

TEACHING STRATEGIES IN ENGLISH CLASSES DURING THE ONSITE TRANSITION PERIOD IN SMA NEGERI 1 RENDANG

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Submit, 14-02-2023

Accepted, 29-06-2023

Publish, 30-06-2023

ABSTRACT

The purpose of this research is to describe the teaching strategies used by English teachers at SMA Negeri 1 Rendang during the transition period in the field. This study uses a qualitative research paradigm, with two English teachers from SMA Negeri 1 Rendang as research subjects. This study collected data through class observations and interviews using observation sheets and semi-structured interview guidelines. The data analysis procedure was carried out by analyzing the results of class observations and interviews with respondents regarding the implementation of learning strategies during the transition period. The results of this study indicate the teaching strategies used by teachers during the transition period. In conclusion, teachers' teaching strategies are in accordance with the I2M3 process standards, but interactive, inspiring, motivating, and challenging strategies are still considered lacking. Some teachers are still combining learning media used during online learning.

Keywords: Onsite learning, Teaching Strategies, Transition Period

INTRODUCTION

As a result of the Covid 19 epidemic, schools in Indonesia have used emergency remote learning mode for more than two years. During this time, students progressively become accustomed to learning using online learning platforms, which may help them build their independent learning skills (Ja'ashan 2020). Covid 19 cases were declining in 2022. Correspondingly, 2022 can be considered the transitional period to onsite learning. The administration also anticipates giving vaccines to educators, education employees, and students (Jenderal Pendidikan Anak Usia Dini 2021). Based on that, the learning activities can be returned to schools and have onsite learning.

In the current worldwide pandemic, the education industry struggles with effectively restoring "normalcy" when schools are forced to close for unpredictable and extended periods of time (Harmey & Moss, 2021a). The teachers may encourage students to place an excessive focus on the need to "catch up quickly" since they may impart important knowledge at this time, which serves as the catalyst for the learning process (Harmey & Moss, 2021b). According to Kemendikbud 2021/2022, in progress teaching, teachers must implement health protocol, and psychosocial support, utilize information technology in learning, and continue implementing health protocols. Also, from the students' needs perspective, they think that during their attendance in online learning, they encounter a lack of communication with classmates, a drawback in having practical and collaboration skills with classmates in solving problems (Dai, 2021).

However, in line with the era of the 21st century is often regarded as an era of technology (Raja & Nagasubramani, 2018). The use of technology in helping learning activities in the classroom is called Technology-based learning; the impact of technology can be felt in every possible field; one such field is Education (Mejia et al., 2019). Several studies have been conducted on technology-based learning using learning platforms or LMS Knowledge that stated the teaching process becomes very simple, convenient, and effective (Haque & Md. Mozaffor Hossain, 2022; Sari & Putri, 2022; Sulastri & Sukabumi, n.d.). Based on these provisions, the teacher needs to apply a good mindset for making teaching strategies to meet the provisions implemented by the government and designing effective learning strategies to fulfill students' needs during the transition to face-to-face.

Regarding adjusting teaching strategies, SMA Negeri 1 Rendang teachers have changed how they teach students. Based on preliminary research, complete onsite learning has already been conducted. Classroom teaching strategies have changed to adapt to the new government policy and students' needs. In the interview, the teachers said the guidelines make learning hours in SMA Negeri 1 Rendang shorter, unlike during face-to-face learning before COVID-19. Also, from the interviews, the teacher stated that they adjust their teaching strategy by following the government policies, such as health protocols like checking body temperature and implementing technology in their teaching process. Because of that, there are changes in the implementation of learning activities, with the adjustment that the teachers made to cover the student's lack of understanding during online learning.

The proposed study was conducted in a senior high school setting This research study observes recent events experienced by English teachers during the onsite transition process and also a problem faced by English teachers in teaching activities in the onsite transition process making research carried out to uncover the latest problems related to the onsite learning transition. Considering that all public

schools in Karangasem Regency have the same curriculum and learning methods by identifying the following problems; thus, school selection is made randomly, and SMA Negeri 1 Rendang is chosen as the school to be studied. The participants were the senior high school English teachers from 11th and 12th-grade teachers. Classroom teaching strategies have changed slightly, such as limiting students to group discussions. SMA Negeri 1 Rendang has already implemented the onsite transition learning. As a result, the school teaching process was adjusted to suit the government policies and student needs. This adaptation will also affect the processes of teaching that are implemented in the classroom. The data was collected through interviews and class observations.

