Teaching Strategies Used by Teacher in Online Teaching: Post Pandemic Suggested Method

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ABSTRACT. Online classes has shifted from offline to online learning since the global spread of Covid-19. Education field is also affected because of the pandemic. As a result, teaching and learning process have moved from traditional method to internet-based method. Thus, this paper aims to find out teacher's method to teach English in online learning. To this end, this case study explores teacher's strategies to teach English through online learning and teacher' perception on teaching methods based on the students' perspective toward the teacher in one of junior high school in Indonesia. This study conducted to 1 English teacher and 2 students of junior high school as the research subject. Data was analyzed qualitatively. Data collection techniques in this research was interview. The findings imply that there are some teaching strategies such as using digital applications, assessing students' work using digital portofolio and preparing additional material laptop, internet quota, and digital materials. Analysis of online teaching methods were based on teacher's interview and perception from students' perspective. The result indicated that teacher's teaching methods in conducting online teaching has succeeded. It has proven from students' perspectives toward their teacher in online teaching. They hepls students to have good atmosphere in online learning.

Keywords: Online Teaching, Student's Perception, Teaching Method

A. INTRODUCTION

Corona virus or covid-19 has become disaster for global society that has infected the world. According to Jeff Maggioncalda, (2020), the spread of the corona virus (covid-19) has threatened global health security. The effect of the covid-19 pandemic has influenced educational world (Abidah et al., 2020). Broadly speaking, due to pandemic outbreak, teaching and learning process have shifted to online learning. The rising concerns about the spread of Covid-19, so that teaching and learning process have moved from traditional to internet-based. Therefore, teacher and students shoud integrate technology in the teaching learning process to gain a decent understanding of the lesson. In consequence, in order to develop students' understanding, teachers should utilize appropriate teaching method.

The way in delivering materials has changed as well in order to achieve learning objectives. Theare are a couple of reseachers who have investigated about face to face in classroom to distance learning which has negative attitude toward the use of video conference platform such as zoom application that affects students learning experience (Serhan, 2020). In accordance with the

problem, a teacher must have competences as professional teacher (Omar et al., 2018) in order to create an appropriate online teaching process.

Therefore, the way in assessing students has changed as well, in order to achieve learning objectives. The results of several relevant previous studies revealed that there were many obstacles in the practical implementation of online learning. The results of a previous study revealed that educators and students experienced difficulties in teaching practices and communication patterns (Markova et al., 2017). Other research stated that online learning has led students to be isolated and feel confused; it has also reduced their interest in learning the subject matter (Gu & Huang, 2022; Ni & Ni, 2018). Students are also not able to adapt to the online learning culture. In addition, teacher also have experienced problems during assessing students' speaking skill in online learning.

In particular, this paper strives to find out students' perspective and best methods used by teacher in conducting online English teaching and learning. So that, the learning and teaching process work effectively to achieve leaning objective. Lastly, the purpose of this study is to answer "What are methods to conduct online English teaching? and What are students' perspective toward their teacher in online English learning?".

B. LITERATURE REVIEW

Online Learning

Teaching distance learning becomes more popular in this time in accordance with the availibility of internet connection. There are many teaching platform in distance learning in learning English such as forum and blog, podcast, and video conferencing that bring the creation and development on teaching English method that will allow students to improve quality of foreign language learning especially in learning English (Shadat et al., 2020). Using video conference serves as highly suitable platform ease of use, cost effectiveness, and security options (Archibald et al., 2019). There are many teaching platform to support online learning such as forum and blog, podcast, and video conferencing that bring the creation and development on teaching English method that will allow students to improve quality of foreign language learning especially in online learning English. Becuase of the spread of Covid-19, online learning should be implemented at every level of education during the Covid-19 pandemic.

Teacher's Pedagogical Competence

Pedagogical knowledge refers to the teacher's ability to create efective and approprite teaching and learning environment to students in the classroom. According to reygard asa 2011 pedagogical competence is a skill of teacher related to teaching qualification to be professional teacher. This competence must mastered by the teacher to be able to manage the classroom. Moreover, a qualified teacher needs pedagogical competence to make lesson plan and use proper strategy to do teaching and learning process in the classroom to improve the quality of the learning itself. As stated to Siti in assesing teacher's pedagogical competence, there are three areas of aspect to asses pedagogical competence; teaching skills, theoritical knowledge, and approach characterized by willingnes and the ability to develop, in order to have self-development.

