

English Teacher's Strategies in Delivering Materials Using E-Learning Application Before and Amid Pandemic at Smk N 2 Pariaman

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Abstract

This research was motivated by the use of e-learning applications that have been implemented by one of the vocational high schools in West Sumatra province, Indonesia since 2018. This aim of the study is to describe the strategies of English teacher in delivering learning materials both before the pandemic and during the covid-19 pandemic. The researcher uses a qualitative research with an autobiographic case study because the researchers want to describe the personal experience of a teacher. The qualitative data from the structured interviews were analyzed by using theory from (Khan, 2011) to classification the strategy in using e-learning application. The results of this study show that before and amid pandemic COVID-19, the English teacher' strategies in delivering material through e-learning applications at SMK N 2 Pariaman have increased. The strategies used before the pandemic were presentation strategies and generative learning strategies. Meanwhile, amid a pandemic, teacher used presentation strategies, exhibitions, demonstrations, exercises and practices, tutorials, discussions, interactions, modeling, facilities, collaboration, generative learning and motivation. This change was possibly occurred because of the demands of the role of a teacher who must always deliver the learning materials to students even though they have to study online.

Key words : *E-Learning application, English teacher strategies, delivering materials.*

Abstract

Penelitian ini dilatarbelakangi oleh penggunaan aplikasi e-learning yang sudah diterapkan oleh SMKN 2 Pariaman semenjak tahun 2018. Penelitian ini berfokus untuk mendeskripsikan strategi guru bahasa Inggris dalam menyampaikan materi pembelajaran baik sebelum masa pandemic maupun ketika pandemic covid-19. Peneliti menggunakan penelitian kualitatif dengan studi kasus *autobiografi* karena peneliti ingin mendeskripsikan pengalaman pribadi dari seorang guru. Hasil penelitian ini adalah peneliti menemukan adanya peningkatan strategi guru bahasa Inggris dalam menyampaikan materi melalui aplikasi e-learning di SMK N 2 Pariaman. Strategi yang digunakan sebelum pandemi adalah strategi presentasi dan strategi pembelajaran generatif. Sedangkan ketika pandemi guru menggunakan strategi presentasi, pameran, demonstrasi, latihan dan praktik, tutorial, diskusi, interaksi, pemodelan, fasilitas, kolaborasi, pembelajaran generative dan motivasi. Perubahan ini terjadi karena tuntutan peran seorang guru yang harus selalu menyampaikan materi pembelajaran kepada siswa meskipun belajar secara online di rumah.

Kata Kunci: *Aplikasi E-Learning, strategi guru bahasa Inggris, menyampaikan materi pembelajaran.*

INTRODUCTION

In Indonesia, English language is the first foreign language that is studied as a compulsory subject from Junior High School, Senior High School, Vocational High School, and also Universities. English language is one of the International languages and many people use this language to make the interaction between nations. Learning English at Vocational School is different from learning English at General School. Learning English at a

Vocational High School or SMK, focused on English for specific purposes. The purpose of the SMK is to create a young generation who can work in the industrial world. Every year, graduation from SMK fills the job market in Indonesia and abroad. Therefore, it is necessary to learn English.

However, one way to improve the quality of education in schools is the teachers make various learning media by technology. One of the media that is used by teachers is by using an E-learning application. E-learning application is an innovation that can use in the learning process. In addition, E-learning is a learning process that uses electronics, this is a new way of learning and teaching using electronic media (Martono & Nurhayati, 2014). In the use of e-learning, the presence of the internet is important. In the other words, by using E-Learning, the students need the internet, students also need tools to operate it, such as computers or cellphones.

Furthermore, teachers must use effective strategies that allow students to learn the material. The teacher needs to things several strategies to support the teaching and learning process. According to Gill (2017), explain that strategies can make learning to be easier, faster, more enjoyable, more effective to support the teaching-learning process.

Moreover, the process of delivering the material can be done through offline and online learning. Offline learning refers to a learning process that is carried out directly in a class between teacher and student. According to Arnesti & Hamid (2015), offline learning means a learning process that is carried out before the pandemic period, the point the learning process is done face-to-face at school. Online learning provides another option for students who experience problems of not being able to learn directly. That is, at this time online learning is being implemented because the government is implementing social distancing to reduce the spread of Covid19.

Based on the explanation above, a similar phenomenon was also found at SMKN 2 Pariaman, they did online and offline learning. SMKN 2 Pariaman has also had an E-Learning application since 2018. The teaching-learning process for offline and online did the same preparation. Firstly, the English teacher design the lesson plan, prepared learning media, prepared subject materials, specified approaches, models, methods, and strategies in teaching. The difference between the preparations made by the teacher online and offline is the use of learning media. Before pandemic or offline learning, the teacher only uses e-learning to send learning materials. But amid pandemic or online learning, the teachers use e-learning for all activities such as sending learning materials, discussing, giving assignments, and giving quizzes.

