

AN ANALYSIS OF TEACHER STRATEGIES IN TEACHING WRITING SKILLS IN PANDEMIC ERA (LEARN FROM HOME)

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Abstract

Due to the wide spread of Covid-19, the government started to began online learning activities. This new policies created a new learning environment for students and teacher. This study focused on teacher strategies in teaching writing skills in pandemic era. The aims of this study are to answer the research questions: what are teacher strategies in teaching writing skills during online class and how did the teacher implemented these strategies during online class. This study used qualitative approached. The subject of this study were English Teacher from SMK Negeri 8 Makassar, SMK Negeri 4 Enrekang, and SMA Negeri 5 Enrekang. The research instrument for this study is interview protocol. The result of this study showed that each teacher have a different strategies and how they implemented it. As the interviewed results, these teachers used two strategies, that are Cognitive strategy and Affective strategy. For Cognitive strategy, there are several methods that implemented by the teacher, namely, question and answer, comprehend and understanding, and teaching method. While for the Affective strategy, the method that implemented by teacher is using student's favourites and experiences as the writing topic.

Keywords— *Teacher Strategies, Writing Skills, Online Learning.*

INTRODUCTION

English has four essential matters, speaking, reading, writing, and listening. Each of these matters has its own strategies to teach. Writing skill is one of those basic English skills. It is essential to learn because the students need to expand their thoughts and feelings. Without us realizing, students with excellent writing intentions have higher intellectual levels than others. However, many students have less interest in it. Some of the reasons because they did not know how to start the topic and where this writing would be heading. Richard & Renadya (2003) mentions that writing is the most challenging learning skill. Students cannot figure out what they learn if they don't understand what they are learning. It makes the students need the teacher's help because they take an essential role in improving students' knowledge. In this matter, teacher strategies become significant. Writing is very complex to teach. Brown (2001) asserts that writing in a second language tends to be more constrained, more difficult and less effective than writing in the first language: second language writers plan less, revise for content less and less fluently and accurately than first language writers. A good and attractive teaching strategy will take a student's interest to increase the desire to learn. There are plenteous

strategies in English teaching and of course different teachers, different strategies. The teacher needs to identify the situation to match it with their strategies.

Rapidly expanding technologies are having a positive impact on education. Because technology can work to enhance the quality of learning through a system called online learning. Online learning or known as learn from home was the government's policy in education section as the alternative in education process to substitute offline or face-to-face interaction in a class. Online learning simplify people to communicate, especially in delivery teaching materials in education that carried out remotely. Online learning allows people to learn and teach from anywhere. It means both students and teachers do not need to commute from one place to another place, in order to following a rigid schedule. There are several reasons that enable people or students to do online learning. One example is the students that want to conduct students exchange but its constrained by the time or cost. Well, online learning becomes the answer as the alternative way. The current situation also made the students and the teacher conducted the learning by online or more known as learn from home. The wide spread of Covid-19 generated a new police toward people's activity.

SARS-CoV-2 or more known as Covid- 19 was detectable in China in the last quarter of 2019. Some preliminary cases detected in Wuhan. Meanwhile in Indonesia, the President announced the first break out on Monday, March 2, 2020. The government attempt to suppress the escalating numbers of Covid-19. In order to break out the chain of this pandemic, the world leaders determine to release the strict rules to stop the widespread of Covid-19. In early April, the government released a strict policy that state about procuring restrictions on a large scale. These restrictions affect all aspect in society. Baber (2020) mention that Covid-19 pandemic has disrupted the normal functioning of various activities across the world including learning and education. On March 2020, Indonesia's government presented a statement that all learning activity should be done by online meeting that must be done at home, for both students and higher education. Many adversities that should be face both students and teachers. The lack of preparation makes it heavier. Dabbagh dan Ritland (2005) defines online learning as an open and distributed learning environment of pedagogical tools, the Internet, net-based technologies, to facilitate learning and build science through action and interaction. The use of technology is important to support this policy. Some schools in Indonesia do not have sufficient resources and facility to support online learning. Some of the students unable to access the lesson due to the limitation's facility such as hand phone, PC, iPad, etc. Moreover, some of the teachers have not mastered teaching by using internet and technology specifically in remote areas. Indonesian students presented their perception and hope related to online learning in a survey that made by

PPPA. Lenny N Rosalin (2020) mention that “the surveys show that 99% students regard that stay at home are important things to do in this pandemic era. 58% students felt upset during applied this policy, while 38% students contend that the schools do not have a good program to implement online learning activity” This survey helps the students to collect their expectations related to this online learning. They need more teachers’ explanations than assignment. As well as the provision of internet access facilities is necessary to facilitate the teaching process. This is a challenge for all the teachers. At this point, teachers become an important rule to guide the students and overcome the difficulties.

