

**TEACHING AND ASSESSING STRATEGIES IN ENGLISH CLASSES  
DURING THE ONSITE TRANSITION PERIOD  
IN SMA NEGERI 2 SINGARAJA**

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**ABSTRACT**

This study aims to describe the teaching and assessing strategies employed by English teachers at SMAN 2 Singaraja during onsite learning after the Covid-19 pandemic and the problems they encountered during teaching and learning process. The study follows the qualitative research paradigm, which include two female English teachers of SMA N 2 Singaraja as the subject of the study. The data collection method used in this study was classroom observation and interviews. The research results are based on the analysis of Miles and Huberman (1994), providing conclusions about the aim of this study. First, this study's results show that teachers' teaching strategies in the onsite transition period are brainstorming, discussion, lecturing, independent study, assignments or tasks, quizzes or exercises, simulation, and summarizing. Apart from that, the assessment strategies used by the teacher during the transition period are observation, the assessment from the tasks or assignments, quizzes or exercises, and peer assessments. In another side, the problems encountered by teachers after doing onsite transition learning, there were decreased motivation, creative learning design, and tasks or assignments plan. Based on these results, several suggestions in this study focus on determining strategies in teaching and assessing to minimize problems encountered in the learning process in the onsite transition period. Suggestions can be given, there are 1) determine teaching strategies by implementing interactive, inspiring, enjoyable, motivating, and challenging strategies simultaneously. 2) determine the strategy for the assessment approach. Also 3) implementing the use of technology to assist the learning process.

*Keywords: teaching strategy, assessment strategy, problems encountered, onsite transition period.*

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**ABSTRAK**

Penelitian ini bertujuan untuk mendeskripsikan strategi pengajaran dan penilaian yang dilakukan oleh guru bahasa Inggris di SMAN 2 Singaraja selama pembelajaran onsite setelah pandemi Covid-19 dan masalah yang mereka temui selama proses belajar mengajar. Penelitian ini mengikuti paradigma penelitian kualitatif, yang melibatkan dua guru bahasa Inggris perempuan SMAN 2 Singaraja sebagai subjek penelitian. Metode pengumpulan data yang digunakan dalam penelitian ini adalah observasi kelas dan wawancara. Hasil penelitian berdasarkan analisis Miles dan Huberman (1994), memberikan kesimpulan dari tujuan penelitian ini. Pertama, hasil penelitian ini menunjukkan bahwa strategi mengajar guru pada masa transisi pembelajaran onsite adalah brainstorming, diskusi, ceramah, belajar mandiri, penugasan, kuis atau latihan, simulasi, dan meringkas. Selain itu, strategi penilaian yang digunakan guru pada masa transisi adalah observasi, penilaian dari tugas, kuis atau latihan, dan penilaian teman sebaya. Di sisi lain, kendala yang dihadapi guru setelah melakukan pembelajaran transisi di lapangan adalah penurunan motivasi, desain pembelajaran yang kreatif, dan rencana tugas atau penugasan. Berdasarkan hasil tersebut, beberapa saran dalam penelitian ini difokuskan pada penentuan strategi dalam pengajaran dan penilaian untuk meminimalkan masalah yang dihadapi dalam proses pembelajaran pada masa transisi onsite. Saran yang dapat diberikan yaitu 1) menentukan strategi pengajaran dengan menerapkan strategi interaktif, inspiratif, menyenangkan, memotivasi, dan menantang secara bersamaan. 2) menentukan strategi pendekatan penilaian. Serta 3) menerapkan pemanfaatan teknologi untuk membantu proses pembelajaran.

*Kata kunci: strategi pengajaran, strategi penilaian, masalah yang dihadapi, masa transisi onsite.*