LITERATUR REVIEW

Teaching English as a Foreign Language

English has been promoted as a global language. People worldwide are curious to know English for many reasons: to learn overseas, to be accepted in prestigious jobs, to play essential roles in political or economic affairs, and so on (Schreurs et al., 2011). English teachers need to provide their students with good English Language teaching to help them master English skills. The student's understanding of gaining the English language depends on how the teachers implement learning strategies in the teaching process (Schreurs et al., 2011). According to Savignon and Wang (2003), the learner attitudes and beliefs of the teachers and students towards the implementation of communicative language teaching. As a result, the ability to use English by English Teacher candidates, in particular, has been essential to the teaching profession. Great EFL teachers empowered can perfectly perform the classroom English learning process in English situations using English as an interaction medium, particularly by teachers (Schreurs et al., 2011). Furthermore, English teachers need to pay attention to the principle of TEFL.

Teaching principles should be considered if teachers seek to improve their learners' abilities while learning English as a foreign language (Al-Ghazo, 2021). If teachers think about the principles of teaching English as a foreign language, this will encourage their students to use the language without hesitation, thinking, or fear. Connect to Bonilla Medina's (2012) findings which showed three principles for EFL teaching. John Hattie (2009), an influential educational researcher, has emphasized the importance of visible learning and provided valuable insights into effective teaching practices emphasizing factors such as teacher-student relationships, providing feedback, and creating a positive learning environment.

Teaching Strategies

Oxford (1988) defines teaching strategies as "activities done in the classroom to aid students in learning successfully." Smilansky (1968, 1990), as

referenced in Perry (2001), characterized teaching methods as a teacher's manner of playing with students. Furthermore, (OECD, 2016) defined teacher strategy as a collection of procedures in which the teacher directs the class and uses all available resources to improve students' learning, depending on the circumstances. One method may be appropriate for one topic, but it may not be appropriate for another; thus, the teacher must be able to select the optimal one. In addition, Balachandran (2015) claimed that some factors influence teaching strategies those factors are related to the teacher, student, environment, and lesson.

At last, the factor relating to the lesson fosters contextual learning, which relates the lesson to real life. According to *Undang-Undang Sistem Pendidikan Nasional No. 20, Tahun 2003* declares that education improves students' potential and educates the nation's lives. Furthermore, teaching tactics will be tied to and customized to the requirements of the curriculum. The 2013 curriculum is being used as a reference.

According to Curriculum 2013, effective teaching strategies should conform to 5 criteria which are known as *I2M3*:

1) *Inspiratif* (Inspirative), which means something that gives ideas for doing something (Cambridge learner's dictionary, 2008). In this process, an educator is required to prepare learning conditions that are interesting and touching the heart, choosing and sorting out methods that accommodate all the diversity of students' learning styles (Reigeluth, 2009; DePorter, 1999). Example activity: Prediction Guide and Group Resume. According to Azha (2009), *Interaktif* (interactive) learning process has characteristics such as: 1) Growing students' ideas in learning activities, 2) Encouraging and stimulating students to think creatively, 3) Inviting students to achieve their goal of learning, and 4) Encouraging students to implement knowledge in daily life.

2) *Interaktif* (interactive) refers to mutual influence on each other (Partanto and Al-Barry, 1994). Thus, it is expected that there will be a shift in learning patterns from one-way communication (monologue) to two-way or multi-way communication between educators and students and between students and other students (Freire, 2002). Examples: Questions and answers, discussion, jigsaw, and active debate (Muijs & Reynolds, 2008; Silberman, 1996; Freire, 2000). According to Azha (2009), *Interaktif* (interactive) learning process has characteristics such as: 1) The existence of two-way communication, 2) There is a mutual relationship that can affect each other, 3) Give active involvement of students, and 4) Encourage students to ask questions.

