AN ANALYSIS OF TEACHER'S STRATEGIES IN TEACHING WRITING ON RECOUNT TEXT DURING THE PANDEMIC THROUGH ONLINE CLASS AT THE TENTH GRADE OF SMA NEGERI 1 KOLANG

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Abstract
This thesis is about An Analysis of Teacher's strategies In Teaching Writing Recount Text In the Pandemic Through Online Classes. The objective of this study was to know how the strategies used by teachers in the classroom recount texts during pandemics through an online class in the Tenth Grade of SMA Negeri1 Kolang. This study was conducted by applying Descriptive Qualitative research. The writer records two English teachers' strategies in the context of the pandemic. The instrument for collecting data was observation, interview, and documentation. The data were obtained on English teachers' Strategies in teaching recount text in pandemics through online classes. The writer found that strategies used by the English teachers in teaching recount text during the pandemic through online classes are (1) Explanation about the recount text, (2) Deep explanation (send a link video about the material by WhatsApp group to deep understand about recount text), (3) Quiz about recount text, (4) Give the students exercise about recount text. These strategies can be implemented not only in pandemic situations but also in normal contexts.
Keywords: *Strategies, Writing Recount, Pandemic, online class*

INTRODUCTION

A language is a tool that is used to communicate and learn foreign languages in this global age. English is an international language to indicate that, English is the most important thing to acquire. However, most people (non-native speakers) perceive that English is very difficult to learn. Some theories state that language is a symbol or tool that everyone uses. The symbol can be seen through semiotic meaning, like a sign in front of a hospital. Therefore, According to Hutajulu and Herman (2019: 29), language is a means of communication in which language plays a fundamental role in establishing communication with both. It means that language plays an important role in human life. Social action can be built through language.

English as an international language is widely used as a means of communication in the world and is widely used in many fields such as politics, business, science, art, education, etc. In Indonesia, English was formally taught as a foreign language from kindergarden to university level. In Indonesia, English is never to be used in daily life. English is learned in the context of school and English courses. Some students go to English courses to improve their language skills. It is to indicate that English has an important role to learn by students in Indonesia.

There are four skills for learning English, listening, speaking, reading, and writing. These skills are interrelated and cannot be independent; Therefore, students must be mastered all four skills. These four skills can be divided into two. The first is productive skills like writing and speaking. The second is receptive skills like reading and listening. Uma and Ponnambala (2001) state that language skills determine the communicative competence of students in the target language. One of the productive skills that English learners need to master is the ability to write and speak. In this study the researcher focuses on writing recount

Amri and Ahmadi (2010) affirm

that the teaching system in the form of group learning works more cooperatively. Students will discuss in group, this model able to improve their English skill ability also their behaviour. Through this model the the learning system will be well structured. This strategy or model emphasize to share knowledge in workgroups of the ordinary formed by two or more people. Furthermore, Wena's (2009) cooperative learning is part of a group learning model that has certain rules. The rule must be follwoed by a group discussion to achieve the learning objective. In collaborative learning also make students more independent, allowing them to learn not only from teacher and textbook resources but also from their classmates.

Haidir and Salim (2012) state that interaction between students and teachers very necessary. The interaction between students and teacher are able to share knowledge. The interaction can be in form of interview or discussion, students participate many activities in the teaching and learning process. Based on various activities between teacher and students in the teaching and learning process will produce new knowledge.

A good teacher strategies will improve the students' demend to learn. Every teachers have a different strategy to teach especially in the pandemic era. It's a great challanges for the teacher to identify the situation in order to plan and match teaching strategy. Teaching strategy is close to several things. The several things are learning objectives, materials and media.

Generally, the aims of teaching consist cognitive, affective and psycomotoric. To achieve these objectives, English teacher need to apply a different strategy. To achieve a cognitive domain, the English teacher need to apply answer and question, teaching media. While for affective the teacher can ask the students to write their favorite topics.

Fovorites topics can be conceptualized by graphic organizer. Graphic organizers are teaching media with a visual presentation (Fisher and Schumaker, 1995). This graphic help the students to map the topic for writing. Organizer graphics are designed to help students visualize the ideas. The ideas that will be organized is based on surround a concept. By using graphic organizers, students have a structure for abstract ideas.

Writing is one of the language skills that must be acquired in the learning process. Writing is the activity or skill of marking related words on paper and writing text. At the high school level, writing is one of the subjects students must master. There are some genres of writing that the student must master, such as descriptive, narrative, narrative, procedural, explanatory, analytical, debated, etc. This research, research focused on recount genres of writing. To become an effective student at writing, the student must first think about what to write. Then, to create a thesis statement, students should also pay attention to the elements of writing as they write.

According to Harmer (2004), concludes that writing skill consist of expressing ideas, feelings, and thoughts, and it is a process of trying to do so. Recount Text is to entertain or inform others of what happened and when it happened. In this research, the researchers hope that students are able to write down their past experiences.

