



## Teachers' Strategies in Teaching English after Pandemic Era at SMA Negeri 12 Makassar

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### Abstract

This study aimed to find out how the teachers' strategies in teaching English after the pandemic at SMA Negeri 12 Makassar. This study used a qualitative method. The sample in this study was two teachers, the data collection techniques in this study used observation, interviews and documentation. In collecting data, researchers used observations and interviews with English teachers at SMA Negeri 12 Makassar. Based on the research of the first teacher's research, used metacognitive strategies to evaluate students' learning outcomes. The evaluation carried out was in the form of giving assignments and working on practice questions and making preparation of learning plans in the teaching and learning process. While, the second teacher uses memory strategy to review teaching. The review carried out was in the form of material repetition and metacognitive to complete learning plans. The conclusion of this study was that the teacher one only used one strategy, namely metacognitive strategy and the teacher two used two strategies, namely metacognitive strategy and memory strategy. The strategy used by the two teachers can help the teaching and learning process, especially in the post-pandemic era.

**Keywords:** *Pandemic Era, Teaching English, Teachers' Strategy*



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### INTRODUCTION

Teaching is regarded as both an art and science. As an art, it lays stress on the imaginative and artistic abilities of the teacher in creating a worthwhile situation in the classroom to enable students to learn. As a science, it sheds light on the logical,

mechanical, or procedural steps to be followed to effectively achieve goals (Freeman, 2019). The Strategy comes from the Greek, which relates it to the army "strategos", it can be used as a plan with the effective use of resources to defeat the enemy. Nickols once said that strategy could be defined as a perspective, method, plan, and pattern. Strategy is something that brings together the goals to be achieved by means or tactics to achieve these goals. It can be concluded that teaching strategy was the teacher action to implement the teaching plan, teacher effort in using several teaching variable such as objectives, material, methods, tools and evaluation (Nurjannah, & Ruswiyani, 2022) in to influence students to achieve the goal that has been set (Parere at al., 2021).

Teaching strategies can help students take more responsibility for their own learning and enhance the process of teaching for learning. In other word, teaching Strategy were approaches to teaching students. the teacher have to applied the strategies to balance between the method which the teacher used and the way of the teacher used to applied the material. Many learning strategies can be used effectively to develop comprehension skills. Effective teaching necessitates an understanding of, and ability to use, a variety of method in teaching learning process (Mardhatillah at al., 2021).

Since the end of 2019, the world has been rocked with a coronavirus or COVID-19. COVID-19 outbreak was first detected in Wuhan City, Hubei Province, China, in December 2019, and was designated a pandemic by the World Health Organization (WHO) on March 11, 2020. As of April 23, 2020, more than 2,000,000 cases of COVID-19 reported in more than 210 countries and territories, resulting in more than 195,755 deaths and over 781,109 recoveries (Wakkang & Irianto, 2022).

In the new normal, a learning system in the world of education has undergone significant changes due to the Covid-9 virus through technology (Nurhikmah, et al., 2023). In this case, which teacher strategy should be developed according to the situation in the current pandemic era, the application of two-way learning, namely offline online in all provinces in Indonesia, without exception at SMAN 12 Makassar, researcher has made initial observations in which schools implemented blended learning. At the location the teaching and learning process uses sessions, namely there is a first session, a second session and online session, the first and second sessions are for students who have been vaccinated and they can do face-to-face learning by complying with protocols for online students they have not been vaccinated and mast take online learning.

Because we are starting to enter the era after the pandemic, automatically teachers have to readjust the teaching and learning process which requires a strategy needed by students which will be a new challenge for teachers because it does not cover the possibility that students are more likely to like online learning than offline. Based on the above problems, researcher is interested how the teachers' strategies In Teaching English after Pandemic Era at SMA Negeri 12 Makassar

According to the (Aini & Azizah, 2019). In education, strategy means a plan, method, or series of activities designed to achieve certain educational goals in this case they say that, there are two things that can be focused based the definition of strategy.

1. Strategy is a plan of action including the use of method and the utilization a variety of source and power in teaching learning. It means the arrangement of strategy is only on the process of arrangement not the action.
2. Strategy is arranged to get the goal. It means the point of the entire in arranging strategy is to reach the goal. On that account, before arranging the strategy, it needs to formulate the distinct aim which can measure the achievement because the aim is the main point in implementing a strategy.

