Students' Perception on the Teacher's Teaching Strategies in English Online Learning During Covid-19 Pandemic at Second Grade Student of SMA Negeri 3 Palopo

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Abstract

This research aimed to figure out (1) the teacher's teaching strategies in English online learning during COVID-19 pandemic at second grade students of SMA Negeri 3 Palopo, (2) the students' perception on the teacher'steaching strategies in English online learning during COVID-19 pandemic at second grade students of SMA Negeri 3 Palopo. The method used was the application of the mixed method, through an online questionnaire to 31 respondents and also interviewed the English teacher. Data has been analyzed using description qualitatively and statistical analysis. The results of this research indicate that the strategies were applied in English online learning by theEnglish teacher were virtual or video conferences via Zoom or google meet with lecture method in explaining the material. Besides that, the English teacher also applied online chat via Whatsapp group to give assignments and further discussion. Based on the data through the questionnaire, students' answers of agree which dominated the questionnaire. In addition, the overall result of the research stated that students of SMAN 3 Palopo have positive perception on their teacher's teaching strategies in English online learning during COVID-19 pandemic with mean score 50,19.

Keywords: *Teacher Strategies;online learning; covid 19*

Introduction

During this pandemic there are many challenging things happen in educationsector so it's very relevant to discuss. The teachers and students as well have to study and work from home and should be able to adapt with online learning instead of face-to-face learning to prevent the spread of covid-19 pandemic and keep continuing teaching and learning activities (Mulyani, 2020). Lestianawati & Widyantoro (2020) in their research found some problems faced by the teacher in conducting online learning system during Covid-19 pandemic, such as teachers' disability in accessing technology, school facilities in supporting online learning, the difficulties in explaining the material, students' limitation in accessing the internet and many more. These are challenges for the digital transformation of the world of education for both teachers and students in conducting the learning process. Cao et al. (2020) argues that this action gives an impact on education, particularly students development. On the other hand, teaching strategies is important in learning process. To make sure the learning activity continue during this covid-19 pandemic, the teachers as a facilitator should find out the solution by creating an efficient and effective strategy to help students in learning English.

The teachers should make various efforts by modifying and adjusting the teaching strategy by utilizing existing digital platforms.

Furthermore, investigating students' perception of teaching strategies is important to be considered. Sometimes teachers do not consider. Sometimes teachers do not consider whether their teaching strategies are effective or not. Even though it will contribute to the improvement of the learning process. Through the perception, the teacher will be able to know what students need for learning. So, the study of perception is useful for a teacher more efficient in teaching.

Sapuadi (2019:4) points that there are some main components of teaching strategies that consists of learning objective, learning material, learning method, learning media, and learning evaluation. Furthermore Suprijono (2009) argue that there are three main learning components in student perception which consist of several aspects; these components include cognitive domain, affective domain, and psychomotor domain. The cognitive domain contains behaviors that emphasize intellectual aspects, such as knowledge, understanding, and thinking skills. The affective domain contains behaviors that emphasize feelings and emotions such as interests, attitude, appreciation, and self-adjustment while the psychomotor domain contains behaviors that emphasize aspects of motor skills such as handwriting, typing, swimming, and operating machines.

Therefore, related to those issues that mention earlier, the researcher is interested in finding out: the teacher's teaching strategies in English online learning during COVID-19 pandemic at second grade students of SMA Negeri 3 Palopo, The students' perception on the teacher's teaching strategies in English onlinelearning during COVID-19 pandemic at second grade students of SMA Negeri 3 Palopo.

Method

In this research, the researcher applied mixed-method and in determining the subject of the research, the researcher used purposive sampling. The researcher took one English teacher who taught English via online and wanted to be arespondent and also took one class taught by this teacher. It was class XI IPA 2 as the subjects and the total numbers of the subjects were 31 students.

In line with the research problem, the researcher used guided interview to gain information about English teacher's teaching strategies. It consists of 14 questions and in compiling the questions, the researcher adapted the theory from Sapuadi (2019) about components of teaching strategies, the components consist of learning objective, learning material, learning method, learning media, and learningevaluation. Besides guided interview, the researcher also used online questionnaire (close-ended and open-ended question) to gain information about students' perceptions on the teacher's teaching strategies. It consists of 19 questions. Where there were 15 statements for close-ended question and there were 4 questions for open-ended question. It was adapted from Suprijono's (2009) theory about components of students' perception where the indicators are cognitive domain, affective domain, and psychomotor domain.

In analyzing the data, there were two methods used to analyze the data, they are quantitative and qualitative methods. The qualitative data here the data from guided interview and open-ended question were analyzed based on Creswell's (2014) theory that consists of three steps first step is coding, second one isidentifying themes, patterns, and relationships,

and the last gave conclusion. While the quantitative data, Calculating the frequency and percentage of students' perception, Calculating the total of students' score and its perception category, Calculating the mean score of the students, Classifying the students' score into level of perception category.

