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## Teacher's Techniques In Teaching English During Pandemic Era At SMKN 1

Banjarmasin

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### Abstract

The changes of the teaching procedures because of the outbreak of corona virus require the teachers to set an online teaching and learning process. In this new situation, this research aims to discover the techniques of teaching English online used by the teacher during covid-19 pandemic at SMK Negeri 1 Banjarmasin. The researcher used a qualitative approach with a descriptive method. The techniques of data collection used in this research were observation which was done through WhatsApp and Microsoft Teams, interview with an English teacher and questionnaire that was distributed using Google Form to the students of XA Multimedia, XIA Multimedia and XIIA TKJ from SMKN 1 Banjarmasin. The researcher found the platforms that are used in teaching English online were WhatsApp group and Microsoft Teams. And the techniques that are used in those platforms are online discussion, substitution drill, game, and question and answer. In the pre-activities, the teacher usually interact with the students by asking some questions or asking the students to discuss to stimulate their background knowledge whether in WhatsApp group or in video conference using Microsoft Teams app. In while-activity, she used substitution drill when they were having video conference, or played game where the students not only learn to apply the correct pattern but also to make the students learn from making mistakes. In closing, the teacher only repeated her explanation briefly about the topic.

Keywords: *teaching, technique, teaching technique, pandemic*

## INTRODUCTION

### Background

The outbreak of the Covid-19 infection in Indonesia caused the public authority chose to restrict and to suspend all local area activities including educating and learning exercises for Indonesia. In a distance learning, educators (teacher and lecture) are challenged to make some new development choices for showing the way they are teaching the students. Yet, the changed in instructing and learning style causes numerous instructors experience issues in adjusting the online system. Because of educator's ineptness and there is no arrangement on the most proficient method to encourage on the web, some of them just surrender heap tasks with no explanation and interaction with the students. Thus, numerous students don't comprehend what they have learned during internet learning..

Huang et al. (2020: 2) said three principle challenges in online learning during a pandemic. First, educators have extremely restricted time in getting ready and/or adjusting offline learning materials to online learning. Second, the lack of or limited opportunities for teachers and students to interact straightforwardly and openly during online learning which brings about disturbance of the learning interaction. Third, utilizing a compelling instructive methodology requires a a greater effort in motivating and activating students in online learning.

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Teaching English to the secondary school is proposed to give basic competence to communicate both in oral and written among students. To reach the goals of teaching objective, the teacher needs to pay attention to the teaching approaches one of them is technique. The used of technique in teaching learning process helps the students to understand easier the material and sometimes can motivate them to participate actively in the activities. The technique encourages the success of teaching method that is used by the teacher, however the problem is the teacher seems has difficulty in deciding what techniques must be used to teach English online appropriately.

Based on these, the researcher is interested to see how is the teaching and learning process in a pandemic situation. The selection of this high school is because it is one of the favorite and pretty good schools, the school has good results and achievements in English. It can be seen from the score of national exam, where the teacher stated that the average score for English subject in national exam is 8. The teacher also said that they often win in a debate competition. She also added that the school held several trainings for the teachers for teaching the students online during pandemic. Thus, it makes the researcher more curious and interested to see how is the teacher's techniques in teaching students English online in that school.

## Review of Literature

### *Techniques for Teaching English*

There are various teaching English activities that can be used to help the students understand and comprehend the lesson easily, they are:

a. Role-Play

One of the most used activities for teaching English in classroom is role-play which can be used to encourage general oral fluency, or to train students for specific situations. Roleplay can be in the form of drama or short dialogue, in the form of drama means that the activity is more intense and wider.

b. Game

Martin (1995, cited in Brewster & Ellis, 2002) said that game is an entertaining activity which offers young learners the chance to practice the foreign language in a relaxed and enjoyable way. Added by McCallum (1980, cited in sari, 2018) he explained that game stimulates the students' interest in classroom activities and it will make the students become roused and willing to learn English.

c. Discussion

It is a fact that discussion really useful activity for teacher in order to activate and involve students in classroom teaching. In this online learning, online discussion becomes alternative way for today's language teaching. Lots of benefits are offered by online discussions, they are: (1) demonstrating knowledge of key concepts, (2) stimulating higher order critical thinking skills, (3) encouraging peer interaction and team work, (4) promoting thoughtful reflection, (5) achieving social interaction and community building, and (6) encouraging student-generated discussion topics (Ragupathi,2018).

