



Collaborative Learning and Summarizing Strategy in Teaching Writing during COVID-19 Pandemic

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ABSTRACT

The teaching and learning procedure was stated to be online in response to the COVID-19 pandemic. It is necessary to change from face-to-face instruction to online learning. In accordance with this, teachers must modify their online teaching and learning practices. This study concentrated on the methods teachers used to implement teaching writing throughout the epidemic COVID-19. The study's goals are to outline the teacher's approach to teaching writing and how to use it in widespread online learning. The study adopted a qualitative descriptive method. The participants of this research are two English teachers. The data were collected by using observation, interviews, and documents. Respondents were observed during the teaching learning process and interviewed to support observation data. The data collected were analyzed by using Creswell's procedures which were organizing, preparing, looking, reading, coding, and interpreting data. The findings of this research concluded that from various strategies of teaching writing, the English teacher only implemented a collaborative learning strategy and summarizing strategy. Following the pandemic situation, the two strategies were done online through the zoom platform. By doing this research, it suggested that teachers adopt and practice more strategies in teaching, not only teaching writing but also teaching all skills in English.

KEYWORDS

Collaborative Learning Strategy; Summarizing Strategy; Writing Strategy;

ABSTRAK

Pandemi COVID-19 telah membuat proses pembelajaran dilaksanakan secara online. Interaksi tatap muka dalam proses pembelajaran telah diubah menjadi pembelajaran online. Sejalan dengan itu, guru membutuhkan penyesuaian strategi dalam proses pembelajaran online. Penelitian ini adalah penelitian kualitatif deskriptif.

KATA KUNCI

Strategi Pembelajaran Kolaborasi; Strategi Meringkas; Strategi Menulis;

Partisipan yang terlibat adalah dua orang guru Bahasa Inggris. Data penelitian dikumpulkan dengan melaksanakan observasi dan wawancara serta melihat dokumen untuk mendukung hasil penelitian. Data yang dikumpulkan dianalisis dengan menggunakan prosedur analisis dari Cresweel yaitu dengan memastikan hasil data yang dikumpulkan, mempertimbangkan data, melihat data secara keseluruhan, membaca hasil, pengkodean data untuk memudahkan interpretasi. Hasil penelitian ini dapat disimpulkan bahwa dari banyaknya strategi yang tersedia, guru hanya menggunakan collaborative learning strategy dan summarizing strategy. Sejalan dengan situasi pandemic, maka pembelajaran dilaksanakan secara online. Dengan adanya penelitian ini, maka disarankan agar guru dapat mengadopsi dan mengimplementasikan lebih banyak lagi strategi dalam mengajar, tidak hanya untuk pembelajaran menulis tetapi juga untuk semua keterampilan dalam Bahasa Inggris.

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INTRODUCTION

Pandemic situation has changed teaching learning system that requires students, teachers, and parents to adapt quickly. The field of education is one of the most challenged activities (Arimuliani Ahmad et al., 2022). Learning has a new term namely learning outside the network (offline) and learning inside the network (online) (Rahmat, 2022). The situation has a big impact into teaching learning process. The impact forced teachers and students to do online learning during the process of teaching. Face-to-face learning is quickly being replaced by virtual learning, especially to the use of digital resources such as computers and the internet (Siregar, 2022). The process helped by some applications and used technology to make successful learning.

According to Carliner (2004), technology is a tool to help students and teachers in their learning experiencing. The teacher was carrying out all learning activities such a delivering material, discussion, examination, and even giving assessment by doing online learning. This virtual learning was supported by digital tools that make students easy to access and download learning materials wherever and whenever it takes (Risten & Pustika, 2021). Moreover, Moorhouse (2020) and (Munastiwi, 2020) has asserted that teacher must use some online platform in teaching, for instances Google classroom, zoom application, Google meet, WAG and so on. These applications of course need tools in practicing like a laptop, android, or computer. The students also need data internet to support their devices (Angraini, 2021).

Some of students get obstacles in devices and many of them get problems of network fluency. In sum, many teachers and students are facing the obstacles in the process of learning.

