



English Teaching at SMAN 1 Bungo in before, during, and after the Covid-19 Pandemic

Viona Chairina¹, Ainul Addinna²

¹²Universitas Negeri Padang

Email: viona.chairina.vc@gmail.com

Article History

Submitted: 2022-11-21

Accepted: 2022-12-12

Published: 2022-12-12

Abstract

This study was conducted to determine about English teaching at SMAN 1 Bungo before, during, and after the covid 19 pandemic. This study used qualitative descriptive as its methodology. The population for this study were 3 teachers which had experience in teaching before, during, and after the Covid 19 pandemic at SMAN 1 Bungo. The researcher used a voice recorder to record the process of the Interview. Following data collection, there are six variables that became the focus in the research. The variable came from 4 books that have been released by Brown in Second Edition (2001) and Fifth Edition (2007), Scrivener (2010) in Third Edition, and Harmer (2001) in Third Edition. For the conclusion, Teachers 1, 2, and 3 in carrying out English language teaching were considered good because it used almost all of the variable that the experts suggested during before the pandemic. Meanwhile in the pandemic, the numerous limitations that students and teachers faced such as interaction between teacher and student only on WhatsApp and Portal Belajar Dari Rumah (BDR) and no direct learning. So, the implementation was not implemented much. And after the COVID-19 pandemic, teachers 1, 2, and 3 returned all the interact with students the same as before the pandemic.

Keywords:

Teaching, English Teaching, Teaching by Principles, English Lesson, the Covid 19.

©2022 The Author(s) Publish by Jurusan Bahasa dan Sastra Inggris FBS UNP. This is an open access article under the CC-BY-NC license (<https://creativecommons.org/licenses/by-nc/4.0/>)

How to Cite: Viona, Chairina, Ainul Addinna. (2022). Teaching Procedure of English Lesson Before, During, and After the Covid-19 at SMAN 1 Bungo. Journal of English Language Teaching, 11. (4): pp. 436-461, DOI: [10.24036/jelt.v11i4.120561](https://doi.org/10.24036/jelt.v11i4.120561)

INTRODUCTION

Education has a very important role in efforts to improve one's quality (Umaroh, 2021). Education is also a critical component of national and state development initiatives. According to Ki Hajar Dewantara (Chomaidi & Salamah, 2018), education is the process of guiding all of the natural forces that exist in children so that they, as individuals or members of society, can attain the maximum level of safety and pleasure. However, the development of the Coronavirus Disease 2019 (COVID-19) outbreak has resulted in the establishment of a new global living order.

The Covid-19 virus warns everyone to keep their distance or follow health rules

so that the virus's influence is not felt directly. Students are one of the sufferers, thus learning must take place at home. Surprisingly, in the midst of this pandemic, it will undoubtedly have an influence on all parts of life, including schooling. The essential key to learning is the participation of parents, who ensure that interest in learning does not wane even when the process is not face-to-face.

Following the issuance of the Minister of Education and Culture's Circular Letter Number 3 of 2020 concerning the prevention of Covid-19 in Education units, and Circular Letter Number 4 of 2020 concerning the implementation of Education policies during the emergency period of the spread of Coronavirus Disease (Covid-19), the learning policy which was initially carried out face-to-face changed into online learning.

The policy issued has made learning carried out in schools and universities in Indonesia to be carried out boldly in responding to the Covid-19 pandemic which has occurred throughout the world. Learning that is done boldly certainly has its own impact, because learning which is usually done face-to-face in a room equipped with existing facilities must be done at a distance and through the media of communication and information learning technology.

Learning media have advanced and developed along with the birth of the communication revolution that is used for learning purposes other than pre-existing media such as teachers, textbooks and blackboards (Yaumi, 2018), but learning technology here can be in the form of media that can help make it easier for humans to learn. in terms of work, especially in the field of education, especially during the pandemic that we are currently experiencing. There are so many learning media technologies in the form of platforms that are used in every educational institution to carried out the online learning such as Google Classroom, E-learning, YouTube, WAG, Edmodo, Zoom, Googlemeet and other platforms that can support learning facilities from home.

Then, after 2 years of the COVID-19 pandemic, the learning system in schools changed back to face-to-face learning with the terms and conditions of the health protocols that apply in the world of education. With changes in the form of English language teaching carried out in the classroom must adapt to the course of learning from each period. The changes were assessed based on value from the several experts such as Brown in Second Edition (2001) and Fifth Edition (2007), Scrivener (2010) in Third Edition, and Harmer (2001) in Third Edition who discussed about English language teaching in their books. The main variables that have been discussed from the books are about Techniques, Textbooks, and Technology, Plan a Lesson, Initiating Interaction, Interaction Through Group Work, Classroom Management, Strategies-Based Instruction.

In this study, the researcher presents several previous studies that have similarities both in terms of themes or disciplines that the researchers adopt. In this research, the researcher focuses on teaching procedure of English lesson before, during and after the covid-19 at SMAN 1 Bungo. The first research by Syaiful & Syahrani (2022) who discuss about “Implementation of Learning at STAI Rakha Before, During and After Covid-19 Pandemic.” Based on the results of the analysis that has been carried out by the researcher, the researcher concludes that online learning can be declared to be the best effort that can be done in order to break the chain of spread of

the Covid-19 virus, especially in the field of education. Online learning is the best effort because it is in accordance with WHO's appeal, which is to avoid mass gathering in all activities, especially in educational activities. It is necessary to make efforts to carry out learning activities that can be carried out remotely without carrying out conventional learning activities where students and teachers gather at a location that is close to each other. Online learning itself is carried out using various internet-based applications such as WhatsApp Group, Zoom Cloud Meeting, Google Classroom, Google Form, e-mail and several other applications that are able to support distance learning activities or online. However, online learning itself cannot be separated from several obstacles, including the lack of supporting facilities and infrastructure, unstable internet services, requiring a fairly large quota, unequal distribution of human resources. Mastering technology well, communication in the learning process does not go well, limited learning methods applied in learning activities, and lack of supervision of student development. The impact felt by teachers when face-to-face learning after the pandemic started was the need to prepare for students who are accustomed to online learning and the positive impact is to facilitate supervision in learning that is carried out face-to-face as it is today. The impact for students is the unpreparedness of students in face-to-face learning because they are accustomed to online learning and the amount of material that students do not understand during online learning. The positive impact with face-to-face learning is that the learning process feels more fun.

Last but not least, Research conducted by Yantoro, Hariandi, Mawahdah, Muspawi (2021) entitled "Teacher Innovation in Learning in the Era of the COVID-19 Pandemic" Based on the results of observations and interviews, it was found that during the COVID-19 pandemic, teachers at SD Negeri 55/I Sridadi did learning by means of online and offline learning (Blended Learning) and visits to students' homes to form learning clusters according to the problems faced. by students. In carrying out learning in the pandemic era, teachers make several innovations, namely teachers plan and prepare materials, teaching materials and interactive learning media according to student conditions by optimizing available learning resources and in accordance with the student learning environment. Teachers also provide home-to-home learning services for students and collaborate with parents to provide assistance in learning at home. The blended learning model or mixed learning is an option in the learning process at SD Negeri 55/I Sridadi during the covid-19 pandemic. Nugraha (2020) said that the application of blended learning in schools is expected to be a reliable alternative in creating an active, fun and meaningful learning atmosphere for students. The learning process is carried out online and face to face. As for examples of activities carried out in online learning at the seeking of information stage, such as through whatsapp groups. While in face-to-face learning activities, the teacher will ask students to mark the pages in the student book that they have not understood when studying from home. After that, the teacher and students discussed discussing the pages one by one (acquisition of information). And for home visit learning, the teacher will divide students into several study groups or study clusters. Students whose houses are close together will be made into one group and collected in one of the students' homes according to the agreement and willingness of the host.