d. Drilling

According to Setiyadi (2006, p.54) drilling is a technique for teaching language through dialogues which emphasize on the students' habit formation by repetition, memorizing grammatical structures, and tense transformation, using the target language and the culture where the language is spoken. There are several types of drilling techniques in audio-lingual method, they are;

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Repetition drill, Substitutions drill, Transformation drill, Replacement drill, Response drill, Cued Response drill, Rejoinder drill, Restatement, Completion drill, Expansion drill, Contraction drill, Integration drill, and Translation drill.

e. Brainstorming

Brainstorming is usually used by the teachers to encourage students and to generate the students critical thinking about the topic which will be discussed. Then, it is also intended to make the students realize their background knowledge about the topic to be read and to activate their memory and expectation.

f. Reading Aloud

Guzzeti (2002, in Erdiana, et al, 20) described that reading aloud is involves verbalizing the words while adhering to the intonation, pitch, inflection, stress and pauses that present the language and style that are appropriate for conveying the author's message.

g. Question and Answer

Question and answer technique is an activity in which asking and answering take place between the students and students or students with their teacher. Blosser (2000) said that teachers use questions to help students review to check on comprehension, to stimulate critical thinking, to encourage creativity, to emphasize a point, to control classroom activities, and for other reasons and purpose

### ***Online Teaching and Learning***

Online learning is defined as distance learning, which requires electronic devices (for example, tablets, smart phones, laptops and computers that require Internet connection) to assist in distance learning (Gonzales & Louis: 2008). Online learning is also regarded as using the Internet to obtain information. Interact with content, teachers and other students; and get help in the learning process to acquire knowledge, give meaning and progress through learning experience (Ally: 2008). When implementing distance learning, several important factors must be considered so that the distance education (learning) system can operate normally, namely attention, educator's trust, experience, user-friendly equipment, innovative ability in using tools, and forging interaction with students (Prawiyogi, 2020).

Fatoni et al. (2020) found the advantages and disadvantages of online learning for students based on a survey of private universities, namely: a) a comfortable educational environment, which means that they can listen to classes at home, regardless of location, and they can listen anytime and anywhere, and it is not restricted by time or space, it makes for a comfortable educational environment; b) Time utilization, they do not waste travel time, they save travel time, travel time burden is reduced, c) When they interact smoothly, they can chat in Free Talk and ask questions of teachers more freely. They feel that they are participating in an individual course and the interaction seems to be fluid, they are easier to ask questions than offline courses. Another major benefit of being able to use reusable data.

However, in the online learning process, some shortcomings were also found, which is inferred from student complaints, yes. a) The network is unstable. The network is unstable and the teacher's voice is out of sync with the teaching materials, and classes cannot be taught without Wi-Fi connection; b) One-sided interaction, no interaction, poor quality of the educational environment, and the content of the materials cannot be accurately transmitted and cannot be directly interacted with. Typically teachers can only rely on their own progress without interacting with students, c) it is difficult to focus in class for a long time, d) insufficient data, dissatisfaction with assignment changes, limited team projects, reduced academic performance, insufficient preparation classroom design, reducing student understanding and scores.

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## METHOD

### Research Design

This research was descriptive qualitative design. The researcher conducted a descriptive qualitative research, because this model of research obtained the data based on facts. Sutopo and Arief (2010:1) writes that qualitative is a study aimed at doing a description and analysis of a phenomenon, event, social activity, attitude, perception of each individual or in a particular group. The researcher used qualitative research design because the researcher can figure out how to view the object of further research that cannot be represented by the statistics and the result of this study was information in the form of narrative.

### Respondents

There were one English teacher and three classes of SMKN 1 Banjarmasin that were being observed by the researcher in order to get the data. They were XII A TKJ, XI A Multimedia, and X A Multimedia, the consideration of taking this class was based on the teacher's choice as the students are mostly engage actively in every English class.

### Data Collection

The researcher did it in some ways to collect the data, such as observation, interview, and questionnaire.

#### 1. Observation

Observation is aimed for gathering information about teacher teaching process and students' acceptance toward the lesson. In this research, the researcher did the observation several times to get information about the teaching English process during pandemic by joining into the class group directly. At SMK negeri 1 Banjarmasin, every teacher uses Microsoft Teams and Whatsapp as teaching and learning platform so the researcher joined the group to observe the interaction between the teacher and the students. The researcher joined into three class groups, they were XII A TKJ, XI A Multimedia, and X A Multimedia.

