

**TEACHING ENGLISH AS A FOREIGN LANGUAGE IN THE NEW NORMAL ERA**

**AT SMAN 1 BALONG**

**THESIS**



**IAIN  
PONOROGO**

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**P O N O R O G O**

## ABSTRACT

**KESUMA, YOGO BEKTI.** 2022. *Teaching English as A Foreign Language in The New Normal Era at SMAN 1 Balong*. Thesis, English Education Department, Tarbiyah and Teacher Training Faculty, State Institute of Islamic Studies of Ponorogo. Advisor Dra. Aries Fitriani, M.Pd.

**Keywords:** *Teaching English, Strategy, English Skills, Foreign Language, New Normal Era*

Teaching English aims to develop students' competence. Therefore, it is necessary to apply teaching strategies that are suitable with the characteristics of students, the classroom environments, the learning objectives and the current conditions. Especially in the new normal era where face-to-face learning is already allowed, there must be several factors that make current learning different from normal conditions. It requires teaching strategies to deal with existing obstacles.

The purposes of this research were to find out the strategies used by the English teacher in teaching English in the new normal era at SMAN 1 Balong, to find out the problems faced by teacher in teaching English in the new normal era at SMAN 1 Balong, and to find out the teacher's efforts to solve problems of teaching English in the new normal era at SMAN 1 Balong.

This research applied qualitative approach and used case study design. It was conducted to the eleventh science class one of SMAN 1 Balong in academic year 2021/2022. The data were collected by observation, interview and documentation. Observation was conducted to observe the implementation of teaching and learning activity in the new normal era. Interview was used to know more detail about the process of teaching and learning activity in this new normal era, and the problems that could not be known by observation. While documentation was applied as a support of the data collected by observation and interview. The data were analyzed using three steps of data analysis technique by Matthew B. Miles and Michael Huberman, namely data reduction, data display, and conclusion and verification.

The results of this research showed that there were some strategies used by the teacher in teaching English in the new normal era. It consisted of teaching directly to main activity, helping students to use reading strategies, using writing strategy of writing presenting and feedback, using blended strategy, using holistic approach, and sending material discussed one day before. There were some problems faced in teaching English in the new normal era. They were teacher got very short time to teach English which is only 45 minutes. The teacher also cannot carry out feedback activities and find difficulty to improve English skills. To face them, the English teacher of SMAN 1 Balong had some efforts, such as using WhatsApp Group as the supporting media to send the material that will be taught one day before, doing main activity and simplifies the opening and closing activity, incorporating each skill in student task or material being taught, and looking the feedback of students' understanding through student assignments.

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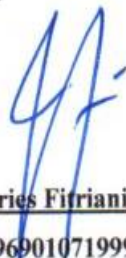
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## **SURAT IZIN MELAKUKAN PENELITIAN**

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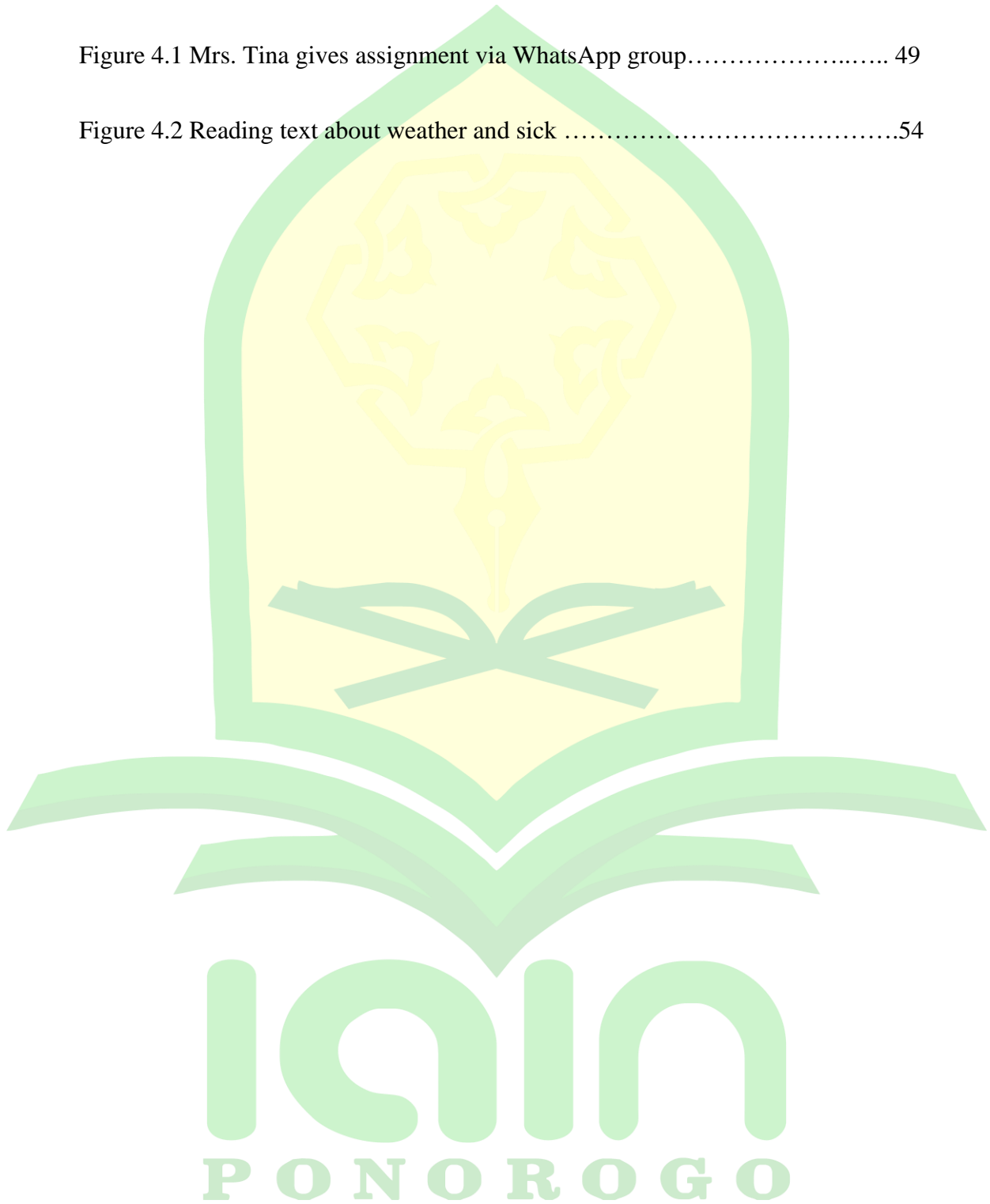
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## CHAPTER I

### INTRODUCTION

In this chapter confirms the background of the study, the research focus, statements of the problem, the objectives of the study, the significances of the study, and the organization of the thesis.

#### A. Background of the Study

Learning foreign languages, especially English language, has been used as a tool for the development of human resources at various times in the history of life in this world. And in Indonesia, the education system requires that students at the junior and senior high school levels must receive English language subjects in the classroom learning process. It is because learning English as a foreign language is very important in all sectors. This also can be seen in the real world that the importance of English language as an international language that connects all people in this world.

The role of the teacher is very crucial to create a generation who able to use English as a language of communication that can increase the value of Indonesian youth. Teachers must be creative in choosing materials and be able to stimulate students' interest in teaching and learning process at school. Therefore, the teacher needs to manipulate several strategies to support the learning process. Strategies can make learning "easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations".<sup>1</sup> It is really important to do.

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<sup>1</sup> Oxford, R. L, *Language Learning Strategies: What Every Teacher Should Know*, (Boston: Heinle and Heinle Publishers, 1990), 8.

Teaching English is a subject that aims to develop student competencies related to students' skills in speaking, writing, and listening to words in English. For the English teacher, they use many strategies that the teachers can choose and use in the learning process to improve student achievement in lots of English skills, such as speaking reading, writing and listening. The strategy that used will be adapted to the conditions of students, materials, and also the current environment.

Based on Dr. Pupu Saeful Rahmat, teaching strategy is a general pattern of teacher activities for students in realizing teaching and learning activities that achieve the goals that have been outlined.<sup>2</sup> Teaching and learning strategies can be referred as the method chosen by the teacher to deliver learning material in a particular learning environment, so that learning objectives can be achieved effectively and efficiently. In relation to teaching and learning, the use of the term strategy is intended as a teacher's effort to create an environmental system that allows the teaching process to occur. It means that the teaching objectives that have been formulated previously can be achieved in terms of usefulness and results. Teachers are required to have the ability to manage all the components needed so that the teaching materials provided can be well received by students.

But the current situation changes everything. The new environment, especially on education, was started at the end of 2019 where the world including Indonesia is facing the coronavirus or better known as the covid-19 pandemic. Corona Virus Disease 2019 (Covid-19) is an RNA virus, with a typical crown-like appearance under an electron

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<sup>2</sup> Dr. Pupu Saeful Rahmat, *Strategi Belajar Mengajar*, (Surabaya: Scopindo Media Pustaka, 2019), 5.

microscope due to the presence of glycoprotein spikes on its envelope. Corona viruses are a group of enveloped viruses with non segmented, single-stranded, and positive-sense RNA genomes. Apart from infecting a variety of economically important vertebrates (such as pigs and chickens), six corona viruses have been known to infect human hosts and cause respiratory diseases. Among them, severe acute respiratory syndrome corona viruses (SARS-Co V) and Middle East respiratory syndrome corona viruses (MERS-Co V) are zootomic and highly pathogenic corona viruses that have resulted in regional and global outbreaks corona viruses possess a distinctive morphology, the name being derived from the outer fringe, or “corona” of embedded envelope protein.<sup>3</sup> Today, the coronavirus is still becoming a deadly disease.

World Health Organization (WHO) has designated covid-19 as a pandemic that occurs throughout the world. WHO also declared that covid-19 becomes a Public Health Emergency of International Concern.<sup>4</sup> The first Covid case appeared in Indonesia, on March 2, 2020, where it was found that 2 positive people were infected with the coronavirus. After that, the Indonesian government began to be wary of the spread of Covid among the public. However, the case of people infected with the coronavirus was unavoidable. So the government decided in mid-March to lock down the community activities. And then, many sectors in people's lives have had an impact on this situation, including education sector.

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<sup>3</sup> Unhale, Shrikrushna Subhash, Quazi Bilal Ansar, Shubham Sanap, Suraj Thakhre, Shreya Wadatkar, Rohit Bairagi, Suraj Sagrule, and K. R. Biyani, *A review on corona virus (COVID-19)*, (World Journal of Pharmaceutical and life sciences 6, no. 4. 2020), 109.

<sup>4</sup> Karen Goldschmidt, *The COVID-19 pandemic: Technology use to support the wellbeing of children*. (Journal of pediatric nursing. 2020), 53.

The coronavirus has changed the education system that was started with the closure of the educational process at all school levels till the deleted of the national exam (UN) for final grade students at each school level. The learning process was previously carried out by face-to-face (offline) was changed to a distance learning process where technology (online) was used as a learning tool. The various media were used to facilitate students' online learning, such as Google Classroom, Zoom Meeting, Google Meet, WhatsApp Group and others, it was to reduce the spread of the coronavirus. But this situation makes the distance between teachers and students getting further. This system will clearly have an impact on the psychology and mentality of students at all levels of education. The process of teaching and learning in every single level of education was always running well before pandemic covid-19. Students can receive lessons directly which will make it easier for them to understand the knowledge explained by the teacher. On the other hand, direct interaction between teachers and students will help teachers to explain and see the students' extent can understand the knowledge given.

Present, the number of cases of coronavirus has decreased. PPKM, the government extended the Enactment of Community Activity Restrictions, begins to be relaxed. At its peak, the Indonesian minister of education, Mr. Nadiem Makariem, allowed the resumption of face-to-face learning in schools while still adhering to health protocols. The implementation of learning during the Covid-19 pandemic is carried out based on the level of PPKM set by the government and the vaccination achievements of educators, education staff, and elderly citizens. Each regional education unit can carry out face-to-face learning in full with a student capacity of 100 percent, 50 percent and

also distance learning based on PPKM's level and regulation of each region.<sup>5</sup> So as Ponorogo.

Vaccination coverage in Ponorogo Regency for the first dose has reached 73.21 percent and vaccination coverage for the elderly for the first dose has reached 60.96 percent.<sup>6</sup> It makes Ponorogo can do face-to-face learning 100 percent in the school and still prioritizing the health and safety of the citizens of the education unit.

One of the schools that has started implementing face-to-face learning in Ponorogo is SMAN 1 Balong. SMAN 1 Balong is one of the schools that is in great demand by students in the southern part of Ponorogo. The application of the science-based learning process combined with the practice of additional skills is a plus and the reason why this school is in great demand by students in South Ponorogo. In addition, the achievements that are also obtained because students often participate in competitions are proof that this school has teachers who are competent in providing knowledge and can also guide students to be able to excel.

According to Mrs. Tina, one of the English teachers at SMAN 1 Balong, was explaining that the implementation of the learning process in normal times is very different from learning done today because the short time is a challenge that teachers have to go through, especially teachers at SMAN 1 Balong.<sup>7</sup> So it is necessary to apply a strategy that can make the learning process run effectively and get the goals that have been set in accordance with the learning objectives in the current curriculum. The

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<sup>5</sup> KEMENDIKBUD, *Buku Saku Panduan Penyelenggaraan Pembelajaran Dimasa Pandemi Covid-19*, (Jakarta: KEMENDIKBUD RI, 2021), 5.

<sup>6</sup> KOMINFO Ponorogo, *Kang Bupati Sugiri Genjot Vaksinasi Anak Targetkan Februari Rampung*, <https://ponorogo.go.id>, accessed on 7 Januari 2022.