Results

The teacher's teaching strategies in English online learning during Covid-19 pandemic

Based on the interview and questionnaire, the results of this research indicate that during this Covid-19 pandemic in conducting English online learning the learning materials still the same, it means the teacher continues the learning materials in the syllabus. In delivering the material the English teacher applied virtual or video conferences via Zoom or Google Meet with lecture method to explain the material but it was only an overview or introduction of the material. Besides that, the English teacher also applied online chat via Whatsapp Group to give assignments and further discussion. Based on the data findings, it is known that the English online learning during this Covid-19 pandemic by using those strategies cannot cover all English skills. The learning material in this odd semester in the academic year of 2020/2021 was predominantly about text and only integrated into one skill, that was writing and only focus on the cognitive domain, not the psychomotor domain. In addition for the learning sources besides from the text book the teacher also facilitated students with learning video on Youtube and Google. Based on the interview result the teacher proposed that during the implementation of online learning there was no specific learning objective that must be forced to achieve, so the teacher cannot expect more to the learning outcomes. The teacher also did not emphasize specific target of learning objective to achieve. In conducting English online learning, students' attendance was carried out through Zoom and also Whatsapp by the secretary in each class. It was difficult to teacher to ask the students and make sure them to attend the online class. The school authorities through the counseling teacher follow up this problem by visiting each student's home.

Students' perception on the teacher's teaching strategies in English online learning during the Covid-19 pandemic

The following table summarized students' perception on the teacher's teaching strategies in English online learning during the Covid-19 pandemic

No	Category	Frequency	Percentage (%)
1	Very positive	3	9,7
2	Positive	16	51,6
3	Negative	11	35,5
4	Very negative	1	3,2
	Total	31	100

The data above shows that the highest frequency is 16 (51,6%) and it is in positive category. Meanwhile, the frequency of very positive category is 3 students (9,7%) for negative category there are 11 (35,5%) and the lowest frequency is in very negative category there is only 1 students (3,2%). It means that students' perception on the teacher's teaching strategy is positive.

Discussion

The results of the research findings above in line with the previous research by Lestianawati & Widyantoro (2020) in their research proposed some teaching strategies used by the teacher during the Covid-19 pandemic they were applying video conference used Zoom and Google Meet. This research and their research actually applied the same digital platforms they were Zoom and Google Meet. Furthermore, this strategy used in having interaction and for explaining the material (lecture method). Another strategy applied was online chat. Based on the interview result the teacher used this strategy to give assignments and further discussion. So, in implementing this strategy the English teacher also applied assignment method and discussion method. If in the previous research by Lestiyanawati & Widyantoro (2020) stated that the most taken application was Whatsapp Group and Google Classroom to support the online chat strategy, in this research based on theinterview, the English teacher just used Whatsapp Group to support this strategy. Based on the data findings, it is known that the English online learning during this Covid-19 pandemic by using those strategies cannot cover all English skills. The material taught by the teacher is only integrated into one skill that was writing. Herethe teacher could only teach and assess knowledge components or cognitive domain, not the psychomotor domain. Psychomotor is one of the domains that assess the skill or ability to do something it will be seen when a person has received learning and has been assessed cognitively. It is line with the research result, the teacher did not tend to teach or practice other skills such as speaking and listening.

The perception of some teaching strategies that investigated in this present research was in line with Afandi's et al. (2013) theory. They proposed that some of the teaching methods used are the lecture method, discussion method, and assignment method. It indicated that those strategies were frequently used inteaching. Refer to the interview result; the teacher assumed those strategies was suitable for online learning during the Covid-19 pandemic. But he is still trying to adapt to this online learning condition. From the interview it is very clear that the biggest problem were the supporting facilities and the students' motivation in participating in English online learning. For the supporting facilities the students were limited by the mobile phone and internet quota. But for the mobile phone was actually prepared by the school by facilitating tablet for the students. On the other hand, the biggest problem was internet quota because no one can facilitate it. In addition, the students' motivation through students' attendance became a big problem because many of them were not attend the online class although thetablet has been facilitated by the school. Those conditions are supported by the previous research by Lestiyanawati & Widyantoro (2020) proposed that the the the obstacles faced by teachers in conducting e-learning during the Covid-19 outbreak such as students' limitation in accessing the internet, students' economically disadvantaged family background.

