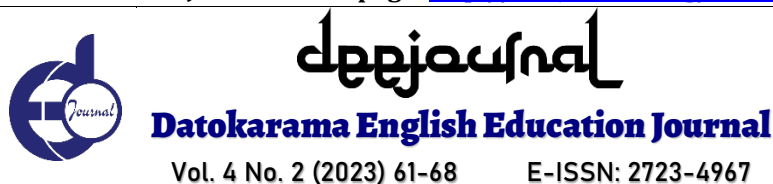


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An Analysis of Teachers' Strategies in Teaching English in Blended Learning Situations to Eleventh-Grade Students of SMAN 4 Palu

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ABSTRACT

This research discussed an Analysis of Teachers' Strategies in Teaching English in Blended Learning Situation at Eleventh Grade Students of SMAN 4 Palu. The research question of this research are: (1) what strategy do teachers use in teaching English in a blended learning situation to eleventh-grade students of SMAN 4 Palu? (2) how is the implementation of the strategies in teaching English in blended learning situations to eleventh-grade students of SMAN 4 Palu?. In this research, the researcher used qualitative descriptive research, with case study research type. Technique of data collection through (1) observation, (2) interview, (3) questionnaire, and (4) documentation. Technique of data analysis are data collection, data reduction, data display, and conclusion. Checking data validity was conducted with (1) credibility, (2) transferability, (3) dependability, and (4) confirmability (Objectivity). The results of this research showed that the strategy that teachers use in teaching English in blended learning situations in class XI is vocabulary building, cooperative learning, and students chosen text. Based on the results of the questionnaire given to students, by using the Likert scale technique, about 77% category agree or good. It means the students' response to the teacher in teaching English in blended learning situation at eleventh grade students of SMAN 4 Palu is good and able to help students in learning English. Students like the way of teaching of the English teachers.

Keywords: *Strategy; English; Blended Learning*



INTRODUCTION

English is the universal language; it is very important to teach English to students because English is studied all over the world (Nur Hamidah, 2021:35). Teaching English has many goals. In the educational world, the goal of teaching English is to increase students' ability to communicate in English both orally and written. In English, there are four skills to master: speaking, reading, listening, and writing.

English is studied as a foreign language in Indonesia. A foreign language is a language that is not used as a means of communication in a particular country (Alfiah Kharisma Sukmawati, 2020:19). Teachers must use an effective strategy in teaching English. Teaching strategy is the teacher's action to implement the teaching plan. Therefore, teachers use various teaching variables, such as objectives, materials, methods, tools, and evaluations to influence students' efforts to achieve the established goals. In connection with efforts in improving the quality of educational results, the quality of learning must be improved. Therefore, the teachers must look for effective teaching strategies in the classroom to empower student potential (Rahmah Johar & Latifah Hanum, 2019:14).

Mastering the teaching strategies in the classroom is very important because it can make learning more interesting, fun, and easy to understand. The strategies are used not only to ensure that the material is taught correctly, but also to ensure that the learning objectives are achieved well by the students. Therefore, teachers must be able to master instructional strategies. Strategy is an important part. For example, a good strategy will make the learning process more interesting and help students to understand the material more easily, because the use of good strategy will greatly determine students' interests and learning outcomes. So, the teacher needs to know whether the strategy is good or not for the students in the classroom, especially after the government allows schools to conduct limited face-to-face learning (PTM).

The government issued a joint decision of the Minister of Education and Culture, Minister of Religious Affairs, Minister of Health and Minister of Home Affairs No. 03/KB/2021, No. 384 of 2021, No. HK.01.08/Menkes/4242/2021 No. 440- 7 of 2021 on guidelines for the implementation of learning during the Covid-19 pandemic. The decision essentially allows learners to return to school with limited face-to-face learning (Keputusan Bersama Menteri Pendidikan dan Kebudayaan, Menteri Agama, Menteri Kesehatan, dan Menteri dalam Negeri Republik Indonesia, 2019). At the same time, the policy contained in the decree of four ministers confirms that face-to-face learning is allowed but not mandatory. In addition, these options do not negate the principle of education policy during the pandemic. The first priority is the health and safety of learners, teachers, education staff, families and the community. However, local governments need to consider several factors when granting permission for face-to-face learning in their area. Some of these considerations include, among others, the level of risk of the spread of COVID-19 in the region, the readiness of health care facilities, and the readiness of educational units to conduct face-to-face learning according to the checklist (Ayu Sri Wahyuni, 2021:473).