Teacher's competence is required for teaching profession during preffisional career. It consists of classroom management, teaching methods, classroom assessment, sturucture(designing lesson plan, lesson proses & learning objectives), and adaptivity (Voss et al., 2011). In addition, there are also five components in pedagogical competence that related to teaching skills as stated by Aimah et al., (2017), teaching skill covers five components; preparation, presentation/conveying material, learning method, teacher's characteristic and closing. To create an effective teaching and learning, teacher must have competences as professional teacher. One of the most importance competence is pedagogical competence. This competence is required for teaching profession during preffisional career. It consists of classroom management, teaching methods, classroom assessment, sturucture(designing lesson plan, lesson proses & learning objectives), and adaptivity Voss et al., (2011).

Students' Perception of Teacher

Teaching and learning process are creating relationship between a teacher and students. This relationship between teacher and students build students' perspective based on their teacher's performance in the classroom. According to Etuk et al., (2013), students' perception is an idea of the students toward teacher's characteristic and attitude of teaching style. It consists of knowledge, communication ability, use of appropriate teaching strategies and teacher's classroom management skills. Teaching english is not how make interaction in the classroom but teacher needs to build student's motivation to learn during teaching and learning process. According to Keller (2010) student's motivation consists of attention, relevance, confidence and satisfaction.

During teaching and learning process, the attention from students is indicated by active participation in classroom activities such as asking questions about materials which students have problem comprehending. According to Siti and Al (2017) during teaching and learning process, teacher is in charge of raising the curiousity in students' minds which can be seen from their engagement in classroom. When students ask questions to the teacher about related material being taught that they do not understand yet, for instance, is a strong indicator that students are curious and actively participate in classroom activities. It also means that students have responsiblity as students to understand the materials and to acquire the skills which are expected of them to master at the end of the lesson.

Assessment

Some experts believe that alternative assessment are superior to overcome EFL students' problem in acquairing new language. According to Simonson, (2012), there are three approaches in alternative assessment: Authentic assessment, performance-based assessment, and constructivist assessment. Similarly, Reeves, (2016) suggests three main strategies to integrate alternative assessment into online learning settings: 1. cognitive assessment, 2. performance assessment, 3. portfolio assessment. In this study, since the teaching and learning are conducted online, one of the assessment that the teacher can use is porfolio assessment. It is one of way of collecting students' work sample to monitor progress throught of the learning period. In other words teacher can keep track on the students language skills improvement in certain periode of time. The teacher keep paper-based portfolio in the form of folder, binder, or digital folder in the form of electronic documents. Moreover, it can also be accessed by parents to keep track on their children progress. Some researchers stated that the advantages of digital portfolios in speaking courses promotes the use of the target language because students are engaged in learning Schmitz, Whitson, Heest & Maddaus, (2010) in (Yastibas & Cepik, 2015). In addition, according to Goldsmith in (Yastibas & Cepik, 2015), digital portfolios require students to be responsible for organizing and producing the material for a specific purpose, evaluating their work, and reflecting on their findings about their own learning process, experiences, and skills. In other words, the students can have self-assessment in the process of learning.

C. **METHOD**

In this study, the researchers used case study as the research design. As stated by Hollweck (2016) case study is a research where the phenomenon of the study is experienced by subject of the

study. The data presented qualitatively. According to Creswell (2013) qualitative research is a method to collect the data where the participants expereicenced the issue in the research study. This study involved 1 EFL teacher in one of public schools from junior high school in Samarinda, Indonesia. In this research, the reasearcher focus on students' perspective on online English learning and methods were used by teacher in teaching English online. Moreover, purposive sampling applied to minimize the object of study and participant which is choosen from the population (Ted Palys, 2008). The researchers deciced to use this technique to find the appropriate participants as a research target. The participants of the study were 1 English teacher and 2 students from junior high school in Samarinda who have conducted a English class virtually.

The selection of the participant in this study followed the criteria that the teacher have conducted online learning to teach online (Ted Palys, 2008). The data collection in this study was done through teacher' online class observation by observing online class through teacher's class recording. The researcher observed classroom interaction through group chats as the utilization of digital platfom for assessment tool. Furthemore, interview guideline used based on observation that the research has observed teaching platform used in online learning. Conducting interview to English teacher aims to strengthen and prove the information from the observation (Jamshed, 2014). In addition, semi-structured interview was utilized in this study to get the advantage while the research subjects could give deep and further information. Moreover, the data was collected and analysed that were originated from (Wisdom & Creswell, 2013). Specifically, interview was transcribed, coding, classified, and reduced in order to gain the intended data. Last, the data interpreted as well as compated to existing theories and previous studies.

