

Strategy for Teaching English in Online Classes During the Covid-19 Pandemic at
SMK S Nusantara Tanjung Jabung Timur

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ABSTRACT

The aim of this research is to find out whether there is a significant effect on teaching strategies using short learning videos accompanied by posters during the pandemic in online classes to improve student learning outcomes. The research subjects were 12 classes of grade XI OTKP students. The method used in this classroom action research is descriptive qualitative, and uses associative problem formulation. The results of the research show that problems in learning can be well handled gradually. The use of short learning videos accompanied by posters during the pandemic in online classes can significantly improve students' learning outcomes including speaking skills and can increase student activity in learning. This is clearly proven by the comparison of the analysis results in cycle I and cycle II. In cycle I, the individual absorption capacity of each student was 62.08%, with mastery in learning 75%. The results in cycle 2 of completion were achieved by all students with the individual absorption capacity of a student being 80.00% and the classical absorption capacity being 100.00%. This is clearly visible in the absorption capacity of each individual student and can be said to be classically complete. Meanwhile, the level of students' speaking ability consisted of 3 students who are in the excellent category, 6 students who are in the very good category, 3 students in the good category, and student activity increased from 75% to 90%.



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Introduction

English communication skills are a must in the era of digitalization and globalization. English lessons at vocational schools function as a tool for students' self-

development in the fields of science, technology and arts. After completing their studies, they are expected to grow and develop into intelligent, skilled and personable individuals who are ready to play a role in national development. Because based on the mission and vision of SMK Nusantara, it can create students into productive humans who are ready to work in the industrial and business world. The world of work not only requires someone with special skills according to their professional field, but these special skills will be extraordinary if supported by the ability to speak English. Therefore, by mastering English the aim is that they will be able to compete and adapt in the era of globalization.

Online learning in Indonesia started with PPKM or the implementation of restrictions on community activities. SMK Nusantara also implements online learning and requires teachers to prepare good teaching strategies to convey to students so that learning objectives can be achieved. The implementation of social restrictions and maintaining distance is the basis for implementing learning from home. The teaching and learning process is carried out using distance learning via online methods (on the network) in accordance with directions from the Ministry of Education and Culture of the Republic of Indonesia.

Online learning activities that are carried out without face to face can be carried out through various special communication platforms that enable learning activities like in the classroom (Coombs, 2010). This online learning system is assisted by several applications, such as Android-based learning, What Sapp, Google Classroom, Google Meet, Edmodo, Zoom Meeting, and others. Through this platform, interaction between teachers and students can take place, study material and exams can also be carried out. As Fitria (2020) stated, several online learning systems are used by English teachers, such as Google Classroom, Zoom, Schoology, Edmodo, Moodle, Google Meet, and Whatsapp Group.

However, the teachers' expectations are in contrast to the reality on the ground. Teachers generally have difficulty controlling students in carrying out the online learning process. Based on the observations that have been made, there are several obstacles faced by teachers and students, including, 1) teachers cannot optimally monitor student activities at home, 2) students' limitations in having data packages, 3) limited internet networks, 4) people's mindset. Parents about online learning being less important, and 5) minimal interaction between teachers, students and parents. Therefore, researchers are interested in conducting research to improve student learning outcomes by understanding the types and difficulties in the online learning process.

According to Slamet (2003): "learning is a process of effort carried out by a person to obtain a new change in behavior as a whole, or partly as a result of his own experience

in interaction with his environment". Meanwhile, according to Whitaker in Sumanto (1990): "explains that learning is a process where behavior is generated or changed through practice or experience".

From the two opinions above, it can be concluded that learning is defined as a stage of behavior change, namely knowledge, attitudes and skills that occur in students in a direction that is better than before. The change intended in learning is a change in students' behavior, for example from not knowing to knowing or from unskilled to skilled. The teaching and learning process is an integral (whole and integrated) activity between students as students and teachers as teachers. Usman (2000) expressed the same thing that teaching in principle is guiding students in teaching and learning activities. It can also be said that teaching is an effort to organize the environment in relation to students and teaching materials so that the learning process occurs in students.

