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AN ANALYSIS OF TEACHERS' STRATEGIES IN TEACHING ENGLISH IN BLENDED LEARNING SITUATION AT ELEVENTH GRADE STUDENTS OF SMAN 4 PALU

Sri Alfidayati R. Kaning¹, Fitriingsih², Afifah³

Correspondent e-mail: srialfidayatir.kaning@gmail.com
State Islamic University Datokarama Palu Indonesia

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ABSTRACT

This research discussed An Analysis Of Teachers' Strategies In Teaching English In Blended Learning Situation At Eleventh Grade Students Of SMAN 4 Palu. The research question of this research were what strategy do teachers use in teaching English in a blended learning situation to eleventh-grade students of SMAN 4 Palu?, and how is the implementation of the strategies in teaching English in blended learning situations to eleventh-grade students of SMAN 4 Palu?. In this research, the researcher used qualitative descriptive research, with case study research type. Technique of data collection through (1) observation, (2) interview, (3) questionnaire, and (4) documentation. Technique of data analysis are data collection, data reduction, data display, and conclusion. Checking data validity was conducted with (1) credibility, (2) transferability, (3) dependability, and (4) confirmability (Objectivity). The results of this research showed that the strategy that teachers use in teaching English in blended learning situations in class XI is vocabulary building, cooperative learning, and students chosen text. Based on the results of the questionnaire given to students, by using the technique scale Likert of 77% category agree or good. It means the student's response to the teacher in teaching English in blended learning situation at eleventh grade students of SMAN 4 Palu is good and able to help students in learning English. Students like the way of teaching of the English teachers.

Keywords: *Strategy; English; Blended Learning*



INTRODUCTION

English is the universal language, it is very important to teach English to students (Nur Hamidah, 2021:35). As we know English is the first language in the world. Every people around the world use English language to speak each other. Because of that, English is studied all over the world.

Teaching English have the goal, in educational world the goal of teaching English is to increase students' ability to communicate in English, in both oral and written. In English there is four skill to master, which is speaking, reading, listening and writing. English is studied in Indonesia as a foreign language. A foreign language is a language that is not used as a means of communication in a particular country (Alfiah Kharisma Sukmawati, 2020:19).

Teachers must use an effective strategy in teaching English. Teaching strategy is the teacher's action to implement the teaching plan. That is, teachers use various teaching variables, such as objectives, materials, methods, tools, and evaluations to influence students' efforts to achieve the established goals. In connection with efforts to improve the quality of education results, the quality of learning must be improved. Therefore, the teachers must look for effective teaching strategies in the classroom to empower student potential (Rahmah Johar & Latifah Hanum, 2019:14).

Mastery of the use of teaching strategies in the classroom is very important because the purpose of the strategy is to make learning interesting, fun, and easy to understand. The strategy is not only applied to make the material taught delivered correctly but also to make the objectives achieved well. Therefore, teachers must have the ability to master teaching strategies. Strategy is an important component. Thus, a good strategy will make the learning process interesting and help students to understand the materials easier because the use of the good strategy will greatly determine the interests and learning outcomes of students. So, the teacher must know



whether the strategy is good or not for students in the classroom. Especially, after the government allows schools to conduct limited face-to-face learning (PTM).

The government issued a joint decision of the Minister of Education and Culture, Minister of Religion, Minister of Health, and Minister of Home Affairs number 03/KB/2021, number 384 of 2021, number HK.01.08/Menkes/4242/2021 number 440-7 of 2021 on guidance on the implementation of learning during covid-19 pandemic. The decision essentially allows learners to return to school with limited face-to-face learning (PTM) (Keputusan Bersama Menteri Pendidikan dan Kebudayaan, Menteri Agama, Menteri Kesehatan, dan Menteri dalam Negeri Republik Indonesia, 2019). The policy contained in the decree of four ministers, at the same time, confirms that face-to-face learning is allowed, but not required. In addition, these opportunities do not negate the principle of education policy during the pandemic. The top priority is health and safety of learners, educators, education personnel, families, and community. Nevertheless, local governments need to consider several factors in granting face-to-face learning permits in their area. Some of these considerations, among others, are the level of risk of spreading covid-19 in the region, the readiness of health care facilities, and the readiness of education units in carrying out face-to-face learning according to the checklist (Ayu Sri Wahyuni, 2021:473).

