

**TEACHERS' STRATEGIES IN COPING WITH
PEDAGOGICAL PROCESS IN ENGLISH
INSTRUCTION AT SMAN 10 FAJAR HARAPAN
DURING PANDEMIC**

A Thesis

Submitted in partial fulfillment of the requirements for the degree of
Sarjana Pendidikan in English Education Department of
Bina Bangsa Getsempena University

by:

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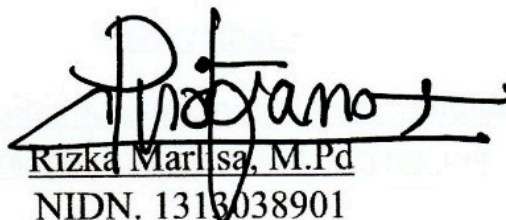
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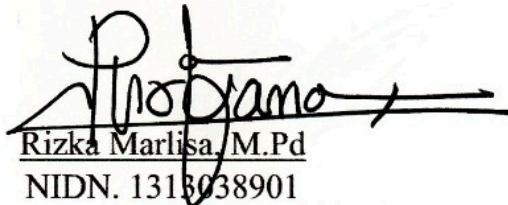
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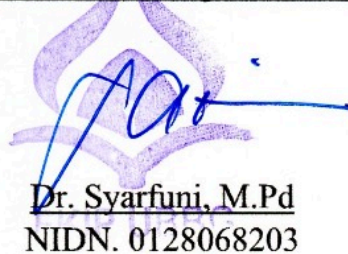
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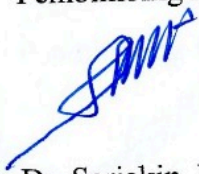
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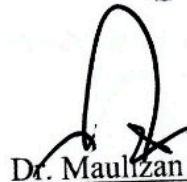
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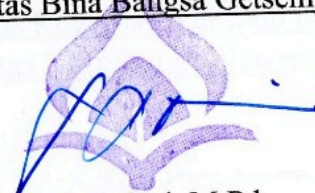
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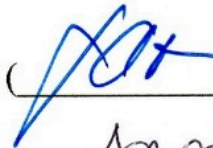
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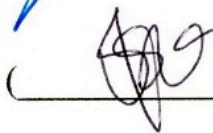
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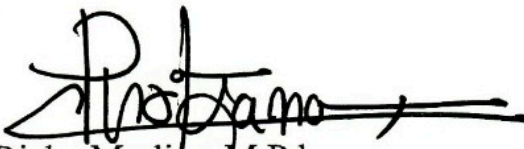
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ABSTRACT

Since pandemic, the government and the minister of education in Indonesia, including Aceh, decided to take all activities at school to be closed. The classroom learning activity was being shifted to online learning activity. This condition made teachers and students looked for various ways that can make online learning effective. This qualitative research was conducted to see the strategies of English teacher of SMAN 10 Fajar Harapan in applying online teaching and learning activity. In order to get the information, the researcher conducted an online interview with the teacher. The interview guidelines contained some questions related to designing instructions, developing content and material, preparing and building learners group, and designing evaluation. In addition, the researcher also asked about teacher's perception related to education during pandemic. The researchers found that the strategies used by the teacher was very well planned by using cooperative and discovery learning. It also found that teaching during pandemic was hard and not easy for the teacher. For the future research, hopefully another researcher could conduct a study about the suggestions program or application for teacher to teach online, in way to help the teacher to find innovative ideas to apply during online learning.

Keywords: Education during Pandemic, online learning, learning and teaching strategy, cooperative learning, discovery learning.

CHAPTER I

INTRODUCTION

In this chapter, the researcher explains about the introduction of the research by serving the background information of the investigation, providing actual problem and explaining the solution for the problem. Besides, research problem, research objective, research significance and research terminology are also outlined in this chapter following the background of the study.

1.1 Background of the Study

Since pandemic covid-19, the government and the minister of education in Indonesia decided to take all activities at school to be closed. The classroom learning activity was being shifted to online learning activity. The basic definition of online learning is a kind of process transferring and accepting knowledge among the teachers and the students which are separated by place but they still can connect to each other by using technological properties (Buselic, 2012). Hence, the ability in operating the technological properties took an important role to support online learning activity.

In line with national regulations, the learning process in Banda Aceh has also been transferred to learning online from home. This condition makes teachers and students look for various ways that can make online learning effective. One of the ways the teacher develops and arranges learning methods is discussion in the MGMP (*Musyawarah Guru Mata Pelajaran*) (Subject Teacher Deliberation) group. In particular, teachers who are members of the same field of study will

discuss in order to facilitate the delivery of material to students and overcome problems that arise during the learning process (Kemdikbud, 2019).

Based on the interview result from an English teachers in Banda Aceh (August, 19th 2020), almost all English teachers in MGMP group in Banda Aceh were accustomed with using digital media in teaching and learning process in the classroom. In addition, teachers found that almost all students understood how to operate digital learning media, such as computer/laptop and internet. The teachers also often gave them online homework and they did it well. It makes teachers believe that online learning should run well and smoothly during this pandemic.

However, different from online homework, online learning took all classroom activities to be applied remotely. However, both teachers and students have role in online learning activity, they are; the interactions between student and the given materials, interactions between teacher and student, and the interactions between student and the other students (Isman & Dabaj, 2004). So, in these quarantine days it was questioning, how did the teachers manage the shifting of the whole classroom activity into online learning activity?

Shifting classroom activity into online learning activity was the only alternative way which was applied by English teachers to make the learning process keep on running to achieve the objective of learning (interview, August 19th, 2020). One of the schools which was applied learning online is SMAN 10 Fajar Harapan. In this condition, the role and the whole activity of learning should be applied in different way. It must be a new experience for teacher to handle the 'learning from home' as effective as possible. For this reason, the researcher

wanted to investigate the ways for English teachers, especially SMAN 10 Fajar Harapan's English teachers in Banda Aceh, managing with this condition of learning, to find out the strategies applied in English instruction.

1.2 The Research Question of Study

Related to the background of this research, there are two research questions are designed, they are;

1. What are the strategies used by English teacher of SMAN 10 Fajar Harapan in learning English (online class) during pandemic?
2. What is the English teacher's perception about the shifting classroom activity to online learning activity during this pandemic period?

1.3 The Aim of Study

In accordance with the research questions above, the objectives of this research are;

1. To find out the strategies of English teacher of SMAN 10 Fajar Harapan in designing learning English instruction during pandemic.
2. To know the English teacher's perceptions about the shifting classroom activity to online learning activity during this pandemic period.

1.4 The Scope of Study

This research will focus on how the online learning activity is handled by the English teachers in SMAN 10 FAJAR HARAPAN by focusing on some aspects, they are; designing instructions, developing contents and materials of

learning, preparing and building learners group, and designing evaluations (Burns, 2011). Talking about the aspect of English itself, the researcher will not focus on specific aspect like writing/listening/reading/speaking. It will wrap up all the aspects in the process of English learning.

The researcher would also investigate on what the perceptions of senior high school English teacher in SMAN 10 FAJAR HARAPAN about this transformation of classroom learning into online class learning (if there was a pro and contra).

1.5 Significance of the Study

1. Theoretical significance,

The result of this research is hopefully could give a positive contribution in the development of teaching process in the future. What will happen in the future is still unpredictable, the pedagogical process should run well by the teacher and students. The result can be one of guidelines that will help people to connect the learning process even all of them are learning from home.

2. Significance for other Teachers,

The result of this research would be summarized the opinion and ideas from an English teacher who applied online learning from home during

pandemic situation, so it was expected that the positive results could be the guideline and reference for the other teachers to manage the practical of learning from home activity. Not only helped school teachers, hopefully the results also could help the freelance instructors who managed the online courses or remote learning activity.

3. Significant for the readers,

The results of this research are free to be adopted by everyone who read them and it can be one of alternatives that they can applied in the pedagogical process in the future.

1.6 Definition of Key Terms

1.6.1 Education during Pandemic

Pandemic is the widely spread of the new disease in almost all over the world. It affects almost all aspects in the world, health, economic, government, education, and many other aspects. Unimagined before, pandemic paralyzes almost all aspects globally.

