



The Implementation of English Teaching in New Normal Era during Covid-19 Pandemic at SMP Negeri 3 Teras

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Abstract

This research discusses the implementation of English teaching in new normal era during COVID-19 pandemic which reveals the offline teaching activity in class with the new normal health protocol implementation, the procurement of health protocol support facilities, and the students' preference of learning methods which have been experienced during COVID-19 pandemic. The objectives of this research are: a) providing the portray of English teaching activity and the activity in school in general in new normal era during COVID-19 pandemic, and b) measuring the students' preference of the used learning methods both offline or online learning in COVID-19 pandemic. The subject of this research was the 7th students and teacher at SMP Negeri 3 Teras. The techniques of collecting data used were observation, interview, and questionnaire. The data from the observation and questionnaire for this research were analyzed qualitatively in order to provide the phenomena in the school descriptively, while the students' questionnaire responses were also processed qualitatively and provided descriptively. The findings of this research showed that there were a number of differences which were implemented in limited offline learning such as the limitation of class capacity, weekly schedule setting, the implementation of new normal health protocol (wearing mask, limitation of class capacity, and keeping the distance) and providing the facilities which support the prevention of COVID-19 spread such as washstand, hand sanitizer, and thermometer.

Keywords: english teaching, new normal era, offline learning, online learning

Introduction

In Indonesia, English has been introduced from elementary school as second language that has term English as Second Language (ESL). People speak more than one language. The regional

languages for daily communication, Indonesian for formal occasion, and foreign languages including English (Adityarini, 2018). Mastering English is really important nowadays, not only for adults but also for young students



(Kusumaningrum et al., 2019). The role of English is very necessary both for mastering communication technology and in direct interaction which must be mastered by every individual actively both orally and in writing. English plays a crucial role in many areas such as education, science, technology, politics, and trade (Jannah, 2016). Learning English must be instilled since someone enters school (Aulia et al., 2019). The Indonesian government has realized the importance of English and has decided that English is a compulsory subject at senior school level (Putra, 2014). English is taught in purpose to make student has enough of knowledge in English to compete globally in the globalization era. "Globalization needs global capabilities, including capability in foreign language mastery," claimed by Widagsa, Head of English Education Department of Universitas PGRI Yogyakarta when interviewed by Solopos.com (2013).

It is undeniable that English has been recognized as an international language which everyone is expected to learn English to communicate with other people in different countries (Apriliana, 2018). The Status of English as the first foreign language is regarded essential to be given in both formal and informal education in Indonesia (Dewi & Indarsih, 2019). To attain those four skills, learners can obtain them through formal education as a systematic, organized, structured and administered education model with a set of laws and norms, a fixed curriculum as the objectives, contents and methodology. In addition, learners can learn it through

non-formal education which its typical characteristics such as the adoption of strategy that does not require learner's direct attendance, the facility of indirect learning activities between educator and learner, and most activities are arranged to take place outside the institution (Idris & Ciptaningrum, 2018).

Teaching spoken English in non-English speaking countries is not easy. Teachers have to be able to arouse students' willingness to communicate in English, as it is very important for foreign language learners to be encouraged to keep speaking English during their conversations with their friends (Prihartanti, 2017). In its implementation, English has 4 skills which should be mastered by students which encompasses: listening, speaking, reading, and writing. Each skill has different technique to improve English teaching for the student (Kurniliawati, 2016). English has a grammar system that affects the structure of a sentence. Sentences for past, present and future have very significant differences (Kusumastuti & Listiani, 2020). In English, there are five different types of pronouns based on its function: subjective, objective, adjective, possessive, and reflexive (Darussalam, 2012). Sadiku (2015) assume these skills is important to be taught simultaneously because it can form learners' scaffolded support, make students are able to make context to use English to exchange the information, and also form their confidence to use English.

In the beginning of 2020, Indonesia was shocked by the appearance of a



virus named COVID 19 which attacks respiratory of human being. The first case was known infected 2 women in Depok, West Java and increased specifically and reached its highest amount of case in July 2021 with 56.757 new cases on July 15. Quoted from World Health Organization (WHO), the infected people are mostly will experience mild to moderate respiratory illness and will be recovered without any special treatment. However, some of infected people, especially the elder and a person who has respiratory disease history experience serious respiratory illness and require the medical attention and many cases of those cases cause death.

During COVID-19 pandemic, school activities, including English class had stopped to be held in offline class in the school to prevent the spreading of COVID-19 from March 2020. The online class was considered as the best solution to make the learning process is still able to be conducted. The online class prevent the contact of each school community which can be the prevention of COVID-19 spread. Online class is learning that takes place online through the use of learning applications and social networks. Online class is done without the use of face-to-face interaction, but rather through the use of a platform (Faradita & Afiani, 2021).

