Exploring Efl Teacher's Teaching Strategies During Emergency Remote Teaching

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Abstract

This research investigated EFL teacher's teaching strategies during emergency remote teaching. The COVID-19 pandemic prompted the government to proclaim the conversion of learning activities to online learning. The policy, as well as its relationship to teacher's strategies in teaching English, is worth investigating. This study aimed at answering the following research questions: (1) What are the English teachers' strategies for online teaching? (2) To what extent do the strategies help the English teachers in online teaching? This study used descriptive qualitative method and data were obtained through the use of questionnaire and interview. The data from interview were analyzed by coding, data reduction, data display, and drawing conclusion. The findings revealed that the strategies used by the teachers in teaching English are so various. For speaking skill, the teachers applied cooperative activity and drilling. For listening skill, the teachers used teaching bottom-up processing in which students must be able to recognize important key word. As for reading skill, the teachers applied several strategies such as inferring and question-answer relationship. Last, for writing skill, the teacher used conference. The strategies used by the teachers in teaching four skills of English are considered to be very helpful for the teachers. The strategies that they used really help the student learning process during this pandemic. Also with these strategies, they can find out the development of students' skills.

Keywords: Cooperative activity, drilling, inferring, teaching bottom-up processing, question-answer relationship, conference, sharing activity.

INTRODUCTION

The COVID-19 pandemic that has swept the globe, including Indonesia, has had an impact on many facets of life, including education. Therefore, educational institutions mandate that learning activities be carried out remotely, i.e., students must learn and teachers must teach even while students are at home (Basar, 2021). As a result, teachers are required to design learning by utilizing online media.

According to the decision of the Minister of Education and Culture of the Republic of Indonesia regarding Circular Letter Number 4 of 2020 concerning the Implementation of Educational Policies in the Emergency Period of the Spread of Covid-19. Various steps were implemented to guarantee that learning activities continued even when face-to-face meetings were not available.

It is difficult for a teacher to learn and practice online learning in the Covid-19 pandemic setting because to many restrictions. Furthermore, teachers must be able to deliver interesting and innovative learning to overcome the learning issues they experience, as well as work with learning media to ensure that learning is not repetitive and that teachers and students may still have an engaged learning environment. This is a difficult challenge for all teachers, particularly English teachers, because they need to know how to choose appropriate teaching technique and method. As a result, teachers would have to modify English language teaching and apply e-learning platforms in order to teach four language skills. The objective of this study aimed to find out the strategies used by teachers in teaching English during emergency remote teaching.

Many studies concerning teacher's strategies have been carried out. Some studies focus on analyzing teachers' strategies in teaching English (Utami, 2020; Wahidah, 2015); while some of them focus on analyzing teacher's strategies in increasing students' interest and implementing online learning (Yani, 2016; Sutarto, 2020; Febrianto, 2020). For example, Utami (2020) conducting a research focus on analyzing teacher's strategies in English e- learning classes during COVID-19 pandemic. Her objective was to know the teachers' strategy on English e-learning classes. Since the predicted skill outputs are different, the teachers use different strategies. For example, the teacher uses three strategies for writing skills: planning, drafting, and editing. The teacher uses a variety of strategies to improve students' listening skills, including listening to music, writing song lyrics, matching lyrics, and eventually singing a song. However, they both use a video-based learning model as well as virtual education through WhatsApp. During the COVID-19 pandemic, strategies for teaching by e-learning courses significantly aided teachers in the teaching and learning process, allowing them to achieve learning goals. The similarity in this study analyze the same case. While the difference is on the data collection, in Utami's study the

data collection use observation, interview, and documentation, while in this study the data collection use questionnaire and interview.

