

## STRENGTHEN, PLAN, AND UTILIZE; EXPLORING NOVEL METHOD FOR TEACHING ENGLISH DURING PANDEMIC

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### Abstract.

It has been exactly a year into remote learning. At the beginning of the pandemic, all the things became difficult and hard to do. Shifting from classroom to remote learning was challenging for both teachers and students. “Strengthen, plan, and utilize” were chosen as the best strategies in teaching English specifically during the pandemic. When students and teachers are separated by distance, captivating a strong connection between the two becomes even more important. From this engagement, the learning process will run on expectation. The purpose of this article are (1) to describe the implementation of novel method (strengthen, plan, and utilize ) during pandemic. (2) to discover students experiences toward this novel method. At the final result of this research found that the novel method was effective because students were enjoy, got benefit, and enhanced their English study

**Keywords:** *remote learning, strengthen, plan, and utilize*

### Introduction

It has been a year Since the COVID-19 outbreak has not yet disappeared from Indonesia. The government together with the Ministry of Education and Culture decided to carry out remote learning activities (PJJ). This decision was chosen because the government wants to reduce the risk of spreading the Coronavirus. Remote learning activities have been in effect since April 2020 until now. Pandemic encourages the education area to prepare and adapt to the changes that occur. The online learning process uses technology 4.0 which used to be considered wishful thinking, now with Covid-19 we are forced and accelerated to use 4.0 technology.

Regarding the implementation of online classes, Carrillo & Flores (2020: 2) explains that the use of technology in supporting online learning depends on three pedagogical factors which include the learning process, learning design, and facilities. in line with what was stated by Suwartono (2016), teacher’s creativity in English language teaching is essential and complex notion. Depend on the ability to analyze and evaluate situation and identify novel ways. Creative teacher always learn a new thing with a lot of from variety of sources.

Likewise a research which was conducted by Holisoh, N & Fitriani, H (2020) showed that teaching english during pandemic using online application such as WhatSapp, Google Classroom, and Zoom revealed students’ response and perception which are diverse and significant to teaching and learning strategies. As a result, the online learning strategies were discovered.

Being an English teacher be accused to technological literacy nowadays because this era called with 4.0, all the activity depend on technology and internet. A reserch with title *Challenges and Strategies Using Application in teaching online classroom during pandemic covid-19* was done by Tukan (2020) stated that teaching English uses online application become the best way for the time being. Teacher should rearrange learning schedule, teaching method and strategy. Regrettably not all the teacher can cover their online teaching through the application, teacher can not control their online class, some of students are quite clear for the explanation and some are confused.

From the above previous research which focuses on teaching English during pandemic, teacher are forced to be technological literacy. Change is the law of

nature. Recent trends, methodologies and developments portray the vital role of education sector in general with its internalization of the education process, stress on quality above quantity, increase in the adoption of technologies, necessity for professional talent etc. The theories and methods are constantly evolving in the field of ELT also, Ilankumaran (2014). For that reason, exploring novel method in teaching English during pandemic is very essential. Through this article we would like to describe the purpose of this article are (1) to describe the implementation of novel method (strengthen, plan, and utilize) during pandemic. (2) to discover students experiences toward this novel method

## Methodology

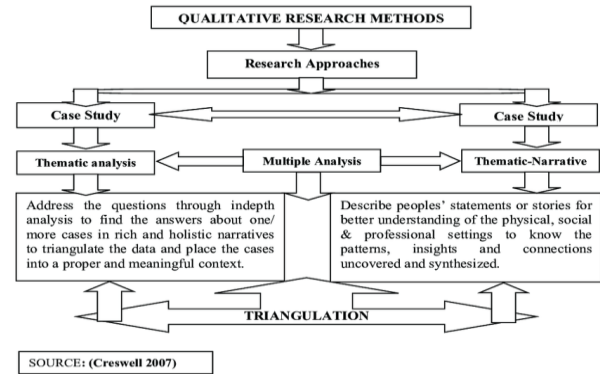
### Research Design

Descriptive research is designed to gain specific information, describe what exists, determine the frequency with which something occurs, and categorize information. (Burns & Grove, 1999). While qualitative research method originated in the social and behavioral sciences. The design of research is started by selecting certain topic, composing questions, explaining the result, describing the discussion, and making conclusion. Similar statement also given by Ary (2010: 426), research design is the researcher's plan of how to proceed to gain an understanding of some group or some phenomenon in its context. So this research is focused on descriptive qualitative method. Following is the steps in descriptive research;

1. Statement of the problem
2. Identification
3. Selection of data gathering instrument
4. Identification population and sample
5. Design of information and data collection
6. Analysis
7. Generalization and prediction

### Qualitative research method

Picture 1. Qualitative research method



Qualitative research method begins with research approach where interview, document, and observation used as a tool to find the data.