<sup>7</sup> Tina Rakhmawati, S.Pd., English teacher of SMAN 1 Balong, January 2022.

curriculum is one of the important tools in achieving the success of quality education. Without a good and appropriate curriculum, it will be difficult to achieve the educational goals and objectives that are aspired to. The curriculum needs to provide a broad place for the application of science and technology for students and the younger generation in general because advances in science and technology have caused education to always need to maintain relevance and balance with existing conditions.<sup>8</sup> It is the reason why the curriculum has a central position in the entire educational process.

One meeting in English lesson at SMAN 1 Balong, the teaching and learning process only occurs for 45 minutes. This is a short duration when compared to some other lessons in SMAN 1 Balong which have implemented face-to-face learning and occur for 90 minutes for each subject. This happened because SMAN 1 Balong decided to reduce the duration of several subjects as a result of the limited face-to-face meetings except for Citizenship Education (PKN) and Islamic Religious Education (PAI) subjects which were kept the same duration as normal for reasons of growing children's character and children's religious values. and for English subjects, the duration was reduced which previously lasted for 90 minutes or two hours of lessons to 45 minutes or one hour of lessons.<sup>9</sup>

The decision on the number of hours of subjects was determined by each school or education unit while still prioritizing the health and safety of the citizens of the education unit.<sup>10</sup> Based on the Adjustment of the four Ministerial Decree concerning

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<sup>8</sup> Dr. Ahmadi, M.ag., *Evaluasi Kurikulum 2013 Perspektif balance scorecard*, (Ponorogo: STAIN Po Press. 2016), 5.

<sup>9</sup> Tina Rakhmawati, S.Pd., English teacher of SMAN 1 Balong, Februari 2022.

<sup>10</sup> KEMENDIKBUD, *Panduan Pembelajaran di Masa Pandemi-COVID SKB 4 Menteri*, (Jakarta: KEMENDIKBUD RI. 2021), 21.



Learning Guidelines during the Covid-19 Pandemic stipulates that the implementation of face-to-face learning starting from January 2022 will be given a maximum limit for the implementation of face-to-face learning and in one day is 6 hours.<sup>11</sup> This problem makes the teachers including the English teacher at SMAN 1 Balong have to use appropriate learning strategies so that they can be well received by all students even the duration of teaching and learning does in a short time.

Based of the explanation, the researcher is interested to conduct a case study research entitled **“Teaching English as A Foreign Language in The New Normal Era at SMAN 1 Balong”**. To find out the strategies and problems are faced by teacher in teaching English it the new normal era at SMAN 1 Balong.

## **B. Research Focus**

This research focuses on teaching English language at SMAN 1 Balong. The problem is limited as teacher strategies in the new normal era in teaching English of the eleventh grade science one class at SMAN 1 Balong.

## **C. Research Questions**

Based on the background of the study, the researcher formulates some problems in the following research questions:

1. What are the English teacher strategies in teaching English as a foreign language in the new normal era at SMAN 1 Balong?
2. What are the problems faced by teacher in teaching English as a foreign language in the new normal era at SMAN 1 Balong?

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<sup>11</sup> KEMENDIKBUD, *Penyesuaian Kebijakan PTM SKB 4 Menteri*, (Jakarta: KEMENDIKBUD RI, 2022), 8.

3. How are the teacher's efforts to solve problems of teaching English as a foreign language in the new normal era at SMAN 1 Balong?

#### **D. Research Objectives**

Concerning with the problem statements, this study has some objectives described as the following:

1. To find out the English teacher strategies in teaching English as a foreign language in the new normal era at SMAN 1 Balong.
2. To find out the problems faced by teacher in teaching English as a foreign language in the new normal era at SMAN 1 Balong.
3. To find out the teacher's efforts to solve problems of teaching English as a foreign language in the new normal era at SMAN 1 Balong.

#### **E. Significances of the Study**

##### **1. Theoretical Significance**

This research gives some useful information about the strategies in teaching English after the pandemic era or during new normal era. This research is expected to be used as a reference for other researchers to conduct a research in Teaching and Learning process. Hopefully, the result of this study is useful for students, teachers, and all of the readers.

##### **2. Practical Significance**

- a) For the students, the result of this study can be used to help the student to understand in learning English easier in the new normal era.

- b) For teacher, the result of this study is may help the teacher to improve the strategies in teaching English after pandemic era or during the new normal era.
- c) For the other researchers, the result of this research can be used as a reference for the other researcher who will conduct research which is related to this research.

#### **F. Organization of The Study**

The organization of the study is to make the readers know and understand the content of the research easily. Those are:

Chapter I is the introduction which confirm the background of the study, formulation research, the purpose of the study, the key terms and the organizations thesis.

Chapter II is the review of the literature. Consisting several explanations based on the tittle about teacher strategy, teaching English and others.

Chapter III is the research method. Covering these: research design, researcher's role, research setting, data source, data collection technique, data analysis technique, and checking validity

Chapter IV is the result and discussion of the study. This chapter is an important information because researcher will analysis the data got. Therefore, the data are going to appear in this chapter clearly.

Chapter V is the conclusion of the research and suggestion for the further study to making the better study.

## CHAPTER II

### PREVIOUS RESEARCH FINDINGS AND THEORETICAL FRAMEWORK

This chapter consists of several previous studies related to this research and explanations which are the theory of teaching English, new normal era, and problems and problem solving of learning process in pandemic era.

#### A. Theoretical Framework

##### 1. Teaching English

###### a. Definition of Teaching English

Teaching and learning is something cannot be separated. Teaching that derived from word “teach” based on the Cambridge dictionary is used to give lessons in a particular subject at a school, university, etc.<sup>12</sup> According to Brown, teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning. Brown also said Teaching is showing or helping someone how to do something, giving instructions guiding in the study of something providing with knowledge causing to know or understand.<sup>13</sup> It means that teaching is a way to help someone to learn about something.

English becomes foreign language in Indonesia and also an international language that should be mastered because it helps people easier in business, education, socialization, and others.<sup>14</sup>

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<sup>12</sup>Online media, (online), <https://dictionary.cambridge.org/dictionary/learner-english/teach?q=Teach> accessed on Wednesday 4<sup>th</sup> August 2021.

<sup>13</sup> H. Douglas Brown, *Principles of Language Learning and Teaching* (San Francisco: Longman, 2000), 7.

<sup>14</sup> Devi Aprillia Kumala Putri, *An Analysis Of Speech Acts In Teaching English Through Whatsapp Group Class Chat At Sman 3 Ponorogo*, (Thesis: IAIN Ponorogo, 2021), 20.

Teaching English as a Foreign Language implies that English is taught in an area where it is not ruled by English people, colonized by England, or culturally and ethnically influenced by The great British for a great deal.<sup>15</sup> It refers that English is not as the mother tongue, but it can be as a second language or a foreign language where it is not ruled by English people

#### **b. Strategy of Teaching**

Teaching strategy can be interpreted as a plan designed by educators in writing in learning tools to achieve the goals set in the curriculum. There are four basic strategies in teaching and learning. That are identify and determine indicators for changes in the behaviour and personality of students as expected, have a teaching and learning approach strategy based on the material, choose and establish procedures, methods and teaching and learning techniques that are considered the most appropriate and effective, and set minimum learning criteria.<sup>16</sup> And all these strategies need to be guided by teachers.

Strategy is a pattern of learning activities that are selected and used by the teacher contextually, according to the characteristics of students, school conditions, the surrounding environment as well as the specific objectives of learning which is the need for a link between learning strategies and learning objectives, in order to obtain effective and efficient learning activities steps. The teaching strategy consists of methods and techniques (procedures) that will ensure that students will actually

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<sup>15</sup> Grace Hui-chin Lin, Paul Shih-chieh Chien, *An Introduction to English Teaching: A Textbook for English Educators* (Texas: VDM Verlag), 3.

<sup>16</sup> Halim Simatupang, *Strategi Belajar Mengajar Abad Ke-21*, (Surabaya: Pustaka Media Guru, 2019), 3.

achieve the learning objectives.<sup>17</sup> It needs to be done by a teacher to achieve learning objectives.

Dick and Carey stated that the teaching and learning strategy as; "used generally to cover the various aspects of choosing a delivery system, sequencing and grouping clusters of content, describing learning components that will be included in the instruction , specifying how students will be grouped during instruction , establishing lesson structures, and selecting media for delivering instruction".<sup>18</sup> It means that teaching strategies are generally used covering various aspects of selecting, delivering, sequencing materials and grouping teaching content, describing the learning components that will be presented, determining how students will be grouped during learning, building a lesson structure, and also choosing the learning media that will be used in learning.<sup>19</sup> In the simple way, we can conclude that teaching and learning strategy can be interpreted as an approach by integrating the sequence of activities, how to organize learning and learning materials, equipment and materials and the time used in the learning process to achieve the learning objectives that have been determined effectively and efficiently.<sup>20</sup> And every single teacher must be sensitive to every single aspect to implement learning strategies according to student conditions.

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<sup>17</sup> Idham Syahputra, *Strategi Pembelajaran Bahasa Inggris Sebagai Bahasa Asing Dalam Meningkatkan Kemampuan Berbahasa Siswa* ( Riau: UIN SUSKA, 2014), 5.

<sup>18</sup> Dick W, Carey L, Carey JO, *The systematic design of instruction 7th Ed*, (United State of America: Pearson Education. 2009), 236.

<sup>19</sup> Dr. Pupu Saeful Rahmat, *Strategi Belajar Mengajar*, (Surabaya: Scopindo Media Pustaka, 2019), 7.

<sup>20</sup> *Ibid*, 15.

Furthermore, this teaching and learning strategy has five main components, namely:

- 1) Activities before learning, including the stage of motivating students; delivering goals; information about the prerequisite knowledge that must be possessed before taking lessons
- 2) Delivery of information, focusing on the content, sequence of subject matter and learning stages that need to be carried out by teachers and students to achieve the ultimate goal of a lesson
- 3) Student participation in the form of exercises and providing feedback
- 4) Giving tests to control the achievement of learning objectives, and
- 5) Follow-up is carried out in the form of enrichment and remediation.<sup>21</sup>

### **c. Strategy of Teaching English**

#### **1) Teaching Strategy in General Context**

English teaching strategy is a design that is needed to facilitate the realization of the targets that have been set in the curriculum in order to create students who understand the importance of English language especially in today's modern era. According to Prof. Dr. Hasanuddin, M.Hum., strategies are essential for language learning because they are tools for active, self-directed engagement, which is essential for developing communicative competence. The right language learning strategies result in increased proficiency and greater self-confidence.<sup>22</sup>

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<sup>21</sup> Dr. Pupu Saeful Rahmat, *Strategi Belajar Mengajar*, (Surabaya: Scopindo Media Pustaka, 2019),7.

<sup>22</sup> Prof. Dr. Hasanuddin, M.Hum. , *Teaching English as A Foreign Language*, (Yogyakarta: Deepublish Publisher, 2014), 100.

In general teaching English strategies, teacher can implement the strategies that designed to support beginners and to promote a comfortable entry into their new language. They are:

- a) **Adapting Oral Language to Increase Comprehension:** Teachers can adjust the way they use English to make the language comprehensible and inviting to new learners.
- b) **Culturally Responsive Instruction:** Connecting to learners' previous cultural experiences provides learners with respect for their own identities that makes learning more meaningful and engaging.
- c) **Total Physical Response:** Actions combined with language have been shown to increase learning. TPR is a versatile strategy for developing comprehension and can move into speaking and reading.
- d) **Chants, Songs, Poetry, and Raps.** Rhyme, rhythm, and repetition make language memorable and encourage learners to create their own discourse by varying within the patterns.
- e) **Language Frames:** Learners use frames to practice important phrases and patterns of the language, and to learn ways to participate in academic talk.
- f) **Guided Reading:** Learners develop reading skills and strategies through small-group instruction using books that gradually increase in difficulty.
- g) **Shared Reading:** Teacher and students use a shared large-print text (on chart, big book, or screen) to develop reading skills and strategies.
- h) **Shared Writing:** Teacher and students read a shared text together, while they discuss and develop elements of writing.



- i) Language Experience Approach: Learners and teacher write together about a shared experience, then use the text they have created for reading and writing.
- j) Vocabulary Introduction and Practice for Newcomers. Teachers are offered a range of principles and tools to select important vocabulary and help learners acquire those terms.
- k) Dip Sticking: Checking Comprehension for All Learners Frequently. Teachers use a variety of strategies for quickly and frequently checking comprehension of all learners in the class as part of daily teaching.<sup>23</sup>

The English learning strategies can be the solution for a teacher to apply effectively during teaching and learning process. And if we refer to the theory from Dr. Pupu Saeful Rahmat, he concludes three types of strategies related to learning including:

- a) learning organizing strategies,
- b) learning delivery strategies and
- c) learning management strategies<sup>24</sup>.

And a teacher, including an English teacher, can be said to be a good teacher if she or he is able to carry out learning strategies aimed at the progress of the students.

## **2) Teaching Strategy in Specific Context**

### **a) Teaching Reading Strategies**

Reading is an interactive process that takes place between the reader and the text, resulting in understanding. Text presents such as paragraphs, sentences, words and also letters that encode the meaning.

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<sup>23</sup> Mary Lou McCloskey, Janet Orr, Lydia Stack, Gabriela Kleckova, *Strategies for Teaching English Language, Literature, and Content* (California: Wayzgoose Press, 2018), 3-4.

<sup>24</sup> Dr. Pupu Saeful Rahmat, *Strategi Belajar Mengajar*, (Surabaya: Scopindo Media Pustaka, 2019), 15.

Prof. Dr. Hasanuddin, M.Hum. formulates Strategies that help the pupils read more quickly and effectively, including:

- 1) Preview: review headings, section headings, and photo captions to understand the structure and content of reading choices
- 2) Predicting: use knowledge of the subject matter to make predictions about content and vocabulary and check comprehension; use knowledge of text type and purpose to make predictions about discourse structure; uses knowledge of the author to make predictions about writing style, vocabulary, and content
- 3) Skimming and scanning: using a quick survey of the text to get main ideas, identifying text structure, confirming or predicting questions
- 4) Guessing from context: using prior knowledge of the subject and ideas in text as clues to the meaning of unknown words, instead of stopping to look for them
- 5) Paraphrasing: stopping at the end of a section to check understanding by restating information and ideas in the text

Instructors can help students learn when and how to use reading strategies in several ways.