METHOD

In this research, the writer conducted qualitative research with descriptive qualitative method that focuses on the teachers' strategies during emergency remote teaching. It describes the strategies used by the teacher in Junior High School in Tasikmalaya city. The use of qualitative research is to obtain complete, in-depth data and provide the right answer to the problem to be studied. The English teachers in Tasikmalaya are the target population. A questionnaire provided to English teachers in Tasikmalaya City Junior High School, and the researcher chosen the best of three respondents. The sample was chosen by using quota sampling. After then, the data compressed and shown. Following that, a conclusion would be reached based on the evidence. The subject taken are English teacher who taught English in the middle of COVID-19 pandemic. The research site was the coverage area on which the research is based. The researcher conducted this research in terms of the EFL teacher's teaching strategies at SMP Negeri 16 Tasikmalaya and SMP Negeri 5 Tasikmalaya. This study conducted qualitative data analysis technique. Data analysis is an essential aspect of the research process, whether it is written or not. In qualitative research, data analysis is often carried out together with data collection. In this study, several steps were involved in the data analysis: coding, data reduction, data display, and drawing conclusion.

FINDINGS AND DISCUSSION

Findings

1. Strategies of Teacher 1

ER as a teacher at SMPN 16 Tasikmalaya said that she has several strategies to improve students' English skill in this pandemic time.

"…*untuk pembelajaran di masa pandemi ini saya memiliki beberapa strategi untuk meningkatkan skill berbahasa inggris siswa*". (for the learning in this pandemic time I have several strategies to improve students' English skill).

Table 1.1

The data form table 1,1 showed that the strategies used by teacher 1 were various. There were drilling for speaking skill, teaching bottom-up for listening, inferring for reading, and conference for writing.

No.	Skill	Teacher 1
1.	Speaking	First, for speaking skill, the teacher uses drilling. She provides a conversation video to students then the students imitate or repeat the conversation with sending audio recording. By doing that in order to make students can practice pronunciation and intonation in speaking English.
2.	Listening	Second, for listening skill, the teacher uses teaching bottom-up processing. Students are given a video then they must identify and mention important words from the video.

3.	Reading	Third, for reading skill, the teacher uses inferring. Students are given text that is shared in the form of dialogues, letters, emails, or also in the form of text. They are expected to find important information expressed or implied.
4.	Writing	Last, for writing skill, there are several stages that students must do in writing, namely planning, drafting, editing, and revising. The teacher uses conference. She provides time for students to practice their writing skills. For example, outside of class hours, students can send their writings via Whatsapp, then the teacher gives comments and suggestions for improving their writing.

ER also said that the strategies she used can help in improving students' English skill.

"...*sejauh ini Alhamdulillah strategi-strategi yang saya gunakan dapat membantu dalam meningkatkan skill berbahasa inggris siswa. Dengan strategi-strategi itu juga saya bisa mengontrol setiap perkembangan siswa*". (So far Alhamdulillah the strategies that I used can help in improving students' English skill. With that strategies I also can control every students development).

2. Strategies of Teacher 2

DI as a teacher of SMPN 5 Tasikmalaya has several strategies that she used in teaching English during emergency remote teaching. Table 2.1

The data from table 2.1 showed that the teacher used cooperative activity for teaching speaking skill, teaching bottom-up for listening skill, answer-question relationship for reading, and making short paragraph for writing.

No.	Skill	Teacher 2
1.	Speaking	For speaking skill, the teacher uses cooperative activity. The learning activity is carried out via zoom meeting for the learning. Students are devided into break out rooms then they work in groups or work in pairs, after that the students help each other to do a conversation. Other than that, the students interview each other through Whatsapp call and then the results are recorded.
2.	Listening	For listening skill, the teacher uses teaching bottom-up processing. Students are usually given English conversation videos without subtitles and then they fill the important key word/information in the video.
3.	Reading	For reading skill, the teacher uses question-answer relationships (QARs). She usually provide several questions to students then the students must be able to answer these questions by extracting information from the reading text. Usually, critical thinking questions are also inserted here.
4	Writing	For writing skills, students complete the dialogue, complete the text, and make short and simple paragraphs. Then the students do sharing activity. After finishing the writing, they share with peer to reflect their writing. Usually through Google Slides, Google Documents, and Google Jam Board. They can collaborate too. The second is usually in the form of products, for example making identity cards, greeting cards, then taking photos or can also be included in Google Slides, Google Documents, or Google Jam Boards.

