STUDENTS' PERCEPTION ON ENGLISH TEACHER STRATEGIES IN TEACHING WRITING DURING COVID-19

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ABSTRAK

Penelitian ini bertujuan untuk mengetahui persepsi siswa tentang strategi guru bahasa Inggris dalam mengajar menulis selama covid-19. Pendekatan penelitian ini adalah kualitatif, desain penelitian dalam penelitian ini adalah studi kasus. Peneliti ini menggunakan kuesioner dan wawancara sebagai instrumen penelitian untuk mengumpulkan data. Partisipan dalam penelitian ini ialah dua puluh siswa di salah satu SMK di Bogor. Hasil temuan menunjukkan: (1) pemberian materi. (2) berkomunikasi dengan siswa. (3) memberikan tugas. (4) memberikan umpan balik. Hasil dari penelitian menunjukkan bahwa para siswa memiliki persepsi positif terhadap strategi yang digunakan guru.

Kata kunci ; Persepsi,strategi guru,Covid-19

ABSTRACT

The purpose of this research is to find out the students' perception on English teacher strategies in teaching writing during covid-19. The approach of this study is qualitative, the research design in this research was a case study. The researcher used questionnaires and interviews as a research instrument in collecting the data. The participant in this research were twenty students at one of the vocational high schools in Bogor. The result of the finding indicates: (1) giving material. (2) communicate with students. (3) giving task. (4) giving feedback. The result of this research showed that the students had a positive perception toward the strategies used by the teacher.

Keywords: Perception, teacher strategies, Covid-19

INTRODUCTION

In early 2020 starting at the end of January, the world was hit by a virus called the Coronavirus which originated from the city of Wuhan, China. The coronavirus causes all face-to-face (in-person) activities to stop Dewi(2020). The spread of the coronavirus is very easy and very fast because it can be through direct contact with other infected humans, therefore all activities that involve associations with many people are transferred to WFH or work from home. As the impact of Covid-19, The Minister of Education issued Circular Number 4 of 2020 on the Education Unit and Number 36962/MPK.A/HK/2020 concerning the Implementation the Emergency Coronavirus Disease (COVID-19) stating that learning activities are carried online to prevent the spread of the disease. The learning system, which was originally based on face-to-face (offline), becomes online learning.

Teaching during the pandemic is a challenge for all teachers, including English teachers because their students need to learn and master the four skills of language i.e. listening, speaking, reading, and writing Pohan (2018). Of the four language skills, writing is believed to be the most difficult skill for students since this skill has many rules that must be understood and applied to produce good writing Rosida et al. (2008) (Rosida et al., 2008) . Therefore, the roles of teacher are very important to make them interested in learning writing. This is related to their teaching strategies that are certainly very capable of helping students gradually increase their interest in learning and improving their writing skills.

As stated by J.R David in Teaching Strategies for college Classroom (1976), strategi are plans, methods, or series of activities designed to achieve a particular educational goal (P3G, 1980). According to this understanding, teaching and learning strategies include plans, methods, and sets of activities planned to achieve certain teaching objectives.

There are many strategies that teachers can use in teaching writing. In a normal situation (offline learning), all of the strategies might be

effectively applied, but it depends on teacher' abilities in observing students and school's facilities conditions. In offline learning, not all students can easily understand the learning of writing, let alone in online learning. This would become a new challenge for teachers in applying the suitable strategies that can make students easily understand and interested in learning writing.

Teacher's strategies in teaching writing are important in improving students' writing skills. According to Amari (2013), writing strategy is a key that affects the quality of writing. In other words, the success of students in writing can be achieved through strategies. This statement is supported by Ruminingsih (2007), saying that writing strategies help students improve the quality of their writing. To get the maximum improvement, teacher are supposed to facilitate students with a variety of strategies in writing.

