

The Factors Affect the Implementation of English Teaching Strategies before and during Covid- 19 Pandemic Era

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Abstract

This study was conducted with the aim to know and identifying the challenges faced by teachers in teaching English in the current curriculum change. The research method that will be used is descriptive qualitative method. The subjects are 102 teachers in SMA/MA/SMK/ekivalent in South Sulawesi Province. Data obtained from essay questions were analyzed through qualitative data analysis techniques through coding. The results of the analysis were in the form of a description of the factors affect the implementation of English teaching strategies before and during Covid-19 Pandemic era. This description will be useful for learners, teachers, policy makers and foreign language learning theorists. The results of the study indicate that, there are many factors affect the teacher's strategies in teaching English in the current curriculum change (before and during the Pandemic Covid-19 era). The factors come from students' conditions, teachers' conditions, school condition, environment condition, materials condition, learning process, administration process, and technology implementation.

Keywords: Factors, teaching strategies, English, Covid- 19, pandemic era.

1. Introduction

Strategy is an important component of the process of teaching and learning. A strategy is a task that both the teacher and the student must complete for the learning activity to be successful and effective in the teaching and learning process. Of course, it is the role of the teacher to create the plan and guide the students through their learning activities. According to Silver et al., "The purpose of teaching is to knit together a conversation that unifies these dissimilar individuals around a shared core of learning." Strategies are the various sorts or styles of plans used by teachers to achieve this purpose." The teacher should be able to identify an acceptable technique for teaching students to speak. During the teaching and learning process, various strategies are employed and developed by the teachers. Because the aims of each talent are not the same, the strategies used to obtain the capacity to write and talk would be different. Speaking is concerned with producing spoken language, whereas writing is concerned with producing written language. Furthermore, in order to achieve the desired results, the strategies for teaching English skills should be suited to each skill.

The student needs an appropriate method for acquiring resources from the teacher. The teaching strategies must be suitable for the conditions and skill levels of the students. The speaking methods help the teacher deliver instruction successfully. The strategies employed by teachers in the seventh grade will varies from those employed by teachers in the eighth and ninth grades. Teachers use different strategies in classes with highly motivated students compared to classes with less motivated students.

Learning strategies are actions made by students to improve their learning. Active use of language learning strategies assists learners in taking control of their own learning by enhancing language abilities, increasing confidence, and motivating them throughout the learning process. Strategy instructions improve learners' independent and autonomous learning, as well as their ability to accept responsibility for their own learning. The more techniques a learner employs, the more confident, driven, and self-efficacious the learner feels. Teachers are expected to select appropriate

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teaching techniques and learning strategies for their students, as well as to educate them how to understand learning strategies in order to increase levels of self-directed learning (Shi, H, 2017).

According to Jabbarov (2018), a foreign language teacher's competency may be summarized as a collection of the professional and personal qualities that characterize their effectiveness. Because the language (in this case, English) is not used as the primary method of communication among people, learners in a foreign language learning situation have few opportunities to use the target language outside of the classroom. Input and language use in the classroom are important when a target language is rarely spoken outside of the classroom (Suryati, 2013).

To summarize, a variety of difficulties appear to be hindering the success of EFL teaching and learning in Indonesia. Teacher qualifications and English competence, classroom size, student motivation, classroom-oriented learning, and limited learning resources are all essential factors in the success of EFL teaching and learning (Atmowardoyo, 2020, 2021; Sakkir 2020; Bradford, 2007; Kassing, 2011; Kirkpatrick, 2007; Sulistiyono, 2016; Yulia, 2013).

Several EFL research studies in Indonesia have revealed that the implementation of the national curriculum in Indonesia has been fraught with difficulties. When comparing Indonesia's EFL education to that of other nations, this is clear. Despite having great expectations for its educational program, Indonesia's secondary school final national test results are woefully inadequate, especially when compared to those of other Asia-Pacific nations (OECD, 2014). Research in the areas of teacher competency, curriculum, and English language instruction has revealed some criticism of the Indonesian government's approach to EFL education. Additionally, Halim (2013) claimed that the Indonesian government's use of the term "professional competence" is too narrow and needs to be understood in the social context of "teacher professionalism." Additionally, there are inconsistent methods and standards in Indonesian EFL classes (Lie, 2007). The previously mentioned competence-based curriculum for English instruction in junior and senior high schools intends to expose pupils to English texts while also developing English competence to enable students gain access to better professions in the future.