DI aslo said that the strategies she used can help the learning process in this pandemic time.

"…*Alhamdulillah strategi-strategi yang saya gunakan sangat membantu proses belajar siswa di masa pandemi ini. Dengan strategi tersebut saya bisa mengetahui perkembangan kemampuan siswa. Proses pembelajaran sejauh yang saya pantau aman terkendali dan siswa bisa mengikutinya dengan baik*". (Alhamdulillah the strategies that I used really help the student learning process during this pandemic. With this strategy I can find out the development of students' abilities. The learning process as far as I have monitored is safe and under control and students can follow it well).

3. Strategies of Teacher 3

Another teacher of SMPN 5 Tasikmalaya that is YS said for the learning process he uses the strategy with various applications.

"…*yang jelas kami selalu melakukan strategi dengan berbagai aplikasi. Di awal memang sangat kesulitan terutama untuk skill speaking, karena di awal sekali kami hanya berpikir bahwasannya dengan PJJ itu yang bisa dilakukan hanya reading dan writingnya. Tapi seiring berjalannya waktu Alhamdulillah kami mendapat berbagai informasi bahwa kami bisa ber-PJJ dengan menginplementasikan keempat skill tadi*". (we always carry out strategies with various applications. At the beginning, it was very difficult, especially for speaking skills, because at the beginning we only thought that with PJJ all we could do was reading and writing. But as time goes by Alhamdulillah we could get various informations that we can do PJJ by implementing the four skills)

Table 3.1

The data from table 3.1 showed that the strategy for speaking skill was asking students to do a conversation with a theme given. For listening skill, the teacher used teaching bottom-up processing. For reading skill, inferring was used. Lastly, for writing skill was asking students to compose writing with theme given.

No.	Skill	Teacher 3

1.	Speaking	For speaking skill, students practice to speak and they are given an idea. Then they do a conversation and sending it with voice note.
2.	Listening	For listening skill, the teacher uses teaching bottom-up processing. He usually takes videos with proper sources for example from british or Australia, he takes those related to light materials. So we show the video either directly on Google Classroom. Then students can identify important information/key word from the content of the video.
3.	Reading	For reading skills, the teacher uses inferring. He usually provide a text and students identify various information in the text, whether it is implied or expressed.
4.	Writing	For their writing skills, they were given a theme, trying to compose writing based on that theme.

YS also said that these strategies he used even though it's not optimal, but with this strategy, which uses a variety of varied applications, it's close to being effective.

"…*walaupun tidak maksimal tapi dengan strategi tadi yang menggunakan berbagai aplikasi yang bervariasi Alhamdulillah mendekati efektif. Walaupun misalnya memang banyak hal yang harus dipersiapkan kaitannya dengan background anak-anak yang secara fasilitas kurang, sekolah pun mempersilahkan mereka untuk hadir ke sekolah untuk bisa menggunakan fasilitas sekolah*". (even though it's not optimal, but with this strategy, which uses a variety of varied applications, it's close to being effective. Although there are indeed many things that must be prepared in relation to the background of students who are lacking in facilities, the school also welcomes them to attend school to be able to use school facilities).

Discussions

This study explores teacher's teaching strategies during emergency remote teaching. On this section presents the discussion based on the findings of the study. From the research finding, the teaching strategies employed by teachers in teaching English were so various. The first discussion is about the strategies that are used by the teachers in teaching English. Meanwhile, the second discussion focuses on the extent of the strategies help English teachers in teaching English.

1. Teaching Speaking Strategies

The strategy used by the teacher is drilling which the teacher provides a conversation video to students then the students imitate or repeat the conversation. Drilling, as Thornbury (2005) argues, is a strategy to improve pronunciation by imitating and repeating words, phrases, and even whole utterances. Its purpose is to get pupils to pay attention to new information and to stress words, phrases, and term memory, as well as to provide ways for them to achieve articulatory control over language (Thornbury, 2005).