3) *Memotivasi* (Motivating), motivating is a personality condition that encourages individuals to carry out certain activities to achieve goals (Partanto, 1994; Walter, 2008; Suryabrata, 1993). The activity that can be implemented, such as everyone is a teacher and Peer lessons (Azhar, 2009). According to Azha (2009),

Memotivasi (Motivating) learning process has characteristics such as: 1) Producing student learning interest, 2) Building students' curiosity in learning activities, 3) Encouraging students to ask questions actively, and 4) Providing rewards for student achievements.

4) *Menyenangkan* (enjoyable), humans develop through games and pleasure (Slavin, 2004). Pleasure in learning is a mood problem resulting from the brain's response enjoyable/fun learning is learning that makes children happy & motivated to learn so they can understand & find the meaning of what they are learning (Azha, 2009). Many activities can be implemented, such as Team Quizzes and Jigsaw Learning. According to Azha (2009), *Menyenangkan* (enjoyable learning process has characteristics such as: 1) Creating an atmosphere of enthusiasm for learning, 2) Increasing students' positive energy for learning, 3) Freeing students from feeling pressured to learn, and 4) Providing material according to the level of student development.

5) *Menantang* (Challenging), which means, according to Azhar (2008), Challenging learning is learning that can inspire students to dare to face the realities and obstacles in learning, such as the use of words, actions, ways of working, or materials to learn and have the ability to think critically. Example: problem-solving and brainstorming. According to Azha (2009), *Menantang* (Challenging) learning process has characteristics such as: 1) giving students the freedom to express their opinions, 2) inviting students to dare to face problems, 3) attracting a positive competitive atmosphere in learning, and 4) Encouraging students to be active in learning activities.

Definition of Onsite Learning

According to Fadhilah (2021), it is also equivalent to traditional classroom learning, where communication occurs synchronously via data packages rather than relying on active communication. According to Buzzetto (2015), direct interaction between teachers and students impacts learning outcomes and the formation of students' character, which is facilitated by the availability of appropriate learning materials and strategies. Based on the curriculum (2013), learning planning must have five components: Innovative, Inspirational, Challenging, Fun, and Motivating. A teacher needs to emphasize the role of innovative teaching practices by encouraging teachers to embrace technology, leverage student voice and choice, and foster a growth mindset in order to create dynamic and innovative learning experiences (George, 2015). According to Wagner (2012), innovative teachers provide students with opportunities to develop these skills through project-based learning, real-world applications, and a focus on entrepreneurship and creativity

Onsite Transitional Period

Due to the transition period, the government formed a new curriculum called the *Kurikulum Merdeka*. This program aims to compensate for the learning loss

during the Covid-19 epidemic (Kemendikbud, Buku Saku Tanya Jawab Kurikulum Merdeka). This *Kurikulum Merdeka* is used to provide students with learning evenly on material categorized as lacking during online learning caused by the pandemic, and the limitations of the material that can be provided because of problems in the implementation of existing online learning constrain it.

Implementing the *Kurikulum Merdeka* has similarities with the curriculum 2013 that was previously applied, and this is because the independent curriculum adopts three learning elements from the curriculum 2013. According to Dapodik (2022), the three elements of *Kurikulum Merdeka*: 1) *Mandiri Belajar* (Independent Learning). The *mandiri belajar* gives freedom to academic units when implementing the Independent Curriculum. Several parts and principles of the Independent Curriculum; 2) *Mandiri Berubah* (adapted independent learning). *Mandiri berubah* provides flexibility to academic units when implementing the Independent Curriculum by using teaching tools provided in the education unit. 3) *Mandiri Berbagi* (shared independent learning). The *mandiri berbagi* will provide flexibility to educational units in implementing the Independent Curriculum by developing their various teaching tools.

METHOD

This research used qualitative methods to seek an understanding of students' learning during the transitional period from online to onsite learning due to the Covid-19 pandemic. The research employed various methods, such as interviews, examining literature or journals, classroom observation, analyzing data content, and interpreting results. The research aimed to gain an in-depth understanding of the education phenomena during the transition period to onsite learning. This study aimed to identify teaching strategies used by English teachers during the onsite transition learning period and the challenges they faced. The study required a volunteer who fit the specifications, which included being an English teacher teaching during the onsite transition learning period and being willing to collaborate in the research. Two English teachers from SMA Negeri 1 Rendang were interviewed, with one teacher selected from each class they teach based on the parameters and requirements that have been determined. The study did not include the grade 10th teacher who used the *Kurikulum Merdeka*, as the data sought was from teachers using the 2013 curriculum.

