

An Analysis Of Lecture Strategies In Teaching English Of English Department At STKIP Muhammadiyah Manokwari During Covid-19 Pandemic

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ABSTRAK

Abstract: This research was conducted to find out the strategies used by lecturers in teaching English of English Department at STKIP Muhammadiyah Manokwari during Covid-19 pandemic. The design of this research is a descriptive qualitative research. The subject of the research is the lecturer of English Department at STKIP Muhammadiyah Manokwari also a student of English Department. There are four lecturers and five students that have become the subject of this research. The data of this research were collected by interview and documentation. The collected data were analyzed by Miles and Huberman (as quoted in Sugiyono, 2014), they are Data collection, Data reduction, Data display, and Conclusion. The result of this research showed that lecturer of English Department at STKIP Muhammadiyah Manokwari in teaching English during Covid-19 pandemic each lecturers has their own teaching strategies.

Abstrak: Penelitian ini bertujuan untuk mengetahui strategi yang digunakan dosen dalam mengajar Bahasa Inggris pada Jurusan Bahasa Inggris di STKIP Muhammadiyah Manokwari selama masa pandemi Covid-19. Desain penelitian ini adalah penelitian deskriptif kualitatif. Subjek penelitian ini adalah dosen Jurusan Bahasa Inggris di STKIP Muhammadiyah Manokwari dan juga mahasiswa Jurusan Bahasa Inggris. Ada empat dosen dan lima mahasiswa yang menjadi subjek penelitian. Data penelitian ini dikumpulkan dengan wawancara dan dokumentasi. Data yang terkumpul dianalisis oleh Miles dan Huberman (seperti dikutip dalam Sugiyono, 2014), yaitu Pengumpulan Data, Reduksi Data, Tampilan Data, dan Kesimpulan. Hasil penelitian menunjukkan bahwa dosen Jurusan Bahasa Inggris STKIP Muhammadiyah Manokwari dalam mengajar Bahasa Inggris di masa pandemi Covid-19 masing-masing dosen memiliki strategi mengajarnya masing-masing.

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INTRODUCTION

Humans use language as a tool to express their thoughts and feelings. It is in line with Martinez and Castillo (2015) that stated language is only human subjects in however much they speak, say, and know. With language, humans are able to understand each other. According to Ethnologies, also known as the world's languages, as cited in Stein Smith (2017), there are 7,099 languages on the planet. However, there is a language that extremely broad spoken worldwide. It connects individuals from divergent nations, backgrounds, and languages. It is English. As reported by Rao (2019), English is the main language widely used in the world. It is also the most generally utilized language on global trade, diplomacy, mass entertainment, global media communications, and scientific publications including in Indonesia. And, over the years, the use of English has become increasingly popular in Indonesia and has become a premier need for people in this country. That means learning English is very important especially in the world of education.

In the world of education especially in university, a lecture is one who helps student, and a lecturer has multi roles in making student learn. The lecturer multi roles are not limited as instructor who only transfers knowledge, but also as a counsellor who grow up and develop potency. It means that the lecturer have hard duty and responsibility to attain target of education, where a lecturer is not only claimed to teach and master science and have a technical skill and knowledge to teach, but also should have a nice strategies that will make the learning process interesting and enjoyable.

Teaching English is not easy. With different levels of skill in each student, lecturer must use effective strategies that allow student to learn the material. Lecturer must be creative in choosing materials and be able to stimulate student interest. Therefore, the lecturer needs to manipulate several strategies to support the teaching and learning process. According to Ayua (2017), a teaching strategies is an educational technique, method, or plan of classroom actions or interactions intended to reach specific teaching or learning goals.

Strategies, in other words, can be described as techniques used directly by the lecturer when interacting and delivering the material to the student. When the lecturer can make the teaching and learning environment suitable for student interests and learning styles, they will become highly motivated in learning.