The COVID-19 pandemic has created the largest disruption of education systems in history, affecting nearly 1.6 billion learners in more than 190 countries and all continents. Closures of schools and other learning spaces have impacted 94 per cent of the world's student population, up to 99 per cent in low and lower-middle income countries (UNESCO, 2020).

Within the framework of the suspension of face-to-face classes, the need to maintain education continuity has presented a challenge to which countries

have responded with various remote options and solutions, including adjusting school calendars and how curricula are implemented, all adjusted, prioritized and adapted in various ways. This is what the researcher is going to observe in this research.

1.6.2 Online Learning

“Online learning is education that takes place over the Internet. It is often referred to as “e- learning” among other terms. However, online learning is just one type of “distance learning” - the umbrella term for any learning that takes place across distance and not in a traditional classroom” (Stern, 2016, p. 1).

Basically, According to Stern (2016), there are several features in teaching and learning online, they are; schedule, announcement, syllabus, modules, assignments, discussion board, private message, chat, test and quiz, grade book (report).

In the online learning process, the students and the teachers also have their rules in the pedagogical activity. This theory will be deeply discuss in chapter two.

1.6.3 Strategy in Teaching Online

In this research, the strategy in teaching online is only focus on designing instructions, developing contents and materials of learning, preparing and building learners group, and designing evaluations. Strategy means how someone use a technique or manage something, so the things will be well-managed and successful in achieving some goals.

1.6.4 Perception

Perception is the process of giving a meaning to the environment the individual, the perception also includes knowledge (Rachmat, 2001). Leavitt (1986) gives the definition of perception as a view or understanding namely how someone views or mean something. In addition, according to Macrae and Bodenhausen (2001) person perception is the people output (evaluation, impression, memories) that are shapes and guided by their knowledge and pre-existing beliefs about the social world.

In conclusion, perception can be defined as experience of objects, events, and relationships that be gained by concluding information and interpret the message. Person will give perception based on what they feel after face something in their life or social world. In this research the researcher takes person perception as people outputs, opinion, and assumption about their experience in teaching online during pandemic.

CHAPTER II

LITERATURE REVIEW

This chapter explains about some key terminologies that relates to this research. The researcher picked some of them are; education during pandemic, online learning, strategy in teaching online and some others about the perception. For deeper and further explanation, it will describe in the following points.

2.1 Education During Covid-19 Pandemic

Pandemic is the widely spread of the new disease in almost all over the world. It affects almost all aspects in the world, health, economic, government, education, and many other aspects. Unimagined before, pandemic paralyzes almost all aspects globally. In the middle of this condition, there are some activities that should keep on running because they are very important, one of them is education.

The COVID-19 pandemic has created the largest disruption of education systems in history, affecting nearly 1.6 billion learners in more than 190 countries and all continents. Closures of schools and other learning spaces have impacted 94 per cent of the world's student population, up to 99 per cent in low and lower-middle income countries (UNESCO, 2020).

On the other hand, this crisis has spurred innovation in the education sector. Distance learning solutions were developed thanks to the rapid response by governments and partners around the world supporting education continuity, including the Global Education Coalition hosted by UNESCO. It has been reminded of the important role of teachers and that the government and other key

partners have an ongoing duty to care for the education workforce (de Giusti, 2020).

Within the framework of the suspension of face-to-face classes, the need to maintain education continuity has presented a challenge to which countries have responded with various remote options and solutions, including adjusting school calendars and how curricula are implemented, all adjusted, prioritized and adapted in various ways. To make adjustments, it is necessary to take into account the characteristics of the national or local curriculum, the country's resources and capacity to develop distance learning processes, the degree of segregation and inequality of education in the country, and how many academic years have passed.

This is compounded by unequal access to Internet connections, which results in an unequal distribution of resources and strategies, especially affecting low-income or more vulnerable groups (Rieble-Aubourg and Viteri, 2020). To address this situation, the authorities should prioritize efforts aimed at maintaining contact and continuity of education for populations who are more difficult to connect and live in social and economic conditions that are least conducive to supporting the educational process at home, and, on the other hand, on the other hand, drafting protocols for continuing and continuing education when schools finally reopen, taking into account the differences and inequalities that will deepen during this crisis.

The pandemic has changed the context in which curriculum is applied, not only because of the use of platforms and the need to consider circumstances other

than those for which the curriculum was originally designed, but also because certain knowledge and competencies are more relevant today's context. A number of decisions need to be made and resources available that present challenges to the school system, educational institutions and teachers. This applies to curricular adjustments and priorities and contextualization needed to ensure that the content is relevant to the current emergency situation, based on consensus among all relevant stakeholders. Equally important, the adjustment must prioritize the competencies and values that emerge in the current situation, including solidarity, independent learning, concern for oneself and others, socio-emotional skills, health and resilience, among others (de Giusti, 2020).

A controversial and complex issue is the criteria and approach to decision making regarding learning priorities and how to make adjustments. The alternative is to choose more relevant curricular content, which takes priority over others. Under this approach, value should be attached to teacher independence and the development of complex competencies among teachers.

Several countries have prepared curriculum priority proposals covering a reduced set of fundamental learning objectives in various disciplines, moving from curriculum priorities to the current curriculum, adopting a modular approach to content based on levels, moving from basic education to new learning related to integrated learning or significant goals that can make connections between subjects during lockdown.

2.2 Online Learning

Basically, Online learning is pedagogical process that is develop over the Internet. It is usually more familiar with “e- learning” among the other terms.

However, online learning is just one type of “distance learning” - the umbrella term for any learning that takes place across distance and not in a traditional classroom” (Stern, 2016, p. 1).

There are several features in teaching and learning online according to Stern (2016), they are:

1. Schedule, for posting and viewing deadlines, events, etc.
2. Announcement, for posting current information to all students
3. Syllabus, for creating and posting the course syllabus.
4. Modules, for publishing and viewing course content in sections.
5. Assignments, for posting, submitting, and grading student work.
6. Discussion board, for asynchronous discussions, group work, and collaboration.
7. Private message, for private communication between students and/or the instructor.
8. Chat, for real-time, synchronous conversation in written form.
9. Test and quiz, for authoring and administering exams, quizzes, surveys, etc.
10. Grade book (report), for posting and managing student grades.

In Online learning activity, there is a pedagogical shift in how we teach and learn. The Instructor’s role is changing from the “sage on the stage” to “the

guide on the side”. The top-down lecturing process is switched over into a more interactive students activity, collaborative approach in which students and instructor co-create the learning process (Dogan, 2015).

Constructivism

This point of view maintains that people actively construct new knowledge as they interact with their environment. This is a student-centered approach in which students “co-create” their learning experience. This approach empowers students as active learners instead of just passive recipients absorbing information and reproducing it for standardized tests (Mascolo & Fisher, 2005)

Derived from the work of Swiss philosopher, Jean Piaget, constructivism emphasizes (Brau, 2020) :

- The learner as a unique individual.
- The relevance of the learner’s background and culture.
- Increased responsibility for learning belongs to the student.
- Motivation for learning comes from successful completion of challenging tasks.
- Instructors as facilitators helping learners develop their understanding of content.
- Learning is an active, social process.
- The dynamic interaction between task, instructor and learner.

Constructionism

Constructionism asserts that learning is particularly effective when constructing something for others to experience. This can be anything from a

spoken sentence or an internet posting, to more complex things like a painting or a presentation (Parmaxi & Zaphiris, 2014). For example, you might read this page several times and still forget it by tomorrow - but if you were asked to explain these ideas to someone else in your own words, or produce a slideshow that explained these concepts, you would gain a deeper understanding that is more integrated into your own ideas.

Collaboration

As an instructor, you focus on the experiences that would best generate learning from the learner's point of view, rather than just publishing and assessing the information you think they need to know. Each participant in a course can and should be a teacher as well as a learner. Your job changes from being the sole source of knowledge, to being a guide and role model. You connect with students in ways that address their own learning needs by moderating discussions and activities in a way that collectively leads students towards the larger learning goals of the class (Laal & Laal, 2012).

