English Teachers' Strategies in English Online Learning during Covid-19 Pandemic

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ABSTRACT

The purpose of this study was to see the effect of the English teacher's strategy in teaching English on the students' ability to receive English material during online classes during the Covid-19 pandemic at SMPN 31 Bekasi. The writer uses quantitative data to collect the data collected by using the English teacher strategy questionnaire. The population of this study were students in grades 8 and 9 as many as 83 students, while the sample size was taken as many as 45 students. The data analysis tools used are normality test, simple regression analysis, simple correlation analysis, Coefficient of deterprestasiion and Hypothesis Testing with t Test. The regression equation is obtained Y= 0.373 + 0.626 X. The equation shows that the coefficient value for the online learning strategy of English teachers during Covid-19 (X) in this study had a negative effect on student learning outcomes (Y) at SMPN 31 Bekasi. The correlation between the English teachers' strategies on students' understanding during online learning was obtained r = 0.949, means the relationship between English teachers' strategies on students' understanding during online learning at SMPN 31 Bekasi is very strong. While the results of the coefficient of determination (r^2) = 89.9%, this means that the variable English teachers' strategies variables can affect students' understanding of material at SMPN 31 Bekasi is 89.9% while other variables affect students' material understanding by 10.1%. Hypothesis testing results obtained t_{count} = 19.833 and the value of t_{table} = 1.684. Because the value of $t_{count} > t_{table}$ is shown, H_0 is rejected while Ha is accepted. This means that the English teachers' strategies in online learning during the Covid-19 pandemic has a significant influence on students' understanding of material during online learning at SMPN 31 Bekasi.

Keywords: English Teaching; Teaching Strategies in pandemic era ;Online Learning ; Covid-19

INTRODUCTION

Foreign language learning, particularly English, has been used as a strategic tool and strategy for human resource development at various times throughout the

world's history of education. Students in Indonesia's education system are required to pass an English exam in order to graduate from junior high school and senior high school. As a result, learning English as a foreign language is critical, especially in the field of education. This is also based on the explanation from Balan (2011:189) explanation, which emphasizes the value of English as a foreign language for the exchange of education and cultures at all levels.

In the classroom, the teacher plays an important part in the education of students. In interactive instruction, the instructor must be more than just an educator, he or she must also be a designer, programmer, diagnostician, analyst, organizer, manager, innovator, educator, and counselor . The teacher, in particular, is the organizer of instruction and a participant in interaction with his or her students.

It's not easy to teach English. Teachers must use effective techniques that enable students to learn the content with varying degrees of ability in each class. Teachers must be creative in their subject use and willing to excite students' attention. As a result, the teacher must use a variety of techniques to aid in the teaching and learning process. Learning can make "easier, quicker, more fun, more self-directed, more effective, and more transferable to new situations" with the use of strategies (Oxford, 1990:8).

Coronavirus disease 2019 (COVID-19), caused by the COVID-19 virus, was first detected in Wuhan, China, in December 2019. Until now, There are now 158.953.101 people in the globe who have been exposed to corona (Kompas, 2021). A total of 3.306.229 people died, while 136.479.900 others were declared cured. In Indonesia the number of positive cases of coronavirus infection continues to grow. As of Saturday (5/22/2021), positive cases of COVID-19 infection reaches 1.764.644 people, 49.073 died, and 1.626.142 patients were cured.

As a result of the COVID-19, Indonesia's whole system, including government, the economy, and education, has been disturbed. The president of the Republic of Indonesia declared a policy of closing the teaching and learning process on March 11, 2020. Schools are temporarily shutting down their teaching and learning processes, and encouraged students to study at home, with online learning to break the chain of corona viruses.

In order to reduce the spread of infectious illnesses, the public takes steps to reduce physical distance and self-quarantine. Physical 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 diseases (Santa Clara Valley Health and Hospital System Public Health Department). People who have been exposed to the new coronavirus and who are at risk for coming down with COVID-19 might practice self-quarantine. Health experts recommend that self-quarantine lasts 14 days. Two weeks provides enough time for them to know whether or not they will become ill and be contagious to other people (Lisa,2020). COVID-19 is a respiratory disease that is different from Ebola virus disease, which is transmitted through infected

bodily fluids. Due to these differences in transmission, the PPE requirements for COVID-19 are different from those required for Ebola virus disease. Specifically, coveralls (sometimes called Ebola PPE) are not required when managing COVID-19 patients (WHO, 2020).