#### 2. Interview

The interview is used to get specific information directly from the teacher about the ways she teaches English with new system during pandemic time. The interview is for getting valid information from the teacher that could not be found directly in the observation therefore the interview should be done after the researcher finish the observations.

#### 3. Questionnaire

In this research, the researcher used questionnaire which was distributed via Google Form to the students in order to know about the students' responses toward the teaching learning process during online school. This questionnaire is only served as supporting data to make the main data that were obtained from observation and interview stronger.

### Data Analysis

The data were analyzed using qualitative analysis proposed by Miles and Huberman (1994). There are three steps in analyzing the data based on Miles and Huberman, namely: data reduction, data display and conclusion drawing.

#### 1. Data Reduction

The data is in form of the results of observations and interview. In this reserach, the data reduction will be done by choosing and summarizing the relevan data, coding the data to make the researcher easier to

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manage, taking a note of the collected data then develop some opinions from the summarization that are came to the researcher's mind according to the note.

## 2. Data Display

In this step, the researcher tries to compile the relevant data so that it becomes information that can be concluded and has a certain meaning. The purpose of data display is to combine the information so it can provide an overview of the situation that occurred. The researcher will make narratives so it prevent the researcher has difficulty in mastering the data and information thoroughly.

## 3. Drawing Conclusion

This step shows final result of research. The researcher is expected to be able to give clear description about teaching learning process in the classroom. Not only write about what the researcher has been found from interviews, but also interpret the findings with her own words.

## FINDING AND DISCUSSION

### Findings

The researcher has done the observation four times by joining the English class on the WhatsApp groups and Microsoft Teams. After the researcher analyzed the collected data, it is found that some techniques are used by the teacher for teaching the students English during the pandemic era where the teaching and learning process should be carried out online, they are drilling, question and answer, online discussion and game.

#### 1. Substitution Drill

It is found that the teacher uses substitution drill from the first observation which was conducted on Wednesday, 3rd February 2021 at 11.00 until 11.30 a.m in X A Multimedia, and the topic was about Present Perfect Tense. The teacher opened the meeting by greeting and thanking the students who had joined the video conference in Microsoft Teams, then she asked some students what they have understood about present perfect tense as she had asked them to find about it a week before. Most of the students still do not understand its function and when to use it, the teacher then explained the topic in detail. After that she let the students asked a question if they still do not understand. And then, she pointed a student to make one sentence in present perfect tense form as an example and write the student's sentence in her paper so other students can see it on their screen.

Then she asked students what was the characteristic of the present perfect tense in the sentence to check their understanding. The students were able to answer her question then the teacher did the substitution drill to help the students understand the implementation of the present perfect tense. She changed the subject of the sentences to make the students think which 'auxiliary verb' should the sentence use whether it 'has or have' according to the subject. Such as "*kalau kalimat they have been to Jakarta, subjeknya ibu ganti jadi she?*", or "*bagaimana kalau ini (my father has been watched Harry Potter many time) subjeknya ibu ganti jadi He?*". For the last time, the teacher pointed and asked a student to share what he has already understood about the present perfect tense to close the meeting.

#### 2. Question and Answer

From the second and fourth observations, the researcher concluded that the teacher used question and answer technique. The second observation was done on Tuesday 2nd March 2021 at 08.00 a.m in XII A TKJ and the topic was about Conditional Sentences. It seems that the teacher used question and answer technique in the pre-activity where she asked some questions for students before she explained the topic.

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The teacher opened the meeting by greeting and thanking the students who had joined. She had asked the students to find and write down on their books about conditional sentences type 1, 2, and 3 a day before. So in the meeting, the teacher did a question and answer with the students about the topic such as “Anybody knows what is the conditional sentence?”, “How many types of conditional sentence?”, “For what kind of situation that we need to use conditional sentence?”, “What is conditional sentence type 1 used for?”, and “What is the pattern of type 1?”.

After the students share their knowledge, the teacher then explained conditional sentence type 1 and its example briefly and simply. And then, she called a student’s name to make one conditional sentence as an example and write the sentence in her paper, after that the teacher asked students to translate the sentence and asked which one of the clauses is simple present and simple future tense. Before the teacher closed the lesson. They moved to WhatsApp group and give students exercise, where she prepared 36 questions and the students have to answer the question by completing the blank space right away in the group based on their students’ numbers.

