



## Analysis of English Teachers' Strategies and perception in Teaching Speaking Online at SMPN 1 Sengkang

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### Abstrak

Tujuan dari penelitian ini adalah untuk mengidentifikasi metode pengajaran yang digunakan oleh guru bahasa Inggris di SMP Negeri 1 Sengkang dan bagaimana persepsi siswa terhadap metode tersebut. Desain penelitian menggunakan kualitatif. Tiga instrumen yang digunakan dalam penelitian ini adalah total purposive sampling. Yang pertama adalah daftar periksa observasi untuk guru yang mengajar pembelajaran online. (2) mewawancarai guru untuk mempelajari taktik mereka, dan (3) mewawancarai siswa untuk melihat bagaimana mereka melihat strategi guru. Temuan penelitian menunjukkan bahwa: 1) Tiga metode pengajaran yang berbeda digunakan oleh guru dalam pengajaran online. Ada diskusi, cerita, dan dialog. Karena didasarkan pada manual dan mudah dipraktikkan secara online, para guru mengadopsi teknik ini. Taktik lain kadang-kadang digunakan oleh guru, tetapi tidak umum karena tidak efektif saat mengajar online. 2) Temuan penelitian menunjukkan bahwa semua taktik pembelajaran online guru didukung oleh persepsi siswa terhadap strategi tersebut. Siswa percaya bahwa menggunakan taktik dalam pembelajaran online berhasil membantu mereka dalam memahami materi pelajaran. Selain itu, siswa terlibat dan siap memahami subjek ketika disajikan melalui media yang dipilih guru..

**Kata Kunci:** Guru Bahasa Inggris, pembelajaran online, metode mengajar, persepsi

### Abstract

The purpose of this study was to identify the teaching methods used by the English teachers at SMP Negeri 1 Sengkang and how the students perceived those methods. Sengkang served as the location, and a qualitative research design was applied. Three instruments were used in this research, which was a total purposive sampling. The first was an observation checklist for teachers who are instructing online learning. (2) interviewing teachers to learn about their tactics, and (3) interviewing students to see how they view teachers' strategies. The study's findings showed that: 1) Three different teaching methods were used by the teachers in online instruction. There were discussions, stories, and dialogues. Because it is based on a manual and is simple to practice online, teachers adopt this technique. Other tactics are occasionally employed by teachers, but they are uncommon because they are ineffective while teaching online. 2) The study's findings demonstrate that all of the teachers' online learning tactics were supported by students' perceptions of those strategies. Students believed that using the tactics in online learning was successful in assisting them in understanding the subject matter. Additionally, pupils are engaged and readily understand the subject when it is presented through the teacher's chosen media.

**Keywords:** English teachers, online learning, teaching method, perception

## INTRODUCTION

It's challenging to teach English. Teachers must employ efficient techniques that help pupils learn more about the subject matter due to the varying ability levels in each class. Teachers must be resourceful when selecting materials and have the skills to pique students' interests. To promote teaching and learning, the teacher must use a variety of tactics. Learning becomes "easier, quicker, more fun, more self-directed, more effective, and more transferable to other settings" through the use of strategies. Killen in Miller and Stoeckel (2011:288)

mentions the fact that no one teaching method works well for all students all of the time. The method is one way to accomplish the goal. The method is one approach that instructors or students can improve language learning in this case. Regardless of favorable or negative outcomes, a language acquisition strategy can determine how well something is understood. Therefore, one of the factors that can affect the success of language learning is the use of learning techniques. The teacher's method for successfully manipulating the pupils during the teaching-learning process is known as a "teaching strategy." Teaching techniques are a

systematic collection of actions a teacher can do to improve the efficiency and excitement of the teaching-learning process. Students are more engaged in class activities and appreciate their learning process as a result. The pupils will be profoundly impacted because they are learning via doing. Here, the ability of the instructor to implement a teaching method is crucial to the teaching-learning process.

