TEACHING STRATEGIES USED BY ENGLISH TEACHERS IN ONLINE LEARNING

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Abstract
This study aimed at finding out teaching strategies used by English teachers in an online learning. The subject of this study is English teachers at SMP Negeri 6 Singaraja. This study was qualitative research which uses a case study research design. The methods of data collection were observation and interview. This study used three instruments such as observation checklist, questionnaire, and interview guide. The findings showed that English teachers at SMP Negeri 6 Singaraja used learning by doing and learning by reflection in the online learning. Four English teachers were considering about aspects of learning by doing and learning by reflection. Besides, during the online learning, it was found five obstacles. The English teachers were also provided the solutions for the obstacles.

Keywords: teaching strategies, online learning, English instruction

INTRODUCTION

Nowadays, technology is a tool that has been developed and becomes very common in the world. The development of technology in this era is growing rapidly. Everything in the world has become easy because of technology. Moreover, educational institutions in Indonesia started to apply technology in their teaching and learning system. According to Author (2014) technology already takes part in today's education. The globalization has changed the conventional learning into the more progressive one. It can be seen from the easier ways we have to find learning sources. There are some learning applications as well in online and offline mode. E-learning is a system where the students and the teachers are using electronic technology as a tool to conduct teaching and learning process in the classroom. E-learning is the use of technology and the internet as a distance learning facilities Albert Sangra et al., (2012). This era, E-learning is not only used by higher education. E-learning has been applied from primary to senior high school. It is considered as the more flexible system for teachers and students. The student can get motivated which will encourage them in the class. E-

learning has a significant effect on student's motivation compare with conventional learning (Ibrahim & Suardiman, 2014).

Online learning is a part of E-learning where the student requests for flexible learning model (Platt & Yu, 2014). Through an online learning, the teacher and student can have a meeting even they are in different places. Although the teaching and learning process is conducted through online, the student progress is keep growing. It is also supported by Nguyen (2015) that student who study through online system have better learning outcomes than students who study traditionally. Online learning has advantage and disadvantage. The advantage of online learning are, a) the students are able to find the material from the internet, b) flexible, c) the materials can be accessed instantly, d) the teachers and students are able to conduct the learning from different places. However, online learning also has disadvantage. The disadvantage of online learning are, a) there will be some lessons which could not be done by online learning, b) online learning is using good network, c) the student have to on time, d) lack of interaction in social life.

Teacher is one of main components in learning process. Teacher is seen as a role model for student. Role is defined a function to carrying out the learning process (Rindu 2017). Teacher should have a capacity to do their role in classroom effectively (Rindu, 2017). Teacher has six parts to manage the class: they are the controller, the assessor, the organizer, the prompter, the participant, and the resource Rindu (2017) .Being a teacher is not as easy as people assume. Teacher should have social skills to build quality relationship between student and teacher. A good teacher is one who is easily approachable to their student. Besides, teacher must be manages the classroom well. It is because environment in the class can influence student achievement in academic and nonacademic fields. Teacher has different strategy in the classroom. Because strategy will affects to environment in the class. A strategy is a key to control the students in the classroom. It was also supported by Daulae (2014) the success of achieving learning objectives is determined by the strategy used.

From the result of preliminary observation it showed that some teachers in Buleleng did not know how to teach their students through online system. It was because of the limited knowledge including the strategy of how to conduct the learning. The factor was from lack of training. The teachers were not given a training to teach students online. A teacher needs training continuously (Dasar 2017). It can be said that the teachers require training to optimizing learning. Because the lack of training, the teachers have struggle to conduct the learning through online system. SMP Negeri 6 Singaraja is one of schools that implementing online learning. From the initial interview with the head master of SMP Negeri 6 Singaraja, it showed that online learning is new experience for teachers and students at SMP Negeri 6 Singaraja. He also said that the implementation of online learning at SMP Negeri 6 Singaraja was very great. Because of that, this study wants to know the teaching strategies used by English teachers in online learning at SMP Negeri 6 Singaraja. This study is very important because the result will show how the English teachers at SMP Negeri 6 Singaraja teach their students in online learning. Therefore the result of this study hopefully can help other teachers to know kind of teaching strategies that can be used for online learning.

