

ENGLISH TEACHER PERFORMANCE IN TEACHING LEARNING PROCESS DURING PANDEMIC COVID-19 AT DUTA HARAPAN SCHOOL MEDAN

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Abstract: *The aim of the research was to find out the English Teacher Performance in Teaching Learning during Pandemic Covid-19. The subject was the teachers of Duta Harapan School Medan who taught through English Language. This research applied the anthropolinguistic approach. The data were the utterances of teachers while they were in online teaching. The analytical research used interactive model with three interactive steps, namely: data condensation, data display and drawing/verifying conclusion. The results of this research showed that the teacher's performance in teaching English during the pandemic were quite good. The teachers had different tribes, social class and background. They showed different performances that used to convey the knowledge through explaining, advising, reminding, persuading and motivating. The performance was divided into opening, core and closing activities. There were found paralinguistic, kinesics, and material elements on the teacher's performance. The teacher's performance encouraged and motivated the students to study. Virtual meeting forced the teacher to upgrade their own ability, technologies, learning facilities, and speaking skill to attract student's interest. The creative activities teacher appreciated the students' contribution and activeness. The teacher show smiling face, happy face and clap the hands when the student did good effort.*

Keywords: *English teacher, Performance, Pandemic, Anthropolinguistic approach.*

Abstrak: *Tujuan penelitian ini adalah untuk mengetahui performansi Guru Bahasa Inggris dalam Pembelajaran Mengajar selama Pandemi Covid-19. Subjek penelitian ini adalah guru-guru Bahasa Inggris di Sekolah Duta Harapan Medan. Penelitian ini menggunakan pendekatan antropolinguistik. Data adalah ucapan-ucapan guru saat guru mengajar online. Analisis penelitian menggunakan model interaktif dengan tiga langkah interaktif, yaitu: kondensasi data, penyajian data dan penarikan/verifikasi kesimpulan. Hasil penelitian ini menunjukkan bahwa performansi guru dalam mengajar bahasa Inggris selama pandemi cukup baik. Para guru berasal dari suku, kelas sosial dan latar belakang yang berbeda. Mereka menunjukkan performansi yang berbeda untuk menyampaikan pelajaran seperti menjelaskan, menasihati, mengingatkan, membujuk dan memotivasi. Performansi yang ditemukan terdiri atas: pembuka, inti dan penutup. Terdapat unsur paralinguistik, kinesik, dan materi pada performansi guru. Performansi guru mendorong dan memotivasi siswa untuk belajar. Pertemuan virtual memaksa guru untuk meningkatkan kemampuan, teknologi, fasilitas belajar, dan keterampilan berbicara mereka sendiri untuk menarik minat siswa. Kegiatan kreatif menciptakan pembelajaran aktif sehingga guru menghargai kontribusi dan keaktifan siswa. Guru menunjukkan wajah tersenyum, wajah bahagia dan bertepuk tangan ketika siswa melakukan usaha yang baik.*

Kata kunci: *Guru Bahasa Inggris, Performansi, Pandemi, Pendekatan Antropolinguistik.*

INTRODUCTION

Teacher is a person whose role to teach, to educate, and to convey knowledge. Teacher is the most influential resources in achieving the educational goal at the school. Teacher performance in teaching learning

process will show how the goal that has been planned could be achieved. Sinaga (2019) stated that teachers have a responsibility as educators to change the learner's behavior towards certain maturity.

Teacher performance also determined by overall appearance from the teacher includes the teachers' speech performance, teachers' behavior performance and teachers' appearance in the classroom. Teachers' speech performance can be seen from their speaking which commonly affected by their culture behavioral. Teacher behavior performance can be seen by their emotion expression and action during the teaching process, while teacher appearance can be seen by their style and all things that can be seen from the teacher. Brown (2000) said the students act like their teacher. They love to imitate their favorite teacher, the students follow the way of the teacher's speech, the style, and so on. Poorly, when the students do not interest with a teacher, the student's will look for the negative sense of the teacher and imitate them as the joke. Based on the explanations above, the teacher must give attention to a whole side of their performance start from utterances and gestures. The utterances will describe the text, co-text and context.

Sibarani (2020) anthropolinguistic is the relationship between anthropology and linguistics, or simply the relationship between language uses related to human culture. Duranti (1997) states that studying linguistic anthropology is a cultural resource and speaking is a cultural practice.