Some studies examine teacher strategies in teaching writing skills. This research will provide a different outcome than the previous studies. The researcher wants to find the general strategies of teachers in teaching writing skills that consist of four skills, that are, expository writing, descriptive writing, persuasive writing and narrative writing in this pandemic era. The researcher found similar studies about teaching strategies in writing skills written by Fitri Ani (2020) with the title, “An analysis of the English Teacher Strategies in Teaching Descriptive Writing through Online Class at 7th grade of SMP N 3 Gubug”. This study used descriptive qualitative as the research method. Both of these studies have similarities and differences. The similarities are both of these studies analyze the teaching strategies in writing skills through an online class. At the same time, the differences were that the previous study analyzed descriptive writing skills, which is different from this study that analyzed the general writing skills such as narrative, descriptive, persuasive, and expository writing. Another study was written by Nia Anggraini Subroto (2013), with the title, “The effect of teaching writing through Power Point as Media on the 7th-grade students”. The similarities of these studies are both taking the teacher as the role character. These studies want to analyze the strategies and the teachers’ activity in the classroom. In comparison, the difference is that this previous study focuses on finding out the significant difference in writing ability among the 7th-grade students while this study focuses on finding the strategies that used by the teacher in teaching writing skills in pandemic era.

METHODS

This study used a qualitative descriptive method, which means the researcher analyzed English teachers’ strategies in teaching writing skill through online class. Mukhtar (2013) stated that qualitative descriptive method is a method used by the researcher to discover knowledge or theory of the study at a certain time. According to Sugiyono (2016), qualitative descriptive method is a method base on a philosophy of postpositivism, which used to investigated the condition of the natural objects, where the researcher as the instrument. The results of the descriptive qualitative research more emphasized meaning rather than the generalization.

RESULTS AND DISCUSSIONS

1. The definition of teaching strategies.

Teaching strategies are an act of teacher in implementing the teaching plan. It is similar to a drafted plan before teaching. Commonly used several teaching variables that will be achieving by the students and the teacher. The strategy includes several things such as learning aims, materials, and several tools to espouse students' facilities, teacher's method, etc. Educators must identify all related things of learning process that will be carried out. Every students have their learning style severally. The system of education, generally provide standardized learning materials, that has approved by the ministry of education. Sanjaya (2007) stated that teaching strategies is a general pattern of teacher- students actions in the embodiment of teaching and learning activities. It purpose as the the types and the sequences, which these acts appear to be used and committed by the teacher in various learning events. So, teaching strategies refers to the abstract characteristic of a series between students and teachers in teaching- learning events.

2. Teaching strategies for writing skills in Online learning

Writing is a part of English Subject that students need to master it. Its the process of creativity in pouring and expressing the ideas into a written form. The success of the learning process mostly determined by the writing skills of the students. Therefore, teaching the writing skills is necessary since the students need to mastering this skill. Among the four basic English skills, writing is a pretty complex skill. Teaching writing skill should be serving attractively, so the students do not feel bored.

Online teaching strategies become a new challenge for every teacher during the pandemic of Covid- 19. This learning style is very different from the previous one that implemented by the teachers before the breakout of Covid- 19. According to the research's result, there are several strategies in teaching writing skills during online class and methods that the teacher used. Namely, Cognitive strategy an Affective strategy. Both of this strategy have a different method in implemented it. For Cognitive strategy, the teacher used a method namely question and answer, comprehend and understanding, and teaching media. While for Affective strategy, the teacher used student's favorites and experiences as the writing topic.

For the research subject, the researcher selected three English teacher from different school, that are SMK Negeri 8 Makasar, SMK Negeri 4 Enrekang, and SMA Negeri 5 Enrekang. The researcher did several interview and observations during the data collection. The interview questions consist of nine questions that each teacher have to answer.

CONCLUSIONS

After conducted the research with three English Teacher from SMK Negeri 8 Makassar, SMK Negeri 4 Enrekang, and SMA Negeri 5 Enrekang about teacher strategies in teaching writing skills in pandemic era (learn from home), the researcher found several strategies and how the teacher implemented it in teaching writing skills through online class. The first strategy known as the cognitive strategy that consist of three method in implemented it. There are, Question and Answer, Comprehend and Understanding, and Teaching Media. Another strategy except cognitive is affective strategy. The way the teacher implemented this by Using student's favourites and experiences as the writing topics and often used by the teacher in teaching Descriptive writing skills.

ACKNOWLEDGEMENTS

In the name of Allah, the beneficent the merciful all praise be to Allah. The lord of the world, the master of the day after, the master of the universe and he has no partner. Shalawat and salam always be given to our prophet Muhammad SAW, who has guide us from the darkness into the enlightenment.

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