The analysis of English teaching method implemented by teachers in face-to-face learning during Covid-19

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ARTICLE INFO

ABSTRACT

The emergence of the Covid-19 pandemic has changed face-to-face learning to online learning, but the government has reopened schools with numerous aspects to consider as the frequency of COVID-19 cases has decreased. After a long time of online learning implementation, the method must be adjusted for the new normal era. The objective of this research is to describe the method of the English teachers in face-to-face class during of Covid-19 pandemic. This study used a qualitative method that used interviews as the instrument. This research was done in SMA Negeri 1 Pajangan. Researchers took two English teachers. The data were analyzed using qualitative data analysis based on Miles & Huberman (1994) theory, which included three stages: data reduction, data presentation, and conclusion verification. Based on the interview, the teachers used a variety of methods that were modified to conditions due to learning limitations during the pandemic of Covid-19.

1. Introduction

The emergence of the Covid-19 pandemic has changed face-to-face learning to online learning. According to Efriana (2021), the current state of online learning reveals issues such as student comprehension of the material, teacher technology ability, and learning control. The government has reopened schools with numerous aspects to consider as the frequency of COVID-19 cases has decreased. The teacher performs a crucial role in the learning process. When English is taught as a foreign language, it becomes a critical issue, Songbatumis (2017). According to Derakhshan and Shirmohammadli (2015), teaching English was a major difficulty in countries where English is not the native language, this is challenging for L2 learners who are unable to use English in real-life situations. Additionally, according to Utomo, Kusakabe, Sultoni, and Setyowati (2020) teaching English is not easy because learners like to speak their mother tongue in real life. Briefly, language learning requires a lot of practice. According to Gultom (2015), students would not be able to utilize the language fluently without sufficient practice. After a long time of online learning implementation, the method must be adjusted for the new normal era. The method is essential because it is how the teacher delivers materials to the pupils. To achieve the learning goals, a method is required during the teaching and learning process. Learning cannot be successful or effective without implementing a method. The method selection is based on student needs and circumstances.

There are several definitions of the term of teaching. Smith (1960) defines teaching as an ordered set of activities aimed at assisting a student in acquiring something. Clarke (1970) defined teaching as activity planned and carried out to affect change in behavior of learners. According to Arends (2010) Teaching is a process of aiming to encourage student progress. Teaching is one of the activities that teachers engage in order to transfer students' knowledge and guide learners. The goal of teaching is to assist someone in acquiring or changing a skills, attitudes, knowledge, and ideas. According to Edward Anthony (1963), a method is an overarching plan that includes methodical steps to convey contents. Anthony's model describes method as the stage at which concept is put into practice and selections are made about which specific skills to teach, what content to teach, and how the content will be delivered. A method is a means through which a teacher teaches material to a student. Ariandika and Kartikawati (2018). According to Richard and Rogers (2004), second language teaching methods are a systematic set of teaching activities based on a specific theory of focus on language development that can be defined as language teaching methodology.

There are a method for the teaching of foreign languages, according to Larsen- Freeman (1986), including the Grammar Translation Method (GTM), The Direct Method, The Audio-Lingual Method, The Silent Way, Suggestopedia, Community Language Learning (CLL), and The Total Physical Response (TPR), Anabokay and Suryasa (2019).

There have been studies on teaching methods that are related to this research. The first has been done by Puspitasari (2019), which focuses on understanding various English teaching methods and challenges. The second has been done by Pido and Dewi (2019), who focus on knowing the teaching method and procedures during learning. The third has been done by Bawawa, Marlina and Uspayanti (2021) which focused on analyzing English teaching methods utilized throughout Covid-19 and the new normal era. The fourth is Intarapanich (2013), this study focussed on approaches and methods that are used in the Lao schools. The fifth is Wicaksana et al. (2016), this study focussed on approaches, methods and techniques that are used and the difficulties faced by teachers of SMA Negeri 1 Tabanan.