Curriculum change policies have happened in Indonesia several times in the past, particularly when the Covid-19 Pandemic struck. The influence of the Corona virus disease 2019 (Covid-19) pandemic is now beginning to enter the field of education. This is done to try to prevent the spread of Covid-19. It is hoped that all educational institutions will withdraw from normal operations, which will assist to minimize the spread of Covid-19. Various countries that are exposed to this disease have implemented lockdown or quarantine rules in an effort to restrict the interaction of many people who can provide access to the spread of the Covid-19. This study aims at answering the following questions: What are the factors affecting the implementation of English teaching strategies in the current curriculum change (before and during the Pandemic Covid-19 era)?

2. Methodology

This study employs a qualitative technique, apparently it can be called by several names, depending on where the research is viewed. This research is known as Qualitative Descriptive research because of the type of the research being explored. This type of qualitative descriptive research uses qualitative data and is described in a descriptive form. In qualitative descriptive research, social phenomena, events, or conditions are frequently studied. As a result, qualitative research is sometimes described as research that is subjective (not objective) and that collects data in written rather than numerical form. By referring to this definition, this study seeks to find answers what the factors affecting the implementation of English teaching strategies in the current curriculum change. This research was conducted by giving essay questions about the factors faced by teachers in teaching English in the current curriculum change. The subject of this study included 102 English teachers from senior high schools in South Sulawesi, Indonesia.

The results of qualitative research are created by inductive data analysis, which is one of its distinguishing features. To begin, the researcher gathered particular evidence by observing, interviewing, and administering preliminary and final exams. In addition, particular evidence is gathered and linked to form a theme. As a consequence of the investigation, a description of the theme is offered. In line with these characteristics, this study takes several analytical procedures which Strauss and Corbin (1997) refer to as 'codification' (coding). The procedures include open codification, axial codification, and selective codification. Through the three kinds of codification which were carried out interactively, specific phenomena were first obtained. These phenomena are then grouped into categories.

The categories found are usually still relatively rudimentary. As a result, in order to be ideal, it is important to investigate the category's features and dimensions. In this analytical procedure, the researcher does not only use inductive thinking patterns, but also deductive ones. Strauss and Corbin (1997) mention it with the phrase moving between both inductive and deductive thinking. The categories are then put back together and linked using a process called axial codification. In this codification, categories are recombined and linked using a paradigm pattern which includes causal conditions, phenomena, contexts, accompanying conditions, action strategies, and consequences. After that, a selective codification is used to search the core categories. The core category is then appointed as a theme, and other categories that are peripheral are used as supporting classifications.

Open codification is a type of data analysis is based on naming and classifying phenomena after a detailed investigation of the data. Open codification divides data into components, which are then carefully inspected and compared to determine the differences and similarities between them. Any variety of key actions were taken to support such an open codification. The first step is to identify which phenomena are regarded to be relevant to the study's topic. This is accomplished by bolding the sentences in the field notes that refer to these events. A list of phenomena will be generated as an outcome of this phase.

3. Findings and Discussions

3.1. Teachers background data

This study deals with the implementation of English teaching strategies in this current curriculum change. The researchers start distributing the online questionnaires to the teachers about the general information. The questionnaire consists of name, gender, school, types of school, region, and their teaching experience duration. The researchers share the questionnaire in Google Form link to some senior high school English teachers in South Sulawesi and there were 102 teachers sent back the result. Therefore to evaluate whether this current curriculum change is effective to be used, the teachers responses are gathered in the next phases.