METHOD

This study is qualitative research that uses a case study research design. A case study is a research that investigates phenomena in real life (Maudiarti, 2018). The phenomena described in this study were teaching strategies used by English teachers in an online learning at SMP Negeri 6 Singaraja.

This study was conducted at SMP Negeri 6 Singaraja. SMP Negeri 6 Singaraja has 59 teachers in every subject. In this case, there are four English teachers who implemented online learning in SMP Negeri 6 Singaraja. Those four teachers are willing to become the subjects of this research. Therefore, those four teachers were chosen as the subjects. Four English teachers were teaching VII.9, VIII.11, IX A3, IX B2.

The data were collected from the observation method and interview method. The observation was used as the first method for collecting the data. The observation was done through a platform used by English teachers and students for the online learning. An observation checklist used in the observation. The second method was gave a questionnaire to the subjects. The data from observation will be checked again by using a questionnaire. The third was interviewed the English teachers. The interview was guided by interview guide. The data about the teaching strategies used by English teachers in the online learning were interviewed. During the interview, the data was recorded by using a voice recorder. In analyzing the data used interactive data analysis model by Miles and Huberman in Dull & Reinhardt (2014) There were four steps namely: Data collection, Data reduction, Data display, and Verification or Conclusion Drawing.

FINDING AND DISCUSSION

Based on the result of observation and interview, it showed that the teaching strategies used by English teachers in SMP Negeri 6 Singaraja were learning by doing and learning by reflection. The English teachers at SMP Negeri 6 Singaraja were considering aspects of learning by doing such as, a) student has to get involved in teaching and learning process, b) teacher uses multisensory approach to provide the material, c) teacher helps student to developing skills, d) teacher creates a good environment in class. The second strategy used was learning by reflection. Learning by reflection has three aspects such as, a) teacher helps student to expand their comprehension about material, b) teacher uses journaling as a place of reflection, c) teacher gives feedback to student.

Moreover, Lestari (2020) states that there are five obstacles in the implementation of online learning. The five obstacles are teacher's skills of using technology still low, network connection interruption, teacher still has difficulty to control the development of learning, the teaching and learning process will be difficult without face to face, and teacher needs more creativity to deliver the material through online. Those five obstacles were also found during the implementation of online learning at SMP Negeri 6 Singaraja. The English teachers still had difficulty using technology for the online learning. Online learning is a new thing for them. It made the English teachers need to learn about the skills of using technology to conduct the online learning. Since it is junior high school, the English teachers did not use video call for online learning. It was difficult to conduct online learning via video call considering the conditions of students. The obstacle came from students who did not have smartphone and internet quota. The English teachers were also difficult to manage the learning

through online. It was because some students often late to absent and collect the task given by the teachers. Sometimes the English teachers did not know whether the students understand the material or not. In this case, they were not sure whether the students have read the material or not. Also, the teacher could not control the students to copy-paste from the internet. To make a good material, the teachers need creativity. They have been searching how to make interesting video material. They need to always change the media to attract student's interest in learning. The teachers worried that the students will be bored if the teachers keep using monotone way in deliver the material.

CONCLUSION AND SUGGESTION

Based on the data of teaching strategies used by English teachers at SMP Negeri 6 Singaraja, it was found that four English teachers were used learning by doing and learning by reflection as their strategy to conduct the online learning. Four English teachers used aspects of learning by doing and learning by reflection as a guide to conduct the learning. It was because the aspects of strategies were easy to apply. It can be seen from the result of observation that the teachers and students seems enjoying the learning process. Therefore, learning by doing and learning by reflection are appropriate strategy for online learning. However during the implementation of online learning it was found five obstacles.

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