

**ENGLISH TEACHING AT SMAN 1 BUNGO IN BEFORE,
DURING, AND AFTER THE COVID-19 PANDEMIC**

A Thesis

*Submitted as Partial Fulfillment of the Requirements to Obtain Bachelor of
Education (B. Ed) in English Language Education*



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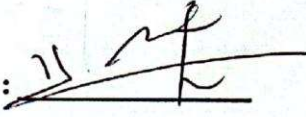

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Dengan ini menyatakan, bahwa Tugas Akhir saya dengan judul “Teaching Procedure of English Lesson Before, During and After the Covid-19 at SMAN 1 Bungo” benar merupakan hasil karya saya dan bukan merupakan plagiat dari karya orang lain. Apabila suatu saat terbukti saya melakukan plagiat maka saya bersedia diproses dan menerima sanksi akademis maupun hukum sesuai dengan hukum dan ketentuan yang berlaku, baik di institusi Universitas Negeri Padang maupun masyarakat dan negara.

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ABSTRACT

Chairina, Viona (2022): English Teaching at SMAN 1 Bungo in Before, During, and After the Covid-19 Pandemic: Skripsi. Padang: Jurusan Bahasa dan Sastra Inggris. Fakultas Bahasa dan Seni. Universitas Negeri Padang.

This study was conducted to determine about English teaching at SMAN 1 Bungo before, during, and after the covid 19 pandemic. This study used qualitative descriptive as its methodology. The population for this study were 3 teachers which had experience in teaching before, during, and after the Covid 19 pandemic at SMAN 1 Bungo. The researcher used a voice recorder to record the process of the Interview. Following data collection, there are six variables that became the focus in the research. The variable came from 4 books that have been released by Brown in Second Edition (2001) and Fifth Edition (2007), Scrivener (2010) in Third Edition, and Harmer (2001) in Third Edition. For the conclusion, Teachers 1, 2, and 3 in carrying out English language teaching were considered good because it used almost all of the variable that the experts suggested during before the pandemic. Meanwhile in the pandemic, the numerous limitations that students and teachers faced such as interaction between teacher and student only on WhatsApp and Portal Belajar Dari Rumah (BDR) and no direct learning. So, the implementation was not implemented much. And after the COVID-19 pandemic, teachers 1, 2, and 3 returned all the interact with students the same as before the pandemic.

Keywords: Teaching, English Teaching, Teaching by Principles, English Lesson, the Covid 19.

ABSTRACT

Chairina, Viona (2022): English Teaching at SMAN 1 Bungo in Before, During, and After the Covid-19 Pandemic: Skripsi. Padang: Jurusan Bahasa dan Sastra Inggris. Fakultas Bahasa dan Seni. Universitas Negeri Padang.

Penelitian ini dilakukan untuk mengetahui tentang pengajaran Bahasa Inggris di SMAN 1 Bungo sebelum, selama, dan setelah pandemi covid 19. Penelitian ini menggunakan deskriptif kualitatif sebagai metodologinya. Populasi penelitian ini adalah 3 orang guru yang memiliki pengalaman mengajar sebelum, selama, dan setelah pandemi Covid 19 di SMAN 1 Bungo. Peneliti menggunakan perekam suara untuk merekam proses wawancara. Setelah pengumpulan data, ada enam variabel yang menjadi fokus penelitian. Variabel tersebut berasal dari 4 buku yang telah dirilis oleh Brown dalam Edisi Kedua (2001) dan Edisi Kelima (2007), Scrivener (2010) dalam Edisi Ketiga, dan Harmer (2001) dalam Edisi Ketiga. Sebagai kesimpulan, Guru 1, 2, dan 3 dalam melaksanakan pengajaran bahasa Inggris dinilai baik karena menggunakan hampir semua variabel yang disarankan para ahli pada masa sebelum pandemi. Sementara di masa pandemi, berbagai keterbatasan yang dihadapi siswa dan guru seperti interaksi antara guru dan siswa hanya di WhatsApp dan Portal Belajar Dari Rumah (BDR) dan tidak ada pembelajaran langsung. Jadi, pelaksanaannya tidak banyak dilaksanakan. Dan setelah pandemi COVID-19, guru 1, 2, dan 3 mengembalikan semua interaksi dengan siswa seperti sebelum pandemi.

Kata Kunci: Mengajar, Pengajaran Bahasa Inggris, Mengajar berdasarkan Prinsip, Pelajaran Bahasa Inggris, Covid 19.

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Padang, November 2022

Viona Chairina

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CHAPTER I

INTRODUCTION

A. A. Background of the problem

Education has a very important role in efforts to improve one's quality (Umaroh, 2021). Education is also a critical component of national and state development initiatives. According to Ki Hajar Dewantara (Chomaidi & Salamah, 2018), education is the process of guiding all of the natural forces that exist in children so that they, as individuals or members of society, can attain the maximum level of safety and pleasure. However, the development of the Coronavirus Disease 2019 (COVID-19) outbreak has resulted in the establishment of a new global living order.