The teacher must develop their competence, according to Asriati, Nappu, and Qalby (2022). The four abilities to listen, speak, write, and read are the ones that present the largest challenge for all teachers, but especially for English teachers. Coronavirus COVID-19 has shaken the world since the end of 2019. To stop the spread of viruses, the president of the Republic of Indonesia announced on March 11, 2020, that the teaching and learning processes at schools and universities would be temporarily suspended. He advised students to study at home instead. Public health experts adopt specialized measures known as "social distancing" to halt or delay the spread of a highly contagious disease (Yuliana, 2020). Quarantine is a method of temporarily separating and restricting human mobility to stop the spread of illness. It lasts long enough to guarantee that no infectious disease has been acquired by the individual. As a result, for the teaching and learning process to continue, teachers will need to apply and adapt to online learning classes to transfer the English curriculum from listening, speaking, reading, and writing. Online learning is the use of information and communication technology to provide access to online learning or teaching resources, according to Abbad (2009:398). A teacher admitted that because she didn't use online learning classes very often, she had some trouble adopting them. It must be applied immediately by the teacher without any training. Naturally, the teacher needs to adjust and have a plan in place to teach English in this situation. Over the years, using online learning as an integrated educational technology has developed widely. Its usage is represented by earlier studies. Oxford Brookes University's online learning environment was examined by Sharpe & Benfield (2005). Participants generally gave the online modules in the elective course a marginally favorable rating while giving them a marginally negative rating in the mandatory course. Based on the rationale provided above, the researcher is curious to see what methods teachers employ while teaching English using the online learning approach.

## RESEARCH METHOD

This research focuses on the analysis of teachers' strategies and perceptions in the process of learning English speaking online at SMP Negeri 1 Sengkang. The abilities, forms, distinctiveness, and variations of

words that teachers use in e-learning classes are described and analyzed in a qualitative study. Creswell (2014:2) defines qualitative research as a study that takes a perspective on examining social or human issues as well as comprehending the meaning of an individual or group. A qualitative study, according to Sutopo and Arief (2010:1), examines and analyzes a phenomenon, event, social activity, attitude, and perspective of each individual or in a specific group. Therefore, it can be said that descriptive qualitative research aims to verbally characterize a social phenomenon. Total purposive sampling, the method used in this study, involves selecting a research subject depending on the person. Teachers and students at SMP Negeri 1 Sengkang in the first grade, particularly the English teachers in that school, were the focus of this study with 2 English teachers and 6 students. To gather correct data, this study used interviews and field notes while observing classes.

## RESULT AND DISCUSSION

Based on the research observation, the researcher spoke with two teachers who instructed in classes bilingual A and B and saw the online teaching and learning process in the classroom. According to each observation, the teacher used Zoom meetings throughout class but occasionally also used Google Classroom and WhatsApp, depending on the subject matter and the student's network. The researcher then conducted interviews with a few bilingual A and B students to learn more about how they perceived the teacher's teaching methods.

### 1. English Teachers' Strategies in Teaching Speaking via Online Media

To understand the online teaching-learning process, the researcher made observations. While the teachers were carrying out the learning process, the researcher was gathering data during the observation procedure. To understand the first-grade teaching and learning process online, the researcher has already requested permission from the English instructor to perform study observation. According to the observation checklist, the researcher discovered four online learning lessons that the teacher had taught: asking and offering opinions, sharing your tale, and the student's opinion/ideas.

#### a. Giving Dialogue

The dialogue was the first method the teacher used to teach speaking in the bilingual classroom. The results of data collection and analysis show that dialogue is one of the methods in the online speaking learning

process; various teachers frequently used this strategy in the online learning process. The teacher would give an example of having a dialogue with one of the students after deciding on the subject and theme that the students would later use for dialogue. The teacher uses an example so that his friends would pay attention and comprehend; for instance, pupils can be asked to utilize WhatsApp to send recordings or have a zoom conversation. Giving dialogue examples can also be done through recordings, which students can listen to repeatedly to help them pronounce the words more easily. The first teacher and the second teacher claimed that dialogue strategies are frequently used in the online learning process because they believe that this method can be effective. After all, it requires students to speak through Zoom, which can help students with their vocabulary and pronunciation as well as make the classroom environment less monotonous for them.

b. Asking students to tell a story

Storytelling was the second method the teacher employed to teach speaking in bilingual classes. Because it is more effective when employed during the online learning process, storytelling is one of the tactics the teacher employs in the spoken learning process. This storytelling encourages students to share their experiences or stories. The teacher chose the subjects and materials the students would study based on the findings and shared them with the class via a WhatsApp group as they worked through the Zoom learning process. The teacher first provided students with an example of a theme they were practicing, and then the teacher provided examples to pupils. Let's assume that the kids comprehend the teacher's explanation. The students requested that their friends pay attention, share their experiences more readily, and talk about their own. Students' vocabulary can be increased and their use of imagination while telling stories is encouraged by using storytelling techniques in the speaking learning process. This assertion corroborated the findings of the researcher's interview with one of the English language instructors.

