ANALYSIS OF TEACHING ENGLISH DURING E-LEARNING CLASSES AT SMP NEGERI 6 PALU

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ABSTRACT

This research aims to find out the teaching English process during e-learning classes at SMP Negeri 6 Palu. This research was conducted through a descriptive qualitative research design in which the results are transcribed and described. The subjects of this research were three English teachers at SMP Negeri 6 Palu. This research used interviews to collect the data. Based on the research findings, the teaching English process during e-learning classes was first the teacher preparing before e-learning classes, the teacher preparing media such as modules, laptops, attendance lists, materials to be taught and applications for online teaching such as Zoom, Google Meet and Whatsaap. Second, the teacher finds a way to make students active during e-learning classes. The teacher provides activities that can make students active such as giving projects video, asking students to retell stories, and doing questions and answers. Third, in teaching English during e-learning classes, the teachers used videos, pictures, songs, and games to convey the material depending on what material will be taught by the teachers. Fourth, problem faced by the teachers during e-learning classes, some of the teacher's problems when teaching English online, only a few students take a zoom class, and some students do not have communication tools such as cellphones or laptops. Thus, as much as possible, the teacher provides a solution to the problems.

Keywords: Teaching; English; E-learning

INTRODUCTION

Language is one of the most essential communication tools to connect one to another. Knowing a language is vital because through language people are able to acquire the information that they require and shared information as well. As stated by Watkins (2005:77), "One primary use of language is to establish and maintain the social relationship, language is also use to share or pass on information." Therefore, knowing language is very important to build a relationship among people to share and pass information. One of the most popular languages in the world is English. Almost all people in the world used English to communicate to one and another, whether spoken or written. English is an important language used in many areas such as the internet, books, and products.

In Indonesia, English is taught from elementary level to university, but the fact that in Indonesia, English is taught as foreign language means that the language area is limited. As stated by Setiyadi (2006:22), "In Indonesia, English is learnt only at schools and people do not speak the language in the society. English is really a foreign language for language learners in

Indonesia". From that information, it was likely to lead to problems in teaching and learning English in Indonesia. The limited area of the language may influence students' interest in English. Thus, the role of the teacher was very important not only to maintain the class but also to encourage, support and build students' interest in the subject they taught. Indeed, it is not an easy thing to do by the teacher. The teachers should find the appropriate strategy to apply in the classroom which suits the learners' level. There are so many strategies that the teachers could use, but not all of the strategies could be appropriate and suit the learners' level. Students have different abilities and also have some difficulties in using English. Therefore, the teachers may know the appropriate strategy to improve students' interest in learning English. A good strategy will make the learning process more exciting and help the students to understand the materials more efficiently.

The covid-19 pandemic began in 2019, changing Indonesia's educational system. The teaching usually done face-to-face has changed to online learning. The teachers inevitably have to apply and adapt to E-learning classes in teaching English material so that the teaching and learning process can continue. Arkorful and Abaidoo (2014:398) state that "e-learning refers to the use of information and communication technologies to enable access to online learning or teaching resources." Some teachers changed their teaching strategies used face-to-face to different strategies in e-learning. However, other teachers kept using the same strategies in face-to-face learning because they had difficulty implementing e-learning classes because they rarely used it within a short time and without training. The teachers require adaptation and different strategies to teach English.

This also impacts teaching and learning activities at SMP Negeri 6 Palu. The English teaching and learning process in SMP Negeri 6 Palu uses some strategies and facilities. Thus, the researchers want to interview and analyze the teaching English process during e-learning classes at SMP Negeri 6 Palu.

METHOD

This research used descriptive qualitative research that describes teaching English during e-learning classes at SMP Negeri 6 Palu. It would be used to describe and analyze the abilities, form, uniqueness, and Variations of teaching English produced by the teachers during e-learning classes. The researchers used qualitative research because this research needs a long description and transcription of the interview result. From this view, the researcher believe qualitative research is more appropriate.

FINDINGS AND DISCUSSION

FINDINGS

The results of this research were analyzed in teaching English during e-learning classes at SMP Negeri 6 Palu. The data was collected through interviews. The researcher found an interesting phenomenon among teachers teaching English during e-learning classes. The researcher interviewed on September 14/2021 for respondent 1, September 15/2021 for respondent 2, and September 16/2021 for respondent 3. The researcher interviewed by using Bahasa Indonesia to make the communication run well and effectively, and then they were translated into English. After the data collected, the researcher found how the teaching English process during e-learning classes at SMP Negeri 6 Palu, they were:

1. Teachers prepare for E-learning classes
2. Teachers make students active during e-learning classes
3. The learning-teaching process during e-learning classes
4. Problems in teaching English during e-learning classes