Since the end of 2019, the world has been hit by an outbreak with a Coronavirus or COVID-19. This virus was first discovered in Wuhan, Hubei, China. Until now, there are 141.986.642 people throughout the world exposed corona (Kompas, 19/04/2021). A total of 3.032.055 people died, while 120.513.253 others were declared cured. In Indonesia the number of positive cases of Coronavirus infection continues to grow. As of Wednesday (14/4/2021), positive cases of COVID-19 infection reaches 1.583.182 people, 42.906 died, and 1.432.892 patients were cured. As a result of the COVID-19 pandemic, the entire system that runs like a government, the economy, including education in Indonesia are disrupted. As of March 11, 2020, the President of the Republic of Indonesia has taken the policy of temporarily closing the teaching and learning process in schools and universities urging them to study at home, and replacing it with online learning to break the chain of the Coronavirus.

This is a challenge for all of the lecturer. In the national education system law (UU SISDIKNAS No. 20 in 2003 chapter 1, article 1, paragraph 6), explained that educators are educational staff who are qualified as teachers, lecturers, counsellors, tutors, instructors, facilitators, and other designations that are appropriate to their specialty, and participate in organizing education. According to UU RI No. 14 in 2005, lecturer is professional educator and scientists with the main task of transforming, developing and disseminating science, technology and art through education, research and community service. And based on the experience of researcher and several friends while studying in during the Covid-19 pandemic, it is not easy. Most of the student still do not understand with what they learned. That happens because of many factors, one of which is the lecturer strategies. The lecturer strategies has a lot of influence on student learning.

METHOD

This research used a descriptive qualitative method of analysis. This research collects the data, analysis them, and draws a conclusion based on the data only. According to Sugiyono (2014) qualitative data is data in the form of sentences, words or pictures. Then collecting data in qualitative method research is in form of words or picture rather than numbers. Qualitative research is a research which is based on descriptive data rather than use statistical procedure. Qualitative research is based on efforts to build object views that are searched accurately, formed by words, holistic picture, and complicated. Besides using descriptive to analysis the data, the researcher take needs analysis in order to collect the data. It uses to collect all the data of the strategies used by lecturer in teaching English of English Department at STKIP Muhammadiyah Manokwari during Covid-19 pandemic.

This research is carried out at STKIP Muhammadiyah Manokwari, which is located at Jl. Trikora Arfai 1 Manokwari West Papua, on July 2021. The subject of the research is the lecturer of English Department at STKIP Muhammadiyah Manokwari also a student of English Department. There are four lecturers and five students that become the subject on this research.

In this research the researcher used two instrument in data collection techniques: 1. Interview. According to Supriyati (2011), interview is a common and powerful way to understand a want or need. Interview is a technique retrieval of data through questions asked directly verbally to the respondent. Based on the explanation above, the researcher concludes that interview is a data collection technique in the form of a question that can be done directly between the researcher and parties related to the object being research. In this research interviews conducted to obtain accurate responses and information about the lecturer strategies used in teaching English of English Department at STKIP Muhammadiyah Manokwari during Covid-19 pandemic. In addition, the researcher used recording and note taking technique. The record was carried out to the subject in this research (lecturer and student) of English Department at STKIP Muhammadiyah Manokwari. The researcher used note taking after recording. The researcher used note taking to collected important data related to the objective of this research. In this case, the researcher take note taking after recording and listening and then writing return the

results of interview with who are subject in this research. 2. Documentation. Documentation is a data collection technique that is carried out by recording and collecting data, which is identified from the documentation that has to do with the problem research by the researcher. In this case, the researcher took photos which would be evidence that the researcher properly conducted the research.