This is a challenge for all of the teachers, especially English teachers because language is a study that requires mastery of four skills. There are four skills in teaching and learning English: listening, speaking, reading, and writing. This is supported by Uma and Ponnambala (2001). The four talents are divided into two categories: active or productive skills such as speaking and writing, and passive or receptive skills such as reading and listening. According to Mohan (1986:32), mastery of discrete skills, such as reading and writing or reading and speaking, is regarded the essential to successful language acquisition in a segregated skill approach, and language acquisition is often separated from subject acquisition (Oxford, 2001).

As a result, teachers will definitely have to apply and adapt to e-learning classes in order to continue teaching and studying English material from listening, speaking, reading, and writing. e-learning, according to Abbad (2009:398), is the use of information and communication technology to provide access to online learning or teaching resources. Several teachers said she struggled to apply online learning in class because she had never used it during teaching or learning activities. Teachers are indirectly required to directly implement e-learning learning in a limited time and without training,of course teachers would need adaptations and strategies for teaching English.

LITERATURE REVIEW

Previous Related Study

"A study of online English learning models in the middle of Covid-19 pandemic" By Nurhasanah (2020) The findings of this research show that online learning has both positive and negative aspects. Many students claim that without videos from the teacher or face-to-face implementation via Zoom, online learning is extremely difficult to grasp. The similarity of previous research with the one I researched is on online learning during the covid-19 pandemic. The distinction is that prior research concentrated on the methods utilized in online learning, whereas this research focuses purely on teacher strategies in online learning.

"An Analysis of Online English Learning in the Covid-19 Pandemic at Senior High School" By Sri Hariyati (2020) This research is related to the perceptions of teachers and students of Online English Learning. In this study, it was shown that while online English learning makes the process of learning English simpler and helps encourage students' independent learning attitudes, it also has negatives, specifically that English language learning cannot be developed properly.

The similarity of previous research with the one I researched is on online learning during the covid-19 pandemic. The difference is this research only focuses on analyzing teachers' strategies in the implementation of online learning.

Definition of Teaching Strategy

The strategy is included in the realm of learning design in the study of educational technology. The development of strategy as a science began in the military realm and has since been applied to education. In terms of winning in warfare,is needed a strategy. Educators must identify all people who will be involved in the learning process, just as they must identify all those who will be involved in the learning process. Educators need to know who will be their students, what are the different degrees of intelligence, where do they come from, how are they driven, and so forth. According to Haidir Salim (2012:99), the term strategy is typically regarded as a methodology or approach for conveying a message to students, in this instance subject matter, in order to attain the specified learning goals. As a result, the term strategy refers to the approach, tactics, or procedures used to accomplish a goal.

Kinds of Teaching Strategies

Coopearative Learning Cooperative learning is a style of group work that includes task that are guided and directed by teacher. Cooperative learning refers to the use of small groups in the classroom to help students maximize their own and each other's learning. Cooperative learning models is the one of supportive learning contextual learning. Furthermore, Slavin (Isjoni, 2011:15) "In cooperative learning methods, students work together in four-member teams to master material initially presented by the teacher." This means cooperative learning, also known as cooperative learning is a learning model in which the system learns and works in small groups of 4-6 people to encourage students to be more enthusiastic about learning. learning is a method of learning in which students work in small groups to lead each other and the teacher to accomplish the learning objectives. The advantage of the Direct Instruction Teaching Strategy is that it is simple to design and implement, but the fundamental key flaws in the growing ability, process, and attitude that are required in critical thinking and interpersonal relationships are also learn. Teaching technique that differs from direct instruction Although the two techniques can complement each other, the indirect instruction teaching strategy generally places students in the center. The following are some of the advantages of using indirect instruction as a teaching strategy : a) Increasing pupils' enthusiasm and curiosity c) Developing an alternative and resolving the issue c) Stimulating creativity and honing interpersonal and other skills d) Improved comprehension f) Demonstrating comprehension The purposes of independent teaching strategy are developing of individual initiative, able to develop themselves and students must be active in learning.