Besides, it become the substantial challenge for teacher in every level of education who did not use online class method beforehand. The controversy that spreads in the mass media about implementing online learning

starts with limited knowledge about information technology to facilities and infrastructure that impact achievement (Herawati, 2022). To make a good knowledge transfer in online class, it requires supporting tools to run this method such as smartphone or personal computer, stable internet connection, and teacher is also responsible to provide interactive learning process to interact students to learn English in online class. After two years COVID-19 limits the movement of people all around the world, especially in Indonesia, as the case of COVID-19 is decreased, Indonesia government is started to permit school to hold offline learning with health protocol or frequently be called as "New Normal". The government permit the offline learning based on the Joint Decision of Minister of Education and Culture, Minister of Religious Affairs, Minister of Health, and Minister of Home Affairs No. 03/KB/2021, No. 384 Year 2021, No. HK.01.08/MENKES/4242/2021, and No. 440-717 Year 2021 about the direction of learning organization in Coronavirus Disease 2019 (COVID-19) pandemic. School is able to conduct the offline learning while the school area has been set in level 1-3 out of 4 levels. SMP Negeri 3 Teras, which is located in Boyolali is one of schools which has started to hold offline class with health protocol due to its PPKM level lowering. In the offline class implementation, SMP Negeri 3 Teras divided a class into 2 groups in order to hold the new normal health protocol. The students and teachers are compulsory to wear mask,



have body temperature less than 37.3°C, keep the distance with each other, and a class is only filled within 50% of class capacity. The implementation of new normal in offline learning in educational environment is expected to be an effort to support the implementation of new normal health protocol, create an effective knowledge transferring process, and minimize the spread of COVID-19.

Method

The first method of collecting the data that the researcher use is observation. The researcher observed the English class and tried to find the phenomena which are possible to be happened in new normal era. According to Marshall & Rossman (2014), observation is the systematic description of the events, behaviors, and artifacts of a social setting. According to the definition of observation as previously mentioned, the researcher observed the English class in order to collect the data of the offline English class procedure from the class opening, main activity, to the class closing at 7th grade of SMP Negeri 3 Teras. The researcher took the observation four times which the one time is used to observed the school in general and three times is used to observed the classroom.

Oxford Learner's Pocket Dictionary (2008) defines interview as an activity to ask somebody the questions. Afterward, Zina (2021) stated that interview is able to enrich the qualitative data and has the flexibility to explore the different point of view. In this research, the researcher

held the interview to the teacher. The kind of interview which the researcher has held is the unstructured interview which the questions was not been prepared before the interview was held. Minichiello et al. (2008) defines unstructured interview as the kind of interview which is not prepared the question or the answer categories in advance. This interview prioritizes the social interaction between the researcher as the interviewer and the informant. The interview is conducted in purpose to find out what the teacher experiences while conducting the teaching process during COVID-19 pandemic, especially about the offline learning which the teacher experience. The researcher asks the questions which was aimed to collect the data of what the teacher experienced when teaching English in offline class during new normal era.

Moreover, the researcher also holds the questionnaire to the students in purpose to find out the preference of learning process from students. The researcher provides the questionnaire by giving the printed questionnaire and it is given in English subject hour. The form of questionnaire is using close ended questions which provide the answer, thus the respondents are only have to choose and answer directly to the provided answer (Sugiyono, 2016). The researcher has provided 10 questions to be given to 23 students from 2 group of class as the respondents. The questionnaire contains the questions about students' preference of learning method, the problems which the students' experience during online



learning, and the answers with the options: strongly agree, agree, neutral, disagree, and strongly disagree.

Result and Discussion

1. The Implementation

The sequence of activity in English class at SMP Negeri 3 Teras with new normal health protocol during COVID-19 pandemic is almost similar to the activity before COVID-19 appears. The things that differentiate the activity in English class before and after COVID-19 pandemic is only the implementation of health protocol which including wearing mask for all school community, washing hands with soap and hand sanitizer, keeping the distance to each other, body temperature checking, and the limitation of capacity in class up to 50% from actual class capacity.

Based on the data acquired from the observation, there are some points which the researcher found in the implementation of English class with the new normal health protocol during COVID-19 pandemic at SMP Negeri 3 Teras.

a. Class Division

One of a number of elements which support new normal health protocol for COVID-19 spread prevention is keeping the distance from one to others. To implement this element, SMP Negeri 3 Teras implements the class division which set the maximum capacity of a class only up to 50%. For example, if a class has the normal capacity up to 30 students, it is only permitted to be filled by up to 15 students in new normal era.

In its implementation, SMP Negeri 3 Teras set the regulation which make a table only can be used by only one. In this case, a class has two schedules which makes approximately 30 students could not be in one class at once in one day.

b. Schedule Setting

As the class division is implemented at SMP Negeri 3 Teras, acquired from the interview with the teacher, the schedule is set weekly. Every week, the schedule is changed in accordance with the school regulation. The weekly schedule setting is conducted because all subjects cannot be taught in a week as the teaching process before COVID-19 pandemic due to the limitation of school hours in accordance with the new normal regulation. Each group of class is scheduled in the different day. As an example, group 1 of 7D has an English class schedule while group 2 of 7D is off in Monday, and the next day the group 2 of 7D has an English class schedule while group 1 of 7D is off.

