ANALYSIS OF THE ENGLISH TEACHING WRITING METHODS USED BY THE TEACHERS DURING THE COVID-19 PANDEMIC AT EMSA SCHOOL

Metanoia Tatag Pujianti[1], Agnes Widyaningrum[2]
Program Studi Sastra Inggris Fakultas Hukum Universitas Stikubank
Email: eztermetanoia@gmail.com[1], agneswidyaningrum@edu.unisbank.com[2]

Abstract

The condition of the education system that changed from a face-to-face learning system to an online learning system as a reaction to the spread of the COVID-19 virus throughout Indonesia made this an inspiration for researchers to conduct research. Of course, given the new education system, teachers must develop efficient teaching techniques to optimize student learning. This study intends to describe the methods teachers use to teach English lessons online during the pandemic. The purpose of this study is to analyze the teachers' methods for teaching English during the COVID-19 pandemic: (1) the strategies that teacher used during COVID-19 pandemic to teaching writing, (2) the reasons of selecting those strategies. In order to create this thesis, the researcher used descriptive qualitative methods. Since the researcher completed a one- month internship at a school on October 25, 2022, the study data has been assessed. Two English teachers from EMSA School were interviewed to gather information.The findings of this study are as follows: (1) explain various devices to tech and providing detailed instruction on how to submit the assignment, (2) explain the use of online tools as the effective way, (3) evaluating the student's comprehension of the materials, reminding students for the schedule and using online tools to provide the assignment.

Key words: Teachers' strategies, online learning, online platform.

INTRODUCTION

Language is an important thing in understanding communication with each other. Especially English language, English is one of the world largest or the international languages, and it is spoken by people with backgrounds in different languages and cultures. To learn English, a teacher is needed to teachEnglish. Teacher has the important role in the world of education. Nowadays, people need to learn and master English which consists of four elements, that isreading, speaking, writing, and listening. Writing is a skill that belongs to language. It implies that the act of writing causes mental reflections of events. When they begin searching for topics to write about and creating written sentences, the students run into problems. Allowing students to type as early inthe learning preparation as is practical and encouraging their sense of creativityare two of the best strategies to get them interested in writing. In COVID-19 Pandemic, almost all of the system are change. Of course, this has a huge impacton the world of education. Where the learning system is carried out online from

home and the teacher will provide material through a special platform that provides facilities for online learning. This changing system makes teachers think creatively and innovatively so that learning will continue to run smoothlyand students do not feel bored.

This study focuses on analysis of the teachers' strategies in teaching English during COVID-19 Pandemic. By analyzing from what are the platforms are used, are there any changes in the score, challenges from teachers during the system of learning is change. In this study the researcher wants to discover the strategies that teachers used in teaching English by formulating three research question as follow(1) the strategies that teacher used during COVID-19 pandemic to teaching writing, (2) the reasons of selecting those strategies.

THEORETICAL FRAMEWORK

Teaching English to Young Learner

As learner, students are frequently more enthusiastic and lively when the lesson or activity are fun. They will take an interest in an activity even thoughthey do not understand why or how. However, they feel unmotivated and are less able to keep themselves satisfied with difficult tasks. Children also struggle with words that express logical relationships between ideas, such as cause andeffect (Cameron, 2001) It means that children also really need a teacher when studying.

Teaching Methodology

Teaching methodology is a broader method that is used to help students achieve educational goals, whereas activities are the various ways in which these methods are applied. Teaching methodology helps students in masteringteaching materials. Not only the methodology, but how the character of the teacher in the classroom also makes students comfortable. Larsen & Anderson(2011:24) claimed that the interaction of the teacher in the classroom with a sense of intellectual enthusiasm, there is a high probability that students will begin to engage in excitement and recognize learning in the classroom.