The Covid-19 virus warns everyone to keep their distance or follow health rules so that the virus's influence is not felt directly. Students are one of the sufferers, thus learning must take place at home. Surprisingly, in the midst of this pandemic, it will undoubtedly have an influence on all parts of life, including schooling. The essential key to learning is the participation of parents, who ensure that interest in learning does not wane even when the process is not face-to-face.

Following the issuance of the Minister of Education and Culture's Circular Letter Number 3 of 2020 concerning the prevention of Covid-19 in Education units, and Circular Letter Number 4 of 2020 concerning the implementation of Education policies during the emergency period of the spread of Coronavirus Disease (Covid-

19), the learning policy which was initially carried out face-to-face changed into online learning.

The policy issued has made learning carried out in schools and universities in Indonesia to be carried out boldly in responding to the Covid-19 pandemic which has occurred throughout the world. Learning that is done boldly certainly has its own impact, because learning which is usually done face-to-face in a room equipped with existing facilities must be done at a distance and through the media of communication and information learning technology.

Learning media have advanced and developed along with the birth of the communication revolution that is used for learning purposes other than pre-existing media such as teachers, textbooks and blackboards (Yaumi, 2018), but learning technology here can be in the form of media that can help make it easier for humans to learn. in terms of work, especially in the field of education, especially during the pandemic that we are currently experiencing. There are so many learning media technologies in the form of platforms that are used in every educational institution to carried out the online learning such as Google Classroom, E-learning, YouTube, WAG, Edmodo, Zoom, Googlemeet and other platforms that can support learning facilities from home.

Then, after 2 years of the COVID-19 pandemic, the learning system in schools changed back to face-to-face learning with the terms and conditions of the health protocols that apply in the world of education. With changes in the form of English

language teaching carried out in the classroom must adapt to the course of learning from each period. The changes were assessed based on value from the several experts such as Brown in Second Edition (2001) and Fifth Edition (2007), Scrivener (2010) in Third Edition, and Harmer (2001) in Third Edition who discussed about English language teaching in their books. The main variables that have been discussed from the books are about Techniques, Textbooks, and Technology, Plan a Lesson, Initiating Interaction, Interaction Through Group Work, Classroom Management, Strategies-Based Instruction.

In this study, the researcher presents several previous studies that have similarities both in terms of themes or disciplines that the researchers adopt. In this research, the researcher focuses on teaching procedure of English lesson before, during and after the covid-19 at SMAN 1 Bungo. The first research by Syaiful & Syahrani (2022) who discuss about “Implementation of Learning at STAI Rakha Before, During and After Covid-19 Pandemic.” Based on the results of the analysis that has been carried out by the researcher, the researcher concludes that online learning can be declared to be the best effort that can be done in order to break the chain of spread of the Covid-19 virus, especially in the field of education. Online learning is the best effort because it is in accordance with WHO's appeal, which is to avoid mass gathering in all activities, especially in educational activities. It is necessary to make efforts to carry out learning activities that can be carried out remotely without carrying out conventional learning activities where students and

teachers gather at a location that is close to each other. Online learning itself is carried out using various internet-based applications such as WhatsApp Group, Zoom Cloud Meeting, Google Classroom, Google Form, e-mail and several other applications that are able to support distance learning activities or online. However, online learning itself cannot be separated from several obstacles, including the lack of supporting facilities and infrastructure, unstable internet services, requiring a fairly large quota, unequal distribution of human resources. Mastering technology well, communication in the learning process does not go well, limited learning methods applied in learning activities, and lack of supervision of student development. The impact felt by teachers when face-to-face learning after the pandemic started was the need to prepare for students who are accustomed to online learning and the positive impact is to facilitate supervision in learning that is carried out face-to-face as it is today. The impact for students is the unpreparedness of students in face-to-face learning because they are accustomed to online learning and the amount of material that students do not understand during online learning. The positive impact with face-to-face learning is that the learning process feels more fun.

Next is previous study by Sugianor & Syahrani (2022) entitled “PAI Learning Model in School Before, During, and After pandemic.” In their research, it is stated that there is a cooperative learning model in PAI learning. Cooperative learning is basically learning that relies on mutual cooperation between students. In the cooperative learning method, students will sit together in groups of four to master the

