The Implementation of Online Learning Strategy in Teaching English at Indonesian Secondary Education

Penerapan Strategi Pembelajaran Online dalam Pengajaran Bahasa Inggris di Pendidikan Menengah Pertama Indonesia

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ABSTRACT

This study aims to describe teachers' perceptions of their online learning strategies in teaching English in junior secondary education in Indonesia, to determine the application of online learning strategies to teaching English in Indonesian secondary education, and to determine the impact of teachers' English teaching strategies on influencing the process of learning English for junior high school students in Indonesia from online learning by the teacher and to find out the impact of the strategy on students' English in Indonesian secondary education. This research is a qualitative descriptive study. Purposive sampling was used to collect samples from two English teachers who teach online learning at SMP Negeri 1 Pallangga Gowa. The instruments used in this study were interviews and observations. The research findings indicate that all teachers already know about the concept of online learning, namely learning at an indirect or face-to-face distance, and requires media to support learning activities. In addition, teachers use media as their teaching strategy. Students are asked to watch videos as their assignments based on the material given by the teacher. This strategy can improve students' English, especially in 4 skills in English, namely speaking, reading, listening and writing. On the other hand, the teacher stated that online teaching and learning has several advantages and disadvantages, but both teachers hope that students and teachers can use online applications as a medium to help the teaching and learning process in English class.

Keywods: *Online Learning Strategy, Teaching, English*

ABSTRAK

Penelitian ini bertujuan untuk mendeskripsikan persepsi guru tentang strategi pembelajaran online mereka dalam mengajar bahasa Inggris di pendidikan menengah pertama di Indonesia, untuk mengetahui penerapan strategi pembelajaran online untuk mengajar bahasa Inggris di pendidikan menengah Indonesia, dan untuk mengetahui dampak dari strategi pengajaran bahasa Inggris guru. tentang mempengaruhi proses pembelajaran bahasa Inggris siswa SMP di Indonesia dari pembelajaran online oleh guru dan untuk mengetahui pengaruh strategi tersebut terhadap bahasa Inggris siswa di pendidikan menengah Indonesia. Penelitian ini merupakan penelitian deskriptif kualitatif. Purposive sampling digunakan untuk mengumpulkan sampel dari dua guru bahasa Inggris yang mengajar pembelajaran online di SMP Negeri 1 Pallangga Gowa. Instrumen yang digunakan dalam penelitian ini adalah wawancara dan observasi. Hasil penelitian menunjukkan bahwa semua guru sudah mengetahui tentang konsep pembelajaran online yaitu pembelajaran dengan jarak tidak langsung atau tatap muka, dan membutuhkan media untuk menunjang kegiatan pembelajaran. Selain itu, guru menggunakan media sebagai strategi mengajar mereka. Siswa diminta untuk menonton video sebagai tugas mereka berdasarkan materi yang diberikan oleh guru. Strategi ini dapat meningkatkan kemampuan bahasa Inggris siswa terutama dalam 4 keterampilan berbahasa Inggris, yaitu berbicara, membaca, mendengarkan dan menulis. Di sisi lain, guru menyatakan bahwa belajar mengajar online memiliki beberapa kelebihan dan kekurangan, namun kedua guru berharap siswa dan guru dapat menggunakan aplikasi online sebagai media untuk membantu proses belajar mengajar di kelas bahasa Inggris.

Kata kunci: Strategi Pembelajaran Online, Pengajaran, Bahasa Inggris

1. INTRODUCTION

A language is needed in order to reach understanding when communicating to each other. In this globalization era, languages socially influence people life, including English language. English is one of international language which are used by people in the world in many areas; moreover, speaking English is the easiest way to communicate with people from other countries. English has a very essential position in communication among people. The use of English is widely considered as an urgent need. English is used as an international language. English has the largest number of users over the world.

English as a Foreign language has four skills which should be developed by English of foreign language learner, listening, speaking, reading, and writing. Today, people are demanded to have more than one language. Brown (2000) said that language is not only enable people to communicate with each other such as stating, requesting, responding, greeting, but also language is used to express their ideas and feeling, wish and activities and to influence others and mirrors one's identity and is an integral part of culture.

Teaching English has been an important issue in countries where English is not their first language, so learning second language is difficult for language learners because they cannot speak English in real life situations, because they should learn sentence in textbooks not in a real environment. Therefore, teachers should always look for useful strategies to reduce the difficulties of teaching English language (Long, 1969); (Chen, 2007); (Nunn, 2011), and they have to deal with many challenges and often have question about the best ways to teach.