And in the fourth observation that was done on Wednesday 10th March 2021 at 11.00 a.m in X A Multimedia and the topic was about Past Perfect Tense, it seems that the teacher used question and answer technique in the while-activity where she asked some students to make a sentence and after that, she asked some question about the sentences. To open the class, the teacher called students’ names to share what they have learned about past perfect tense. The teacher asked the students in the WhatsApp group to answer four questions and write the answers on their books a week before, the questions are: a) what is past perfect tense? b) when we need to use past perfect? c) what is the formula of past perfect? and d) make 5 sentences using past perfect.

Because none of the students understands past perfect, the teacher explained the topic and gave examples that was written in her paper so the students could see it. Next, she asked what is the formula of past perfect to students and asked one of them to make another example of past perfect then wrote the student’s sentence in the paper. As the other students could see the sentence, the teacher asked some questions such as “*What are the characteristic of past perfect in the sentence?*”, “*Who can translate this sentence into Bahasa Indonesia?*”, “*What does this sentence mean?*”, “*What is the verb base of the verb in the sentences?*”. In the end, before she closed the meeting she let students ask questions and asked the other students to answer their peer’s questions.

### 3. Online Discussion

It can be seen clearly that the teacher used online discussion technique in the pre-activity from the third observation which was done on Tuesday 9th March 2021 at 09.00 in XI A Multimedia and the topic was about Conditional Sentence type 1. In the WhatsApp group, the teacher opened the class by asking the students what they have understood about the conditional type 1 because she had asked them to find out about the topic a week before.

She tagged some students and asked them to share their knowledge about conditional sentence type 1, its formula, and the examples to their peers. After that, the teacher let the students discuss in the group and monitoring the discussion. If they could not find the answer to their friends’ question, the teacher asked the other students who know the answer to tell them and after that, she confirmed the correct answer. For the exercise, the teacher gave 36 questions for students to answer by applying the conditional sentence type 1 based on their students’ numbers. So each student had to answer one question and the teacher considering their answer as their presence in the class.

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The use of online discussion in online class is also supported by the teacher's statement in the interview and students' responses to questionnaire that all of them said yes, the teacher invite and engage the students to do discussion:

*“ Aku biasanya tanya dulu ke siswa apa yang mereka ketahui tentang topik yang sedang dipelajari di grup kelas atau pas waktu vc. Jadi mereka saling bedahuluan menjawab kalo ada jawaban yang beda baru ibu yang mengklarifikasinya. Habis itu biasanya aku kasih pertanyaan-pertanyaan aja sih sisanya mereka berdiskusi di grup kalo ada siswa yang bertanya aku minta temennya bantu jawab”*

*(I usually ask the students what they have known about the topic that we are studying both in WhatsApp group or while we do video conference. So they scrambled to answer my question and if there is different answer, I clarified which one the right answer. And then I give questions so they can discuss in the group, if there is a students ask question I will request his peers to help to answer the question).*

#### 4. Game

In the Third observation which was done on Tuesday 9th March 2021 also found that the teacher used game in English teaching and learning process. It is proven in the while-activity, after the teacher gave exercise to the students which they had to answer based on their student's number. The teacher sent a link to the group and invited the students to klik the link and join the game in quizizz.

From the teacher's statements on the interview, it is also known that sometimes she uses games in teaching English during this pandemic. As stated below:

*“ Selama online ini, ibu itu tergantung mood. Misal hari ini mau bikin soal, maka ibu bikin soal di Teams atau hari ini cuman mau siswa menterjemahkan aja, maka ibu sediakan teksnya atau kalimatnya. Atau misal karena sudah lama kada main game, ku ajak siswanya jawab soal di kahoot atau quizzes.”*

*( During this time, I teach depend on my mood. For example, today I want to make questions, then I will make the questions in Teams or today I just want the students to translate, then I provide the text or the sentence. Or for example, because I have not played game for a long time, I will engage the students to play game by answering some questions in kahoot or quizzes).*

It is also strengthened by students' responses on the questionnaire, as follow:

*“Menurut saya, cara pembelajaran bahasa inggris yang diajarkan guru saya sangat efektif, selain membahas materi melalui aplikasi vidio, guru saya juga terkadang memberi beberapa game yang membuat siswa tidak bosan dalam pembelajaran bahasa inggris”. (I think, the way of learning English taught by my teacher is very effective, besides discussing the material through video, my teacher also give some games for students to play so that the students do not get bored in learning English).*

#### Data discussion

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The research finding indicates that the teacher has used some teaching techniques that are online discussions, games, substitution drills, and questions and answers. The model of technique on research findings is relevant to Anthony in Brown (2001: 129), who defined that technique as a superordinate term that refers to various activities that either the teacher or the students perform in the classroom. It is also relevant to Fauziati (2009: 17) that technique is classroom practices done by the teacher when presenting a language program. There are several techniques used by the teacher in teaching English during the pandemic. All the techniques used by her are effective because with those techniques students can easily understand the given material.