Teaching Approach

According to (Gill & ., 2017) There are various approaches which are used in teaching learning process. Teacher centered approach Teacher centered approaches a more approaches are more traditional in nature, focusing on the teacher as instructor. Student centered approach Student-centered methods (also known as discovery learning, inductive learning, or inquiry learning) emphasize the learner's participation in the learning process considerably more. Deductive approach is opposite to inductive approach because in it first a principle or rule is put in front of students and then it is clarified by giving examples.

Definition of Online Learning

According to Indrakusuma and Putri (2016: 2) E-learning is an acronym for Electronic Learning, which is a new form of teaching and learning that use electronic media, particularly the internet, as a learning system. According to (Suartama, 2014: 20) Material supplied to students through E-learning can be accessible at any time and from any location, as well as being enriched or equipped with a range of supporting learning materials, such as multimedia, that can be supported by teachers. E-learning is the acquisition and use of knowledge distributed and facilitated primarily by electronic means. This form of learning currently depends on networks and computers but will likely evolve into systems consisting of a variety of channels (e.g., wireless, satellite), and technologies (e.g., cellular phones, PDA's) as they are developed and adopted. e-learning can take the form of courses as well as modules and smaller learning objects. e-learning may incorporate synchronous or asynchronous access and may be distributed geographically with varied limits of time. (Wentling et al., 2000) E-learning (online learning) is a kind of long-distance learning that uses electronic means to communicate information, such as the internet, CDs, or smartphones. Because all material can be instantly downloaded and students may evaluate learning results without having to take an exam in class, e-learning makes it easier for teachers and students to carry out learning and perform evaluations. Web-based learning, commonly known as Web Based Education (WBE) or e-learning (electronic learning), is a web technology application used in the field of education for educational purposes. (*A Study of Online English Learning Models*, 2020)

E-Learning Models

E-learning is implemented in a variety of ways, but they all follow the same principle. e-learning is meant to spread knowledge in the form of learning materials via electronic media or the internet so that students may access it at any time and from anywhere in the world. The establishment of a flexible and dispersed learning environment is one of the characteristics of e-learning. E-learning may be divided into four models based on the definition:

Web-Based Learning (Web-Based Learning)

A "distance learning system based on information and communication technologies with a web interface" is what web-based learning is (Munir, 2009: 231). Students participate in online learning activities via a website in web-based learning. They can also use the website's features to interact with one another or with students.

Computer-Based Learning (Computer-Based Learning)

Computer-based learning can be characterized as independent learning activities that students can complete with the use of a computer system. According to Rusman (2009: 49), computer-based learning is "learning programs used in the learning process by using computer software that contains objectives, learning materials, and learning evaluations."

Virtual Education (Virtual Education)

Based on the definition of Kurbel (2001), the term virtual education refers to a learning activity that takes place in a learning environment where learners and learners are separated by distance and time. The students provides learning materials through the use of several methods such as LMS applications, multimedia materials, internet use, or video conferencing. Students receive these learning materials and communicate with students using the same technology.

Digital Collaboration

Digital collaboration is an activity where students from different groups (classes, schools or even working countries) work together on a project/task, while sharing ideas and information optimally using internet technology.

METHOD

Design and Samples

Quantitative descriptive analysis is used as design of this research. The sample in this study were students of grade 8th and 9th of 31 Junior High School totalling 45 students.

Instrument and Procedure
There are two instruments of this research, they are interview and questionnaire. Researchers prepared 8 questions for each English teacher regarding learning English during the Covid-19 Pandemic. Interviews were conducted in a semi-structured offline way (Researchers came to school). On alternative the answers, the instrument uses a Likert Scale with respon ranging from (Always) rated 4,(Often) rated 3,(Rarely) rated 4 and (Never) rated 1 to find out whether the teacher's strategies in online learning can make it easier for students to get learning materials.

