

# English online teaching strategies at SMP Muhammadiyah 1 Yogyakarta

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## ARTICLE INFO

### Article history

Received 11 January 2022

Revised 29 January 2022

Accepted 26 February 2022

### Keywords

Teaching Online

Strategies

Media

## ABSTRACT

This study was conducted with the aim of knowing the teaching process of English teachers in increasing the activeness of students when going to school at Muhammadiyah 1 Junior High School Yogyakarta. This research includes: Barriers to teachers in teaching in class, Planning Learning, strategies used by English teachers in teaching. This research was taken using a qualitative method where the subject is a teacher who teaches English subjects for class VIII. The strategy used to collect data is by conducting observations and interviews with English teachers via whatsapp messenger. The data obtained when conducting observations and interviews showed that 1). Teachers experience obstacles when teaching due to factors such as: Bad signal, still using parents' cellphones, cellphone errors, Not having internet quota. 2). The strategies used by teachers to keep students active in participating in bold classes are: The teacher motivates students, the teacher uses interesting games and video applications, the teacher uses interesting PPT pictures, and the teacher points to the student's guardian. The results of data collection indicate that there is a development value on student activity in participating in bold learning.

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How to cite: Temaviana et al. (2022). English online teaching strategies at SMP Muhammadiyah 1 Yogyakarta. *International Undergraduate Conference on English Education, IUCEE Proceeding 2022, 1*(1), p. 66-73

## 1. Introduction

The emergence of cases of Corona Virus Disease in 2019 (covid-19) to date has caused all activities are limited, including the process of teaching and learning activities. Until now, the government forced to carry out learning activities temporarily in each house remotely in order to reduce physical contact in order to reduce the spread of Covid-19 this. All other schools and colleges are generalized to carry out learning in their respective homes, one of which is at SMP Muhammadiyah 1 Yogyakarta. Teachers must continue to ensure that teaching and learning activities continue even though students are present in his home. This condition requires teachers to be able to design learning media as innovations by utilizing online media according to the Circular of the Minister of Education and Culture of the Republic of Indonesia Indonesia Number 4 of 2020 concerning the Implementation of Education in the Emergency Period for the Spread of Corona Virus Disease (Covid-19). Mustafa (2007: 15) says that the teacher is the dominant element in education process, so that the quality of education is largely determined by the quality of educators in carry out their duties. The competence of educators is related to a set of mastery abilities that must exist within the teacher in order to realize his performance well. The online learning system that

This is done by using various applications as learning media to become a vehicle for interaction between teachers and students. Thus the teacher can ensure that students follow the learning in the same time even though in different places.

Mustafa (2007: 15) says that the teacher is the dominant element in the education process, so that the quality of education is largely determined by the quality of educators in carrying out their duties. The competence of educators is related to a set of mastery of abilities that must exist within the teacher so that can achieve good performance. Online learning aims to provide quality learning services online that are massive and open to reach a wider audience. It should be realized that the unpreparedness of the teacher and students in online learning is also a non-trivial problem. Transfer learning system conventional online systems are very sudden, without proper preparation. But all this must continue to be carried out so that the learning process can run smoothly and students actively participate even though in the context of the Covid-19 pandemic. Teachers must be accustomed to teaching by utilizing complex online media that must be packaged effectively, easily accessible, and understood by students. Teachers are required to be able to design and design light and effective online learning, by utilizing the right online media tools and in accordance with the material being taught. Although online learning provides great opportunities broad in exploring the material to be taught but the teacher must be able to choose and limit the scope of the material and the appropriate application for the materials and teaching methods used. During the online learning period at SMP Muhammadiyah 1 Yogyakarta, the school implemented tools online learning mostly uses the Whatsapp Group application and Google Classroom, while the Google Meet and Zoom Meeting applications are usually only done when there is new material which must be explained in detail. This was done because of the constraints related to the use of quotas large, difficult network, and even in its use there are some children who are still confused. Therefore, in learning at SMP Muhammadiyah 1 Yogyakarta, most of them use Whatsapp Group and Google Classroom. The background of this research is that the researcher wants to find out more about the strategies used use an English teacher in online teaching during this pandemic.

