



An Analysis Of English Teacher's Strategies In Online Learning Process at High School Students

Analisis Strategi Guru Bahasa Inggris Dalam Proses Pembelajaran Online Pada Siswa Sekolah Menengah Atas

Nurul Hikmah Ramadhani*, Kisman Salija, Nurdin Noni

Department of English Department, Faculty of English Education, Universitas Negeri Makassar, Makassar, Indonesia.

*Penulis Koresponden: nurullhikmahhh04@gmail.com

ABSTRAK

Penelitian ini bertujuan untuk mengetahui strategi guru yang diterapkan oleh guru bahasa Inggris di SMA Negeri 4 Wajo dan persepsi siswa tentang strategi guru dalam pembelajaran online. Metode penelitian yang digunakan penulis adalah metode penelitian campuran. Penelitian dilakukan di SMA Negeri 4 Wajo. Dalam penelitian ini, ekstraksi data penelitian menggunakan teknik total purposive sampling. Dalam penelitian ini, peneliti menggunakan tiga instrumen penelitian yang terdiri dari (1) lembar observasi saat guru mengajar pembelajaran online. (2) wawancara dengan guru untuk menemukan strategi mereka, dan (3) angket untuk mengetahui persepsi siswa tentang strategi guru. Hasil penelitian ini menunjukkan bahwa: 1) peneliti menyimpulkan bahwa ada tiga strategi guru yang diterapkan guru dalam pembelajaran online di SMA Negeri 4 Wajo, yaitu dialog, strategi bottom-up, strategi L-R-D. Guru menggunakan strategi ini karena berbasis buku pegangan dan mudah dipraktikkan secara online. Beberapa strategi lain terkadang digunakan oleh guru, namun sangat jarang karena kurang efisien dalam proses pengajaran online. 2) Setelah melihat hasil angket, hasil penelitian menunjukkan bahwa persepsi siswa tentang strategi guru dalam pembelajaran online di SMA Negeri 4 Wajo setuju dengan semua strategi guru dalam pembelajaran online. siswa merasa strategi tersebut membantu mereka untuk memahami materi dan dapat efektif ketika strategi diterapkan dalam pembelajaran online. Selain itu, siswa antusias dan mudah memahami dengan baik materi yang telah disampaikan melalui media yang digunakan guru.

Kata Kunci: Strategi Guru, Pembelajaran Online, Persepsi Siswa.

ABSTRACT

This research aimed to determine the teachers' strategies that were applied by the English teachers at SMA Negeri 4 Wajo and the students' perception about teachers' strategies in online learning. Research methods used by the author was the mixed methods research design. The research was conducted in SMA Negeri 4 Wajo. In this research, the extraction of research data used the technique of total purposive sampling. In this research, the researcher employed three research instruments which consist of (1) observation checklist when the teacher teaching online learning. (2) interview with the teachers to found their strategies, and (3) questionnaire to know the student's perception about teachers' strategies. The results of this study indicated that: 1) the researcher concluded that there were three teachers' strategies that teacher applied in online learning at SMA Negeri 4 Wajo. There was dialogue in speaking skill, bottom-up strategy in listening skill, L-R-D strategy in reading skill. Teachers used this strategy because it is handbook based and easy to practice online. Several other strategies are sometimes used by teachers, but they are very rare because they are less efficient in the online teaching process. 2) After saw the result of the questionnaire, the result of the research shows that students' perception about teachers' strategies in online learning at SMA Negeri 4 Wajo agreed with all the teachers' strategies in online learning. students felt the strategies are helps them to understanding the materials and it can be effective when the strategies applied in online learning. Also, students are enthusiastic and easy to understand well with the material that have been delivered by media that the teacher used.

Keywords: Teachers' strategies, Online learning, Students Perception.

1. INTRODUCTION

Teaching strategy is teacher's way used in teaching learning process to manipulate the students in achieving the desired objectives effectively. Their learning process and they are also involved in classroom activities. It will give significant effect to the students because they are learning by doing. In this case, teacher's competence in applying teaching strategy has an important role in teaching learning process. As stated by Oxford (2001: 359) that "language learning styles and strategies are among the main factors that help determine how -and how well- the students learn a second or foreign language.

The biggest challenge for all the teachers, especially English teachers because requires mastery of four skills, listening, speaking, writing, reading. Since the end of 2019, the world has been rocked with a coronavirus or COVID 19. 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) With that, the teachers inevitably must 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. According to Abbad (2009:398) Online learning refers to the use of information and communication technologies to enable the access to Online learning or teaching resources. With a short time and without training, the teacher must directly apply it.

From these studies above, there is a similar of focus with the research which is related to teachers' strategies in the English learning. but these studies only discuss strategies in face-to-face learning. While the difference in the study examines the teachers' strategies in teaching English with online learning classes during the COVID- 19 pandemic. Generally, participants in the elective course rated the online modules marginally positive while those in the required course rated them marginally negative.