According to Larsen & Anderson (2011) there are methods in teaching in foreign language: *Grammar translation method (GTM), Direct Method, Total Physical Response, Silent way, Audiolingual method, Suggestopedia,, Community language learning (CLL), Communicative language teaching (CLT).*

Teacher Strategy

Teaching strategies are important for teachers to plan and implement. Basically the existence of a teaching strategy is in order to achieve learning objectives. However, the achievement of learning objectives occurs in a comfortable and fun class that produces the best quality of learning. Accordingto Farias et al., (2009) the application of teacher strategies in teaching studentscan produce optimal results, both from the teacher's side of getting satisfactionand professional growth, which means that it can be seen from the perspectiveof students and teachers who are both to get benefit with the strategies formulated by the teacher before carrying out learning. It means that the teachershould be able to carry out the strategy

optimally.

Online learning can be described as a learning experience using any devicessuch as mobile phones, laptops, etc. with internet access. In this environment, students can study anywhere and interact with teachers or tutors and other (Dhawan, 2020). Students who participate in online learning spend their time working either directly on the internet or on computers connected to local intranets.

Thus, online teaching is a strategy of educating students through the use ofa virtual platform or media. Live classes, video conferencing, webinars, and other internet tools are all used in this form of teaching. The web application was created with the goal of making learning and comprehension easier. Teaching using media online has become commonplace. There are several media platforms used by this school that are used as a means of online learningduring the COVID-19 pandemic. They are as follows:

1) *WhatsApp*

WhatsApp is a popular smartphone app that allows users to communicate text messages, images, videos, and voice notes (Thota & Divatia, 2015) WhatsApp Messenger is also a cross-platform online messaging subscription model for certain smartphones and feature phonesthat communicate via the internet.

2) *Google Classroom*

Teachers and students can use Google Classroom for free to collaborate. Teachers can construct online classrooms, invite students to participate in class, and then design and distribute assignments. Students and teachers can collaborate on assignments via Google Classroom, and teachers can monitor student progress. Google Classroom is also regarded as one of themost effective tools for enhancing instructor productivity. It has a wealth of features that make it a wonderful tool for teachers and students alike. Teachers may use Google Classroom to save time, arrange classes, and communicate with students.

3) KumoSpace

Kumospace is an absolutely free platform that allows users toexplore about virtual rooms and interact with other people using the spatialaudio function. Users can design multiple rooms depending on the event or atmosphere they want to depict. (Nash, 2021)

Kumospace is a unique online platform that offers an interactive and entertaining experience. With the simplicity of a video chat and theinventiveness of video games, you may walk around and engage with others digitally to reproduce the actual feel and atmosphere of being in a room. This app is so good and fun for teachers to teach the student, becausethis app so uniqe and simple to use it.

Teaching Writing

(Pranoto, 2004) defined writing as the capacity to communicate thoughts through

written words. In other words, written communication is a form of indirect communication. Even in the pandemic COVID-19 era, English teachers now must come up with good and efficient methods for teaching students writing skills. The teacher's strategy in the classroom is essential for improving students' writing skills. Teachers must use creativity and innovation while selecting materials and engaging students in English writing lessons. To assist the learning activities, the teacher must therefore use various techniques. According to (Richards, 2002), teaching writing involves four main stages: planning, drafting, editing, and the final draft.

METHODOLOGY

This study was carried out using descriptive qualitative methods. Accordingto Moleong (2017) Qualitative research is a study that aims to comprehend thephenomenon that the research subject is experiencing. This method will be used in this research because this method can describe in detail the problems studied so that the problems in this study can be conveyed clearly. This research was conducted at the EMSA School, Kendal Regency, Central Java Regency. (Richards, 2002) argue that there were four steps to analyzing the data, such as data planning, drafting, editing and final draft. The data collected by observation and interview the two teachers in EMSA School and record the conversation.

FINDINGS AND DISCUSSION

In this study, the researcher found the strategies that are used by teacher inteaching English.

Finding

The strategies that teacher employ in teaching English

In line with the opinion of (Sanjaya, 2006)strategy is a method, plan, or series of activities designed to achieve certain educational goals

1) Planning

   "(I use the <u>*video method*</u>*, so that students understand that they can continue to be followed and applied in their writing steps. Not only know how to make it, but students can also know what descriptive text is, etc. and also I ask they to discuss in the comment chat).* The teacher will often provide videos and written materials or power point material that are pertinent to the subject matter or experience texts that will be delivered so that students may organize their writing.