Denesi (2004) in Sinaga (2019) states that anthropological linguistics is the study of language by collecting data directly from native speakers. Sinaga (2019) states that human linguistics is the study of language from the field of culture and the study of language from the use of culture. Language is an element that needs to be considered when studying culture in human life. Sibarani (2020) names the concept of anthropological linguistics an interdisciplinary scientific discipline. Triana Sinaga et al (2021) The field of human linguistics research is the study of

languages in other aspects of human life, such as cultural studies, politics, economics, and education. This research would take part of education aspect. The performance of the English teacher focused on the text, co-text, and context which are used to find the pattern of the teacher in teaching English. The text on the English teacher performance was showed from the macro structure as the theme of the appearances.

Performance is the expression of the human itself. Performance has some components based on Finegan (2007) in Sinaga (2019) namely main components and other components. The main components refer to the teacher as the actor and the students as the audience. Meanwhile, the other components refer to the situation and organization of the show, the performance media and the show skills. The performance of the teacher influenced by the teacher background and culture but nowadays the performances of teacher are affected by the media and how the teaching learning will be done. The online teaching affects the students' performance, and it will be different with direct teaching. To explain the pattern of the English teaching the teacher will analyze whole the teacher activities by analyzing the text, co-text, and the context.

Text structure appears in the macro structure, superstructure or groove structure and the micro structure. Macrostructure focuses on emphasizing the meaning of discourse theme or topic. Microstructure is the text meaning which can be observed through the selection of words, sentences and style which are applied in a text. Superstructure aims to construct the teaching. Superstructure aims to construct the teaching.

Co-texts were paralinguistic, kinetic, proxemics, and material elements. Paralinguistic elements are in the form of intonation, accent, pause and pressure

(Silitonga et al., 2020). Kinesics is one of the main powerful ways that humans communicate nonverbally. Proxemics refers to the study of how space and distance influence communication. Material elements are all the objects that accompany the text, namely: clothing, teaching equipment (PowerPoint, laptop, book, pointer, etc.), situations and various other objects that have their respective functions.

Context is the specific time and space faced by a person or group people, (Sinaga, 2019). This research, the context to be study is in the form of the teaching process context including the context of the social, situation, education and context of the ideology. Social context can influence someone perception. Social context is affected by the background culture. Context of situation influences the communication. It is important in teaching. The education context of the teaching process aims to see whether teaching objectives are contained in the teaching process. The ideology context aims to see the ideology that dominates and dominates the mind of a teacher when implementing the teaching process both positively and negatively.

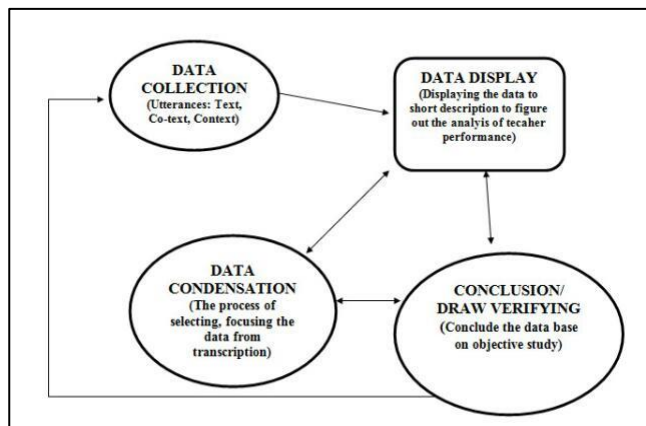
Coronavirus is a virus that can spread. The corona virus originally appeared in Wuhan china. In Indonesia, the infected person was discovered in early February. Each person has a different response to COVID-19. While serious symptoms like difficulty breathing or shortness of breath, chest pain or pressure in the chest loss of ability to speak or move based on the WHO report. UNESCO states that the Covid-19 pandemic threatens 577,305,660 students from pre-primary to high school education and 86,034,287 students from higher education around the world. It is a problem for some other universities that do not have this system. At

the basic, secondary and upper education levels, the distance learning process technically experiences many obstacles. In addition, another impact felt by students from learning from home is that the learning load is too much. At the same time, students are required to be able to observe and learn the subject matter themselves quickly.