Siswana (2020) proposed four strategies that English teachers have to apply in teaching writing during the online learning. The four strategies are:

1. Giving material

Material, whether commercially developed or created solely by a teacher is an essential component of the curriculum. As a component of pedagogy, it frequently becomes the most real and visible aspect of the curriculum. The syllabus specifies the course's goals and objectives, as well as the linguistic and experiential content materials (Nunan, 1991: 208, in Rizqie Oktanti Triandari, 2015). Materials can be used by the teacher or learners to increase the learners' knowledge or experience the language. they could be cassettes, videos, CD-room, dictionaries, newspapers, grammar books, package books, etc (Tomlinson, 1998: 2 in Rizqie Oktanti Triandari, 2015).

Due to the pandemic that has been attacked almost all over the world including Indonesia, every human's activity in the fields of economic, social, and even education has experienced a very significant impact. In education, all learning system has been done online, so the teacher's teaching system has also changed drastically. They have used a variety of learning media platforms such as Google Classroom, E-learning, YouTube, WAG, Zoom, Google meet, and other platforms that can support learning from home.

2. Communicating with students

Teaching is a process of interaction between teachers and students through integrated activities of two forms of activity: learning and teaching activities (Haqi, 2015). To achieve teaching and learning interactions, should be clear communication between teachers and students so that the two activities are integrated to make effective in teaching and learning process (Haqi, 2015). That statements support by Nur Inah, (2015) stated the learning process will be effective if communication and interaction between teachers and students occurs intensively.

3. Giving task

Richards and Renandya (2002) in Fajriah et al.(2019) stated that definition of a task in the teaching and learning process is an activity related to the content given and designed by teachers for their students who must complete it using their knowledge. If teacher give assignments to students, it will make students active in learning.

4. Giving Feedback

The definition of feedback is used to describe the information returned from the reader to the author. Through feedback, students can differentiate themselves whether they have made progress or not in learning (Elashri, 2013). Feedback is not just meant for helping them monitor their progress, but also encouraging students to carry out assignment activities and complete assignments as instructed by the teacher (Asiri,1996, in Elashri, 2013).

This current research applied the four strategies mentioned above to obtain students' perception on an English teacher's strategies in teaching writing during Covid-19.

METHOD

The researcher used the case study design. Case study is a kind of qualitative approach which makes an individual or certain unit as the research object. According Sukmadinata, qualitative research is a research which has purpose to describe and analyze the real phenomenon, social activity, belief, perception, attitude band people's thought individually or in a group. Yin (2003) stated that "the case study used in many situations to contribute our knowledge of the individual, group, organization, social, politic, and related to phenomena." The case study is the most appropriate research method for this research because this research is intended to know the students' perception on English teacher's strategies in teaching writing during Covid-19.

The researcher also took the data in eleven class, at one vocational school in Bogor. The researcher took the twenty students as participants in questionnaire and took six students to be a representative at the interview.

RESULTS AND DISCUSSION

To get the data of students' perception on English teacher's strategies in teaching writing during covid-19. There were ten statement which classified into the four teaching strategies suggested by Siswana (2020). First, students' perception of English teacher in giving lesson material of writing during Covid-19. Second, students' perception of English teacher on communicating with students in teaching writing during Covid-19. Third, students' perception of English teacher in giving task of writing during Covid-19. Fourth, students' perception of English teacher on giving feedback in teaching writing during Covid-19.

1. Students' perceptions of English teacher in giving lesson material of writing during Covid-19

In this part about students' perception of English teacher in giving lesson material of writing during Covid-19. There were three statements they are S-1 (The teacher gave lesson material to students in teaching and learning process), S-2 (The teacher gave clear explanation to students in teaching and learning process), S-3 (The teacher used a variety of media in writing). That has been answer by participants.

The result of students' perception in the first statement stated that ten students (50%) is always, six students (30%) is often and the total answer becomes 80% . the second statements stated that tree students (15%) is always, eight students (40%) and the total answer becomes 55% and the tree statement stated tree students (15%) choose always , nine students (45%) choose often and the total answer becomes 60%.

From the result, the researcher found the students' perceptions in teacher giving lesson material of writing during Covid-19. In face-to-face learning or online learning, it is certain that at every meeting the teacher provides material to students. On this occasion, the researcher wanted to know how the teacher's strategy in giving material. According to students' perceptions that in online learning the teacher always provides material, gave clear explanation and using the variety of media in teaching learning. This is supported by Habibah et al (2020) stated the used variety of learning media platforms such as Google Classroom, E-learning, YouTube, WAG, Zoom, Google meet, and other platforms that can support learning from home. The platforms can make teachers easily provide material to students, and students can understand the material.

