teaching rural

by Ali Akbar

Teaching English In A Rural Area During Pandemic Of Covid-19

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Abstract. This research aims to find out the teaching strategies used by English teachers of SMAN 6 Bengkulu Tengah during the pandemic of COVID-19, analyze how the teachers implement them in teaching English during the pandemic of COVID-19, and describe the challenges were faced by the teachers in implementing the strategies. The research method in this study was qualitative descriptive, where the data was obtained from interviews towards two English teachers and observation checklists. The result demonstrated that both teachers applied asynchronous e-learning and direct instruction strategy. Teachers implemented English teaching strategies during the COVID-19 pandemic by paying attention to 3 teaching components, namely presentation technique, evaluation technique and classroom management. The challenges that were faced by the teachers were from the aspects of internet accessibility, electronic device availability, and the high level of stress of students in online learning. The results suggested that the implementation of technology in EFL learning were not optimal yet, even though the strategies helped the teachers in some aspects of classroom management, such as time management and effectivity of learning.

Keyword: Teaching Strategy; E-Learning; COVID-19

1. Introduction

Teachers are those who have a pivotal role in shaping the young generation to be better in the future. Additionally, they are required to have the ability to fulfill their duty well at the institutions of education. This is supported by Roestiyah theory, "Seorang guru adalah seseorang yang memiliki pengetahuan, keterampilan, profesionalisme, dan keyakinan untuk peningkatan diri dalam bidang pendidikan" (A teacher is someone who has knowledge, skills, professionalism, and faith for self-improvement in the education area). Then, "Guru adalah pendidik profesional dengan tanggung jawab utama mendidik, mengajar, membimbing, mengarahkan, melatih, menilai, dan mengevaluasi siswa pada pendidikan anak usia dini melalui pendidikan formal, pendidikan dasar, dan pendidikan menengah." (Teachers are professional educators with the core responsibility of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through formal education,

primary education, and secondary education). To be able to perform well in teaching activities, teachers should have strategies of teaching. Then, "Strategi mengajar adalah tindakan guru melaksanakan rencana pengajaran, artinya upaya guru menggunakan beberapa variabel pengajaran, yaitu: tujuan, bahan, metode dan alat, serta evaluasi untuk mempengaruhi siswa dalam mencapai tujuan yang telah ditetapkan" (The teaching strategy is the act of the teacher implementing the teaching plan, meaning that the teacher's efforts to use several teaching variables, namely: objectives, materials, methods and tools, and evaluation, to influence students to achieve predetermined goals). Without using strategies, the activities of teaching will not be optimal and students may not get the good achievement they expect at school. Teaching strategies also help the teacher to make good assessment to analyze the best way of teaching.

During the pandemic of COVID-19, the minister of education decided that the activities of teaching at the class were shifted to an online system. It is done to avoid the risk of a pandemic. In fact, it's already had a near-universal impact on learners and lecturers around the world, from pre-primary to secondary schools, technical and coaching education and coaching (TVET) institutions, universities, adult learning, and skills development establishments. By mid-April 2020, 94 % of learners worldwide were influenced by the pandemic, representing 1.58 billion kids and youth, from pre-primary to education, in two hundred countries.. It indicates how serious the problem is for the education of human beings. Therefore, educators such as teachers, lecturers or trainers are demanded to adapt to a new situation by changing the way of teaching. One possible way is by using a teaching strategy that can be applied to conduct distance learning and online learning because it is impossible to come to class. Some of the teaching strategies are cooperative learning, inquiry-based instruction, differentiation, behavior management, and technology in the classroom. The technology used in teaching is highly useful for teachers at all levels of education, especially in this era of the pandemic. For example, a teacher can use WA, google classroom, or zoom to deliver lessons to students at their homes without meeting directly with students.