Based on the problems above, Researchers have been conducted a study that focuses on English teaching of English lesson before, during and after the covid-19 at

SMAN 1 Bungo. What distinguishes this research from previous research is that this research focuses on analysis English teaching of English lesson before, during and after the covid-19 where there has not been any research on this theme. With this research, the researcher hopes that the analysis can be useful for the school.

METHOD

1. Research Design

The type of research used was descriptive research, namely research that aims to describe or explain something as it is. According to Hardani et al (2020:54), descriptive research is research directed at providing symptoms, facts or events systematically and accurately, regarding the characteristics of a particular population or area.

The approach was used Qualitative research which according to Sugiyono (2013) Qualitative research is research that processes and produces descriptive data such as interview transcriptions, field notes, video recordings and others. This research does not use calculations and also emphasizes the explanation of the theory scientifically.

In the opinion of Bogman and Taylor citing the book "understanding research methodology" qualitatively by Rulam Ahmadi, explaining that the main data sources in qualitative research are data that comes from sources such as interviews, observations, other documents. The researcher choosed this method because the aim of this research was to analyze English teaching of English subject before, during and after the covid-19 at SMAN 1 Bungo.

2. Data and Source of Data

According to Arikunto (2002), data are all facts and figures that can be used as material to compile information, while information is the result of data processing that was used for a purpose. Data is an important aspect in conducting descriptive research. From these data, the researcher obtained information about Teaching Procedure of English lesson Before, During and After the Covid-19 Pandemic in English Subject at SMAN 1 Bungo.

The data was teaching procedure of teachers in 3 periods with interview using audio recording through the stages for classroom activity.

3. Participants

According to Sugiyono (2018: 130) population is a generalization area consisting of subjects or objects that have certain quantities and characteristics determined by researchers to be studied and then drawn conclusions. The population also the sample of this study was all English teachers at SMAN 1 Bungo who had experience in teaching before, during, and after pandemic. The technique sampling that used in this research was total sampling. According to Sugiyono (2014:124) the total sampling is a sampling technique when all members of the population are used as a sample. There were 5 English teachers that chosen in this research. They were the teachers who taught grade X, XI, and XII.

4. Instrumentation

"Research instruments are tools used in collecting research data"(Wahidmurni, page 10). According to Maria Sadalla and Priscilla Larocca (2004), audio recording is useful for investigating complex phenomena like teaching practice, which is full of life and dynamic and is impacted by several variables at the

same time. Furthermore, audio recording allows recording even fleeting adnoun-repeatable events, which are very likely to escape direct observation. Interview guidelines used as the instrument for data collection in this study. In this research, the research interview was focused on teaching procedure of English teacher before, during, and after the COVID-19 pandemic. The researcher was used a voice recorder to record the process of Interview so, voice recorder came as tools.

5. Technique of Data Collection

Technique of data collection are the methods used by researcher to collect the data. Technique of data collection are needed in the research so that the objectives of the research can be achieved. Researchers found several different problems faced in learning English before, during, and after the covid 19 pandemic. Due to the changing learning stages of the three periods, researchers wanted to know more about the problem. That way, the researchers conducted interviews with the English subject teachers.

In technique of data collection, researchers used data collection techniques as follows:

a. Interview

In this interview process, it was carried out to collect data about how the concepts applied by the teacher to the teaching procedure in three periods, namely before, during, and after the covid 19 pandemic. Researchers would conduct interviews using the steps in data collection in this study using a total sampling to maintain the accuracy of the data from informants so that the data obtained came from English teachers who teach at SMAN 1 Bungo with planned (structured) interviews.

Researchers have prepared several questions to be asked at the time of the interview in the form of a table of questions that will be asked which relates to how teaching procedure of English lesson subjects before, during, and after the COVID-19 pandemic and also researchers preparing audio that serves to record the results of the interview.

Table 3.1 Interview Guidelines

No.	Subfokus Penelitian	Pertanyaan	Sebelum Pandemi	Saat Pandemi	Setelah Pandemi
1	Techniques, Textbooks, and Technology	<p>Teknik: Bagaimana teknik yang guru gunakan dalam pemberian tugas kepada siswa? Aktivitas/kegiatan apa saja yang biasanya guru lakukan kepada siswa selama kelas berlangsung? Praktek/latihan Seperti apa yang biasanya guru lakukan didalam kelas untuk melatih prilaku atau kebiasaan baik pada murid?</p> <p>TextBooks: Bagaimana penggunaan Textbooks Bahasa inggris oleh</p>			

		<p>guru dalam mengajar? Apakah guru menggunakan textbooks yang disarankan oleh sekolah dan kurikulum atau mencari textbooks diluar dari yang disarankan?</p> <p>Teknologi: Terdapat 5 jenis bantuan teknologi yang biasanya guru gunakan di dalam kelas Seperti Audiotapes (Kaset Audio), Videotapes (Kaset Video), Self-made Audiotapes, Self-made Videotapes dan proyektor. Jenis teknologi yang mana yang paling sering guru gunakan didalam kelas?</p>			
2	Plan a Lesson	<p>Didalam format RPP terdapat Goal, Objectives, Materials and Equipment, Procedures, Evaluation Next, dan Extra-Class work. Apakah ada pembeda dalam penggunaan format RPP tersebut pada masa sebelum pandemi, selama pandemi, dan setelah pandemi ini? Jika ada di format manakah yang menjadi pembedanya?</p>			
3	Interactive Language Teaching I: Initiating Interaction	<p>Di dalam kelas guru harus biasa menjadi pengendali, menjadi sutradara, menjadi manager, menjadi fasilitator, dan juga menjadi narasumber bagi siswa. Apakah semua unsur tersebut terjalankan oleh guru selama berinteraksi dengan siswa didalam kelas?</p>			
4	Interactive Language Teaching II: Sustaining Interaction Through Group Work	<p>Interaksi kerja kelompok Interaksi antar kelompok terbagi menjadi dua yaitu interaksi kerja berpasangan (dua orang) dan interaksi kerja kelompok (lebih dari dua orang). Manakah yang lebih sering guru gunakan dalam menjalankan interaksi kelompok antar siswa dikelas?</p>			

		<p>Bagaimanakah cara guru dalam pembagian interaksi antar kelompok oleh siswa dikelas?</p> <p>Apa saja tantangan yang dirasakan guru dalam menjalankan interaksi kerja kelompok di setiap 3 masa tersebut?</p>			
5	Classroom Management	<p>Lingkungan fisik kelas:</p> <p>Bagaimana cara guru mengelola lingkungan fisik kelas terhadap siswa seperti pengaturan jarak pandang siswa terhadap guru dan sebaliknya, pengupayaan suara guru agar terdengar oleh seluruh siswa, dan kenyamanan siswa didalam kelas?</p> <p>Apakah guru terlibat dalam pembagian pengaturan tempat duduk siswa dikelas?</p> <p>Dalam pemberian input visual dan pendengaran tambahan siswa dikelas dibutuhkan penggunaan papan tulis. Seberapa seringkah penggunaan papan tulis oleh guru dikelas?</p> <p>Penggunaan Suara dan Bahasa tubuh sangat diperlukan guru dalam berinteraksi di kelas, apa saja upaya yang guru lakukan agar hal tersebut diterima baik oleh siswa?</p>			
6	Strategies-Based Instruction	<p>Strategi di Kelas</p> <p>Terdapat empat pendekatan berbeda yang dapat dilakukan guru untuk mengajar secara strategis di kelas Seperti teknik interaktif, teknik kompensasi, inventaris strategi, dan saran yang dilakukan guru secara dadakan.</p>			