From several opinions of these experts, it can be concluded that the teaching and learning process is an activity of giving, guiding or directing and receiving knowledge, skills, values and attitudes from teachers as educators in order to provide changes towards and better conditions for students as students. Changes occur because learning can take the form of changes in habits, skills, knowledge (cognitive), attitudes (affective) and skills (psychomotor).

Learning is an activity of human life. Gains from the learning process can be said to be learning outcomes. Learning outcomes are also changes that occur in a person as a result of the learning process. In this case, learning outcomes are the final results obtained by students after undergoing the learning process.

According to Nana Sudjana (2008: 22) "learning outcomes are the abilities that students have after receiving their learning experience". Meanwhile, according to Oemar Hamalik (2011: 30) "learning outcomes appear as changes in behavior in students, for example from not knowing to knowing, and from not understanding to understanding". Bloom in Nana Sudjana (2008) divides learning outcomes into three domains, namely cognitive, affective and psychomotor domains. These three domains are related to each other, but referring to experience and several facts in the field, among the three domains, the cognitive domain is the most assessed by teachers in schools because it is related to students' ability to master the content of teaching materials.

Learning media is a tool used by teachers and is a means of conveying messages to achieve learning goals that are able to stimulate the mind and will so as to create learning motivation for the students themselves (Wati, 2016). Meanwhile, according to Mahnun (2012), learning media is something that can channel information from sources and has

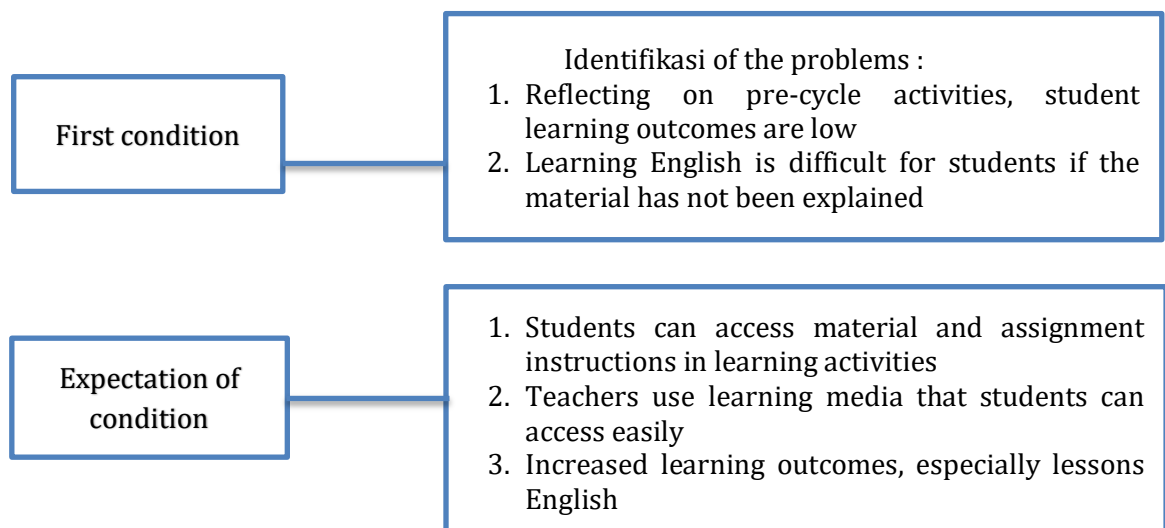
been planned, thereby creating a conducive learning environment and resulting in students carrying out the learning process effectively and efficiently. There are quite a lot of online learning media that can be utilized currently, such as WhatsApp, Google Classroom, web, Google Form, Google Drive, Zoom Meeting and YouTube (Anugrahana, 2020)