Based on the explanation above, the researcher is interest in observing what strategies use by teachers' in teaching English with the Online learning method. The researcher tries to investigate this with a research entitled "An Analysis of English Teacher's Strategies in Online learning Process at SMA Negeri 4 Wajo"

2. REVIEW OF LITERATURE

2.1. Teacher Strategies

The online teaching strategy is also a description or designed by the teacher to carry out online teaching activities so that these activities run properly, in the online teaching process that is carried out through zoom or other technology the teacher must first design the strategy that will be carried out in the teaching process because the strategies that the teacher uses will have an impact on student understanding. Haidir and Salim (2012) states the word strategy is often interpreted by technique or method, which is a way to convey a message in this case subject matter to students to achieve the stated learning goals From some of the definitions above, it can be concluded that the teaching strategy is a method, technique, and tactic used by a teacher to teach students. Teaching strategies have been designed before, and this is very necessary so that a learning goal can be achieved, and the material can be delivered easily.

2.2. Online learning

According to Clark & Mayer (2008:11) that interpreted the term, eLearning refers to several elements, where "E" on learning refers to "How": how this learning is digitized so that it can be stored in electronic form "Learning" on online learning refers to "What": this learning includes what content and how to help someone study knowledge, and "Why" refers to the goal to help individuals achieve educational build skills related to work performance. Therefore, it is not surprising that thousands of vendors began to enter or migrate in the online learning industry era that offered three important key elements.

2.3. Students' Perception

Perception refers to the students' subjective based on their experiences. People have different perceptions. It depends on their physiological process such as motivation and needs. Each person has his or her right to have their perception if it can be proved by the facts. There are some experts who give a definition of perception. Atkinson states that perception is the process by which people regulate and interpret the pattern of stimulation to provide by the environment.

Measurement of perception can be done by using a Likert Scale. According to Djaali (2008) Likert scale is a scale can be used to measure attitudes, opinions, and perception of a person or group of people about symptom or phenomenon.

3. RESEARCH METHOD

3.1. Research Design

The researcher uses mixed method research design. Onwuegbuzie and Collins (2007) state that mixed method research is a research that involves collecting, analyzing, and interpreting both of quantitative and qualitative data in a single study or a series of the studies investigating the same underlying phenomenon. In this research, the qualitative data were collected by using observation and interview and the researcher collected numerical information by using questionnaire.

3.2. Research Subject

This research conducted in SMA Negeri 4 Wajo on January-February 2022. The respondents are 2 teachers who teach in XII IPS Kolaborasi and XII MIPA Komunikasi and 45 students which is 20 students in XII IPS Kolaborasi and 25 students in XII MIPA Komunikasi.

3.3. Research Instrument

In this research the data collection used observation checklist, interview, and questionnaire. Gorman 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. Then, 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, 2003). In this case, this interview conducted to get an oral response from English teacher. While, the researcher distributes the questionnaire to the students to obtained the real data about their perception after the teacher apply the teaching strategy on their class.

3.4. Technique Data Analysis

This research used mixed methods research. Creswell (2009) explains that mixed method is defined as the procedure of research for collecting, analyzing, and mixing quantitative and qualitative data at the stage of research process in a single study to understand a problem more completely. Qualitative research is used to describe and analyze the abilities, forms, uniqueness, variations of words produced by teachers in online learning classes. While, Quantitative data is used in the population and sample by using

research instrument in collecting data and analyzing by statistical analysis

4. FINDINGS AND DISCUSSION

4.1. Findings

In observation result, Researcher made observations to know the process of online teaching learning. Researcher conducted research on SMA Negeri 4 Wajo Monday, January 17, 2022. Thursday, January 22, 2022. Monday, January 24 and Thursday, February 03 2022. Based on the observation checklist, the researcher found that there were 4 materials that the teacher had taught in online learning, namely; Asking for help expression in speaking skill, narrative text in listening skill, giving for help expression in speaking skill also and reading text in reading skill.

In interview result, the researcher got the data through interview. The researcher analyzed the strategies used by the teachers' in the process of learning English online at SMA Negeri 4 Wajo. Based on the results of data collection and analysis, the researcher found several strategies used in the online learning process, namely: Dialogue in Speaking skill, Button-Up strategy in Listening skill, L-R-D Strategy in Reading Comprehension.

Dialogue is one of the strategies in the online speaking learning process, from the results of data collection and analysis that several teachers often used this strategy in the online learning process because it be the classroom atmosphere not bored. The researcher found a dialogue strategy that was often used by English teachers, before the learning process began through google classroom the teacher first determined the material then the teacher would give an example of having a dialogue with one of the students. so, the students pay attention and be able to understand it, the teacher gives an example, students would be asked to have a dialog via zoom or used records sent via WhatsApp.

Bottom-Up strategy is one of the strategies in Listening skill that effectively used in the online learning process, in Bottom-Up strategy the teacher help students to identified the vocabulary, grammar

that were played in audio of listening. Then, in while listening process, teachers' directed students through the listening process, monitor the difficulties of

listening. Then, in post listening the teacher gave some questions or evaluates students related to the topic.