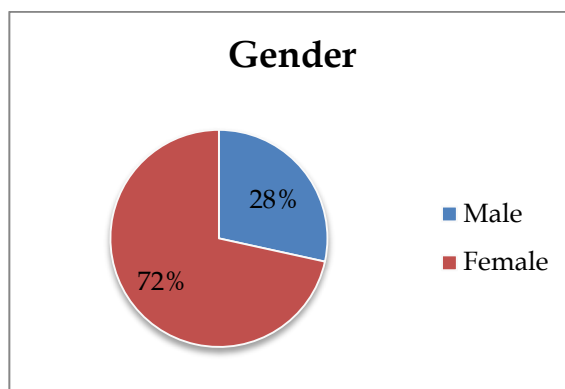


Figure 1. Genders of Teachers

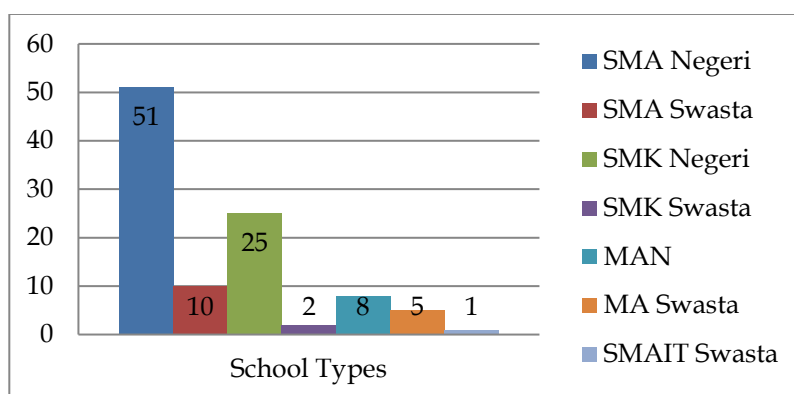


Figure 2. Types of Schools

The Figure 1 shows the teachers’ genders on the study consist of 29 male teachers and 73 female teachers. These findings show that female teachers still dominant in this study than male teachers.

The Figure 2 shows the types schools of the teachers in this study. There is only 1 teacher who teaches in *SMAIT Swasta*, there are 5 teachers who teach at *MA Swasta*, 8 teachers who teach at *MAN* (7.84%), 2 teachers who teach in *SMK Swasta*, 10 teachers who teach in *SMA Swasta*, 25 teachers who teach at *SMK Negeri* and most of them there are 51 teachers who teach in *SMA Negeri* (50%).

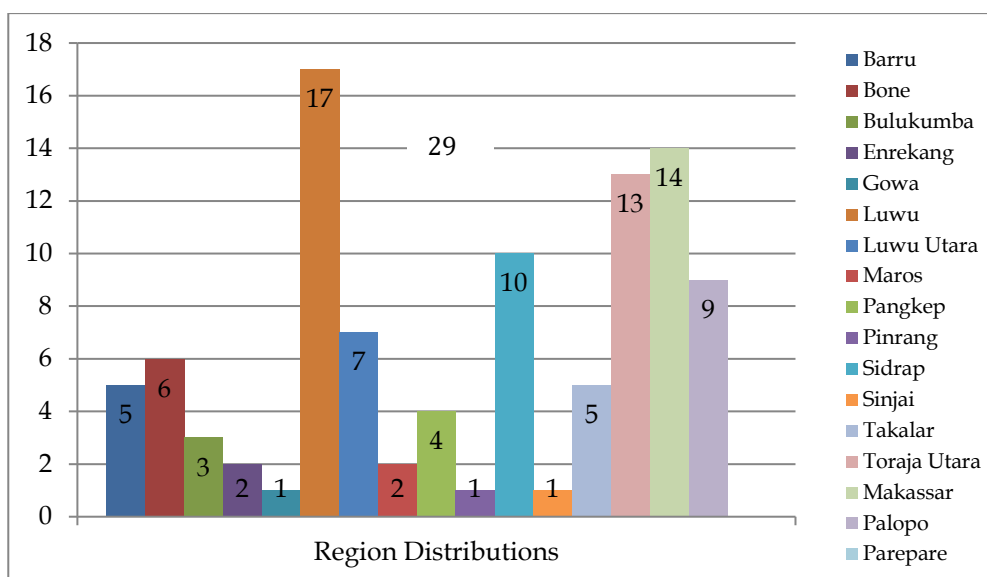


Figure 3. Region of Schools

The Figure 3 shows the region schools place of the teachers in this study. From 24 regions in South Sulawesi, there are 17 regions that the teachers in this study from. There is only 1 teacher who teaches each in Gowa, Pinrang and Sinjai; there are 2 teachers who teach each in Parepare, Maros, and Enrekang; 3 teachers who teach at Bulukumba Regency; 4 teachers who teach in Pangkep Regency; 5 teachers who teach each in Barru and Takalar; 6 teachers who teach in Bone Regency; 7 teachers who teach at Luwu Utara Regency; 9 teachers who teach at Palopo; 10 teachers who teach in Sidrap Regency; 13 teachers who teach at Toraja Utara Regency; 14 teachers who teach at Makassar city and most of them, 17 teachers who teach at Luwu Regency.