D. RESULTS AND DISCUSSION

Teacher's Strategies in Online Teaching

Based on the data gained from teacher' interview about the teaching problems the teacher faced. There were several problems found in the interview such as motivation, attitude, study habits and lack of time for online teaching. In according to those problems, the teacher gave some teaching strategies in conducting online teaching that the teacher explained from the interview, there are some teaching strategies to overcome those problems. Moreover, the data from observation found the teacher had strategies in assessing students' work by utilizing technology.

Based on the data obtained from interview using open-ended question, it has revealed that there are some teaching preparation before conducting online teaching such as , internet quota, and of course teaching methods. Since, the teacher taught English virtually, he needs additional teaching material and media. In the results of the study regarding with learning materials of the study, the teacher delivers the lesson has changed in order to achieve learning objectives.

> *"Yes, there are some preparations. Because there are differences from offline to online teaching. I have to prepare the additional material such as laptop, internet quota, and of course teaching methods."* (Teacher)

The advance of digital technology in the education institution is facilitated with computers and internet for teacher to utilize it in the teaching-learning process. In this study, teacher is needed to use digital materials to teach classroom by implementing digital technology from the provided facilities of computers and internet. Lee et al., (2021) in their research revealed that utilizing digital technology give students positive learning attitude. In this era, a classroom with technology much more effective in terms of motivating learners in obtaining better achievements rather than still stand on the traditional method of teaching. The availability of the facilities make teacher to conduct classroom for the effectiveness of utilizing digital technology in teaching English as a foreign language. Thorsett in (Lee et al., 2021) emphasized that digital technology has caused a great change of education in the digital era, which make teacher digitally educated. This new learning era can be a good for teacher to acquire the skill of digital technology for the sake of doing their duties in transferring knowledge and skills to the students by utilizing digital learning materials.

There are some problems in conducting online teaching, so that the results from the interview revealed some difficulties dealing with teaching English through online as stated by the participant of the study:

> *"Yes, I did. The problems were in terms of motivation, attitude, study habits and lack of time for designing online course."* (Teacher)

To overcome the problems above, the teacher explains how he manages those problems by giving the student motivation. In adddtion, the teacher asks the students to turn on their camera and mute the michrophone when the teacher is explaining the lesson. These are teaching strategies performed by the teacher while managing the class in online learning. See the interview script below as stated by the partcipant to overcome problems in online teaching:

> *"I gave them motivation before focussing on material, made sure that their behaviours are good to the teacher and friends in the class even though it's online learning, such as they have to speak politely, camera on, and the sound is muted when the teacher's explaining."*

Based on the interview result above, the teacher has some srategies to overcome online learning. Some strategies in this study have been applied by the teacher to make the quality of teaching and learning and student perform succussfully. It is aligned with Alkharusi et al., (2014). They claimed the quality of education and performance of students depends on the teacher which reflected in the discharge of teacher' duties in managing the class.

In addition, the participant of the study adds learning preparation to run the online class well. He asks the the students to make themselves read a book at the beginning of the class. His teaching strategy also includes reading to manage the class effectively since online class causes some problems. In line with that, it will give the time-effective to accomplish a purpose of the lesson plan.

> *"Additionally, I always asked the students to read a book in 15 minutes in the beginning of the lesson such as a novel, a poetry, and so on."* (Teacher)

After see utterances above, this study give some insights in conducting online learning in accordance dealing with the problems arise in online learning and teaching process. Not only teaching strategies are provided by the participants but how to manage the online class also explained in the study by having appropriate pedagogical skill owned by the teacher. These aspects of teacher' competency is crucial in teaching because they are part of effective teacher' competency (Omar et al., 2018).