The semi-structured interview guide was used to collect data on teaching strategies used by English teachers during the transition period, while the observation sheet was used to observe classroom activities while the teaching process was conducted. The observation sheet provided specific information regarding the stage of learning and relevant educational standards according to the 2013 curriculum, while the interview guide was prepared in advance but allowed

for additional questions that may arise during the interview. The research used a qualitative approach to seek an understanding of English learning strategies during the transition phase, and data was collected using a semi-structured interview guide and an observation sheet. The data were analyzed through data collection, data presentation, and drawing conclusions or verification, resulting in answering all research questions.

FINDING

In this chapter, the data presented consisted of teaching strategies used during the transitional period by English teachers at SMA Negeri 1 Rendang. Furthermore, the discussion and findings were discussed to describe and match the correlation or relate with the previous research studies contained in this study's empirical review; before presenting the data, a brief description of the context of the research, which is discussed in the following section. This research is conducted at SMA Negeri 1 Rendang, and this school has 24 classrooms with a total of 841 students. SMA Negeri 1 Rendang already implements onsite learning. There is no time shift in the learning activities that have been going on onsite. However, the school teaching process was adjusted to suit the government policies and student needs. This adaptation will also affect the processes of teaching that are implemented in the classroom. The section below provides more information about the teacher's teaching.

Strategies Used by the English Teachers in SMA Negeri 1 Rendang

Teaching strategy research is based on the process standards listed in the 2013 Curriculum, which states that learning must be designed to make class lessons become interactive, inspiring, fun, motivating, and challenging (*I2M3*). The findings were from interviews with the two English teachers at SMA Negeri 1 Rendang and classroom observations. Based on these interviews and observations found the following:

Table 1 Teacher 1 and teacher 2's strategies in teaching EFL during the transitional period

Teacher 1 (T1)								
No	Learning phase	Motive	Teaching strategies	<i>I2M3</i> standard				
				I1	I2	M1	M2	M3
1	Pre-activity	To start the lesson	Brainstorming	√	√	√	√	√
			Elicitation	√				√
			Reviewing	√			√	√
2	Whilst activity	To teach the key concept	Expository	√		√	√	
			Cooperative	√	√	√		√
			Presenting	√	√	√	√	√
			Discussion	√	√		√	
			Observation	√				

		To engage students	Group work	√	√	√	√	√
			Question and Answer	√	√		√	√
			Guessing Game	√	√	√	√	√
			Singing Together	√		√	√	√
		To use English	Presenting	√	√	√	√	√
			Discussion	√	√		√	√
			Question and Answer	√	√		√	√
			Guessing Game	√	√	√	√	√
			Singing Together	√	-	√	√	√
3	Post activity	To enhance students	Feedback	√	√	-	√	-
			Environment-based learning	√	√	√	√	√
			Complimenting	√	√	√	√	-
		To close the lesson	Conclude	√	√	-	√	√
			Homework	-	√	-	√	√
			Post-test	-	√	-	√	√

Teacher 2 (T2)

No	Learning phase	Motive	Teaching strategies	I2M3 standard				
				I1	I2	M1	M2	M3
1	Pre-activity	To start the lesson	Brainstorming	√	√	√	√	√
			Reading	√	-	-	√	√
			Reviewing	√	-	-	√	√
	Whilst activity	To teach the key concept	Expository	√	-	√	√	-
			Cooperative	√	√	√	-	√
			Observation	√	-	-	-	-
			Discussion	√	√	-	√	-
	To engage students	Role-playing	√	√	√	√	√	
		Group work	√	√	√	√	√	
		Question and answer	√	√	-	√	√	
To use English	Role-playing	√	√	√	√	√		
	Question and Answer	√	√	-	√	√		
	Discussion	√	√	-	√	√		
3	Post activity	To enhance student	Feedback	√	√	-	-	√
			Complimenting	√	√	√	√	-
	To close the lesson	Conclude	√	-	-	-	√	
		Homework	-	√	-	√	√	
		Exercise	-	√	-	√	√	

Note:

I1 : Interaktif (Interactive)

I2 : *Inspiratif* (Inspirative)

M1 : *Menyenangkan* (Fun)

M2 : *Memotivasi* (Motivating)

M3 : *Menantang* (Challenging)

Teachers have prepared a lot of adaptive solutions during onsite learning. From the table above, it can be seen that the first teacher applied a total of seventeen

teaching strategies during the onsite transition period, including brainstorming, Elicitation, Reviewing, Expository, Cooperative, Presenting, Discussion, Observation, Group work, Guessing Game, Singing Together, Feedback, Environment-based learning, Complimenting, Conclude, Homework, and Post-test.