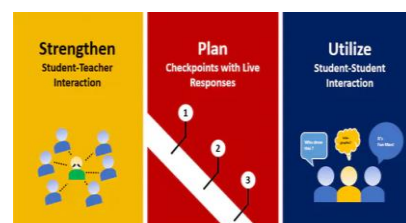
### Data Collection

Primary data collection involve focus group, interview, questionnaires, and observation. 11 classes participate on this research. They are students of second semester academic year 2019/2020 from Universitas Dian Nuswantoro Semarang.

### Findings and Discussion

In this era of increasingly sophisticated technological disruption, teachers are required to have abilities in learning technology. Such as composing and designing learning material which is varied, attracting and interested. Besides that, the teaching material can be delivered in many ways, Innovation in teaching must be put forward so that students can study comfortably and happily. This is one of the example in creating innovation during pandemic by implementing novel method "Strengthen, Plan, and Utilize.

Picture 2  
 Novel method in taching English during pandemic



### Strengthen student-teacher interaction

Formerly, classroom is a place where students and teacher meet each other, teaching-learning fully carried out in classroom. All students were sitting in their desks with their book and pen, they also can call each other. Discussing an interesting topic, joking during class hour was memorable activities. Things changed drastically since Covid-19 had been exploded in the early of March 2019.

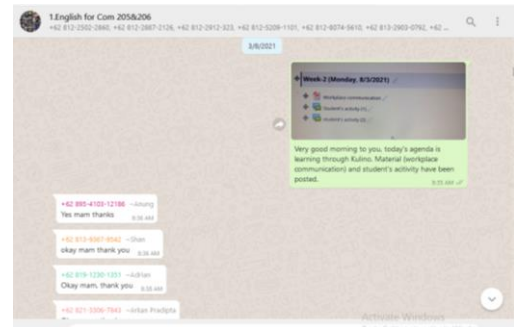
Picture 3.  
 Classroom vs Virtual classroom



Building student-teacher interaction in remote learning is important and become critical to create social interaction. It will be very meaningful in every single meeting during virtual classroom. Teacher should quickly adapt with different situation, instruction, and class culture. Some reseaches showed that students study better as they are actively engaged in learning activity rather than listening their lecturer's explanation. One of the example in building student-teacher interaction is initial connection before virtual class is started. We can great them by saying "good morning or asking thier activities" through WhatSaap group, it makes students feel comfortable. So we use both virtual platform and instant messaging platform to

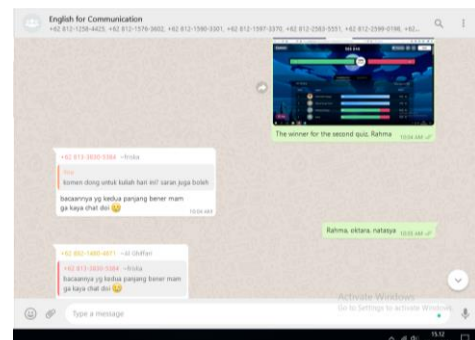
support the class activities. Here is the example of student-teacher interaction before class, middle class, and the end of class.

Picture 4  
 Initial conversation before virtual class



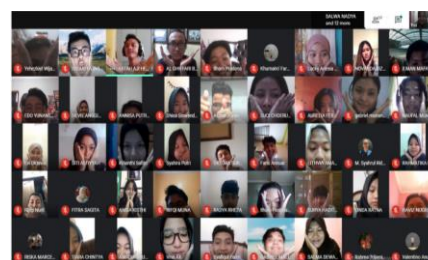
It becomes habit before class starts, greet student and give announcement. This initial conversation can build their learning motivation.

Picture 5  
 Conversation during class hour



In the middle of class hour, intimate conversation is shown through this chats. It described that they enjoy the class.

Picture 6  
 When the class ended



At the last minute, it is a must to take their picture with favorit pose. By seeing students facial expression indicate that they were happy joining English class.