Facing this pandemic phase, English teacher need to think and must find different strategies in practice teaching. Teaching English at Indonesia especially senior high schools is applied based on the curriculum determined by the government (Febtiningsih et al., 2021). Teaching English for senior high school is intended to improve language skill of student by using text based approach both oral and written competence. The Ministry of National Education has established English language instruction in senior high schools with the following objectives: to improve students' quality and prepare them for the workforce (Mappiasse & Bin); to raise students' awareness of the nature and significance of English roles played in international competition among nations; and to understand the interrelationships of language and culture (Ahmad, 2014).

English as a subject in senior high school level has followed the government rules to adopt new curriculum in Indonesia. The changes of curriculum happen when the vision of learning process comes (Khasanah, 2015). Now days, curriculum emphasized teaching learning process in students centre as stated in 2013 curriculum. It means that there is a shift in learning from students being told to students finding out from various sources.

One of the English skill elements is writing ability. Writing is the act of generating anything by adhering to previously set guidelines or concepts. For learners, it is crucial to learn this entire sort of writing. In fact, the ability to write in English well usually also indicates a good level of English proficiency (Jurianto et al., 2016).

The students' ability in developing and producing simple functional written text is a basic competence of writing English subject (Siregar & Dongoran, 2020). Writing is both productive and expressive. The combination of graphology, structure, and vocabulary are important to noticed (Irmawati et al., 2021).

Teacher and students cooperation is indispensable to create a great writing result, the teacher introduce the text and the components so that the students can think to create a piece of writing (Ouahidi, 2021). Because there are few materials accessible, the teacher's method is the most crucial component of the learning process (Prabantoro, 2018). The first sort of writing education involves educating students about planning, rewriting, and editing procedures. This is often done before the instructor assigns the writing work (Jurianto et al., 2015). Teachers and students will be able to present and receive resources with the use of techniques. Additionally, it can make learning easier to comprehend and more enjoyable.

In a previous research investigate online writing instruction tactics used during the Covid-19 epidemic (Ariesta, 2021). She discovered that a plan was crucial for assisting teachers in instructing writing. The pupils successfully completed the work assigned by the instructor and the teacher was able to determine their grasp of the topics. It means that the writing online strategies got a good response from the students in their learning facing Covid-19. Furthermore, the previous study has done the research in purpose to explore the portrait of English foreign learning teacher in online learning during pandemic COVID-19 (Anggraini, 2021). The findings explained three themes; 1) teacher's problems in online learning, 2) Teachers' defiance and obstacles in online learning and 3) Teacher's way to solve the problems appeared in online learning. There are also positive and negative portrait of online learning in terms on the system.

Another previous study is aimed to describe the teacher's strategy in teaching writing skills during the COVID-19. The results showed that the strategies used by two teachers were the question and answer strategy, and integrated art. In educating their students, the teachers should have some new strategies to help teaching and learning process especially in this pandemic (Sari, 2020). Next earlier studies also answering the strategies that used and what extent do the strategies help the teachers (Utami, 2020). The result shows that there are some strategies that used such planning, drafting, and editing. Strategies in teaching during COVID-19 pandemic were very helpful for teachers in the teaching and learning process to achieve learning goals.

Regarding the explanation of several previous studies above, it can be concluded that teacher and students got challenges in teaching and learning writing in COVID-19 era. It gave some negative and positive orientation in terms of system. In this research, the researcher needs to find what is the strategy used by the teachers in following pandemic situation and how the English teachers applied the strategy by following online learning. Finally, the researcher wanted to observe the English teacher strategy focused on writing skill.

METHODS

The research used qualitative descriptive method that was to describe the strategies used by the English teacher in teaching writing. This research was used to explore and to portrait teachers' strategies in facing phenomenon of pandemic situation. The major aim of collecting qualitative data is to provide materials for an empirical analysis of a phenomenon that a study is about (Barbour et al., 2018). The research was done at senior high school level at Sipirok city. The respondents of this research were the two of English teacher who taught at eleventh grade students. The respondents were choosing based on the result of preliminary research observations and preliminary interviewed with the headmaster. There are three instruments to collect the data that were observation, interviews and document. Qualitative researchers collect data themselves through examining documents, observing behaviour, or interviewing participants (Creswell, 2014).