The technique of the data analysis in this research is descriptive technique procedures in which the researcher understands the teaching strategies of lecturer of English Department at STKIP Muhammadiyah Manokwari during Covid-19 pandemic. Cresswell (2012) states that the detail description means the authors describe what they see. This detail is provided within the context of the setting of the person, place or event. According to Sugiyono (2014), the data analysis is the process of search and arranges data systematically. Searching and arranging the result of the research such as observation, interview texts, documentation, and other materials that are comprehensive and the result can be shared to other people. In this research the researcher used qualitative to analyse data. According to Miles and Huberman (as quoted in Sugiyono, 2014), there are four activities to analyse data in qualitative research. Those activities are: 1. Data collection. Process and prepare data for analysis. This step involving interview transcripts, scanning material. Typing data field or sorting and compiling the data into different types depending on the data source of the information. 2. Data Reduction. Data reduction means the process of selecting, identifying, classifying and coding the data that are considered important. In conducting research, the researcher will get much data. Therefore, the researcher must select data that will give valuable information in research. Thus, at first the researcher has to do reduction to analysis the data. Based on the concept of data reduction, reducing the data in this researcher is chosen by identifying teaching strategies used by the lecturer in teaching English of English Department at STKIP Muhammadiyah during Covid-19 pandemic. 3. Data Display. Data display means the process to simply the data in the form of sentence, narrative, or table. Data display refers to show data that have been reduced in the form of patterns. It benefits to help the researcher in understanding the data. In displaying data, the researcher describes data that have been reduced into sentence form. According to Miles and Huberman (as quoted in Sugiyono, 2014) stated that in qualitative research, the most frequent form of display data is narrative text. Therefore, the researcher arranges the data in good sequence of narrative text in order to be easier to understand. 4. Conclusion. The researcher writes down the conclusion based on the data interview. The conclusion is written down based on the data and what the researcher had been collecting about, then analysis all to make a conclusion.

FINDING

The teaching strategies used by the lecturer of English department at STKIP Muhammadiyah Manokwari in teaching English each lecturer has their own teaching strategies. Lecturer in this situation Covid-19 pandemic they use the same way to teach is online and offline. Besides that, they also teaching according to the syllabus and lesson plans. However, they mention different material so the student's qualification have to achieve is different too. For procedures, lecturer have different procedure like give the material using WhatsApp and the student have developed that material in the form of a presentation by making a video and after that they send back the video. For teaching strategies like share the material and questions and then explain what students have to do, give students a project or assignments to do many materials related their subjects, adjust with students ability, writing, creative video doing some exercise use Google form, game and also showing the picture then students explain it. The last, lecturer have a same answer that not all of the students can reach the target of success. And besides that, lecturer also have different ways to evaluation if students don't reach the target of success like give repetitions, make evaluate what the best teaching strategies should apply to students, make an evaluation like find the easy material than before, and remedial.

Interview with Lecture :

Researcher

*Bagaimana cara Bapak mengajar selama pandemi Covid-19?
(How do you teach during the Covid-19 pandemic?)*

L1

Pada saat Covid-19 ini pada mata kuliah Listening 2 Saya memakai online dan offline, yang pertama online dulu Saya lewat WA didalam WA itu Saya kirim materinya. Materi itu terdapat soal kemudian file MP3 nya atau file conversationnya kemudian mahasiswa bisa menjawab pertanyaan itu dengan menggunakan file conversation yang telah Saya kirim. Kemudian untuk yang offline, Saya gunakan offline itu ketika UAS. Kenapa Saya menggunakan offline karena dengan offline Saya bisa mengetahui dengan jelas kemampuan mahasiswa di Listening Skill ini, karena ketika

online Saya tidak bisa mengukur tingkat pemahaman mereka, kenapa Saya tidak bisa mengukur karena pasti ada yang mendengarkan banyak kali sehingga mendapatkan jawaban, tapi ketika Saya menggunakan offline Saya hanya membatasi tiga kali memutar saja jadi ketika mereka offline Saya bisa mengetahui benar-benar kalau mereka itu bisa apa namanya memahami atau menangkap conversation itu atau tidak.