The second teacher applied sixteen teaching strategies: Brainstorming, Reading, Reviewing, Expository, Cooperative, Observation, Role-playing, Group work, Question and Answer, Discussion, Feedback, Complimenting, Conclude, Homework, and Post-test. However, the strategies were not carried out simultaneously in every meeting. Teachers only use one or two strategies according to the students' needs in class and the learning topic.

The second teacher implemented a brainstorming strategy by giving their students an image representing the learning topic. The picture shown by the teacher displays some everyday events in Indonesia, such as weddings and birthdays. Afterward, the teacher asked students' responses regarding the event by asking questions such as "What is your opinion about this event shown in this picture?" Then the students answered by giving their opinion. However, there is also a difference in the implementation of the brainstorming strategy between the first and second teachers. The difference was that the first teacher used a video for the brainstorming strategy implementation shown to the students using the projector in class, and after the video, the teacher asked the students about their opinions of the video.

Excerpt #1

"...Sebelum memulai pelajaran, Bapak biasa mulai dengan bertegur sapa dulu dengan murid Strategi yang Bapak gunakan untuk membuka materi itu kayak melakukan brainstorming ngasih mereka nonton video yang berhubungan dengan materi tapi kalo makek video atau nggak itu tergantung materi apa yang Bapak berikan menanyakan materi sebelumnya, dan pokoknya yang bisa memancing agar mereka mau berinteraksi aja, contohnya Bapak tanya kalian ada yang pernah denger tentang materi ini biar murid bisa langsung nyambung ke materi yang akan Bapak berikan"

"...Before starting lessons, I usually greet the students first.... The strategy I use to open the material is like brainstorming, giving them to watch a video related to the material, but whether or not I make a video depends on what material I give.... ask about previous material. The main thing is to get them to want to interact; for example, I am asking if any of you have ever heard of this material so that students can directly connect to the material that I will give...." [T1/M/6-10]

Excerpt #2

".... Dalam memulai pelajaran Bapak biasakan hal yang umum di kelas seperti berdoa, mengecek kehadiran, menyanyikan lagu Indonesia Raya sebelum masuk ke inti pembelajaran Bapak biasa melakukan pemanasan istilahnya warming up seperti memberikan brainstorming, Bapak tunjukan mereka foto terus mereka memberikan pendapat mereka tentang itu. Tapi, kadang Bapak suruh mereka membaca dulu biar mereka panas dan bisa mengetahui materi yang akan Bapak ajar"

".... In starting the lesson, I make it a habit to do common things in class, such as praying, checking attendance, and singing the Indonesia Raya song. Before getting into the core of

learning, I usually do a warm-up, the term warming up, like giving a brainstorm, I show them photos, and then they give their opinion about it. However, sometimes I tell them to read first so they are warm and can understand the material I will be teaching...." [T1/M/14-10]

From the interview result, the interaction between teachers and students in brainstorming made the strategy suited the interactive learning in the *I2M3* criteria. It is also Inspirational because brainstorming can encourage students to generate ideas and creativity in the form of opinions about the provided video. It is motivating because watching the video can pique students' interest in discussing the topic. It is challenging because students are asked to express their opinions, so they must think critically to overcome problems or teacher requests. The first teacher used the elicitation strategy by asking questions like "Did you ever hear about this material from your everyday life?" or "Have you ever heard about simple present tense?" As a result, student and teacher interaction was happening. Also, the elicitation learning strategy provided challenges to students. Students tried to convey their own opinions based on their knowledge of the topic to be discussed. As a result, it fits within the *I2M3* implementation criteria.