Based on the explanation above, there are several strategies that can be used by teachers. There are types of teaching strategy. There are some strategies in generally in teaching, they are:

1. Cognitive

Cognitive strategies, explain that for investigating, thinking, moving information, taking notes, and summing up - may be viewed as a feature of any functional meaning of genuinely compelling learning.

a. Repetition

Imitating a language model, including overt practice and silent rehearsal. For example, the students repeats the pronunciation until mastered.

b. Resourcing

It is using target language reference materials such as dictionaries, encyclopedia, or textbooks. This is the first language as base for understanding and/or producing the second language. For example students are searching new vocabulary in dictionary.

c. Translation

Using the first language as a base for understanding and/or producing the second language

d. Grouping

Reordering or reclassifying, and perhaps labeling, the material to be learned based on common attributes. For example, students classify words with the same meaning to memorize the words.

e. Note Taking

It is writing down the main idea, important points, outline, or summary of information presented orally or in writing. For example, the students prepares book to catch the all materials

f. Deduction

Consciously applying rules to produce or understand the second language or making up rules based on language analysis

g. Recombination

Constructing a meaningful sentence or larger language sequence by combining known elements in a new way

h. Imagery

Relating new information to visual concepts in memory via familiar, easily retrievable visualizations, phrases, for Example; it h jions

i. Auditory representation

It is planning back in one's Retention or the sound or a similai sound (of a word, phrase, or longer language sequence For example, when you are trying to learn how to say something, speak it in your mind first

j. Keyword

Remembering a new word in the second language by identifying a familiar word in the first language that sounds like or otherwise resembles the new word and generating easily recalled images of some relationship between the new word and the familiar word

k. Contextualization Elaboration Transfer

Placing a word or phrase in a meaningful language sequence Relating new informal ion to other concepts in memory Using previously acquired linguistic and 'or conceptual knowledge lo facilitate a new language learning task

l. Inferencing

Using available information to guess meanings of new items, predict outcomes, or fill in missing information For example, the students' things of the whole meaning of the sentence, then meaning of new word.

2. Memory Strategy

Successful learners also frequently use which memory strategies are (such as grouping and using imagery). According to (Stansfield, 2016) that Memory strategies aid in entering info nation into long-term memory and retrieving information when needed for communication

3. Compensation

compensation behaviors (such as guessing or inferencing), both generally classed as subsets of cognitive strategies but, in fact, having very specialized functions: for the former, entering new information into memory and retrieving it rapidly when needed; and for the latter, compensating for the lack of not-yet-acquired subject knowledge

4. Metacognitive Strategies.

One very important type is metacognitive strategies for organizing, focusing, and evaluating learning and for seeking the necessary practice opportunities. While according to (Terrell & Brown, 1981). Among the main meta-cognitive strategies, it is possible to include advance organizers, directed attention, selective attention, self-management, functional planning, self-monitoring, delayed production, self-evaluation. Second, cognitive strategies are more limited to specific learning tasks and they involve more direct manipulation of the learning material itself.

a. Advance organizers

Making a general but comprehensive preview of the organizing concept or principle in an anticipated learning activity

b. Directed attention

Deciding in advance to attend in general to a learning task and to ignore irrelevant detractors

c. Selective attention

Deciding in advance to attend to specific aspects of language input or situational details that will cue the retention of language input.

d. Self-management

Understanding the conditions that help one learn and arranging for presence of those conditions Planning For example, the teachers make a clam conditions when study in classroom or in outside of class.

e. Functional planning

Planning for and rehearsing linguistic components necessary to carry out an upcoming language task For example, a student make summary of the materials to prepare the final exams.

f. Self-monitoring Delayed

Correcting one's speech for accuracy in pronunciation, grammar, vocabulary, or for appropriateness related to the setting or to the people who are present

g. Delayed production

Consciously deciding to postpone speaking in orde to learn inilially through listening comprehension

h. Self-evaluation

Checking the outcomes of one's own language learning against an internal measure of completeness and accuracy

5. Affective

Though often neglected in both strategy use and strategy training, affective strategies for managing emotions, attitudes, and motivation are important, and affective aspects are central to learning of all kinds.