METHOD

In this research, the writer applied the anthropolinguistic approach with qualitative research design. Creswell (2014) qualitative research is a method is a probe and see the purpose of the problem of the study. The analytical research used interactive model of data analysis by Miles, Matthew B; Huberman (2014). There are three interactive steps, namely: data condensation, data display, and drawing/verifying conclusion. The writer used three techniques to collect the data, namely: observation, video recording and interview. The research conducted at Duta Harapan School Medan with three teachers as the subject. The writer followed the learning activities and recorded that event. Then the researcher constructed an interview with the teachers to enrich the data.

In analyzing the data, the writer transcribed the and continued into selecting process, focus on the the objective of the study. The first stage was summarizing the data, middle stage were coding the meaning and finding the theme or the pattern of the performance of the teacher. The writer made a descriptively systematically to set a central idea. The last was drawing conclusion based the data selecting and data display. It can be verified to find its evidence and truth.



Picture 1: Qualitative descriptive data analysis model of Miles and Huberman 2014.

RESEARCH AND DISCUSSION

The teachers did the online class at the classroom with the school facilities. Before did the learning process the teachers come to the school in the morning every day. The teachers did the online class at the classroom with the school facilities like Wi-Fi (internet connection), computer, book, and other handmade craft. The teachers prepared the lesson plan first to set the learning management. A lesson spent an hour. The learning process supported by Zoom application, Google Classroom Application, Google Form, and WhatsApp

Group. Zoom application was used for virtual meeting, while Google classroom is used to give class task, Google form is used to do quiz or exam in the other hand WhatsApp Group is used to control the class, as the applicant to do communication between teacher and the students. Five minutes before the online learning the teacher sent the link of the zoom meeting in WhatsApp Group.

Based on the observation the table below showed how the teachers conducted the class during the online teaching.

Table 1. Data Display of English Teacher Performance

	Analysis	Descriptions
	A. Text	1. Macro Structure Theme : Conveying Knowledge
T		2. Superstructure
E		1. Opening
A		a. The teacher send the link of zoom to the WhatsApp Group.
C		b. Check the students attendance list
H		c. Check the student's readiness
E		d. Asked the students to open the camera and the voice on
R		2. Core
P		- Teacher reminded the students about the previous studies,
		- Teacher warned the students to keep camera on
		- Teacher asked the students to check the note book about the previous lesson
		- The teacher gave pre-test before continue the lesson
		- The teacher asked the students to open the book material
		- The teacher share screen about the material.
		- The teacher explained the topic

E			- The teacher asked the students to make the examples related to the topic
R			- The teacher asked the students to do an exercise to make sure the students understand the lesson.
F			3. Closing
O			- The teacher asked the student to submit the exercise on Google classroom.
R		3. Micro Structure	- The teacher ended the meeting.
M			- Imperative sentence
A			Open your book !
N			Open your camera Unmute your voice Please, do your exercise
C			Send your exercise to the Google class room
E			Listen to me
			Could you repeat again Sit properly
	B. Co-text	1. Paralinguistic	The teacher explained the material with slowly, softly,loudly and clearly voice
		2. Kinesics	Body movemet : sit, stand Gesture : finger up, clapping hands
		3. Proxemics	Expression : smiling, laugh and flat
		4. Material elements	Teaching distant : ∞ (unpredictable and unlimited) Teacher distant to the media of learning : ±45 cm Computer, Mobile phone, Pen, Notebook, Text book, Exercise book, Grammar book, Dictionary, Wireless internet, Earphone, and Phone holder.
	C. Context	1. Social context	There was no social between teacher and students but only communicated via online
		2. Situation Context	The situation context was set by the school academic schedule. The teaching learning process has done online system since February 2020. The class started in the morning at 9 a.m. One section was an hour. The teacher did the online learning alone in the classroom. There was no noisy, the place was calm, quit and comfortable. The sound could be not clear because of the noisy from students' house
		3. Education Context	The education context of teacher's performance in teaching learning process was aimed to see the education factors of the teacher performance. The teacher wore the formal cloth And the students wore the school uniform. The teacher used English formal language during the learning. It seemed like when the teacher said, "Please, do your exercise!" Word please indicated the politeness
		4. Ideology context	Ideology context of the teacher's performance in this research was dominated by the teacher's background. The teachers in this research were the Batakness and pandemic situation affected the teacher's tone in speaking.

