

CHAPTER I

INTRODUCTION

1.1 Research Background

In the new normal era, the government again issued a policy to implement limited onsite learning. Onsite learning is carried out with a ratio of 50% of the number of students, and the other 50% conducts online learning by utilizing several learning applications such as Google Meet, Google Classroom, Learning Management System, and others. According to research by Nisaa & Haryanto (2020), onsite learning in the new normal era takes place with strict health protocols. Students are asked to come to school wearing masks and washing their hands before entering the classroom (Nisaa & Haryanto, 2020). When the learning process occurred, students seem less enthusiastic and passive in answering questions posed by the teacher (Nisaa & Haryanto, 2020). This indicates that students experience learning loss and lack the motivation to study. Of course, it can make learning take place ineffectively.

Besides the occurrence of learning loss and a lack of student motivation during the transition to the post-pandemic era, the government also required teachers to be able to plan lessons, carry out lessons, carry out assessments, and evaluate learning so that they can improve the quality of learning during a pandemic (Kemendikbud, 2020).

Therefore, the occurrence of learning loss and lack of student motivation in learning as well as the government's demands on teachers to carry out learning in the onsite transition period, make teachers indirectly asked to adjust their strategies, both teaching strategies and assessing strategies so that learning can take place effectively. If the teacher cannot adapt, the problems will increase, and efforts to achieve educational goals will be too late.

Learning can take place effectively if the teaching strategies applied by the teacher follow the learning objectives and student needs. If the teacher has implemented the right teaching strategy, students will experience an increase in the quality of learning and their potential. According to PP No. 57 Tahun 2021 Bab II Pasal 12 ayat (1) to make this happen, the educational process must implement teaching strategies that develop I2M3 process standards: interactive, inspiring, fun, motivating, and challenging.

To realize I2M3 learning activities, teachers must also be able to adapt themselves to technology. Technology can build collaborative relationships between teachers and students, help students understand learning contexts easily, and improve student skills and cognitive characteristics (Carstens et al., 2021). In addition, technology can also assist teachers in presenting learning media (Carstens et al., 2021). With technology, it will be easier for teachers to realize I2M3 learning. As for examples of technology that can be applied to learning, the teacher uses PowerPoint and displays it through a projector to explain the subject matter. The teacher uses the Quizziz or Kahoot application to test students' abilities to understand the material.

After teachers adjust their teaching strategies, they must consider how students are assessed. Because, after all, assessment plays an essential role in education, one of which is a source of information for teachers to reflect on learning and find student progress (Tosuncuoglu, 2018). Learning will only occur effectively if the teacher uses the right assessment strategy.

In implementing an appropriate assessment strategy, teachers need to pay attention to three assessment approaches, namely assessment as learning (an assessment that actively involves students during the learning process), assessment for learning (an assessment that can assist teachers in improving the quality of the learning process), assessment of learning (an assessment that is usually done at the end of learning) (Dubec (2019). Through these three assessment approaches, the teacher can carry out assessments to determine student achievement while simultaneously improving the quality of learning and students' learning abilities during the learning process.

Regarding the adjustment of learning strategies and assessments, teachers at SMA N 2 Mengwi have adjusted the way of teaching and assessing students during the onsite transition period. Based on the interview results, the teacher said that the teacher had designed and implemented the lesson plan following the latest policies and curriculum. They also said they would adjust teaching strategies and class assessments according to the latest policies and curricula. The most crucial adjustment is that the teacher adjusts the teaching strategy and assesses it according to

the needs of the students in the class so that learning during this onsite transition can take place effectively.

Recently, strategies for teaching and assessing students have been the subject of many researchers. Prastaya (2022) stated that junior high school teachers implemented several teaching strategies during the pandemic, namely to change students' psychosocial, authentic materials, direct questions and answers, and use games and videos when learning takes place. Apart from that, Syahria (2021) also conducted research on teaching strategies, stating that teachers use cooperative teaching strategies during a pandemic. Meanwhile, Widiastuti et al. (2021) researched assessment strategies during a pandemic. The results showed that teachers used portfolios, online exams, and self-assessments to carry out assessments. Assessing strategies such as giving assignments to students are also one of the most frequently used assessment strategies by teachers, according to research by Singh et al. (2022).