		Intruksi pendekatan manakah yang biasanya guru gunakan dalam melakukan pendekatan terhadap siswa di kelas?			
--	--	--	--	--	--

6. Techniques of Data Validity

According to Gay et al (2009: 160) validity is a degree to which a test measures what is supposed to measure and consequently, permits appropriate interpretation of scores. The validity of the measuring instrument is not solely related to the position of the measuring instrument as a tool, but especially to the suitability of the results, in accordance with the purpose of administering the measuring instrument (Surapranata, 2004). The researcher used the type of content validity where content validity is the accuracy of a measuring instrument in terms of the contents of the measuring instrument. A measuring instrument is said to have content validity if the content or material or material of the measuring instrument is truly a representative material for the learning materials provided. The researcher consulted the instrument of the research to one of the lecturers in English Department of Universitas Negeri Padang.

7. Technique of Data Analysis

The purpose of this study was to describe, explain, and analyze the model of teaching procedures by teachers at SMAN 1 Bungo in the classroom before the pandemic, during the pandemic, and after the pandemic. So this research was a type of qualitative research with a descriptive approach. According to I Made Winartha (2006:155), descriptive qualitative analysis method is to analyze, describe, and summarize various conditions, situations from various data collected in the form of interviews or observations about the problems studied that occur in the field.

This research method was often used to examine the condition of natural objects, namely objects that develop as they are, not manipulated by researchers, and the presence of researchers does not affect the dynamics of the object where the researcher is the key instrument. In qualitative research, the formulation of the problem is the focus of research which is still temporary and will develop after the researcher enters a particular field or social situation with a view to understanding complex social phenomena.

The data analysis technique that have been used in this research was to use:
1) Qualitative Analysis

According to Moleong (2007:3), qualitative analysis is a research procedure that produces descriptive data in the form of written and spoken words from people and observed behavior.

2) Descriptive Analysis

Describe existing business operational activities, especially related to the sales process and inventory management that usually occurs or is carried out in the cooperative, analyze and design a suitable system to be applied and provide recommendations on accounting information systems in cooperatives, especially those related to sales and inventory.

The analytical model used in this research is a qualitative descriptive analysis method, namely data obtained from a study that has been conducted on

teachers on teaching procedures. The steps taken in analyzing qualitative descriptive data:

- a. Collecting data and information needed about the description of teaching and learning activities at SMAN 1 Bungo School through direct interviews with teachers.
- b. Identify existing problems and analyze in depth with several approaches such as analysis based on the book who had released by experts.
- c. Provide recommendations on the implementation of the design of teaching procedures that have been made that are suitable to be applied to teachers in the classroom, especially in learning English.

RESULT AND DISCUSSION

1. Result

1. *Techniques, Textbooks, and Technology*

- *Techniques*

Question 1

There are several summaries obtained from three teachers about how teachers gave assignments before the pandemic. Teacher 1 said that before the pandemic she gave assignments directly in class in the form of worksheets, as stated:

("Before the pandemic it was a direct assignment in the classroom but still in the form of a worksheet"). Author's Translate

While teacher 2 in giving assignments usually she provided topics that would be discussed in the following week which will then be asked about the topic and then would be given assignments with notes that they must be made themselves and may not search in books or the internet, as stated:

("Given a Narrative Text, for example, before studying next week, I will give the students the task of looking for Narrative Text assignments. Students can search in books or other media. Then I will ask to the students what they think about narrative text, examples of narrative text, after that the students will tell the structure and finally I ask them to make their own sample text without looking at books and other media"). Author's Translate

While teacher 3, the way she gives assignments, usually she will explain first about the subject matter which will then be directly practiced in front of the class. She prioritizes direct practice in front of the class rather than theory because according to her language learning will be better if it is directly practiced rather than just giving a lot of theory, as stated:

("I'll explain in half an hour. Then mostly in practical form rather than theory. Why? Children, if there's a lot of theory, especially if it's language, talk about communication a bit, students will be sleepy, so I'll used for a lot of practice"). Author's Translate

Meanwhile in the pandemic, Teacher 1's way of giving assignments is through the internet or commonly known as Portal Belajar Dari Rumah (BDR) of SMAN 1 Bungo where the website is created directly by the school to facilitate online learning during the pandemic. Teacher 1 will usually upload assignments on the website which will then be collected within the next 1 week, as stated:

("I give assignments thru online, every day according to the specified schedule. And in there I'll gave the material and assignments. Then the assignments will be given time if in English I give the time it's about a week").

Author's Translate

While teacher 2, in giving assignments, she often discusses in the WA group. Usually she would discuss first with students about the topic of learning that will be discussed then for assignments she will give through the BDR website by re-emphasizing that students must make these assignments themselves without following examples on the internet or books, as stated:

("During the pandemic, of course they used android. So after I said to look an example of narrative text on android, after that we made questions through group questions. Such as what is narrative text, what is the structure of narrative text, what is the purpose of narrative text.") . Author's Translate

For teacher 3, in giving assignments she also uses the BDR portal. Sometimes she also asks students to explain through voice notes for skill assessment. In giving assignments, she only uses BDR and WA because according to her using the Zoom media will drain students' finances and also think about students who have difficulty accessing the internet, as stated:

("During the pandemic through the BDR Portal website. Through voice notes. We don't use zoom because we think about their finances, right, the budget is too high, children can't afford to buy credit, so we have to understand."). Author's Translate

Meanwhile in after the pandemic, teacher 1 said that for now the way she gave assignments to students had returned to the way it was before the pandemic, which was directly in the classroom. The difference is that currently, the 10th graders use an independent curriculum where assignments are given in the form of homework that is collected at the next meeting. Activities in class are only brief explanations, activities, speaking and others, as stated:

("If it's the same now, it's back again like the time before the pandemic. Now, SMAN 1 has used an independent curriculum. So the activities and duties will be exaggerated only in the form of home assignments. So in class only a brief explanation, then continue the activity"). Author's Translate

While teacher 2, she returned all forms of assignments during this pandemic as usual before the pandemic, as stated:

("At this time, we go back to before the pandemic how to do it.") . Author's Translate

And for teacher 3, in giving the assignments, she also returns directly to the classroom. According to her, for the time after this pandemic, the enthusiasm of students in doing assignments decreased slightly due to the many activities that were done at home. However, it is the teacher's job to attract students' interest in the classroom, as stated:

("If you come back now. Many immediately take grades in class instead of homework. Maam prefers direct assessment so that it appears that the child is active or not so it's easy to assess..."). Author's Translate

Question 2

Summaries obtained from three teachers about activities that teachers usually do with students during class before the pandemic. Teacher 1 performs activities

according to the procedure. Perception, introduction, absence, prayer, greeting, ice breaking, and then learning activities, as stated:

("Yes, according to the procedure, perception, introduction, absence, prayer, greetings, ice breaking, continue learning activities, like that.") .