2) Drafting
   (We do this strategy so that students can understand and then follow according to the example I have given then students can start writing from the things that are around them to be described. By discussing students more comfortable, they even feel less awkward if they have to discuss without me). Students create an overall concept or primary map, identifying the points that will be made in the descriptive text.

3) Editing

(If there is something wrong from a student, we as teachers will definitely tell the student if this part "is wrong, it should be like this," but we do it through Google Classroom, after they send it to us, we evaluate and we will send it back if something goes wrong students repair) In this technique, the teacher instructs students to make a descriptive text by paying attention to the shape or form of the object. The teacher analyzes student writing through Google Classroom; if the writing is not appropriate, the student must change it until it is correct and explain the wrong sentence.

The effective are the selected strategies for teachers in teaching English

The reason teachers choose this strategy during distance learning is very reasonable, besides being able to reduce the spread of COVID-19, teachers can also understand today's technological developments, but there are also some challenges for teachers when they have to do distance learning without face to face.

(the challenge and the reason for me is that I was born before there was technology like this, so yes, I have to follow today's technology in a way that I as a teacher must be as creative as possible, so that students or students don't get bored).

Discussion

Based on the findings of teacher interviews, researchers in this study only discovered three strategies. The researcher discovered that the first teacher employed two methods for instructing writing. The instructor employs video as a teaching tool and a tool for small group discussions. These two techniques aid in teaching the subject matter and improve student comprehension. Students who use video as a learning approach are really enthusiastic and genuinely love the learning process. They were delighted because this was their first experience studying English through video. This method aids the teacher in clearly communicating the subject matter.

CONCLUSION

In the first problem statement, the research tries to conclude about the strategies that teacher employ in teaching English are by descriptive text to improve their skill in english writing, teachers also explain the variety of devices to teach and providing instruction on how to use the technology or application like WhatsApp, Google Classroom, KumoSpace.

The researcher conclude that the reason why teachers choose to improve their writing skills by providing descriptive text material which is considered quite easy and easy for teachers to provide feedback through Google Classroom

REFERENCES

Cameron, L. (2001). *Teaching Languages to Young Learners*. http://www.cambridge.org

Dhawan, S. (2020). Online Learning: A Panacea in the Time of COVID-19 Crisis.

Journal of Educational Technology Systems, *49*(1), 5–22.

https://doi.org/10.1177/0047239520934018

Farias, R. L. S., Ramos, R. O., & da Silva, L. A. (2009). Numerical solutions fornon-Markovian stochastic equations of motion. In *Computer Physics Communications* (Vol. 180, Issue 4). https://doi.org/10.1016/j.cpc.2008.12.005

Larsen, D., & Anderson, M. (2011). Techniques-Principles-Language-Teaching. *Techniques-Principles-Language-Teaching*.

Miles, B. M., & Huberman, A. M. (1994). An analytic approach for discovery. In *SAGE Publication, Inc.* (Vol. 1304, pp. 89–92).

Nash, C. (2021). Online Meeting Challenges in a Research Group Resulting from COVID-19 Limitations. *Challenges*, *12*(2), 29. https://doi.org/10.3390/challe12020029

Ratnasari, D., Ponoharjo., & Utami, W. B. (2020). Penerapan aplikasi whatsappterhadap minat dan prestasi peserta didik. *Jurnal Edukasi Dan Sains Matematika*, *6*(2), 129–138.

Pranoto, N. (2004). *Creative Writing: 72 Jurus Seni Mengarang.* Jakarta: PT. Primadia .

Richards, J. &. (2002). Methodology in Language Teaching: An Anthology of Current Practice. Cambridge University Press.

Sanjaya, W. (2006). *Strategi Pembelajaran Berorientasi Standar Proses Pendidikan.* Jakarta: Kencana.

Thota, R. S., & Divatia, J. V. (2015). WhatsApp: What an App! *Indian Journal of Critical Care Medicine*, *19*(6), 363–365. https://doi.org/10.4103/0972-5229.15828