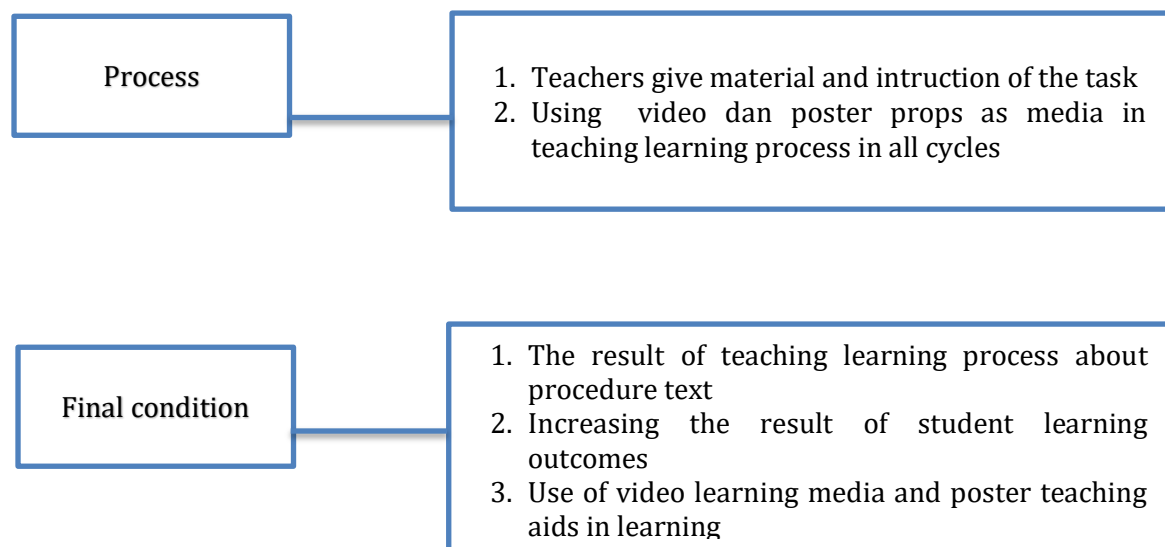
Based on expert opinions, it is concluded that learning media is a planned information intermediary tool that makes the learning process more effective and efficient. By using learning media, the learning process will be more effective because students can easily understand the material being taught, so that students are able to develop a better understanding of the material.

Based on this presentation, the researcher attempted to improve student learning outcomes in increasing understanding of analyzing social functions, text structures, and linguistic elements of several oral and written procedural texts in the second grade of SMK Nusantara Rantau Rasau, Multimedia Department during the Covid-19 pandemic. The concepts used in this research are the nature of speaking in expressing the meaning of procedures using the direct interaction learning model, concepts in the speaking teaching and learning process, and theoretical concepts in increasing students' motivation and interest in speaking.

Method

Based on the level of explanation in qualitative research, there are generally three forms of problem formulation, namely descriptive, comparative and associative problem formulation. However, in this study the researcher used an associative problem formulation. In the opinion of Asmani (2011). There are three types of conducting PTK, namely diagnostic action research, participant action research, empirical action research, and experimental action research, and in this research the researcher carried out experimental method action research.





Picture 1. Thinking Framework Chart

The population and research sample are second grade students at SMK Nusantara Rantau Rasau, Department of OTKP for the 2021 academic year with a total of 12 students consisting of 6 boys and 6 girls.

This research was carried out using two cycles, with each cycle the learning process was carried out in 1 meeting and then an evaluation was carried out. Cycle 1 was carried out in 2 weeks with a frequency of 2 meetings and cycle 2 was carried out based on reflection on cycle 1. This cycle was carried out in 2 weeks with a frequency of 2 meetings.

This research was carried out for approximately nine weeks, from 22 July to 22 September 2021. This class action planning includes all action steps in detail, all the needs for implementing PTK starting from materials, teaching materials, teaching plans which include methods, teaching techniques and instruments evaluation. Data collection in this research used observation, interview, documentation and test techniques. According to Bogdan & Biklen Qualitative data analysis is an effort carried out by working with data, organizing data, sorting it into manageable units, synthesizing it, looking for and finding patterns, finding what is important to study, and deciding what to study, and decide what can be told to other people (Moleong, 2009:248).