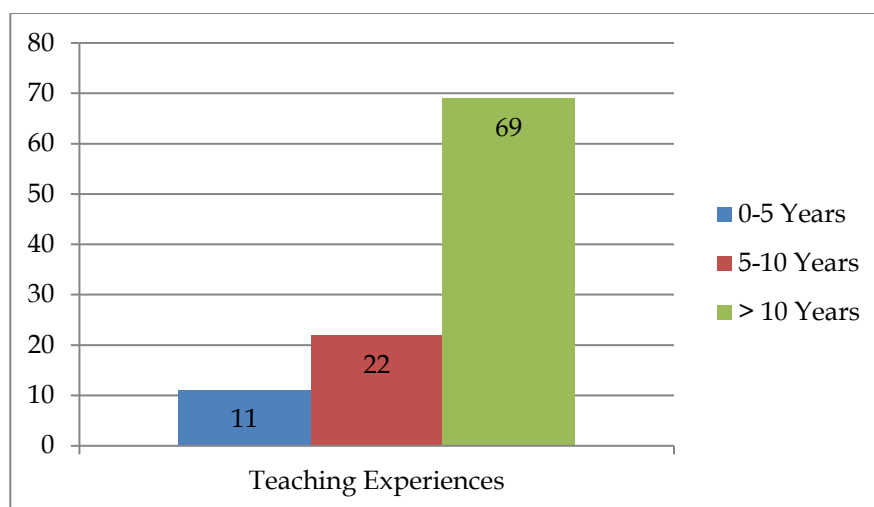


Figure 4. Teaching Experiences Duration

The Figure 4 shows the teaching experiences duration of the teachers in this study. There are 11 teachers who teach during 0-5 years (10.78%), 22 teachers who teach during 5-10 years (21.56%), and 69 teachers who teach during more than 10 years (67.65%).

3.2. The factors faced by teachers in teaching English in the current curriculum change

a. Factors influencing English teaching strategies before the Covid- 19 Pandemic era

There are many factors influenced the teaching strategies of English senior high school teachers before the Covid- 19 Pandemic era. There are some teachers' reasons about the change of the curriculum that implement in Covid- 19 Pandemic era.

- 1) Students Condition:
 - Basic knowledge or pre- knowledge, cognitive level, ability of students (T1, T5, T19, T20, T33, T60, T82, T85, T85, T95)
 - Reading interest (T3, T25, T93, T102)
 - Students' characteristics, students' discipline, (T4, T14, T17, T33, T37, T45, T49, T56, T59, T67, T68, T70, T80, T82, T91, T94)
 - Support and students' intake (T7, T15, T77, T100)
 - Motivation, mood, feeling, interest, spirit (T12, T18, T23, T29, T32, T37, T42, T43, T50, T59, T72, T75, T76, T79, T83, T86, T89)
 - The number of students (T13)
 - Students' response, feedback, attention, readiness, presence and activities (T24, T28, T36, T44, T53, T63, T98, T99)
 - Students' readiness (T21)
 - Mother tongue or first language (T34, T96)
 - Learning style (T47)
 - Target competences (T67, T68)
 - Students' vocabulary (T73)
 - Students need (T85)
- 2) Teachers Condition:
 - Readiness of classroom management (T13)
 - Ability to create learning media (T17)
 - Readiness in learning preparation (T23, T64)
 - Teaching strategies (T30)
 - Mastery of teaching materials (T52)
- 3) School Condition:
 - School facilities and infrastructure (T2, T4, T15, T16, T17, T33, T45, T51, T55, T57, T67, T68, T80, T81, T82, T87, T101)
 - Class condition, non- permanent class (T4, T14, T53, T64)
 - Internet network, communication signals (T8, T31, T39, T40, T78, T88)
 - Supporting facilities (T74, T100)
- 4) Environment Condition:
 - Motivation from family (T18)
 - Time allocation (T26, T33, T34, T41, T61, T67)
 - Students living environment (T29, T64, T100)
 - School environment (T43, T49, T50, T56, T99, T71, T87)
 - Social and/or economic background (T96, T95)
 - Curriculum change (T34)
 - Learning environment (T46)
- 5) Learning Process:

- Face-to-face learning (T6, T11, T35, T38, T41, T48, T54, T62, T92)
- Practical learning (T9)
- Learning strategies variations (T21, T35)
- 6) Materials Condition:
 - Readiness of teaching materials (T23, T56)
 - Literature book and references book (T27, T90)
 - Scope of the materials (T100)
 - Media, tools and learning resources (T37, T99)
 - Materials difficulty level (T33)
 - Understanding of material (T69)
 - Teaching materials (T67, T70)
- 7) Administration process (T66)

b. Factors that influence teaching strategies during the current Covid- 19 Pandemic era

There are many factors influenced the teaching strategies of English senior high school teachers during the current Covid- 19 Pandemic era. There are some teachers' reasons about the change of the curriculum that implement in Covid- 19 Pandemic era.