The first instrument was observation. Observation was used to explore what kinds of teacher's strategies during teaching learning process. The researcher used structured observation by preparing observation sheet about the procedures of teaching. Observation was used to engage in the activities of researching, and to record systematic observations (Leavy, 2017). The researcher observed teaching learning process by entering zoom class application.

The second instrument was interview. Interview was conducted by using guided conversation face to face with the participants of the research. This is the opportunity to build rapport, pick up on visual cues, and use gestures (Leavy, 2017). The participants interviewed to get sharpened information about their strategies in teaching writing.

The third instrument is document. Documents used to seek and to take all the data in the forms of written word. The researcher used public documents from the teacher such as lesson plan, syllabus, and English book.

Following a set of steps, the researcher organized and prepared the data before looking through it all, reading it, coding it, and then interpreting it (Creswell, 2014). 1) Preparing the data for analysis and organization were done by typing up the result of observations from teachers' activities in teaching writing and transcribing the interviews with both of teachers.

2) Scanning and reading all the information. The researcher gathered all the data and reflects all the ideas from the observation and interviews result. 3) Coding, the researcher categorized the data based on types of strategies, such CLS for Collaborative Learning Strategy and SS for Summarizing Strategy. 4) Analyzing the data that was by making an interpretation of the findings.

FINDINGS AND DISCUSSION

The research was done to explore the strategies of teachers used in teaching writing during last COVID-19 pandemic. The first datum was elaborated from observation sheet by joining teaching learning process through Zoom application. During observe the process of teaching, the researcher prepared four strategies as guideline to decide the name of strategies. The fourth strategies were namely self-regulated strategy development, summarizing, collaborative strategy, and combining sentences strategy. The second datum was elaborated from interview result by asking the two English teachers about their steps in teaching. The third datum was by checking document to make sure of the teachers answer. Based on data collected, it can be concluded that there were two kinds of strategies founded collaborative learning strategy and summarizing strategy.

Teacher Strategies in Teaching Writing

Teacher strategies founded in teaching writing during COVID-19 pandemic were collaborative learning strategy and summarizing strategy. The two strategies were used by following the situation at that time. MP and AW as English teacher stated that during COVID-19 pandemic, teaching learning process didn't do maximal because both teacher and students needed adaptation to the changes of teaching. In fact, face to face interaction was forced to be done online interaction.

The following are the details points of interview result with the teachers.

AW : *“When I teach writing, I always **divided students into group** to manage the time in teaching. When I asked students to work individually, the time was not enough to discuss and evaluate the result of teaching. So, **groups** are the solution to minimize time well. Moreover, the strategy that we used as English Teacher is a strategy that has been mutually agreed upon with fellow teachers so that the learning achievement between all classes is not too different”.*

AW : *“As I said before, I use this strategy in time managing. To complete the objectives of the materials, it needs **collaborative strategy**”.*

MP : *“During teaching writing, the strategy used by **divided students into group**. I give them a topic and they discuss first before creating to be a text. Usually, I ask them to make a brief summary about the materials after finishing teaching learning process”.*

The result of first interview stated that teacher applied collaboration of students in their learning. The students were divided into group of works to discuss materials. The teacher said that when choosing this strategy, the students' could decrease their laziness in studying because they competed for each group.

MP : *“To make students easier in studying. Besides, the strategy can **decrease** students' **laziness** in studying because they will show the competition for each group. And last, to following the curriculum and guiding of course.”*

Moreover, the teacher used the strategy by following document lesson plan.

MP : *“Yes, of course. All the procedures has presented in **lesson plan**”.*

AW : *“Absolutely yes, as I said before we as English teacher has done the meeting to decide what kinds of right strategy in facing online learning during Covid – 19 Pandemi. We also have the **same lesson plan and guiding books** in teaching English.”*

The teachers choose the strategy to make it easier for students in learning. It cannot be denied, both of teachers and students have to adjust the new process in teaching learning activities. Because of that, they have to choose the right strategy and still keep following the procedures in applicable document. The following are the result from the teachers.

