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THE STRATEGY OF TEACHING WRITING DURING "PTMT" AT SMAN 3 KEDIRI

SKRIPSI

Presented as a Partial Fulfillment of the Requirement to Obtain the Sarjana Degree of Education (S. Pd.) of English Language Education Department

By:

IKE MIA NOPITA SARI
NPM 18.1.01.08.0019

FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF NUSANTARA PGRI KEDIRI
UN PGRI KEDIRI
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18.1.01.08.0019

Entitled:

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Kediri, July 2022

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1. This Skripsi was never submitted to any institute of higher education for any academic degree.
2. This Skripsi totally independent of my work and not the result of plagiarism from the work of others.
3. If someday proved of this Skripsi as result of plagiarism, I would be willing to bear all the legal consequences occur.

Kediri, July 2022
Signed by,

IKE MIA NOPITA SARI
18.1.01.08.0019

MOTTO AND DEDICATION

MOTTO:

The future's not always yellow, it could be blue but we have hope too.
Don't you fear something?
That's not yet coming.
Just breath the sun is waiting.

(Aya, Disney)

DEDICATION:

My parents, bapak and ibu, also my sisters. Thank you for your support and praying me as allways.

ABSTRACT

IKE MIA NOPITA SARI: The Strategy of Teaching Writing during PTMT at SMAN 3 Kediri, Skripsi, English Languange Education Depaartment, Faculty of Teacher Training and Education, University of Nusantara PGRI Kediri, 2022.

Key word: teacher role, PTMT learning model, teaching writing.

The implementation of education during the new normal period of COVID-19 is regulated through the government regulation SKB-4. Government regulations encourage writing teaching strategies using PTMT and learning methods from home.

Strategies and ways of teacher teaching two classes at once offline and online. In this study, the learning strategy consists of several interrelated parts, including 1) the role of the teacher, classroom management, and teaching materials 2) PTMT and learning models of learning from home 3) teaching writing. This study uses qualitative research methods, this research was conducted based on the phenomenon of online and offline learning.

Data was collected data through observation and interviews. Observations and interviews have shown that the teacher roles in face-to-face learning and learning from home is as a reviewer of learning materials, counselor regarding materials and obstacles faced by students, controller of learning and learning, and motivator. There are classroom management chair arrangements, teacher body language, and the use of Google Classroom as a form of strategy in teaching writing. The combination of the pandemic RPP and K13 RPP as a guide in teaching. The learning model used is called the PTMT learning model and learning from home which combines several hybrid learning models, blended learning and flipped learning. Teaching writing uses instant writing and contextual writing.

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Be grateful to Allah SWT the Almighty who has been giving blessing and mercies so the researcher was able to finish this skripsi as a partial fulfilment of a requirements for the Sarjana Degree well.

This skripsi entitled "The Strategy of Teaching Writing During "PTMT" at SMAN 3 Kediri". The researcher realizes that this skripsi is far from perfect and has many weaknesses, thus she needs criticism and suggestion to make it better. Therefore, she would like to express her gratitude to:

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IKE MIA NOPITA SARI
18.1.01.08.0019

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CHAPTER I

INTRODUCTION

In this chapter, the researcher presents the background of the research, focuses on the research, the objective of the research, and the significance of the research and key terms.

A. Background of the Research

COVID-19 began to spread at the end of 2019, this virus entered Indonesia around March 2020. This virus has changed habitual of society, and all aspects of life, including in education aspect. The government limited the social interaction to prevent the transmission of this virus. Teaching and learning activities that teacher initially performed through face-to-face interactions teacher switched to an online learning system, which teacher expected to be able to provide teaching materials using remote digital devices.

The online learning system that was supposed to end in March 2020 has inevitably been prolonged until the next semester. Various problems arise due to the regulation, both internally and externally. The decision of the government to implement online learning activities over the next year lengthened the list of problems in education dynamics (Andarwulan et al., 2021). After more than a year of Indonesian education implementing an online learning system, the Indonesian education system uses Distance Learning PJJ (*Pembelajaran Jarak Jauh*/online learnng) to control the teaching-learning process.

According to the government policy, the number of days, hours, and shifts arrange according to local government polices with approval of the students and the parents, by maintaining the health and safety of the entire school community and apply health protocol. In early September the COVID-19 pandemic improved quite a bit, and positive confirmed cases of COVID-19 has decrease, accordingly to the decrease positive case of COVID-19 government decided to implemented limited face-to-face study permits and study from home PTMT (*Pertemuan Tatap Muka Terbatas*/offline learning) this new learning system has a positive impact on the learning process. The PTMT face-to-face learning should implement the government policy, the practice has shifted into PTMT and learning from home.

According to Kementerian Pendidikan Dan Kebudayaan RI (2021) the policy explains that the implementation of offline learning in schools is carried out based on regional zoning categories which are divided into red, yellow and green zones. Only the green and yellow zones are allowed to hold offline learning, the implementation of this PTMT is divided into several stages, the first stage of teaching and learning is carried out in two months the number of days, hours, and shifts is regulated according to local government policy with the approval of the students and parents. By maintaining the health and safety of all school residents and implementing health protocols. There should be a shift study group, which can be divided by odd and even absences or half of the total absences.

The new normal is a condition after two month teaching-learning, when the area of the school still in the green zone or yellow zone (Kementerian Pendidikan Dan Kebudayaan RI, 2021). Furthermore, related to government policy

PJJ/(*Pembelajaran Jarak Jauh*/long distance learning) combined internet and electronic tools as teaching and learning media, the education department uses media such as national TV, and radio to deliver material to students. Because of the government, the the students can learn during the COVID-19 pandemic. That is the government policy of "PTMT" in fourth-month teaching learning face-to-face would be implemented. The term learning from home is a distance learning system; the students follow the teaching and learning process from home. In learning from home or online learning, teacher use Google Classroom as a useful class for media to share learning materials, assessments and student attendance.