To achieve a goal in teaching, teachers play an important role in the teaching and learning process because most student output is determined by teachers (Wassid and Sunendar, 2013). A strategy is a particular method for solving a problem or task, a mode of operation to achieve certain objectives, or a design that is designed to manage and exploit certain details, according to Douglas & Frazier, (2001). That is, the techniques used by the teacher help students understand the content more easily. It serves as a way for the teaching and learning process to accomplish and achieve objectives.

Online Learning includes various technologies such as worldwide web, email, chat, group and new text, audio and video conferencing delivered over computer networks to spread education. This helps learners to learn at their own pace, at their own convenience. Online education requires a lot of resources and careful planning. In this case, the teacher acts as a facilitator to convey knowledge to enhance student learning experiences. Learners learn through e-learning tools available to all. E-Learning has brought back the joy of learning through the delivery of innovative and interactive content and has proven to be more attractive to students.

Achievement in learning shows the increased skills, knowledge and understanding. The richness of a successful learning experience and the gains to individuals and groups cannot all be defined. Teachers recognize the impact in use and enjoyment. While a sense of achievement and the potential to do more come with successful learning, learners sometimes underrate their achievement and do not gain the confidence the need to move on. Assessment is a means of analyzing learning, and it enable learners to see their progress, gains confidence and build to recognize it more fully.

Furthermore, the researcher was interested in observing and finding what strategies used by teachers' in teaching English with online learning strategy. This research was focused in teachers' teaching strategies by gaining the data by interviewing the teacher. Moreover, this research found that there was some difficulties that faced by the teacher by Appling online learning strategy in teaching English. Nevertheless, the implemented of online learning strategy could shows the impact on students' English assignment. Weather it bings the good impact or bad impact in students learning activity in Indonesian secondary education. This kind of research already done by the previous researcher but mostly they are only focusing on the achievement of the students in applying teaching strategies by the teacher. Dispatch the fact that online learning strategy could also bring the dificulties for teacher especially in teaching English.

2. REVIEW OF LITERATURE

The whole educational system from elementary to tertiary level has been collapsed during the lockdown period of the novel coronavirus disease 2019 (COVID-

19) not only in Indonesia but across the globe. Due to the impact of the emergence of this virus in the education sector, the Minister of Education and Culture (MENDIKBUD) issued circular number 4 of 2020 concerning the Implementation of Education Policies in an Emergency for the Spread of *Corona Virus Deseases-19.* To break the chains of the government encouraged the spread of this virus to close the learning activities in schools and implement online learning *(online)* (Menteri Pendidikan dan Kebudayan, 2020).

Rochyani, L., & Arif, W. (2020) stated research entitled *"Strategies and Problems Faced by Indonesian Teachers in Conducting E-Learning System During COVID-19 Outbreak"* Teaching and learning processes in the classroom had to be avoided, resulting in the use of an online classroom system. The study aimed to reveal the teaching strategies and problems faced by teachers in conducting e-learning. Based on the account, there were three types of teaching strategies used by teachers in conducting E-learning. The most applied strategies used by teachers were using online chat, in which WhatsApp was the most taken application.

In other point of view, Rasmitadila (2020) conducted research entitled *"The Perceptions of Primary School Teachers of Online Learning during the COVID-19 Pandemic Period: A Case Study in Indonesia"* This study explores primary school teachers' perceptions of online learning in a program developed in Indonesia called School from Home during the COVID-19 Pandemic. Data analysis used thematic analysis of qualitative data. The analysis found four main themes, namely, learning strategies, challenges, support, and teacher motivation. This research contributes to the literature on online collaborative learning between teachers, parents, and schools that have an impact on student success.

Broadly speaking, the success of online learning in Indonesia during the COVID-19 pandemic was determined by the readiness of technology in line with the national humanist curriculum, support, and cooperation from all stakeholders, including government, schools, teachers, parents, and the community. And the national education system is shifting to solutions such as online methods (using online applications, TV, radio, and offline methods including books and print modules. Along with these changes, changes have been needed for learning strategies, technological readiness to implement online learning and provide support and motivation to all interested parties.

For instance, study from (Allo, 2020) revealed that students perceived the online learning system implemented in Universitas Kristen Indonesia Toraja was good and very helpful in mediating students with learning process in the midst of Covid-19 pandemic. However, this study implied that lecturer should consider several issues faced by students in terms of internet stability and financial condition spent in the implementation of online learning. In addition, (Anhusadar, 2020) study also showed similar perception toward the implementation of online learning from university students of early childhood education at IAIN Kendari, in which most students fairly welcomed the online learning as the main way to hold learning process during pandemic, yet the students perceived that face-to-face meeting was way more effective.