Researcher *Apakah Bapak mengajar menurut silabus dan juga RPP? (Are you teaching according to the syllabus and leasson plan?)*

L1 *Didalam Listening ini Saya sesuia dengan silabus dan leason plan.*

Researcher *Sebutkan salah satu materi yang Bapak ajarkan dan apa kualifikasi yang harus siswa capai dari materi tersebut? (Mention one of the materials you teach and what qualifications do students have to achieve from the material?)*

L1 *Yang pertama materi yang ada di Listening 2 itu salah satu materi itu yang Saya ajarkan tentang number atau angka. Di materi itu mahasiswa mendengarkan conversation pengumuman di bandara dan di bandara itu akan menyebutkan nomor penerbangan dan disitulah mahasiswa mempelajari tentang angka-angka. Apakah mereka bisa menangkap angka-angka sesuai dengan nomor penerbangan yang disebutkan di dalam bandara itu atau tidak.*

Researcher *Apa langkah-langkah dari strategi mengajar yang Bapak gunakan? (What are the procedure for your teaching strategies that you are using?)*

L1 *The first is i give material used WA, kemudian di WA itu Saya kirim itu tadi file conversation and next usually i will give time satu jam untuk mengerjakan kemudian dalam satu jam mengerjakan itu Saya menyuruh mereka untuk mengirim kembali jawabannya.*

Researcher *Bagaimana strategi mengajar Bapak? (How is your teaching strategies?)*

L1 *Itu tadi, Saya share materi dan juga soal lalu jelaskan apa yang harus mereka lakukan.*

Researcher *Setelah Bapak mengaplikasikan tekni mengajar tersebut, apakah mahasiswa mencapai target sukses? (After you apply the teaching strategies, have the students reached the target of success?)*

L1 *Memang ada sebagian yang sudah paham, ada juga yang belum dan perlu mendengarkan berulang kali-kali untuk memahami materi.*

Researcher *Jika mahasiswa tidak mencapai target, evaluasi apa yang Bapak lakukan? (If students don't reach the target, what evaluation do you do?)*

L1 *Saya biasanya itu memberi kasih kesempatan ke Mahasiswa untuk mengulangi ketika tidak mencapai target.*

Then, the answer was supported with statements from students in the interview.

Interview with Student :

Researcher *Bagaimana cara mengajar dosen selama pandemi Covi-19? (How do lecturer teach during the Covid-19 pandemic?)*

S1 *Online dan offline. Online biasanya dosen kasih kita tugas lewat WA, offlinenya itu untuk presentasi. Ada juga dosen yang share materi di WA lalu kita disuruh belajar, nanti kita bahasnya tatap muka. Dan juga ada dosen yang hanya online.*

Researcher *Apakah dosen mengajar menurut silabus dan juga RPP? (Do lecturer teaching according to the syllabus and leasson plan?)*

S1 *Kalo dari Saya semuanya sesuai dengan silabus dan RPP. Karena awal pertemuan kita dikirim silabus jadi kita tahu materi-materi yang akan dibelajari.*

Researcher *Sebutkan satu materi yang kamu pelajari dan apa kualifikasi yang harus dicapai dari materi tersebut? (Mention one of the materials did you learn and what qualifications did you have to achieve from the material?)*

S1 *Kalau Saya materinya itu Phonology, jadi kualifikasi untuk ini itu apa lebih ke bunyi bahasa. Bagaimana membunyikan bahasa, bagaimana membunyikan setiap huruf-huruf atau kalimat-kalimat itu dengan benar.*

Researcher *Bagaimana langkah-langkah dari strategi mengajar yang digunakan oleh dosen? (What is the procedure for teaching strategies that are using by lecturers?)*

S1 *Ada dosen yang dua jam sebelum kelas dimulai, dosennya share materi nanti dibahas pada saat pertemuan. Ada juga dosen yang diawal pertemuan sudah dibagikan silabusnya jadi setiap minggu kita membuat video sesuai materi dari silabus yang sudah dibagikan. Ada juga dosen yang, share materi dan juga membagi kelompok, selanjut kita nanti presentasi. Dan ada juga dosen jelaskan sedikit tentang materi atau hanya memberikan materi kemudian kita diberikan tugas.*

Researcher *Bagaimana strategies mengajar dosen? (How is lecturer teaching strategies?)*

S1 *Kalo Saya, dosen menggunakan video, jadi materi dan tugas kita rangkum dan bikin dalam bentuk video lalu upload ke youtube dan kirim balik ke dosen. Ada juga luring dan tatap muka. Pernah juga kita buat video dan kita share ke Telegram itu pernah tapi cuma satu kali.*

Researcher *Setelah dosen mengaplikasikan strategi mengajar tersebut,*

apakah kalian mencapai target? (After the lecturers apply the teaching strategies, have you reached the target of success?)