## 2. Method

The research carried out is using qualitative research methods that explain the efforts of English teacher strategy in implementing online teaching at SMP Muhammadiyah 1 Yogyakarta. Researchers will collect data from this study using classroom observations VIII online during an online class for English subjects. Subject of research This is an English teacher of class VIII and the object of this research is a class VIII student. For completing the results of the data researchers will use an instrument in the form of interviews. Researchers will do an interview with an English teacher for class VIII via whatsapp messenger. The next stage is that researchers collect the results of observations and interviews that have been carried out, so that researchers can organize data into units that can be managed significantly.

## 3. Findings and Discussion

### 3.1. Findings

The interviews were given as follows:

1. a: What are the obstacles experienced by teachers when teaching online?

b: More precisely, students who have many obstacles in online schooling are due to have inhibiting factors such as: Bad signal Still using parents' cellphones Mobile error No internet quota Etc.

2. a: Do these obstacles make students less enthusiastic in attending class online?

b: Yes, there are some students who are less active in taking online classes because these obstacles, and other reasons may be because students are not dealing directly with teacher so there are some students become less enthusiastic.

3. a: Then what strategy does the teacher do to increase student activity in attending class online?

b: The teacher has done many strategies such as Provide direction in the form of motivation to students at every meeting using the related Gmeet students must be able to divide their study time as

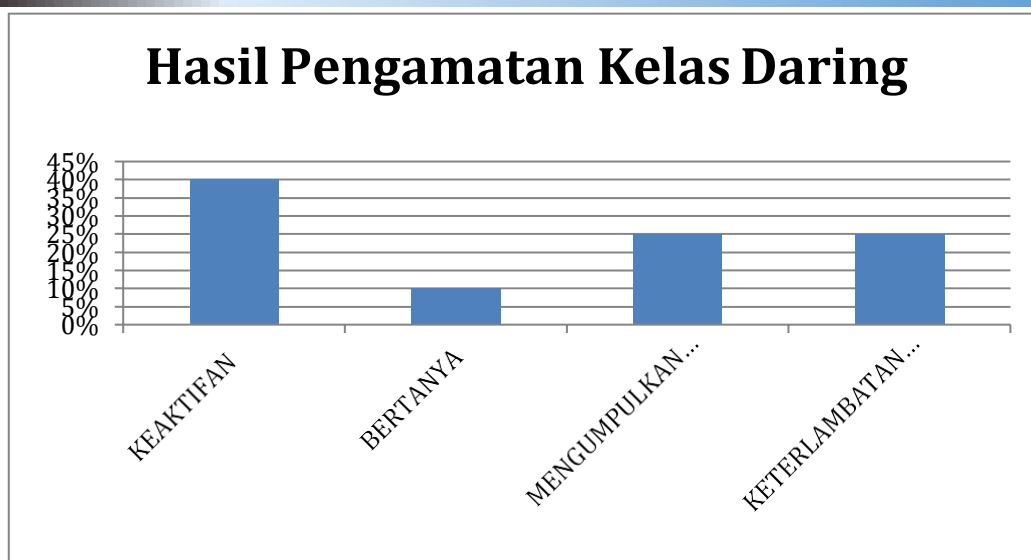
much as possible, and students must practice to be independent. The teacher occasionally uses games or video applications in conducting online classes so that students don't get bored easily the teacher prepares an interesting PPT to attract students' interest in learning the teacher collaborates with the student's parents so that students are diligent in doing English assignments which is given. From the results of interviews conducted by researchers to English teachers in class VIII, they have: very important points related to obstacles in the implementation of online classes and the strategies used.

However, related to these obstacles, the teacher has a strategy so that students do not feel bored and students remain active in taking online classes, from the results of these interviews the teacher explains related the strategies used in online teaching are: the teacher provides motivation and direction to students students to stay active and enthusiastic about taking online classes, and teachers occasionally use applications interesting games and videos to teach, so students don't feel bored in carrying out classes without the face-to-face, the teacher also prepares interesting PPT images and animations so that students enthusiasm in reading the material, and more importantly the teacher collaborates and discusses with the guardians of the students through whatsapp groups regarding the obstacles experienced by students, so that teachers can ask for cooperation from the parents of students regarding the activeness of students in online and independent learning at home. use teachers when teaching online classes, so students don't feel bored and stay active in following online class. In the interview explained that more precisely those who often have obstacles when implementing online classes are students due to related obstacle factors: obstacles bad signal, some students still use their parents' cellphones, so it's not uncommon for students to be late doing assignments and not attending class when using the Gmeet application because of a cellphone brought by the student's guardian, sometimes students reason that their cellphone has an error, and what often happens is students do not have internet quota.