- 1) By modelling strategy out loud, talking through the process of previewing, predicting, skimming and scanning, and paraphrasing. It shows students how strategies work and how much they know about a text before they start reading it word for word.
- 2) By providing class time for group and individual preview and prediction activities in preparation for reading in class or outside of class. Allocating class time to these activities demonstrates their importance and value.

- 3) Using the cloze exercise (fill in the blanks) to review vocabulary items. This helps students learn to guess the meaning of the context.
- 4) By encouraging students to talk about what strategies they thought would help them approach the reading task, and then talk after reading about what strategies they actually used. This helps students develop flexibility in their choice of strategies.<sup>25</sup>

#### **b) Teaching Listening Strategies**

Listening is the most frequently used language modality. Listening always involves the sender (a person, radio, television), the message, and the receiver (listener). Listening strategies are activities that contribute directly to understanding and remembering listening input. Mr. Hasanuddin said that listening strategies can be classified based on how the listener processes the input.

The top-down strategy is based on the listener; listeners make use of background knowledge about the topic, situation or context, type of text, and language. This background knowledge activates a set of expectations that help the listener to interpret what was heard and anticipate what it is to come next. Top-down strategies include,

- 1) Listening to main ideas
- 2) Predicting
- 3) Drawing conclusions
- 4) Summarizing

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<sup>25</sup> Prof. Dr. Hasanuddin, M.Hum. , *Teaching English as A Foreign Language*, (Yogyakarta: Deepublish Publisher, 2014), 114.

Bottom-up strategies are text based on listeners depend on the language in the message, that is, the combination of sounds, words, and grammar that creates meaning.

Bottom-up strategies include,

- 1) Listening to specific details
- 2) Know relatives
- 3) Recognizing word order patterns

Strategic listeners also use metacognitive strategies to plan, monitor, and evaluate their hearing.

- 1) They plan by deciding which listening strategy is best in a particular situation.
- 2) They monitor their understanding and the effectiveness of the chosen strategy.
- 3) They evaluate by determining whether they have achieved their listening comprehension goals and whether the combination of listening strategies chosen is an effective one.<sup>26</sup>

### c) Teaching Speaking Strategies

Each people often think that the ability to speak a language is the product of language learning, but speaking is also a crucial part of the language learning process. The aim of teaching speaking skills is communicative efficiency. Students must be able to make themselves understood, use their current abilities to the fullest, especially in the modern era where the use of English is very common in almost all aspects of life. They should try to avoid confusion in messages due to incorrect pronunciation, grammar, or vocabulary, and to observe the social and cultural rules that apply in every

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<sup>26</sup> Prof. Dr. Hasanuddin, M.Hum. , *Teaching English as A Foreign Language*, (Yogyakarta: Deepublish Publisher, 2014), 134.

communication situation.<sup>27</sup> To help students develop communicative efficiency in speaking, a teacher can use the following strategies:

1) Using minimal responses

Language learners who lack confidence in their ability to participate successfully in spoken interactions often listen in silence while others speak. One way to encourage these learners to start participating is to help them build a minimal stock of responses that they can use in different types of exchanges. Such responses can be very useful for beginners.

Minimal responses are predictable, often idiomatic phrases that conversation participants use to indicate understanding, agreement, doubt, and other responses to what the other speaker is saying. Having such a stock of responses allows the learner to focus on what other participants are saying, without having to simultaneously plan responses.

2) Recognizing scripts

Some communication situations are associated with a predictable set of spoken exchanges a script. Greetings, apologies, compliments, invitations, and other functions that are influenced by social and cultural norms often follow patterns or scripts. So do the transactional exchanges involved in activities such as obtaining information and making a purchase. In these scripts, the relationship between a speaker's turn and the one that follows it can often be anticipated.

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<sup>27</sup> *Ibid*, 160.

Instructors can help students develop speaking ability by making them aware of the scripts for different situations so that they can predict what they will hear and what they will need to say in response. Through interactive activities, instructors can give students practice in managing and varying the language that different scripts contain.

### 3) Using language to talk about language

Language learners are often too embarrassed or shy to say anything when they do not understand another speaker or when they realize that a conversation partner has not understood them. Instructors can help students overcome this reticence by assuring them that doing something wrong and the need for clarification can occur in any type of interaction, whatever the participants' language skill levels. Instructors can also give students strategies and phrases to use for clarification and comprehension check.

By encouraging students to use clarification phrases in class when misunderstanding occurs, and by responding positively when they do, instructors can create an authentic practice environment within the classroom itself. As they develop control of various clarification strategies, students will gain confidence in their ability to manage the various communication situations that they may encounter outside the classroom.

### 4) Structured output activities

Two common kinds of structured output activities are information gap and jigsaw activities. In both these types of activities, students complete a task by obtaining missing information, a feature the activities have in common with real communication. However, information gap and jigsaw

activities also set up practice on specific items of language. In this respect they are more like drills than like communication.

Jigsaw activity is a cooperative learning model that focuses on student group work in the form of small groups and more elaborate information gap activities that can be done with several partners. In a jigsaw activity, each partner has one or a few pieces of the "puzzle," and the partners must cooperate to fit all the pieces into a whole picture. The puzzle piece may take one of several forms. It may be one panel from a comic strip or one photo from a set that tells a story. It may be one sentence from a written narrative. It may be a tape recording of a conversation, in which case no two partners hear exactly the same conversation.

Information Gap Activities such as Filling the gaps in a schedule or timetable: Partner A holds an airline timetable with some of the arrival and departure times missing. Partner B has the same timetable but with different blank spaces. The two partners are not permitted to see each other's timetables and must fill in the blanks by asking each other appropriate questions. The features of language that are practiced would include questions beginning with "when" or "at what time." Answers would be limited mostly to time expressions like "at 8:15" or "at ten in the evening."

Completing the picture: The two partners have similar pictures, each with different missing details, and they cooperate to find all the missing details.

In another variation, no items are missing, but similar items differ in appearance. For example, in one picture, a man walking along the street may be wearing an overcoat, while in the other the man is wearing a jacket. The

features of grammar and vocabulary that are practiced are determined by the content of the pictures and the items that are missing or different. Differences in the activities depicted lead to practice of different verbs. Differences in number, size, and shape lead to adjective practice. Differing locations would probably be described with prepositional phrases.<sup>28</sup>

These ways can be done by the English teacher to help students to learn speak English easily.

Language learners will feel less embarrassed when talking to their peers who speak similar skills. Through interactions in the classroom, speaking learners should be able to develop their knowledge of communication through the exchange of ideas with peers. After the implementation of various speaking activities, students' self-confidence will be built and they will be able to apply English in exams, travel, giving lectures at international conferences and so on.<sup>29</sup> Therefore, the most important thing to improving speaking ability is practice.

#### **d) Teaching Writing Strategy**

One of the central issues is what comes first, reading or writing. Reading first Obviously this depends on the activity. If we try an activity like making characters of a narrative of a play meet "outside the text", we clearly need to know the text, the characters and their circumstances well before we can write about such a meeting. Writing first on the other hand, if we want to get students to write a text similar to a literary one, either formally or in terms of ingredients (characters, scenes, conflicts,

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<sup>28</sup> Prof. Dr. Hasanuddin, M.Hum. , *Teaching English as A Foreign Language*, (Yogyakarta: Deepublish Publisher, 2014), 162-165.

<sup>29</sup> Grace Hui-Chin Lin and Paul Shih-chin Chien, *An Introduction to English Teaching, a Textbook for English Educator*, (Taiwan: Grace Hui-Chin Lin Publisher, 2010), 76.



experiences, etc.) the case is less clear: should students write first and then compare their results with the literary text or should they study the text and then write their own? The second approach may not work very well here. The canonical text may dominate too much, and the student result may be just a weak copy or, worse, students may be blocked entirely. However, very interesting work may result if the students explore a theme, conflict, or experience and then consider how an established researcher has dealt with the same theme, conflict or experience.<sup>30</sup> Then the students have to learn it all.

Writing is not like speaking skill which a skill that we acquire naturally, even in our first language, it has to be taught. Teaching writing isn't just about grammar, spelling, or the mechanics of the alphabet. Learners also need to be aware of and use genre conventions in a new language. Genres can be anything from menu to wedding invitations, from newspaper articles to property agents' home descriptions. Pieces of writing from the same genre share several features, in terms of layout, level of formality, and language.<sup>31</sup>

According to Prof. Dr. Hasanuddin, M.Hum. He said that a very vital part of the creative writing process generally is presentation of texts for feedback to be incorporated in re-writes. For language training this opens up a range of possibilities, from suggestions for improvement of the text to group discussions.<sup>32</sup> This way can be called writing presenting and feedback strategy. This is the easiest and most effective strategy to improve student's writing skills.

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<sup>30</sup> Prof. Dr. Hasanuddin, M.Hum. , *Teaching English as A Foreign Language*, (Yogyakarta: Deepublish Publisher, 2014), 148-149.

<sup>31</sup> *Ibid*,149.

<sup>32</sup> *Ibid*,147.

According to *An Introduction to English Teaching*' book written by the author Grace Hui-chin Lin & Paul Shih-chieh Chien. They wrote that One central importance in English strategy is the holistic approach in which the four skills of a language (listening, speaking, reading and writing) were regarded as a whole. The holistic pedagogies emphasize the significance of ability integrating components of various types of English proficiencies. Holistic pedagogies focus on making proper correlations among all proficiencies of English and truly apply English as tool of communication through speaking and writing.<sup>33</sup> So it will be very effective if a teacher can carry out one teaching activity that is able to accommodate all strategies in skills in English.

Grace Hui-chin Lin & Paul Shih-chieh Chien in their book also mentions that use of one type of language skill reinforces another, such as writing and reading as well as speaking and listening, introducing various types of instruction which can foster integrated skills, like content-based instruction, theme-based instruction, experiential learning, the episode hypothesis, and task-based teaching.<sup>34</sup> It is very effective if an English teacher can deliver lessons by integrating each aspect in teaching.



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<sup>33</sup> Grace Hui-Chin Lin and Paul Shih-chin Chien, *An Introduction to English Teaching, a Textbook for English Educator*, (Taiwan: Grace Hui-Chin Lin Publisher, 2010), 172-173.

<sup>34</sup> *Ibid*,173.

## 2. English as A Foreign Language

### a. Definition of English as A foreign Language

English in a foreign language is taught in schools, often widely but it does not play an essential role in national or social life.<sup>35</sup> Which means that a person learns a language other than their mother tongue and it has little in similarity with English as a second language. But there are some important contextual differences between English being a second language or a foreign language.

The distinction between second language and foreign language is ways of gaining a target language. there are two ways of developing ability in a target language such as “acquisition” and “learning”. Acquisition is defined as a subconscious process that is identical to the process used in first language acquisition in all important ways, while learning is defined as conscious knowing about a target language. While acquisition is taking place, language learners are not always aware of the results; they are not very concerned with grammatical rules and error correction. They are gaining a target language by living in the society where the language is used in their daily lives. When language learners talk about the rules of a target language, they correct errors, and people in the society do not speak the target language, they are learning the target language.

English is learned in Indonesia by talking about the grammatical rules of English and errors are always corrected. For language learners in Indonesia, where English is not spoken in the society, accuracy is really the focus in learning English.

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<sup>35</sup> Geoffrey Broughton et al, *Teaching English as A Foreign Language(Second Edition)*, (London: Taylor & Francis e-Library, 2003), 5.

It is not the case when people learn English in countries where English is spoken in the society, such as in the United States or Malaysia. People in those countries emphasize on the ability and fluency in communications of daily lives; they acquire English because they are exposed to the language in the society. They are not always aware of the process of gaining the language. Referring to the theory of gaining a target language mentioned above, the process of gaining English in Indonesia is regarded more as learning while in Malaysia more as acquisition.<sup>36</sup> It must be applied the good strategy to teach English language as a foreign language to get the target language and correct the error.

### 3. New Normal Era

#### a. Definition of The New Normal Era

The government has started to implement a new normal policy. According Wiku Adisasmita, to the Head of the Expert Team for the Task Force for the Acceleration of Handling Covid-19, the new normal is a change in behaviour to continue to carry out normal activities but with the addition of implementing health protocols to prevent the transmission of Covid-19. All activities, whether economic, religious, or social, have begun to prepare for the new normal in order to remain productive. President Jokowi during a visit to the Covid-19 Task Force Office at Graha National Disaster Management Agency (BNPB), conveyed five directives related to adapting new habits so that people remain productive and safe from Covid-19 transmission<sup>37</sup>, namely:

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<sup>36</sup> Bambang Setiyadi, *Teaching English as A Foreign Language (Second Edition)*, (Yogyakarta: Graha Ilmu, 2020), 17.

<sup>37</sup> KEMENKEU, *Beradaptasi dengan Tatanan Normal Baru (New Normal)*, <https://www.djkn.kemenkeu.go.id>, accessed on 22 June 2020.

- a. Conducting massive socialization related to health protocols that must be followed.
- b. Perform careful calculations in making policies that must be based on data and facts in the field.
- c. Determine carefully prepared priorities regarding sectors and activities that can be started and opened in stages.
- d. Strengthening consolidation.
- e. Coordinating the central Government with the Regional Government as well as conducting regular evaluations.