LITERATURE REVIEW

Strategy

Teaching strategy is a way of organizing teaching content, delivering teaching, and managing learning activities by using a variety of learning resources that teachers can use



to help create effectiveness and efficiency in the learning process. It means the learning strategy is the important thing in teaching learning process. The organization, delivery and management of learning involves various components called learning systems. the component which is information, people, materials, equipment, techniques and the environment (Darmansyah, 2012:17). Therefore, teaching strategies are the most important part of the technical and methodological components of a learning system. Strategy is a perspective and direction of action for choosing the right method to learning, which in turn leads to a more specific approach, namely planning, tactics, and exercises (Romiszowski, 1981:292).

There are five English teaching strategies as follows:

1) Vocabulary building.

This is an important component of any English class. This strategy focuses a portion of each classroom session on building a better vocabulary. Teachers can ask students to point out unfamiliar words and go over the meanings in class or use interactive vocabulary-building exercises that relate to the class's reading material.

2) Writer's workshop.

Have students participate in a writer's workshop several times each year. The writing workshop model created by Lucy Calkins, founder of the Teachers College Reading and Writing Project, allows students to learn about and participate in all aspects of the writing process: drafting, revision, editing, and publishing.

3) Peer response and editing.

This can be a very valuable teaching strategy for both the teacher and the student, and there are many peer response strategies to try in class. Students get a chance to think critically about others' writing and see the results their classmates got from a writing assignment. In addition, teachers can observe how different students learn and what strategies might work better in the future.

4) Cooperative learning.

This learning strategy is useful for English teachers who incorporate literature into their classroom. Cooperative learning requires students to discuss a piece of literature in small groups. By allowing the students to engage in meaningful discussion, they begin to learn to analyze literature and participate in an educational process that they will find more interesting than a general lecture on a chapter in a book (WE Right. Foundations for Teaching English Language Learners. academia.edu).

5) Student-chosen texts.

Allowing students to choose their own reading materials is a strategy that literacy specialists recommend as a way to develop lifelong readers. Students are given a choice of literature from an age- and reading level-appropriate book collection. After a period of independent reading, students break into groups and discuss what they have read, book club-style, followed by journaling. When this strategy is successful, students are able to delve deeply into the meaning of the literature, develop critiquing skills, and have a valuable discussion with their classmates about the book that they chose. Teachers who use this strategy finds that it can lead to a classroom that is engaged with literature.



English

English is an international language used as an introduction to international communication. English is studied as a foreign language in Indonesia. The language is not used in the daily life of the community where the person lives. There are four aspects of language skills that a person needs to master. The four skills are listening skills, speaking skills, reading skills and writing skills. These skills are divided into passive or receptive skills and active or productive skills. Receptive conveys the idea that individuals attempt to understand verbal input from others by listening or reading, whereas productive conveys the idea that individuals produce language by speaking and writing to communicate with others. The four aspects of language proficiency aim to improve students' ability to communicate both orally and visually. In addition, the English language has a component that students must master. The component consists of grammar, vocabulary and pronunciation (Nation, 2000:37).

Blended Learning

The use of blended learning is sure to bring a breath of fresh air to learning during Covid-19 pandemic. After nearly two years of being stuck learning online at home, students have been slow to deal with their mental health due to a lack of socializing with friends. This effort is undoubtedly a new hope for the entire community in Indonesia to empower students to learn new models. Additionally, direct interaction with peers maximizes information transfer in blended learning to overcome obstacles through discussion activities. After all, blended learning allows students to be more motivated to learn after they study at home (Adi Sumandiyar, et al., 2021).

METHOD

In this research, the researcher used qualitative descriptive research. It is aimed to comprehend the phenomenon of what the research subjects experience. (Lexy J. Moleong, 2017:6). The qualitative method is a research method based on the philosophy of post-positivism, used to research natural objects, where the researcher is a key instrument, use a triangulation as research techniques (combined), data analysis is inductive/qualitative, and qualitative research results emphasize more meaning than generalization (Sugiyono, 2008:15).

This research used a case research design which is the research will be studied the case in the school as an object of the research. This research was designed to obtain information and an overview of the teachers' strategies in teaching English in blended learning situation. English teachers were as observe subjects about their strategies in teaching. The researcher explained in detail the teachers' strategies in teaching English in blended learning situation at eleventh grade students of SMAN 4 Palu.

