

**TEACHING METHOD USED BY ENGLISH TEACHER AT EIGHTH AND NINTH  
GRADE IN SMPN 5 SIMPANG EMPAT DURING PANDEMIC****Nor Aulia Shifa**English Education Department, Antasari State Islamic University,  
Kalimantan Selatan, Indonesia**Email:** [syifasaputri372@gmail.com](mailto:syifasaputri372@gmail.com)**Abstract**

*After the Indonesian government announced for school from home or online learning, all educational system structures changed. Students and teachers must be prepared to learn and teach online. This paper aims to find out how the process of learning and teaching English for Young Learners via online. This research was conducted using qualitative method. Data collection technique used by the researcher is interview. The teacher who be object of this research is only one teacher that describe the process during her teaching English online. The researcher does interview online with one of the teachers in SMPN 5 Simpang Empat through WhatsApp. The result of this research is in teaching English online the teacher usually uses varies method in each material that she wanted to convey, but the method that is often used is the direct method and lecture method. She also said that, she usually uses question and answer as the technique or strategy during the learning and teaching process.*

**Keyword:** *Online learning, Young Learner, Teaching Method, Pandemic.*

**A. INTRODUCTION**

Since the Covid-19 pandemic entered Indonesia, many sectors have been affected. Apart from having a negative impact on the country's economy, this pandemic has also had a significant impact on the education sector. In line with what was said (Eka Diana, 2020) pandemic Covid-19 has a negative impact on the economic, transportation, tourism, and education sectors. To prevent a spike in the spread of this virus, the Indonesian government has decided to close all levels of educational institutions, from basic education to higher education. Educational institutions in Indonesia are instructed to implement a teaching and learning system online or from home which results in the cessation of offline or face-to-face learning in schools. The pandemic has not only made students study online or from home, but teachers are also required to reduce teaching activities in schools and switch to online teaching.

Initially, the English teaching and learning system was carried out offline or face-to-face at school. However, since the Covid-19 pandemic, that strategy has changed. This pandemic has forced everyone to keep their distance. So, students are not allowed to come to school to prevent the spread of the virus. In such situations, teachers are required to conduct online teaching in a short time. The online way is considered the most appropriate solution to do. Teachers are required to prepare teaching materials and package them as attractively as possible by using different methods than before. Not only that, teachers are also asked to utilize technology in the teaching and learning process. The development of information and multimedia technology using the internet is a new utilization technique that makes changes

in the traditional teaching and learning process. In addition to teachers, students and parents are also required to quickly adapt to the method.

One of the subjects taught online is English. Teaching English is very important because of the global status of English which is studied by people all over the world. According to (Harmer, 2004) English as a foreign language is generally used to apply to students who study general English in schools and institutions in their own country as temporary visitors in the target language country. This language is taught in almost all segments of Education from kindergarten to higher education all over the world ( (Baird, 2018), (Deniz, 2016), (Nunan, 2003)). In teaching English as a foreign language, the teacher must manage the class well, be creative, provide appropriate teaching methods that help students how to do things, give instructions, provide language and cause to know or understand (Brown H. D., 2007).

The selection of teaching methods is one of the factors in achieving learning objectives. According to (Vin-Mbah, 2012) The aim of the teaching process is to help change skills, attitudes, increase knowledge, ideas, and appreciation. The success of education for students is very dependent on the accountability of teachers in carrying out their duties. However, in achieving learning objectives, it is not only seen from the teacher but the selection of strategies and methods in teaching. The general purpose of learning English as proclaimed by the government is so that students can communicate in English both orally and in writing (Nur Wahidah Pido, 2019). (Wardoyono, 2013) explained that to get the learning objectives the teacher must understand the models and methods that are suitable for students. Language teaching methods have highlighted the theory and practice of language teaching (LIU Qing-xue, 2007).