**b. Face-to-face Learning during the New Normal Era**

Teaching and learning activities during the COVID-19 pandemic are carried out online and offline. The implementation of online learning is carried out by utilizing social media as a means of interaction between teachers and students, the media used include WhatsApp, YouTube, Google, etc. After that it had developed mixed learning where this learning is a distance education method that uses technology, combined with traditional education, we often call this a hybrid method. Mixed learning, which is understood as a mixture of conventional and modern practices that lead to the intention of acquiring more knowledge good.<sup>38</sup> And now offline learning or face-to-face learning has begun in some schools. While offline learning is carried out by dividing students into several small groups by adjusting the time of each. each group to come to school with due observance of the health protocol in accordance with the

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<sup>38</sup> Hans Hinterberger, Lukas Fässler, Bettina Bauer-Messmer, “*From Hybrid Courses to Blended Learning*”  
Journal: Institute of Computational Science Switzerland, SESSION 3: Social And Pedagogical Issues, 2004 ,6.

recommendations of the Department of Health and the Government.<sup>39</sup> Today, the application of face-to-face learning has begun to be applied in every school in all regions because of the success of the government in providing vaccines to the people of Indonesia.

Face-to-face learning during the Covid-19 Pandemic or now became the new normal era, can be carried out effectively by paying attention to learning principles adapted to health and safety protocols so that they can provide an overview of the planning and minimum requirements that education units need to prepare before implementing Face-to-face Learning.<sup>40</sup> It has been applied at SMAN 1 Balong during the face-to-face learning process.

Starting on January 2022, based on the Adjustment of the four Ministerial Decree concerning Learning Guidelines during the Covid-19 Pandemic stipulates that All education units at level 1, 2 and 3 PPKM are required to implement limited PTM. Setting the capacity of students, and the duration of learning in the implementation of Limited PTM is regulated based on the vaccination coverage of dose 2 educators, education staff, and elderly citizens.<sup>41</sup> and for levels 1 and 2 of PPKM area conditions can carry out face-to-face teaching and learning activities with a capacity of 100 percent with a maximum duration of 6 hours of learning activities a day.<sup>42</sup> Then currently Ponorogo is at level 2 of the spread of covid-19.

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<sup>39</sup> Aminullah, et al, *Proses Pembelajaran Selama Masa Pandemi Covid 19 (Studi Pel Aksanaan PLP Dasar)*, (Enrekang: UM Enrekang, 2021), 21.

<sup>40</sup> Direktorat Sekolah Menengah Atas, *Buku Pedoman Pembelajaran Tatap Muka di Masa Pandemi Covid-19 SMA*. (Jakarta: Kemendikbud ,2021), 29.

<sup>41</sup> KEMENDIKBUD, *Penyesuaian Kebijakan PTM SKB 4 Menteri*, (Jakarta: KEMENDIKBUD RI, 2022),2.

<sup>42</sup> *Ibid*, 8.

### 3. Problems and Problem Solving of Learning Process in Pandemic Era

It is certain that none of the schools in Indonesia are ready to prepare for the learning process that has changed due to the impact of the COVID-19 pandemic. Most schools in Indonesia convert face-to-face learning into online learning or distance learning with compulsion and inconvenience during the Covid-19 pandemic. One of the effects of the sudden transformation of learning is the emergence of various reports of related problems to the difficulties faced by students and parents in participating in distance learning. Problem is a wish that doesn't match with reality and ability.<sup>43</sup> Then it is important to find a solution to every single problem encountered.

Until the end of April 2020, the Indonesian Child Protection Commission or KPAI received at least 246 complaints regarding this matter. The complaints that arise are the excessive workload of teachers, one-way learning, the application of learning hours such as face-to-face learning, education costs that remain even though some of the learning burden shifts to the responsibility of the family, to limited internet quotas and tools to participate in distance learning. Not to mention the complaints from parents who also have to allocate more time to accompany their children, especially those who attend primary education, during the distance learning process. Given the gap in educational technology infrastructure and the variation in access capabilities of Indonesian students, distance learning or online learning is difficult to be the main or only choice of learning mode.<sup>44</sup>

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<sup>43</sup> Abdul Ghofar Hadi, *Belajar Dari Masalah: Masalah Adalah Hadiah Terindah Dari Allah*, (Balikpapan: LPPM STIS HIDAYATULLAH. 2013),1.

<sup>44</sup> Mulyana, et al, *Pembelajaran Jarak Jauh Era Covid 19*, (Jakarta: LITBANGDIKLAT PRESS, 2020), 3-4.

The challenges during the pandemic require teachers who are not only skilled in the subjects taught but are also able to provide the problems solving in the teaching and learning process during the pandemic. Problem solving is an effort to find explanations and answers to every problem encountered. Problem solving is the process of solving a problem or event through various efforts to choose from several alternatives or options that are close to the truth or are considered correct for a particular purpose.<sup>45</sup> And every single teacher must look for the way to be the problem solving faced.

Education experts say that a hybrid or blended learning model between face-to-face and online learning is a more realistic choice for most educational institutions in the new normal era. If the implementation of the health protocol requires a limitation on the number of students in the study room or in rotating face-to-face learning, the distance learning can act as a complement to the reduced hours of face-to-face learning.<sup>46</sup> It can be solution to the teacher taking on the learning problem during the new normal era.



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<sup>45</sup> Bambang Suteng Sulasamono, *PROBLEM SOLVING: Signifikansi, Pengertian, dan Ragamnya*, (Jurnal Universitas Kristen Satya Wacana, 2012), 162.

<sup>46</sup> Mulyana, et al, *Pembelajaran Jarak Jauh Era Covid 19*, (Jakarta: LITBANGDIKLAT PRESS, 2020), 4.



## B. Previous Research Findings

There are many previous researches related to the topic. The previous research will help the researcher finish this research. In this part, the researcher will discuss several previous researches as the guidance to do the thesis.

The first is the thesis written by Paras Putri Adinda Dian Rizqi, student of Muhammadiyah University of Surakarta with the title *An Analysis of English Teaching Activities in Pandemic Era At SMPN 1 Doplang*. The thesis was conducted in 2020. The researcher found the problem that English teaching and learning activities during the COVID-19 pandemic have several changes. The changes were in the learning system which face to face learning to online learning. This researcher was using a qualitative descriptive method and found the result that learning during the pandemic was very different from conventional (face-to-face) learning. It was carried out before the COVID-19 pandemic. The difference that can be seen that the teacher strategy, which was originally face to face before, became completely online using the WhatsApp, YouTube, and Google Forms applications.<sup>47</sup>

The second previous research is the thesis conducted in 2020 and presented by Tari Putri Utami, student of IAIN Salatiga entitled *An Analysis of Teachers' Strategies on English E-Learning Classes during Covid-19 Pandemic*. Researcher discovered that the COVID-19 pandemic situation made the Government launch learning activities into e-learning. This policy and its relation to teacher teaching strategies were interesting to study. Using qualitative approach method, the results of

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<sup>47</sup> Paras Putri Adinda Dian Rizqi, *An Analysis Of English Teaching Activites In Pandemic Era At SMPN 1 Doplang*, (Thesis, Muhammadiyah University of Surakarta, 2020).

the study showed that (1) The teachers use different strategies because the expected skill output are different, for writing skills the teacher uses 3 strategies namely planning, drafting, and editing. As for listening skills, the teacher applies several strategies such as listening to songs, writing song lyrics, matching lyrics, and finally sing a songs. But both of them use the video-based learning model and also virtual education through WhatsApp. (2) Strategies in teaching through e-learning classes during the COVID-19 pandemic greatly assisted teachers in the teaching and learning process to achieve learning goals.<sup>48</sup>

The third previous research was written in 2021 by Putri Dwi Nurmiati, a student of State Institute of Islamic Studies Ponorogo, was titled *Teaching Tenses and Its Problems in Pandemic Covid-19 (A Case Study at The Eighth Grade Students of SMPN 1 Siman)*. The researcher found that there were problems faced in teaching and learning tenses during pandemic, such as media and internet access, students laziness, and also clueless of technology of the teacher. This research applied qualitative approach and used case study design. The result showed that the strategy used by the teacher in teaching tenses on pandemic covid-19 was EGRA (Explanation, Generalization, Reinforcement, and Application). However, generalization and reinforcement phase were omitted by the teacher because of limited time. So, teacher only explained about simple past tense, include the definition, function, formula, and examples. Then, the teacher gave some questions related to simple past tense as the application phase.<sup>49</sup>

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<sup>48</sup> Tari Putri Utami, *An Analysis Of Teachers' Strategies On English E-Learning Classes During Covid-19 Pandemic*, (Thesis: State Institute Of Islamic Studies Salatiga, 2020)

<sup>49</sup> Putri Dwi Nurmiati, *Teaching Tenses And Its Problems On Pandemic Covid-19 (A Case Study At The Eighth Grade Students Of SMPN 1 Siman)*, (Thesis: State Institute Of Islamic Studies Ponorogo, 2021)

The similarity and difference of this research with previous research can be explained in this table:

No	Researcher's name, Year, Title, and University	Similarity	Difference
1	Paras Putri Adinda Dian Rizqi, 2020, <i>An Analysis Of English Teaching Activities In Pandemic Era At SMPN 1 Doplang</i> and Muhammadiyah University of Surakarta	A. Teaching English strategy in pandemic era which is now directed to become the new normal era	B. Using Online media (WhatsApp, YouTube, and Google Forms applications) and this research is face-to-face learning
2	Tari Putri Utami, 2020, <i>An Analysis Of Teachers' Strategies On English E-Learning Classes During Covid-19 Pandemic</i> , IAIN Salatiga.	• Teaching English strategy in pandemic era which is now directed to become the new normal era	• Using Online media which is video-based learning model and also virtual education through WhatsApp and this research is face-to-face learning

3	Putri Dwi Nurmiati, 2020, <i>Teaching Tenses And Its Problems On Pandemic Covid-19 (A Case Study At The Eighth Grade Students Of SMPN 1 Siman)</i> , IAIN Ponorogo.	<ul style="list-style-type: none"> <li>• Teaching English in pandemic era which is now directed to become the new normal era</li> </ul>	<ul style="list-style-type: none"> <li>• Using media and internet access and this research is face-to-face learning</li> </ul>
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Those three previous researches are similar to this research that is about teaching in pandemic era which is now directed to become the new normal era. However, this researcher is different in terms of subject, situation, and intention of the research that it is to find out the teacher strategy in teaching English learning at SMAN 1 Balong during new normal era.

## CHAPTER III

### RESEARCH METHODOLOGY

This chapter covers the research design, researcher's role, research setting, data source, technique of data collection, technique of data analysis, and checking validity of findings.

#### A. Research Approach and Design

The research approach that will be used in this research is qualitative. According to Kothari, qualitative research is concerned with subjective assessment of attitudes, opinion, and behaviour. Its goal will be a depth understanding rather than numerical data analysis.<sup>50</sup> Gay also stated that qualitative research is a research that collects, analyzes and interprets the comprehensive narrative and visual data.<sup>51</sup> There are many different types of qualitative research, one of them is case study research.

Case study is a research conducted at an unit of study or bounded system, such as a classroom, an individual teacher or a school where design, data collection techniques and specific approaches to data analysis are covered here.<sup>52</sup> In this research, the researcher will use case study research where the researcher can describe teacher strategy on new normal era in teaching English at SMAN 1 Balong. It also describes about the problems faced by teacher in teaching English at New Normal Era. He will observe the location at school directly, observe the teacher and students at the class, and catch the information from interview.

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<sup>50</sup> C.R.Kothari, *Research Methodology (Method and Techniques)*, (India: New Age International Publishers, 2003), 5.

<sup>51</sup> L.R. Gay, *Educational Research*, (New York: Pearson Education, 2012), 17.

<sup>52</sup> *Ibid*

## B. Researcher's Role

The characteristic of qualitative research cannot be separated from participant observation. In this research, the researcher role is as passive participation. It is also called the observer as participant. In the observer as participant stance, researchers may interact with subjects enough to establish rapport but do not really become involved in the behaviours and activities of the group<sup>53</sup>. It's mean that the researcher presents the scene of action but does not interact or participate. Only recording of what it happen in the setting by writing field notes by collecting other kinds of documentary evidence.

## C. Research Setting

The research setting for this research is conducted at SMAN 1 Balong. It is located at Kemajuan street, Number 8, Karanganyar, Balong, Ponorogo. The researcher's reasons in choosing the school are because this school is one of the schools that has started the implementation of face-to-face learning in Ponorogo. Then, the researcher choses of Science One Class because this class is more active and always in spirit during the class, and because this class is held on first lesson on Friday. Then, in one lesson at SMAN 1 Balong is only held for 45 minutes where English lesson only occurs one lesson time which other lessons occurring two lesson time and that time is a short time to convey the material.

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<sup>53</sup> Donald, Ary, et al., *Introduction to Research in Education* (Belmont: Wadsworth Cengage Learning, 2010), 433.

#### D. Data Source

The data sources in this research are,

1. Human, including The headmaster, English teacher, and students of the eleventh grade science one class at SMAN 1 Balong.
2. Non human, including data from TU or administration of SMAN 1 Balong (historical of SMAN 1 Balong, vision, mission, goal, geographical location, organization structure, condition of teachers, staffs and students, facilities and infrastructure).

#### E. Data Collection Technique

The right technique in collecting data is important to take the objective data. Technique in data collection is used by researcher to get data in research. The techniques of collecting data in this research are,

1. Observation

Observation is used as a technical term in research with its specific meaning. In everyday language, observation usually refers to the use of our visual sense to record and make sense of information. In research, observation refers to data gathering which involves the use of not only visual sense, but also all the senses necessary to get valid and reliable data.<sup>54</sup> Sensitivity to the existing data is substantial and also important to be owned by all observers.

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<sup>54</sup> Mohammad Adnan Latief, *Research Methods on Language Learning An Introduction* (Malang: UM Press, 2013), 77.

In this research, the researcher conducted the observation in time of the new normal era and was done by the direct observation in the English class. It aimed to know how the teacher implemented the strategy during teaching English in the new normal era.

## 2. Interview

According to Kvale, interview is an interchange of views between two or more people on a topic of mutual interest, sees the centrality of human interaction for knowledge production, and emphasizes the social situated of research data.<sup>55</sup> We can also mean that the process of conversation between researcher and respondent to collect the data related to subject called an interview.