Data analysis in this research was carried out after the action was carried out. Because the data analyzed comes from one instrument model, this data is carried out using quantitative data in the form of numbers. To analyze the level of success or

percentage of success in terms of learning outcomes, after the teaching and learning process, an evaluation is carried out in the form of multiple choice tests and tests in the form of essays making project-based assignments in the form of procedural texts. The data analysis used in the results of this test is quantitative descriptive data analysis. After obtaining test data on learning outcomes, the data is analyzed by looking for learning completeness based on the KKM used, then analyzed quantitatively.

Result and Discussion

In accordance with the characteristics or characteristics of action research, this research was carried out based on cycles where each cycle was carried out through four stages, namely planning, acting, observing and reflecting. This first cycle was held on Thursday, August 12, 2021.

Cycle Stage 1

The steps taken to measure the extent of students' success levels both in terms of understanding and speaking ability are by carrying out written tests and oral tests. This method is a very important part of research that must be carried out to find out students' speaking abilities. Before giving the oral test, the researcher asked students to perform work on the procedure text and were given a grace period to complete the assignment. Then carry out a written test to determine the knowledge of individual students and observe the situation of teaching and learning activities and student activity and individual student character during the online teaching and learning process.

Table 1. Frequency distribution of students' abilities in speaking skills from each individual in the first cycle.

Interval	Category	Sum	Frequency of submission
17-20	Excellent	18 (1) 17 (1)	2
14-16	Very good	16(1), 15(2)	3
11-13	Good	12(2),10(2)	4
8-10	Enough/fair	9(3)	3
4-7	Poor	-	-
Total			12

At the stage of measuring students' level of understanding of the material provided, a written test was carried out with 20 multiple choice questions. From the results of the individual analysis, the results obtained were that 10 students received the predicate as complete, and 2 students received the predicate as incomplete. Based on the

results of the analysis per question, there needs to be classical improvements for questions no. 10, 16, 18, and 20. The individual absorption capacity of each student is 62.08%, with mastery in learning 75%. The results of the speaking ability of students who have the excellent category consist of 2 students, students who have the very good category consist of 3 students, students who have the good category consist of 4 students, and 3 have the sufficient category.

Table 2. Obtaining Student Activity Scores in First Cycle PBM

Amount	Presentation	Description
3	80%	Always
7	75%	Often
2	0%	Never
12		

From the table above, it can be concluded that the prevalence of student activity from 0% to 80% has sufficient progress

Reflection

At the beginning of the implementation of the first cycle it was not in accordance with the plan, this was due to the fact that in carrying out the learning the teacher was not able to master the class because of the problem that the students were not used to speaking directly (oral test). This made the students feel difficult so that this made the students less active. . Apart from that, some students do not understand the steps in carrying out a performance, and there are some students who do not have a sense of responsibility in carrying out short conversation assignments.

To improve these weaknesses and maintain the success achieved in cycle I, in the implementation of cycle II the following plan can be made. Teachers intensively provide students with an understanding of online learning conditions, by providing motivation and approaching students. The teacher helps by giving direction to each student in recording short monologue dialogues about certain work situations. Next, the teacher asks students to do the task well to carry out practice in the form of a demonstration of the steps to compose a procedural text.

Cycle Stage II

From the results of taking tests, both written and oral tests experienced a significant increase and can be seen as follows. Based on the results of students from each group in the second cycle stage, it can be seen in the following frequency distribution table.

Table 3. Frequency distribution of students' abilities in speaking skills from each individual in the second cycle.

