# THE IMPLEMENTATION OF TEACHING ENGLISH USING EMERGENCY TEACHING PROGRAM DURING COVID-19 PANDEMIC AT SMP NEGERI 4 KEDIRI

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## ABSTRACT

This research was motivated by a phenomenon that occurred regarding the implementation of teaching English at the junior high school level during the Covid-19 pandemic at SMP Negeri 4 Kediri, which in the school the learning process had used the emergency teaching program, namely learning carried out online based on emergency curriculum guides. Descriptive qualitative methods are used in this research. Twenty resource persons were taken consisting of four English teachers at SMP Negeri 4 Kediri, one curriculum representative and five students from grades seven to ninth. The data collection in this research was carried out by interviews, observation and documentation and using three instruments there are interview guides, observation checklists, and list of documentation. The results of this research are: 1) The implementation of English teaching using the emergency teaching program at SMP Negeri 4 Kediri consists of three stages, namely planning which includes making lesson plans, syllabus, learning media, semester programs and annual programs; 2) the obstacles in the implementation of teaching English using the emergency teaching program during the Covid-19 pandemic at SMP Negeri 4 Kediri are the delay of students in collecting assignments, the difficulty of students understanding the material being taught, lack of self-confidence, assumptions regarding the difficulty of learning English (internal factors) and namely the lack of parental support for children, not all students have smart phones, and limited funds to buy quotas (external factors). 3) How to overcome the obstacles in implementation of teaching English using the emergency teaching program during the Covid-19 pandemic at SMP Negeri 4 Kediri are providing cell phone assistance to underprivileged students, increasing discipline in collecting assignments, namely by giving sanctions if they are late in collecting assignments.

Keywords: implementation emergency teaching program, teaching English

## INTRODUCTION

At the beginning of March 2020, Indonesia was one of the countries experiencing the Corona virus pandemic and there were many impacts from this pandemic, including in the economic, social, and educational fields.In the economic sector, there is a slowdown in economic growth, because many people have experienced a drastic decline in income, many layoffs at several companies.

In the social field, there is a reduction in interaction between individuals because of the physical distance. In the field of education is changing the model of study for offline to be online.

Education is to prepare and grow students whose process takes place continuously from birth to death (Budiyanto, 2017). Education is a conscious and planned effort to create an atmosphere of learning and the learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble behavior and skills needed for themselves, society and the nation (Law No. 20 of 2003) and it can be concluded that education is one form of investment in educating the nation's life which aims to form a generation that is superior and has character. Because even during a pandemic, education must still be carried out properly. In this case, the Ministry of Education and Culture provides three options for implementing learning during a pandemic, including:

Based on the three options above, the use of the emergency curriculum is considered the most relevant during this pandemic, because this curriculum only contains certain basic competencies needed by students, making it more flexible and not burdensome to students. Especially in learning English which is considered a difficult subject for most students. SMP Negeri 4 Kediri is one of the first secondary schools that has implemented teaching using an emergency curriculum in English learning, because the use of this emergency curriculum is a new thing that has happened in the world of Indonesian education, researchers are interested in conducting research on the application of teaching English using emergency teaching program. With research questions as follows: 1) how is the implementation of teaching English using emergency teaching program during Covid-19 pandemic at SMP Negeri 4 Kediri, 2) what are obstacles in Implementation of teaching English using emergency teaching program during Covid-19 pandemic at SMP Negeri 4 Kediri, 3) how to overcome obstacles in implementation of teaching English using the emergency teaching program during the Covid-19 pandemic at SMP Negeri 4 Kediri. Then this study aims to: 1) to analyze the Implementation of teaching English using emergency teaching

program during the Covid-19 pandemic at SMP Negeri 4 Kediri, 2) to analyze the obstacles in implementation of teaching English using emergency teaching program during the Covid-19 pandemic at SMP Negeri 4 Kediri, 3) to analyze how to overcome the obstacles in implementation of teaching English using the emergency teaching program during the Covid-19 pandemic at SMP Negeri 4 Kediri. This research is focusing on how to implement Teaching English using the Emergency Teaching Program during the Covid-19 pandemic, especially the teacher's planning, implementing, assessment, the obstacles, and how to overcome obstacles in teaching English using the emergency teaching program. This research was conducted at junior high school rather than at SMP Negeri 4 Kediri in all class levels. and how to overcome obstacles in teaching English using the emergency teaching program. This research was conducted at junior high school rather than at SMP Negeri 4 Kediri in all class levels. and how to overcome obstacles in teaching English using the emergency teaching program. This research was conducted at junior high school rather than at SMP Negeri 4 Kediri in all class levels.

**METHOD**

This research was conducted at a junior high school in Kediri, more precisely at SMP Negeri 4 Kediri. The school is located at Penanggungan street No. 6, Bandar Lor, Mojoroto District, Kediri City. SMP Negeri 4 Kediri is one of the favorite schools in Kediri, this can be seen from the various kinds of achievements that have been obtained such as Champion 2 Ambassador Gendre Kediri City, National Adiwiyata School, innovative category school and many more. This research was carried out on January 25, 2021 until March 9, 2021.