This research uses in depth interview. Depth interviews are those interviews that are designed to discover underlying motives and desires and are often used in motivational research. Such interviews are held to explore needs, desires and feelings of respondents.<sup>56</sup> It means the researcher giving some questions about focus of the study in order to get the maximum data. In performing interview, the first must be list the people that will be interviewed.

The researcher interviewed the English teacher and several students of the eleventh class science one of SMAN 1 Balong. He wrote the question's list of interview and continued by making an appointment with the interviewers. He interviewed about the implemented strategy of the English class lesson beginning with pre-activity,

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<sup>55</sup> Louis Cohen, et al., *Research Methods in Education* (London and New York: Routledge Falmer, 2000), 67.

<sup>56</sup> C.R. Kothari, *Research Methodology: Methods and Technique* (New Delhi: New Age International, 2014), 110.



whilst activity, and post-activity. This interview can be the data collection to know the strategy of SMAN 1 Balong's English teacher and to know problem and solution in this new normal era learning activity.

### 3. Documentation

The one of valuable source of information in qualitative research is documents. Documents consist of public and private records that qualitative researchers obtain about a site or participants in a study, and they can include newspapers, minutes of meetings, personal journals, and letters. These sources provide valuable information in helping researchers understand central phenomena in qualitative studies.<sup>57</sup>

During the process of the research, the researcher may collect the documentation directly in the school, such as teacher's journals, note of the teacher, teacher's report and others. The researcher also gets the data documentation of school such as vision and mission of SMAN 1 Balong, historical of SMAN 1 Balong, organization structure, staff and students' list, infrastructure's list and others.

### F. Data Analysis Technique

This study adopts the framework developed by Miles and Huberman to describe the procedures of data analysis. The data analysis consists of three streams of activity: data reduction, data display, and conclusion drawing and verification<sup>58</sup>.

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<sup>57</sup> John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research* (Boston: Pearson Education, 2012), 223.

<sup>58</sup> Matthew B. Miles and Michael Huberman, *Qualitative Data Analysis Second Edition*, (London: Sage Publication Ltd., 1994), 10.

### 1. Data Reduction

According to Miles and Huberman, data reduction is the process of selecting, focusing, simplifying, abstracting, and transforming the appeared data in written up transcription. The researcher organizes and reduces or reconfigures the mass of the data.

When reducing the data, the researcher choses what aspects of data appeared in field notes or interview transcriptions that should be emphasized, minimized, or set aside completely for the objectives of research. Then, the researcher puts codes on each unit based on the list of code. After that, the researcher examines all the data sources for descriptions and themes that used to be the research findings.

### 2. Data Display

Data display deals with providing an organized, compressed, assembly of information that allows conclusion drawing. A display can be in the form of texts, graphs, diagrams, charts, matrices, or other graphical formats. In this study, the data were presented in the form of table and descriptions.

### 3. Conclusion Drawing and Verification

Conclusion drawing involves moving back to consider what the analyzed data mean and to assess whether the data findings fit the objectives of the study. At this stage, the data that has been analyzed were read and re-read to develop the conclusions regarding the study. The conclusions are verified by revisiting the data as many times as necessary. Verification is also enhanced by conducting peer checking and consultation with the supervisors.

## G. Checking Validity of Findings

Validating the result of the research is important in any type of research for influencing the findings and the analysis. If the data are not valid, thus, the analysis is not reliable. According to Lodico, Dean and Katherine the criteria to evaluate qualitative study include credibility, dependability, conformability and transferability.<sup>59</sup> Then, in this research only uses credibility as tools to check the trustworthiness of the data.

Credibility refers to whether the participants' perceptions of the settings or events match up with the researcher's portrayal of them in the research report.<sup>60</sup> The credibility is enhanced by discussing how the information provided by the data sources is compared through triangulation technique to verify the conclusions. Triangulation is a method of cross-checking data from multiple sources to search for regularities in the research data.<sup>61</sup>

According to Denzin, triangulation has 4 types, namely data triangulation (involving time, space, persons), investigator triangulation (involving multiple researchers in an investigation), theory triangulation (involving more than one theoretical scheme in the interpretation of the phenomenon) and methodological triangulation (involving the usage of more than one method to gather data such as interview, observation, and documentation).<sup>62</sup> The other hand, the data that is checked

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<sup>59</sup> M.G. Lodico, Dean T.S, & Katherine H.V, *Methods in Educational Research: From Theory to Practice* (2<sup>nd</sup> Edition), (San Fransisco: Jossey-Bass, 2010), 194.

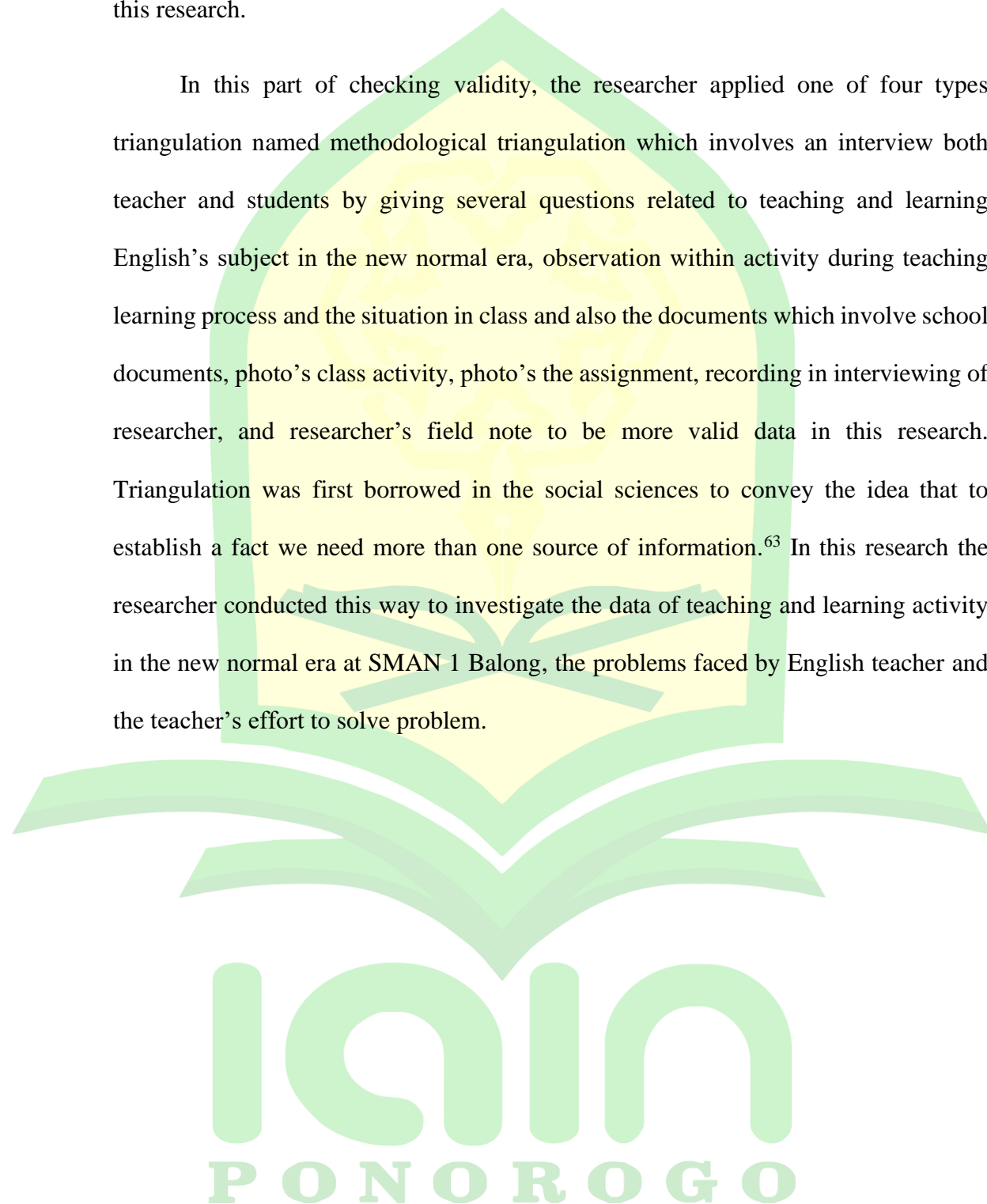
<sup>60</sup> *Ibid*

<sup>61</sup> Tom O'donoghue, and Keith Punch, *Qualitative educational research in action*. (New York, NY: Routledge. doi 10, 2003), 78.

<sup>62</sup> Denzin, *Sociological Methods A Sourcebook* (fifth printing), (New Jersey: Transaction Publishers, 2006), 189.

using this triangulation will be more detail and it will be balanced in the situation of this research.

In this part of checking validity, the researcher applied one of four types triangulation named methodological triangulation which involves an interview both teacher and students by giving several questions related to teaching and learning English's subject in the new normal era, observation within activity during teaching learning process and the situation in class and also the documents which involve school documents, photo's class activity, photo's the assignment, recording in interviewing of researcher, and researcher's field note to be more valid data in this research. Triangulation was first borrowed in the social sciences to convey the idea that to establish a fact we need more than one source of information.<sup>63</sup> In this research the researcher conducted this way to investigate the data of teaching and learning activity in the new normal era at SMAN 1 Balong, the problems faced by English teacher and the teacher's effort to solve problem.



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<sup>63</sup> Robert c. Bodgan, *Qualitative Research for Education an Introduction to Theories and Methods Fifth Edition*, (Boston New York San Francisco.: sari knop bklen, 2007), 115.

## CHAPTER IV

### RESEARCH FINDINGS

This chapter contains the important information because the researcher will show the data that had been gotten during the research time. The research findings are divided into three main part namely general picture of research place, data display, and discussion.

#### A. General Picture of Research Place

##### 1. History of School

SMA Negeri 1 Balong was founded in 1992, at that time it was a part of SMAN 1 Slahung. At the beginning of its establishment SMA Negeri 1 Balong only had 2 classes with several permanent teachers and most of them were non-permanent teachers (GTT), In its development, there are several teachers who have transferred from outside the city to SMAN 1 Balong, plus the number of teachers assigned to SMAN 1 Balong can strengthen the development of SMA Negeri 1 Balong.

As a motivation to improve the quality and credibility of a school, the Government makes regulations for all schools in Indonesia. This assessment regulation is called Accreditation. Accreditation is carried out by the Government every 5 years. The National Accreditation Board in Surabaya after conducting an assessment at SMAN 1 BALONG, based on certificate 200/BAP-S/M/SK/X/2016. States that SMAN 1 Balong occupies position (rank) A.

In the 2021/2022 academic year, SMA Negeri 1 Balong applies the curriculum, namely the 2013 curriculum for grades X, XI and XII. Then to develop the talents and creativity of SMAN 1 Balong students, several extra activities apply such as science Olympiad, reog, computer, conversation, badminton, automotive, volleyball, futsal,

catering, TBTQ, qiro'ah, karawitan, batik, automotive, scouts, KIR, traditional dance, PMR, and pencak silat. In the same period, SMA Negeri 1 Balong also had 13 Study Groups with a composition of 6 classes consisting of Mathematics and Natural Sciences (MIPA) programs and 6 Social Sciences Program Classes (IPS).<sup>64</sup>

## **2. Visions and Missions of SMA Negeri 1 Balong**

### **a. Vision**

“Noble character, excellence in achievement, skill, and environmental insight”

### **b. Missions**

- 1) Forming students who have character and noble character
- 2) Improving graduate academic achievement
- 3) Improving student achievement in the extra-curricular field
- 4) Equipping students with various skills through local content (Mulok)
- 5) Creating a clean and green school environment.<sup>65</sup>

## **3. The Organization Structure of SMAN 1 Balong**

Each activity must be prepared and carried out in a precise and systematic manner and managed by people who have competence in it in order to achieve the expected goals, therefore the organizational structure in an institution is absolutely necessary because it is very important. School is an educational institution which includes various activities. In order to run well, an organization was formed in the school as the driving force for the entire school administrator.

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<sup>64</sup> See appendix 01/D/11-II/2022 of documentation transcript

<sup>65</sup> See appendix 02/D/11-II/2022 of documentation transcript

The organizational structure at SMA Negeri 1 Balong consists of,

- a. Headmaster : Mursid, S.Pd. M.Pd.I.
- b. School Committee : Moch. Harijatno, S.Pd.
- c. Co. Administration : Rina Martiana, S.Sos.
- d. Co. Curriculum : Jamari, S.Pd.
- e. Co. Students : Drs. Moh. Taufan
- f. Co. Infrastructure : Budi Susili, M.Pd.
- g. Co. Public Relations : Hadi Suyoto, S.Pd.<sup>66</sup>

#### **4. Teachers and Staffs of SMAN 1 Balong**

The existence of teachers in education environment are very vital. They are the important components of learning activities. that is because the teacher playing the significant roles to the students such as observer, tutor, assessor and also organizer. Therefore, it is necessary to pay attention of teachers and also staffs in the school. In SMAN 1 Balong, A number of teachers and employees of SMAN 1 Balong in the academic year 2021/2022 are 38 people consisting of permanent teachers, non-permanent teachers, and administrative staffs and non- permanent employees which the detail information is attached.<sup>67</sup>

#### **5. Students of SMAN 1 Balong**

A school that has a large number of students means that the school is trusted. The presence of students in the educational environment is important because it is the symbol if the school will be trusted school. The number of students at SMAN 1 Balong for the

<sup>66</sup> See appendix 03/D/11-II/2022 of documentation transcript

<sup>67</sup> See appendix 04/D/11-II/2022 of documentation transcript

2021/2022 academic year is 345 students with specifically 121 male students and 224 female students which scattered into 12 class groups. Details of students distribution is attached.<sup>68</sup>

## **6. Infrastructures of SMAN 1 Balong**

Infrastructures are tools to support the success of an effort process carried out in public services, because if these it is not available then all activities carried out will not be able to achieve the expected results according to the plan. In supporting the smoothness and success of the learning process that affects the quality of education and the ability of students at SMA Negeri 1 Balong, of course it cannot be separated from adequate infrastructure. The information about infrastructure of SMAN 1 Balong can be seen in the appendix.<sup>69</sup>

## **B. Data Display**

The displayed data were collected in observation and interview. Before entered the direct research, researcher did pre-research on January 25<sup>th</sup> and 30<sup>th</sup> 2022 with the English teacher of SMAN 1 Balong. It intended to know how teaching English did in the new normal era and problem was faced by SMAN 1 Balong's teacher in this situation.