### Plans, checkpoints with live responses

To find out whether students understand the material that being taught, the use of online quizzes is very appropriate. This activity also can be used as ice breaker. Exercises were given in quizzes.com. in the middle of virtual class live score showed on screen sharing. They were enthusias joining quizzes. Below is the example of live scores.

Picture 7  
 Live score report



While this score report share on screen, students were getting conversation and ask each other “why we could not reach the best score” simple activities but make engagement. Students enjoy seeing real-time responses from their fellow students. Many interactive platform such as quizzes, Ka-hoot, padlet, pigeonlive, and Mentimeter.

### Utilize, student-student interaction

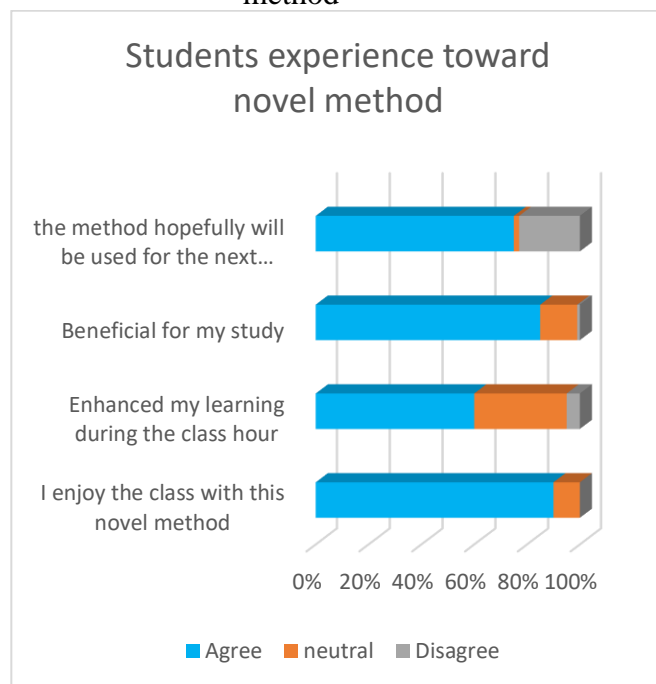
During the lesson, the teacher ensures whether students feel comfortable when receiving lessons, whether their internet network is smooth or problematic and whether they understand when the lecture explanation begins. In order for the class to run smoothly, the activities were divided into several groups for small discussions, at this stage they could get to know a group team more deeply. After the group discussion is over, each team member reports the results of their activities.

This kind of teaching experience can be said to be very draining of energy and diligence, but the end result is so surprising

because students are enthusiastic about interacting by exchanging ideas, and more effective compared to large classes

### Students experience in learning English using “ Strengthen, plan, and, Utilize during remote learning

Picture 8 Students experience toward novel method



Survey result from 300 students (11 classes) were collected. It can be explained that 90% agreed and enjoyed in joining the class through novel method (Strengthen, Plan, and Utilize) 10% were neutral, and 0% disagreed. 60% enhanced their learning english, 35% were neutral, and 5% disagreed. 85% got benefit for their study, 14% were neutral, and 1% disagreed. While on the last result 75% agreed to use the novel method in other activities, 2% were neutral, and 23% disagreed.

### Conclusions

Teaching English during pandemic requires creativity and innovation so that students are comfortable and happy when taking lessons. The implementation of learning methods in classrooms and virtual classes must be different. Teachers are forced to create a new method so that the students are interested in class. One of the

new method is called by; to strengthen, plan, and utilize. The responses given were very diverse, but most of them said they were happy with the implementation of the learning model as above. The key to successful classroom is to build interactions between teachers and students’ strengthen”, communication must be agreeable and relaxed. To see how do they comprehend the material by giving exercise on Quizzes, it became favorite because they can see the results of their work online, (plan). Group discussion can be carried out during virtual classes through break out room (utilize) where teacher as a facilitator and controller. Survey result from 300 students (11 classes) were collected. It can be explained that 90% agreed and enjoyed in joining the class through novel method (Strengthen, Plan, and Utilize) 10% were neutral, and 0% disagreed. 60% enhanced their learning English, 35% were neutral, and 5% disagreed. 85% got benefit for their study, 14% were neutral, and 1% disagreed. While on the last result 75% agreed to use the novel method in other activities, 2% were neutral, and 23% disagreed. It can be stated that the novel method was effective because students were enjoy, got benefit, and enhanced their study.

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