This research uses descriptive qualitative method. The instruments used are interview guide, observation checklist, and list of documentation according to Arikunto (2002: 135). Interviews were carried out in two ways, namely in person and online via WhatsApp telephone. The data sources consisted of 20 people in this study, namely English teachers as many as 4 people as primary data sources,

waka curriculum, and seventh to ninth grade students as many as 15 students as secondary data sources according to Suharsimi Arikunto (2013:172).

After getting the data, the researcher then analyzed the data by using a method based on Miles and Hubermen (1992: 19) including data reduction, data display and verification. Data reduction means the process of selecting, identifying, classifying and coding the data that is considered important. In conducting research, the researcher gets a lot of data. Data display refers to the display of data that has been reduced in the form of a pattern. To display the data from this research based on formulation research questions. Verification is checking the data with supporting the data.

**RESULTS AND DISCUSSIONS**

The implementation of the English program includes planning, implementing, and evaluating the program. In addition, in the implementation will be found supporting factors and implementation constraints, so that will also be described about this.

**1. Implementation of English language teaching using emergency teaching Program during the Covid-19 pandemic at SMP Negeri 4 Kediri**

A. Planning

Learning planning in an emergency at SMP Negeri 4 Kediribefore carrying out the lesson, the teacher prepares a lesson plan. This is in accordance with Arikunto's opinion (2009: 35) about things that must be considered in learning planning, namely: (1) the formulation of competencies in teaching preparation must be clear, (2) teaching preparation must be flexible and simple and can be implemented in learning activities and competencies. students, (3) the activities arranged must support and be in accordance with the competencies that have been implemented, (4) the teaching preparation developed must be complete and comprehensive and the achievements must be clear, and (5) there must be coordination between the components of the school program. Based on these,

B. Implementation

The implementation of learning is a process that is regulated according to certain steps so that its implementation achieves the expected results (NanaSudjana, 2010: 136). According to Syaiful Bahri and Aswan Zain (2010: 1) the implementation of learning is an activity that has educational value, the value of coloring the interactions that occur between teachers and students. Interactions that have educational value because the implementation of learning is directed to achieve certain goals that have been formulated before the implementation of learning begins.

The implementation of learning at SMP Negeri 4 Kediri is by making WhatsApp the main source of information, then on WhatsApp there are two groups, namely a special group for parents of students and a group of students themselves. There are opinions from several teachers about the implementation of English learning at SMP Negeri 4 Kediri, namely the teacher who explains the opening of the class, assignments, and instructions for doing assignments all delivered via WhatsApp, then for teacher attendance can see in the info section on the WhatsApp application who has read the message, then students can be said to be present, then for the task usually use google Shaping. Teacher two explained that for the implementation of online English learning, students were usually asked to watch the material on YouTube and then summarize,

Teacher three argues as follows during the pandemic, English learning is only done once a week, namely on Thursdays from 07.30 to 09.30 for all grade levels in grades 7, 8, and 9 for two hours, then for the same collection of assignments. What was revealed by teacher two was that assignments were submitted once a month for weekly assignments, and for exams assignments were limited to 5 pm that day. Teacher four explained the implementation of English learning during the pandemic as follows, namely first opening the class, then conducting a review of learning as usual, explaining the next material and giving a question and answer session. In addition to collecting data through interviews with the implementation of English language learning at SMP Negeri 4 Kediri in grades 7th, 8th, and 9th.

C. Assigment

To find out whether the learning objectives have been achieved or not, the assessment must play its role and function. In other words, assessment acts as a barometer to measure the achievement of learning objectives. That is why the function of assessment is basically to measure goals. According to Nana Sudjana (2010), several things that teachers must pay attention to in the assessment include: (1) Assessment must be carried out continuously. (2) In the teaching process, the assessment can be carried out in three stages, namely: pre-test, which is a test to students before the lesson begins, mid-test, which is a test given in the middle of the learning process and post-test, which is a test given after the learning process takes place. (3) Assessment is carried out not only in the classroom but also outside the classroom, especially on behavior.

Assessments at SMP Negeri 4 Kediri teachers are not required to complete all the material for one semester, and there are no assessment criteria that are adjusted to recommendations from superiors or principals, then the opinions of several teachers regarding assessment are explained as follows: Teacher one explained that for their assessment, they followed the guidelines from the Ministry of Education and Culture, not setting KKM but adjusting capabilities and conformity with lesson plans. In contrast to teacher one, teacher two explained that he used the KKM as an assessment standard, for example in a summary task if the summary results were not on topic, the value given was in accordance with the existing KKM, for choice questions he used the formula that had been made. Teacher three explained that in the assessment she took scores from speaking assignments via WhatsApp voice notes and portfolios for writing assignments. Teacher four argues that most assignments are in the form of portfolios and the assessment is more flexible because students are more concerned with pandemic conditions.