In this research, data collection was obtained through observations, interviews questionnaires, and documentation. While for data analysis technique, the researcher used qualitative data analysis, where qualitative data analysis is carried out interactively and takes place continuously at each stage of the research until complete so that the data is saturated. Data analysis techniques were conducted with data collection, data reduction, data presentation (data display), and conclusion (Matthew B. Miles & A. Michael Huberman, 1992:90). In addition, the researcher conducted data credibility tests using several techniques from Sugiyono. Checking the validity of data was done with credibility, transferability, dependability, and confirmability (objectivity) (Sugiyono, 2013:270).



FINDINGS AND DISCUSSION

In the research process, the researcher interviewed two teachers to find out the strategies used by the teachers in teaching English in blended learning situations in grade 11 of SMAN 4 Palu and how to apply those strategies in teaching English in blended learning situations in grade 11 of SMAN 4 Palu. The strategy used by the English teacher was a vocabulary building, cooperative learning, and students chosen text. The application of this strategy is the teacher gave a text to students and ask them discussed about the text, with giving their own review about the text.

All the three strategies that teachers used are very usable in the blended learning situation because it can make student get an optimal learning experience even do not come face to face with their teachers. Because the blended learning situation just have a bit time to do face to face learning activity, there is just twice meeting in a week. So, all of these strategies are very useable and good to use in the blended learning situation.

In addition, teacher can handle and make sure all the student gets the point of material because the text will give to all the student, and all the result of their text review will be collected one by one to teacher, and teacher will be asking one by one to all of student in zoom meeting. So, even the learning situation not face to face, student still learning seriously and get the point of the material because the use of those three strategies, which is vocabulary building, cooperative learning, and also students choose text.

While in the questionnaire section, the researcher processed data using Likert scale techniques (Sugiyono, 2013:93), the researcher found out that the result of the questionnaire as follows:

Table of weights of Likert scale values

A	5
B	4
C	3
D	2
E	1

Information:

- 5 : Strongly Agree (SS)
- 4 : Agree (S)
- 3 : Neutral (N)
- 2 : Disagree (TS)
- 1 : Strongly Disagree (STS)



Formula: T x Pn

T : Total number of respondents who voted

Pn : Choice of Likert scale values

SS (Strongly Agree)	: 78 x 5 = 390
S (Agree)	: 305 x 4 = 1,220
N (Neutral)	: 165 x 3 = 495
TS (Disagree)	: 7 x 2 = 14
<u>STS (Strongly Disagree)</u>	<u>: 0 x 1 = 0</u> +
Total Score	: 2,119

Calculation Score Interpretation

To get the results of interpretation, it must first be known the highest value (Y) and the lowest value (X) in conducting the assessment as follows:

Y : Highest Likert score x number of respondents x number of statements

X : Lowest Likert score x number of respondents x number of statements

The highest score for items of extreme likes is $5 \times 55 \times 10 = 2,750$, while for items of extreme dislikes it is $1 \times 55 \times 10 = 550$.

Before completing the result of the score obtained, we must first know the interval (distance) and interpretation of percent to be able to know the assessment by the method of finding the interval of the percent score of 1.

Interval Formula

$1 = 100 / \text{Number of scores (Likert)}$

This is the distance interval from the lowest 0% to the highest 100%

- Figure 0% - 19.99% = Strongly disagree / bad / less once
- Number 20% - 39.99% = Disagree / dissatisfied / not good
- Figure 40% - 59.99% = Enough / neutral
- Figure 60% - 79.99% = Agree / good / satisfied / like
- Figure 80% - 100% = Strongly agree / good / satisfied / like

Final Statement

Index Formula % = $\text{Total Score} / Y \times 100$



It is known that the total score obtained based on the additional results of each questionnaire filling amounts to 2,119, while the highest Y value is 2,750 so that:

$$\frac{2,119}{2,750} \times 100 = 77\% \text{ Category Agree / Good}$$

2,750

CONCLUSION

After conducting research and analyzing teachers' strategies in teaching English in blended learning situation at eleventh grade students of SMAN 4 Palu, the researcher found that the teachers used vocabulary building, cooperative learning, and students chosen text in teaching English in class XI namely vocabulary building, cooperative learning and students chosen text. While the results of filling out questionnaires that students have answered whose percentage scores are based on the results of answers from questionnaires given to students who use the Likert scale technique of 77% category agree or good. It means the student's response to the teacher in teaching English in blended learning situation at eleventh grade students of SMAN 4 Palu is good. Students like the way of teaching of the English teachers.

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