In online learning, an English teacher must prepare teaching materials and be taught in interesting methods to increase students' enthusiasm when learning online in order to achieve learning goals. Learning methods are needed during the teaching and learning process. So that, it is necessary to apply the right teaching method to get good results. Teaching methods are divided into two categories, namely teacher-centered methods and student-centered methods. According to (Pupuh Faturrohman, 2010) states that the more precise the method used by the teacher in teaching, the more effective the achievement of learning objectives is expected.

In the implementation of the teaching and learning process, the teacher should use an effective way so that the material presented by the teacher can be understood properly. Teachers need to provide variations in learning, one of which is by providing non-monotonous learning methods. The teaching method is a pattern that is used and used as a guide in carrying out learning in tutorials. The function of the learning method is as a guide for teaching designers and teachers in carrying out learning. The use of appropriate methods in teaching will affect the learning objectives of the teaching and learning process. Methods determine how teachers should teach. Teaching and learning methods can be included as one of the aspects that affect student performance (Lisa, 2017).

According to (Patel, 2008) that describes method is a systematic and scientific way of teaching in teaching any subject that is guided by the teacher by considering how to teach and how teaching can be effective. By applying the method, the teacher will be able to easily

share or transfer information and knowledge, select sources, and determine the role of students easily. The method selected and used must be appropriate so that it can motivate teachers to carry out creative learning activities.

Furthermore, Kumaravadivelu (2006, p. 83) explaining methods is central to any language teaching. Which means that the method is the main component in the process of teaching language, especially in teaching English. Method refers to the way of teaching Language.

There are many variations of teaching methods in both online and offline teaching. The paradigm shift in the teacher-centered learning process to student-centered learning is expected to encourage students to be actively involved in building knowledge, attitudes, and behavior. For student centered, students get the opportunity and facilities to build their knowledge, so that students get a deep understanding. Therefore, the teacher is a facilitator who supports the use of methods in focusing on students. Teaching methods are used as a tool to support success in the learning process. In the era of globalization, teachers use various teaching methods according to the level and subject being studied.

Teaching methods include case methods, problem-based learning, and project-based learning. (LIU Qing-xue, 2007) stated that there are many teaching methods such as Grammar translation Method, Direct Method, Audio-lingual Method, Communicative Teaching Method, which are quite familiar. The audio-lingual method is a teaching method that emphasizes word repetition which can help students to use the target language communicatively (Abdul, 2016). Meanwhile, the direct method is a method in which language is studied for communication and language is mainly spoken (Freeman D. , 2000). The grammar-translation method is a method that has the basic goal of being able to read literary works written in the target language. This method requires students to translate the entire text verbatim and memorize various grammar rules (Elmayantie, 2015). The last is a communicative teaching method, in this method the teacher must always encourage students' communicative competence and use language fluently and accurately. There are various other methods that teachers use in teaching that are not mentioned by LIU Qing-xue & Jin-fang, but that does not mean that teachers have to use all methods, teachers must choose the appropriate method. which can make it easier for students to understand and develop student knowledge.

Methods in learning English during the pandemic are very valuable for further investigation. This is because teachers usually teach face-to-face in the classroom. Now, they have to take advantage of online learning as a medium in teaching English. This study describes the methods used by English teachers in teaching English subjects in eighth and ninth grades at SMPN 5 Simpang Empat qualitatively during the Covid-19 pandemic. Based on the explanation above, the researcher is interested in researching and describing the methods used by English teachers in teaching English subjects in the eighth and ninth grades at SMPN 5 Simpang Empat with the title "Teaching Method Used by English Teacher at Eighth and Ninth Grade in SMPN 5 Simpang Empat During Pandemic"

**B. METHOD**

In analyzing the data, this research uses a qualitative method with the type of phenomenological research. According to Polkinghorne (in Creswell, 1998) Phenomenological studies illustrate the meaning of a life experience for some people about a concept or phenomenon. Researcher used this method because researcher wanted to learn and analyze the experience of teachers in teaching. Therefore, with this research method, researcher could analyze the English teaching activity in pandemic era.