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Regarding the results and advantages obtained by the teacher while implementing the strategies learned explain from the results of the interview in online learning this time it should be able to make students more comfortable to study, because students learn to make the most of their time and students are required to organize themselves in the division of time, students practice to be independent in carry out the learning process in the classroom such as searching for material on Google about the lesson to be studied faced, students can learn anywhere both indoors and outdoors, students can learn morerelaxed in the implementation of learning. But there is also a shortage of students during online learning namely: The material presented by the teacher is not fully understood by students, because the teacher does not can communicate and supervise students directly, making students lazy to study, so that they do not pay attention to the material conveyed by the teacher and this makes students neglectful in doing the tasks that have been provided by the teacher and do not respect the time until underestimate the tasks and materials given.

Therefore the teacher provides a lesson plan covering all of the material taught to students, including KI and KD, learning objectives, learning materials, methods learning, learning media and tools, learning resources, learning steps. In the Implementation of Learning using WhatsApp Groups and Google Classroom to activities / implementation of learning, because the application is very efficient for the method learning, and teachers can directly provide value to students through the Google Classroom. Even though the application is very efficient, there are still students who underestimate the task, or collect assignments. This is a graph of the results of observing the implementation of learning:



In the graph it is clear, if only 40% of students are active, only 10% of students ask questions, only 25% of students who submit assignments, and 25% who are late in submitting assignments. By default, students have no interest in online learning at this time, and they don't pay attention to what the teacher teaches. Even though the teacher has tried to be active in the classroom, students rarely respond, sometimes even telling them that there is a signal disturbance in their area, a power outage, or their parents have brought their cellphones, etc. This reason is the main reason for students in online learning. Therefore, the teacher cannot force this situation, and the teacher only provides material in Google Classroom so that students who have not attended the lesson can open it in the Google Classroom that has been provided. Always in Google Classroom given a question or even a question and answer session between the teacher and students, but only a few children could participate in the discussion. So the difficulty of the teacher in online learning this time, the teacher cannot distinguish which students already understand, and which students do not understand. When in learning, students do not understand what the teacher explains, therefore, to find out how far the students are in studying the material presented by the teacher, the teacher holds an evaluation question in the form of daily tests through the Quizizz application, where this application is a learning media in the form of games. , the application can be played when it is authorized by the teacher, so the teacher will allow the application to be used when all students are present, each question has 2 minutes to answer, therefore students do not have time to cheat or cooperate with other friends . This is done so that the teacher can assess which children do not understand and which ones do. If the teacher gives an evaluation to students using google forms, students more often rely on answers from friends or from Google. Because the value of quizizz is a pure value that does not allow students to cheat, so the teacher distributes the value to the student guardian's WhatsApp group, so that the student's guardian is able to work with the teacher to help provide guidance to students in studying harder. Because when the results of the previous evaluation only used google forms and google classroom, it turned out that many students who did it only did copy and paste on Google, because the answers they wrote on Google were exactly the same, besides that there were also children who worked with their friends, the children's answers one and the other are the same. This makes it difficult for teachers to assess students' understanding of the material given to these students.

When there are assignments there are some children who never do assignments, but they can work on evaluation questions with very high scores. It can be cited that the child only relies on Google and answers from friends, there are also those who are always working on assignments, but on the evaluation score they get a small score, and there are also those who are always active in learning and get high evaluation scores. It's also aa who never collects assignments and doesn't do evaluation questions. The advantage of online learning is that it is more practical and relaxed in learning. Practical because it can give assignments at any time and send assignments at any time, more flexible for parents who work outside the home and can adjust the time to accompany children when online learning takes place, more practical and make it easier to take direct grades so that students are more interested in working the task because it becomes a challenge, if given a question

through the Google Form the value can come out immediately known by the student so that students are more interested in doing the task. Students just choose the answer that they think is correct and then just click on it. Finally, students in online learning like this can be accompanied by their parents or relatives in doing assignments or test questions. Based on the results of interviews conducted by researchers, after applying related strategies, learning motivation, using interesting learning media, and collaboration between teachers and students' guardians, there was an increase in student activity in online learning at SMP Muhammadiyah 1 Yogyakarta.

