

**STRATEGIES FOR ONLINE ENGLISH TEACHING DURING PANDEMIC
IN SD N 2 GONILAN**



**Submitted as a Partial Fulfillment of the Requirements
for Getting Bachelor Degree
in Department of English Education**

by

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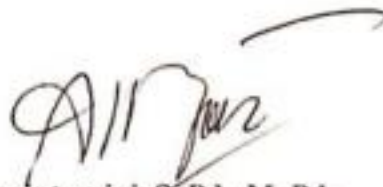
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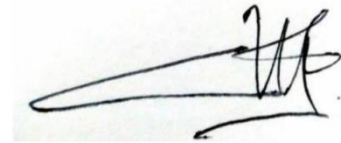
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STRATEGIES FOR ONLINE ENGLISH TEACHING DURING PANDEMIC IN SD N 2 GONILAN

Abstrak

Penelitian ini memiliki tiga tujuan yaitu, 1) Mendeskripsikan strategi guru dalam proses pembelajaran online di SD N 2 Gonilan, 2) Mengidentifikasi masalah-masalah yang dihadapi guru dalam proses pembelajaran online, 3) Mendeskripsikan cara guru mengatasi masalah yang dihadapi. Penelitian ini adalah penelitian kualitatif deskriptif. Data dalam penelitian ini diambil dari observasi dan wawancara dengan guru SD N 2 Gonilan. Teknik analisis penelitian ini menggunakan teknik Miles dan Huberman yaitu, reduksi data, penyajian data dan penutupan. Hasil data menunjukkan ada tiga strategi yang digunakan guru dalam proses mengajar selama pandemic covid-19. Guru juga memiliki 3 masalah utama selama kegiatan mengajar online. Dan ada 2 cara guru dalam mengatasi masalah-masalah yang dihadapi.

Kata Kunci : Strategi, Pengajaran online, Guru

Abstract

This study aim, to, 1) describe the strategies used by the teacher in online English teaching at SD N 2 Gonilan, 2) identify the problems faced by the teacher of SD N 2 Gonilan in the process of learning English online, 3) describe the strategies that the teachers overcome these problems in the process of learning English online at SD N 2 Gonilan. This study is descriptive qualitative research. The data is taken from the result of observations and interviews with teachers of SD N 2 Gonilan. The analysis technique used the Miles and Huberman technique namely, reducing data, displaying data, and conclusion. The results of the data show that there are three strategies used by the teacher in the teaching process during the covid-19 pandemic are distributing books or worksheets to students, giving video assignments, asking students to do assignments in books or worksheets. The teacher also has three main problems during online teaching activities are *Kelompok Kerja Guru* (KKG) that is not working, there are no official books or worksheets from the Sukoharjo education officials, some students who don't submit assignments. And there are two ways the teacher applied to deal with the problems namely provide books and worksheets for students, and calling the parents to school..

Keywords: Strategy, Online Teaching, Teacher

1. INTRODUCTION

Today the world is faced with a virus called Coronavirus Disease or known as Covid-19. In January 30, 2020, WHO declared a health emergency

society that disturbs the world. The existence of the Covid-19 pandemic demands educational institutions to innovate in the learning process. One form of innovation is by doing *Pembelajaran Jarak Jauh* (PJJ) or distance learning or in a network (online). According to Asmuni (2020) "the online learning system is a system direct face-to-face learning between teachers and students, but online using the internet network".

In this situation, many parties feel confused, both teachers, students, and even parents. Teachers must quickly change the learning model and teaching and learning activities. Students are also confused by the pile of assignments while studying at home, besides that parents feel stressed when they have to accompany their children, in addition to having to think about daily life for survival amid this pandemic. In the end, learning is considered ineffective if some schools do not provide a platform that can be used when online learning. Online learning should encourage students to be creative and gain insight from accessing many sources of knowledge. Therefore, teachers must apply appropriate learning strategies to carry out online learning and increase creativity in the learning process. For example, before carrying out learning the teacher must make preparations. Such as preparing materials, preparing an online learning platform (Zoom/Google Meet), and the teacher must create a pleasant learning atmosphere by interacting with students.