The researcher conducts the research on the implementation of the teaching and learning process of English for young learners in the new academic year 2020/2021 at one of the junior high schools in Tanah Bumbu, namely SMPN 5 Simpang Empat. SMPN 5 Simpang Empat is located at Jln. Karang Jawa, Desa. Barokah, Kec. Simpang Empat, Labupaten Tanah Bumbu. Data collection technique used by the researcher is Interview.

The research subjects are the English teacher who teach at eighth and ninth grade in SMPN 5 Simpang Empat. In this research, the researcher interview one subject because the teacher is a key informant who has met the requirements as a key informant. According to (Martha, 2016) in determining key informant is consist of four criteria, which are:

- 1) Must be an active participant in the group, organization or culture being researched
- 2) Must be involved in the "current" researched culture
- 3) Have adequate time
- 4) Convey information in their own language (natural)

The researcher does interview online with the English teacher in SMPN 5 Simpang Empat through WhatsApp. The interview has done at 20 December 2020.

**C. RESULT AND DISCUSSION**

The researcher shows the results of the data from interview that have been analyzed. The researcher focuses on the data collection of the English teaching method in pandemic era at SMPN 5 Simpang Empat.

**1. Result**

The followings are some of the findings obtained by researcher from interviews with English teachers at SMPN 5 Simpang Empat regarding English language teaching activities during the COVID-19 pandemic.

- a. The use of lecturing method in teaching English during pandemic

In teaching English during the pandemic, the teacher used various method, one of them is lecturing method. Usually, the teacher uses WhatsApp groups as the core medium for delivering learning material. Based on the results of interviews with respondents, the respondents gave the following statements:

English Teacher's Statements	Analysis
<p><i>"...saya biasanya mencatat poin-poin penting yang ada dibuku paket dan ditambah dengan sumber-sumber yang relevan, kemudian saya membuat power point dan saya capture per slide untuk di kirim ke grup WA. Setelah itu saya berikan penjelasan melalui voice note."</i></p> <p>"...I usually write down the important points in the package book and add relevant sources, then I make power points and I capture them per slide then send it to the WhatsApp group. After that, I give an explanation via voice note."</p>	<p>Based on the data above, the teacher used lecturing method in teaching English via online. The lecturing method is done by the teacher making a note consist of important point in book then make the power point to make learning process interesting. Then the teacher also gives the explanation after it by using voice note.</p>
<p><i>"...saya selalu menjelaskan setiap poin di dalam buku pelajaran, dan meminta siswa mencatat poin penting yang tersirat dalam penjelasan saya. Hal ini bertujuan agar membantu siswa lebih mudah memahami latihan jika ada."</i></p> <p>"...I always explain each point in the textbook, and ask students to note the important points implied in my explanation. This is intended to help students more easily understand the exercises if there are any."</p>	<p>Based on the data above, the teacher is more active in speaking than the students. Students are required to listen carefully and note the important points of what they hear. This is done by the teacher so that it is easier for students to understand a material and easily understand questions related to the material that has been conveyed.</p>
<p><i>"...jika meminta mereka (siswa) untuk menjawab soal dibuku, saya selalu menjelaskan setiap soalnya terlebih dahulu, agar tidak terjadi perbedaan pemahaman dalam menjawab soal latihan. Jika ada pertanyaan seputar soal saya akan menerangkan maksudnya dan apabila ada yang kurang memahami, saya akan mengulang penjelasan dengan lebih detail."</i></p> <p>"...when asking them (students) to answer questions in the book, I always explain each question first, so that there</p>	<p>Based on the data above, the teacher also considers several factors such as giving factual information and answering students' questions. Through this way, the teacher can clarify students' problems.</p>

are no differences in understanding in answering practice questions. If there are questions about the question, I will explain what it means and if there are people who don't understand, I will repeat the explanation in more detail."	
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b. The use of direct method in teaching English during pandemic