The strategy of delivering learning materials is the essence of the process of implementing learning. It is supported by Nugroho (2020), delivering learning materials is a stage that is use in the interaction between students and teachers to achieve the learning objectives that have been determined based on the material and learning methods. But in online learning, the process to deliver materials is carried out via the internet network, because students and teachers cannot meet, activities are carried out through online media.

According to Khan (2011), strategies in delivering materials with an E-learning application, several things must be done. First, presentation. Presentation is a technique for presenting facts, concepts, procedures, and principles. Second, exhibits. Exhibit means to display objects and visuals for instructional purposes. Third demonstration. Demonstrations like a method of showing or simulating how something works. Fourth, drill and practice. It means as a learning activity that helps learners master basic skills or memorize facts through repetitive practice. Fifth, tutorial. A tutorial means a presentation-response-feedback format often used for presenting how-to procedures in the context of a worked example. Sixth, storytelling. Storytelling is like a narrative technique that can be used effectively in e-learning for all cultures. Seventh, games. Games can make highly motivational instructional devices to help learners improve various skills such as decision-making, problem-solving, interpersonal communication, leadership, and teamwork. Eighth, simulation. By simulation, students can practice and make realistic decisions and explore the consequences of their decisions. Ninth, Role-playing can be used to represent real situations that provide learners the opportunity to

practice situations they face in the real world. Tenth, discussion. Discussion means students analyze information, explore ideas, and share feelings among themselves and their instructors. Eleventh, interaction. By interaction, students can interact with others like with their friends, teacher, and admin. Teacher and student can get feedback, by communication via synchronous and asynchronous. Twelfth, modeling. Modeling likes an instructional method through learners to improve their skills by a role model. Thirteenth, facilitation. Facilitation in e-learning likes discussion forum, chat to share information that can use by teacher and student. Fourteenth, collaboration. Collaboration means students and teachers learn together to achieve a goal, develop social, skills, critical thinking, etc. Fifteenth, debate. In E-Learning, debate can make an authentic learning environment, and also can help the students to know meaningful learning experiences. Sixteenth, field trips. Field trip means the student can explore the web or links that give by the teacher. Seventeenth, apprenticeship. Apprenticeship in E-Learning means students can observe, and interact with experts about tasks. Eighteenth, case studies. A case study is a real or hypothetical situation to develop in-depth for use in e-learning to engage learners in a realistic problem-solving task. Nineteenth, generative learning. It means generative learning suggests students achieve comprehension of new material. For example, students can identify text features, make predictions, ask questions, etc. Twentieth, motivation. In e-learning, motivation can give by design that is interesting, create a positive first impression, with pictures, etc. And the purpose of this research is to describe the English teacher's strategies in delivering materials when using an E-learning application before and amid the pandemic era at SMKN 2 Pariaman.

METHODS

This research generally aims to see how the teacher's strategy in delivering learning materials using e-learning applications at SMK N 2 Pariaman.

Based on the research, the researcher doing analyze the data with thematic analyses. The researcher uses several stages in doing thematic analysis the researcher has done six steps. First, familiarize with the data. The researcher read the data, the data is interview. Second, generates initial code. The researcher has read and familiar with the data and has generated an initial list of ideas about what's in the data and what is interesting about the data. And also the researcher has code production at the beginning of the data. Third, generating themes, the researcher begins to analyze the code and consider how different codes can come together to form an overarching theme. The researchers used a table for generating themes. Fourth, reviewing themes, the researcher read all the data extract collected for each theme, and consider whether the data appear to form a coherent pattern. Fifth, defining and naming themes. The researcher determine and further refine the themes presented for analysis, the researcher will determine what aspects of each theme's data that captured. The last, writing up. The researcher already has a set of existing themes complete which has involved the final analysis. Next is the reporting from thematic analysis.

Based on the research question, then the right method for this research is an autobiographic case study. According to (Msila, 2012), autobiography is a research method that uses personal experience about culture, experiences, practices, etc. In the implementation of this research, the data was obtained in the form of qualitative data. All sources of the data obtained in this study were sourced from informants/resource persons. Data collection techniques are carried out with interview analysis. This research was conducted from June 1, 2021, until June 14, 2021.

