

SENIOR HIGH SCHOOL TEACHERS STRATEGY IN ONLINE LEARNING

Dela Astria Budiarti

(Mahasiswa Jurusan Pendidikan Bahasa Inggris FKIP Unisma)

Abstract: This study concerns about the application used by English teacher, strategy used by English teacher and students' accomplishment in online learning in term of senior high school. Two English teachers of MA Bilingual Batu were chosen as subjects of this study. This study aims to investigate those three condiments. The data was collected by researcher in term of transcript document. The researcher did interview to gain the data. The findings for this study obtained that WhatsApp and Google Classroom as the most application used by English teachers at MA Bilingual Batu. Meanwhile the strategies used by English teacher at MA Bilingual Batu are set induction strategy, stimulus variation strategy and use effective question strategy. The students' accomplishment indicated that in the daily assignment the score of students were good but in the midterm test were low. It can be said that the implementation of online learning must be considered again especially for the election of application used, strategy used by teachers and students' accomplishment.

Keywords: *application, strategy, students' accomplishment, online learning.*

INTRODUCTION

Online learning is currently so massive and has become a lot of attention in many world institutions. From (Sun & Chen, 2016) confirmed that online education is differently called "distance education", "learning", "online learning", "mixed learning", "computer based learning", "web based learning", "virtual learning", "distance education", "learning network", "Internet based learning", "distributed learning", etc. That statement emerge from technical that involve technology during learning process occur. Online education requires a lot of resources and careful planning. As technology develops in all aspects, it is very

possible to carry out online learning. In fact, there are several schools that have implemented an online system, although not completely. According to (Dhull & Sakshi, 2017) as cited in Robin Mason (1998) of the United Kingdom Open University recommends that most online learning courses are a continuum of "partial online learning courses" or "fully online learning courses". "Partially online" courses are courses that integrate existing resource materials provided in printed or non-printed forms, such as textbooks or some elements of online learning. On the other hand, "fully online" courses will enable most of your learning and teaching activities to be completed online.

The purpose of implementing online learning is none other than to facilitate the learning process. Effectiveness and efficiency in terms of time, cost, place and others are also being strong considerations in implementing online learning. Learners learn through e-learning. It is an innovative interactive content delivery method that has proven to be more attractive to students (Dhull & Sakshi, 2017). In addition, because teachers are not tied to particular school, online course learning can reduce differences in the quality of teaching between schools and can innovate teaching (M. D. Hart, Berger, Jacob, Loeb, & Hill, 2019).

Nowadays people around the world are surprised by pandemic covid-19 that has suddenly emerged. This case has a serious impact in various sectors especially in terms of education. Related to (Onyema, et al., 2020), The COVID-19 outbreak has affected all aspects of global human activity, including education, research, Sports, entertainment, transportation, worship, social gatherings / interactions, economy, business and politics. Students who normally have to come to school for study must stay at home so they don't become infected or have the potential to transmit the virus. The government assign that school must carry out the teaching learning process via online and students must learn from home.

As (Onyema, et al., 2020) stated that schools closure due to the corona virus often puts more emphasis on students, teachers even parents those with limited skill on technology, education, and continuing education resources. This adds to the burden on parents not only have to work hard to provide shelter, but also carry out supervisory duties to ensure that their children learn from home.

Moreover, (Yulia, 2020) added that the learning outcomes generated by online quality improvement activities are only equivalent to (not better than) learning outcomes generated only with face-to-face guidance, which is considered a waste of time and money, because the increase does not increase the effect of student learning the result. Meanwhile result from the study (Singh, Rylander, & Tina, 2012) using DEA (Data Envelopment Analysis) stated that students' performance has an indicator like how many hours students spend their time to study, this case can be one of thing to consider the difference between online and offline learning.

However in recent months, teachers, students and even parents have been able to carry out their respective roles and duties to adapt online learning process. Some schools may use at least one to three platforms agreed upon with students to carry out online learning. This application will also be used continuously if it is considered effective and beneficial for both teachers and students. In statement from (Sundari & Utomo, 2020) here, audio or video conferencing, chat, instant message or telephone are used to guide students. Those are: (1) Moodle, (2) Edmodo, (3) Schoology, (4) Quipper School, (5) Ruang Guru. While according to (Atmojo & Nugroho, 2020), teachers utilize several applications, which can be divided into eight types. These are: (1) learning management system; (2) chat and message; (3) video conference; (4) content maker; (5) assessment; (6) video streaming and sharing; (7) online learning provider; and (8) additional resource. This shows that digital skill is not the problem of online learning process. Therefore, it needs to investigate, regarding which application is best for supporting facilities for teaching and learning activities.

