

**TEACHING AND ASSESSING STRATEGIES IN ENGLISH CLASSES  
DURING THE ONSITE TRANSITION PERIOD IN SMA NEGERI 1  
NEGARA**

**By:**

**Putu Risma Dewi, NIM 1912021037**

**English Language Education, Ganesha Universitu of Education, Singaraja**

**ABSTRACT**

The number of Covid-19 cases has decreased, indicating that public health in Indonesia is improving. In response to this, the government started to launch an onsite transition period and ensure that the learning activities could be conducted safely and effectively. Teachers need to adapt and adjust their teaching and assessing strategies. Since teaching and assessing are inseparable, the study's objectives are to know what teachers' teaching and assessing strategies are during the onsite transition period, and what are problems the English teachers face during the onsite transition period. The study used a descriptive qualitative method to comprehend the current phenomena. The results of the study reveal that teachers applied fifteen teaching strategies that align with the I2M3 standard process. Teachers also use ten assessing strategies in accordance with assessment as learning, assessment for learning, and assessment of learning. Nevertheless, teachers face problems adapting to the current situation and adjusting the strategies to students' conditions during the onsite transitional period.

**Keywords:** Teaching strategy, assessing strategy, transitional period, and onsite learning.

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**Putu Risma Dewi, NIM 1912021037**

**English Language Education, Ganesha Universitu of Education, Singaraja**

**ABSTRAK**

Jumlah kasus Covid-19 yang menurun menandakan kesehatan masyarakat di Indonesia semakin membaik. Menyikapi hal tersebut, pemerintah mulai mencanangkan masa transisi onsite dan memastikan kegiatan pembelajaran dapat dilakukan secara aman dan efektif. Guru perlu beradaptasi dan menyesuaikan strategi pengajaran dan penilaian mereka. Karena mengajar dan menilai tidak dapat dipisahkan, tujuan studi ini adalah untuk mengetahui apa strategi pengajaran dan penilaian guru selama masa transisi pembelajaran di tempat, dan masalah apa yang dihadapi guru bahasa Inggris selama masa transisi. Penelitian ini menggunakan metode kualitatif deskriptif untuk memahami fenomena yang terjadi saat ini. Hasil penelitian mengungkapkan bahwa guru menerapkan lima belas strategi pengajaran yang selaras dengan proses standar I2M3. Guru juga menggunakan sepuluh strategi penilaian sesuai dengan penilaian sebagai pembelajaran, penilaian untuk pembelajaran, dan penilaian pembelajaran. Namun demikian, guru menghadapi masalah dalam beradaptasi dengan situasi saat ini dan menyesuaikan strategi dengan kondisi siswa selama masa transisi di lapangan.

**Kata kunci:** Strategi pengajaran, strategi penilaian, masa transisi, dan pembelajaran di tempat.