Meanwhile a study from (Darmalaksana et al., 2020) analysed that online learning during the Working from Home (WFH) period due to Covid-19 outbreak seemed to be effective in achievement of learning objectives as the actualisation of leadership challenge of digital education in the 21st century. In line with this, (Basilaia & Kvavadze, 2020) discussed about the successful transition from traditional classroom to online classroom at one of the private schools in Georgia during the pandemic.

Moreover, According to (Wahidah, 2015) conducted research entitled *"teachers' strategies in teaching English at muslim wittaya phuket school"* The teaching strategy is a procedure used by the teacher that serves as a way to achieve a goal. The author wants to know about the strategies used by the teacher because as an English teacher, he needs to know the right strategy to be applied in their teaching practice. The purpose of this study is to describe the teaching strategies used by English teachers in teaching English at the Muslim Wittay Phuket School.

This research design uses a descriptive design with a qualitative approach. Data collection techniques in this study were observation and interviews. Based on these conclusions, the researcher suggests that teachers use the right strategies in teaching them to help their students support their students' learning to become successful language learners. Teachers can also

combine teaching strategies for better results. For other researchers who wish to conduct research on teaching strategies can focus on conducting research on selected skills about their teaching strategies. Furthermore, in this research we conclude that, teacher must combine the teaching strategies to make student easier to understand the material. Teacher not only use one teaching strategies but combining more than one teaching strategies.

3. METHODS

3.1. Research Design

In this research, the researcher applied descriptive qualitative research design. Qualitative design refers to a survey research, determines and describes the way things are (Gay 2006). Qualitative design is aimed to comprehend and enlighten the existing phenomena experienced by the subject of the research, such as attitude, perception, motivation, action, etc. in a holistic way, and by describing words and language, on expected context and by using such kinds of accepted method. Descriptive qualitative data are usually collected by questionnaire, surveys, interviews, or observations.

This research is categorized as descriptive qualitative research since it intends to analyze more words than numbers. The participants of this research were the English teachers at SMPN 1 Pallangga Gowa. At this research, the researcher focused on teacher's strategy used in online learning.

The researcher took two English teachers at SMP Negeri 1 Pallangga Gowa. Both teachers were teaching the students used online learning teaching. The researcher obtained the data from the classroom conversation in Online Learning Strategy process. This research was used Purposive Sampling. According to (Sugiyono, 2013) purposive sampling is technique for determining research samples with certain considerations.

3.2. Research Instrument

In this research the data was collected using observation sheet, interview guide, and documentation. Observation sheet used to collect data; researchers used zoom application in the classroom. According to Baker, (2006) Observation is that it permits researchers to study people in their native environment in order to understand "things" from their perspective. Observation requires the researcher to spend considerable time in the field with the possibility of adopting various roles in order to gain a more comprehensive understanding of the people being studied. Interview guide used for the researcher applied semi-structured interview by using opened-ended question to interview the students. (Gay et al. 2006) state that in interview, the researcher could investigate the participants' responses to collect thorough facts about their experience and feeling. This interview was adapted by Tari Putri Utami and the researcher added some questions which suitable with the research interview. The interview aims to investigate Teachers' perception about teaching styles on students' learning styles in EFL classroom. Hence, data instrument which was used in this research was interview guide. The interview guide contains some questions for students to get needed data. Furthermore, (Arikunto, 2010) 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 screenshot chat as proof of teaching learning activity.

3.3 Data Anlysis

For analyzing the data, the researcher used a technique by Miles and Huberman (1994), which states that the techniques in analyzing the data in quantitative research are data reduction, data display, and conclusion. In data reduction, the researcher was analyzed the sharpened, classifies, directs, discarding unnecessary ones, and organizing data to verify the conclusion. In this stage, the researcher has created summaries and partitions based on the collected data.

4. FINDINGS

4.1. The teacher's perceptions of The Implementation of Online Learning Strategy in Teaching English at Indonesian Secondary Education

The data was gained from interview EFL teacher at SMPN 1 Pallangga. There were two teachers to be interviewed to answer the first question. Data interview was conducted on May 31st 2021 and the second interviewed was conducted on June 5th 2021.

The first interview of teacher 1 and teacher 2 is to know the early perception of teacher in online learning. In this interview the researcher presented seven questions to get teachers' perception through online learning strategy. The result of the questions was explained below:

From the interview result, the researcher found that teachers' understanding about online learning. All interviewees claimed that the concept of online learning is learning at an indirect or face-to-face distance, and requires media to support these activities. The principal believes that distance learning means that there is no face-to-face mode that uses tools in the form of technology. Based on the interview result, it was found that teacher 1 faced some trouble with the media of online teaching and learning process. It caused by mostly all the teacher was teaching in the class and they thought that this teaching process was a new experience for them so they need to learn how the application works and they need to made a new lesson plan related to the media used.