The researcher used a 5-point likert scale questionnaire to measure the level of student perception on the teacher's teaching strategies in English online learning during COVID-19 pandemic at second grade students of SMA Negeri 3 Palopo. As the result of the close-ended question the students had positive perception toward their teacher's teaching strategy where the mean was 50,19. It was proven on figure 1 that shows from 31 students, the mayority of students chose to agree to the statements of the questionnaire. There were 43,21% of students agree on a questionnaire distributed, where there were 30,97 % chose neutral, 19,14% chose to disagree, 5 % chose strongly agree and only 0,21 % chose strongly disagree.

In addition, the participants also shared their positive feeling toward the use of the virtual/video conference teaching strategy via Zoom with lecture method weremake them easy to understand the material, they can immediately ask the teacher if they do not understand, and they can also hear and see the teacher while explain the material so they can

focus on the teacher's explanation. While the disadvantages were it consumes a lot of quota and sometimes during the learning process there is network disruption that caused the teacher's explanation to be unclear and if it is missed the explanation cannot be repeated. It was also not interesting because there is no power point presentation and the teacher explanation limited by time. It was supported by Naserly (2020) found after evaluation of learning by using Zoom the majority of students think that learning through Zoom is consume a lot of their internet quota.

Furthermore, some underlying factors which influenced their positive perceptions of online chat strategy via Whatsaap with giving task/assignment were the use of internet quota was not too wasteful, it was flexible, and they also can ask the teacher even outside of learning time if there is material/assignment that they don't understand it. Furthermore, they can read assignments that are given repeatedly if they don't understand them; they can scroll it up back and read itagain or it can be said it was the asynchronous learning. In addition, students be more independent in doing task can be discipline because assignments must be submitted on time and became active in writing because of these tasks. These results supported by Mukhtar et al. (2020) who point out some of the disadvantages of online learning, includes flexibility, acceptability, student centered-learning and asynchronous learning.

However, there are a few disadvantages proposed by the students including the number of tasks that are deemed too much but the explanation or instructions for the task are not understood. Such as many of the students whoare not honest to do assignments, many of them just copy the answers from friends or all the answers are purely from the internet. In line with these results Mukhtar et al. (2020) proposed that one of the advantages of online learning is it allows students to commit plagiarism, which is affected by the ease of copy and paste.

Moreover, the students also proposed the advantages and disadvantages of online chat strategy via Whatsaap with discussion method, the students argue that the advantages were it can save internet quota, if they want to see and learning the material they can scroll it up back to the material that has been described. Theycan understand the material because they can ask the teacher if don't understand the material and also can discuss the material together. The disadvantages were although the material can be rolled up again if they want to re-read it will be difficult because the chat has been drowned out by other students' chats, so it makes this method is less effective. They also added that it hindered by limited teaching time, so the delivery of material is quite short.

Conclusion

Based on the data findings the researcher found that there were two strategies used by the English teacher in teaching English online during this pandemic. They were virtual or video conferences strategies besides that, the English teacher also applied online chat. In delivering the material the teacher's teaching media were varied. The online platforms used by the teacher were Zoom/Google Meet to conduct video conference and used Whatsapp Group to support online chat strategy. Moreover in supporting virtual or video conference via Zoom/Google Meetthe teacher applied lecture method to explain the material but it was only an overview or introduction of the material and having discussion, but it was dominant for explaining the material. On the other hand in supporting online chat strategy the teacher implemented discussion method and assignment method via Whatsapp Group. Refer to the data through the questionnaire, students' answers of agree which dominated the

questionnaire. In addition, the overall result of the research stated that students of SMAN 3 Palopo have positive perception on their teacher's teaching strategies in English online learning during COVID-19 pandemic with mean score 50,19. Furthermore the respondents also got the advantages and disadvantages of each teaching strategies. Based on the students' answers on the open-ended questions the result shows the strategy that students like the most was virtual/ video conference strategy. In addition the respondents dominantly chose virtual/video conferencing as the strategy that could help them the most in improving their writing skill.

After accomplishing this research, the researcher would like to offer some suggestions. First, for the English teacher by considering students' perceptions through their expectations for the further English online learning activities, many things that need to be improved so much better. Researcher suggest that further the teacher can create teaching strategies and methods that are more attractive and make it easier for students to understand the material especially for lecture methods and assignments that need re-evaluated to be better. Second, for the students they must do their assignments honestly by doing it creatively and not copy their friends' works, and keep coordinating well with the teacher about lessons that are not understood and keep enthusiastic in learning and do not be lazy to attend the class as well. The last for the next researchers, the researcher hopes that the next researchers could develop this research with a wide discussion. Considering the facts above, further investigation on checking out teacher teaching strategies, students' perceptions and preferences towards the use of digital learning platforms are suggested specially associated with online learning. Further research is recommended on the effectiveness of every teaching strategy and digital platform on bound learning skills, like speaking skills and writing skills, which are conducted in a qualitative or quantitative framework.

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