2.2.1 The Advantages of Online Learning

Some of the main advantages of online learning according to Appana (2008) include:

1. Convenience: 24/7 access from any online computer; accommodates busy schedules; no commuting, no searching for parking.
2. Enhanced Learning: Research shows increased depth of understanding and retention of course content; more meaningful discussions; emphasis

on writing skills, technology skills, and life skills like time management, independence, and self-discipline.

3. Leveling of the Playing Field: Students can take more time to think and reflect before communicating; shy students tend to thrive online; anonymity of the online environment.
4. Interaction: Increased student-to-teacher and student-to-student interaction and discussion; a more student-centered learning environment; less passive listening and more active learning; a greater sense of connectedness, synergy.
5. Innovative Teaching: Student-centered approaches; increased variety and creativity of learning activities; address different learning styles; changes and improvements can translate to on-ground courses as well
6. Improved Administration: Time to examine student work more thoroughly; ability to document and record online interactions; ability to manage grading online.
7. Savings: Accommodate more students; increased student satisfaction = higher retention and fewer repeats.
8. Maximize Physical Resources: Lessen demand on limited campus infrastructure;

2.2.2 The Obstacle of Online Learning

According to Yuzulia (2021), there are several obstacle face by students during online learning activity.

1. The students will be easily get distracted by the condition in their place,
2. They will be stressed and lack of motivation when they do not understand the explanation from teacher,
3. Easily get bored if they always should complete the task and the way of teaching is always in the same way,
4. Poor network connectivity makes the process of online learning is distracted,
5. Health issues, such as headache and eye strain.

2.3 Strategy in teaching online

2.3.1 Instructional Strategy

Instructional strategies are techniques teachers use to help students become independent, strategic learners. These strategies become learning strategies when students independently select the appropriate ones and use them effectively to accomplish tasks or meet goals (Learning, 2002). This section discusses different instructional strategies. These strategies will help in transforming traditional one-on-one learning to remote learning.

A. Voice and pitch management

One of the prominent features in online teaching is the voice of the teacher. Literature shows that effective communication between students and teachers is very important. Keeping voice pitch high and practicing vocal functioning like pauses, intensity variation is essential. In traditional class

teaching, body language, eye contact, and physical gestures are significant teaching tools.

However, in online teaching, teachers should focus more on their voice and vocal functions. A recent study suggests that speaking gently is beneficial for students. It helps students in writing essential lecture points (Bao, 2020). It can be suggested here that universities should give training to their faculty members. Teachers should know about importance of maintaining slow voice and practicing vocal functions. This will ensure effective learning for students during online teaching.

B. Formulating teaching strategies to enhance online class interactions

Greater interactivity in online course will enhance the overall online class success rate. Literature depicts that more student and teacher discussion can result in higher interactivity (Townsend et al., 2002). Online class participation can be one way of enhancing student involvement in lecture. Moreover, discussing case studies and asking questions can result in higher student involvement (Smith & Diaz, 2004).

Thus, universities should arrange meetings with their colleagues. Through these meetings, devise them methods to develop more interactive online classes. Practicing these methods will encourage student presence and improve learning abilities. Teachers should prepare lectures beforehand and share case studies and questions with students.

C. Developing student learning abilities in online classes

Online classes are completely different from the traditional in-class lectures. In traditional in-class lecture, teacher feels more control over student behavior. To deal with this concern, study shows that teacher should devise different activities. Such activities which can enhance student learning skills in online classes (Bao, 2020).

Moreover, teachers should ask challenging questions from students during online classes (Smith & Diaz, 2004). These practices will help in establishing better learning abilities for students. Moreover, these approaches will ensure that students are more focused in classes. Besides these, getting feedback from students about these online classes can enhance the capacity of online classes.

D. Teaching unit - think critically, practically, and creatively for online study success

Teaching staff should devise learning material, which is more creative. In other words, student should be offered with more innovative and practical work. Study shows that development of critically analyzing learning materials is difficult in traditional teaching method. Furthermore, thinking out of the box abilities is difficult task in traditional class settings (Persky & Pollack, 2010).

However, in online classes, Due to lack of high-speed Internet connectivity in some areas of Pakistan, students are unable to run with the pace of online lectures. Students are unable to perform assignment submissions and even accessing lecture recording. One of such examples is quoted in Baleem, Pakistan village. In this village, a student only gets access to lecture recording through his

uncle. His uncle lives at 2-hr drive where he downloads lecture and then bring it to him every week (Waqar, 2020).

To deal with such issues, teacher should show flexibility and give extra time to students. This will help students in easy submissions of assessments. Universities should train teacher not to put pressure on students in pandemic state. Instead, teachers should give students full support. This support can be in accessing online lectures and submitting assignments late.

E. Backup plans for pandemic situations

Due to COVID-19, all classes have shifted toward online mode. Various problems which can occur are systemic and technical issues. Institution do not have appropriate resources and equipment required for conducting online classes. All of these are significant problems in running online classes, for example, overloading of server, lack of computer devices, and unable to perform software installations. To cope up with these issues, institutions must be ready at all times. These kinds of pandemic situations can occur anytime.

Moreover, institute should have a backup plans like Plan B or Plan C to resolve these issues without causing any learning delays for students.

F. Transforming a large-class lecture course to a smaller modules in online classes

A big class lecture can be divided into smaller modules or discussions to ensure concentration. Teaching staff should prepare online classesmaterials of less than 30 min. This can be done by splitting a big single task into multiple small tasks (Bao, 2020). This will help student to remain attentive and focused during

online classes. Moreover, this strategy will help in improving student learning abilities in online classes.

2.4 Perception

Perception is the process of giving a meaning to the environment the individual, the perception also includes knowledge (JalaludinRachmat 2001). It mean perception can be defined as experience of objects, events, and relationships that be gained by concluding information and interpret the message. Leavitt (1986) gives the definition of perception as a view or understanding namely how someone views or mean something.

Perception is determined by its relevance to the needs; it means someone will have a positive perception about something if it appropriate to his/her needs. Individuals can feel stimulation or stimulus from within inside and outside his/her own since was born. In the science of the communication, perception is a cognitive process through sight, hearing, and feeling that experienced by everyone in understanding of information about environment (Wade and Travis, 2007).

According to Robbin (2001) Perception is a process which individual organizes and interprets their sensory impression in order to give meaning to their information. So, each individual will interpret information that has been gotten from outside or environment after that they can give meaning toward the information. In Robbins perceptual process, the first step of perception is from something different in our environment that stimulate our sense organs until we show our attention and interest, after through the registration come out interpretation followed by action with opinion, and reason.

From the explanation above can conclude perception is an individual's perspective toward stimulus in the environment through the process of cognition and affective processes that are influenced by various things such as prior knowledge, needs, moods, education, and other factors that can give different meaning and will affect the behavior and attitudes of individuals.

2.4.1 Factor Affecting Perception

The perception that be owned by someone has differences from each other. There are some factors will affect it. Those are internal factor and external factor.

A. Internal Factor

In internal factor there are two things that affect perception. The first is *sensory limits and thresholds*, our sensory organs have specialized nerves which respond differently to the various form of energy they received. For instance, our eyes receive and convert light waves into electrical which are transmitted to the virtual context of the brain to create the sensation of the vision and subsequently leading to perception, but each sense receptor requires a minimum level of energy to excite it before perception can take place. The minimum level is called the absolute threshold-a point below which we do not perceive energy. The differential threshold is the smallest amount by which two similar stimuli must be different in order to be perceived as different. That thing makes capacity of the senses to perceive each person is different. Therefore, the interpretation of the environment can also differ (Robbin and Langton, 2007).

Second is *psychological factors*, psychological factors such as personality, past experiences, learning and motives affect an individual's perceptual process to a considerable extent. The inclination to perceive certain stimuli in a particular way also influences one's perception. These largely determine why people select and attend to a particular stimulus or situation over another. Things compatible to one's learning, interest, attitude and personality are likely to get more attention than others. Our past learning also affects the perceptual process and lends a typical orientation in what we perceive (Robbin and Langton, 2007).

