conducting similar research, it will contribute to understanding teaching strategies in teaching English e-learning classes. Besides, hopefully, this research will provide inspiration and guidance for further researchers to be more careful in conducting research, so that the results are better than this. Therefore, the results will be more profitable and be applied in a larger area.

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