Based on the previous studies mentioned above, the researchers ensured that this study is different from them. The difference from the study above to this research was conducted at senior high school in first grade level. This study focuses on what the teaching method used by an English teacher at the tenth grade in face-to-face learning during the pandemic Covid-19. Furthermore, the purpose of this study is to describe the method of teaching English utilized by teachers at the tenth grade in face-to-face learning during the pandemic Covid-19.

2. Method

This study is a type of qualitative study that focuses on the descriptive qualitative method. Qualitative research, according to Creswell (1994), is an inquiry into a social or human issue focused on the creation of a comprehensive, holistic picture using words, reporting specific viewpoints of informants, and undertaken in a natural setting. Additionally, qualitative research, according to Moleong (2017), is a study that aims to understand phenomena experienced by the research subject, such as behaviorism, perception, motivation, and action. Descriptive research, according to Ary (1979), is to obtain knowledge regarding the current state of phenomena.This research was done in SMA Negeri 1 Pajangan. Researchers took two English teachers as respondents because this school had just two English teachers. The instruments utilized in this study were interviews that included some questions on the teaching method used at tenth grade in face-to-face learning during the pandemic Covid-19. Data from interviews were analyzed using qualitative data analysis based on Miles & Huberman (1994) theory, which included three stages: data reduction, data presentation, and conclusion verification.

3. Findings and Discussion

Based on the interview with the teachers, there are some teaching methods that were used during face-to-face learning in pandemic Covid-19 ;Grammar Translation Method, Audiolingual Method, and Communicative Language Teaching.

The Grammar Translation Method is a classical method to the teaching of foreign languages that typically focuses not only on translation but also on the structural components of grammar and

vocabulary. Students were supposed to use this method so that they could get more familiar with the grammar of the language they were trying to learn. The activities used by the teacher to apply this method are:

As the teachers said *"I usually ask students to analyze things like nouns, adverbs, and others in the text that i given"* (Teacher 1)

"Usually I will ask students to translate the text, but it will be based on their book LKS yaa. Sometimes, I give students a work to find the synonym or antonym of a word, and then they will have to compose a sentence using both words" (Teacher 2)

The purpose of teachers using the Grammar Translation Method was to measure the students' knowledge of grammar, such as verbs, nouns, as well as the text's meaning. It is reinforced by Elmayanti's (2015) claim that the grammar translation method might help pupils improve their text understanding. Nevertheless, one of the drawbacks that teachers see while using this method is that there are always students who utilize Google Translate and Google to finish their projects, so it makes students ignorant of the specifics while translating a text.

As the teachers said *"There are certain pupils who may sometimes utilize google translate, which results in the student not understanding the meaning of word for word and instead searching the sentence on google"* (Teacher 1)

"There are students who searching google to make a sentence, and the sentence is same on the google" (Teacher 2)

This is similar to the statement of Hardini and Dewi (2021), the utilizing Google Translate does not always maintain students studying. It means that students will be addicted to using google translate because it makes it easier to complete the tasks given by the teacher.

The Audio Lingual Method is a way of teaching students in foreign languages that is based on the behaviorist educational theory. The audio lingual method puts considerable emphasis on imitation, repetition, and drill in order to better prepare students to use the target language in a communicative setting. But based on the interview with the teacher, the teacher employs tools, such as media audio to play songs at the class, which emphasizes listening and writing rather than speaking.

As the teacher said *"The narrative text lesson that was taught the week before last was done using the audiolingual method. Then, the method was to use a song; first, I was play the song, and then I would deliver the lyrics, but not completely. They are not permitted to browse, though, so even if they are familiarized with the song, they should pay close attention while they are listening to it. After that, I continue to sing along while presenting the correct lyrics on powerpoint"* (Teacher)

Teaching English through song's is not new, many studies research on this topic. The use of English songs to enhance students' listening and speaking skills is an innovative and efficient method for language teaching, structure, and sentence patterns in a fun and engaging manner, Malekian (2016). The goal of teacher using the Audiolingual method is to make pupils pleasant, engaged, and motivated to pay attention during English class. It is supported by Dzanic and Pejic(2016) that songs are an effective way to motivate students and develop in them a joy for the language they are learning. Students that are motivated in this way have active imaginations, creativeness, and a great desire to learn and succeed. As part of the activity of Audio Lingual Method, the teacher gives out such a worksheet with the song's lyrics, nevertheless the lyrics are missing some words. The difficulty faced by teacher to implement the audiolingual method is there's no speaker tool in the class.