Another strategy used by the teacher is cooperative activity in which students are devided into break out rooms in zoom meeting then they work in groups or work in pairs, after that the students help each other to do a conversation. Cooperative activities can encourage negotiation of language item (Newton & Nation, 2009).

2. Teaching Listening Strategies

The strategy used by the teachers is teaching bottom-up processing in which the activity that the teacher used is that students must be able to recognize key word. Learners need a large vocabulary and a good working knowledge of sentence structure to process text bottom-up (Richard, 2008). Students are given a video then they must identify and mention important key words from the video. Another activity that the teacher used is that students must be able to recognize important information. Students are given English conversation videos without subtitles and then they fill in the important information in the video.

3. Teaching Reading Strategies

The strategy used by the teacher is question-answer relationship (QARs) in which the teacher provide several questions to students then the students must be able to answer these questions by extracting information from the reading text. QARs is a reading strategy based on question comprehension and analysis. In other words, this method helps students understand the questions so that they can obtain information from the reading. QARs strategy gave a positive effect towards students' reading comprehension ability in which student who were taught by this strategy gave a positive response and showed some improvements in their reading comprehension (Peng *et al*., 2007; Cummins *et al.,* 2012; Agustina, 2012).

Another strategy that used by teacher is inferring in which bringing together what is spoken (written) in the text, what is unspoken (unwritten) in the text, and what is already known by the reader in order to extract and construct meaning from the text. Inferring is a foundational skill-a prerequisite for higher-order thinking and 21st century skills (Marzano, 2010). Students that are given text that is shared in the form of dialogues, letters, emails, or also in the form of text. They are expected to find important information expressed or implied.
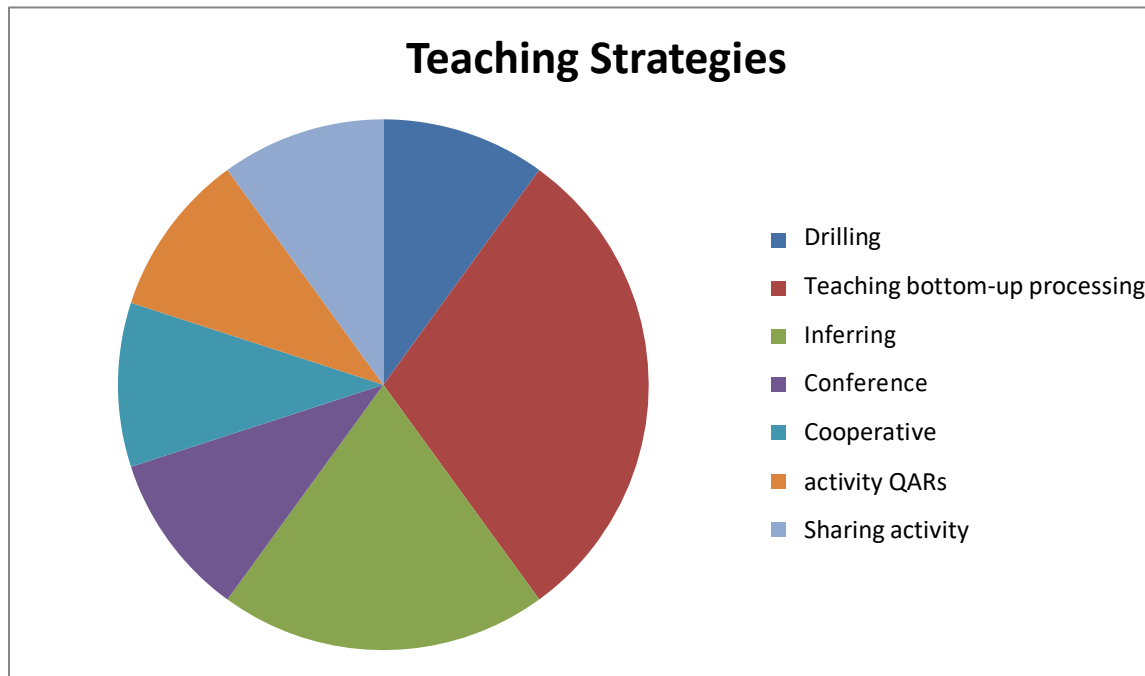
4. Teaching Writing Strategies