### 3.2. Discussion

Internet is a development in information and communication technology. With the use of internet technology, it can make it easier for humans because the internet has many advantages, as well as a mass media, a source of information, or a repository of information from all corners of the world, besides that it is also very useful as a source of learning. The use of online learning media in learning English is very possible for students to interact directly with the information sources that have been provided. So that students can access what they need. In addition, learning with online media is very possible for teachers to interact with students, so they can focus on learning. Monawati (2018) Discipline of learning will make a person have skills regarding good ways of learning and the formation of good character as well. In this study, the KKM standard set for English subjects is 73. From the data on the learning outcomes of class VIII English students in odd semesters, it was found that there were still children who scored below the KKM, the lowest score in English lessons was 35, and the highest score is 90. From this study it can be seen that there are 12 students who score below the KKM, 19 students get a score above the KKM, all students do a total of 31 students. The results of this study indicate that teaching in class VIII must be more active because it encourages students to learn, so that the values they get can be in accordance with the target and clearly above the KKM. In addition, to avoid children who do not collect assignments, teachers must be more active in the classroom, this is done to provoke the enthusiasm of the students, so that teachers and students benefit from each other.

In addition, the teacher in giving daily evaluation / assessment questions always takes the material that the teacher gives to students, such as the teacher giving examples of questions etc. In addition, in this online learning, in addition to the teacher providing material, students are also required to actively search for material on Google / books they have about what the teacher said. This allows students to add knowledge and knowledge independently. Only creative children can do something like this. The character of student learning discipline in this online era must exist in students. Anggraini, et al (2018:128) Learning discipline is one way to help students develop their self-control during the teaching and learning process. Problems that occur in online students, students feel lazy to take online classes, often students do not complete assignments and collect assignments on time, prefer to play games than study at home and do not pay attention to online learning when it takes place (Nisa, F., Fathurohman, I., & Setiawan, D (2021). In addition, the obstacles experienced by students are very well understood by the teacher, therefore, if the teacher gives assignments, the teacher does not give a deadline, because the teacher realizes that every child does not necessarily have their own cellphone, there are still those who join their parents, while their parents' cellphones are always brought to work, therefore the teacher is very aware of this, in addition to the cellphone problem there are also quota and network problems, so the teacher is very proud not to give a deadline.

In online learning, because they are aware of the many obstacles faced by students, the teacher in providing learning in class only uses applications that do not consume too much quota, such as Google Classroom and WhatsApp Group, this greatly facilitates students in learning and doing / collecting assignments. In this online learning, the teacher will also not make it difficult for students to collect and assign tasks to students, this is done so that, in this online learning, not all children can understand what the teacher is saying. Efforts to improve the quality of education certainly cannot be separated from various supporting factors, including: the education system, learning media, facilities and infrastructure, teachers, methods and the active role of parents. Of these, one of the most important aspects in improving the quality of education is the teacher factor, because it is the teacher who is in the classroom and best understands the strengths and weaknesses of the students (Rachmijati, C. (2018). According to Arikunto (1993:38) that teachers are expected to be able to create a high-quality learning process so as to produce student achievement. As a learning manager, a teacher must be able to manage the entire process of learning activities by creating dynamic and

conducive learning conditions, so that teachers are required to continuously monitor the learning outcomes that have been achieved by students and always try to improve them. (Arnesti, N., & Hamid, A. (2015).

#### 4. Conclusion

The following conclusions from this study are that it is not easy to conduct classes without face to face between teachers and students because there are always obstacles experienced especially by students, the following are the obstacles experienced by students such as: cellphone error, weak signal, not having a personal cellphone, and the most common thing in online classes is not having an internet quota. However, as a good teacher, the teacher must be smart in setting strategies so that online classes continue to run and do not make students bored, the following strategies are carried out by the English teacher at SMP Muhammadiyah 1 Yogyakarta such as: Giving direction and motivation to students, occasionally the teacher uses interesting applications and videos, providing interesting PPT animated images, and collaboration between teachers and parents.

1. Based on the research results and the conclusions that have been obtained, there are several suggestions as follows:
2. The teacher must remind students from before the day the subject starts regarding the application that will be used for online classes, so that students can prepare themselves.
3. Based on the results of the research above, it is suggested that teachers should always improve their understanding, ability to master IT and skills in using various applications, especially interesting applications used for teaching such as Canva, Powtoon, Quizizz etc.

The teacher must be able to choose the right learning application so that it can be used efficiently, easily accessible and easily understood by students. The school and the school quality development team must think about developing the quality of internet services and other facilities so that deficiencies and problems found can be resolved.

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