The second teacher used the reading strategy by giving one of the students an order to stand in front of the class and read the learning topic from *Lembar Kerja Siswa* (LKS). Furthermore, while the students were reading, the teacher would correct the missing pronoun word because that interaction between the teacher and students could occur. This strategy also motivated students. They need to prepare it by practicing reading the topic in their house because they do not know if they will get chosen to read in front of the class. Also, this strategy challenged students because they needed to speak English in front of many people.

Both the first and second teachers implemented reviewing strategies in their classes. The Implementation of this strategy was the same for the first and second teachers. The teacher asked their students about the material from the previous meeting, and the teacher related it to the material discussed. Interaction between teacher and students happened because of opinions between students and corrections from the teacher. This learning strategy also motivated students to actively participate because the first teacher and second teacher encouraged them by providing keywords to help students remember the description of the learning material. Also, this strategy made students participate in speaking can challenge them.

Excerpt #3

".... Dalam menciptakan kelas yang aktif dapat diadakan permainan tebak-tebakan dan bernyanyi agar setiap orang dapat berpartisipasi. Media yang dipakai agar dapat menunjang pembelajaran di kelas seperti pakai alat peraga, powerpoint, dan video. Selama pemberian materi pokok Bapak biasanya suruh mereka untuk membentuk kelompok yang nantinya mereka akan melakukan presentasi kelompok di depan kelas"

".... In creating an active class, guessing games and singing can be held so that everyone can participate. The media used to support learning in class, such as teaching aids, PowerPoint,

and videos. During the presentation of the main material, I usually tell them to form groups, and later, they will do group presentations in front of the class...." [T1/M/6-10]

Excerpt #4

"Dalam sesi pembelajaran terkadang metode kelompok untuk membahas materi yang agak serius atau memberi pertanyaan secara langsung per orang. Bapak selalu tekankan kepada murid untuk tidak perlu merasa takut salah biar murid bisa berdiskusi Bapak sering bagi mereka menjadi beberapa kelompok terkait media bapak jarang memakainya hanya pertanyaan langsung untuk memastikan siswa memahami materi dalam penyampaian materi terkadang berupa tanya jawab atau bisa juga menceritakan ulang dan role playing."

"In learning sessions, sometimes the group method is to discuss rather serious material or ask questions directly per person. I always emphasize to students not to be afraid of being wrong so that students can discuss; I often divide them into several groups regarding media. I rarely use it, only direct questions to make sure students understand the material in delivering the material, sometimes in the form of questions and answers, or it can also be retelling and role-playing." [T2/M/6-10]

From the interview, the first teacher used more technology-based learning than the second teacher. The first teacher used PowerPoint as a learning media, and the second used the whiteboard as the media. However, the way they explained the learning material is pretty much the same. The ways the first and second teachers implemented expository strategies were so much fun that they inserted jokes which certainly made students laugh in the learning process. Also, it is not only about the teacher explaining all the material. For each part that has been explained, the teacher will invite students to ask questions, and if no one were asking, the explanation of the material would be continued. As a result, the interaction between teachers and students in the process matched the interactive factor, and a pleasant classroom atmosphere increased students' motivation to learn.

A cooperative strategy was a strategy used by both teachers. The teacher divided the students into groups and asked each group to answer the question provided in the LKS book. This strategy continued with the following learning strategy, namely observation. The teacher observed each group of students, saw each group's work, and helped guide them when they got off the learning topic or misinterpreted the material. Because of that, the interaction was happening, and the discussion that happened in the group was helping inspire students to think critically and creatively to solve the problem or the question that challenges their way of thinking. The process made when students discussed the material with their friends made the learning fun because students naturally became more comfortable discussing something with their friends. As a result, all aspects of cooperative and observational learning strategies can meet the existing *I2M3* criteria.

Next is Presenting strategy used by the first teacher. This strategy was related to the previous strategy, namely cooperative strategy and observation. In presenting strategy, the teacher gave the students instructions to present the discussion findings in English. Student group members presented their answers or findings to a question

or problem in front of the class. Same with the second teacher role-playing strategy is also related to the previous strategy, namely cooperative strategy, and observation. In the student's role-play strategy, the teacher gave a themed event about today's material, and students were asked to do a role-play that showed the event in front of the class. While role-playing, students also practiced their English by speaking in front of the class. Based on the application of presenting and role-playing strategies, it can be seen that the activities carried out are compatible with the existing *I2M3* criteria. The interaction made students communicate between groups, inspiring them to think creatively and critically. Fun learning was made when students worked together with their group. The fun learning motivated the students to learn with fun strategies and challenged them to solve problems and present the solution in front of the class.