Author's Translate

While teacher 2, she will walk in the classroom to monitor the activities carried out by students. She also will not give a warning if there are students who are wrong in doing their assignments, they will only be given the correct explanation. However, if there are students who cheat in class, they will immediately give a warning, as stated:

("I monitor them. I walk while looking at what they are doing..."). Author's Translate

And for teacher 3, usually she will carry out assessment activities for students. Usually she takes the assessment through small discussions conducted by students and sees who is the most active, as stated:

("Our activities are usually assessments of children; children are formed in small discussions..."). Author's Translate

Meanwhile in the pandemic, teacher 1 usually conducts communication activities only through WA. Through the WA, teacher 1 will remind and notify students about absences, materials, and assignments that must be done on the BDR Portal website, as stated:

("When the pandemic because it's online, we only communicate via wa...") . Author's Translate

Meanwhile, teacher 2, according to her, during the pandemic, it is very difficult for teachers to monitor the situation of student activities. What she did was only looking at the students' assignments, if there were similarities, then we reprimanded them which meant they were cheating, as stated:

("...It's a bit difficult to monitor them for those who are during the pandemic. At least if they are the same, then we will know that they are cheating.") . Author's Translate

And for teacher 3, she only does teaching and learning activities in WA and the BDR Portal. She will also provide relief to students who experience obstacles in the learning process, as stated:

("If there is a pandemic, our activities are only through WA...") . Author's Translate

Meanwhile in after the pandemic, teachers 1, 2, and 3 return all activities to the way they were before the pandemic with their version.

Question 3

Summaries obtained from three teachers about Practices / exercises that teachers usually do in class to train good behavior or habits in students before pandemic. Teacher 1 usually uses collaborative activities such as groups or groups. In groups they usually share, help. They will be directed to cooperate with each other, as stated:

("Usually I use collaborative, like groups or groups...") . Author's Translate

While teacher 2, for the elective class, she requires students to speak English in class. For regular classes, they are not required to speak 100% English but to ask, answer, and leave their class she required to use English to communicate with her. And also

for the practice that is carried out in front of the class, she also requires to speak English but she make it easier by being able to bring a book/notebook, as stated:

("For me, in the superior class, they have to speak English, ask and answer questions. In parallel classes, because they lack confidence, they usually can only ask us..."). Author's Translate

And for teacher 3, she did his best to instruct students to speak English in class. She will ask students to practice in front of the class and emphasize them to speak English. In explaining the lesson, she mixes English with Indonesian, as stated:

("If I as much as possible for the students to speak English in class, okay...")
. Author's Translate

Meanwhile in the pandemic, Teacher 1 finds it difficult to control all activities by students. All she did was provide reinforcement and motivation through social media such as WA, as stated:

("During the pandemic it's a bit difficult to control. So at least we can only provide reinforcement, motivation through social media like WA...").
Author's Translate

Meanwhile, teacher 2, in the discussions carried out in the WA group, usually she still requires students to use English. Sometimes she also briefly explains the material using voice notes in the WA group, as stated:

("In the pandemic I also forced to speak English..."). Author's Translate

And for teacher 3, she conducts discussions with students through wa by requiring them to speak English. She also gives them English conversation assignments so that they can continue to practice speaking even during the pandemic, as stated:

("It's a bit difficult during this pandemic. So with the students I only discuss through wa..."). Author's Translate

Meanwhile in after the pandemic, all teachers returned to doing all the practices and exercises as they did before the pandemic according to their version.

It can be said that the technique used by the teachers in giving task, activities, procedures, and practices to students before the pandemic in the class before was very good based on the description described in H. Douglas Browns' book entitled "Teaching by Principles". However, when a pandemic occurs, all the techniques previously used by teachers become completely changed according to the needs and regulations during the pandemic, such as tasks, activities and practices that are usually carried out face-to-face, turning into interactions that are only carried out through WA groups and the BDR Portal. Then continued at this time the learning was again carried out face-to-face. Changes in this period have an impact on the habits of students who have to adapt from time to time. As of now, the use of online learning or distant learning does not allow for the correct execution of learning for concept knowledge and reflection; instead, it is only useful for completing tasks assigned by educators (Ashari in Yunitasari & Hanifah, 2020).

- Textbooks

There are several summaries obtained from three teachers about the use of English Textbooks by teachers in teaching before pandemic. In using the book, Teacher 1 uses books provided by the school, namely from the Ministry of Education and Culture and uses additional books from Airlangga for reference, as stated:

("Before the pandemic I used books from school..."). Author's Translate

Meanwhile, teacher 2, herself made her own version of the book by using a clue to the curriculum needs. She will look for the best material from several collections of book publications which will then be given to students in hardcopy form, as stated:

("We make our own LKS. But we have a clue through the published books and then we make our own LKS..."). Author's Translate

And for teacher 3, she uses printed books according to the curriculum provided by the school. But she also uses other reference books if the books provided by the school are not understood by students which are supported by student learning standards, as stated:

("Our textbooks are based on the k13 curriculum too. We still use printed books and use other sources..."). Author's Translate

Meanwhile in the pandemic, teacher 1 Continues to use the books provided by the school and sometimes takes a little material from the internet to upload to the BDR, as stated:

("If it's the same during the pandemic, use that too. Even though there are many who take it from the internet."). Author's Translate

While teacher 2, she does not use a textbook. She will upload the material she has prepared to the BDR portal website. There all students will immediately access all materials and assignments and there is no reason for them not to do all the orders that she gives, as stated:

("During the pandemic we don't use books. We have to send a text. Screen shot through the SMA 1 BDR Portal website..."). Author's Translate

And for teacher 3, during the pandemic she still uses the book from k13. It's just that the tasks given may be simplified and given in the form of sheets that are uploaded on the BDR Portal website, as stated:

("Even during the pandemic we still use k13..."). Author's Translate

Meanwhile after the pandemic, Teacher 1 said that for now the use of books in the independent curriculum is not yet available so it is still adjusting to the previous book. Meanwhile, teacher 2 said that the use of books was back to what it was before the pandemic. It's just that the use of new books in the independent curriculum has not yet been launched, but basically the material is the same, the difference is that at these time teachers must be more creative in creating ones that suit the needs of children at this time. And for teacher 3, she is of the opinion that the independent curriculum will adjust it first to the one before the pandemic because printed books have not been received.

It can be concluded that before the pandemic in using textbooks, the three teachers were good because they used textbooks with the 2013 curriculum standard, which was explained by H. Douglas Brown's book entitled "Teaching by Principles" which required teachers to use textbooks according to the curriculum standards. Even during the pandemic, teachers 1 and 3 still use the standard textbook curriculum. However, for teacher 2 he did not use the standard school curriculum textbook. And even after the pandemic, the three teachers will continue to use textbook guidelines in accordance with curriculum standards. However, for grade 10 which currently has a new curriculum, namely the independent curriculum, the three teachers revealed that the textbooks have not been provided by the school so they still use the benchmarks in the 2013 curriculum textbooks.