Then, researcher conducted this research in three meetings during February till March academic year 2021/2022 using observation at eleventh science class one of SMAN 1 Balong. The researcher also did the interview with English teacher and several students of eleventh science class one. It would be done to give the detail information about subject of this research which talking about strategies and problems were faced by teacher during the

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<sup>68</sup> See appendix 05/D/11-II/2022 of documentation transcript

<sup>69</sup> See appendix 06/D/11-II/2022 of documentation transcript



new normal era. After conducted the steps that were observation, interview and documentation, the data display are following,

## **1. English Teacher Strategies in Teaching English in The New Normal Era at SMAN**

### **1 Balong**

The researcher did the data description about teacher's strategies in teaching English in the new normal era at eleventh science class on of SMAN 1 Balong in academic year 2021/2022. In this class, there are 28 students which consist of 6 male students and 22 female students. The finding data were done by interview which held on Monday, 7<sup>th</sup> March 2022, direct observation (face-to-face teaching and learning) on Friday, February 11<sup>th</sup> 2022, Friday, February 25<sup>th</sup> 2022 and also Friday, March 4<sup>th</sup> 2022 then documentation that held during research process.

The researcher conducted an interview with Mrs. Tina Rakhmawati, S.Pd. as the English teacher of eleventh science class one at SMAN 1 Balong. Mrs. Tina had started teaching English at SMAN 1 Balong a long time ago. And during the time as a teacher, Mrs. Tina has just felt a change the learning process for the first time due to a pandemic. Therefore, she has to improve the strategy to her students because this pandemic has changed the teaching and learning process.

In teaching English at the eleventh science class one of SMAN 1 Balong, Mrs. Tina usually used the English language guide book for the eleventh grade of senior high school/vocation high school/islamic senior high school from the Ministry of Education and Culture of the Republic of Indonesia in 2017. While the researcher was conducting this research, Mrs. Tina taught material about "sick and

weather" which integrated with the material "cause and effect" and also material about "song" with the theme of the spirit of youth. Because of that, the researcher conducted an interview with Mrs. Tina to know what strategy was applied by her.

Mrs. Tina stated:

“ During Covid-19 pandemic, she applied the different strategy with the normal situation. Because of in SMAN 1 Balong, some subjects had to be cut in time as a result of the pandemic which allowed school to hold a limited face-to-face learning process, including English subjects which were only held for 45 minutes or one hour lesson. Therefore, the strategy applied was not only to provide good material to students but also to consider the time provided to deliver effective learning, and she used the blended strategy”.<sup>70</sup>

Based on the interview, the researcher knew that Mrs. Tina used a blending strategy in teaching English in this new normal era at SMAN 1 Balong. It was for making students understand about the material and using time as efficiently as possible.

Mrs. Tina also said that:

“ The implementation of this blended strategy was that she would send the material one day before the meeting to the WhatsApp group as a supporting media, and the students were asked to read and answer for topics related to the material, then she would present a detailed discussion in class meetings with students.”<sup>71</sup>



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<sup>70</sup> See the appendix 01/I/7-III/2022 interview transcript

<sup>71</sup> See the appendix 01/I/7-III/2022 interview transcript



Figure 1

(Mrs. Tina gives assignment via WhatsApp Group)

According to the interview, the researcher discovered that the reason why the blended strategy chosen by Mrs. Tina was to minimize time in the learning process. The teacher can send first to the WhatsApp group the material to be taught, then when the learning day can be directly discussed the problems faced by teacher in teaching English in the new normal era at science class one of SMAN 1 Balong.

Mrs. Tina added that:

“This strategy was used as a result of the time given for English subjects. On the one hand in teaching English, she cut the stages of the learning process where the opening and closing activities did as fast as possible, Therefore the main activities were maximized. Activities such as singing the national anthem Indonesia Raya, reciting Qur'an and attending to students one by one which normally were the opening activities in the learning process had eliminated and only left activities to pray together and attend students only by asking who would be absent on the day of learning. Then the closing activity was usually only done by asking whether students understand or not without giving feedback and giving detailed conclusions from the material taught.”<sup>72</sup>

<sup>72</sup> See the appendix 01/I/7-III/2022 interview transcript

From that we can conclude that in the process of learning English lesson, Mrs. Tina can only use 45 minutes to carry out the main learning activity by providing material. The opening and closing activities cannot be carried out optimally because the time given is very little which requires him to sacrifice it so that the process of giving the subject matter can be carried out.

Then, there were some opinions from the students of science class one about teacher strategy in teaching English at SMAN 1 Balong. The researcher conducted the interview to three students of that class. The name of science class one's students are Heri Prasetyo, Sabrina Anggun Fadila and Ima Nur Hidayati.

The statement is according to Heri Prasetyo:

“During teaching and learning process in this pandemic, Mrs. Tina taught with giving the material in the WhatsApp Group at the night before the day of school. It was very helpful for us as students to prepare and study English material in advance. Because of this pandemic, English subject only conducts for one hour lesson. Although, we as students were still grateful for being able to experience the atmosphere of a direct school again, which previously only carried out the process of studying at home via online”<sup>73</sup>

The other opinion about teacher strategy in teaching English in the new normal era according to Sabrina Anggun Fadila:

“ Mrs. Tina sent assignments or materials that would be discussed in the meeting day first in the group at the night before. It helped us to read and learn about the material that would be taught by Mrs. Tina, considering that the English lesson only conducted about 45 minutes, so the strategy that Mrs. Tina use in the class was very good to implement and could be accepted by us”.<sup>74</sup>

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<sup>73</sup> See the appendix 02/I/7-III/2022 interview transcript

<sup>74</sup> See the appendix 03/I/7-III/2022 interview transcript

The last opinion of students at the eleventh class science one is Ima Nur Hidayati as follow:

“On Thursday night, Mrs. Tina often sent a topic to be discussed in next day, whether it was an assignment that asked the students to do it first so that on Friday it could be directly discussed in class or material that asked us first to read and then explained in detail at its Friday.”<sup>75</sup>

Those were the opinion of the eleventh class science one students about the teacher's strategy in teaching English during the new normal era. From there the researcher found that all students said that the teacher in explaining the English lesson always provided advance preparation in terms of material where the teacher always sent the topic to be discussed one day before the day the English lesson took place. When the material to be taught that delivered in the afternoon or evening before the English lesson takes place, the teacher intended to make the time given in the teaching and learning process very effective. The 45 minutes given can be used as much as possible to explain the material being taught and be able to make students react more actively because they already have provisions related to the material being studied. Based on the results of interviews, the opinions expressed by the teacher were in accordance with the opinions of students. The given strategy was able to make students more responsible with knowledge.

After interviewing the English teacher and the students, the researcher also did an observation. The observation conducted directly in the class of eleventh science one in the three times. The first observation was conducted on Friday,

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<sup>75</sup> See the appendix 04/I/7-III/2022 interview transcript

February 11<sup>th</sup> 2022.<sup>76</sup> The material that will be taught by Mrs. Tina to her students at this time is material about "weather and sick". The purpose of this lesson is that students are expected to know vocabulary related to "weather and sick" which can then be integrated with "cause and effect" material which makes students know the use of the word "cause and effect" material. In the other hand. the students also have knowledge of texts related to causal relationships, according to the context of their use. As well as skills in spoken and written transactional interaction texts that involve the act of giving and asking for information related to causal relationships, according to the context of use, taking into account social functions, text structure, and linguistic elements that are correct and suitable in reading context.

In teaching reading material "sick and weather" which is integrated with "cause and effect". Mrs. Tina uses the English language guide book for the eleventh grade of high school on page 76 and also makes a reading text related to the material of sick and weather. This is intended so that students are active in adding vocabulary in English by looking for missing words.

According to the observation that researcher did in the class, the researcher found the related information about English teacher strategy in teaching English at SMAN 1 Balong.

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<sup>76</sup> See the appendix 01/O/11-II/2022 observation transcript

The result of the data observation was as the following:

b. Pre-activity

Before entering the class. The night before the learning activities are carry out, Mrs. Tina gave material and assignment about material about "weather and sick" integrated with "cause and effect" in the WhatsApp group. Then when Mrs. Tina was entering the class, she always begins the English lesson with praying and greeting the students of the class. After that, she directly asked the students who students absent that day. Then before going to the material, she asked if the students had read the previously sent material on the WhatsApp group.

c. Main-activity

The material that will be delivered to students on that day was related to reading text "weather and sick". In teaching and learning process, Mrs. Tina used material paper and whiteboard. At the beginning of the meeting, she urged her students to recall the material that was discussed at last week's meeting. After that she asked whether the students done assignments related to the material that has been presented previously. The task given by Mrs. Tina was in the form of questions related to text about weather and sick titled "Flu season". This reading text was given to students at the previous meeting in the form of a closed question where students were asked to complete the missing words.

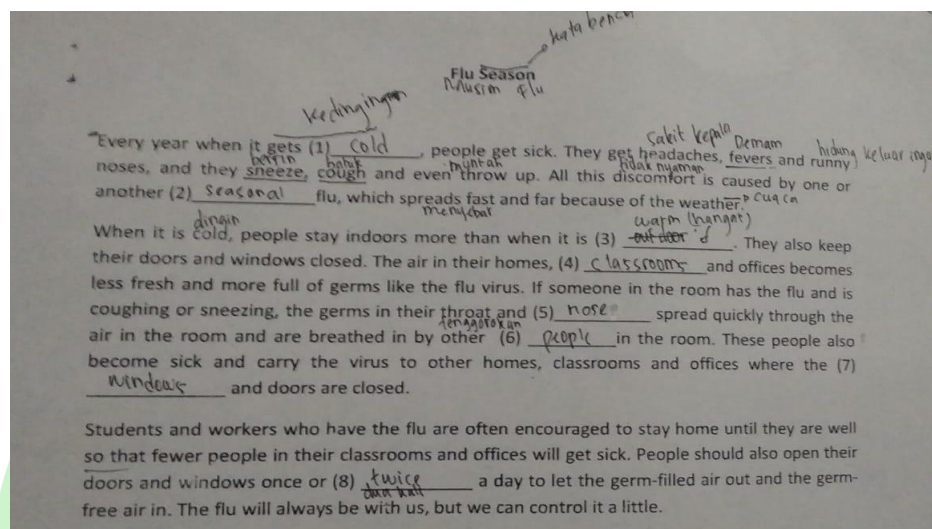


Figure 2  
(Reading text about weather and sick entitled "Flu Season")

She asked her students to come forward while writing down their answers to the questions that had been given. The questions were: 1. What is the text about?, 2. What happens to the people when the weather is bad?, 3. What should people do when they have a bad condition?, and 4. Write some cause and effect sentences based on the text?.

When discussing the students' answers on the whiteboard, Mrs. Tina corrected the answers of all the students who came forward. She also appreciated all the answers from students even though the answers were only slightly correct. Then, Mrs. Tina made this reading text (weather and sick) integrated with the material "Information related to cause and effect" which then, she explained about the signal word used in "cause and effect" sentences and explained the general function of the cause and effect in real life. It aims so that students have knowledge of texts related to causal relationships, according to the context of their use. As well as skills in writing spoken and written transactional interaction texts that



involve the act of giving and asking for information related to causal relationships, according to the context of use, taking into account social functions, text structure, and linguistic elements that are correct and in context.

d. Post-activity

Before closing the lesson, Mrs. Tina asked her students whether they had understood the material that was taught today or not. If there were not question, she would close the teaching and learning process in that day by praying.

The second observation conducted on Friday, February 25<sup>th</sup> 2022.<sup>77</sup> In observing this meeting conducted by the researcher, Mrs. Tina prepared material related to "song" which the lyrics related to the life of high school teenagers. The students are invited to be more active by writing and reading their work in front of the class. It aimed that the students having knowledge of social functions and linguistic elements of song lyrics related to the lives of high school teenagers as well as skills in capturing contextual meaning related to social functions and linguistic elements.

The result of the data observation was as the following:

a. Pre-activity

When entering the class, Mrs. Tina starts the class by praying as usual. The she asked how the students were and asked the students who students absent today.

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<sup>77</sup> See the appendix 02/O/25-II/2022 observation transcript

b. Main-activity

In teaching and learning process, the song material would be delivered by Mrs. Tina in that day. The song would be discussed by them that a song was available in the English textbook, namely Mariah Carey's song entitled "Hero". This song has the theme of teenage life which students must interpret as a form of life experience.

Mrs. Tina asked the students to form groups of two people to do the task translate the song's lyrics into Indonesian first contained, therefore the students know the meaning in the song. After the students finished working on their group assignments, Mrs. Tina asked some groups of students to come forward and read the results of their work. One student read the original lyrics of the "Hero" song in English version, and the other student read the lyrics that they had been translated into Indonesian version.

This activity was carried out throughout the lesson hours on that day. There were three groups that came forward to practice their work. After that, it was continued by Mrs. Tina to explain related to the meaning and the value that was developed from the lyrics of the song "Hero". She explained that this song is about how important it is to be confident and stay strong in the face of struggles and get rid of all her doubts and fears. While continued by reading a good and correct way of reading every word that was presented in the lyrics.

c. Post-activity

At the end of meeting, Mrs. Tina gave a summary related to the "Song" material discussed today in the simple way and she don't forget to also provide

motivation to always maintain health during this new normal era. Then she closed the learning process by praying.

The third observation conducted in the same class, that was The Eleventh Science Class one of SMAN 1 Balong on Friday, March 4<sup>th</sup> 2022, Mrs. Tina continued the lesson related to the material about “song” where this meeting students were asked to do essay questions related to the "song" material and made the song entitled "Hero" which is found in the English language guide book for the eleventh grade of Senior high school/Vocation high school/Islamic senior high school from the Ministry of Education and Culture of the Republic of Indonesia in 2017 page 89 as the basis for questions.