LITERATURE REVIEW

2.1. Strategy

Teaching strategy is a way of organizing teaching content, delivering teaching, and managing learning activities by using a variety of learning resources that teachers can use to help create effectiveness and efficiency in the learning process. It means the learning strategy is the important thing in teaching learning process. The organization, delivery and management of learning involves various components called learning systems. the component which is information, people, materials, equipment, techniques and the environment (Darmansyah, 2012:17). Therefore, teaching strategies are the



most important part of the technical and methodological components of a learning system. Strategy is a perspective and direction of action for choosing the right method to learning, which in turn leads to a more specific approach, namely planning, tactics, and exercises (Romiszowski, 1981:292).

There are five English teaching strategies as follows :

1) Vocabulary building.

This is an important component of any English class. This strategy focuses a portion of each classroom session on building a better vocabulary. Teachers can ask students to point out unfamiliar words and go over the meanings in class or use interactive vocabulary-building exercises that relate to the class's reading material.

2) Writer's workshop.

Have students participate in a writer's workshop several times each year. The writing workshop model created by Lucy Calkins, founder of the Teachers College Reading and Writing Project, allows students to learn about and participate in all aspects of the writing process: drafting, revision, editing and publishing.

3) Peer response and editing.

This can be a very valuable teaching strategy for both the teacher and the student, and there are many peer response strategies to try in class. Students get a chance to think critically about others' writing and see the results their classmates got from a writing assignment. In addition, teachers can observe how different students learn and what strategies might work better in the future.

4) Cooperative learning.

This learning strategy is useful for English teachers who incorporate literature into their classroom. Cooperative learning requires students to discuss a piece of literature in small groups. By allowing the students to engage in meaningful discussion, they begin to learn to analyze literature and participate in an educational process that they will find



more interesting than a general lecture on a chapter in a book (WE Right. Foundations for Teaching English Language Learners. academia.edu).

5) Student-chosen texts.

Allowing students to choose their own reading materials is a strategy that literacy specialists recommend as a way to develop lifelong readers. Students are given a choice of literature from an age- and reading level-appropriate book collection. After a period of independent reading, students break into groups and discuss what they have read, book club-style, followed by journaling. When this strategy is successful, students are able to delve deeply into the meaning of the literature, develop critiquing skills, and have a valuable discussion with their classmates about the book that they chose. Teachers who use this strategy finds that it can lead to a classroom that is engaged with literature.

2.2. English

English is an international language used as an introduction to international communication. English is studied in Indonesia as a foreign language. Language is not used in the daily life of the community where the person lives. There are four aspects of language skills that a person must master. The four aspects of language skills aim to improve the skills of students to communicate both orally and visually. The four skills are listening skill, speaking skill, reading skill, and writing skill. The four skills are divided into two namely reading and listening which are referred to as passive or receptive skills and speaking and writing which are referred to as active or productive skills. Receptive conveys the idea that individuals attempt to understand verbal input from others through listening or reading. Productive conveys the idea that people produce language by speaking and writing in order to communicate with others. The component consists of three, namely grammar, vocabulary, and pronunciation (Nation, 2000:37).



2.3. Blended Learning

The use of blended learning is sure to bring a breath of fresh air to learning during Covid-19 pandemic. After nearly two years of being stuck learning online at home, students have been slow to deal with their mental health due to a lack of socializing with friends. This effort is undoubtedly a new hope for the entire community in Indonesia to empower students to learn new models. Additionally, direct interaction with peers maximizes information transfer in blended learning to overcome obstacles through discussion activities. After all, blended learning allows students to be more motivated to learn after they study at home (Adi Sumandiyar, et al., 2021).