There were some researches which finding about the performance of teaching. Teaching Performance was one of them which conducted by Triana Sinaga et al.,

(2021) discussed about the four types of performance in transferring the knowledge. The result showed that the fourth types of performance consecutively guide the

teacher valuable lesson while this research focused on analyzing the teacher performance through the pattern of the teaching. The novelty of this research was the performance of teacher to show his/her capability in teaching learning process through online teaching during the pandemic covid-19. Different teaching system will be showed the different process. The process of the teaching determines the success education. The objective of this study was to describe how the teacher performance in teaching learning process during pandemic covid-19.

Based on the Anthropolinguistic approach, the performance of the English teacher focused on the text, co-text, and context which are used to find the pattern of the teacher in teaching English. The text on the English teacher performance was showed from the macro structure as the theme of the appearance was to convey knowledge through explaining, giving information, advising, remaining, asking to do something and persuading. The superstructure was shown from the part of the teaching process. The parts of the teaching process began with opening, core, and closing. In the opening, the teacher greeted the students when joined the zoom meeting. The teacher check the readiness of the students liked their surrounding environment, internet connection and other student who have not joined yet. The teacher reminded the previous lesson by asking some questions. The questions were composed in student's life relation. It used to make sure they were understood enough and ready to the next lesson. This categorized as core part. The last part was closing. It was the end of the meeting. The teacher appreciated the students' contribution in the end of the meeting. The micro structure of this research was the utterances of the teacher, it focused on the imperative sentence. The teacher used

imperative sentences to lead the students and to give instruction of what they had to do or what they had not to do.

The co-text was found from the teacher's performance in teaching English such as paralinguistic, kinesics, and material elements. The teacher sometimes used high voice to make sure the students heard what the teacher said because sometimes the connection was not stable, so the teacher spoke with high voice, slowly and mostly repeated the speaking. It was the teacher way to keep the information was listenable. It also was supported that the teachers were Batakness. Normally, Batakness talks in high voice. It looks like that they are angry but the fact showed that they speak as normal. The teachers explained the material used their hand or pointing by their finger. Teacher stood, sit and put their face closed to the camera to warn or did an eye contact to students. Teacher also showed a laugh when gave reward like point to the students. The learning process did by online learning so the students were in their house while the teacher was in the school. Zoom Apps was the media used to see one each other. Therefore the distant between teacher and students was unlimited. Meanwhile the distant between the teacher or students to the computer as the communication devices was about 45 cm. The teachers used material elements to support the successful learning process. The elements were computer, mobile phone, pen, notebook, text book, exercise book, grammar book, dictionary, wireless internet, earphone, and phone holder. Computer was used to access the application that related to the teaching and learning. They were Zoom meeting, Google Classroom, YouTube and Microsoft Office.

Zoom meeting was an application which the teacher used to do the virtual meeting. The teacher was the host at the

virtual meeting and accepting and declining the students who want to join the meeting. During the learning, the teacher was sharing the screen to the students so the students could see the material. The teacher used it to be the board so the teacher could explain and typed. The teacher did not need the white board anymore because the teacher could not read and see clearly to the white board. In the other hand, the teacher used computer to open the Google Classroom App to give exercise, learning material, quiz, homework and exam. After the teacher explained the material, the teacher sent learning material as a learning source for the students, gave assignment, quiz and exam to the student through Google Classroom. The teacher could set the time in doing the assignment. Beside it, the teacher also could sent the attendance list that could be filled by the students depended on the time limitation that set by the teacher. YouTube is used to find learning videos related to the lesson. Microsoft Office used to create the power point presentations and other document. The mobile phone used to access the WhatsApp applicant to text the link of zoom meeting to the WA group with the students, to text the student who did not join the zoom yet. If the zoom meeting ended suddenly before teacher closed the meeting, the teacher did it in the WhatsApp Group. If the connection was not stable using internet in using computer sometimes the teacher used their own mobile phone to access zoom meeting.

Mobile phone could access Zoom meeting and Google Classroom liked computer. So the teacher could access the applications wherever they are. The students also were often texted the teacher through WhatsApp if the students had questions. Through phone the teacher also made WhatsApp Group with the students, teachers and parents. There were good

communication between the teacher and the other participants.