Data Analysis

Thus, data on teacher strategies in online learning during this covid-19 pandemic came from English teachers, 8th and 9th grade students. The data analysis tools used are normality test, simple regression analysis, simple correlation analysis, Coefficient of deterprestasiion and Hypothesis Testing with t Test.

RESULTS AND DISCUSSION

From interviews with English teachers in grades 8 and 9, it can be concluded that Online Learning English During Covid-19 is less effective for students, there are several factors that cause this to happen such as the limitations of technology devices and the lack of learning support from parents. In this situation the English teachers said that there were no minimum criteria for completeness for students in all subjects including English.

To present the data obtained by the 8th and 9th graders of 31 Junior High School Bekasi, they were asked to fill out a questionnaire to assess how the English teacher's strategies for teaching during COVID-19 were and whether online learning was effective for students. The number of research subjects was 45 students. The research was conducted online using Google forms by distributing questionnaires using WhatsApp. The results are presented in the tables below

Normality Test

Tabel 1.One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		45
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	6.81312133
Most Extreme Differences	Absolute	.111
	Positive	.111
	Negative	-.104
Test Statistic		.111
Asymp. Sig. (2-tailed)		.200[c,d]
Exact Sig. (2-tailed)		.596
Point Probability		.000

a. Test distribution is Normal.

The data are interpreted as normal if $p > 0.05$. if $p<0.05$, it means that the data is not normal. Kolmogorov and Smirnov were used to see normality. The data shown in the table above is 0.200 which is normal and relevant. . This normality test uses the Exact P Value for testing data whose value is small, there are many factors that

affect the normality of the data using the Exact P Value menu. The normality of the data depends on the type and characteristics (Mehta & Patel, 1996).

Simple regression analysis

To determine the effect of the English teacher's strategies in online learning during the Covid-19 pandemic on the understanding of 8th and 9th graders at SMPN 31 Bekasi, regression analysis was carried out. The results of the calculation of regression analysis with SPSS.22 can be shown in Table 2.

Table 2. Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	.373	1.260		.296	.769
	Teachers' Strategies in English online learning (X)	.626	.032	.949	19.833	.000

Based on the data in Table 1, the simple regression analysis obtained the equation:
Y= 0,373 + 0,626 X
The regression value shows that the strategy variable for online learning English teachers during Covid-19 in this study had a negative influence on student learning outcomes at SMPN 31 Bekasi, the impact of Covid-19 made it difficult for students to understand English material through online learning.
As the result, the variable coefficient of the English teacher's strategies in online learning (Y) can be interpreted that every change in the variable of the English teacher's strategies in online learning will face changes in students' understanding during online learning (Y).

Simple correlation analysis

To find out the relationship between English teacher strategies in online learning during the covid-19 pandemic (X) and students' understanding (Y), a simple correlation analysis was carried out.
The results of the analysis that the author did using SPSS.22 are presented in Table 3

Table 3. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.949(a)	.901	.899	2.792

Based on the data in Table 3 above, it is known that the correlation value (r) = 0.949, the correlation value (0.949) is in the interpretation value between 0.800 to 1000, this shows that the relationship between the English teacher's strategies in online learning and the level of student understanding is extremely powerful. The correlation value means that there is a very strong relationship between the English teachers' strategies during online learning and students' understanding during online English learning at SMPN 31 Bekasi. So, the English Teachers' Strategies for SMPN 31 Bekasi students is closely related to the level of students' understanding during online learning.

Coefficient of deterprestasiion

seen from Table 3, it can be seen that the coefficient of determination (r2) = 0.899 x 100% = 89.9% means that the English Teachers Strategies variable in online learning has a changing effect of 89.9% on students' understanding in learning English during online learning at SMPN 31 Bekasi. Whereas, variables outside the study affect student learning behavior by 10.1%. Variables outside the study include the limitations of online learning technology tools during the Covid-19 pandemic, and parental support for taking online classes.

Hypothesis Testing with t Test

By looking at Table 1, it is known that the t_{count} results are 19.833 while the t_{table} value with n = 45, df = 45 – 1 – 1 = 43 and the level of significant: = 0.05, then obtained t_{table} = 1,684. So $t_{count} > t_{table}$ (19.833 > 1.684) then H_0 is rejected while Ha is accepted. It means that the strategy of the English teacher during online learning has a positive and significant effect on student learning outcomes at SMPN 31 Bekasi.