METHOD

In this research, the researcher used qualitative descriptive research. A research that aimed to comprehend the phenomenon of what the research subjects experience. (Lexy J. Moleong 2017:6) The qualitative method is a research method based on the philosophy of postpositivism, used to research natural objects, where the researcher is a key instrument, sampling data sources are done purposively and snowball, triangulation research techniques (combined), data analysis is inductive/qualitative, and qualitative research results emphasize more meaning than generalization (Sugiyono, 2008:15).

This research used the design of case research which is the research will be studied the case in the school as an object of the research. This research was designed to obtain information and an overview of the teachers' strategies in teaching English in blended learning situation. English teachers were as observe subjects about their strategies in teaching. The researcher explained in detail the teachers' strategies in teaching English in blended learning situation at eleventh grade students of SMAN 4 Palu.

The techniques of data collection are the most strategic step in research as the main purpose of research is to obtain data. Without knowing the techniques of data collection, the researcher cannot obtain data that complies with established data



standards (Hardani, et al., 2020:120). In this research, data collection was obtained through observations, interviews questionnaires, and documentation.

a. Observation

In observation, researcher will observe the learning activity which is how the teacher teaching, how the students learning and then how the teaching learning process. The researcher doing this during the time of research.

b. Interview

The researcher will conduct interviews during the research period by providing the questions listed in the interview guide. The object of the interviews in this research were teachers. The interview techniques used in this research are structured interviews. Structured interviews are interview that takes place referring to a series of questions that have been prepared.

c. Questionnaire

The questionnaire is a technique of data collection that is done by giving a set of questions or written statements to respondents to answer. The questionnaire that was used in this research are closed questions. Closed questions help respondents to answer quickly, and also facilitate researchers in analyzing data on all questionnaires that have been collected. The aim of giving a questionnaire to students was to know the students' response to the teachers in teaching English in blended learning situation at eleventh grade students of SMAN 4 Palu.

d. Documentation

Documentation was carried out by researcher during the research period to serve as valid evidence to state the truth of this research. with documentation, it will show that this research has been carried out in the right place and the research object is in accordance with what is stated in the title.



This data analysis technique uses qualitative data analysis, where qualitative data analysis is carried out interactively and takes place continuously at each stage of the research until complete so that the data is saturated. In this research, data analysis techniques were conducted with data collection, data reduction, data presentation (data display), and conclusion (Matthew B. Miles & A. Michael Huberman, 1992:90).

a. Data collection

Data collection is data obtained from observations, questionnaires, interviews, and documentation. The data collection is taken based on existing problems, namely what strategies teachers use in teaching English in the blended learning situation, how does the implementation of the strategies in teaching English in a blended learning situation, and the student's response to the strategy that teachers use in eleventh-grade students at SMAN 4 Palu.

b. Data reduction

Data reduction was carried out after the research data has been collected. At the data reduction stage, not all data is used for research material but is selected before being analyzed. Not all data can be used because the data used for research are data that are appropriate or focused on a research problem.

c. Data display

Data presentation is an activity when a set of information is compiled, thus giving the possibility of drawing conclusions and taking action. The presentation of this data requires data that is selected or determined on the focus of the research problem and carried out in the form of a description.

d. Conclusion

The conclusion includes analyzing or describing a problem in research.



In this research, the researcher conducted data credibility tests using several techniques from Sugiyono. Checking the validity of data was done with credibility, transferability, dependability, and confirmability (objectivity) (Sugiyono, 2013:270).

a. Credibility

In order for research results to be trusted, it was necessary to do triangulation, and using reference materials.

➤ Triangulation

Triangulation is qualitative cross-validation. It assesses the sufficiency of the data according to the convergence of multiple data sources or multiple data collection procedures. Triangulation in credibility testing is defined as checking data from sharing sources in various ways and at various times.

➤ Using reference materials

In this case the researcher attaches documentation as proof of the validity of the data that has been written in the research results.

b. Transferability

The researcher attach data systematically and clearly to the research results so that readers can understand carefully how the research process takes place and what the research results are.

c. Dependability

The researcher checking the data again, whether the researcher made a mistake in the research plan, data collection, and interpretation. This test was carried out with the researcher revising the skripsi.



d. Confirmability (objectivity)

This test was carried out by analyzing whether the results of the research are agreed by many people or not, the research is said to be objective, if agreed by many people.