To help the researcher with the main research, a pre-observation in SMA 6 Bengkulu Tengah has been conducted, with several problems identified, they are: the teacher does not know very much about technology. For example, she got problems with creating google classroom, setting up zoom meeting, and operate other applications. Then, some students who do not have laptops or smartphones, which forced them to buy new ones or borrow from a neighbor. Then, where they live in rural areas, it often causes them to have problems, namely, the internet connection is often unstable. The teacher still experiences several obstacles in the process of implementing teaching strategies and sometimes she finds students do not understand the material or instructions conveyed during online learning. This can be due to the different competences of each student, the teacher's monotonous strategy, too many assignments for students, and she does not make interesting videos or creative teaching. Besides, during the interview, the English teacher said that he could only use WA to deliver lessons, namely by sending course materials in the form of pdf and also having difficulty with more complex teaching applications, such as google classrooms or zoom. Moreover, the electricity was sometimes shut down during teaching times. Finally, she also said that signal lost frequently.

2.   Model System

There are many kinds of teaching English strategies that can be applied in the language teaching process, According to Killen such as the teaching strategies as follows:

a. Direct Instruction

Direct instruction is a highly structured and teacher-centred and also direct instruction, as discussed previously, involves the direct transfer of knowledge from the teacher to a student, with the teacher doing most of the talking. The teacher leads the instruction and the focus is on acquiring factual knowledge and this leaves few opportunities for the students to initiate activities.

b. Discussion

Discussion can be used in any classroom environment by students to test their own ideas against those of other students. It is a good way to learn from different perspectives on the same information and it can help to guide students to understand or grasp a principle that has eluded them previously. The students can express their own opinions and can give other students their views on the topic. The teacher will facilitate the discussion and guide the discussion in the right direction if it strays.

c. Small-group Work

Small-group work is an activity that focuses on the students and the teacher should facilitate and give guidance to the different groups. These groups can vary in size, depending on the classroom and desk layout but average group sizes are usually four to six students. Students can work together to achieve their goals or outcomes and they can acquire social skills as well as factual knowledge. The main goal is to produce evidence of their understanding. Small-group work can include a wide variety of activities. These activities can include small-group discussion, completing worksheets, solving problems or making presentations. Small-group work can thus be integrated with other strategies.

d. Co-operative Learning

Co-operative learning can take place within small groups or between two students working together. Students learn from each other and the teacher should pair students who will work effectively together. This encourages student-to-student interaction, and can help team members to establish a supportive relationship. It further gives merit benefit for both students and the teacher.

e. Problem Solving

Problem-solving is a strategy that is widely used in classrooms. The students should solve the problem themselves using their prior knowledge to guide them towards a solution. Problem-solving tests the students' ability to use their knowledge and to prove that they have assimilated it by using it to solve problems. This topic will be further discussed at length under the next heading.

f. Research

Research can be used as a teaching strategy to promote self-learning and allow the students to discover new information on their own. Research can take the form of an investigation or guided research using materials such as books or the internet. It can also be combined with case studies. Research can lead the student to discover new methods and information, thus giving the student a broader perspective; this will enable the student to retain new information when it is transferred from the teacher.

g. Role Play

Role-play is effective as a teaching strategy: it helps the students to gain confidence and grasp knowledge and use it in an everyday situation. Role-play can be used to create a particular scenario and it brings a kind of realism to the classroom. This helps the students to solve problems and use the knowledge that they have acquired in a situation that resembles a real life situation. Role-play can help the students to understand information and to see its value.

h. Case Study

Case studies provide real-life scenarios: the students can learn from these experiences to put their knowledge to use and build on their current experience. Case studies can provide useful information that is not in the textbook. A case study can be combined with research, small-group work or co-operative learning. This strategy can be used to gather data in real-life situations and to analyze the data using problem-solving methods. This can help the students apply knowledge from the classroom and analyze data to present useful information.

i. Writing

Writing is a good way of testing the students' knowledge and their understanding. It reveals their ability to write and tests whether they can relay information effectively. Through writing students can represent their opinions and also deal with problems that they might encounter in the classroom.