Thus, the weekly schedule finds a problem on it. The English teacher at SMP Negeri 3 Teras said that the schedule is not equal for each group, thus it causes a group has less class than other group. It absolutely can be the problem for the teacher because he does not have enough of time to conduct the class and give the material according to the lesson plan. The students also have the disadvantages because they do not obtain the knowledge properly.

c. Teaching Learning Activity



Based on the observation which was held on February 24th 2022 in class 7D (2) which was filled by 1 English teacher and 13 students, there is the sequence of English offline class during COVID-19 pandemic at SMP Negeri 3 Teras:

1) Class Opening

Firstly, in the class, the teacher greeted his students in class by saying salam in Arabic, class conditioning, and followed by praying before learning process was conducted. In the class, there was only 50% capacity of a class that only filled by circa 15 students with only 1 student for each table in class. All community in class, both teacher and students had to wear mask to cover their nose and mouth.

2) Class Main Activity

After the opening of the class was done, the learning process was started. The activities which were held in the class were as follows:

a) The Teacher Asked the Students to Prepare the Book for a Media to Learn

To support the learning process, the book is needed to be used. The book contains the material which is taught by the teacher and the questions to examine the students' understanding about a material.

b) Teaching-learning Session

In this teaching-learning process, the students were seen quiet and focus on the material that the teacher explains.

At that time, the material which was taught in the class is about the jobs. In the class, the teacher wrote the name of jobs, the workplace, and the duty of the jobs on the whiteboard and mentioning the written material orally and followed by the students. The students enthusiastically pronounced the mentioned jobs, its workplace, and its duty after the teacher pronounced those elements.

c) Comprehension Testing

The teacher sometimes asked the students about their understanding about the material which has been explained.

For example, the teacher asked students:

"Okay students. Anybody here know what is the meaning of judge?"

Hereafter, the teacher wrote the answer of the meaning of each job on the whiteboard in order to make the students know the meaning of the jobs written on the whiteboard.

Moreover, the teacher also asked the students about the meaning of the place of the job is held:

"A judge works in a court. Raise your hand if you know what is the meaning of court!"

Afterwards, the teacher gave the students some assignment from the questions that have been provided in the book to examine the understanding of the explained material.

3) Class Closing



The learning process was ended by the teacher by giving the students questions about the students' understanding about the given material, answering question if the students ask something, class conditioning, and class closing by saying hamdallah and prayer. The teacher also gave the students an assignment/homework for students for knowledge measuring and will be discussed in the next meeting.

2. Assessment

The assessment of English class at SMP Negeri 3 Teras is quite similar to the assessment in general. The teacher collects the data for the students' score from daily assignment, homework, students' activity, and examination. The teacher of 7th grade at SMP Negeri 3 Teras has the special way to make students are interested to learn in the class. He signed the students who were active to ask and answer the question on the students' duty check. He also signed the students who had the bad attitude by signing “-” on the student's duty check. During a semester, the teacher also signed the students' book when they accomplished every assignment and the sign would be collected by the teacher in the end of the semester to be the assessment data. Based on the teachers' acknowledgement, this way is effective to increase the student's interest to follow the learning process in the class.

During the observation outside of the class, the researcher found reprimands which are did by a number of teachers to the students who violate the rules, especially to the students who

were not wearing the mask in school area during school hours. In the reprimand, the teacher warned the student to wear the mask orally without punishment. After reprimand was given by teacher, the student immediately wore the mask without any resistance.

The school community also have to wash their hands with soap. To facilitate the school community to wash their hands, SMP Negeri 3 Teras provides the washstands. This facility is located in some place such as in gateway and in some place near class. The washstand is also equipped by the hand soap. This facility is provided in order to prevent the spread of COVID-19 by physical touch from hand.

Temperature checking is also implemented in SMP Negeri 3 Teras. This facility is located in gateway and it is used when the school community enter the school area before the learning process is started. This facility is provided in order to detect the school community who suspected of being infected by COVID-19 by the temperature detecting. The school community are not able to get in the school area if they have the body temperature more than 37.3°C.

Conclusion

The implementation of English teaching in new normal era at SMP Negeri 3 Teras is not quite different from the English teaching before COVID-19 pandemic. The things which differentiate the teaching in new normal and before COVID-19 exists is only the implementation of health protocols



(wearing mask for all school community, washing hands with soap, providing hand sanitizer, obligate the school community to keep the distance to each other, body temperature checking, dividing a class into 2 groups, and the limitation of capacity in class up to 50% from actual class capacity.) SMP Negeri 3 Teras has fulfill those requirements of health protocol implementation, such as obligate the school community to wear mask, the procurement of health protocol support facilities such as washstand, hand soap, and thermometer.

However, the limited offline teaching in new normal era still has the problem in schedule setting which cause the imbalance amount of subject hour for each group in a class. The problem of schedule setting should be solved to make the teachers and students are able to conduct the class properly to avoid the knowledge transfer failure.

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