The teacher used pen to write the student's behavior and wrote the student's score and point in each meeting. Even it could be done on the computer but the some teacher still used directed writing. Note book is used as the place in writing the student's behavior and wrote the student's score and point in each meeting. The teacher evaluated the learning process by reading the note book. The teacher gave the score of the behavior skill through the note.

Text book was the element used to see the learning material. The learning sources were from the text book. Then the teacher took the summary of the learning material and put it on the power point so that the students could understand the material easier. Each student got the text book. They had to read the text book and learnt the text book as the addition explanation from the teacher. Exercise book was used as the guidance to the teacher to give the exercise, text and quiz for the students. It contains of the questions and study cases and the answers. The students also got the exercise book without the answer key. Then the teacher could ask them to do the exercise book directly on the book and captured the answer, after that it could be submitted to the Google classroom.

Grammar book was used as the source of learning when the teacher taught the grammar and tenses. In this research, the writer found that the teacher used the grammar book when taught simple past tense to the students. The grammar book contained all the English grammar. It was as the guidance teaching to the teacher. Dictionary was the element that the teacher used to find the difficult words from the text book. It also supported the teacher to convey the meaning of the word in simple description to the students. The teacher used Oxford dictionary.

Wireless internet was used to connect the computer and phone to the internet. Wireless internet was supported by the school. It was one of the school facilitation. All the teachers and staffs used the wireless internet from the school. Sometimes the internet connection was low and was not stable because too many devices were connected. The teacher used the earphone when used mobile phone to do virtual meeting. It was useful to keep the voice clearly. The teacher could hear all the sounds from the students. It became berries if the situation at the students' house was crowd.

Phone holder used to hold the phone could stand on the table without hands. It helped the teacher during the learning, the teacher did not need to hold the phone during the learning and could use their hand to explain or type the keyboard.

In this research, the situation context of the teacher's performance in teaching English during the pandemic were the social context, situation context, education context and ideology context. The social context of the teacher's performance in teaching learning process was aimed to look the background factors of the teachers. The teachers in this research were the Batakness, while the students were Indian, Chinese, Batakness. The students dominated by Chinese. The teacher could handle the students from different background and culture. The teacher could answer and communicated well with the students. The learning did through online system, but the teachers could communicate well with the students.

The situation context was set by the school academic schedule. The teaching learning process has done online system since February 2020. The class started in the morning at 9 a.m. It was on Monday, Thursday, and Friday. One section was 40 minutes. The teacher did the online learning

alone in the classroom. There was no noisy, the place was calm, quit and comfortable. The teacher could focus in teaching, but the voice of the students could not hear well because of the unstable of internet and the voice that came from the students. The teacher asked the students to turn on the camera and the voice. It made all the sound in the students' house was out, it could be noisy and disturb the learning. The teacher spoke in English and so do the students. The sound could be not clear because of the noisy. It was a barrier to the teacher.

The education context of teacher's performance in teaching learning process was aimed to see the education factors of the teacher performance. The teacher did the learning at the school even online system. The teacher wore the formal cloths during teaching like shirt, long pants and wore shoes. The students also wore the school uniform during the learning even they were at home. The teacher used English formal language during the learning. It was indicated from the utterances of the teacher who spoke politely and educatively.

Ideology context of the teacher's performance in this research was dominated by the teacher's background and pandemic situation affected the teacher's tone in speaking. The teacher repeated and pronounced the word with slow, loud and clear voice. It was really helpful during the pandemic, the connection could not stable all the time, there were noisiness came from the students' house. It helped the teacher to convey the information as the knowledge to the students. The teachers in this research were the Batakness that was good to keep the communication well.

CONCLUSION

The general meaning of the teachers' performance was conveying knowledge in the learning teaching. Based on

anthropolinguistic concept, the meaning of teacher's performance was covered text, co-text, and context were good relationship between teachers and students. The text was to convey the knowledge to the students. There were some actions that teacher has done during conveying knowledge like explaining, reminding, advising, asking to do something and asking for information. Based on anthropological concept, the meaning of teacher's performance was covered text, co-text, and context were good relationship between teachers and students. The text was to convey the knowledge to the students.

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