6. Social Strategies

Competent learners frequently use social strategies, such as asking questions and cooperating with others in order to learn. According to (R. L. Oxford, 1999) that Social strategies: asking questions, requesting assistance, and collaborating with others via language, or social speech. Social speech (talking with others), according to Vygotsky, encourages the learner to develop egocentric speech (talking to oneself aloud), which in turn stimulates the development of inner speech (reflecting metacognitive strategies that guide action).

a. Cooperation

Working with one or more peers to obtain feedback, pool informal ion, or model a language activity

b. Question for clarification

Asking a teacher or other native speaker for repetition, paraphrasing, explanation, and/or examples

## **METHOD**

This research uses qualitative research. Qualitative research method is a research method used to examine the condition of natural objects, where the researcher is the key instrument. The population in this study was English teachers of SMA Negeri 12 Makassar many as 5 Teacher. The researcher chose with a sample of 2 teachers to observe using purposive sampling

To collect data in this study were observation, interviews and documentation.

Interview in the form of questions consisting of 10 questions, with the same questions to two samples.

To analyze the data, the researcher applied several procedures. First, Reduction, data. It is the process of reducing the total data that needs to be stored in the next data store, data view. The researcher will develop a description of the information to draw conclusions and take action. Then the researcher explains to students about the test, and then draws conclusions. In this case the researcher draws conclusions and will verify by looking at the symptoms obtained from the object of this research and finally triangulation. The triangulation in this test was modified to examine data from multiple sources

## **RESULTS AND DISCUSSION**

### **Teachers' strategies In Teaching English**

From the observations made, during the observations the researcher found that teacher I used meta-cognitive strategies to evaluate student learning outcomes while studying at home. The evaluation carried out by teacher one was to determine students' understanding of what had been learned from what was given by Teacher I. For example, teacher I gave and explained the material that had been given during teaching and learning hours and after explaining teacher I would ask students whether students had understand the material that has been given. Teacher I will provide an evaluation in the form of giving practice questions or homework to find out students' understanding of the material that has been given.

While teacher II uses strategic memory to review the material that has been given. The strategic memory provided in the form of reviewing material such as the example Teacher II will inform about the lesson or material for the next day after informing the material to be studied students will be asked to study the material that has been given and in the next lesson, teacher II only repeats the material from what has been given in this case students who would be more active to answer teacher II questions. The strategy used by the two teachers was repeated in every meeting. In the observation, the researcher found that in every meeting the teaching and learning process carried out by the teachers and students experienced consistency as long as the researchers observed the teachers



## **Obstacles in teaching strategy**

According to the teachers' information, there were several obstacles in implementing the strategies used by the teachers in the teaching and learning process, namely the factor of students who were already accustomed to online learning, in this case the teachers also said that student attendance was not optimal and the learning process was not smooth

## **Teachers' Strategies**

In terms of using teaching strategies, teachers have similarities in teaching strategies. The definition of teaching strategy can be defined as the teachers' action in implementing the teaching plan and which is intended to influence the teaching and learning process. The purpose of any particular teaching strategy was to influence the teachers' motivation or effectiveness in which the teachers select, organize, or integrate teaching. In addition, the efforts made by teachers in the teaching and learning process must be what teaching strategies they use in the teaching and learning process. Meanwhile, in the teaching and learning process, teachers use teaching strategies to help students understand the material and improve their abilities. The strategies commonly used vary such as memory strategies, compensation strategies, metacognitive strategies, affective strategies, social strategies and cognitive strategies. The results of the interviews that researcher got from the informants'

The first strategy is optimizes student discipline. Following the syllabus in delivering material, after the pandemic to return the learning process to its general form how offline learning before the pandemic was a little difficult. Because students are used to learning styles during a pandemic. Then how is the teacher's efforts to optimize student discipline, namely by providing direction, examples of discipline in going to school before the pandemic, students arrive at 7:45, but during the pandemic, students go to school at 8:00 and there are even students who come at 10:00 and This affects the optimization of the teaching and learning process because learning hours are reduced, so the first informant will give notice to students that after the pandemic the learning hours will return to normal, namely 7:45, in this case the informant will consult with the parents of the students that what if there are students who come school is not on time then as a form of compensation this can help because students will be paid attention to as much as possible by parents in the form of involvement in parental supervision so that students will be younger so student learning will be noticed. This strategy can help informant to students to be more disciplined with time.