**2. The obstacles in implementation of teaching English using emergency teaching program during the Covid-19 pandemic at SMP Negeri 4 Kediri**

The success of this online learning is the communication between the homeroom teacher and the parents of students, because in this learning process students cannot meet face to face with the teacher, so parents are the main ones. Based on the results of interviews with English teachers at SMP Negeri 4 Kediri, there are two factors that cause these obstacles, namely the first is internal factors where these factors come from within students such as lack of confidence, lack of awareness of the importance of learning English, lack of responsibility , in accordance with Slameto (2010: 54) explains that there are many types of factors that affect learning, but can only be classified into two groups, namely (1) internal factors (factors that come from within), such as health, intelligence, talent, interest, attention,

Rochman Natawijaya in Sutriyanto (2009:7) states that learning barriers are things or events that contribute to a condition that hinders its application during the learning process. The problem of teaching and learning interaction is a complex problem because it involves various interrelated factors. Of the many factors that influence the process and results of teaching and learning interactions, there are two very decisive factors, namely the teacher factor as the subject of learning and the student factor as the object of learning. Without the factors of teachers and students with various cognitive, affective, and psychomotor potentials, it is impossible for the teaching and learning interaction process in the classroom or elsewhere to take place properly.

A program usually has obstacles in its implementation. Likewise, the English program implemented at SMP Negeri 4 Kediri also has several obstacles. The obstacles that occur in the implementation of the English language program are as follows: (1) the obstacles experienced by teachers in the implementation of English learning are different for each individual, including time, different levels of children's English, and teachers who are not accustomed to speaking English, (2) barriers to implementing learning are less than optimal because some students from SMP Negeri 4 Kediri do not all have smartphones, (3) lack of enthusiasm for

students to learn English so that students' discipline in collecting assignments does not match the scheduled schedule.

### 3. How to overcome the obstacles in the implementation of teaching English using the emergency teaching program during the Covid-19 pandemic at SMP Negeri 4 Kediri

Basically learning is the process of delivering information or adding new abilities to students. Therefore, when a teacher thinks about what information and abilities students must have, at the same time the teacher must also think about what strategies are appropriate to implement so that learning objectives can be achieved. The learning objectives to be achieved will determine what strategy will be used. A teacher must really understand the learning objectives before choosing a learning strategy (Mukhamad Murdiyono, 2012: 31).

Darmansyah (2010: 17) learning strategies are organizing lesson content, delivering lessons and managing learning activities using various learning resources used by teachers to support the creation of an effective and efficient learning process. This means that the learning strategy uses various learning resources used by teachers, such as using teaching aids, textbooks, and index cards in carrying out the teaching and learning process in the classroom so that learning can take place effectively and efficiently. SMP Negeri 4 Kediri in teaching problems, of course they have solutions to overcome these problems. Based on the two factors that have been described previously, namely the obstacles from internal factors where these obstacles come from the students themselves so that teachers must play an active and creative role in carrying out the teaching process, namely by using appropriate, interesting teaching methods. learning media, the material presented is relevant in accordance with the opinion of Hamzah B. Uno (2011: 9)

As one of the solutions to support the implementation of English learning is the teacher. This can be seen from the teacher's role as educators in (1) delivering material interspersed with an emotional approach to how they respond to teaching from the teacher, (2) if they do not understand what the teacher means, students

can learn material by studying material through videos and PPT that have been prepared. provided by the teacher, (3) the SMP Negeri 4 Kediri school provided a cellphone and the teacher tried to do offline classes, (5) The flexibility of the use of BOS funds to subsidize the teacher and student quota is one of the policies issued by the government. in overcoming high quota costs in the context of implementing distance learning.

**CONCLUSION**

Learning English using the emergency teaching program during the Covid-19 Pandemic at SMP Negeri 4 Kediri, several conclusions can be drawn based on research questions, including: (1) preparation before teaching, creating a special learning team during the pandemic and teacher preparation for English teachers, namely preparing special lesson plans for online learning, semester programs, syllabus, applications for teaching, and media for delivering materials online. As well as preparation of annual programs and promissory notes at SMP Negeri 4 Kediri during English language learning during the pandemic, (2) the implementation of teaching English at SMP Negeri 4 Kediri is divided into two, namely teaching via WhatsApp messages and online meetings via Zoom or Google Meet, for language learning. English is held once a week on Thursday from 07.30 to 09.30 WIB. The WhatsApp application is the main source of information, so the learning steps are adjusted to the lesson plans, while the use of other applications such as Zoom and Google Meet is only used to review previous learning. The media used in delivering the material are in the form of PPT and videos from Youtube, (3) the teacher assessment stage is more dominant in taking grades from assignments in the form of portfolios and Google Forms. school, while for the exam assignments that are collected will only be limited to 5 pm on that day.

Barriers exist when online learning has two factors, namely internal and external, for internal factors as follows: student delays in collecting assignments, students' difficulty understanding the material being taught, lack of confidence, assumptions about the difficulty of learning English, then external factors, namely

lack of support from people. parents to children, not all students have smartphones, and limited funds to buy quotas.

Supporting factors carried out by the school are by providing mobile phone assistance to underprivileged students, increasing discipline in collecting assignments, namely by giving sanctions if they are late in submitting assignments, teachers are more creative in making media pursuits such as making material through ppt and video, taking an emotional approach to students, always motivate students about the importance and fun of learning English and communicating with parents.

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