Applying the Strategies in Teaching Writing

Teachers applied collaborative learning and summarizing strategy during teaching learning process by using zoom application platform. The class began by share link zoom into the students through WAG of class. The teacher greeted the students and asked to open all the cameras. Then, she invited to pray before the lesson was started. After that, she did not forget to take students' absent. For ten minutes first, the teacher asked the students' about previous materials to strengthen them and making sure for next materials.

Teaching learning process was doing from introducing the topics about the structure of explanation text. The materials were taken from English textbook for senior high school students. In whilst teaching, teacher divided the students into some group. The teachers asked students to count number 1,2,3 After that, the teacher ordered students who have the same numbers to join in one group. The teacher and students were together discussed about structure of explanation text.

Each group read the example of text and analysis both the language features and generic structures of text. The teacher handed back the command with patient commend. The classes run well in discussing text. Before closing teaching learning process, the teacher gave the opportunity for students to ask their difficulties. The teacher ordered students to create a summary of the topic that day and class is over.

The elaboration of the questions with the teachers' response is provided as in the following.

- MP : “Ya, actually, every teacher will teach by following lesson plan. It has been stated the procedures of teaching. As habitual activities, opening class by greeting, pray and check students’ attendance list. I asked the students disordered about their activities in the past to build warm situation. Then, I introduce the materials by giving examples of text to be discussed. I will give the time for them to discuss the structure of text then to be discussed again with all students’ **group** working. At the end of class, I asked them to summarize the topics and we discuss together. But, since COVID-19 pandemic, we teach trough **Zoom and WAG**. Sometimes, I ordered them to watch a video and write what they are watching before.”
- AW : “Oh, we talking about teaching procedures. Since doing online learning, I think all the steps in teaching cannot be done well because the recently situation. We have only 45 minutes. First, after opening class we look at the textbook to continuo materials. Habitually, I divided students into **groups**. Sometimes, I choose the clever students to become a leader in a group. For writing materials, we discuss about text genre, that is about grammatical structures and language features. Our recently materials are about explanation text. At the end of teaching, I asked them to express conclusion. I think only that for briefly steps in my teaching. Oh, once, the materials can be discussed through **WAG**.”

Teachers’ strategies in teaching writing are collaborative writing strategy and summarizing strategy. There has a different result of research that found different strategies because namely planning, drafting, and editing (Utami, 2020). The study also discovered that instructors’ use of online learning methodologies was very helpful in helping students meet their learning objectives during pandemics. It implies that the need for that method among teachers was great. They have expertise teaching English writing skills to teenage students and have used a number of writing instruction methodologies in their classroom (Jurianto et al. 2015). Moreover, there are two strategies in teaching writing namely Imaginary Strategy and Guided Writing Strategy (Erna et al., 2022). From those findings, it can be concluded that teacher in teaching writing implemented strategies for helpful them in teaching.

The teacher has implemented strategies in their teaching. Actually, the problems came out into their teaching. The problems came from situation of learning and understanding of materials. For these issues, which arose from a comprehension of the contents, other results have been offered that have different conclusions. The problems of students refers to vocabulary, structures, and generic problems (Raharjanto, 2016).

Finally, this study’s and other researchers’ findings support the idea that there are several tactics used in teaching writing, including guided writing, summarizing, planning,

drafting, and editing. All these strategies can be applied by teachers who want to practice teaching in writing materials.

CONCLUSION

The strategies which have applied by teachers facing last COVID-19 were collaborative learning and summarizing strategy. The teacher implemented these strategies by following three steps namely pre teaching, whilst teaching, and post teaching.

During the epidemic, researchers advise English teachers to develop and to modify specific instructional practices for writing. Since the teaching and learning processes cannot be maximized, online learning has really had an impact on students' understanding of the topics.

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