The second strategies was evaluates learning outcomes at home or online. In during the online learning process, the teacher I gave more practice questions by maximizing the explanation of the material provided. With planning in the form of learning achievement targets as well as the material that has been studied at home. teachers, to evaluate learning outcomes at home, teacher II provide a review of learning by linking the material being studied, examples of material about the text, in

this case the teacher I would provide an explanation of the material rather than the text and then to test the success of students on the material they are learning in the form of questions, in the question questions there would be a connection with the material that has been studied during the online learning process, examples of the material learned while studying at home, one of which is about TENSIS, then in the material about the text of the results of the preparation it will be seen how successful the learning outcomes that have been studied are. This strategy aims to help informant teachers to know the success of the material that has been studied by students.

And the last is and provides a kind of monitoring of student progress while studying at home. The teacher's efforts to find out how the students' progress during learning at home, namely in the process of learning to teach the teacher conducts such a thing as an evaluation in the form of a final test, in this case the teacher preparation for the final evaluation of the informant test analyzes the needs of students from the teaching and learning process during the pandemic or after the pandemic.

The final test itself has a time limit in working on the questions that have been given and the results of the test determine the development of the teaching and learning process. This strategy aims to find out how successful the teaching and learning process is and the material that has been studied

And the strategy use by teacher two is The first strategy is practice. Teachers use more practice to make the learning process more active, of which the first way for teachers is to develop lesson plans. Before starting, the teacher arranges learning according to the lesson plans and syllabus. For example, to improve students' spiking, pronunciation and listening, the material that informants use is song.

First the teacher II play the song first then if they are interested the teacher II would be going into an explanation that today our material was about song lyrics, after that we choose one of the song texts then play it and they try to sing it along with the song and the teacher II would pay attention to the students' pronunciation. The second was And to increase the vocabulary and grammar of students, informants use material about sample texts, informants would provide explanations about text material and provide practice to students in the form of instructing students to make a biographical text and for grammar teacher to use biographical texts that are not complete so that students' assignments is to complete the text. This strategy can help informants because students are more active so as to make the learning process more effective

The second strategy is to approach students. The efforts made by the teacher II were the first to check the attendance of students before starting the teaching and learning process. This was one way to approach students. For example, the teacher II checks the student attendance list before the teacher starts the teaching and learning process. The name of each student would be mentioned by the teacher one by one, then the teacher II will see which students are less active in attending the teaching and learning process and will pay little attention to the question "why not attending. Teaching and learning process" towards these students as a form of approach with students. Another thing that the teacher II did was to call the student individually in order to discuss individually with the student. This kind of strategy can help informants because it can build relationships between students and teacher II so as to facilitate the teaching and learning process



Based on the results of interviews, AD and HR teachers used metacognitive strategies. The researcher concluded that the strategy they used was a metacognitive strategy because the teaching strategy of teacher used was included in the metacognitive in teaching strategy. Metacognitive strategies that teacher use such as metacognitive strategies refer to the learning planning and evaluation process used by teachers that affect what is taught, including strategic memory. Meta-cognitive strategy was a learning strategy that involves thinking or knowledge about the learning process, planning for learning, monitoring learning during progress, assessment of learning after completion of the task.

The results of interviews that have been carried out by research have found that the strategies commonly used by teacher I are to optimize student discipline, evaluate learning outcomes at home or online, and provide a kind of evaluation of student progress while studying at home. Meanwhile, from the results of the interview with teacher II, the researcher also found that the learning strategy he usually uses is almost the same as teacher I, namely the teacher has a way of teaching that he usually uses by using, for example, practice especially English and approaches to students.

### **The Step in Teachers' Strategy**

The researcher found that there were differences in the teaching steps of the teachers from the previous interviews. Where the strategies that was often used by teacher I was to plan learning, from the results of the interview, teacher II says that the teaching step or what he usually uses is to determine which strategy will be adjusted to the material to be studied.

### **Student's response to teacher's strategy**

To find out the success of the strategies applied, one of them can be seen from how the students respond during the teaching and learning process. Student responses are very influential on the teaching and learning process because that way the teacher can find out whether the strategy is successful or not. From the results of the interview with the researcher, it was found that the strategy used received a fairly good response or response from students.