There are several stages that students must do in writing, namely planning, drafting, editing, and revising. The strategy used by the teacher is conference in which the teacher provides time for students to practice their writing skills. For example, outside of class hours, students can send their writings, then the teacher gives comments and suggestions for improving their writing. Because the writing process takes a certain amount of time, which is insufficient in one or two classroom meetings, Hyland (2003) discusses teacher and student conferencing in addition to the learning process. He stated that the conference may take many forms, but that one-on-one meetings outside of the classroom for several minutes every week or month, depending on their agreement, would be the most common.

Another strategy used by the teacher was sharing activity. Students make short or simple paragraph. Then the students do a sharing activity. After finishing the writing, they share withpeers to reflect their writing. According to Scrivener (2011), it is critical to allow students time to reflect on what they have written. Allowing them to share what they've written with

others allows them to go back and review their work. It's also a technique to see if they can effectively communicate what they've written to the audience.

In diagram showed the frequency of the number of strategies used by teachers.

Teaching Strategies

- Drilling
- Teaching bottom-up processing
- Inferring
- Conference
- Cooperative
- activity QARs
- Sharing activity

According to the first discussion that discussed the strategies used by the teacher. Based on the experiences of teachers when teaching with these strategies, it can be said that the strategies that they used can help in improving students' English skill. With that strategies they also can control every students development. Also the strategies that they used really help the student learning process during this pandemic. With these strategies they can find out the development of students' skills.

CONCLUSION

1. **The English teachers' strategies for online teaching**

After conducting research and analyzing EFL teacher's teaching strategies during emergency remote teaching. It can be concluded that the strategies used by the teachers in teaching English was so various. For speaking, based on the study, cooperative activity is used by the teacher in teaching speaking because it is easy to use and can improve students' speaking skill.

By using zoom meeting, students are devided into break out room, and they work in group or pair, then they help each other to do a conversation. It helps the teacher in teaching during this pandemic. In short, this strategy makes it easier for students to practice speaking. The second strategy used by the teacher in teaching speaking is drilling. Students are given a conversation video then they imitate and repeat the conversation. It helps students to improve pronunciation by imitating and repeating words, phrases, and even whole utterances.

For listening, based on this study, in delivering material and practicing students' listening skill, the teacher chose to use teaching bottom-up processing in which students must be able to recognize key word. Students are given a video then they must identify and mention important words from the video. It helps teacher to know how far students understand the content of the video.

For reading, based on this study, question-answer relationship is the strategy that is used by the teacher in teaching reading. Students are given questions and they must be able to answer the questions by reading and comprehend the text. It helps teacher to know the students development in reading comprehension. The second strategy used by the teacher is inferring. Bringing together what is spoken (written) in the text, what is unspoken (unwritten) in the text, and what is already known by the reader in order to extract and construct meaning from the text. Teaching students how to infer while reading is a fundamental reading strategy that will help them take their meaning of a text deeper.

For writing, based on this study, in delivering material and practicing students' writing skill, the teacher chose conference to teach writing. Students write using the stages that are planning, drafting, editing, and revising. The teacher provides time for students to practice their writing skills. Outside of class hours, students can send their writings, then the teacher gives comments and suggestions for improving their writing. It helps teacher to know the students development in writing. Another strategy used by the teacher in teaching writing skill is sharing activity. Students make short or simple paragraph. After finishing the writing, they share with peers to reflect their writing. Its is important to allow students time to reflect on what they have written. Allowing them to share what they've written with others allows them to go back and review their work.

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2. The extent of the strategies help teachers in teaching English

Based on the research that has been done, the researcher can conclude that the strategies used by the teachers in teaching four skill of English are considered to be very helpful for the teachers. The strategies that they used really help the student learning process during this pandemic. Also with these strategies, they can find out the development of students' skills.

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