In contrast to the results of research conducted by Al Gomoul (2011), which showed that teachers use conventional assessment strategies that only focus on student learning outcomes, teachers also admit that they rarely give feedback to students. In addition, Lestari et al. (2019) also conducted research related to teaching and assessing strategies. The results showed that the teacher applied 16 teaching strategies, including recalling memory, icebreaking, listening and reading, discussion, brainstorming, listen and match, writing a paragraph, vocabulary writing, draw and write, game, filling the blank, police of English, assembly, concluding material, English camp, and reading time. Whereas for assessing strategies, the teacher applied

5 strategies, including vocabulary test, International Progress Test (IPT), mid-term examination, final examination, and daily tests

Given the shift from online to onsite learning processes, teachers may also face specific problems. Research conducted by Prasatya (2022) found that in this transitional period, students became passive and did not even know each other with their classmates. Besides that, short learning time was also an obstacle experienced by teachers in this transitional period. Widiastuti et al. (2021) also found that teachers experience problems, namely the teacher's need for more knowledge about applying technology to learning.

Previous studies have focused on teaching strategies at the junior high school education level and teaching and assessing strategies during the pandemic and before the pandemic. Meanwhile, this research focuses on teaching and assessing strategies applied by English teachers at the high school level, especially SMA Negeri 2 Mengwi, during the shift from online to onsite learning. At present, there has yet to be any research that focuses on teaching and assessing strategies applied by English teachers at the high school level in the transition period. Therefore, departing from these problems, this study was conducted to provide an overview of teaching and assess strategies applied by language teachers. English at the senior high school level during the onsite transition period so that it can be used as a reference for teachers in applying appropriate teaching and assessment strategies during this transition period.

1.2 Problem Identification

The phenomenon found in learning, especially English during the pandemic, was when onsite learning began to be implemented again. English teachers are again adjusting to situations and conditions during the transitional period, where teachers begin to design teaching strategies and assess the right ones according to students' needs. Many researchers are researching teaching and assessment strategies, primarily when online learning is implemented. However, this must be reviewed, considering that the post-pandemic onsite learning policy has been implemented. Post-pandemic onsite learning is different from onsite learning before the pandemic. Apart from that, various problems will occur during the onsite transition. Therefore, it is very important to review the teaching strategies and assess those implemented by the teacher and the constraints experienced by the teacher during the onsite transition.

1.2 Limitation of Problem

Based on the identification of the problems studied in this study, the problems studied were limited to teaching and assessing strategies used by the teachers of SMA Negeri 2 Mengwi in the onsite transitional and the problems encountered by English teachers in teaching and assessing students learning in SMA Negeri 2 Mengwi.

1.3 Research Questions

Based on the identification and limitation of the problem above, there are three research problems:

1. What strategies are used by the teacher in teaching English during the onsite transitional period?
2. What strategies are used by the teacher in assessing English during the onsite transitional period?
3. What are the problems encountered by English teachers in teaching and assessing students learning in SMA Negeri 2 Mengwi?

1.4 Research Objectives

Based on research question above, there are three objectives of the research:

1. To describe the strategies used by the teacher in teaching English during the onsite transition.
2. To describe the assessment used by the teacher in teaching English during the onsite transition
3. To describe the problems encountered by English teachers in teaching and assessing students learning in SMA Negeri 2 Mengwi.

1.5 Research Significances

The significances obtained from conducting this research are as follows.

- 1 The finding of the research is expected to be an important reference for EFL teachers in a way that they could get important information regarding strategies used by senior high school English teachers in Bali. This information could bring awareness on the part of the teacher about the choice of strategies from which they could reflect on their teaching and assessing strategies.

- 2 This research could also be expected to provide first-hand empirical evidence about teachers' preferences in strategies for teaching and assessing and also used the gap from this study for further research.