The goal of communicative language teaching, shortened as CLT, can be attained by following three principles: meaningfulness, assignment learning, and communication (Richards, 2001). Through involvement in the management of students' communicative abilities, it is intended to facilitate the students' learning of the target language. Teachers employed the Communicative Language Teaching in the classroom, so that students could practice expressing their ideas, solving issues, and developing their English language skills.

As the teachers said *"Usually, I utilize communicative in discussions activity, its small groups of 4 to 6 individuals"* (Teacher 1)

"I employ group discussion activities to teach communicative language" (Teacher 2)

The teacher employs the activities discussed in the classroom to implement communicative language teaching in the classroom. It is reinforced by Richards (2004) who proposed a number of activities that might be carried out in Communicative Language Teaching classrooms. Some examples of these activities are Information gap activities, jigsaw activities, story telling, debates and group discussions etc. The activity of Communicative Language Teaching, the teacher will divide the class into discussion groups, and each group will be given a specific subject to discuss throughout their time together. The conclusions reached throughout the discussion will be shared with other groups. So, students presented the result of discussion with other groups to make students practice speaking. According to teachers, the influence of discussion on students is due to the fact that they don't work alone, so ideas are shared between one another, and pupils are required to speak like when a student wants to offer an opinion they automatically need to string sentences together and pronounce them.

The teacher used a range of methods in every English lesson, such as the Grammar Translation Method and Communicative Language Teachingand so on. Based on the teacher's answer, these methods are referred to as the eclectic method. According to Jebiwot, Chebet, and Kipkemboi (2016) the eclectic method is a combination of various methods in the learning activity. When each teacher has the ability to choose and use two or even more language methods depending on the needs of students, Sundari (2020).

As stated by Bawawa, Marlina and Uspayanti (2021) in their research, during the covid-19 pandemic, teachers made some changes in the teaching and learning process, which was also experienced by English teachers at SMA Negeri 1 Pajangan. Especially in terms of implementing teaching methods, because learning is severely limited during the Covid-19 pandemic.

As the teacher said, *"Because of the pandemic using a specialized curriculum designed specifically for the pandemic after that, so there is reducing in KD"*

The curriculum is also modified in this situation to an emergency or special curriculum that simplifies basic competencies (KD). In the COVID-19 pandemic situation, implementing the Emergency Curriculum is one of the middle ways of fulfilling Indonesian citizens' education rights, because this curriculum is designed with students' health and safety in consideration, Ikhsan (2022).

However, during face-to-face English lessons, the teacher employs two languages to deliver the material, *Bahasa* and English.

As the teachers said *"Mix because if it's all English, the students won't understand, and if it's all Indonesian, the students won't be able to practice their English"* (Teacher 1)

"In order to make it easier for my students, I teach English in two languages: English and Indonesian" (Teacher 2)

The first English teacher used two languages so that children can easily understand and learn English at the same time. The second English teacher used two languages and aims to make it easy for students, and if students have language difficulties the teacher will help them with *Bahasa*. The method that enables the teacher and students to communicate in two languages, one of which is the target language to be acquired and the mother tongue utilized to obtain the target language is Bilingual Method, Satya (2018). In this method teachers utilize their mother tongue to clarify difficult words relating to the topic Munzaki, Suadah, & Risdaneva (2016).

4. Conclusion

Provide a statement that what is expected, as stated in the "Introduction" chapter can ultimately result in "Results and Discussion" chapter, so there is compatibility. Moreover, it can also be added the prospect of the development of research results and application prospects of further studies into the next (based on result and discussion).

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