Besides from the application used, teachers' strategy also one of aspects that the teacher must pay attention to. As stated in (Sarode, 2018) Teaching strategy refers to the methods used to help students learn the required course content and be able to set future achievable goals. It is very important to know that the teaching strategy plays a big role in the process. By using strategies, teachers can easily recognize students and understand students' characters so that the material or something that is conveyed can easily accepted by students. According to (Aondolumun AYUA, 2017) teaching strategies are classroom activities or interactive instructional techniques, methods, or plans designed to

achieve specific teaching objectives. Although there are many, it focused on: (1) Set Induction, (2) Use of Examples or Establishing Appropriate Frames, (3) Planned Repetition, (4) Stimulus variation, (5) Using questions effective, (6) Closure (summarizing).

This study aims to investigate the application used, strategy used, and students' accomplishment by English Teacher in senior high school especially MA Bilingual Batu. This is potential to inspire, build self-confidence and self-esteem, overcome many obstacles faced by learners, personalize learning experiences, broaden the scope of visits and enhance learning experiences, while also assisting people to develop their ICT skills (Dhull & Sakshi, 2017).

METHOD

This study use qualitative method. Qualitative research is a type of explanatory research, which tries to gain insight into certain meanings and behaviors experienced in certain social phenomena through the subjective experience of participants (Palmer & Bolderston, 2006). Descriptive qualitative research design is used by researcher in this term. In the first stage researcher did interview to get the data. The researcher conducted offline interview by complying health protocol in pandemic era. The second stage, researcher collected the data using types of audio/video/handwritten, making documentation and so on to gain the base data. The third stage researcher analyzed the data to be form of text transcript.

MA Bilingual Batu is the place where the researcher conducting the research. It is located on Pronoyudo Street 5, Dadaprejo, Junrejo, Batu, East Java 65144 Phone number (0341) 5052863. This school has 1406 students, 27 teachers, 3 majors, 12 class, 679 study courses, and 13 extracurricular. The researcher did her research at Wednesday, 9th June, 2021. There are 27 teachers in this school, and has 2 English teachers. Therefore the researcher chose all English teachers in this school as a subject of the research.

Therefore researcher did several methods. The First was interview. In this term, researcher did online and offline interview. One of teacher is interviewed in online and of the rest is offline. Teachers who had interviewed online, was conducted through WhatsApp application, while those who was online was conducted at MA Bilingual Batu. The secons was documentation. In carrying out research, researchers also did documentation when the research takes place. The documentation that was taken by researcher is in the form of video recordings, voice recordings, photos and notes.

After conducting the research, the data must be analyzed. The data is the result of interviews conducted by researcher. After that, to analyze the data that has been obtained the researcher do transcription, data organizing, familiarizing, coding and themes the data. Based on (Lacey & Luff, 2009) :

1. Transcription

Nearly all qualitative research involves some level of transcription and data can be recorded from interviews, focus groups, videotapes or hands-on handwritten notes (Lacey & Luff, 2009). This is the first step that researcher did after gain the data from the teachers. Reseacher focused on what teacher said about application used and what kind of strategy that they used in term of online learning.

2. Organizing Data

After making the transcript of the data, researcher numbered the transcript to make it easier to find the data. So this is the second stage that researcher did when analyzed the data.

3. Familiarizing

In the next stage, researcher re-read the data, listen again the audio tape and video tape to make sure the data are correct.

4. Coding

In this stage, the researcher examined and interpreted word by word, sentence by sentence conveyed by the teacher to be summarized and highlighted from a portion of the existing data.

FINDINGS AND DISCUSSIONS

Researcher collects the data by interview. Interview was conducted with two senior high school teachers. In the first research subject (S1), teacher can be met and interviewed directly with researcher. Meanwhile the teacher who was the second subject (S2) was interviewed online because the teacher could not be met in person. Both teachers received four questions for personal data and ten questions for data needed by researcher. Researcher record the result of the interview in the form of audio tape and also video. Then he data is processed into the form of transcripts to make it easier to understand and to read. In addition to these data, researcher also got the documentation and score list of several classes to support the main data.

The finding found that the applications are most used in MA Bilingual Batu in online learning that is WhatsApp and Google Classroom. These applications are mentioned two times by S1 and also S2. WhatsApp as a instructional media to give information or conduct discussion and google classroom for collect and checking the assignment. Both of these applications are free and accessible for teacher or students. As stated in (Barhoumi, 2015) that whatsapp is easy to use and this application is free. Moreover these applications are already known as famous application used and have many features. (Alimin & Saad, 2019) stated that through google classroom teacher and their student can create communication each other in group terms or individually. It proofs that these applications are sophisticated and no doubt for teacher and student to have it in online learning. Even though the conveniences of online learning provided by the sophisticated applications, it still happen problems for teachers and students to experience online learning. Related on findings, the problems may not only raise in one school but all the school also experience it. Such as the unavailability of internet quota, unavailability of devices, students' lack of technological knowledge, places where signals are difficult and others. It also stated in (Mahyoob, 2020) that students have difficulty accessing the material provided when they did online learning. Nevertheless the online learning process must go on. Much kind of solutions are arising to solve the problems when online learning constrained. As the experience of researcher when she joined online learning with her lecturer, it likes the lecturer have to found the right application for teaching us

appropriately. Therefore teacher also must found the suitable application to help their students learning actively although in term of online learning. Not only that, based on the findings, the application used is always more than one. S1 and S2 stated more than one application to support their online learning. This indicates that each application has its own advantages.