DISCUSSION

In the validity test in the study, it was shown that the results of all question items has a greater r_{count} than r_{table}. means that all items have shown validity so that the analysis can be continued next. While the reliability test obtained the Cronbach Alpha value for the English teacher strategy in online learning of = 0.924 and Cronbach Alpha for the effect of teacher strategies on students = 0.931 . Cronbach Alpha value each larger with a value of 0.60. Thus, it can be said that the items in the test above have a high level of reliability. Based on data analysis carried out with the help of the SPSS version 22, each analysis, namely simple regression analysis, simple correlation, coefficient of determination and t hypothesis testing and F hypothesis testing can be discussed as follows.

The simple regression equation obtained = 0.373 + 0.626 X. The value of 0.373 is the value of constant, which means that if the English teachers' strategies variable in online learning (X) is equal to 0 (zero), then the effect of the Englisih teachers'

strategies on student learning outcomes is 0.626. So, the English teachers' strategies has an influence on students' understanding of material during online learning.

The correlation between the English teachers' strategies on students' understanding during online learning was obtained r = 0.949, means the relationship between English teachers' strategies on students' understanding during online learning at SMPN 31 Bekasi is very strong. It is said to be very strong because the value of the correlation is between the interpretation value of 0.800 to 100. So, the English teachers' strategies variable during online learning is extremely powerful relationship with the understanding of the material in students during online learning.

While the results of the coefficient of determination (r^2) = 89.9%, this means that the variable English teachers' strategies variables can affect students' understanding of material at SMPN 31 Bekasi is 89.9% while other variables affect students' material understanding by 10.1%. These other variables are for example the limited technological tools for online learning during the pandemic, so that if some students do not take English classes, it will result in lag and lack of understanding of the material. Examples of other variables is support and encouragement from parents. A student will get positive energy if parents provide support to take online English classes during the Covid-19 pandemic. Some parents have allowed their children not to take online classes during the Covid-19 pandemic, this will have a bad impact on children's understanding in learning English. So, parental support is also necessary for understanding student material at SMPN 31 Bekasi.

Hypothesis testing results obtained t_{count} = 19.833 and the value of t_{table} = 1.684. Because the value of $t_{count} > t_{table}$ is shown, H_0 is rejected while Ha is accepted. This means that the English teachers' strategies in online learning during the Covid-19 pandemic has a significant influence on students' understanding of material during online learning. It means that the proposed hypothesis is "There is an influence between the strategies of English teachers in online learning during the Covid-19 pandemic on the understanding of English material for SMPN 31 Bekasi's students" Proven acceptance. Because based on the t hypothesis test it shows acceptance of Ha and rejection of H_0 means that the English teacher strategies variable in online learning during the Covid-19 pandemic has a positive influence on students' understanding of English materialduring the Covid-19 pandemic, if the teachers' strategies is improved (eg. by making interesting learning videos, learning media that are not boring, giving motivation to students on a regular basis) will result in an increase in the understanding of English material in SMPN 31 Bekasi students. Vice versa, if the English teachers' strategies in online learning is lowered, it will result in a decrease in the understanding of the material for the students of SMPN 31 Bekasi.

CONCLUSION

This study examines the impact and relationship of English teacher strategies in online learning during the covid 19 pandemic on students' ability to receive English material during the covid-19 pandemic. Results Based on those obtained from data analysis. It can be concluded :

1. The regression equation is obtained Y= 0.373 + 0.626 X. The equation shows that the coefficient value for the online learning strategy of English teachers during Covid-19 (X) in this study had a negative effect on student learning outcomes (Y) at SMPN 31 Bekasi

2. The teacher's strategies in online English learning has a positive influence on the understanding ability of the students of SMPN 31 Bekasi. This is evidenced by the t statistical test with the obtained value of $t_{count} = 19.833$ and value of $t_{table} = 1,684$, because $t_{count} > t_{table}$ then H_0 is rejected while H_a is accepted.

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