Using substitution drills in teaching English helps the students understand the concept of the grammatical pattern and remember the formula of present perfect tense simpler because they are directly learning the correct implementation in the target language by only changing one word or another. Drills, as stated by Brown and Nation (1997), play an important role in a language course in helping learners use accurate speech and quickly learn a collection of phrases and sentences to use the target language as soon as possible.

The use of the game in teaching the students English during online learning by the teacher allows them to understand the topic easily because they are learning while playing a game and it also makes the lesson becomes more enjoyable. From the observations and students' responses, this technique has the potential to motivate and enthuse students during the lesson. This is relevant to McCallum (1980, cited in sari, 2018) games stimulate students' interest in classroom activities, causing them to become motivated and willing to learn English.

Parra (2000) believes that online discussions can encourage students to share experiences and learn from each other. Teachers use online discussions in WhatsApp groups to teach English. This is a way to use WhatsApp as a platform to help users discuss. As Amry (2014) said, WhatsApp groups allow their users to make certain announcements, share ideas and learn. Resources, and support for online discussions.

The use of the question and answer technique by the teacher is to promote communication during the lesson between the teacher and the students and to stimulate the students to think critically. This is in line with Blosser (2000) who said that the teachers use questions to help students review to check on comprehension, to stimulate critical thinking, to encourage creativity, to emphasize a point, to control classroom activities, and for other reasons and purposes.

From the findings, it can be concluded that in the pre-activity, the teacher sometimes uses online discussion and question and answer. The use of those two techniques was intended to make the students recall their prior knowledge of the material or foster students' enthusiasm for learning English. In the while activity, the teacher uses substitution drills, games, and sometimes question and answer. The use of those techniques aimed to help the students understand the lesson easier, to find out how well the students understand the topic, and as an implementation of the grammatical patterns where the students practice to use it to build a correct sentence. In the post-activity, the teacher mostly only concludes the lesson by asking students' understanding or ask random students to share what they had learned that day about the topic.

It can be assumed that the teacher uses those techniques in teaching English during this online learning to support, stimulate and also motivate the students to learn English in every situation. The action of the



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teacher has shown is relevant to Brown (2000:7) that teaching means the act of showing or supporting someone in learning how to do something, providing instruction, guiding someone in the study of something, or providing knowledge.

### CONCLUSION

The conclusion of the research is there are some teaching English techniques used by the teacher in the teaching-learning process during covid-19 pandemic era at SMKN 1 Banjarmasin. They are online discussion, games, substitution drill, and question and answer. The used of those techniques in teaching English are trusted by the teacher can increase students' enthusiasm in learning English during online learning. It also makes the students understand the material easily because they apply the knowledge directly during the implementation of the techniques. Besides, there are two platform that are used by the teacher, they are WhatsApp and Microsoft Teams. The used of those platform as a media to conduct English teaching and learning helps the students to learn easily and keep interact with their peers and their teacher.

### SUGGESTION

#### For the Teacher

- a. It is suggested for the teacher to use various games in teaching English to the students more often because it can stimulate the students to actively engage in the learning process and train them to implement the lesson directly in a fun way.
- b. It is best for teacher to ask students how to pronounce the words or reading aloud during video conference so that they can learn about words pronunciation as well.

#### For the Principal

- a. It is suggested for the principal to provide a language laboratory for students so that they can learn speaking and listening skills at school while keep adhering to health protocols where the students will be divided into groups and each group has a different schedule.
- b. It is suggested for the school to make a regulation about the maximum amount of students' absences so that the students are afraid to neglect the lesson.

#### For Further Researcher

The researcher hopes that this research can be used as a reference for others to conduct a research related to teacher's techniques in teaching English online. This result is expected to be able to encourage other researchers to conduct research dealing with teaching English techniques.

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