c. Asking students' opinions/ideas

Opinions and thoughts were the teacher's third method for teaching speaking in the bilingual classroom. Based on the findings of observations and interviews researchers have conducted on the learning process, opinion or idea is effectively used in the online learning process. In this opinion/idea method, the teacher used graphics for students to describe their opinions. The teacher chose the topic and the material to be studied before beginning the learning process. The teacher then searched for photos of the topic that were sent to students via a WhatsApp group so that students

could learn it first. The teacher shows the following image and then asks students to share their thoughts on it as part of the learning process through zoom, which explains and provides examples of opinions and ideas to describe the image so that students can understand how to express good and accurate opinions and ideas. This assertion about the opinion/idea method during the learning process is made to the English teacher.

2. Students' Perception of the Teachers' Strategies in Teaching Via Online at SMP Negeri 1 Sengkang

a. Teachers' strategies help the students understand the material better

Understanding the students is the process of organizing, considering, and interpreting after the acceptance of the students to the materials. The students can interpret the illustration and impression of the brain and then form an understanding or comprehension. The understanding of the students towards the materials through Dialogue, storytelling, and opinion/ideas make the students easier to understand the materials. The second strategy is storytelling. This strategy makes students understand the material, especially students expressions and confidence. In the opinion/ideas strategy, students also understand the material with this strategy. The statement the student supported." it is very helpful because by using pictures we can explain the picture spontaneously without having the conceptualize it"  
( Students UM )

b. Teachers' strategies make the students interested in learning.

The term "student interest" describes a person's propensity for a certain subject with which he or she can quickly and easily connect. In this instance, the resources employed in these tactics are of interest to the pupils. The students are pleased and enjoy learning English because of it. Students are more likely to be interested in the materials when they are loving and happy with the teaching and learning process. It is evident in the pupils' statements. Students were delighted and delighted to follow the materials in the storytelling method because they could add knowledge from the past to the story. When teaching through online learning, opinions and ideas also engage pupils through the use of images that are displayed on the screen.

c. Teachers' strategies help the students improve their speaking

In a controlled online experiment, a learning effect is a positive or negative effect of an intervention that only becomes noticeable after a certain amount of time  $t$ . An abrupt level shift may occur after a certain period, or the effect may grow over time (linearly, exponentially, etc.). Classmates bring their chemistry to the dialogue method between themselves and other students. The speaking abilities of students may be impacted through storytelling. It is reinforced by assertions that encourage pupils to consider voicing their thoughts regarding various topics.

## Discussion

### 1. Teachers' Strategies in Online Learning

In this part, the researcher would explain deeply the finding and the delivery of research results regarding the strategies that teachers used in teaching speaking via online media. Based on the observation checklist, the researcher found four strategies with four meetings during the online learning process: asking and giving for help opinion, telling your story, and the students' opinions/ ideas. The researcher also found the data by interviewing the teachers about the teachers' strategies in teaching speaking online. The researcher concludes that the teachers used Dialogue to tell stories and opinions/ideas in education and talk online.

### 2. Students' Perception of Teachers' Strategies

This research prefers students' perceptions of teachers' strategies in teaching speaking online. Based on an interview in the first statement, the students help understand the material with dialogue strategy, storytelling, and opinions/ideas. It can be seen from the data interview that the students increase their vocabulary and pronunciation in online teaching and learning processes and explain pictures without text, improving students' confidence. Based on the explanation above, it revealed that all strategies already help the students to understand the materials. It can be the second statement is about students' interest in the strategies.

## Conclusion

The strategies that are usually used by teachers in teaching speaking online, namely dialogue, telling stories, and opinions/ideas are aims for students to express their ideas through teachers' strategies. Students' perception of teachers' methods in SMP Negeri 1 Sengkang that applied first students felt the system helped them to understand the materials. It can be effective when the processes are involved in online learning. Also, students are enthusiastic and easy to understand well with the material that the media

delivered that teacher used. It indicated that all strategies got positive responses from students.

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