The result of the data observation was as the following<sup>78</sup>:

a. Pre-activity

One night before the English lesson was held, Mrs. Tina had given assignment in the form of questions about the topic to be discussed the next day on the WhatsApp class group. When entering the eleventh class science one Mrs. Tina started the lesson with inviting the students to pray together followed by asking the students who students absent that day.

b. Main-activity

In the learning process that day Mrs. Tina wanted to discuss the question had been sent in the WhatsApp Group. the questions related to the song titled “Hero”, including: 1. What is the song theme?, 2. What tense is used in the song?,

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<sup>78</sup> See the appendix 03/O/04-III/2022 observation transcript

3. Find out the adjective?, 4. Which part of the song do you like?, and 5. Say one word to show your feeling to the song?.

Mrs. Tina suggested that some students to come in front of class to write their answer in the whiteboard. After that all her students was invited by Mrs. Tina to discuss the questions which answered by their friend. Continued with Mrs. Tina explain in detail regarding the correct answer. And that had been given on the whiteboard related to the context of the song "Hero" in front of the class. While providing a detailed explanation of the questions asked, such as fully explaining the tense used, the example adjective and, the theme of song, etc. And also did not forget Mrs. Tina inserted the material "Cause and Effect" which was discussed at the previous meeting to remind the students related to the material in questions.

c. Post-activity

Before closing the lesson, Mrs. Tina asked about their understanding for the English subject that day. Then, after the students understood, she closed the teaching and learning process by praying. Mrs. Tina also gave motivation about studying hard and asked her students to always maintain health.

Based on the observation's result, the researcher found some strategies that the teacher used in teaching English in the new normal era at SMAN 1 Balong:

- 1) Teaching directly to main activity.
- 2) Helping students to use reading strategies.
- 3) Using writing strategy of writing presenting and feedback
- 4) Using blended strategy.
- 5) Using holistic approach

6) Sending the material will be discussed one day before.

## **2. The Problems Faced by Teacher in Teaching English in The New Normal Era at SMAN 1 Balong**

According to the interview that researcher conducted to the English teacher about problems faced in teaching English in the new normal era, Mrs. Tina said that,

“There were quite visible differences when teaching English in today's conditions, that was very short time given for English subject that only one hour of subject lesson or 45 minutes. And because of the limited time, it was very hard for me to get feedback from students directly during the lesson time.”<sup>79</sup>

Based on this statement, the researcher found that the problem faced by English teachers in teaching English in the new normal era is the teacher given very little time. With a duration of only 45 minutes, it is very difficult to do for teacher.

Furthermore, with the demands of understanding students. Time greatly affects how the teacher uses to explain the material to students until they understand it. And with the short duration, the teacher also cannot carry out feedback activities with students to find out whether students understand or not the material explained in class. Moreover, an English teacher does not only teach the subject matter that planned in the lesson plan but also has to provide capital in the form of important skills related to English.

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<sup>79</sup> See the appendix 01/I/07-III/2022 interview transcript

In addition, Mrs. Tina also said that:

“With very short time, it is very hard to teach four important skills of English such as listening, reading, speaking, and writing in the 45 minutes meeting or only one hour lesson.”<sup>80</sup>

From there, the researcher also knows that the limit time is really difficult for teachers to polish four important skills such as writing, reading, speaking and listening in English if the time given was very short.

### **3. The Efforts in Solving Problem of Teaching English in The New Normal Era at SMAN 1 Balong**

In solving problem of teaching English in the new normal era at SMAN 1 Balong. The solution is according Mrs. Tina:

“Because this situation was very different from normal situations, it was necessary to have a different solution to the problems encountered in class, especially the time issue which was the main focus of my problem. So, she would give the assignment the night before Friday to the students and ask them to do it first, then she would discuss the assignment in a face-to-face meeting. Assignments in the form of questions or simply informing students about the material to be discussed and asking them to study first. Therefore, it's like combining online and offline strategies or what we called blended learning. For that she used WhatsApp Groups as a supporting media”<sup>81</sup>.

From the interview above, the researcher can conclude that Mrs. Tina makes the problem solving and explore her ability to blend the online strategy and the offline strategy using of WhatsApp group as one of the supporting media to make the best use of the time in the allotted time.

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<sup>80</sup> See the appendix 01/I/07-III/2022 interview transcript

<sup>81</sup> See the appendix 01/I/07-III/2022 interview transcript

Mrs. Tina also added:

“There must be sacrifices in a situation like this. The opening and closing activities would be carried out very briefly so that she could go directly to the main activity by providing subject matter in accordance with the teaching material. Whereby only doing the core learning process and shortening the opening and closing activities, there was less emotional closeness between the teacher and students.”<sup>82</sup>

It means Mrs. Tina reduces the learning activities where the opening activities are only done briefly and closing activities are also carried out quickly when compared to normal situations. Feedback activities that should be done to determine student understanding, it can only be done through intermediary tasks given to students to do at home. With this task, Mrs. Tina can see the understanding of the results of the work collected or presented by students regarding the material given. It aims that the English teacher can directly carry out the main activity which contains process to provide material to students.

In addition, Mrs. Tina talked:

“She usually inserted each skill into the topic of the material being discussed. As in song material. She could develop all students’ abilities to practice their speaking in front of class and know what the correct pronunciation of vocabulary looks, also the students could also listen the good and correct pronunciation sounds from the vocabulary that she had said”<sup>83</sup>.

Based on the interview the researcher found that there are efforts made by the teacher to polish the develop skills of their students by inserting every skill of

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<sup>82</sup> See the appendix 01/I/07-III/2022 interview transcript

<sup>83</sup> See the appendix 01/I/07-III/2022 interview transcript

English such as writing, reading, speaking and listening in the material being taught. Therefore, the right strategy is needed by the teacher to be able to maximize the time given in teaching the students as well as possible.

### **C. Discussion**

#### **1. English Teacher Strategies in Teaching English in The New Normal Era at SMAN**

##### **1 Balong**

Before the researcher discusses the strategies used by teachers at SMAN 1 Balong. It would be nice to know in advance the current situation and conditions. This becomes a benchmark because conditions and situations greatly affect the implementation of teacher strategies that must be applied to students. Current conditions are very different from normal conditions, because Indonesia is currently in the transition period from a Covid-19 pandemic to an endemic or now called with the new normal era.

This makes the teacher have to spin her brain to use the right strategy, especially the demands of a teacher are not only limited to providing subject matter that has been planned in the lesson plan but more than, that a teacher must make her students become people who are able to become better individuals through etiquette and skills that are important for them in the future.

In the class of eleventh science one there are 27 students of which 21 students are female students and 6 students are male students. Where the teaching learning process is currently being carried out 100 percent which previously had 50 percent of the class quota due to the impact of the Covid-19 pandemic.



Based on the interview and the observation, the researcher knows that there are some strategies and ways in teaching English in the new normal era at SMAN 1 Balong. There are:

1) Teaching directly to main activity.

In the class, Mrs. Tina deliveries the material by directly focusing on the main learning activities. This way is supported by the theory of teaching and learning strategies. Based on teaching and learning strategy's book by Dr. Pupu Saeful Rahmat, the learning strategy is an effort to achieve the goal by integrating the sequence of activities and how to organize the subject matter by looking at the time used in the learning process.<sup>84</sup> Because the duration of time given for English subjects in SMAN 1 Balong is only 45 minutes or one hour of lessons, the teacher can only focus on the main activities that provide teaching related to the material which set in the lesson plans. It makes the teacher inevitably reduce or even eliminate some of the opening activities such as singing the national anthem of Indonesia, reciting Qur'an, etc, which are usually the place for teachers to provide teaching related to the character and religious values of students.

Closing activities are also carried out briefly by simply asking whether students understand the material being taught or not. It is in contrast to the teacher did in the closing activity when normal conditions where the teacher in the class could carry out the feedback activity more intensely and the teacher could provide a longer and more detailed conclusion than the teacher. Therefore, the teacher could

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<sup>84</sup> Dr. Pupu Saeful Rahmat, *Strategi Belajar Mengajar*, (Surabaya: Scopindo Media Pustaka, 2019),15.

ask questions about the material being taught to students. It also happens because the time that must be immediately replaced with other subjects makes feedback from students seem difficult to come by. Therefore, the teacher can only ensure students' understanding of the homework or assignments done at home.

If we refer to the same theory where there are three types of strategies related to learning including: learning organizing strategies, learning delivery strategies and learning management strategies.<sup>85</sup> It shows that Mrs. Tina is able to organize, deliver and manage the teaching and learning process well even though the time given for English subject is very short.

2) Helping students to use reading strategies in some ways.

A good English teacher will show their students how they can adjust students' reading behaviour. It can be obtained if the teacher can implement strategies that can help students read faster and more effectively. Based on the theory written by Prof. Dr. Hasanuddin, M. Hum. In his book "Teaching Language as A Foreign Language" published in 2014, an English teacher can help students learn to use reading strategies in several ways. Among them are by modelling strategies aloud, speaking through the process of previewing, scanning, and paraphrasing the readings that students get. This indicates that students know about a text before they start reading it word by word or previewing. This strategy was carried out by Mrs. Tina in teaching the material "song" where she asked the students to translate the lyrics contained in the song "Hero" and this is a preview

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<sup>85</sup> Dr. Pupu Saeful Rahmat, *Strategi Belajar Mengajar*, (Surabaya: Scopindo Media Pustaka, 2019),15.

process that aims to let students know the context and also the meaning of the lyrics they read.

In addition, Mrs. Tina also provides time in the teaching and learning process for group or individual preview and prediction activities for each student in reading in the class. This was implemented by Mrs. Tina by asking three groups to come to the front of the class to present the translated results of the lyrics of the song "Hero" that they had worked on.

On the one hand, a strategy that is also effective in improving student's reading skills is to use cloze questions, namely by filling in the blanks in the text reading provided. This was done by Mrs. Tina in providing the material for reading text "sick and weather" which aims to enable students to read and guess the meaning of the context and as a medium for reviewing student's vocabulary items.

Then Mrs. Tina tries to take an uplifting approach by encouraging students to talk about what they think by speaking after reading. In this case, Mrs. Tina did this way because she realized that her students looked shy and afraid to practice their speaking skills because they did not understand the language they were learning especially in English and were afraid to make mistakes when speaking in English. Therefore, Mrs. Tina encourages her students to read their work in front of the class to overcome their fears. Even if they make mistakes in carrying out their duties, the teacher will provide a positive clarifying response so that students can learn from their mistakes. On the one hand, this strategy is also used for the purpose of making them confident in what they are learning. Because if we refer to the same theory

described in the book of “Teaching Language as A Foreign Language” created by Prof. Hasanuddin, he is stated that it is possible to develop control over the various errors they encounter and clarify so that students will gain confidence in their ability to manage various errors. Communication situations they may encounter outside the classroom. This is done because confidence is the main key for students to be able to practice speaking English well and fluently.

### 3) Teaching students’ writing skills

The next strategy is the strategy used in teaching students’ writing skills, that is writing presenting and feedback strategy. Writing is a very necessary skill and must be possessed by students. Therefore, it is necessary to improve students’ writing skills especially using English because basically writing is not like speaking skill which is a skill that we acquire naturally. Even in our mother tongue, the ability to write should be learned for everyone. Writing is not only about how to make interesting writing or limited to long writing but also it need for a strong basic capital such as a lot of vocabulary skills, spelling, and also the ability to compose sentences according to the correct grammar, most students find it difficult to develop this skill. Therefore, it is important to implement strategies which not only effective for improving students' writing skills but also easy to implement and what Mrs. Tina did to apply the writing presenting and feedback strategy.

A very important point of the creative writing process generally is presentation of texts for feedback to be incorporated in re-writes. For language training this opens up a range of possibilities, from suggestions for improvement

of the text to group discussions.<sup>86</sup> This way can be called writing presenting and feedback strategy and this is what Mrs. Tina does in teaching students' writing skills. On the song material, Mrs. Tina asked her students to translate the lyrics presented in the song "Hero". It is intended so that students know the meaning and intent of the song lyrics they are learning. It makes it easier for students to learn writing because when students write the original lyrics of the song "Hero" in English followed by the translation they are working on. Students know the meaning of words and even sentences from the lyrics of the song. This is the easiest and most effective strategy to improve student's writing skills.

If we take a closer look, Mrs. Tina in teaching English in class often applies an "integrated" system in her teaching materials, which means that students are able to learn several skills at one time. In the book of *An Introduction to English Teaching*, written by Grace Hui-Chin Lin & Paul Shih-Chieh Chien, mentions that by developing integrated skills, it can be done with various types of instructions carried out simultaneously, such as writing skills and reading skills or speaking and listening skills. It was implemented by Mrs. Tina when she taught "song" material where students were asked to write which integrated with reading skills or when she taught a material of reading text "weather and sick" which was integrated with grammar's material "cause and effect".

We can see that only two strategies related to two skills, such as reading and writing which are carried out by Mrs. Tina. But related to other skills, such as

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<sup>86</sup> Prof. Dr. Hasanuddin, M.Hum., *Teaching English as A Foreign Language*, (Yogyakarta: Deepublish Publisher, 2014), 147.

speaking and listening skill, Mrs. Tina tries to insert an understanding related to these skills in the material taught. Like in listening skills, Mrs. Tina tries to improve students' listening skills by exemplifying the correct sound directly spoken by her, so that students are indirectly given examples of listening. Then, the understanding related to speaking skills is also inserted by Mrs. Tina by asking her students to dare to speak English in front of the class.