The focus of the research to investigate the English teacher strategy that used at SMA Negeri 1Kolang in pandemic situation. It's really important to know to improve and provide some alternative strategy in teaching english especially in covid 19 context. Teaching English is not easy. It become difficult since their motivation, they have a various level on English skill. English teacher must develop effective, creative, and engaging teaching strategies during

pandemic covid 19. An English teacher needs to be more creative in the choice of media, materials and method. Therefore, teachers have to manipulate different support strategies in the process of teaching and learning. From the description above, the researcher conclude that a certain strategy need to prepare during covid 19.

Strategy is part that will be used to do something to achieve the learning goals. Before the teacher teaches several topics the teacher need to prepare need to be prepared by the teacher, namely teaching methods, tactics, and teaching techniques. And since the COVID-19 pandemic, all students have to study at home. Therefore, teachers need to follow different strategies, as teachers' strategies for offline learning are different from strategies for online teaching. The teacher also needs to prepare more, which is more effective in class, so that the students can learn the material taught by the teacher. Can understand, especially when learning to write narrative texts. Sabri and Ahmad (2007) affirm that the strategy is intended as an effort by the teacher to create an environmental system that enables the learning process so that the learning objectives formulated are achieved and successful. From the above explanations, the three terms are related to each other in the context of the strategies in teaching the teachers need to make some plans for the teaching and the plan must be prepared before classroom teaching and the learning process so that it can help the students understand while learning. Thus, the strategy of teaching can be summed up as the techniques, methods, and tactics that teachers use in teaching students in the classroom.

Teaching strategies are educational strategies used in the learning process. This strategy is used as a method of planning or in the form of design activity of the teacher in achieving a goal or purpose material that is brought. Strategy Istigomah (2019) states that the draft is a plan that includes activities to achieve the goal of specialized education limited. Meanwhile, the class is a series of events that a teacher who already has the experience to attend and wants to make a change in the behavior of the students. This change will help more students to understand better how students think, feel, and act. This helps them adapt to their environment. Brown (2000) affirms that teaching means guiding and facilitating learning, allowing the student to learn, and determining the conditions of learning. Lessons can take place without a teacher. You can use anything like nature, books, teaching machines, etc. that they can act as teachers.

In the event of a pandemic/home learning, all students, without exception, must study online at home, where the teacher teaches and guides students with online classes learning through WhatsApp groups, for example. Therefore, although the teaching and learning process is carried out online, the teacher must also use effective strategies to overcome the difficulties that students experience in learning, especially when teaching to retell texts.

When the researcher was in the SMA Neger 1 Kolang Field Experience Program (PPL). Before the pandemic, the teaching and learning process of teachers was carried out as usual through the development of strategies. However, in the wake of the pandemic, all Indonesian schools, without exception, have introduced online teaching. Even when the school does not face-to-face, the learning process must be through online classes. Therefore, teachers should use different strategies in the process of teaching so that students easily understand the lesson. The teacher's strategy during a pandemic, namely to provide modules for students through WhatsApp groups and give examples, and then teachers send videos to students about the material.

METHODS

The research design of this study was qualitative descriptive. The qualitative descriptive is more appropriate to address a research problem whose variables are not known and need to be explored (Cresweel, 2014). According to Basrowi and Suwandi (2008), qualitative research is research that produces results that cannot be achieved through statistical procedures or other forms of quantification. Furthermore, Moleong (1988), "Qualitative descriptive study is the method of choice when direct descriptions of phenomena are desired." According to Creswell (2014), qualitative research is a means to explore and understand the meaning of the individuals or groups concerned with social problems or humans. The form of the sentences in a text will be the data of this investigation.

In qualitative research, there are a few steps the researcher uses to analyze the data. According to Miles and Huberman (2014), qualitative data analysis activities are carried out interactively and are carried out continuously until completion, so the data is saturated. The amounts of data saturation are not indicated by any data recovery or new information. Activity in the analysis includes data reduction, data visualization, and conclusion extraction/verification. In this part, the researcher chooses the data analysis technique to analyze the data. This means that the way users analyze data in qualitative research consists of three methods: data reduction, data visualization, and conclusion review.

After the researcher collects the data, the first step is data reduction, where the researcher focuses on the teaching and learning process of retelling texts by observing the strategies used by the English teacher in the classroom (WhatsApp groups) starting before the activity until after the activity. The data is in the form of notes on observations of teachers' activities, the results of interviews with teachers in English, and the most recent documentation.

After data reduction, the next step is data visualization. In this case, the researcher shows the data on the implementation of the strategies of the English teachers in the teaching of short story texts. The data was obtained from the monitoring of the activity, interviews, and documentation.

Finally, the final step in data analysis is to complete and verify the data. The data has changed in the absence of a new finding supported by strong evidence. The conclusion or verification in the qualitative study is a new finding that has never been found before. This used data reduction, data visualization, and drawing or inference checking to analyze the data.

Based means that data reduction, data visualization, and closure are continuity at the moment before, during, and after data collection in a common form called analysis. Based on the data, the writer is interested in the analysis of teaching strategies when teaching counting text in pandemics through an online class with tenth-grade students of the SMA Negeri 1 Kolang.