As well as teacher 1, from the interview result, it was found that the teacher 2 hopes that through this online learning process both teacher and students can increase their ability in multiple kinds of teaching media. And, students can increase their ability and creativity while learning English. This was in line with the government's policy in dealing with the spread of this pandemic which require all activity and work from home.

From the interview result above, it was concluded that both teacher 1 and 2 1 faced some trouble with the media of online teaching and learning process. It caused by mostly all the teacher was teaching in the class and they thought that this teaching process was a new experience for them so they need to learn how the application works and they need to made a new lesson plan related to the media used.

Another problem come from the students who cannot attend the learning process caused by they did not have internet connection and facilities to follow the online learning at home.

4.2. The Online Learning Strategy Implemented in Teaching English at Indonesian Secondary Education

Based on the interview result, it was concluded that both teacher 1 and 2 was use media as their teaching strategy. The students was required to made video as their assignment based on the material given by the teacher. This strategy could improve students English especially on 4 skills in English. Both teachers could see if the students have improved their speaking, reading, listening, and writing competence. From the interview result from teacher 1 and teacher 2 also, it was concluded that teacher 1 and teacher 2 was applying the different teaching strategy. Teacher 1 was use students approach based on their need to teach English, while teacher 2 use media as their strategy in teaching English. From the data, it was found that both teacher 1 use video as media in teaching English.

Based on the previous interview result, it was concluded that both the teacher 1 and teacher 2 stated that online learning has an advantages and disadvantages. For the advantage, they stated that trough online learning student will be easy to found the material on internet, besides that, they do not need to spent much money to get the material, and this made the students easy to manage their time in study.

Online learning could made students increase their creativity in learning English. Moreover, both teacher 1 and teacher 2 stated that the disadvantages of online learning was the lack of internet access, lack of students and teacher interaction, the lack of students understanding of given material and the lack of learning supervision.

4.3. The Impact of Online Learning Strategy on Students English at Indonesian Secondary Education

Based on the data collected, it was concluded that teacher 1 hoping that all the teacher should be able to decided which one of the appropriate online application that they could use to give the clear understanding to their students. It does not have be one application, but more than one application could be use if they know how to use it and they know how to apply the application through their teaching and learning activities.

The data concluded that, teacher 2 hopping that trough this online learning process all the teacher could use all the media to create an innovation in teaching process. Some teacher could create innovation of teaching that could be apply to the teaching process. This could made students more excited and could become an example for the students to create a creative and innovative student.

Moreover, the data shows that online learning did not gave a good impact trough the teaching and learning process. It was proven by the number of students who attended the online class has decreased where the number of students in one class was 35 students while those who take part in the teaching and learning process was only a few people. This is caused by various factors including, students do not have learning facilities such as cellphones and the absence of internet access at the students' homes.

Based on the data, it was concluded that some of students shows the increasing of English ability but this only for those students who attended the teaching and learning process. Those students who could not attend the class caused by they did not have an internet connection at their home.

From the data, it was concluded both teacher 1 and 2 was facing the same problem with their students which was they did not have connection at their home to attend the online class. Some students has increase their ability in English because they could attend every meeting and get both material and explanation from their teacher, while the rest who has not have an internet connection cannot attend the class.

5. CONCLUSION

Based on the previous data, it was concluded about teachers' understanding about online learning. All interviewees claimed that the concept of online learning is learning at an indirect or face-to-face distance, and requires media to support these activities. The principal believes that distance learning means that there is no face-to-face mode that uses tools in the form of technology.

Furthermore, some teacher was faced troubles with the media of online teaching and learning process. It caused by mostly all the teacher was teaching in the class and they thought that this teaching process was a new experience for them so they need to learn how the application works and they need to made a new lesson plan related to the media used. Moreover, teacher use media as their teaching strategy. The students was required to made video as their assignment based on the material given by the teacher.

This strategy could improve students English especially on 4 skills in English. Both teacher 1 and 2 could see if the students has improved their speaking, reading, listening, and writing competence. Nevertheless, all the teacher stated that teaching and learning trough online has some advantage and disadvantage but they still hope that both students and teacher could use those online application as a media to finish the teaching and learning process. Inadequate teaching learning supporting facilities in the school were believed to have caused such negative effects to occur. From all teaching learning processes carried out teaching material delivery was the most affected one. The poor internet connection and other learning facilities caused the delivery process of teaching materials became challenging. Teachers could not undergo video conference to explain teaching materials, and even could not upload teaching video to online flatform either. Such situation made both teachers and students having problem in the process.

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