material presented by the teacher. The purpose of cooperative learning itself is to train students to work hard in achieving something they want, to learn from the failures of others and to learn from the successes of others to serve as a lesson that humans are social beings who need each other. There are several advantages and disadvantages in its application, namely in terms of advantages 1) Students work together in achieving goals in achieving goals by upholding group norms, 2) Students actively help and encourage the spirit to work together successfully, 3) Actively play a role for tutor's peers to further increase group success, etc. (Suprihatiningrum, 2016). Meanwhile, in terms of weaknesses, 1) Students who are smart will tend to dominate so that it can lead to inferior and passive attitudes from weak students, 2) It can happen that students simply copy the work of smart students without having adequate understanding, 3) Grouping students requires setting the place. sit differently and require special time (Masitoh & Dewi, 2009). There are PAI learning problems before, during, and after the pandemic. The problem before the pandemic was that a literature teacher was not able to be creative in writing literary works well, be it poetry or short stories. The impact that will arise, among others, is learning literature which is considered monotonous and boring. A further consequence is that students will be "barren" in their literary creativity. Furthermore, the problem during a pandemic is that the media or application that is most widely used in digital literature learning is whatsapp learning media. The problem found from the use of the learning media is that there is not enough coverage of real literary examples so that students do not understand. Finally, the problem after the pandemic, namely the

implementation of the new normal in Indonesia, has many pros and cons. many people urge the implementation of the New Normal to be carried out immediately, but in its implementation it requires a mature plan. As a result, the number of students in the class is not proportional to the narrow classroom so it does not allow for social distancing in the classroom.

Last but not least, Research conducted by Yantoro, Hariandi, Mawahdah, Muspawi (2021) entitled "Teacher Innovation in Learning in the Era of the COVID-19 Pandemic" Based on the results of observations and interviews, it was found that during the COVID-19 pandemic, teachers at SD Negeri 55/I Sridadi did learning by means of online and offline learning (Blended Learning) and visits to students' homes to form learning clusters according to the problems faced. by students. In carrying out learning in the pandemic era, teachers make several innovations, namely teachers plan and prepare materials, teaching materials and interactive learning media according to student conditions by optimizing available learning resources and in accordance with the student learning environment. Teachers also provide home-to-home learning services for students and collaborate with parents to provide assistance in learning at home. The blended learning model or mixed learning is an option in the learning process at SD Negeri 55/I Sridadi during the covid-19 pandemic. Nugraha (2020) said that the application of blended learning in schools is expected to be a reliable alternative in creating an active, fun and meaningful learning atmosphere for students. The learning process is carried out online and face to face. As for examples

of activities carried out in online learning at the seeking of information stage, such as through whatsapp groups. While in face-to-face learning activities, the teacher will ask students to mark the pages in the student book that they have not understood when studying from home. After that, the teacher and students discussed discussing the pages one by one (acquisition of information). And for home visit learning, the teacher will divide students into several study groups or study clusters. Students whose houses are close together will be made into one group and collected in one of the students' homes according to the agreement and willingness of the host.

Based on the problems above, Researchers have been conducted a study that focuses on English teaching of English lesson before, during and after the covid-19 at SMAN 1 Bungo. What distinguishes this research from previous research is that this research focuses on analysis English teaching of English lesson before, during and after the covid-19 where there has not been any research on this theme. With this research, the researcher hopes that the analysis can be useful for the school.

B. Identification of the Problems

From the description of the background that has been described in the title “English Teaching at SMAN 1 Bungo in Before, During, and After the Covid-19 Pandemic”, this study focused on teaching English lesson before, during and after the covid-19. So, there are 6 variables that the teacher must pay attention in the classroom theory for measuring the utilization of time to time during the covid 19 pandemic in English learning subject.

C. Limitation of the Problem

In this research, the researcher focused on analyzing how is the way in Teaching English at SMAN 1 Bungo in Before, during, and After the Covid-19 Pandemic. The subjects of this study are the English teachers.

D. Research Question

The problems of this research was formulated by the researcher in the following question :

1. How was the English Language teaching going at SMAN 1 Bungo in before, during, and after the covid 19 pandemic?

E. Formulation of the Problem

Based on the limitation above, the research was formulated the purpose of this study is tried to analyzed English teaching of English lesson before, during and after the pandemic covid 19 at SMAN 1 Bungo based on the theory from the experts.

F. Purpose of the Research

The purpose of this study was tried to analyze on teaching procedure of English lesson before, during and after the covid-19 at SMAN 1 Bungo.

G. Significance of the Research

It is believed that this study would bring both Theoretical Benefits and Practical Benefits.

1. Theoretical Benefits

This research can provide an overview about an analysis teaching procedure of English lesson before, during and after the covid-19 at SMAN 1 Bungo. In addition,

this research is expected to be useful as a further reference material in the same topic and discussion.

2. Practical Benefits

Can add insight and experience about the stages of good learning for students in adjusting from time to time. And the researcher can add knowledge and several ways in the stages of learning English in adjusting from time to time.

H. Definition of Key Terms

There were three particular key terms used in this study. In order to prevent misunderstanding among the readers, the terms are defined follow:

1. English Teaching	The practice and theory of learning and teaching English for student in the class whose first language is not English
2. English subject	The purpose of studying English is for students to be able to communicate fluently both orally and in writing in a social context. Listening, reading, speaking, and writing abilities are all part of English proficiency