B. External Factors

The next is external factors. According to Robbin and Langton (2007) there are two external factors that affect perception. The first external factor is *the target*, the characteristic of the target that is being observed can affect perception. Based on the process of perception that pre-requisite of perception is attention. It has been found that there is a tendency to give more attention to stimuli which are large in size, moving and intense, loud, bright, contrasted, novelty, and repeated.

Second external factor is *the situation*, the situation or the context in which we see objects or events is important to shape perception. A usual thing in usual condition does not cause any attention, but something unusual in some environment will certainly be the topic today and causing a lot of perceptions (Robbins and Langton, 2007).

Both of external factors above are same can affect the perception but the situation is the dominant factor that affects perception, in this case is mood,

Emotional state affect a person's behavior, mood shows how one's feelings at the time that can affect how a person to receive, respond and remember.

According to Macrae and Bodenhausen (2001) person perception is the people output (evaluation, impression, memories) that are shapes and guided by their knowledge and pre-existing beliefs about the social world. It means person will give perception based on what they feel after face something in their life or social world. Perception and judgments a person's action are significantly influenced by assumption we make about the person's internal state.

There are three main factors that be used to determine internally caused behaviors. They are distinctive, consensus, and consistency (Robbin and Langton, 2007). Distinctiveness refers an individual display different behavior in a different situation. If the behavior (say being late in the class on a particular day) is unusual, we tend to give the behavior an external attribution; and if it is usual, so it is the reverse. Consensus refers to the 19 uniformity of the behavior shown by all the concerned people.

If everyone reports late on a particular morning, it is easily assumed that there must be a severe traffic disruption in the city and thus behavior is externally attributed, but if the consensus is low, it is internally attributed. Consistency is the reverse of distinctiveness (Robbin and Langton, 2007). The person looks at his past record in judging the behavior of an individual. If the present behavior is consistently found to occur in the past as well (that is, being late at least three times a week), it is attributed as internally caused. In other words, the behavior more consistent, the observer more inclined to attribute it to the external causes.

Besides that, in Robin theory he stated that there are often some errors or biases in person judgment about other people's behavior or things, we tend to underestimate the influence of external factors and overestimate the influence of internal or personal factors (Robbin and Langton, 2007). This is called the fundamental attribution error. Another noticeable tendency called self-serving bias refers to the inclination for individuals to attribute their own successes to internal factors while putting the blame for failures on external factors.

Self-fulfilling prophecy or Pygmalion effect; an interesting aspect of people perception is the fact that people's expectations are often found to determine the actual performance level. Attribution is found to greatly affect many functions within an organization, such as employee performance evaluation process, the nature of supervision, or guidance or general attitude towards the organization in general.

CHAPTER III

RESEARCH METHODOLOGY

This chapter explains about some components of methodology which are related to the way in investigating the research problem. There are seven points will be outlined in this chapter. The first point is about the method used in this research. It follows by the location where the research is held in the second point and in the third one it will explain about the research subject. Afterwards, the next four points will focus on the data, including kinds and source of data in the fourth point, followed by research instruments in the fifth point, completely with the technique of data collection and data analysis in the sixth and the seventh section.

3.1 Research Design

This research pays full attention to the principles of qualitative research method. The qualitative description will be used in the research in accordance to examine teacher's experience and perceptions in detail by using specific set of research by doing interview. Perhaps this method allows the researcher to identify issues from the perspective of the teachers and understand their meaning and interpretation that they give to the event (Hennink & Bailey, 2020).

On consideration of the purpose of this research is to find out the strategies of English teachers in applying online pedagogical process during pandemic, this research is not focused on statistical analysis, it is merely concerned on the phenomenon and the information which are related to the research problem (Nassaji, 2020).

According to Ary, Jacobs, Irvine & Walker (2018), there are eight different types of qualitative research, and this research applies phenomenological studies. To answer the first research problem, the answer and data needed are focuses on individual's experience. In addition, to answer the second question, it involves the subjects' thoughts.

3.2 Research Location

Location of this research is adjusted to the deal between English teacher and researcher to build the comfortable and pleasant communication during pandemic. For two meetings, the researcher and the teacher were directly communicated and met at the school SMAN 10 Fajar Harapan, located at Jalan Fajar Harapan, Banda Aceh. The rest section was set online via Whatsapp. This research is flexibly carried out and to be more focus, the research is centralized only with one English teacher. It is conveniently held through direct meeting and online communication.

3.3 Research Subject

Unlike the quantitative research which used statistical technique to decide the number of sample, this qualitative research solely choose the number of participant in the consideration that cover the information needed (Glaser & Strauss, 2017). Based on preliminary study, there are 45 English teachers from many schools are joined in the MGMP group of Banda Aceh. Hence, In order to collect and elaborate the rich data, the researcher decided to choose one school, FAJAR HARAPAN and the teachers from the school to be the participant or the subject of this research. The chosen participants hopefully could give the relevant

and useful information in achieving the research purpose (Johnson, Adkins & Chauvin, 2020).

The objects of this research are the strategies of English teachers in applying the pedagogical activity and their perception about this learning condition. The pedagogical process in this research is merely pointed on designing instructions, developing contents and materials of learning, preparing and building learners group, and designing evaluations (Burns, 2011).

3.4 Source of Data

The data for this research are audio recording from three teachers of SMAN 10 Fajar Harapan. The data are fully recorded from the subject or participant during the interview. It is important that the data contains all information needed and minimal bias (Bleich & Pekkanen, 2013). A good voice recorder is needed definitely because volume and clarity are also important element of the data. In this research, the researcher records the audio in Bahasa Indonesia to minimize the bias, accelerate and mingle in deep interview with the teachers. The audio will be translated into English later in the result discussion's chapter.

3.5 Research Instrument

Instrument is simply known as the tool or device which is used in collecting the data needed for a research. There are two instruments used in this research, interview guidelines and voice recorder.

3.5.1 Interview Tools (guidelines)

Interview guideline is a list of some questions which are prepared by the researcher in conducting the the interview. The questions are listed based on open-ended questions to be asked through semi-structured interview (Ghani, Rathakrishnan, & Khrishnatamy, 2020). The main idea of creating the interview questions is based on the merely pointed on designing instructions, developing contents and materials of learning, preparing and building learners group, and designing evaluations (Burns, 2011). After those points, there is an additional question about their perception in conducting the pedagogical process via online during pandemic.

3.5.2 Voice Recorder

In this research, the researcher simply employs the voice recorder which is available in mobile phone application. Over the past 30 years, producing transcripts of in-depth interviews and group discussions using audio recordings has been a routine procedure (Lee, 2004). Most studies accept the idea that recording an interview with audio always results in a more accurate and superior interview. The idea behind this is that more reliable and valid data will be generated from the audio-recorded data, which forms the "facts" of the interview report (Rutakumwa et al., 2020).

3.6 Techniques of Data Collection

There are three stages involve in conducting the interview of research, they are pre-interview stage, during interview stage and post-interview stage (Ghani et al., 2020)

3.6.1 Pre Interview

In this stage, the researcher arranges and manages all components need before conducting the interview. Some of preparations are asking confirmation from the participants, arranging interview guideline (main questions and additional questions), preparing the tools needed, and deciding the date, time and place where the interview is held.

3.6.2 During Interview

Manners and attitude is very important in this stage. In starts with the introduction section, it includes briefing and explanation section. In this section the researcher has to build a comfortable talk with the respondents with a warm regards and some easy friendly questions. A good opening interaction between the researcher and the participant is important to make the main interview process and the responses will run smooth and truthful (Jacobs & Furgerson, 2012). After the introduction section is settled, the researcher is going to ask to the questions which are listed in the interview guideline paper and on its way to find the important information. During interview process should be run carefully in the context, the researcher should keep the topic in line in the whole of conversation. After all questions are answered, the researcher could give some closing questions or statements and doesn't forget the thank you words.

3.6.3 Post Interview

In this stage, the data is transcribed from audio to Bahasa Indonesia. The researcher processes the transcripts in a tidy form and categorized the transcript for each participant. Then the data from interview result will be processed in data analysis section afterwards.