Synchronous e-learning refers to learning/teaching that takes place simultaneously via an electronic mode. It means that even though the teacher and students are not in one physical place together, they still interact in real-time through media such as:

Zoom Meeting is a learning medium using video. The founder of the Zoom Meeting application is Eric Yuan. Zoom was inaugurated in 2011, with the headquarter is in San Jose, California. According to Danin and Aqilah, "Dalam aplikasi Zoom Meeting, guru dapat berkomunikasi langsung dengan siswa melalui video" (In the Zoom Meeting application, teachers can communicate directly with students via video). YouTube can be defined as a service of video sharing that enables users to watch videos posted by others and upload their videos. One of the features of YouTube is called YouTube Live. It is a simple way for creators to reach their community all at once. YouTube has tools that will help manage live streams and interact with viewers in real time, whether teaching a class, streaming an event, or hosting a workshop. Google Meet, or more commonly known as Google Hangouts Meet, is created to let many people joining the same virtual meeting, and speaking or sharing each other's video from anywhere through internet access.

Asynchronous E-Learning, Although Synchronous and Asynchronous E-Learning are similar, each of them has different characteristics in terms of the types of digital media used, and the effectiveness in various situations. Some learning applications and social media that can be used in Asynchronous E-Learning are:

WhatsApp is a type of mobile messaging application that can be installed on iPhone, Android, Windows Phone, or Windows PCs. It allows users to make free voice calls, face-to-face video calls, or text messages. For example face-to-face learning in class, the teacher can send pictures or certain problems/cases, then students are invited to discuss by sending answers via the WA Group. E-mail is defined as a system for delivering messages to single or multiple recipients through telecommunications links of computers by applying a web-based service or dedicated software. An example of email use in e-learning is that the teacher instructs the students to turn in the assignment through email. Edmodo could be a teaching tools shapely once social networks with attention on communication and not simply the distribution of data from the teacher and grade reportage. Google Classroom is an associate internet-based service provided by Google as an associate e-learning system. Teachers are helped by this design to create and distribute tasks to the students without using paper.

3. Channel Model

In this research, the writer used descriptive qualitative research that focuses on the teacher's strategies in the rural area during the covid-19 outbreak. It describes the strategies used by the teacher in SMAN 06 Bengkulu Tengah. This research was applied descriptive qualitative with a narrative approach to get and analyze narratives about teaching strategy used by English teachers in remote areas. Then, Qualitative is used to investigate a problem in order to get a clear understanding of a certain phenomenon.

Then, a narrative approach is very purposeful to gain insight into several aspects of a person's life that other qualitative approaches cannot reach. By listening to teachers' stories, the researcher was able to make the interpretation or relationship among education during crisis times using the online system, the limited resources, and the stories they tell about their experiences.

This study used qualitative data analysis techniques. Data analysis is an integral part of the research process which is poured either in writing or not. Study with a qualitative approach, the focus of the research problems demanded researcher conduct systematically, deep, and meaningful assessment as confirmed by Burgess below. In qualitative research, all investigators or researchers focus on the problems studied, guided by the conceptual or theoretical framework. Data analysis in qualitative research is often carried out simultaneously or together with data collection. There are three stages of qualitative data analysis based on the theory of Miles and Huberman (1994):
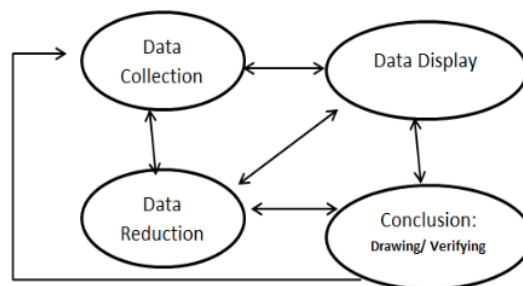

Chart 1. Data Collection Method.