DISCUSSION

This research aims to find out teaching English process during e-learning classes at SMP Negeri 6 Palu. The data was collected through interviews. After the data analysis, the researchers would describe the research finding. In this research, the teachers are first preparing for e-learning classes. The first question is about what media/platforms the teachers' used during e-learning classes. There were various answers from the teacher: The first teacher (RL) said, "Modules, especially computer/laptop. WhatsApp and zoom meeting and also pictures." Teacher 1 prepares modules which we know as lesson plan, computer or laptop as the media, and whatsapp and zoom meeting as the platforms that the teacher used before the lesson. Unlike teacher 1, teacher 2 (DW) said, "At the time we used google meeting, we used video via whatsapp group, yes the teacher used a video that had been prepared after that we included questions related to the video." Teacher 2 (DW) explained that she used google meeting and whatsaap as the platform that the teacher used during online learning. Also the teacher 2 (DW) prepare video material and send it via whatsaap before the learning stars. After that the students were given questions related to the video that the teacher had given before. The teacher uses video material as media that she prepares before e-learning classes.

Another answer from teacher 3 (S), "Laptop and zoom meeting application." Teacher 3 said she used Laptop as the media and zoom meeting as the platforms that she used during e-learning classes.

From the statements of the three teachers above researcher they are analyzed that teachers' at SMP Negeri 6 Palu used whatsapp, zoom meetings and google classroom in teaching English online. Also, the first thing the teacher prepares before teaching online is to prepare media such as modules (Lesson plan), laptop, computers, pictures and video material before the learning activity starts.

The second question concerns what the teachers' prepared before starting e-learning classes. There were various answers from the English teachers. The first teacher (RL) explained, "Material, so I prepared everything first. Starting from the module and what to teach (Lesson Plan), after that I prepared the laptop to zoom. I prepare first what I want to say. Especially pictures and examples. For example the invitation material, I showed an example of a greeting card and then they made an assignment." From the first teacher's statement above, she said before the lesson she prepared the material first, and then the module (Lesson Plan) to see the steps of the learning material that will be discussed that day. Also, the laptop to doing zoom meeting with the students, the teacher also prepared pictures and examples related to the learning material. Another answer from the second teacher (DW), "We prepare the materials to be taught, after that we look at the past assignments, then I ask yesterday's material whether they understand or not, after that we just start the new learning material." the second teacher (DW) said she prepare the material before doing the lesson and ask the students about the material that she had been taught before to make sure the students understand about the material. Then, the teacher continues the class with the new material.The third teacher (S) answer that she prepared, "Material and students attendance list" before doing the lesson.

From the statement of the three teachers' above the researcher concludes that what must be prepared before conducting e-learning classes are learning materials, examples and pictures related to the material.

The third question concerns how teachers make students active during e-learning classes. There were various answers from the English teachers'. The first answer from teacher 1 (RL) is "The thing that makes students active during online learning is a project, because there are only two online curriculum in grade 9, namely procedure text and narrative text. So if narrative makes them active, they tell stories, read stories and then retell them (story telling). If the procedure text they make a video, make a video making food." The first teacher (RL) said that the project makes students active during e-learning classes. The project was story retelling and making a video about procedure text that is how to make food because there are only two curriculum in 9th grade during online learning. The first teacher (RL) is slightly different from the other two teachers, teacher 1 asks students to story retelling and make videos as assignments so that the students active during e-learning classes. While the second teachers (DW) using question and answer to make students active during e-learning classes.

It proved by the second teacher's (DW) answer: "I used questions, so after I explain through the Google meeting, from the results of the material, I first ask which ones they do not understand, So I have feedback with the students. If they do not ask then I ask them." The second teacher (DW) explained that she used question and answer to make students active in e-learning classes. Thus, the teacher explained the material and asked the students whether they had understood the material previously explained. If there are no students who ask then teacher 2 (DW) would ask the students about the material so that students are active during online learning.

Unlike the second teacher, the third teacher (S) also used question and answer sessions to make students active during e-learning classes, but the material taught by the third teacher was made as interesting as possible. It proved by third teacher (S) answer "Sometimes when zoom meeting, we do a question and answer session but for the students, the material is made as interesting as possible. So that the students are interested in joining the zoom. So before we want to take a zoom class, the material is sent first via whatsaap group to make the material as interesting as possible so that the students are interested in joining the zoom." From the statement the third teacher conveyed above she used question and answer to make students active in learning English online. The teacher said she make the material as interesting as possible to students, and send it via whatsapp group the day before e-learning class starts to attract students' attention so that students were interested in joining the zoom meeting.