- *Technology*

Summaries obtained from three teachers about the use of Technology by teachers in teaching before pandemic. Teacher 1 usually uses speakers (Audiotapes) in class for listening. Sometimes she also uses Infokus or projector, as stated:

"In class, I often use speakers (Audio Tapes) for listening..."). Author's Translate

For teacher 2, she usually uses speakers as audio media for listening. For visual media, she usually uses a projector that plays a video, as stated:

"I prefer to use audio-visual..."). Author's Translate

And for teacher 3, usually she will provide a cassette or playdisk which will be connected to the speakers to practice listening to the students, as stated:

"I usually use a cassette or flash drive. Later it will be connected to speakers to practice their listening..."). Author's Translate

Meanwhile in the pandemic, Teacher 1 uses the video/link that had embed on the school website (Portal BDR) which will then be accessed by students, as stated:

"For the pandemic period, it's in the video/link that we embed on the school website..."). Author's Translate

For teacher 2, she sometimes uses voice notes provided by the Whats App application. And she also uses the website (BDR Portal) that has been provided by the school, as stated:

"There will be less use of technology. So we continue to use voice notes..."). Author's Translate

And for teacher 3, she only uses the website provided by the school by sending a youtube link to the child. She doesn't really force access to technology during the pandemic because according to her sometimes there are some students who find it difficult to access it, as stated:

"At least just put the youtube link on the BDR portal website. Later they will access it directly..."). Author's Translate

Meanwhile after the pandemic, the technology used by teachers 1, 2 and 3 is back the same as during the pandemic according to their respective teaching versions.

Based on statements from the three teachers, at the time before the pandemic, in the use of technology it can be concluded that it is quite good in utilizing existing technology. The three teachers use audiotapes in their listening learning process which is as described in H. Douglas Brown's book entitled "Teaching by Principles". Even during the pandemic, the use of technology for the three teachers was quite good because they used Videotapes which were sent to the BDR official website. Sadikin and Hamidah (2020: 215) which states that the use of digital technology can enable students and lecturers to carry out the learning process even though they are in different places.

2. Plan a Lesson

Based on the interview of three teachers, there are several opinions from the three teachers during the three periods about lesson plan. At the time before the pandemic, teacher 1 said that as long as she taught using the 2013 curriculum, the 2013

curriculum of course had goals, indicators and others. And all activities are carried out directly in the classroom, as stated:

("Before the pandemic, we were K13. If K13 was Rpp, there was a purpose, indicators of all kinds. Before the pandemic there were activities in the classroom"). Author's Translate

While teacher 2, she also uses the 2013 curriculum where there will be literacy in the morning for 15 minutes, discussing the material that has been taught previously, and after that it goes into the material for the current week. Then teacher 2 will explain a little about the material being taught which students will then look for examples and practice in front of the class, as stated:

("For learning procedure text, for example. In k13, greetings in the morning, then our literacy for 15 minutes, then we discuss a little about our lesson last week..."). Author's Translate

And for teacher 3, she argues that there are differences in the teaching steps before the pandemic and the pandemic. At the time before the pandemic everything was done easily because it took place face-to-face. And also teaching equipment was also put to good use during the pre-pandemic. However, the learning materials remain the same according to the curriculum directions, as stated:

("The difference is in the steps. For the purpose of learning it remains the same. The steps may be what make it different..."). Author's Translate

Meanwhile in the pandemic, in using the curriculum, teacher 1 still used the plan lesson in k13 but in its use there are changes to suit learning needs in online learning such as the use of 1 sheet lesson plan, the steps are adjusted to the needs of online learning, as stated:

"If the pandemic period is actually the same. What make it difference may be in the steps of activities..."). Author's Translate

For teacher 2, she also continues to use the lesson plan rules in k13, only in their application it is adjusted to online learning during the pandemic, such as providing material through the WA group or on the BDR Portal website, as stated:

("During covid, we did have limitations. So before, we didn't use free teaching. We just gave instructions for learning from the WA group..."). . . Author's Translate

And for teacher 3, using 1 sheet of lesson plans where the use of equipment is also greatly reduced during the pandemic and the use of teaching communication tools that are usually used in class was shifted to communication using the WA or BDR portal, as stated:

"The difference is that during the pandemic the opening is usually shaking hands, during the pandemic it's none..."). Author's Translate

Meanwhile after the pandemic, in using the lesson plan, the use of lesson plans by teachers 1, 2, and 3 is back as it was before the pandemic. What makes the difference is that grade 10 students are already using the new curriculum, namely the independent curriculum, where in the lesson plan the learning achievement section is arranged in phases and made in the form of paragraphs that include knowledge, attitudes, and skills to improve their competence, as stated:

"After this pandemic, the 11th and 12th grades are still using the 2013 curriculum. But for the 10th graders, our school is already using an independent curriculum..."). Author's Translate

From the statements of the three teachers, it can be concluded that before the pandemic the three teachers were good at implementing their lesson plans. It was concluded well because there were aspects of Goal, Objectives, Materials and Equipment, Procedures, Evaluation Next, and Extra-Class work in the lesson plan as described by brown's and it was implemented well. However, during the pandemic, the above aspects were not carried out properly due to the limitations of learning during the COVID-19 attack. And at the time after this pandemic, the three teachers admitted that they would return to using plan lessons according to the standard educational curriculum and for the latest curriculum they would adapt to their needs.

3. Initiating Interaction of Teacher

Based on the interview of three teachers, there are conclusions that can be drawn on initiating teacher interactions with students. Teacher 1 said that she had a good interaction with students. She has always been a facilitator for students, a manager for students and also a mentor for students who have difficulty, as stated:

"So far, yes and it a must. Because that is one of the duties of the teacher. Must be a facilitator, manager, director, facilitator, mentor, everything must be."). Author's Translate

While teacher 2, she really carries out all the roles of the teacher in starting interactions in the classroom. She is a good manager and facilitator in class as evidenced by his explanation as follows "if they are too slow I will shout "Hurry up, I wait only 5 seconds". And also the explanation that explains "Indeed, if I explain the lesson, I will first make a real or direct example", as stated:

"Surely I run it in the class. So to be a resource we make real examples so they don't think this is like a fairy tale. So indeed we should be used to being that element."

And for teacher 3, she makes herself a good role model for students. She always puts herself as a role model, resource person, manager, and facilitator, as stated:

"We are role models, so we have to set a good example so that children get good things too..."). Author's Translate

Meanwhile in the pandemic, initiating interactions with students according to teacher 1, initiating interaction with students is not carried out because of the lack of interaction with students. What she can do during the pandemic is only to facilitate assignments and materials through the WA group and the BDR portal, as stated:

"During the pandemic, it was a bit less carried out because the interaction with students was a little difficult..."). Author's Translate

Then for teacher 2, she can only be a reminder to students and facilitate their assignments and study materials, as stated:

"If during the pandemic we only remind..."). Author's Translate

Meanwhile, teacher 3 admitted that he had difficulty in initiating interaction with students. The role she carries out is only as a reminder for students of their obligations through the WA group or the BDR portal website, as stated:

("At least in our group we just remind students of good things like don't forget to do assignments as soon as possible, don't delay work, help parents at home and so on..."). Author's Translate

Meanwhile after the pandemic, in carrying out initiating interactions with students, all the roles of teachers in the classroom towards students return to the way they were at the beginning before the pandemic. They carry out all teacher roles as they taught before the pandemic, as the teacher 1 stated:

("For now, of course, it will be carried out as before and it must be because that is the real role of the teacher."). Author's Translate

It can be said that before pandemic period, the three teachers were very good at initiating interactions with students in the classroom as described in the books by experts. They always put themselves in control of students to be active in class, become directors in keeping the teaching and learning process smooth and efficient, become managers to plan learning in class, become facilitators to guide and encourage students to success, and become resource persons if students need advice. According to Sarwiji in the journal Minsih and Aninda Galih D (2018: 23) that the teacher's role in a learner-centered view (student-centered) the teacher's role is as a guide, coordinator and facilitator in learning process. Meanwhile, during the pandemic, the interactions carried out by teachers were greatly reduced due to the many limitations during the pandemic. The three teachers only become facilitators for students in giving assignments and teaching materials through the WA group and the BDR Portal website. In accordance with what was conveyed by Molida (2005) and Santoso (2009) that one of the limitations of online learning is requires a connection tool to be able to access the internet properly. And in the after of the pandemic, all teachers resumed the interactions suggested by the experts

4. Sustaining Interaction Through Group Work

Question 1

Based on the interview of three teachers, there are several versions of interacting through groups work as follows: teacher 1 in carrying out interactions through group work, she used the division in pairs or 2 people if the material is only expression and will form 4 or more people if they are going to play games in class or speaking activities. The division of the group itself usually chooses based on the absence or division around the seat and does not allow students to choose their own work group, as stated:

("If it's just an expression material, or like an announcement, it's enough in pairs. If it's in the form of text, we'll form a group...";;). Author's Translate

For teacher 2, in pairs, she will divide 2 people and if the discussion is like the "Procedure Text" material, she will divide 4 people. In the distribution of the material to be discussed, she will usually revoke the title lot which will be chosen by the group leader, as stated:

("If the dialogue will be formed in pairs. If discussing something it will be in the form of four...")