RESULT AND DISCUSSION

The use of strategies emerged from the analysis of the English teachers in SMA Negeri 1 Kolang. The results of this research were formed to answer the problems formulated from the research. Therefore, the research results of this research can be viewed in the following:

Teacher strategies when teaching texts in online lessons

To achieve the goal of the success of the teaching and learning process Especially when writing texts in online lessons, the teacher must provide students with the best method of teaching to achieve success of the teaching and learning process, especially when writing recounted texts. So that they can feel happy without any difficulty when they follow the learning process. The teacher

should guide the student in understanding the material text that is calculated. If students are having difficulty forming sentences in English about the material they are learning, the teacher should provide a tool or method that students can easily understand so that students can form sentences in English, especially with retelling text. Based on the results of the researcher's observations and interviews, the researcher found some of the strategies in the teaching of story writing by the teacher as follows:

a. First, the teacher gives the students the text of the count of the topic module and the teacher explains the generic structure in writing, the text of the count.

b. Second, teachers send video links to retell text through online classes (WhatsApp groups) for detailed explanations and more detailed explanations.

c. Third, the teacher gives exercises/exercises to the students.

d. Exam or Quiz

Based on the findings and explanations of this study, there are several previous studies related to this study, The first was carried out by Tari (Faculty of Training and Didactic of Teachers in English of the Islamic State Institute of Religion 2019) with the title "Analysis of the strategies of teachers in e-examine classes in English during the Covid19 pandemic", And in this study, the goal was to learn about teaching strategies in English e-learning classes during the COVID19 pandemic at MTs Sudirman Getasan. The second related research was conducted by Fitri Yani (Faculty of Teacher Training and English Education at the Islamic State Institute of Religion 2019) entitled "Analysis of the strategies of English teachers in teaching descriptive writing through online classes in Class VI SMP N 3 Gubug In the academic year 2019/2020) "This study aims to describe

the strategies of English teachers in teaching descriptive texts through online lessons. The latest research was conducted by Istigomah (Department of English Teacher Training and Teacher Training Faculty of Pancasakti University).) entitled "Analysis of the strategies of English teachers in teaching descriptive writing for secondary schools" In this study, know the strategy of the English teachers in teaching descriptive writing used in upper secondary school, to describe the implementation of the strategy of the English teacher.

From some of the research above, we can see that there are differences between the research done by the author of the 3 existing studies, the research done by Tari, Fitri Yani, and Istigomah has different goals, where Putri Ani discussed the analysis of the teacher's strategy in teaching descriptive writing while Tar discussed the analysis of the teacher's strategy in teaching -learning classes in English during the Covid period through online classes or I learning from home during the pandemic. In this article, the researcher's title is "An Analysis of Teachers' Strategies in Teaching Pandemic Text Counting Through SMA Neger 1 Kolang's 10th Grade Online Classroom." Lessons during the pandemic, According to the results of observations and interviews carried out with English teachers, there are several important strategies in learning as a way or method that facilitates learning for students through online lessons. According to David (1976 cited in Sanjaya, 2006), he states that strategy is a plan, plan, or series of activities aimed at achieving certain educational goals, in this study, as well as in previous studies using Harmer's theory (2004: 11) and based on the results of observations and interviews, there are several strategies used by teachers to learn how to write story texts. All the strategies used by the teachers are as effective for the online learning process as it is currently happening because, with the strategies

used by the teachers, the students can easily understand the material, Some strategies for teaching counting in text writing are as follows:

The way the teacher plans the students Planning is the first step for students to take. When students make a plan, the teacher can help the dang tell them what, how, and for whom it was written. The way the teacher encourages students to compose, reflect, and review. Writing is a way to develop students', proofs, reflections, and written reviews. They will answer one another and advise each other to produce good writing. How the teacher responds to the writing of his students.

The teacher can correct the students' writings one by one to know the answers and provide the appropriate suggestions. Based on the results of the data, the researcher found different types of strategies in teaching history texts used by English teachers at SMA Negeri 1 Kolang. Regarding the research problem, the first focus is on the strategies used by the English teacher at SMA Negeri1 Kolang to teach a written text of counting, and the researcher found that there are 3 strategies used in teaching a text written count, i.e. the form of the teacher. In making plans for students, the teacher encourages students to compose, reflect, and review how the teacher responds to the writings of his students. In this study, the researcher found that the strategy most frequently used by English teachers when teaching counting text writing online was for the teacher to make plans before teaching and the teacher to encourage students to compose, reflect, and review. the count text. Furthermore, the advantage of this research, particularly for English students and teachers, is that it can be used as a way for other teachers to apply text-teaching strategies through online lessons and with the strategies used by the teacher. Happy.

and relaxed in the teaching and learning process.

CONCLUSION

After investigating "Strategies of English teachers in the writing of counting texts through online classes" it can be concluded that, based on the text and the structure of the text, the second strategy is the teacher sends a link video to the WhatsApp group for a more in-depth explanation or further explanations., The third strategy of the teacher give the students a questionnaire about the count of texts from the WhatsApp group, The fourth or last strategy of the teacher give the students exercises on the count of texts.

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