4. Performance Result

1) Presentation Technique

Based on the online classroom observation, the techniques used in the presentation are as follows:

Table 1. Observation Checklist 1

COMPONENT	TYPES	INDICATORS	Teacher 1		Teacher 2	
			Yes	No	Yes	No
1. Presentation Technique	a. Synchronous	a.1. Using zoom		√		√
		a.2. Using Google Meet		√		√
		a.3. Using YouTube Live Streaming		√		√
	b. Asynchronous	b.1. Sending materials by using WA	√		√	
		b.2 Using Google Classroom		√		√
		b.3 Using E-mail		√		√
		b.4 Using Edmodo		√		√

Based on the data above, it can be seen that in the Presentation Technique there are 2 types, namely synchronous and asynchronous, where each type uses various online learning media. On an asynchronous basis, the learning process is carried out face to face online using zoom, google meet and YouTube Live Streaming. Then, in asynchronous, the learning process uses WA, Google Classroom, e-mail, and Edmodo media.

2) **Evaluation Technique**

After carrying out the online learning process, the teacher evaluates the technique to find out the level of students' understanding of the subject matter. Here are the data;

Table 2. Observation Checklist 3

COMPONENT	TYPES	INDICATORS	Teacher 1		Teacher 2	
			Yes	No	Yes	No
3. Online classroom management: Teacher and students interaction, Teacher Questions, and Online Classroom Environtment	a. Synchronous	a.1. In order to make the online classroom atmosphere more active when using zoom, the teacher asks students related lessons, and students answer questions using the raise hand feature and the chat column for permission to answer questions.		√		√
		a.2. The teacher builds interaction with students on google meet by asking questions or asking students to ask questions. Then		√		√

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		students use the chat feature to respond.				
		a.3. When the learning process uses YouTube live streaming, the teacher asks or directs students to give questions and students respond using the comment column feature		√		√
		a.4. The teacher asks all students to turn off/mute the audio when the teacher delivers the material so that the class is more orderly.		√		√
		a. 5 Teachers allows students to unmute the audio when students want to respond to instructions from the teacher.		√		√
	a. Asynchronous	b.1. Teachers asks questions and directs students to provide questions related to the material by sending messages on WhatsApp.	√		√	
		b.2. Teachers asks students to respond to questions given by the teacher or students provide questions related to the material by writing them in the comments feature on Google Classroom.		√		√
		b.3. Teachers students ask the teacher by email.		√		√
		b.4. Teachers checks the attendance of students who have seen the message by viewing it in the info feature on	√		√	

		WhatsApp.				
		b.5. Teachers checks student attendance by asking students to write their names in the comment feature on Google Classroom.		√		√

Based on the data above, on synchronous and asynchronous e-learning, there are several ways for teachers to conduct online classroom management. Synchronous e-learning includes: 1. In order to make the online classroom atmosphere more active when using zoom, the teacher asks students related lessons, and students answer questions using the raise hand feature and the chat column for permission to answer questions.,2. Teachers builds interaction with students on google meet by asking questions or asking students to ask questions. Then students use the chat feature to respond, 3. When the learning process uses YouTube live streaming, the teacher asks or asks students to give questions and students respond using the comment column feature, 4. In order for the class to be orderly, the teacher asks all students to turn off/mute the audio when the teacher delivers the material., and 5. Teachers allows students to unmute the audio when students want to respond to instructions from the teacher. Then, in asynchronous e-learning, namely: 1. Teachers asks questions and asks students to provide questions related to the material by sending messages on WhatsApp,2. Teachers asks students to respond to questions given by the teacher or students provide questions related to the material by writing them in the comments feature on Google Classroom, 3. Teachers students ask the teacher by email/Edmodo, 4. Teachers checks the attendance of students who have seen the message by viewing it in the info feature on WhatsApp, and 5. Teachers checks student attendance by asking students to write their names in the comment feature on Google Classroom.