Besides using the lecturing method, the English teacher also use direct method in teaching and learning process during Covid-19 pandemic. In this method, English is used more than Indonesian, it can even be omitted. The following is the teacher's statement regarding the learning method:

English Teacher's Statements	Analysis
<p><i>"...dalam menjelaskan kata-kata atau kalimat yang sederhana saya kerap menggunakan bahasa inggris daripada Bahasa Indonesia. Tidak hanya dalam menjelaskan, bahkan saat memberikan intruksi yang sederhana saya menggunakan Bahasa inggris agar siswa termotivasi untuk menjawab dan mengerti kata-kata kalimat sederhana dalam Bahasa inggris dan bisa mengaplikasikannya diluar kelas."</i></p> <p>"...In explaining simple words or sentences, I often use English instead of Indonesian. Not only in explaining, even when giving simple instructions I use English so that students are motivated to answer and understand simple sentences in English and can apply them outside the classroom."</p>	<p>Based on the data besides, the direct method, the teacher clearly uses it in the teaching and learning process. Where the teacher and the students usually use English in every session in the classroom. The use of the direct method by the teacher is in line with the purpose of the method itself, which is to make students have a lot of vocabulary and can use it to be more communicative.</p>
<p><i>"...selain itu, saya juga meminta siswa untuk menggunakan Bahasa inggris jika dikelas saat mata pelajaran Bahasa inggris, saya ingin mereka bisa berkomunikasi menggunakan bahasa Inggris walaupun hanya percakapan yang sederhana."</i></p>	<p>Based on the data besides, the direct method, the teacher clearly uses it in the teaching and learning process. Where the teacher and the students usually use English in every session in the classroom. The use of the direct method by the teacher is in line with the purpose of the method itself, which is to make</p>

<p>“...in addition, I also ask students to use English in class during English subjects, I want them to be able to communicate using English even if it's just a simple conversation.”</p>	<p>students have a lot of vocabulary and can use it to be more communicative.</p>
<p>“...saya selalu mengoreksi setiap kesalahan pengucapan yang dilakukan oleh siswa saya. Karena saya sangat menekankan pengucapan kosa kata yang benar.”</p> <p>“...I always correct any pronunciation mistakes made by my students. Because I really emphasize the correct pronunciation of vocabulary.”</p>	<p>Based on the data besides, the teacher is very concerned about how to pronounce the correct vocabulary, because if it is mispronounced it will have an effect on the meaning that can lead to misinterpretation by others.</p>
<p>“...dalam mengajarkan setiap kosa kata baru, saya selalu menggunakan media seperti object dan gambar agar siswa dapat dengan mudah mengingatnya”</p> <p>“...in teaching every new vocabulary, I always use media such as objects and pictures so that students can easily remember them”</p>	<p>Based on the data besides, the teacher always uses media that makes it easier for students to remember new vocabulary.</p>
<p>“...saya selalu mengajak siswa tanya jawab menggunakan Bahasa Inggris dengan tidak mengoreksi struktur grammatikalnya.”</p> <p>“...I always ask students to ask questions using English without correcting the grammatical structure.”</p>	<p>Based on the data besides, it is clear that the teacher wants students not to be afraid to speak in English because they pay attention to the grammatical structure. The teacher just wants them to get used to using English.</p>

## 2. Discussion

The teaching-learning process during the pandemic has changed significantly. The change was felt in the methods and media used by the teacher during the learning process. The teaching and learning process that was originally done offline has turned completely online. As stated by Cheng (2020) which states that changes in the learning system during the pandemic have an impact on the learning activities of students, teachers, and parents.

Teachers must always provide support and motivation so that students do not feel bored when learning online which makes their enthusiasm for learning decrease. Various learning methods can also increase students' enthusiasm in learning English online.