The discussion strategy is used by both the first teacher and the second teacher. Both teachers, in similar ways, implemented a discussion strategy process. The teacher allowed students to transmit thoughts and answer questions or ask questions to foster discussion between students and the teacher or between students. Students and teachers discussed the topic material using English to express their opinion. In the strategy discussion, a question and answer were used. In the question-and-answer strategy, both teachers gave their students a question and asked them to give their opinion by raising their hands and then answering the question using the English language. All of the activities that happened, from a discussion, question, and answer strategy, match the criteria of *I2M3*, including the interaction between teacher and students, Inspirative with all the critical thinking that happened while students asked a question and creativity of them to answer the question, motivating with all the discussion that happened during the learning process, and challenging the students to formulate ideas to answer questions.

Guessing games and singing together were part of the strategy used by the first teacher. This strategy contained such fun that it gained participants from the students. A guessing game is a way for the teacher to implement the strategy by giving an image that shows some object, time, or activity. Then, the teacher asked the students to raise their hands to guess what the image was about and make a sentence by using simple present tense that included the image shown before. Then, there was also the singing together teaching strategy. The teacher played a song with a lyric displayed on the projector screen and then asked the students to sing it together. While listening to the music, students must carefully fill the blank space by listening to the lyric. Those activities, whether singing or guessing games, provided pleasant learning conditions and helped students to think critically in assembling a suitable word, which gave them a challenge that motivated them to learn while creating interaction between teachers and students. The next strategies were complimenting and feedback; the first and second teachers also used these

strategies. The teacher gave feedback on students' work and gave other students a chance to give suggestions about other students' works, answers, or role-play performance. Furthermore, for complimenting, the teacher praised students for their performance or answers and invited other students to give appreciation by inviting them to applaud the performance.

The first teacher used the Environment-based learning strategy. The teacher instructed students to apply the material they have learned at school to activities around them in the form of assignments, such as doing step-by-step how to make fried rice in English and recording themselves while working on it. While working on it, the students can contact the teacher via WhatsApp if there is something that they do not understand. Because of that, an interaction between teachers and students was made. This strategy made learning enjoyable because it was related to the implementation in the student's environment; also, students need to think creatively to finish this task, which gave them the challenge of making it.

Excerpt #5

"Di akhir pembelajaran Bapak biasaya mengajak siswa untuk menyimpulkan materi pembelajaran, Bapak berikan saja mereka memberikan kesimpulan mereka masing-masing nantik diakhir baru Bapak gabungkan, dan karena sekarang sudah mau akhir semester ya Bapak sudah mulai memberikan beberapa kelas post-test ... Bapak memberikan tugas latihan dan pekerjaan rumah buat mereka, supaya mereka belajar di rumah juga."

"At the end of the lesson, I usually invite students to conclude learning material; I just give them their respective conclusions, wait until the end, I will combine them, and because now it is the end of the semester, I have started giving several post-test classes ... I give assignments exercises and homework for them, so they study at home too." [T1/M/6-10]

Excerpt #6

"... Di akhir sesi kelas, agar dapat siswa berfikir kritis Bapak berikan tugas yang dapat menunjang capaian pembelajaran berupa direct speech beserta penjelasannya dan diberikan contoh lalu tugas latihan untuk mengevaluasi. Dan Bapak juga berikan mereka PR berjumlah lima sampai sepuluh soal."

"... At the end of the class session, so that students can think critically, I give them assignments that can support learning outcomes in the form of direct speech along with explanations and give examples and then practice assignments to evaluate. Moreover, I also give them five to ten questions of homework." [T1/M/14-10]

Moreover, three strategies used by both teachers for closing the lesson are the conclusion and homework learning strategies. The implementation of the conclusion and homework strategies in class were the same for both teachers. The teacher gave questions to students by talking about them directly, and students must note these questions. The question became students' homework that contained the previously discussed topic. Then, for the conclusion strategy, the teacher pointed some students to conclude the meeting in the present material taught to students. Then, the teacher completed the conclusion. Furthermore, for the post-test strategy, the first teacher implemented it using a google form as the media. Furthermore,

students accessed the google form from their class group that was created in WhatsApp. Then, students answered the test from their smartphones.