From the statements of the three teachers above, the researcher concludes that the English teacher at SMP Negeri 6 Palu uses project video, story retelling, and questions and answers to make students active during e-learning classes. Each teacher has their way of making students active during e-learning classes, depending on what kind of students and grade level also determine what strategies or ways the teacher can make students active in online learning.

The fourth question is how the teachers convey the material during e-learning classes. There were various answers from the English teachers'. The first teacher (RL) said, "Using pictures, assisted by explaining through a zoom meeting, mostly using pictures that students prefer." From the first teacher's statement she used pictures in conveying the material because students were more interested and preferred if the teacher displayed pictures and assisted explanations from the teacher through a zoom meeting. Another statement from the second teacher (DW), "There are many that I used, sometimes using videos, pictures, and sometimes use body language. There are also materials that I bring through real media, such as examples of procedure text for example, I showed them Indomie packaging. So I showed them the facts or the media around them." The second teacher explained that she used videos, pictures and body language in conveying the material during e-learning classes. She also brought the real media around students when teaching, such as Indomie packaging. She brought and showed indomie packaging in teaching procedure text during online learning. So students are more interested in listening to the material presented by the teacher because the teacher shows objects around the students.

The following statement from the third teacher (S) "Sometimes use songs and pictures but it depends on the material. Because zoom classes are usually only 30 minutes, so I usually give 10 minutes to games, usually, I just tell them to speak. And also sometimes I use video." The third teacher said she used song, pictures and video in conveying the material but it depends on what material will be taught by the teachers. Sometimes she used games and asked students to speak Last 10 minutes of learning to make students enjoy learning English online. So that e-learning classes were not boring for students.

From the statements of the three teachers above, the researcher concludes that the English teacher at SMP Negeri 6 Palu uses pictures, videos, and songs to convey the material during e-learning classes depending on what material will be taught. Sometimes the teachers bring a real media and use games to teach English online to make students interested and not bored during online English learning.

The sixth question is about problems in teaching English during e-learning classes. There were various answers from the English teachers'. The first teacher (RL) answer, "Yes, sometimes there are students who do not attend the zoom meeting, usually only a few students." The first teacher said the problem during online learning was that only a few students who joined the zoom meeting and the solution given by the teacher to the problem was "I had to direct all of them to whatsaap, because all of them are active via WhatsApp because I also check the students attendance list from WhatsApp, and assignments are also collected via WhatsApp." Because all students are active on whatsapp, the teacher directs everything to whatsapp from assignments or unclear explanations. Because there are only a few students in the zoom meeting, so the teacher checks the student attendance list only through whatsaap. The second teacher (DW) answer, "The problem is that usually students did not join Google Meet because maybe the data or credit does not exist." the second teacher also has the same problem as the first teacher that is the students do not take online classes on Google meeting. It is because the students may not have internet data or credit. But the second teacher have a solution for this problem that is "So usually I send a video for them or I tell the student together with his/her friend who has credit or data" the teacher said she send the students a video material and asked the students to find friends who have data internet or credit. The third teacher (S) answered, "There is. Of course there is. Because there are still many students who do not have media like cellphones and laptops." The third teacher said the problem during e-learning classes is that many students still do not have communication media such as cell phones and laptops. The third teacher's solution to this problem is "The solution is that sometimes I call the student parents." The third teacher said she called the student's parents because usually only students' parents have cell phones so the learning materials are sent to their parents' cell phones.

Based on the data above, it can be concluded that each teacher has a different teaching style in teaching English during e-learning classes depending on what material the teacher will teach, and each grade level has a different strategy used. Teaching during e-learning classes is not easy, the teacher must carefully prepare before doing the lesson. Then, the teacher must find the right way or strategy to make students active during e-learning classes. The teacher also must prepare interesting material so that students are interested in taking online classes and prepare media that can attract students' attention so that students do not feel pressured and bored during online learning. Also, teachers are required to be able to solve problems that occur during online learning.

CONCLUSION

The research aims to discover how the teaching English process during e-learning classes at SMP Negeri 6 Palu. Referring to the result of this research, it can be concluded that teaching English during e-learning classes is a little bit challenging. In this case, the teacher who usually explains on the blackboard when face to face are now adapting by conveying material virtually through Zoom meeting, Google Meeting, and whatsaap. Teachers also have to be extra in preparing material in the form of videos, pictures, songs, and even games so that students are interested in taking online classes, do not feel anxious and can take the online English classes in a fun way. Teachers must also find the right way or strategy to use during online English learning so that students are active during e-learning classes. Teachers should be able to overcome problems during online learning. So that online learning remains effective, so the learning objectives are still achieved and can improve students' English skills even through online learning.

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