During the pandemic, teachers use two kinds of teaching methods, including the lecture method and the direct method. The lecture method is carried out by an English teacher by providing power point screenshots containing important points in the book, then explaining them using voice messages and sending them to the WhatsApp group. Then the teacher is also active in explaining each point in the textbook, so students are asked to listen carefully and then asked to note the important points implied in what has been explained by the teacher. The teacher also always explains the questions first if students are asked to answer the questions. This is done by the teacher so that students' understanding is uniform and there are no differences in understanding in answering questions. In this method the teacher is more active in explaining than the students. Students are only asked to listen, and are allowed to ask questions if something is not understood. This understanding of the lecture method is in line with the opinion of Azwar Iskandar et al (2020), he defines the lecture method as a method of teaching teaching materials by teachers orally to students.

In addition, the English teacher also uses direct method as the method in teaching process. The use of the direct method by the English teacher is in line with Richard and Rodgers (1986, p. 128) that says the implementation of the direct method which was formerly known as the "traditional method" is to use the target language in a communicative atmosphere without being interrupted by the learner's mother tongue by ignoring the rules or grammar (grammar) of the target language. So that, the purpose of applying this method is that it is expected to enrich students' vocabulary and they can use it in communicating in English.

In the Direct Method, language is studied for communication, as Larsen-Freeman (2000) states language is essentially speech. Class instructions and class activities are conducted in the target language; Therefore, students are actively involved in using the target language. Conversational activities hold an important place in this method. By using language in a real context, students have a better chance to think, and speak in the target language. Similarly, Stern (Teaching-seventh impression) suggests that the Direct Method is characterized by the use of the target language as a means of instruction and communication in language classes, and by avoiding the use of first language and translation as techniques.

The direct method applied by the teacher is in accordance with the direct method principle as described by Richards and Rodgers in (Brown H. D., 2001) including:

- 1) Classroom was conducted exclusively in the target language
- 2) Only everyday vocabulary and sentences were taught
- 3) Oral communication skills have built in a carefully graded progression organized around question and answer exchanges between teachers and students in small, intensive class
- 4) Grammar was taught inductively



- 5) New teaching points were introduced orally
- 6) Concrete vocabulary was taught through demonstration, objects, and pictures, whereas abstract vocabulary was taught by association of ideas
- 7) Both speech and listening comprehension were taught
- 8) Correct pronunciation and grammar were emphasizes

The way the teacher teach is accordance with Norland and Terry (2006) that describe how to apply Direct Method in teaching as follow:

- 1) The teacher displays a set of images that often represent life in the target language country.
- 2) The teacher explains the picture in the target language.
- 3) The teacher asks questions about the picture using target language.
- 4) The students using the target language to answer the questions. Grammar is not paid much attention, but pronunciation is corrected.
- 5) Students can also read a passage using the target language.
- 6) The teacher asks questions about the reading using the target language.
- 7) Students answer questions as best they can using the target language.

From the explanation above, the researcher can conclude that there are several benefits in using those method.

The benefits in using lecturing method is:

- 1) The lecture method can present a broad subject matter.
- 2) The lecture method can provide the main points of material that need to be highlighted.
- 3) The teacher can control the state of the class, because the class is entirely the responsibility of the teacher who provides explanations.

The benefit in using direct method is:

- 1) Students give more attention.
- 2) Students know a lot of vocabulary
- 3) Students can pronounce words like native speech
- 4) Students can try various conversations that have been taught in class

#### **D. CONCLUSION**

The method used by teachers when teaching English during the COVID-19 pandemic were using lecturing method and direct method. The lecturing method is done by the teacher making a note consist of important point in book then make the power point to make learning process interesting. Then the teacher also gives the explanation after it by using voice note. In addition, the teacher is also active in explaining each point in the textbook, so students are asked to listen carefully and then asked to note the important points implied in what has been explained by the teacher. The teacher also always explains the questions first if students are asked to answer the questions. This is done by the teacher so that students' understanding is uniform and there are no differences in understanding in answering questions. The teacher also using direct method. The direct method is done by the teacher and the students use English in every interaction in the

classroom during lessons. with the aim of getting used to using English as a language to communicate.

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