Based on observation with the English teacher, the school applied digital portofolio assessment. It focuses on speaking skill performance that is collected through digital portfolio. It had been implemented since the school have applied online learning. The tasks are collected using digital platform, it is whatsappp by utilizing the chatting room such as recording audio speaking performance. Digital portfolio is implemented by the teacher during the online teaching-learning activity in virtual classroom. One of the example of alternative assessment is porfolio. It is one of way of collecting students' work sample to monitor progress throught of the learning period. The teacher keep digital folder in the form of electronic documents that can also be accessed by parents to keep track on their students' progress , instead of paper-based portfolio in folder, binder. The examples of students' work that teacher collect in students digital portfolio of their learning include

writing samples, audio recordings sent it by Whatsapp chatting room. Using whatsapp can help students with low language proficiency demonstrate the content knowledge of language. A text message and audio recording in the chatroom can be implemented as an assessment in writing and speaking content. It also enhances learner-centered approach that draws on a variety of assessment strategies to offer students the opportunities to develop self- and peer-assessment abilities Barwell in (Hung & Huang, 2015). The students should be allowed to demonstrate their learning in other ways due to EFL students are still lack of the knowledge of English language that being studied. Thus, some experts believe that alternative assessment are superior to overcome EFL students' problem in acquairing new language, in this case, teacher utilizes digital portfolio assessment.

Students' Perspective on Their Teacher's Teaching Methods in Online Learning

Based on the data obtained from the interview using open-ended question, the researcher conducted the interview to 2 students of Junior high school in Indonesia. This research is to seek answer of the research questions related to the teacher's teaching method based on the students' perspective in online learning. It seems the studenrs were interested in the way of their teacher taught the students through online. The teacher makes students keep focusing on the teacher by giving explanation clearly. It means that the teacher has good communication ability, as one of the pedagogical competences in order to achieve successful teaching (Etuk & Al, 2013). They explains (S1, S2) that the teacher has good teaching style. So, it is easier to accept the learning material although it is hard (S1, S2). However, they sometimes do not understand what the teacher said and pronounced and speaks fast and they missed to understand (S1). But, that happened when the vocabularies were difficult (S2). Overall, (S1) thinks, she understands every material that the teacher explained and it is proven that she managed to do her exam.

There was also problems in online learning in this study. However, as said by (S1), the teacher had strategies to overcome problems. For example repeating what the teacher said and spoke slowly (S1). It is in line with Voss et al., (2011) that states the teacher needs to have a various teaching methods and know students' problem in learning. Other teaching strategies used by the teacher were giving the explanation on difficut vocabularies. The teacher also gave vocabulary lists to be memorized and give the explanation how vocabularies are used in the sentence. In addition, the teacher often put the difficult vocabularies into a game to help the students to memorize (S2)

Other teacher's teaching methods were the materials delivered through some platforms in online learning. It is interesting and easier to understand the material (S1). Moreover, the teacher

gave clear explanation so that the material was easy to be understood. On the other hand, the teacher asked the students to turn on their camera while online learning and when the teacher expalined the material, the audio shoud be muted for students who did not speak while the teacher was talking to explain the material (S2). In this case, the teacher has good classroom management skill. As stated by Etuk & Al (2013) as professional teacher, the teacher needs to lead students in conducive learning atmosphere. The atmosphere in the classroom should be good to allow students participate and enjoy the lesson. Under such atmosphere the students will be active to speak and are motivated, so the students were interested (S2). The teacher also creates fun atmosphere by letting the students engage to the learning rather than just sit in front of laptop. The teacher used some platforms as learning media and gave some games to make students happy. (S1, S2)

To support teacher's appropritae teaching method used in the online teaching, it will be based on his students perception such as teacher's knowledge, communication ability, teaching strategy, and classroom management skill. From these for aspects it can be proven that the teacher has appropriate teaching method in English online teaching. The results from the interview based on the students' perspectives, they claimed their teacher has good pedagogical competence. It is related with Aimah et al., (2017), they claimed that a success teacher must have pedagogical competence in order to run the teaching and learning process. It has been proven that both students in the research has described that the students agree upon with the teaching methods used in the research of teaching English through online learning. Bacause as stated by students as research subjects, the teacher gave motivations, interactions, explanantions and management skill which is very good to make students have better English learning through online learning.

E. CONCLUSION

The strategies used by EFL teacher in this study in conducting teaching and learning during the COVID-19 pandemic is preparing additional learning materials that are laptop, internet quota, and digital materials. Additionally, the teacher also applies digital portfolio assessment to assess students' work that submitted using whatsapp application. There are two responses from students based on their experiences to learning during the COVID-19 pandemi expressing thar their teacher in conducting online teaching is interesting because they teacher can be creative in delivering material using digital applications. It has proven from students' perspectives toward their teacher in online teaching that it hepls students to have good atmosphere in online learning. Therefore, it

is suggested that the teacher requires being creative in facilitating the teaching-learning process through providing online source of learning in online learning.

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