#### 4) Using blended strategy.

In the learning and teaching process, Mrs. Tina often uses blended strategy during this new normal era. An educational activity that uses technology and is combined with conventional education that meets face-to-face is referred to as mixed learning. This strategy conceived as a mix of old and new best practices in education should be met with the caveat that mixing alone will not lead to much improvement unless the right recipe is found. Above all, it should support a learning style that leads to the acquisition of deeper and better knowledge. And nowadays this activity is also often referred to as a hybrid course.<sup>87</sup> it means Mrs. Tina does two activities, using online media especially in WhatsApp Groups which are combined with face-to-face learning.

Mrs. Tina uses this strategy by sending the material to be discussed to the WhatsApp Group as a supporting media, either in the form of discussion topics or other assignments. This strategy is considered very effective to use considering the time allotted by the school for English subjects is only one lesson hour or 45

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<sup>87</sup> Hans Hinterberger, Lukas Fässler, Bettina Bauer-Messmer, "From Hybrid Courses to Blended Learning" Journal: Institute of Computational Science Switzerland, SESSION 3: Social and Pedagogical Issues, 2004 ,6.

minutes. Therefore, if all activities, whether in the form of giving assignments, explaining material or improving skills, etc., are only carried out in the classroom during face-to-face meetings, it will be very time-consuming which results in the material being given to students not being maximized.

This strategy not only reduces the time that is felt to take a long duration but also makes activities more effective in terms of duration. In the other hand, this strategy is carried out with the intention that students are able to learn independently so as to make them more responsible for their duties as school students. In addition, also the importance of students to learn independently. Where students can explore important topics better so that it will improve the learning process. Students also can plan and assess their own learning outcomes. Then the good impact when the teacher using this strategy is students become more active in the class. It makes very easy for the teachers to establish good communication in transferring the knowledge given to students so as to produce deeper learning.

#### 5) Using Holistic Approach

This way is used with an effective purpose which is very suitable to be used when there is very little time to teach English as experienced by Mrs. Tina when teaching at SMAN 1 Balong. According to a book title “An Introduction to English Teaching, a Textbook for English Educator” written by Grace Hui-Chin Lin and Paul Shih-chin Chien in 2010. The holistic approach emphasizes the significance of ability integrating components of various types of English Skill. Holistic pedagogies focus on making proper correlations among the skill of English and truly apply English as tool of communication through speaking and writing.

This strategy was carried out by Mrs. Tina when she was teaching "cause and effect" material. Where the implementation, Mrs. Tina integrates the "cause and effect" material into the reading text "sick and weather". Looking at the existing lesson plans regarding "cause and effect" of Mrs. Tina, one of the objectives of this learning is to be able to improve skills in reading and writing transactional interaction texts that involve the act of giving and asking for information related to causal relationships. It will look more effective to do because the teacher can explain the structure and use of cause and effect which students can do in writing skill, on the one hand she can also increase students' vocabulary about reading sick and weather material. This is very easy to do considering the task of a teacher is to educate students, so that an effective strategy is needed that makes a holistic approach very possible to use especially in this new normal era.

6) Sending the material will be discussed one day before.

The last strategies is sending the material will be discussed one day before. From the interview, it can be concluded that Mrs. Tina sends the discussed material on the night one day before. Sending the material the night before class started was a solution that Mrs. Tina did to make learning time more effective. It can make students preparing the material studied by studying independently and also do the assignments given.

Sending assignments one night before the day of learning is also a place for teachers to find out how much students understand related to the material that has been delivered. Because one of the implementation strategies used to support beginners and to promote a comfortable entry into their new language is *Dip*



*Sticking* which Checking Comprehension for All Learners Frequently. The teacher uses a variety of strategies for quickly and frequently checking comprehension of all learners in the class.<sup>88</sup> And Mrs. Tina uses WhatsApp Group as one of the supporting media to do it.

## **2. The Problem Faced by Teacher in Teaching English in The New Normal Era at SMAN 1 Balong**

The problem is obtained as a result of the effects of learning transformation from the pandemic period where students are required to study independently at home and only rely on technology as a medium for learning and interacting with teachers, to the new normal era where the transition to normal conditions must be done gradually and carefully so as not to even problems in the future. So that the problem that the teacher faced in teaching English in the new normal era at the eleventh science class one of SMAN 1 Balong is the teacher got the very little time to teach English subject, which is only 45 minutes or one hour of subject. It happens as a result of the impact of the pandemic, which even though currently becoming the new normal era, there is still an appeal to maintain the health protocols that have been set by the government.

In addition, It also happened because SMAN 1 Balong was required to hold limited face-to-face meetings during the learning process, therefore schools had to limit the duration activities. There are rules made by the government regarding the length of study hours for regions where PPKM level 1 and 2 can carry out teaching and learning activities

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<sup>88</sup> Mary Lou McCloskey, Janet Orr, Lydia Stack, Gabriela Kleckova, *Strategies for Teaching English Language, Literature, and Content* (California: Wayzgoose Press, 2018), 4.

a maximum of 6 hours a day with a capacity of 100 percent of students in the school.<sup>89</sup> With the result of the policy of the school stipulates that some subjects must be reduced in duration of study, and English subjects are one of the subjects chosen to reduce the duration of the time becoming one hour lesson or only 45 minutes.

The second problems are the teacher cannot do the feedback from students. This activity is important to find out whether students understand or not the material explained in class. With this short duration problem, the teacher must think more deeply in conveying the material to his students. Moreover, teacher is also required to provide understanding related to four important skills in English which include reading, speaking, writing and listening. It is also another problem faced by English teacher at SMAN 1 Balong because the limited time causes the English teacher not be able to improve optimally these four important skills in English.

If we look more deeply, English subjects are important subjects considering that in this modern era and almost every corner of life has English language and it is also a language that must be owned by everyone if they want to move forward and be able to keep up with the times. Therefore, it is necessary to apply the right strategy in delivering the material by only using the shortest possible time duration as effectively as possible.

### **3. The Effort in Solving Problem in Teaching English in The New Normal Era at SMAN 1 Balong**

Problem is a situation that is not in accordance with what is expected, it is important to find the problem solving that is considered the most appropriate as an

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<sup>89</sup> KEMENDIKBUD, *Penyesuaian Kebijakan PTM SKB 4 Menteri*, (Jakarta: KEMENDIKBUD RI, 2022),8.

answer to a confusing situation. Basically, the solving problems done by the English teacher at SMAN 1 Balong are using the time given by the school for English subjects as well as possible. Mrs. Tina applies some of the ways used to maximize the time given in teaching English. She often uses the supporting media, which is WhatsApp Group to give assignments and materials to her students. But the most striking thing that Mrs. Tina done to deal with learning problems in the new normal era was directly doing the main activities and shortening the opening and closing activities. Because the strategy in teaching and learning is a way of organizing subject matter by looking at the time used in the learning process to achieve goals by integrating the sequence of activities.<sup>90</sup> It was done with the reason to make the time allotted more effective.

Although the opening and closing activities are a place for teacher to be closer with his students emotionally and a way for teacher to be able to know the abilities of each student, it must be sacrificed so that teachers can provide subject matter that can educate students and can prepare students to face competition in today's modern era. If the teacher strongly adheres to the lesson plan and is required to carry out all the activities of the learning process as under normal conditions. Then what students get is nothing more than activities that aim to approach only. It will obviously be a waste of time, because the process of delivering lessons is very important and becomes the main point to do in the class. The students can carry out activities such as reciting the Qur'an outside the learning process, such as during recess or at ROHIS extracurricular activities. The activity of singing the Indonesian Raya anthem, which previously also

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<sup>90</sup> Dr. Pupu Saeful Rahmat, *Strategi Belajar Mengajar*, (Surabaya: Scopindo Media Pustaka, 2019),15.

became a habit at the beginning of learning every day, can also be done during the flag day ceremony.

The second efforts in solving problem in teaching English in the new normal era at SMAN 1 Balong are looking the feedback of students' understanding through student assignments. In the normal conditions, closing activities is usually done by testing students' understanding with questions and also by providing detailed conclusions related to the material being taught directly in the class. But in the new normal era, it is only done briefly by simply asking whether students understand or not related to the material that has just been taught. Then, to find out in detail feedback related to the students' understanding, the teacher does it with looking at the results of the assignments that students collected or presented by students.

Then, the English teacher also does the efforts in solving problem to provide understanding related to four important English skills with improving students' development skills by inserting each skill into the material being taught. Such as students' speaking skills are improved by asking them to present their duty in front of the class, students' writing skills are improved by giving students assignments to write reading text, students' reading skills are improved by giving closed questions, and students' listening skills are carried out by the teacher with exemplifying the correct way of reading orally and being listened to by students.

Therefore, the provision of material related to educational science must be a point in the current learning process. When the time given is very little, the teacher will do various ways, one of which is by focusing time on the main activities concerned with the process of giving material to students.

## CHAPTER V

### CLOSING

This chapter consist of conclusion and recommendation of the research.

#### A. Conclusion

Based on the analysis obtained in the research and the discussion, it can be concluded that:

1. The English teacher strategies in the new normal era at the SMAN 1 Balong are teaching directly to main activity, helping students to use reading strategies in some ways, using writing strategy of Writing presenting and feedback, using blended strategy, using holistic approach and sending material will be discussed one day before.
2. The problems faced by teacher in teaching English in the new normal era at SMAN 1 Balong are the teacher got very short time to teach English subject which only one hour lesson or 45 minutes, the teacher also cannot carry out feedback activities with students in the class, and the other problem faced by the English teacher is difficult to improve the four important skills in English such as writing, reading, speaking and listening.
3. The teacher's efforts to solve problems of teaching English in the new normal era at SMAN 1 Balong are the teacher only does the main activity and simplifies the opening and closing activities also uses WhatsApp Group as the supporting media to give material or assignment to the students, the English teacher also incorporates each skill in student task or material being taught, and looks the feedback of students' understanding through student assignments.

## B. Recommendations

Based on the discussion of research findings in this study, the researcher presented several recommendations as following:

### 1. For the teacher

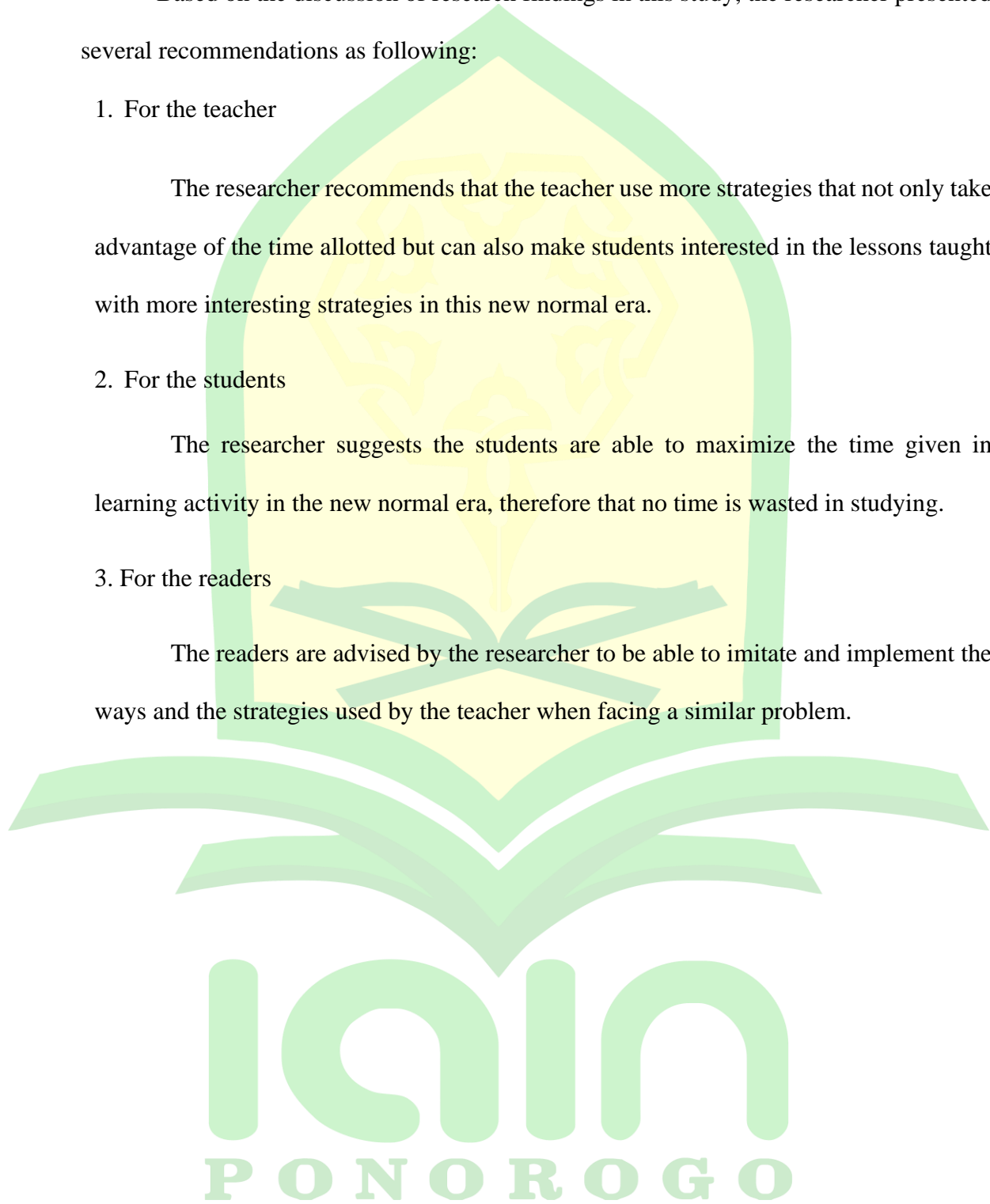
The researcher recommends that the teacher use more strategies that not only take advantage of the time allotted but can also make students interested in the lessons taught with more interesting strategies in this new normal era.

### 2. For the students

The researcher suggests the students are able to maximize the time given in learning activity in the new normal era, therefore that no time is wasted in studying.

### 3. For the readers

The readers are advised by the researcher to be able to imitate and implement the ways and the strategies used by the teacher when facing a similar problem.



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