- 1) Students Condition:
 - Readiness students for online learning (T1, T2, T3, T15, T34, T45, T91, T92)
 - Students characteristics (T4, T10, T14, T21, T33, T37, T56, T70)
 - Motivation, mood, feeling, interest, spirit, psychology (T6, T7, T8, T12, T13, T23, T27, T29, T33, T36, T42, T47, T67, T68, T102)
 - Students' knowledge (T19)
 - Students' response, feedback, attention, readiness, presence and activities (T24, T38, T44, T54, T98)
 - Students need (T85)
- 2) Teachers Condition:
 - Readiness of teacher in using learning media (T4)
 - Online training (T11)
 - Online evaluation (T30, T35, T80, T86)
- 3) School Condition:
 - School facilities and infrastructure (T10, T38, T59, T60, T64, T68, T70, T71, T81, T82, T86, T87)
 - Class condition, non- permanent class (T14)
 - Supporting facilities, multimedia tools (T21)
- 4) Environment Condition:
 - Students economic background (T5, T16, T23, T59, T65, T76)
 - Students social background (T18, T45)
 - School environment (T4, T10)
 - Teacher environment (T76)
 - Student living environment (family) (T4, T17, T18, T33, T76)
 - Time allocation (T18, T33, T37, T82, T83, T85)
 - Learning cost (T35, T74, T76)
 - Distance (T89)
- 5) Learning Process:
 - Theoretical process than practical (T9, T41, T57, T72, T84, T87, T92, T97)
 - Less eye contact (T93)
 - Learning activities (T10, T62, T80)
 - Learning strategies (T20, T21, T35, T46, T48, T49, T56, T68, T82, T96)
 - Online learning system (T25, T40)

- Students participation (T26)
- 6) Materials Condition:
 - Online materials difficulties level (T33, T75)
 - Limitation online materials (T34, T37, T52, T56, T70, T100)
 - Learning media (T56)
- 7) Technology Implementation:
 - Students' mastery of technology (T4, T28, T56, T74)
 - Teachers mastery of technology (T4, T56, T74)
 - Internet network, communication signals (T13, T17, T21, T22, T24, T30, T31, T32, T33, T34, T35, T39, T43, T45, T50, S51, T53, T55, T56, T59, T63, T66, T69, T73, T77, T79, T87, T88, T90, S94, T95, T96, T98, T99, T100, T101)
 - Limitation internet quota (T17, T29, T42, T53, T61, T66, T73, T78, T79, T90, T95, T101)
 - Learning Management System (T19)
 - Availability of online learning media such as, laptop and smartphone (T24, T42, T43, T61, T66)
 - Culture (T77)

Finally, the factors influencing English teaching strategies before to the Covid- 19 Pandemic era came from the conditions of the students, teachers, schools, environments, materials, learning processes, and administrative processes; while the factors influencing teaching strategies during the current Covid- 19 Pandemic era came from the conditions of the students, teachers, schools, environments, materials conditions, learning process and technology implementation.

4. Conclusions

Based on the results of data analysis and discussion, it can be concluded that there are many factors influenced the teaching strategies of English senior high school teachers before the Covid- 19 Pandemic era. There are some teachers' reasons about the change of the curriculum that implement in Covid- 19 Pandemic era. Most of them such as, Basic knowledge or pre- knowledge, cognitive level, ability of students; Reading interest; Students' characteristics, students' discipline; Support and students' intake; Motivation, mood, feeling, interest, spirit; Students' response, feedback, attention, readiness, presence and activities; School facilities and infrastructure; Class condition, non- permanent class; Internet network, communication signals; Time allocation; Students living environment; School environment; and Face-to-face learning process.

There are many factors influenced the teaching strategies of English senior high school teachers during the current Covid- 19 Pandemic era. There are some teachers' reasons about the change of the curriculum that implement in Covid- 19 Pandemic era. Most of them such as, Readiness students for online learning; Students characteristics; Motivation, mood, feeling, interest, spirit, psychology; Students' response, feedback, attention, readiness, presence and activities; Online evaluation; School facilities and infrastructure; Students economic background; Student living environment (family); Time allocation; Learning cost; Theoretical process than practical; Learning activities; Learning strategies; Online materials difficulties level; Limitation online materials; Students' mastery of technology; Teachers mastery of technology; Internet network, communication signals; Limitation internet quota; and Availability of online learning media such as, laptop and smartphone.

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