3.7 Techniques of Data Analysis

According to Holloway and Todres (2003), the qualitative research is varied, complicated and has a lot of themes. For this reason, analysis approach is useful for the researcher in order to find the specific and needed information from the interview (Braun & Clarke, 2018). According to Miles & Huberman (1992), there are three major phases of qualitative data analysis, namely 'data reduction, data display, and drawing conclusions'. It will be

3.7.1 Data Reduction

Data reduction is an election process, focus on simplifying, abstracting and transforming coarse data which emerged from written records in the field. Data reduction is a form of analysis that sharpens, classifies, directing, discarding the unnecessary, and organizing the data in a way that so that a final conclusion can be drawn. According to Evans (2017) , here are the steps in data reduction:

1. Become familiar with the data

The researcher listens to the audio for several times and re-reading the transcript in Bahasa Indonesia. This part is important to know the part of information needed from the conversation and to notice the additional information which is talked in the audio.

2. Generate initial codes

The researcher codes the data which is synchronize with the research questions. The researcher also codes the minutes of the audio which is talking about solely the important information, not the whole of the text or audio.

3. Search for themes

In this step the researcher categorizes the minute of audio, or marks line by line on the transcript, the topic by the themes. For example, from minute five to nine or line 20-27 on the transcript, is talking about the designing instruction of teaching.

4. Review themes

In the themes that have been marked before, it is questioning whether the information needed is available and proper in those lines or not. The information is marked again in smaller point marked.

5. Define themes

In this phase, the researcher makes a clear notes of every themes or topics from the transcript. This part becomes more specific and details.

3.7.2 Data Display

Data display is an activity of presentation when a set of information is compiled, thus giving the possibility of drawing conclusions and taking the actions later. The following points are the form of qualitative data display or data presentation:

1. Field Notes

Field notes are a written record of observations and activities that occur during fieldwork, including interviews. They are an important part of many types of research, especially qualitative inquiry. Field notes can be written descriptions, sketches, photographs, or audio recordings. They are the raw data that you collect to help you analyze, interpret, and write.

2. Matrix, graph, network, and chart.

These forms combine information arranged in a cohesive and easily achievable form, making it easy to see what is happening, whether the conclusion is correct or otherwise re-analyze.

3.7.3 Drawing Conclusion

The efforts to draw conclusions are carried out continuously by researchers while in the field. From the beginning of data collection, qualitative researchers begin to search for the meaning of objects, recording the regularity of patterns (in theoretical notes), explanations, possible configurations, causal flows, and propositions. This conclusion is handled loosely, remaining open and skeptical, but conclusions have been provided. At first it was not clear, but then it increased to become more detailed and firmly rooted. These conclusions were also verified during the study, by rethinking during writing, review of field records, review and exchange ideas between peers to develop intersubjective agreement, and extensive efforts to place a copy of a finding in another set of data.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

In this chapter, the researcher will provide the result of the research on how the pedagogical process was held by the English teacher of SMAN 10 FAJAR HARAPAN during pandemic covid-19. In addition, the teacher's perception about this condition of learning is described in this chapter. All in all, the findings and discussion will be described in next following points.

4.1 Research Finding

As mentioned in the previous chapter, the aims of this research are; To find out the strategies of English teacher of SMAN 10 Fajar Harapan in applying online teaching and learning activity, and to know the English teacher's perceptions about the shifting classroom activity to online learning activity during this pandemic period. Hence, in this chapter the researcher will present and discuss the result of interview section which was held with the English teacher of SMAN10 Fajar Harapan.

4.1.1 The Research Finding of Interview

There are several questions that have been arranged to be asked in interview section with the English teacher of SMAN 10 FAJAR HARAPAN. The questions are listed based on open-ended questions to be asked through semi-structured interview (Ghani, Rathakrishnan, & Khrishnatamy, 2020).

Here are several questions and answer that find from interview section.

Related to the point on how the teacher designed the instruction in the learning process, the researcher asked 6 (six) questions to the interviewee. Here are the questions and answers.

Q : “How do you connect with the students? What kind of application that usually used?”

A : “Saya connect dengan murid melalui aplikasi yang sering di pakai untuk mengajar online diantaranya google meet, hang out, kemudian yang paling sering adalah zoom dan untuk komunikasi pakai telegram dan whatsapp.”

From the answer above we can see that the teacher used varied applications. The applications she mentioned are easy to be installed in laptop or mobile phone. So, it can be concluded that the variation of application used is the way she connect with the student. The features that related to the online class topic will determine what application will be used.

Q : “Do you set the specific time for the students to join the online learning process? (e.g. 9 am each students has to send a message to the group or be in the zoom meeting room)”

A: “Jawabannya adalah ada, untuk meeting di kasih link beberapa menit sebelum pembelajaran dimulai, untuk tugas pakai time limit juga, jadi untuk join online learning process kita harus kirim link dulu ke grup whatsapp,

kemudian siswa akan mengklik link tersebut untuk join ke google meet atau zoom meeting.”

The teacher prepared the class very well before starting the learning process, she provided a link where the students are directed to a specific online room. Preparing a link is a must for her in the preparation section.

Q : “In general, do you involve and stay as a full instructor in the whole learning section for 2-3 JP? Or do you let the students free to explore the learning activity by themselves?”

A : “Jawabannya adalah iya karena disitu peran saya adalah mengajar, membimbing, dan juga mengarahkan, nah kalau untuk do you like the students free to explore the learning activity by themselves itu dilakukan setelah zoom meeting selesai dan juga kalau ada aplikasi yang saya bagikan kepada mereka seperti di petlite, menggunakan petlite atau menggunakan jamboard.”

It can be concluded that the teacher stayed in online room for a whole learning section (Jam Pelajaran) just like she stayed in the classroom in direct class. She was there for teaching, guiding and leading the learning material of the day. To give the students free exploration, it is an option for the students after class meeting. She also provided the link of application that can be used by the student to explore more material.

Q : “How do you deliver the learning goals and performance expectations?”

A : “Itu ada di waktu awal pembelajaran dimulai dan itu sudah tertera juga dalam RPP tapi kemudian di sampaikan juga kepada siswa sebelum pembelajaran dimulai yaitu di awal pertemuan.”

Learning goals and performance expectations are always told to the students in the beginning of learning process. So that, the students will be easily guided to the goals that needed to be achieved.

Q : Do you also tell the students the consequences if they're not serious in learning or do not complete the instructions you gave?

A : “Tentu saja iya, kita beritau kepada mereka apa yang akan kita kasih sebagai konsekuensi atau sebagai hukumannya kalau mereka tidak menyelesaikan seperti yang sudah di instruksikan atau tidak belajar dengan serius melalui aplikasi secara online.”

Telling the consequences if the students are not serious in the learning process is a trick that used by the teacher to make them engaged in the online learning class. Of course, the learning process got more serious with some consequences/ punishment if the students did not obey the rules.

Q : “What are the difficulties of giving the instruction via online ?”

A : “Difficultiesnya banyak diantaranya adalah tidak semuanya sepaham kadang waktu d kasih instruction a student yang satu memahami sementara student yang lain masih blur sehingga membutuhkan waktu yang lebih lama dalam memberi instruction.”

One of the difficulties in giving instruction via online that the teacher mentioned is it takes more time to make the whole students understand the instruction. The students were separated by the location, everyone was in the different places. So the instruction they only heard was from the teacher.

Q : Would you like to tell the tips and tricks in designing instruction? Please tell us

A : “Kalau untuk tips dan trik untuk designing instruction biasanya harus singkat padat jelas dan kemudian kita cek kembali kita konfirmasikan apakah semua siswa dapat memahami instruksi yang kita berikan untuk memastikan bahwa mereka betul-betul paham materi yang akan kita sampaikan.”

For the teacher, a good instruction should be prepared in brief, short and to the point. Confirmation to every student that get the point of instruction is also important because it is a key to continue the instruction to the next level of learning process.

Related to the point on how the teacher developed contents and materials of learning, the researcher asked 7 (seven) questions to the interviewee. Here are the questions and answers.