S1

Kadang mengerti, kadang tidak Kak.

Researcher

Jika kalian tidak mencapai target, evaluasi apa yang dilakukan oleh dosen? (If you don't reach the target, what evaluation did lecturers do?)

S1

Pengulangan materi yang belum dipahami, remedial, dan juga melengkapi tugas tugas yang belum selesai. Ada juga dosen yang tidak ada evaluasi, menurut Saya Kak.

DISCUSSION

Based on the interview result, lecturer of English Department at STKIP Muhammadiyah Manokwari use the same way to teach during Covid-19 pandemic are online and offline. Besides that, lecturer of English department at STKIP Muhammadiyah Manokwari also teach according to the syllabus and lesson plans. However, they mention different material so the student qualification have to achieve is different too. For the procedures based on the interview result, lecturer of English Department at STKIP Muhammadiyah Manokwari have different procedure, like give material using Whatsapp, then in WhatsApp there is a conversation file and then student will do it for more than an hour, then in more than an hour to do it student send back the answer. For teaching strategies is different too like, give students a project or assignments to do many materials related their subjects. So the students have to be independent reader, students have many knowledge. The last based on the interview result, lecturer of English Department at STKIP Muhammadiyah Manokwari have a same answer that not all of the students can reach the target of success. And besides that, lecturers also have different ways to evaluation if students don't reach the target of success like give repetitions, make evaluate what the best teaching strategies should apply to students, make an evaluation like find the easy material than before, and remedial.

CONCLUSION AND SUGGESTION

Conclusion

Based on the problem statements and result of this research, the researcher draws a conclusion that in the teaching strategies used by the lecturer of English department at STKIP Muhammadiyah Manokwari in teaching English each lecturer has their own teaching strategies. Based on the result of this research, lecturer in this situation Covid-19 pandemic they use the same way to teach is online and offline. Besides that, they also teaching according to the syllabus and lesson plans. However, they mention different material so the student's qualification have to achieve is different too. For procedures, lecturer have different procedure like give the material using WhatsApp and the student have developed that material in the form of a presentation by making a video and after that they sand back the video. For teaching strategies like share the material and questions and then explain what students have to do, give students a project or assignments to do many materials related their subjects, adjust with students ability, writing, creative video doing some exercise use Google form, game and also showing the picture then students explain it. The last, lecturer have a same answer that not all of the students can reach the target of success. And besides that, lecturer also have different ways to evaluation if students don't reach the target of success like give repetitions, make evaluate what the best teaching strategies should apply to students, make an evaluation like find the easy material than before, and remedial.

Suggestion

Based on the result of the research stated above, the researcher draws some suggestions. The researcher hopes that these suggestions will be useful, especially for lecturer of English Department, for the students, and for the future researcher as follow: 1. For the Lecturer of English Department. Teaching English is not easy, lecturer need to find appropriate strategies to teach. Lecturer strategies must be applied because this is the lecturer way of determining learning objectives during the teaching and learning process. 2. For the Students. Learning is not easy, especially learning English. Students who want to be good at English have a lot to learn. Read a lot and try to learn on your own, because students are supposed to be like that. 3. For the Future Researcher. The researcher hopes that for future researchers who are interested in conducting similar research that this research will provide

inspiration and guidance for further researchers to be more careful in conducting research, so that the results are better than this. Therefore, the results will be more profitable and be applied in the academic world. Especially in this situation Covid-19 pandemic, the future researcher can improve the theme of their research with more extensive analysis and present a more recent phenomena.

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