The strategy used by English teacher at MA Bilingual Batu is varied. S1 and S2 mentioned the different way to teach their student in online learning. Based on finding, S1 used oral discussion and give assignment through different platform or media. From this, the researcher can determine that in this teaching the teacher focuses more on set induction strategy. Teacher provokes students' energy when they conduct learning process. As (Aondolumun AYUA, 2017) stated that in set induction strategy the teacher can make condition where students feel their attention are increasing while the lesson is running. In oral discussion is deniable that students are not focus, so they will be more have a good attention in this term. Meanwhile in the assignment those are given, the researcher can obtained that S1 as a teacher using effective use of question strategy. In this term the teacher gives the material and the assignment based on what kind of skill that he taught. Added from (Aondolumun AYUA, 2017) said that giving assignment is one of types of questions namely recall or lower order. In this recall or lower order question focuses on cognitive questions. The way teacher gives reading assignment is to improve their cognitive ability. S1 use set induction and also question strategy. It is little bit different with S2. S2 uploaded video material youtube and held group discussion through whatsapp. These statements based on findings. From those things, researcher can determine that S2 using stimulus variation strategy to teach their students in online learning. It is supported by statement from (Aondolumun AYUA, 2017) that just sitting in the class and read the material is not the definition of teaching, whereas the variety of the teaching is an awesome teaching. Making the video material is the kind of this variation. As we know while we watching the video, we feel more interest than just listening to your teacher. Besides making material video, S2 also conduct group discussions on WhatsApp after the video are uploaded. In starting a group discussion, the teacher must ask the students, and see how the students' understanding ability

after seeing the content of the video material that has been given. Not only that, the teacher must also be the direction of the discussions that occur in the classroom. It indicates that S2 as a teacher did effective use question just like S1 did also. The difference is S1 did in the form of assignment and S2 in the form of group discussion. From those explanations, researcher gains the data that the strategies used by English Teacher at MA Bilingual Batu (a senior high school) in online learning are set induction using the oral instruction in virtual meeting, effective question strategy in the form of assignment and discussion and stimulus variation in the form of video material.

Students' accomplishment is the result how the strategy used by teacher work.

No.	Initial Name	Class	Score	
			Daily Assignment	Midterm Test
1.	EA	X MIPA 2	88.75	52
2.	MK	X MIPA 2	85	64
3.	MIP	X MIPA 2	84.5	36
4.	AP	X IPS 1	92.5	56
5.	FMN	X IPS 1	87.5	72
6.	II	X IPS 1	87.5	68
7.	AKN	X IPS 2	92.5	56
8.	NNA	X IPS 2	92.5	68
9.	SPH	X IPS 2	92.5	64

Based on finding, the score of daily assignment at MA Bilingual are above the standard minimum completeness that is 75, but in Midterm test score the score is lower than the score of daily assignments. The data used by the researcher is the score from several students as a represent of some classes of daily assignments in the term of cognitive and students' PTS (Midterm test) scores. From the data of several student scores, the researcher took the best 3 students' score of the daily assignment score. If the score are same, the highest midterm score is taken. Therefore, the researcher indicates that the accomplishment of students in MA Bilingual Batu can be said well for daily assignment score, while for the midterm score it is still quite deficient because almost all students' score are below the standard minimum of completeness of English that is 75.

CONCLUSIONS AND SUGGESTIONS

Regarding the applications used by English teachers, there are two kinds of applications, namely WA and Google classroom. Its use has been said to be effective, especially for English teachers in the MA Bilingual Batu environment. Although there are still problems experienced by students when online learning, but these problems not come up from the feature of application. Regarding to the strategy used by English teachers, there are 3 kinds of strategies, called set induction, stimulus variation and use effective questions strategy. And regarding to students' accomplishment at MA Bilingual Batu the score of students' daily assignment was good, but in midterm test was low. To conclude, the implementation of online learning of senior high school must be considered again from all aspects. Especially on application or media used, strategy used by teacher and the students' accomplishment. Considering the suitable application or media is the first stage to gain the success of online learning. After got the suitable application, the teachers also must be considered their way to teach to gain the comprehensive of the students. And the last is students' accomplishment is an image whether online learning conducted as properly or not.

Build upon on the findings and discussion, some suggestions are suggested as follows:

1. For the school agency, the agreement for choosing the right application used by teachers (all teachers not only English teacher) is important. Because this term will influence the students' ability to join online learning.
2. For the teachers, the used of strategy appropriately must be the important point to consider. Teachers must be ready with many solutions when the problems in online learning are come up.
3. For the students, the technology knowledge must be upgraded. Moreover in this pandemic era people are always use technology in daily life.
4. For the next researcher, the other aspect that is not mentioned in this study may be researched again. This study can be explored again and it can be the references

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