### **Discussion**

Based on research findings from observations and interviews, the researchers found that the teachers at SMA Negeri 12 Makassar used several strategies for teaching English. Researchers would discuss the findings from observations and interviews that have been presented in previous chapters about teachers' strategies in teaching English at SMA Negeri 12 Makassar.

Based on the results of observations and interviews, teacher I used metacognitive strategies and teacher II used metacognitive strategies and memory strategies. The metacognitive strategies they use, such as organizing, focusing, and evaluating, while the memory strategies, such review as entering information into long-term memory and retrieving information when needed for communication. According to (R. Oxford *et al.*, 1990) and to (Terrell & Brown, 1981). There are some strategies in generally in teaching, there are: memory strategies and metacognitive strategies . Metacognitive strategies that is Functional planning. Plan and train the linguistic

components needed to carry out future language assignments. For example, a teacher makes preparations for teaching and learning by making lesson plans. Metacognitive is knowledge about the learning process, learning planning, and monitoring learning during progress and evaluating learning outcomes. Teacher I uses metacognitive to plan learning, control, and evaluate learning outcomes, Functional Planning and Self-Evaluation. Metacognitive strategies help teachers to make the teaching and learning process more systematic. Metacognitive strategies are used to prepare the teaching and learning process or the learning process in English lessons. Teacher II uses metacognitive to prepare teaching and learning and strategic memory to review the material that has been given to improve students' English practice in speaking English.

In the interview and observation section, the researcher found that the metacognitive used by teacher I was learning planning and evaluating student learning outcomes planning, such as planning things to be done in teaching, one of which was making lesson plans. In the teaching and learning process, teacher I made a plan in advance so as to find effective teaching strategies and was able to formulate goals and steps to be taken for further teaching. A teacher with good metacognitive abilities will be able to predict the extent to which they can understand what must be done to make their learning more effective. The evaluation that was carried out was obtained from the preparation of learning such as teacher I evaluating student learning outcomes by giving practice questions and giving daily assignments, after an explanation of the material being studied, teacher I would provide practice questions to test the extent of understanding of the material being taught while giving the task is done while the homework is done to find out the extent to which the material is understood.

Teacher II uses metacognition with the same application as teacher I, namely by planning teaching. Teacher II can find out what must be done to present a more effective teaching and learning process, then develop teaching strategies that are in accordance with their teaching style so that teaching and learning outcomes can be directed. And memory strategies used by the teacher II involve the mental process of storing new information in memory. In the form of a review conducted by a good teacher II can be done with a review of the previous material. In this case the second teacher will inform or provide the material in advance to students to be studied after that teacher II will explain to students about the material being studied. In this case students will be more active because teacher II focuses on improving students' English speaking practice by providing practice.

Teachers' strategies have influence towards the successful of English teaching. If strategies used by English teachers are interesting for students, maybe students will be succeeding in learning activities. But if the strategies used by English teachers are not interesting, probably students will failure to reach objectives of learning. Most teachers ask students how to communicate in the target language. This was communication. This is the most important strategy for teaching students how to

communicate in the target language, because by using oral and written communication students will communicate fluently in English'

## CONCLUSION AND RECOMMENDATION

After conducting research on teacher strategies in teaching English after the pandemic era at SMA Negeri 12 Makassar, it can be concluded that:

From these data, there are two types of strategies used by English teachers at SMA Negeri 12, namely metacognitive strategies as learning planning in making teaching preparations to conduct systematic teaching, and evaluation of learning outcomes to determine understanding of the material being studied by students in do by teacher I and memory strategies used by teacher II such as reviewing the material that has been studied to improve students' English

In this part, the researcher would like to contribute some suggestions for the English teachers and the other researchers based on the research findings and discussion.

It was recommended that English teachers be more creative and innovative in choosing teaching strategies to deliver the material. They can find good learning media to attract their students' interest in learning English, especially in speaking. The reviews and evaluations carried out will be very helpful to improve students' speaking skills, therefore teachers need to maintain the use of strategies in the next new school year in teaching English. And to the further researcher, particularly those who have the same problem and interested in conducting research, it is suggested that this study can be a reference. Hopefully, there will be any further research of how to complete this technique.

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