And for teacher 3, she prefers to form groups in pairs so that student activity can be seen immediately. In the group selection, it will also be determined directly by her so that the distribution is even and fair, as stated:

("In pairs. Ma'am prefers to be in pairs. More visible activity...") .
Author's Translate

Meanwhile in the pandemic, In the interaction between group work, teacher 1 admits that she has eliminated group work because she thinks about social distancing rules and the different positions of children. All the tasks he gives are in the form of independent assignments at home, as stated:

("There is nothing in pandemic. Because if they are asked to work in groups, sometimes we don't know where they are, and we also should have to social distancing...") . Author's Translate

Then for teacher 2, group work interactions are only carried out in pairs with the results of the discussion that will be conveyed through the WA Group in the form of voice notes or videos, as stated:

("During the pandemic, we just give it a title, then it's done by a group of their own choosing because it's hard for us to monitor...") . Author's Translate

And for teacher 3, in the group work interaction, she admitted that it was not carried out because she remembered the school rules from home. She is also a bit heavy if she gives group assignments because considering the economy during the pandemic, which is difficult if given a heavy task, as stated:

("During the pandemic, group work is not achieved. It cannot be achieved because students are not allowed to leave the house or interact. So it's useless if apply group work. We just implement SFH or school from home....") . Author's Translate

Meanwhile after the pandemic, Teachers 1, 2, and 3 again used their respective policies in interactions between group works. For teacher 3, after this pandemic she plans to give rewards for groups that can do assignments faster and better by giving better grades because this form of appreciation is important for the enthusiasm of students in class.

Question 2

Based on the interview of three teachers, there are several challenges that teachers feel during the three periods. At the time before the pandemic, teacher 1 thought that it was a little difficult to control when doing exciting group activities such as playing games because of their excited emotions. Sometimes also in the division of groups there are students who do not agree with their partners so they have to be extra patient in guiding them to become one, as stated:

("The challenge is only to control it. Especially if they think the activities are fun, it will be difficult to control their emotions because they are too excited...") . Author's Translate

For teacher 2, sometimes there are students who lack motivation so they make themselves too relaxed. She also made a rule where if she was explaining the material and there were students who didn't pay attention, then if asked to answer they didn't know or didn't understand at all, I would immediately punish the students to deter students and be more disciplined, as stated:

("They lack motivation. They are too relaxed. ...") . Author's Translate
And for teacher 3, the challenge she feels is the inactivity of one of the students in group interactions, so it requires more effort in assessing the children who have been divided into groups, as stated:

(The challenge is when making groups of students. Sometimes there are students who are not active in the group. And each child's abilities are different. So our assessment of the children is also different.) . Author's Translate

Meanwhile in the pandemic, during the pandemic teacher 1 felt that there were no challenges that he felt because of the absence of interaction activities between groups that he carried out, as stated:

("Because in the implementation itself, it doesn't exist, so I'm sorry, the challenge is also not there because the activity is also not carried out").
Author's Translate

Then for teacher 2, the challenge she felt was not being able to directly control and monitor the interaction of group work carried out by students as before the pandemic. She argues that there are many cheating actions in paired interactions that she applies to group work interactions such as having the same title or material discussion with other groups, as stated:

("If this pandemic becomes difficult for us to control them. So sometimes the group has the same discussion or the title used is the same...") .
Author's Translate

While teacher 3, she admitted that the lack of group work interaction was due to communication that was only done through the WA group or BDR portal. Most of them only give individual assignments during the pandemic, as stated:

("During the pandemic, we will have less interaction, because we only communicate via WA and the BDR Portal...") . Author's Translate

Meanwhile after the pandemic, the challenges experienced by teachers 1, 2, and 3 at the time after the pandemic have not been felt too much. This is because the new school year has only been running for 2 weeks. But teacher 3 believes that there are likely to be new challenges that many teachers will experience regarding learning after this pandemic.

In carrying out interactions through group work in class, it can be said that the three teachers in the class carried out group work in pairs more often than ordinary group work. This happened because according to the three teachers it would be easier to control and shape it if they carried out group work in pairs. This the teacher does in order to develop positive things and interdependence between group members, so that mutual assistance occurs between students who have adequate abilities and students whose abilities are inadequate (Marsuha, 2007: 329). The challenge felt by the teacher was to unite the group so that all members became active. Lack of motivation will make students less active in the group. Not everyone in the group carried out the discussion actively.

5. Classroom Management

Question 1

Based on the interview of three teachers, there are some differences between the three teachers in managing the physical environment of the class towards students.

Teacher 1 in regulating the physical environment herself admitted that she left everything to the students as comfortable as they were because according to her, if she was too regulated, she was worried that the students would not enjoy it. She also admitted that if she was explaining, she would take a position in the middle of the class because she realized that his voice was not loud enough, as stated:

("There is no special behavior like that maam gave. Maam just leave everything to which students are comfortable for them...") . Author's Translate

For teacher 2, she has a loud voice so it will be easy for students to interact. She also admitted that if she entered the afternoon class, she would do a little warm-up movement to relieve the students' feeling of sluggishness and sleepiness, as stated:

("I usually always tell them from the start, if I explain please pay attention. But I happen to have a pretty loud voice..."). Author's Translate

And for teacher 3, she will usually give rights to the student who have problems with visibility. She also has a loud voice in teaching so that it will create a passionate class atmosphere. According to her, it is obligatory for a teacher to have a loud voice because otherwise the student will become lethargic, as stated:

("Oough who has an unusual vision of seeing a long distance will ma'am sit in front of it for sure..."). Author's Translate

Meanwhile in the pandemic, Teacher 1 explained that there was no physical interaction as was done before the pandemic. The only interaction she did was through WA or the BDR portal website, as stated:

("During the pandemic, we don't have physical interaction. The interaction is only through WA..."). Author's Translate

For teacher 2, even in a state of online learning, it is not permissible for students to be late in receiving and giving lessons because of the trail and time limit posted, as stated:

("They can't be late. They can't be late for lessons either..."). Author's Translate

And for teacher 3, she admitted that there was no physical environment that lasted during the pandemic. Class management that she pays attention to is attendance by students. She will give a grace period for students in doing absences. If there is an obstacle by the student, the student must report via WA to herself to be given a dispensation, as stated:

("During the pandemic there is no physical environment, of course because everything is done online. At least we pay attention to the management class in the absent section..."). Author's Translate

Meanwhile after the pandemic, Teachers 1,2 and 3 said they would continue to use the management of the physical classroom environment for students the same as before the pandemic, as teacher 3 stated:

("Now of course it will return. Like all regulations before the pandemic. We will adjust the lack later..."). Author's Translate

Question 2

Based on the interview of three teachers, there are some differences of opinion on teacher involvement in student seating arrangements. Teacher 1 admitted that she was not too involved in the seating arrangement. She allowed students to choose on

their own if there were difficulties in accessing the front of the class. But for students who always disturb the comfort of the class, she will move the student close to her, as stated:

"...So, if ma'am it's up to them where they want to sit, they usually measure like the one with glasses, if it's hard for him to see ahead, he has to be aware of that..."). Author's Translate

Then teacher 2, she said that usually it was done by the homeroom teacher. But if there is someone in the table who doesn't pay attention to hers, she will move it. And also for students who are short in the back and tall in front usually she will change his position, as stated:

"...If I see they have the same taste and don't pay attention, I'll move them. Because it's a waste of time, don't we teach it just like that...."). Author's Translate

And for teacher 3, she admitted that she was involved in arranging seating for students who often disturbed the comfort of the class. She said that it is obligatory for the teacher to adjust the position of the class in order to create comfortable classroom conditions, as stated:

"...Oh, yes, of course the teacher is involved. Before and after there must be something mandatory for the teacher. It is the teacher's obligation to regulate it."). Author's Translate

Meanwhile in the pandemic, because all forms of learning and teaching in schools are carried out at home, student seating arrangements do not occur, as teacher 1 stated:

"There is nothing since the pandemic. I don't manage and it doesn't get there because they are mostly using gadgets via WA. Then during the pandemic it's also full online."). Author's Translate

And after the pandemic, teachers 1, 2, and 3 will re-implement their way of arranging seats the same as before the pandemic.

Question 3

Based on the interview of three teachers, Teachers 1, 2 and 3 gave their opinions on the use of the blackboard in three periods as follows: Teacher 1 said that she often uses the blackboard as a teaching media, as stated:

"Often. It must always be used as a media."). Author's Translate

Then teacher 2, herself admitted that she rarely uses the blackboard. She uses the blackboard only when writing formulas and what will make her even is the student for assessing her skills, as stated:

"Not forever. When I write a new summary/formula I use the blackboard."). Author's Translate

And for teacher 3, she also rarely uses the blackboard in class because she admits she prefers to practice orally in class. He only uses the blackboard to write grammar and formulas, as stated:

"It's very rare from me. The thing is, I'am tells students to come forward to practice...". Author's Translate

Meanwhile in the pandemic, the use of blackboards during the pandemic for Teachers 1,2 and 3 is non-existent. In giving assignments and materials, the three

teachers only rely on the BDR Portal and also the WA group for students who want to ask questions or interact, as teacher 3 stated”

(“In pandemic, of course there's no such thing, because all forms of communication we only use the WA group and the BDR portal. At least we use the voice feature in explaining or if needed”). Author’s Translate

For after the pandemic, teachers 1,2 and 3 said that in using the blackboard in class they would return to what they did before the pandemic.

Question 4

Based on the interview of three teachers, there are various versions of the three teachers in the use of voice and body language in interacting with students. Teacher 1 will usually ask students directly whether during teaching there are deficiencies or if there is something that needs to be corrected, then if someone gives advice, she will correct his shortcomings.

(“Sometimes I also ask the student at the back whether my voice is heard or not. Otherwise, of course I will make a loud voice as much as possible so that it can be heard evenly by the students in the class...”). Author’s Translate

Then for teacher 2, in the use of her voice she will shout on the sidelines of teaching to surprise students who are not focused or sleepy so that they become awake again and receive good learning.

(“Sometimes I shout "huaaaaaa" until they startle. I said earlier that some of you were sleepy, but I didn't say who it was because I was afraid that he was embarrassed...”). Author’s Translate

For teacher 3, she often asked students whether his teaching method was accepted or not and most of the students answered that they accepted it well. She believes that being a teacher must have a humorous nature and act like a clown so that the class atmosphere is not stiff.

(“Yes, my voice is indeed tried to be loud. It's not usual to be long-winded. Loud and even we are children out loud, the children respect us as the teacher...”). Author’s Translate

Meanwhile in the pandemic, Teachers 1, 2 and 3 admitted to having difficulty in giving a good voice and body language because the interactions they did were only through WA. Teacher 1 said that she did not use zoom because she thought of students who have limitations in using it. In conducting learning the teacher can only provide deepening of material through the Voice Chat feature on WA or provide a Youtube video link on the BDR Portal so that students are not only given written material, as stated:

(“During the pandemic because we only use WA. It's not that we don't want to use zoom, but because we think about students who have limited quotas,”). Author’s Translate

For after this pandemic, teachers 1, 2 and 3 explained that they would return to using their voices and body language as they did in the pre-pandemic period.

6. Strategies-Based Instruction

Based on the interview of three teachers, there is a view in taking a strategic teaching approach by the teacher. Teacher 1 applies an interactive-based teaching approach. She admits that in class she makes students the center of learning. She will

provoke students to be active in class by doing activities such as carrying out games that force students to speak English.

("Before the same after the same. The learning center is student-centered. So it's not the teacher who is active but we provoke the students who are active. So the teacher only explains the material for a while and then we tell them to be active. So the strategy is for students who are more active..."). Author's Translate

Then teacher 2, in her class, admitted that she used an approach where she would adapt to the needs of the class, especially for selective and regular classes. She admitted that in the selective class she and the students were both active in teaching *and learning activities and the regular class she admitted that she was the active one.*

("...So for the superior class, we are the same in being active in class. But for the regular class there is nothing like in the superior class. We have to be more active..."). Author's Translate

And for teacher 3, she uses interactive class where the students are more active than her. She said that she would take 30 minutes to explain the material and then later the students would explore the material such as finding their own dialogue which would later be directly practiced in front of the class and get marks for the results of their search for the material.

("It's interactive, ma'am, to students. So students are the ones who are active a lot. Ma'am likes something like that. It's 2 hours of lessons, 30 minutes later ma'am will explain. The rest of the students ask..."). Author's Translate

Meanwhile in pandemic, Teacher 1 stated that she was the one who was more active due to the use of the emergency curriculum, which communicated only through WA and the BDR Portal.

("What happens during a pandemic, hmmm, it's called an emergency curriculum, so it's only through WA, through BDR. So teachers are more active, teachers ask questions, do assignments, read materials. Like that"). Author's Translate

Then teacher 2, she said for sure as a teacher she will be more active towards students because she remembers her limitations in interacting.

("During the pandemic, we must be teachers who are more active towards students. Like always reminding us to wash our hands? What did you eat today? And so on..."). Author's Translate

And for teacher 3, the approach she uses remains interactive. She will see the activeness of students through their speed in submitting assignments. She will give a different value in the speed of students' time in collecting assignments.

("The approach is still interactive night. In the BDR, you know who gets together first, right..."). Author's Translate

Then for the after pandemic period, teachers 1, 2 and 3 returned to using Strategies-Based Instruction with their respective versions as before the pandemic.

From the statements of the three teachers above, in using strategic-based interactions in the classroom, before the pandemic, the three teachers used strategies through interactive techniques. Teachers 1 and 3 will make students the center of learning in the classroom so that they will make students more active than teachers.

