

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

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ABSTRACT

Since the decline in COVID-19 cases, the government has started to plan the transition of learning from online to onsite learning while ensuring that learning takes place effectively and implementing strict health protocols. During teacher adaptation to onsite learning, teachers have to adjust to the transition period from online learning to onsite learning. Because even though onsite learning has started to be implemented, onsite learning is partially not the same as onsite learning before the pandemic. Therefore, this research aims to (1) describe the adaptive strategies teachers use in teaching and assessing students in the onsite transition period; (2) explain the constraints experienced by teachers during the onsite transition period. This study uses a qualitative descriptive method because it aims to understand the phenomena happening at this time. The findings are that the first teacher applied 15 teaching strategies, and the second teacher applied 14 strategies in the transition period. Meanwhile, for assessing English teachers using assessment as learning, assessment for learning and assessment of learning approaches. This study also found that teachers experienced problems during the transition period, including a lack of student participation in class, students not knowing each other with classmates, and teachers having minimal knowledge of technology.

Keyword: teaching strategy; assessment; transition period; onsite learning

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ABSTRAK

Sejak penurunan kasus COVID-19, pemerintah mulai merencanakan peralihan pembelajaran dari pembelajaran daring ke pembelajaran di tempat dengan tetap memastikan pembelajaran berlangsung efektif dan menerapkan protokol kesehatan secara ketat. Selama adaptasi guru ke onsite learning, guru harus menyesuaikan dengan masa transisi dari pembelajaran online ke onsite learning. Karena meskipun onsite learning sudah mulai diterapkan, onsite learning sebagian tidak sama dengan onsite learning sebelum pandemi. Oleh karena itu, penelitian ini bertujuan untuk (1) mendeskripsikan strategi adaptif yang digunakan guru dalam mengajar dan menilai siswa pada masa transisi onsite; (2) menjelaskan kendala-kendala yang dialami guru selama masa transisi onsite. Penelitian ini menggunakan metode deskriptif kualitatif karena bertujuan untuk memahami fenomena yang terjadi saat ini. Temuannya adalah guru pertama menerapkan 15 strategi mengajar, dan guru kedua menerapkan 14 strategi pada masa transisi. Sedangkan untuk penilaian guru bahasa Inggris menggunakan asesmen sebagai pembelajaran, asesmen untuk pembelajaran dan asesmen pendekatan pembelajaran. Studi ini juga menemukan bahwa guru mengalami masalah selama masa transisi, antara lain kurangnya partisipasi siswa di kelas, siswa tidak saling mengenal satu sama lain dengan teman sekelas, dan guru memiliki pengetahuan teknologi yang minim.

Kata kunci: strategi pengajaran; penilaian; periode transisi; pembelajaran di tempat