DISCUSSION

This part addressed the study's findings using Miles et al. (1994) hypothesis following data display verification. This research aims to determine the teaching strategies used in one of the public schools in the Karangasem area, SMA Negeri 1 Rendang. This study used methods such as classroom observation and interviews to acquire thorough data for the above aims. During the onsite transition phase at SMA Negeri 1 Rendang, teachers implemented a variety of learning tactics to meet the first question about teachers' teaching practices. Furthermore, the classroom observation approach observed how teachers employed comparable teaching tactics to achieve student learning objectives in one learning subject. Students' independent study allows students to investigate information using their phone or from the book, have conversations with the teacher or amongst students to solve difficulties, give presentations in front of the class, work on tasks individually or in groups, and ask students to make summaries. Although learning is still in a transition stage, teachers appear to be able to employ various learning strategies.

The observation and interview data on teachers' instructional tactics used throughout the onsite transition phase mainly fulfilled the *I2M3* process requirements. The findings of this study are in line with previous research conducted by (Ramadhan, Wiyono, et al., 2022) state that interactive strategies such as group discussions and question and answer are considered by the teacher to make the class atmosphere more comfortable and can help students to be more confident in actively participating in the learning process. This finding is supported by the results of previous where teachers at SMA Negeri 5 Pontianak. The lecture, discussion, and question-and-answer methods are used in the learning process. The teacher implements *I2M3*-based learning (Ramadhan, Wiyono, et al., 2022).

The finding also suits the onsite transition teachers must focus on making students more engaged in their learning process; this is done through interactive communication between teachers and students. Therefore, these findings stated that with so many learning strategies used by English teachers in SMA Negeri 1 Rendang, almost all implemented follow the categories of *I2M3*. Strategies such as brainstorming, role-playing, environment learning, presentation, discussion, and question and answer are interactive, inspirational, motivating, fun, and challenging because they can encourage students to come up with ideas make students able to increase their motivation to learn. Challenge students to dare to answer questions given by the teacher. The adaptation strategy implemented by the teachers is in line with government regulations PP Nomor 57 Tahun 2021, Bab II, Pasal 12 ayat (1) states that learning involves *I2M3* to make students active in the classroom. As a

result, this strategy effectively increases students' understanding of learning and can make students active in class.

The study found that although technology largely assisted the teaching process, the way technology improved helped teachers. It has been seen from the first teacher who used much technology in the applied learning activities, For example, in the appearance of videos on brainstorming and the use of PPT in explaining material and WhatsApp as the platform for sending material. The use of technology by the teacher is in line with the expression of Sari & Putri (2022). Teachers may use many learning media for their LMS in five states of senior high school: Youtube, WhatsApp, and Powtoon, which state that technology with learning tools can be in the form of chat or messages and videos or sharing learning materials. Thus, using technology in learning can help students in improving student learning, especially in learning English. Also, the study is in line with a statement from other research that states teachers are actors who play an important role in carrying out the learning process. In order to improve the quality of learning effectively and efficiently, teachers need to prepare learning facilities and infrastructure, such as assistive media, that are appropriate to the subject matter (Hasanah et al., 2021; Ramadhan, Hardiansyah et al., 2022; Ramadhan, Wiyono, et al., 2022).

CONCLUSION

The importance of teaching strategies during the transition from online learning to onsite learning has been discussed. Teachers must adapt to the situation and determine appropriate strategies. Teachers' teaching strategies are in accordance with the *I2M3* process standards, but interactive, inspiring, motivating, and challenging strategies are still considered lacking. Some teachers are still combining learning media used during online learning. From the analysis above, it can be concluded that the first teacher employed a total of seventeen teaching strategies and while the second used sixteen teaching strategies. Also, Teachers are focused on restoring student learning activity and quality and emphasizing motivating strategies. Additionally, during this transitional period, some teachers may still be using WhatsApp and Google Forms together with other forms of media.

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