Meanwhile, teacher 2 in using strategic-based interactions will adjust the needs of the class. For the selective class, she will use strategic-based interactions, while for the regular class he will use the compensation technique. Interactive itself is methods including interactive lectures, small group work, journal clubs, reading quizzes, clinical nurse presentations, workshops and problem-based learning are needed in teaching (Fineout-Overholt E, Stillwell SB, Williamson KM, Cox JF III, Robbins BW.). Meanwhile, during the pandemic, teachers 1 and 2 stated that they were the ones who were more active in strategic-based interaction because during the pandemic all interactions were only done through the media and it was the teacher who pushed them to do all their obligations. And after the pandemic, all forms of teacher interaction are back as they were before the pandemic

CONCLUSION

Based on the findings of the data analysis above, teachers 1, 2, and 3 in carrying out classroom teaching procedures based on the book created by H. Douglas Brown entitled "Teaching by Principles" which was released in 2000 were considered good because it used almost all of the aspects that H. Douglas Brown suggested during before the pandemic. When the COVID-19 pandemic collisions, however, the situation of teaching procedures that were previously carried out directly in the classroom must be completely shifted to online-based teaching procedures or school from home. As a result of the numerous limitations that students and teachers faced, H. Douglas Brown's book on classroom teaching procedures was not implemented much because of the pandemic. Meanwhile, after the COVID-19 pandemic, in carrying out their teaching procedures in class, teachers 1, 2, and 3 returned to interact with students the same as before the pandemic. However, in the implementation of teaching procedures after the COVID-19 pandemic, there are several things that must be adjusted for use, such as the use of text books and lesson plans that adapt to the new curriculum that has been recommended by the government, namely the independent curriculum.

REFERENCES

- Asrori, *Psikologi Pendidikan Pendekatan Multidisipliner*, (Purwokerto: CV. Pena Persada, 2020), Cet. 1, h. 50. 11 Stephen P. Robb\
- Brown. H. D. (2001). *PRINCIPLES of LANGUAGE LEARNING AND TEACHING. Fifth Edition.*
- Brown. H. D. (2001). *TEACHING by PRINCIPLES. An Interactive Approach to Language Pedagogy. Second Edition.*
- Chomaidi & Salamah. (2018). *Pendidikan Dan Pengajaran : Strategi Pembelajaran Sekolah* (C. K. Untari (ed.)). PT. Grasindo.
- Creswell, J. W. (2003). *Research Design:Qualitative, Quantitative And Mix Methods Approaches.* USA: Sage Publication.
- E. Mulyasa. 2006. *Implementasi Kurikulum 2004; Panduan Pembelajaran KBK.* Bandung: Rosda Karya.
- Fineout-Overholt E, Stillwell SB, Williamson KM, Cox JF III, Robbins BW. Teaching evidence-based practice in academic settings. In: Melnyk BM, Fineout-Overholt E, editors. *Evidence-based practice in nursing & healthcare:*

- a guide to best practice. Philadelphia: Wolters Kluwer/Lippincott Williams & Wilkins; 2011. p. 291–329.
- Gay, L. R. (1992). *Educational research: Competencies for analysis and application*. New York: Macmillan.
- H. Douglas Brown, *Teaching by Principles, an Interactive Approach to Language Pedagogy* (New York : Longman,2001) 47
- Hariyati, S. (2015). *Persepsi Masyarakat Terhadap Pembangunan Jembatan Mahkota II di Kota Samarinda*. *Ejournal Ilmu Pemerintahan*, 3, 12
- Harmer. J. (2001). *THE PRACTICE OF ENGLISH LANGUAGE TEACHING*. THIRD EDITION.
- Johns, G., & Saks, A. M. (2019). *Organizational behaviour: Understanding and managing life at work* (11th ed.). Canada: Pearson Canada. Retrieved from <http://gen.lib.rus.ec/book/index.php?md5=D6B28E4F781FE95FA351C79E2669E666>
- Kagan, D. (1992) Implications of research on teacher belief, *Educational Psychologist*, 27(1):65-90.
- Mamik, *Metodologi Kualitatif*, (Sidoarjo: Zifatama Publisher, 2015), Cet.1, h. 135-136.
- Maria Melani Ika Susanti, “Perbedaan Persepsi Guru Sekolah Dasar Berdasarkan Lama Mengajar Tentang Kurikulum 2013”, *Elementary Journal*, Vol.1, No. 2, 2019, h. 12-21.
- Marsuha. 2007. Urgensi metode pembelajaran kooperatif dalam pembelajaran matematika pada siswa sekolah dasar. *Jurnal Samudra Ilmu*,2 (2):326-335.
- Michael P. Breen dan Christopher N. Candlin, *The essentials of communicative curriculum in language teaching* dalam David R. Hall dan Ann Hewings (editor), *Innovative in English Language Teaching*. (New York: Routledge, 2001), 9
- Miles & Huberman, *ibid.*, h. 15. 56
- Miles & Huberman, *Qualitative Data Analysis* (terjemahan), (Jakarta : UI Press, 2007), h. 16.
- Mohammad Ahyan Yusuf Sya'bani, *Profesi Keguruan:Menjadi Guru yang Religius dan Bermartabat*, (Gresik : Caremedia Communication, 2018), Cet. 1, h.32
- Pajares, M. F. (1992) Teachers’ beliefs and educational research: Cleaning up a messy construct, *Review of Educational Research*, 70:509-517.
- Rizky Wuning Cahyani, *Peningkatan Kemampuan Vocabulary Bahasa Inggris Menggunakan Media Scrabble Pada Kelas III MI Salafiyah Bahauddin Ngelom Taman Sidoarjo, Skripsi.*: (Surabaya: UINSA, 2014), 13.
- Robbins, S. P. (2010). *Organizational Behaviour*. New Delhi: Prentice-Hall.
- Sadikin, A., dan Hamidah, A. 2020. *Pembelajaran Daring di Tengah Wabah Covid19*. *Biodik*. 6, (2), 214-224.
- Salim dan Haidir, *Penelitian Pendidikan: Metode, Pendekatan, dan Jenis*, (Jakarta: Kencana, 2019), h. 113-115.
- Scrivener. J. (2010) *Learning Teaching*. The essential Guide to English Language Teaching. THIRD EDITION.
- Stephen P. Robbins & Timothy A. Judge, *Perilaku Organisasi* 12th ed., (Jakarta: Salemba Empat, 2008), h. 175.

- Sugiyono. 2013. *Metode Penelitian Kuantitatif, Kualitatif dan R & D*. Bandung: Alfabeta.
- Suharsimi Arikunto, *Prosedur Penelitian*, (Bandung: Remaja Rosda Karya, 2006), 206.
- Sunarto dan Agung Hartono, *Perkembangan Peserta Didik*, (Jakarta: Rineka Cipta, 1999), 136.
- Suryosubroto, B. 1997. *Proses Belajar Mengajar di Sekolah*. Jakarta: Rineka Cipta.
- Umaroh, I. (2021). *Problematika Pembelajaran Daring Masa Pandemi Covid-19 Mata Pelajaran Pendidikan Agama Islam (PAI) Bagi Peserta Didik Di SMP Negeri 23 Surabaya*. UIN Sunan Ampel Surabaya.
- Wahidmurni, *Cara Mudah Menulis Proposal dan Laporan Penelitian Lapangan*, (Malang: UM Press. 2017).
- Yunitasari, R., & Hanifah, U. (2020). *Pengaruh Pembelajaran Daring terhadap Minat Belajar Siswa pada Masa COVID 19*. *Edukatif : Jurnal Ilmu Pendidikan*, 2(3), 232–243. <https://doi.org/10.31004/edukatif.v2i3.142>.