Interval	Category	Mark	Frequency of submission
17-20	Excellent	18 (1) 17 (2)	3
14-16	Very good	16(5), 15(1)	6
11-13	Good	13(3)	3
8-10	Enough/fair	-	-
4-7	Poor	-	-
Total			12

In the results of the knowledge test from the results of individual analysis, 12 students can be said to have completed. The individual absorption capacity of a student is 80.00% and the classical absorption capacity is 100.00%. The results of the speaking ability of students who have the excellent category consist of 3 students, students who have the very good category consist of 6 students, and students who have the good category consist of 3 students.

Tabel 4. Obtaining Student Activity Scores in Second Cycle PBM

Sum	Presentation	Explanation
7	90%	Always
5	75%	Often
-	0%	Never
12		

Based on the results of observations carried out in two cycles of classroom action implementation, data was obtained that students' activity or activeness in participating in learning had increased. In cycle one, the percentage of student activity was 80%, while in cycle two it was 90%.

This is due, among other things, in cycle one, each student felt that they were forced when they performed their work. Apart from that, they also have difficulty understanding what a procedure text is. Online learning activities become an obstacle for a teacher in delivering material, especially as students have various reasons for not participating online, such as helping their parents, and internet networks being difficult to reach. The same thing was also stated by Kaban and Dalimunte (2022) that the problems encountered in online learning are that teachers' and students' internet connections often have problems so that it is not possible to teach via the Zoom platform so that teaching speaking skills using the interactive dialogue method cannot be implemented.

In cycle two, student activities are more focused and conditioned with sufficient full attention from the teacher. It can be seen from the results of student analysis from cycles 1 and 2 that students have met the level of learning completeness and exceeded the classical level of learning completeness. Observations made by fellow teachers who acted as observers stated that many teachers' activities functioned as facilitators who served students, both in explaining learning concepts and operational techniques for learning tools

In cycle I, there were several obstacles faced during the learning process, including the use of learning time because students were still less active in carrying out their assignments, teachers were less able to master online classes, and students were not used to performing work, so this made students less active. Meanwhile, in cycle II, students were more enthusiastic and concentrated in the learning process. Students also feel comfortable and enjoy the learning atmosphere, therefore students pay more attention to the learning material presented.

From the results of the individual analysis in cycle I, the results showed that 10 students received the predicate as complete, and 2 students received the predicate as incomplete. Based on the results of the analysis per question, there needs to be classical improvements for questions no. 10, 16, 18, and 20. The individual absorption capacity of each student is 62.08%, with mastery in learning 75%. The results of the speaking ability of students who have the excellent category consist of 2 students, students who have the very good category consist of 3 students, students who have the good category consist of 4 students, and 3 students have the enough category.

Furthermore, in cycle II, all students were categorized as complete. From the results of the analysis, there is a need for classical improvements for questions no. 10, 13, 16, 18, 20 and the individual student absorption capacity is 80% and the classical absorption capacity is 100%. The results of students' speaking abilities in the excellent category consist of 3 students, the very good category consists of 6 students, and the good category consists of 3 students. While the presentation of student activity is around 75% - 90%, it can be concluded that overall from cycle one and cycle two student activity has made very significant progress.

Conclusion

Based on the results of classroom action research (PTK) it can be concluded as follows. The application of short duration learning videos accompanied by posters can improve and enhance online teaching and learning process activities. This is proven by the

students' ability to build cooperation, being able to understand the tasks given by the teacher, being able to participate in learning activities, and being able to present the results of their work well. This can be seen from the results of observations of student activities increasing from 0% -80% in cycle I becomes 75%-90% in cycle II.

The use of short learning videos accompanied by posters can improve students' speaking skills. This is because students can build their own knowledge, find steps in finding material that must be mastered by students, both individually and in groups.

Apart from that, students can also interact and help and motivate each other for students who experience difficulties in pronunciation and composing sentences in the form of procedural texts. The use of short learning videos accompanied by posters can improve students' speaking skills because this method emphasizes students to be more active. So it can create a pleasant learning atmosphere and learning objectives can be achieved.

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