Q : Do you prepare the whole content and material by yourself?

A : *“Tentu saja semua saya persiapkan sendiri tentu dengan bahan dari berbagai referensi.”*

The teacher prepared all learning material by herself from many sources.

Q : What is the most used as a guide in learning. Textbook or online material?

A : *“Mostly yang dipakai adalah textbook yang semua student ada, kemudian textbook itu di scan dan di share melalui grup whatsapp atau melalui google classroom, kemudian baru untuk bahan suplementarinya atau bahan tambahan kita berikan link secara online.”*

Textbook was used as a main learning guide by the teacher. If there were students who doesn't have textbook, the teacher would scan the material and uploaded it to the whatsapp group or google classroom. Besides that, the teacher also shared some link as additional material and student can download and save the material for themself.

Q : How do you link between theory and practice?

A : *“Dengan memberikan atau dengan memastikan pemahaman mereka melalui materi selama kelas kemudian homework yang mereka kerjakan di luar jam pelajaran kelas dan juga selama latihan atau penyelesaian grupwork melalui breakout room atau melalui google classroom sehingga waktu*

praktek tersebut atau waktu aplikasi mereka dalam pelatihan-pelatihan selama zoom mereka paham terhadap materi yang disampaikan, kalau ada yang tidak paham kemudian nanti akan diberikan lagi materi tambahan melalui whatsapp grub atau melalui telegram.”

The teacher delivered the learning material during online class and gave them individual or group homework to measure their understanding. They might be working individually or connected with group work in google classroom. As a result, if they still had some questions or unintelligible material during practice, the teacher would give additional material to the group at WhatsApp or Telegram.

Q : How do you accommodate the different learning styles of your students?

A : “Kadang-kadang kalau misalkan kasusnya spesifik itu kita japri, kita berkomunikasi secara private melalui whatsapp atau telegram kemudian kita beri bahan tambahan atau penjelasan tambahan secara tertulis, kalau untuk yang different learning style itu secara umum, maka kita berikan cara atau metode pembelajaran yang berbeda-beda bisa melalui aplikasi lain seperti melalui jamboard untuk mereka bisa bermain atau mendesain atau melakukan kegiatan secara interaktif maupun secara petlite yang juga bisa dilakukan pembelajaran secara interaktif.”

The different learning styles lead the teachers to use the varied methods in teaching. The teacher used some applications to avoid the students to be bored during

online class, the application were “gameboard” where they could play, design and learn online interactively with the other friends. If they were any personal problem related to students learning styles, the teacher would reach each student through personal message or private chatting room.

Q : In practical design, what kind of performance do you prefer, physical performance with video or just written / audio performance?

A : *“Kalau untuk performansnya kita butuh performans yang face to face atau fisik performans secara langsung atau secara offline, namun demikian untuk mengantisipasi hal tersebut saya juga membuat video dan menguploadnya di youtube jadi mereka bisa mengakses ke youtube kalau mereka mengalami kendala terhadap topic tertentu.”*

The teachers admitted that she prefers the physical performance in delivering the material to the students. She also provide some videos on youtube to be accessed by the students related to some specific materials.

Q : How do you facilitate the section of question and answer?

A : *“Hal ini saya berikan kebebasan kepada siswa, mereka boleh bertanya secara langsung melalui zoom atau boleh mengirim chat melalui whatsapp atau telegram sesuai dengan kesepakatan yang di buat di awal.”*

The teacher provided the opportunities for the students to ask the questions in group or personal message, according to the agreement that had been informed in the beginning of learning section.

Q : Would you like to share the tips and tricks that work in developing content and material of learning? Please tell us..

A : “Mostly kita memang harus lihat dulu need analisis, kita harus tau dulu apa yang siswa butuhkan kita sesuaikan dengan silabus yang di berikan kemudian baru mendevelop material itu sesuai dengan activity yang kita berikan kalau memang materi itu bisa memungkinkan untuk interaktif seperti beberapa topic seperti newsreport atau pembelajaran grammer itu bisa kita beri pelatihan langsung dengan metode interaktif melalui jamboard atau petlite.”

She said that the tips in developing good content should be based on analysis. She needed to know what the students wanted to learn and what they needed to achieve. The content of learning must be synchronized with the syllabus. After that, she could choose and classify which contents could be designed interactively and independently (personal).

Q : Learning in groups is important, how often do you divide the students to work in group?

A : “Ini tidak setiap hari atau tidak setiap kali pertemuan tapi melihat kalau mereka sudah mapan dengan materi yang diberikan kemudian kita akan masukkan mereka ke breakout room atau alternatively adalah dengan memberikan mereka kesempatan ke breakout room dulu sambil mereka mendiskusikan materi kemudian diberikan kesimpulannya ke mainroom melalui zoom dan itu tergantung kebutuhan dan materi yang disampaikan.”

Group work is important, but the teachers said that not all learning section would need groupwork. She said that every students need to comprehend the material by themselves. The teacher allowed the students to interact with their friends in breakout room to talk and discuss the learning topic, but after that the student should be back to the main group of learning and followed the next instructions whether they should complete the task individually or with groupwork.

Q : Do they have to meet directly or online only?

A : “Itu tergantung, ketika masa pandemi semua harus dilakukan secara online tidak ada melalui pertemuan langsung tapi ketika ada hybrid misalnya beberapa kali meeting kemudian materi secara online baru di intensifkan lagi waktu pertemuan secara offline.”

During pandemic, the teacher did not give any instruction for the students to meet directly. All learning materials, process and tasks were provide through online application.

Q : How do you determine the learning group members?

A : “Kalau learning grup members di kelas itu sudah di tentukan oleh kelas masing-masing atau di tentukan secara acak kalau melalui zoom classroom atau zoom breakout room itu kita tentukan saja secara acak tidak secara manual karna mengingat hamper semua mereka memiliki kompetensi yang sama.”

The member of learning group were usually selected randomly, because the students have the similar capacity in comprehend the material.

Q : Would you like to share the tips and tricks in preparing and building learners group? Please tell us..

A : “Ada beberapa hal cara untuk menentukan learners grup yaitu dengan melihat cara acak kemudian memilih secara acak atau juga melihat tendensi orangnya dengan siapa dia cocok dipartnerkan dan dengan memilih berdasarkan pearlearning artinya dalam setiap grup itu harus ada seseorang yang kemampuannya lebih diantara yang lain sehingga mereka bisa membimbing member grup yang lain, jadi tergantung tujuan dari guru itu sendiri dia yang menentukan seperti apa grup yang akan dia bagikan atau yang akan dia bentuk pada hari itu.”

In general, there were two ways to determine study group members, they were; random and selection. In the selection, the teacher would determine the

members of the study group by considering the suitability of characters, or chose one student who has the best ability to be in each group. It depends on what goals the teacher wanted to achieve.

Related to the point on how the teacher designed the evaluation, the researcher asked 5 (five) questions to the interviewee. Here are the questions and answers.

Q : How do you do the evaluation of each material?

A : “Itu pion ini bagaimana cara saya mengevaluasi setiap materi itu adalah melalui praktis langsung dan melalui PR.”

The teacher evaluated the students by giving direct personal/group practice or homework.

Q : How do you do a personal and group evaluation?

A : “Kalau untuk personal grup evaluation dengan melihat partipasi mereka atau keaktifan mereka dalam setiap kali pembelajaran.”

Actually, every students were evaluated personally by the teacher, it was observed through their participation in learning process.

Q : How do you do the final evaluation?

A : “Itu melalui assessment seperti biasa format di assessment membuat satu set seperti ulangan kemudian yang mencakup materi yang sudah di

sampaikan kemudian ujiannya bisa melalui google classroom atau melalui zoom meeting secara langsung kemudian kita set seperti room ujian dengan pakai limit waktu.”

Final evaluation was set by the teacher in a format of final assessment which included all material that had been given during online learning. It was set like the real final evaluation in direct google classroom with time limitation to finish it.

Q : What kind of instrument do you use in evaluation?