FINDING AND DISCUSSION

Finding

The research finding is answering the research question formulated before. The data are presented based on an interview with one of English teacher at SMKN 2 Pariaman. In this section, the writer presents the English teacher's strategies in delivering materials when using

E-Learning application before and amid the pandemic era at SMKN 2 Pariaman. According to Khan (2011) “managing e-learning strategies”, including presentation, exhibits, demonstration, drill and practice, tutorials, storytelling, games, simulations, role-playing, discussion, interaction, modeling, facilitation, collaboration, debate, field trips, apprenticeship, case studies, generative learning, and motivation. While from the results of interviews conducted with an English teacher from the results of analysis found:

The strategies can be seen on the following table:

Table 1. English Teacher’s strategies in delivering materials by using e-learning application before and amid pandemic at SMKN 2 Pariaman

Before Pandemic	Amid Pandemic
1. Presentation	1. Presentation
2. Generative Learning	2. Exhibits
	3. Demonstration
	4. Drill and practice
	5. Tutorials
	6. Discussion
	7. Interaction
	8. Modeling
	9. Facilitation
	10. Collaboration
	11. Generative Learning
	12. Motivation

Discussion

Based on the research finding it is found that, from twenty strategies the researcher found: before the pandemic, the teacher uses presentation and generative learning, while amid pandemic, the teacher uses presentation, exhibits, demonstration, drill and practice, tutorials, discussion, interaction, modelling, facilitation, collaboration, generative learning, and motivation. Therefore, the teacher uses various of strategies amid pandemic, but the teacher only uses two strategies before pandemic. This finding is unique because conducting online learning is not an easy task. However, the teacher can use many kinds of strategies in online teaching amid pandemic. The informal interview with the teacher found that it happens because before pandemic, e-learning applications only as a compliment. While amid the pandemic, e-learning became the main learning media that use by teachers due to the pandemic situation. Before pandemic all of the activities that are usually carried out face-to-face, since regulations from the government (amid pandemic), the teacher and students should be study at home. It makes, the teacher must use variety of strategies and use e-learning maximally, to make students understand with the material that present by the teacher.

The results are supported by the expert statement, Shalev-shwartz, (2007) who explains that strategies in online learning are independent and high interactivity, can improve memory level, give more learning experience, with text, audio, video and animation are all used to convey information, and also provides easy of delivery materials, update content, download, students can send e-mails to other students, post comments on discussion forums, use chat rooms, and also video links conference to communicate directly.

Meanwhile, in other research from (Kirom, 2020), the teachers also uses several strategies when doing online learning. But the strategies that the teacher uses are different with the strategies that have been applied by English teachers at SMK N 2 Pariaman. Kirom, (2020) explains that, the teacher's strategy in the online learning process cannot be separated from the emergence of various obstacles felt by students. Moreover, in integrated Social Studies subjects where these subjects are already known as subjects that contain a lot of theory and stories. Therefore, to make the teaching and learning process effective and not

boring, teachers are required to use appropriate strategies when teaching, especially in Integrated Social Studies subjects. The strategies commonly uses are receptive, inquiry, jigsaw, and think pair share. The process of applying the strategies that have been chosen by the teacher to increase the effectiveness of the online learning process on subjects in Integrated Social Studies subjects.

From the explanation above, it is assumed can that the strategy in delivering learning materials in online learning is more widely uses because students study at home independently, and to help students understand the learning materials provided online, the teacher must be creative in using the strategy.

Furthermore, the result of the research also proof that there are seven strategies that have not been used by teachers. They are: storytelling, simulation, game, role-playing, debate, internship, and case study. The English teacher says that, to implement the seven strategies, all of English teachers should more to do collaboration with other teachers. Because e-learning in this school is used together, for example if an English teacher who teaches in class 11 tourism then enters materials and assignments, automatically class 11 students in office, marketing, multimedia, accounting, etc will also be able to see the assignment. Therefore, the teacher cannot do activities in e-learning specifically for the classes they teach. The seven strategies that have not been implemented require teachers to be able to collaborate optimally, because it will affect students' understanding in doing the tasks

In conclusion, the strategies that are uses by the English teachers in the teaching-learning process using e-learning application before and amid pandemic era experiencing an increase. It can be seen from the data that has been analyze and the findings are found the strategies that the teacher used. They are: before pandemic the teacher uses presentation and generative learning. While, amid pandemic the teacher uses presentation, exhibits, demonstration, drill and practice, tutorials, discussion, interaction, modelling, facilitation, collaboration, generative learning, and motivation.

CONCLUSION

Based on the purpose of the research, the researcher wanted to describe the English teacher's strategies in delivering materials when using an E-learning application before and amid the pandemic era at SMKN 2 Pariaman. The researcher analyzed English teacher's strategies in delivering materials by using e-learning application.

In conclusion, the researcher found an increase in English teacher's strategies in delivering materials through e-learning application at SMK N 2 Pariaman. This transformation occurs because of the demands of the role of a teacher who must always convey learning material to students even though learning online at home.

After doing the investigation phase in the field and collected data, the researcher states insightful suggestions at this point. The researcher hopes to the next researcher will continue and develop this research with many participants using quantitative research. With the purpose to find out the tendency of teachers in implementing teaching strategies using e-learning application. Overall, this research informs us about the strategies in delivering materials using e-learning application.

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