2. Students' perceptions of English teacher on communicating with students in teaching writing during Covid-19.

In this part about students' perception of English teacher on communicating with students in teaching writing during Covid-19. There were two statements they are S-4 (The teacher gave instructions that are easy for students to understand), S-5 (The teacher motivated students in writing learning process).

The result of students' perception in the four statement stated that six students (30%) is always , nine students (45%) is often and the total answer becomes 75% and the result students' perception in the five statement stated eleven students (55%) choose always, five students (25%) choose often and the total answer becomes 80%.

From the result, the researcher found the students' perception of English teacher on communicating with student in teaching writing during Covid-19. It is in accordance with the results of the research that the teacher communicates well with students during online learning. The importance of communication between teachers and students, especially in online learning will help students be effective in the writing learning process. This statement is supported by Nur Inah,(2015) The learning process will be effective if communication and interaction between teachers and students occurs intensively.

3. Students' perceptions of English teacher on giving task in teaching writing during Covid-19.

This part about students' perceptions of English teacher in giving task of writing during Covid-19. There were two statements they are S-6 (The teacher gave assignment to students at each meeting to be finished at home and collected to do teacher at the arranged time), S-7 (The teacher gave various assignments to students, such as make a letter, video, greeting card, summary etc). The result students' perception in the six statements showed that, six students (30%) is always , eight students (40%) is often and the total answer becomes 70% and the seven statement showed six students (30%) choose always , five students (25%) choose often and the total answer becomes 55%.

From the result, the writer found the students' perceptions of English teacher on giving task in teaching writing during Covid-19. The results of students' perception are that in online learning the teacher always gives assignments to students. Assignments are an important part of the learning process. The

teacher can recognize the potential of students in understanding the material from these assignments. The statements suupported by Richards and Renandya (2002) in Fajriah et al.(2019) state that task in the teaching and learning process is an activity related to the content given and designed by teachers for their students who must complete it using their knowledge.

4. Students' perceptions of English teacher on giving feedback in teaching writing during Covid-19

This part about students' perceptions of English teacher on giving feedback in teaching writing during Covid-19. There were tree statements they are S-8 (The teacher checked the students' assignments and the inform result), S-9 (The teacher asked students about the previous study),S-10 (The teacher directed students to be able to summarize the previous lesson material). The result students response the eight statement showed that eight students (40%) choose always, six students (30%) choose often and the total answer becomes 70%. the result of nine statement showed that five students (25%) is always, ten students (50%) is often and the total answer becomes 75% and the last statement is ten statement, stated eight students(40%) choose always , seven students (35%) choose often and the total answer becomes 75%.

From the result, the writer found the students' perceptions on teacher feedback in teaching writing during Covid-19. The results of students' perception that during online learning the teacher often provides feedback to students. Feedback can help students in the process of learning to write, because students are unconsciously stimulated to study harder because their work is valued. This statement is supported by This statement is supported by Asiri (1996) in Elashri, (2013) Feedback is not just meant for helping them monitor their progress, but also encouraging students to carry out assignment activities and complete assignments as instructed by the teacher.

CONCLUSIONS

The purpose of this research is to find out students' perceptions of English teacher strategies in teaching writing during covid-19. Based on the results, it can be concluded that the strategies in teaching writing during Covid-19 based on the four teaching strategies suggested by Siswana (2020) is one of the effective strategies that can be implemented in teaching writing. These four strategies are important in teaching writing online because: first, The teacher giving material is clear explanation and

varieties. Second, the teacher communicates well with students during online learning because the importance of communication between teachers and students, especially in online learning will help students be effective in the writing learning process. Third, the teacher Giving assignments/task because that important part of the learning process, the teacher also can recognize the potential of students in understanding the material from these assignments. The last, Giving Feedback where Feedback is not just meant for helping them monitor their progress, but also encouraging students to carry out assignment activities.

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