This research was conducted to find out the online learning process carried out at SD N 2 Gonilan, especially the role of the teacher in teaching and involving students in distance learning. The writer observed English learning at SD N 2 Gonilan during online learning activities. Based on this experience, the writer tried to describe the situation and mechanism of learning English online during the COVID-19 pandemic.

The focus of this research is the strategies used by the teacher, which is a system that English teachers choose and consider to assist online learning. Besides, this study also describes how teachers carry out online classes and

measure the effectiveness of English online classes to achieve lesson objectives, including what problems are faced in carrying out online learning at SD N 2 Gonilan.

2. RESEARCH METHOD

The approach used in this research is qualitative. This study uses a phenomenological research type, this study is intended to describe what strategy is used by English teachers SD N 2 Gonilan in increasing student interest in learning an online learning system during the COVID-19 pandemic.

The subject in this research is Mrs. Win as English teacher of SD N 2 Gonilan. The object of this research is the strategies for online English teaching during Pandemic in SD N 2 Gonilan. The data collected in this study are in the form of information about the strategies for online English teaching during Pandemic in SD N 2 Gonilan and the teacher problems during online English learning using observation and interview. The analysis technique used the Miles and Huberman technique namely, reducing data, displaying data, and conclusion.

3. FINDING AND DISCUSSION

Based on the observation and interview conducted by the researcher, it was found three important parts in online English teaching at SD N 2 Gonilan. The first is the strategies used by teacher, second is the problems faced by the teacher, and the last is how do the teacher deal with the problems.

3.1. The Strategies Used By The Teacher In Online English Teaching At SD N 2 Gonilan

Based on the findings above, the strategy used by teachers in the teaching process during the corona pandemic is to give students

assignments that they have to do at home. The researcher compares with previous findings that are different from Rasmitadila et al (2020) entitled *The Perceptions of Primary School Teachers of Online Learning during the COVID-19 Pandemic Period: A Case Study in Indonesia*. In Rasmitadila et al findings, teachers more often provide students with learning videos that can be downloaded via YouTube to support students' understanding of the material. They also found that the teachers conducting online learning activities using Zoom/G-Meet to monitor students learning progress.. The findings by Rasmitadila et al is different with the findings of this research, in this research, the researcher found that the English teachers at SD N 2 Gonilan do not conducting online learning activities using Zoom/G-Meet.

The teacher only use materials and questions contained in books or worksheets as students reference learning at home. The teacher also not provides the students with learning video, but usually the teacher asks students to make videos about the material that is being delivered.

From the results of interviews, this strategy has been used by teachers since the beginning of online learning activities until now, without any significant changes. According to Munir's theory (2009) of distance learning in his book, it is explained that distance learning strategies applied by a teacher have many ways according to the teaching needs of the teacher. Munir also explained that the distance learning developed was dynamic and varied E-learning. The strategies include, 1) the teacher provides books or E-books as a guide for students when studying at home, 2) the teacher conducts learning activities through online media such as Zoom/WhatsApp, 3) the teacher provides discussion facilities to students such as discussion forums, chat, e-mail, etc, 4) the teacher gives online assignments to

students according to the conditions and needs without burdening the students. From the findings, the researcher found that the online learning strategy applied by the English teacher at SD N 2 Gonilan was quite different from the concept of distance learning by Munir (2009). From the interview results, the strategy of the English teacher at SD N 2 Gonilan only provides books or worksheets as a guide for student learning at home without carrying out learning activities through online media such as Zoom/G-meet, the teacher also only gives online assignments to students via parents WhatsApp without giving discussion facilities to students with other media.