A : “Instrument yang sering saya pakai untuk evaluasi ada instrument ujian saja atau instrument untuk answer sheet saja dan juga rubric assessment misalnya itu berlaku kalau untuk ujian speaking atau writing.”

The teacher used some common instrument in evaluation. It was list of test scores and rubric assessment for speaking or writing.

Q : In general, What do you think about this condition of pedagogical process during pandemic Covid-19? Let us know your perception

A : “Menurut saya adalah pembelajaran selama pandemic ini tidak seefektif seperti waktu sebelum pandemic karna walau bagaimanapun pembelajaran atau proses pembelajaran bahasa terutama itu sangat lebih efektif kalau dilakukan secara tatap muka dan orang terlibat langsung para siswa dan guru terlibat langsung dan berinteraksi secara langsung, kalau untuk online

sangat sulit menentukan siswa yang betul-betul serius dalam mengikuti pelajaran atau siapa yang tidak, jadi kita lebih butuh lebih banyak effort untuk mengkonfirmasi atau untuk mengambil kesimpulan bahwa siswa ini aktif atau siswa yang lain tidak jadi lebih kepada prosesnya lebih rumit dibanding proses di luar pandemic.”

The teacher said that learning in the classroom as usual was more effective and easier than online learning. It needed extra effort to lead the proper online learning activity.

4.2 Discussion

In this section, the researcher will discuss the results of the research in detail as previously described one by one. As it is mentioned in the first chapter of this thesis, this part will be discussing the result of the strategies of English teacher at SMAN 10 Fajar Harapan in applying online teaching and learning activity, and the perception of the teacher about the shifting classroom activity to online learning activity during this pandemic period.

The finding of the research can be proved from the result of interview that had been answered by the English teacher of SMA Negeri 10 Fajar Harapan Banda Aceh. It showed the validity of the data and could be clearly seen the accordance of researcher finding. Here are the points of discussion that had been found from the interview;

4.2.1 The Strategies of English Teacher Of SMAN 10 Fajar Harapan in Applying Online Teaching and Learning Activity

Discussing about this point, there were four aspects that developed by the researcher to find out the strategies in applying online teaching, they were; designing instruction, developing contents and materials of learning, preparing and building learners group and designing evaluation.

In designing instruction, the teacher used varied applications that easy to be installed in laptop or mobile phone. The features that related to the online class topic would determine what application would be used. The teacher chose WhatsApp as a main application that every students should have in their phone or laptop. The features that provided by WhatsApp was very easy to be access and use by all students and teacher.

Using WhatsApp to provide learning instructions was the most common activity done by all teachers during the distance learning process. The teacher could manage the activities of group members during online learning. One of the settings made during the process of giving learning instructions was by disabling group members to send messages to the group, except the teacher who is the admin of the group. It helped the teacher to make sure that every student read the instruction. After that, he might reactivate the permission to send messages by all group members to confirm the student's understanding of the instructions. In addition, the teacher also

provided a link where the students are directed to a specific online room, such as google class, telegram or another application that was suitable with the learning topic.

The teacher stayed in online room for a whole learning section just like she stayed in the classroom in direct class. She was there for teaching, guiding and leading the learning material of the day. We could see that the responsibility was still upheld by the teacher even though the learning is carried out remotely. The teacher would always be ready when there were students asking questions or misunderstand the instructions during the online learning process. Thus, students could understand the instruction until they continued into the discussion of the material later.

Furthermore, She also provided the links of application that can be used by the student to explore more material. In addition, the links could lead the students to the files to be downloaded, a video to watch, or other pages to add learning material resources. These links commonly share in the main WhatsApp group. Learning goals and performance expectations are always told to the students in the beginning of learning process. So that the direction and learning objectives of each online meeting could run as it was expected.

She also told the consequences if the students are not serious in the learning process, it was a trick that used by the teacher to make them engaged in the online learning class. Of course, the learning process got more serious with some consequences/ punishment if the students did not obey the rules. Online punishment

can be given in the form of a reduction in grades, disqualification from the study group, or getting additional assignments to complete

One of the meeting room used to verify that every students were in online class was ZOOM. This application showed live video at the same or real time. The teacher and students should perform and dress well during this section of learning. The rules applied remain the same as in classroom learning, such as prohibiting eating and drinking in front of the camera, not making noise by turning off the audio microphone during the teacher's explanation, prohibiting sleep, wearing appropriate school clothes, and asking permission when going out of the zoom meeting.

One of the difficulties in giving instruction via online that the teacher mentioned was it took more time to make the whole students understand the instruction. The students were separated by the location, everyone was in the different places. So the instruction they only heard was from the teacher through online.

For the teacher, a good instruction should be prepared in brief, short and to the point. Giving instructions in writing text that is too standard often makes students confused. Thus, instructions for learning were also given in easy-to-understand language and can be directly put into practice with examples of implementation if necessary. Confirmation to every student that got the point of instruction is also important because it is a key to continue the instruction to the next level of learning process.

In preparing the materials, the teacher prepared all learning material by herself from many sources. The learning materials prepared could be in the form of text, audio and video. During online learning, the learning materials given to students should not be too much, focus on one or two forms of material per meeting. Giving too much and complicated material made students bored and has difficulty in understanding it. As much as possible the teacher will choose teaching materials that were simple and followed by some keywords or vocabulary or a summary of the material for students to read

Textbook was used as a main learning guide by the teacher. It was certain that almost all students have textbooks that are used uniformly at school. The order of learning materials was usually adjusted to the order of the material in the textbook. If there were students who doesn't have textbook, the teacher would scan the material and uploaded it to the WhatsApp group or google classroom.

Besides that, the teacher also shared some link as additional material and student can download and save the material for themselves. The material from this additional link was usually not discussed during the online learning process. The material was useful for students to read or watch individually to broaden their horizons. Even more fun if this additional link lead the students to watch a short film on Youtube, it can be entertainment while learning.

The teacher delivered the learning material during online class and gave them individual or group homework to measure their understanding. They might be working individually or connected with group work in google classroom. As a result, if they still had some questions or unintelligible material during practice, the teacher would give additional material to the group at WhatsApp or Telegram.

The different learning styles lead the teachers to use the varied methods in teaching. As we know, not all students were able to sit and be silent throughout the learning process. There were children who like and actively move, there are those who like to discuss, there are those who like to argue, and so on. Therefore, teachers must be creative in choosing appropriate activities to prevent boredom in students. Some fun material can be a challenge to make videos, online games, and word games.

The teacher used some applications to avoid the students to be bored during online class, the application were “gameboard” where they could play, design and learn online interactively with the other friends. It aimed to keep students focused during the learning process. In other words, this activity aims to provoke focused and serious reactions in students. It Was commonly happened, bored and sleepy students during the learning process would be back focused and excited when the teacher offered online games.

If they were any personal problem related to students learning styles, the teacher would reach each student through personal message or private chatting room.

It was usually indicated by the infrequent attendance of students in online classes, passive and not interested in joining learning activities, and carelessly following the learning process. Teachers must find solutions to engage students to stay serious in learning.

The teachers admitted that she prefers the physical performance in delivering the material to the students. Usually, she used Zoom meeting class in delivering material and explanation for the students. She also provided some videos on Youtube to be accessed by the students related to some specific materials. The teacher provided the opportunities for the students to ask the questions in group or personal message, according to the agreement that had been informed in the beginning of learning section.

She said that the tips in developing good content should be based on analysis. She needed to know what the students wanted to learn and what they needed to achieve. The content of learning must be synchronized with the syllabus. After that, she could choose and classify which contents could be designed interactively and independently (personal).

In preparing and building learners group, the teachers said that not all learning section would need group work. She said that every students need to comprehend the material by themselves. The teacher allowed the students to interact with their friends in breakout room to talk and discuss the learning topic, but after that the student

should be back to the main group of learning and followed the next instructions whether they should complete the task individually or with group work.

During pandemic, the teacher did not give any instruction for the students to meet directly. All learning materials, process and tasks were provide through online application. The member of learning group were usually selected randomly, because the students have the similar capacity in comprehend the material.