In the discussion, research findings are organized and presented in such a way that the research problem becomes a reference in preparation and presentation. In the following, the researcher discusses answering the research questions based on the results of the observation and interviews.

1. Teaching strategies used by English teachers in online learning

Teaching strategy is a step-by-step process of planning, designing, implementing and evaluating the materials and techniques used in the teaching activities to know how effective they are. It means that teachers have to use varied strategies in teaching based on the purpose of the learning process. Then, e-learning broadly refers to electronically assisted instruction and is often associated with instruction offered via computers and the internet. Through the use of various electronic delivery methods, learning aspects of information transmission and interaction can be facilitated. So, for a different online learning purpose, the teachers are expected to use different strategy to make the learning process become effective and efficient.

2. How the Teachers Implement the Strategies in Teaching English during the Pandemic of COVID-19

The purpose of teaching strategy is to make it easier for teachers to deliver subject matter so that it can improve the quality of students towards developing reliable and capable human beings. Then, based on Muhaimin's theory, teaching strategy is very useful at every stage and process of teaching and learning, both at the readiness stage, giving motivation, attention, providing perception, retention, and transferring knowledge to students. So, to achieve the objectives of the teaching strategy, the teacher must implement the strategy according to the components of the teaching strategy. There are various strategies that

teachers can use in the online learning process, where each strategy has its advantages and disadvantages. So that teachers can determine which strategies are easier to use to apply them to the online learning process. Based on the results of data from observations and interviews, teachers at SMAN 06 Bengkulu Tengah used asynchronous e-learning, namely WhatsApp and direct instruction strategy. They use this strategy because it is easy to use in the online learning process that adjusts to the signal in rural areas.

3. Challenges faced by the teachers in implementing the strategies

The challenges faced by the teachers in implementing the strategies are Unavailability of signal/network in a rural area, expensive internet, students did not own smartphones/laptops, no internet cafes, lack of computers/technology skills, and students experience increased stress because they don't understand online instruction, that's based on the data found in observations and interviews. This is following Bekithemba Dube's theory (2020), where the challenges of online learning in rural are: unavailability of a network in rural areas, shortage of devices for online learning, closure of internet cafés, lack of computer skills of some rural teachers, and expensive internet data.

5. Conclusion

Based on the research finding and discussion in chapter IV. The researcher concludes that the research problem is to know the teaching strategies used by English teachers in online learning at SMAN 06 Bengkulu Tengah, to answer this research problem, the researcher used observation, interview, and documentation as the technique of collecting data. The researcher found two types of teaching strategies used by English teachers in online learning. There is an asynchronous e-learning type, namely using videos from YouTube and WhatsApp groups, and direct instruction strategy. Those strategies are mostly used by teachers in helping with the teaching-learning process in the online class.

Then, Teachers implemented English teaching strategies during the COVID-19 pandemic by paying attention to 3 teaching components, namely presentation technique, evaluation technique, and classroom management. Besides that, in implementing teacher teaching strategies at SMAN 06 Bengkulu Tengah, they used asynchronous e-learning and direct instruction strategies for these teaching components.

Currently, as a teacher, it is very important to master and use strategy appropriately. Besides, during the pandemic of Covid-9, learning was carried out online. Knowing teaching strategies can help teachers to choose which teaching strategies are suitable for use in each class or level, certain materials related to what will be taught to students. The teaching strategy must be applied by the teacher because this is one way for the teacher to determine learning objectives during the teaching and learning process. So that the teaching and learning process of English can run well and students will be interested in taking part in learning.

This can motivate students to be enthusiastic about learning and easily understand the learning material delivered by the teacher in learning during the pandemic of covid-19. Hopefully, the result of this research can be a reference for other researchers who do advanced research about teaching strategies. It also can provide an alternative source for the next researcher to get a better and more accurate result.

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