L-R-D (Listen-Read-Discuss) Strategy is one of the strategies that the teacher used in the reading skill on learning process because it is more effectively used Reading Report. L-R-D Strategy in Listen step, the students listen to the audio In Read step, the teacher asks the students to read a text on the text book and pay attention. In Discuss step, the teacher invites the students to discuss their answers of the questions given to them. The teacher gives feedback to the answers and together with the students concludes to the correct answer

The second finding of this research consist of several tables regarding to the result of this questionnaire. However, the questionnaires are constructed based on students' perception towards teacher strategies in online learning at SMA Negeri 4 Wajo. These results be following:

Table 1. Result of students' perception about teachers' strategies.

ITEM	SA	A	QA	D	SD	(%)	Result
1	2	15	5	-	-	68.2%	Strong
2	3	11	8	-	-	50%	Enough
3	3	12	7	-	-	54%	Enough
4	4	9	7	2	-	41%	Enough
5	2	12	6	2	-	54.5%	Enough
6	8	7	5	2	-	36.4%	Week
7	3	9	7	3	-	40.9%	Week
8	5	13	3	1	-	59.1%	Enough
9	3	9	8	2	-	40.9%	Week
10	5	5	11	1	-	50%	Enough
11	5	11	5	1	-	50%	Enough
12	8	6	4	3	1	36.4%	Week

4.2. Discussion

Firstly, this research focuses on the analysis of teachers' strategies in the process of learning English speaking online at SMA Negeri 4 Wajo. The researcher collected

data by conducting observations, interview, and questionnaire with 2 English teachers. The results of this research, the researcher found.

Several strategies used by the teacher in online learning. In this part, the researcher would explain deeply about the finding and the delivery of research results regarding the strategies that teachers used in the process of online learning. Based on the observation checklist the researcher found 4 materials with 4 times meeting during online learning process, namely; asking for help expression in speaking skill, narrative text in listening skill, giving for help expression in speaking skill and reading text in reading skill. The researcher also found the data by interview with the teachers about the teachers's strategies in online learning process. The researcher concludes that the teachers used dialogue in speaking skill, Bottom-Up strategy in listening skill and L-R-D strategy in reading skill during online learning process.

Secondly, this research prefers students' perception about teacher's strategies in online learning. The researcher found 3 teachers' strategies in teaching based on the observation in the class. the questionnaire that has been given to the student consist of 22. In this questionnaire there are 4 qualifications are first, the students help to understanding the material. Second, the effectiveness of using teachers 'strategies in online learning. Third, the implementing of teachers 'strategies with media that the teacher used. Fourth, Students' enthusiasm to receiving material.

5. CONCLUSION

The strategies that are usually used by teachers in the online learning process, namely dialogue in speaking skill is conversations between 2 or more people. This strategy aims for students to be able to express their ideas through dialogue. Second bottom-up strategy in listening skill, the teacher help students to identified the vocabulary, grammar which is the key of the conversation or story saying that were played in audio of listening. The last is L-R-D strategy. In Listen step, the students listen to the audio, in Read step, the teacher asks the students to read a text the text book and pay attention to the text related to the material on Point. In Discuss step, the teacher invites the students to discuss their answers of the questions given to them.

Then, Students Perception in SMA Negeri 4 Wajo about teacher strategies with 3 skills are speaking, listening, and reading that have applied are first students felt the strategies are helps them to understanding the materials and it can be effective when the strategies applied in online learning. Also, students are enthusiasm and easy to understand well with the material that have been delivered by media that the teacher used.

REFERENCES

- Abbad, M. M., Morris, D., & de Nahlik, C. (2009). Looking under the Bonnet: Factors Affecting Student Adoption of E-Learning Systems in Jordan. *The International Review of Research in Open and Distance Learning*.
- Clark, R.C., & Mayer, R.E. (2008). *E-Learning and the Science of Instruction*. San Francisco: John Wiley & Sons, Inc.
- Creswell, J. W. (2014). *Research Design Qualitative, Quantitative, and Mixed Methods Approaches* (Fourth Edition ed.). America: SAGE publications.
- Djaali. 2008. *Skala Likert*. Jakarta: Pustaka Utama.
- Gorman and Peter Clayton. London: Facet Publishing, 2005. 304 pp. ISBN 1-85604-472-6. (hardback). £39.95.
- Haidir, & Salim. (2012). *Strategi Pembelajaran*. Medan: Perdana Publishing.
- Onwuegbuzie, A. J., & Collins, K. M. T. (2007). A Typology of Mixed Methods Sampling Designs in Social Science Research. *The Qualitative Report*, 12, 281-316
- Oxford, (2011). *Language Learning Styles and Strategies*. In M. Celce-Murcia (Ed.), *Teaching English as a Second or Foreign Language*. Boston, MA: Heinle and Heinle.
- Yuliana. (2020). Corona virus diseases (Covid-19) Sebuah tinjauan literature. *Wellness and Healthy Magazine*. Vol 2, No 1.