From the findings, it can be concluded that the online learning strategy of SD N 2 Gonilan teachers is not same with Munir's (2009) distance learning theory because only a few points are applied by the teacher.

3.2. The Problems Faced by the Teacher In Implementing the Online English Teaching

There are three main problems faced by teachers in this research. The researcher compares with previous findings that are different from Rasmitadila et al (2020) in this research on title The Perceptions of Primary School Teachers of Online Learning during the COVID-19 Pandemic Period: A Case Study in Indonesia. The problem faced by the teacher used Rasmitadila et al (2020) different with the findings of this research, Rasmitadila et al mentioned there are four sub-themes, namely, online teaching experience, the participation of students ,student conditioning, and technical obstacles. The researcher found that the problem faced by the teacher in this research is the teacher working group (KKG) which is not working. KKG is a group of subject teachers in each education office. From the findings, the

teacher said that in the education office of the Sukoharjo district, the KKG for English teachers at the elementary school level was not going well. It is because the education office of Sukoharjo does not provide official teaching tools, so all teachers are confused about their teaching tools.

Second, there are no official books or worksheets from the government provided for students and teachers. From the findings, the English teacher of SD N 2 Gonilan does not have official books or worksheets from the government. It causes her to provide books or worksheets for students so that students can study well at home.

The last, some students did not do the assignment at all, whether it was a video assignment or an assignment to work on questions. From the findings, this problem is most often experienced by teachers.

According to Munir's theory (2009) regarding distance learning, the main problems for teachers in online teaching are; 1) teachers who are still technologically blind, 2) the lack of online learning facilities and infrastructures such as books or e-books, mobile phones, computers, and internet networks both for teachers and students, 3) students who are difficult to direct when online learning takes place, 4) the lack of cooperation between parents and teachers. From the results of the interview, the researcher found that the main problem of the English teacher at SD N 2 Gonilan was quite in line with several points from Munir's theory (2009). These problems are; 1) the lack of learning facilities and infrastructure due to the absence of official teaching tools provided by the Sukoharjo district education office, 2) the lack of awareness of some students to do online assignments due to lack of attention from parents.

From the findings, the researcher concludes that the problems faced by the English teacher at SD N 2 Gonilan are quite in line with Munir's (2009) distance learning theory, although it only covers a few points.

3.3. How Do the Teacher Deal With the Problems

From the findings, the teacher's way to deal with the main problem is to provide books or worksheets for students. Although the material in the books provided is sometimes not appropriate in the material that comes out in questions from the government. At least the teacher tries to provide appropriate material to the students. If the exam questions from the government are different from the material that the teacher conveys, then the teacher will provide exam grids to students so that student scores do not drop drastically. Meanwhile, another way to deal with students who do not do assignments is to call their parents to school. So, the parents are given direction to pay more attention to their children. So their children are active in doing assignments. In addition, parents given direction, parents will also be given questions that their children have to do at home, and the answers will be collected back to school according to the deadline.

4. CLOSING

The writer draws a conclusion about the strategies used by the teacher in online English teaching at SD N 2 Gonilan. Based on the observation and interview conducted by the researcher, it was found three important parts in online English teaching at SD N 2 Gonilan. The first is the strategies used by teacher, second is the problems faced by the teacher, and the last is how do the teacher deal with the problems.

There is the main strategies used by teachers in teaching English to students during the corona pandemic, namely:- 1) distributing books or worksheets to students, 2) giving video assignments, 3) asking students to do assignments in books or worksheets. The main problems faced by the teacher, namely:- 1) *Kelompok Kerja Guru* (KKG) that is not working, 2) there are no official books or worksheets from the Sukoharjo education officials, 3) Some students who don't submit assignments. And the main several ways that the English teacher of SD N 2 Gonilan used to overcome the problems she faced, as follows:- 1) Provide books and worksheets for students, 2) Inviting the parents to school.

This strategy has been used by teachers since the beginning of online learning activities until now, without any significant changes.

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