In general, there were two ways to determine study group members, they were; random and selection. Randomly, the teacher would divide the group of students according to the list of number, or by the list of names. In the selection, the teacher would determine the members of the study group by considering the suitability of characters, or chose one student who has the best ability to be in each group. It depends on what goals the teacher wanted to achieve.

In the division of study group members, usually the teacher did not choose the same members at other meetings. The member list was changed, so that each student could interact with different friends and built better friendship relationships with each friend. As much as possible, the teacher would avoid grouping smart students in the same group, because this would create a sense of pessimism from other groups whose academic abilities are mediocre.

In addition, even though students were divided into several groups, the teacher told the students that the assessment of work results is in accordance with the

presentation of each individual. There is no such thing as a ride on assignments to other group members. It aims to develop individual learning responsibility within a group.

In designing evaluation, the teacher evaluated the students by giving direct personal or group practice or homework. Actually, every student was evaluated personally by the teacher, it was observed through their participation in learning process. Evaluation assessment was not only calculated during the final exam, but from daily participation, diligence, seriousness and politeness during the learning process.

Final evaluation was set by the teacher in a format of final assessment which included all material that had been given during online learning. In some classes, It was set like the real final evaluation in direct google classroom, Zoom or WhatsApp with time limitation to finish it. In another classes, sometimes the teacher gave them some questions to be answered in long answer sheet or in form of essay paper.

The teacher used some common instrument in evaluation. It was list of test scores and rubric assessment for speaking or writing. Calculation and giving the right value as a result of the evaluation is an important thing for teachers to do. This can measure the effectiveness and measure students' understanding during the online learning process.

4.2.2 English Teacher's Perceptions About The Shifting Classroom Activity to Online Learning Activity During This Pandemic Period

Education had no choice to be dismissed because it was an important part of continuing the process of developing knowledge. Every level of society, from the government level to the homestead, hopes that the solution for learning will continue to be implemented. Everyone was struggling to have the facilities so that this process could be run even during the pandemic

From the interview result related to the perception of the teacher, in her opinion, learning during this pandemic was not as effective as it was before the pandemic. There were many obstacles faced by both directions of teachers and students. Even more, if there were disturbances from the place where the teacher or students were during the learning process, such as commotion and things that made them unfocused.

Disruption from the place where the learning process took place was the most common thing. Teachers, for example, teaching online from home made her children often interfere with concentration. She had to deal with the place, the time and the condition of the place she was delivering online class. In the students' sides, sometimes they were also distracted by their siblings, neighbor, and also sometimes by parent's orders.

In addition, the limitation of ability to use gadgets was also often an obstacle in the online learning process. Teacher sometimes felt hard how to make such a proper power point slides to look more interesting to deliver to the students. Sometimes, the teacher also had to ask for help from others in preparing the online class.

Poor internet connection was also a common thing happened during online class. Furthermore, the running out of internet quota during learning process was very annoying thing. It took more time to buy another additional internet quota, reconnected with the learning group, and continued the explanation. Sitting for a long time in front of a laptop often makes teachers dizzy, headaches and tired.

After all, language learning process was more effective if it was held face-to-face and students and teachers were directly involved and interact directly. As everyone knew, learning language involved interaction skills, such as listening, speaking, reading and writing. By learning in the classroom, the teacher could pay attention to all of the students, so these skills could be directly noticed during the usual or daily interaction. Unlike in the classroom activities, during this pandemic, it took more time for teacher to check their interaction on each skill one by one via online homework.

As a teacher, it was very difficult to determine which students were serious in taking lessons or who are not, so she needed more effort to confirm or to conclude

that these students were active or not. In addition, the originality of their works were also not 100% guaranteed as their own, because the access of helper was widely open. All in all, it is more complicated than the process of learning before pandemic.

In conclusion, the teacher said that learning in the classroom as usual was more effective and easier than online learning. It needed extra effort to lead the proper online learning activity. She hoped that the direct learning can be held soon and the condition of pandemic is going to end and educational process is getting better. Online distance learning during the pandemic was considered as very complicated and difficult. However, the necessity of continuing education makes teachers still have to be enthusiastic in teaching.

CHAPTER V

CONCLUSION AND SUGGESTION

After completing this research, the researcher draws some conclusions and suggestions related to teacher's strategies in coping with pedagogical process in English instruction. In addition, the perception of the teacher is also concluded in this section.

5.1 Conclusion

Based on the research results and discussions, there are two strategies that are used by the teacher at SMAN 10 Fajar Harapan in pedagogical process during pandemic; discovery learning and cooperative learning. The used strategies helped the teachers in online classes and delivered the materials.

The reason researcher concluded that discovery learning and cooperative learning were the most frequently used is based on the answers from the interview process. The list of questions are prepared based on learning activities starting from the preparation stage to the evaluation.

The indication of discovery and cooperative learning were assumed as the teacher informed that the students actively participating in the learning process, rather than passively absorbing information from the teacher. The students worked independently or in groups, and learn at their own pace, reflected on and connected ideas to their own issues to solve the problems. It is also mentioned that usually the teacher asked the students to find videos, pictures, concrete objects, and texts that are related to the topic being taught during the online learning process.

The belief that collaboration will enhance learning for both the individual and the group, the teacher confirmed the students to feel responsible for the group's success and their own individual tasks. So that, each team member is accountable for a fair share of the work towards the group goal. The group receives feedback and is assessed on how well they achieved their targets.

5.2 Suggestions

According to the results of the research, some suggestions are addressed to the officials at schools and readers;

a. Officials at schools

Officials at schools such as headmasters, head of teaching division and technician or programmer at school should conduct intensive training to follow up and solve the problems that may be arise during the policy of online learning during pandemic. It is expected that the teachers and students which are involved in online learning activity is well facilitated.

b. Readers

For the readers, they can conduct new researches based on the topic “the application that can be used or suggested to optimize the online learning process”. It would be great if the information from the researches can give the solutions for the educational practitioner to hold online learning in the future.

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RESEARCH INSTRUMENT

There are several questions that have been arranged to be asked in interview section with the English teacher of SMAN 10 FAJAR HARAPAN. The questions are listed based on open-ended questions to be asked through semi-structured interview (Ghani, Rathakrishnan, & Khrishnatamy, 2020).

To answer the first research question, following questions will be asked to the teacher;

1. **Designing instructions,**

- a. How do you connect with the students? What kind of application that usually used?
- b. Do you set the specific time for the students to join the online learning process? (e.g. 9 am each students has to send a message to the group or be in the zoom meeting room)
- c. In general, do you involve and stay as a full instructor in the whole learning section for 2-3 JP? Or do you let the students free to explore the learning activity by themselves?
- d. How do you deliver the learning goals and performance expectations?
- e. Do you also tell the students the consequences if they're not serious in learning or do not complete the instructions you gave?
- f. What is the difficulties of giving the instruction via online ?
- g. Would you like to tell the tips and tricks in designing instruction?

Please tell us

2. Developing contents and materials of learning,

- a. Do you prepare the whole content and material by yourself?
- b. What is the most used as a guide in learning. Textbook or online material?
- c. How do you link between theory and practice?
- d. How do you accommodate the different learning styles of your students?
- e. In practical design, what kind of performance do you prefer, physical performance with video or just written / audio performance?
- f. How do you facilitate the section of question and answer?
- g. Would you like to share the tips and tricks that work in developing content and material of learning? Please tell us..

3. Preparing and building learners group,

- a. Learning in groups is important, how often do you divide the students to work in group?
- b. Do they have to meet directly or online only?
- c. How do you “menentukan” learning group members?
- d. Would you like to share the tips and tricks in preparing and building learners group? Please tell us..

4. Designing evaluations,

- a. How do you do the evaluation of each material?
- b. How do you do a personal and group evaluation?
- c. How do you do the final evaluation?

- d. What kind of instrument do you use in evaluation?
- e. Would you like to share the designing evaluation process? Please tell us

In addition, to answer the second research question, The researcher would ask a kind of questions:

1. In general, What do you think about this condition of pedagogical process during pandemic Covid-19? Let us know you perception.

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Banda Aceh, 25th of July, 2022

Researcher,

Zawirul Hanif