FINDINGS AND DISCUSSION

After the researcher made observations, and interviews, and gave questionnaires to students and a broad picture of the results of the research in the previous section, the researcher continued to discuss the findings in this section. In the process of this research, the researcher interviewed two teachers to find out what strategies teachers use in teaching English in blended learning situations in grade 11 of SMAN 4 Palu and how to apply the strategies teachers use in teaching English in blended learning situations in grade 11 of SMAN 4 Palu. The strategy used by the English teacher was a vocabulary building, cooperative learning and students chosen text. The application of this strategy is the teacher will give a text to students and ask them discussed about that text, with giving their own review about the text.

All the three strategy that teachers use is very usable in the blended learning situation because it can make student can get an optimal learning experience even not face to face with their teachers. Because the blended learning situation just have a bit time to do face to face learning activity, there is just twice meeting in a week. So, all of these strategy is very useable and good to use in the blended learning situation.

In addition, teacher can handle and make sure all the student get the point of material because the text will give to all the student, and all the result of their text review will be collect one by one to teacher, and teacher will be asking one by one to all of student in zoom meeting. So, even the learning situation not face to face, student still learning seriously and get the point of the material because the use of that three strategies, which is vocabulary building, cooperative learning, and also students choose text.



While in the questionnaire section, the researcher processed data using techniques scale likert (Sugiyono, 2013:93), the researcher found out that the result of the questionnaire as follows:

Table of weights of Likert scale values

A	5
B	4
C	3
D	2
E	1

Information:

5 : Strongly Agree (SS)

4 : Agree (S)

3 : Neutral (N)

2 : Disagree (TS)

1 : Strongly Disagree (STS)

Formula: $T \times P_n$

T : Total number of respondents who voted

P_n : Choice of Likert scale values

SS (Strongly Agree) : $78 \times 5 = 390$

S (Agree) : $305 \times 4 = 1,220$

N (Neutral) : $165 \times 3 = 495$

TS (Disagree) : $7 \times 2 = 14$

STS (Strongly Disagree) : $0 \times 1 = 0$ +

Total Score : 2,119

Calculation Score Interpretation



To get the results of interpretation, it must first be known the highest value (Y) and the lowest value (X) in conducting the assessment as follows:

Y : Highest Likert score x number of respondents x number of statements

X : Lowest Likert score x number of respondents x number of statements

The highest score for items of extreme likes is $5 \times 55 \times 10 = 2,750$, while for items of extreme dislikes it is $1 \times 55 \times 10 = 550$.

Before completing the result of the score obtained, we must first know the interval (distance) and interpretation of percent to be able to know the assessment by the method of finding the interval of the percent score of 1.

Interval Formula

$1 = 100 / \text{Number of scores (Likert)}$

This is the distance interval from the lowest 0% to the highest 100%

- Figure 0% - 19.99% = Strongly disagree / bad / less once
- Number 20% - 39.99% = Disagree / dissatisfied / not good
- Figure 40% - 59.99% = Enough / neutral
- Figure 60% - 79.99% = Agree / good / satisfied / like
- Figure 80% - 100% = Strongly agree / good / satisfied / like

Final Statement

Index Formula $\% = \text{Total Score} / Y \times 100$

It is known that the total score obtained based on the additional results of each questionnaire filling amounts to 2,119, while the highest Y value is 2,750 so that:

$\frac{2,119}{2,750} \times 100 = 77\%$ Category Agree / Good

2,750



CONCLUSION

After conducting research and analyzing teachers' strategies in teaching English in blended learning situation at eleventh grade students of SMAN 4 Palu, the researcher found that the teachers used vocabulary building, cooperative learning, and students chosen text in teaching English in class XI namely vocabulary building, cooperative learning and students chosen text. While the results of filling out questionnaires that students have answered whose percentage scores are based on the results of answers from questionnaires given to students who use the scale likert technique of 77% category agree or good. It means the student's response to the teacher in teaching English in blended learning situation at eleventh grade students of SMAN 4 Palu is good. Students like the way of teaching of the English teachers.

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