The combination of online and offline learning is called blended learning or hybrid learning. The implementation of blended learning has to be a demand and a trend for teacher and students in Indonesia in order to facilitate effective teac hing and learning in the new normal era of the COVID-19 pandemic. This trend forces the teacher to develop online media and material in the process of teaching and learning such as using some platforms, social media, and any other online sources (Rachman et al., 2021).

Overall, all the participants used these seven strategies to enhance studen t learning outcomes in their English disciplinary studies. The majority had greater preferences for student-cantered teaching strategies including classroom discussion, small group work, cooperative learning, problem-solving, student research, and performance activities. To support that statement, a research finding by Killen (1998) in (Sit, 2017) showed that seven main teaching strategies (direct instruction, discussion, group work, cooperative learning, problem-solving, and

student research and performance activities) are commonly used in Teacher stern contexts to enhance the learning of their students. Moreover, found in Cahyadi (2020) there are six strategies: the strategy of contextualization, the strategy of proper delivery, the strategy of high adaptation to using technology, the strategy of adequate support, the strategy of quality participation, and the strategy of sustainable processes. Moreover Enggar & Wibowo (2020) found in their research that teacher used Question Generating, Encouraging the Use of Dictionaries, and Question Answer the most dominant strategies for teaching reading comprehension.

Furthermore, Astrini et al. (2020) found in their research conclude that the implementation of strategies of teaching writing should be directed by the teacher by considering the learning goal and the students competency. Each research focusing on reading skill and writing skill during pandemic COVID-19. According to Abramczyk & Jurkowski (2020) found in his research, in line with the standards of the Polish education system, teacher want to learn more about cooperative learning and use it more often as a teaching strategy. Because finding cooperative learning is a strategy that is more often used in teaching. Recent study such as conduct in Lapitan et al. (2021) found that various insights and results designing synchronous and asynchronous components of online, flipped, or hybrid classes. Meanwhile Rachman et al. (2021) the results show that blended learning in ELT improves students language skills, in general blended learning has a positive impact that challenges teacher in preparing materials and using media. Blended Learning helps teacher to cover the gaps in online and offline learning; help students speak English contextually; and make students improve their language skills.

Based on the background above teacher has a great responsibility in implementing strategy in teaching English, especially in teaching writing, the role of the teacher in PTMT and learning from home blended learning, the way of the teacher in classroom management in PTMT, and learning from home, and the instructional material that teacher chosen. An appropriate strategy should be implemented by the teacher, especially in this current situation in limited duration of PTMT and teach PTM and learning from home at almost the in time, and keep the protocol of health in teaching-learning according to the government policy in this the new normal COVID-19.

B. Focus of Research

The focus of the research is limited to the role of teacher and teacher management in strategy in teaching writing during new normal period in a PTMT and learning from home. In the new normal at SMAN 3 Kediri, blended learning is applied (PTMT and learning from home) in PTMT shifts the duration is limited, only 45 minutes in teaching and learning, especially in (learning from home) the teacher provides material and assignments through media in a synchronous system, because at the same time the teacher has carried out teaching and learning activities (PTMT).The research have conducted at SMAN 3 Kediri, the research subjects is the teacher at SMAN 3 Kediri and 11 MIPA the students 1-5 at SMAN 3 Kediri. This research focuses on teaching writing especially passive voice text, in the new normal in a blended learning system. The strtegies used by the teacher in dealing with the PTMT learning model was maximize teacher role, classroom management

and using appropriate instructional material blended learning system and classroom management.

C. Research Problems

Due to the background and focused of the research presented, the researcher formulates the research question below:

1. What are writing strategies implemented by the teacher durig PTMT at SMAN 3 Kediri?
2. How were writing strategies implemented by the teacher during PTMT at SMAN 3 Kediri?

D. Objectives of Research

1. To explain strategies implemented in writing by the teacher during PTMT in SMAN 3 Kediri.
2. To describe how strategies in writing implemented by the teacher during PTMT SMAN 3 Kediri.

E. Significance of the Research

Based on the research and observation process, this research focuses on the describing the implementation of blended learning in teaching English during the new normal at SMA 3 Kediri and the significance of this research divide two, theoretically and practically.

1. Theoretically

This research support theory teaching writing teaching writing during pandemic. The finding of this research described teaching writing strategies in PTMT and learning from home during the new normal COVID-19 at SMAN 3 Kediri.

2. Practically

a. English Teacher

Finding of the research is useful for teacher to teaching writing in pandemic situation in PTMT and learning from home.

b. Readers

The finding of the research is useful for guide and reference for reader, then could be follow up on further research.

F. Definition of the Key Terms

1. Teaching strategy

Teaching strategies are a series of ways that have been used and applied in the learning process to achieve learning objectives with maximum results. In this research, the teaching strategy focused on the role of the teacher, classroom management, and the new normal teaching materials in the blended learning system. A teaching strategy, there are many aspects and indicators in it. To get the maximum teaching strategy, it is necessary to prepare, such as designing teaching strategies, which are then implemented in the learning process. Syllabus making, material selection, teacher role, and classroom

management are strategies in teaching, especially in the new normal period of COVID-19 by using a blended learning system (learning from home) and (PTMT), which is a strategy that needs to applied in the teaching and learning process in the new normal period of COVID-19 and the blended learning system.

2. Teacher roles

There is several teacher role in teaching-learning The teacher roles is the teacher roles in first is achieving learning objectives; his role includes designing learning methods and delivering learning materials. In the design method, the teacher roles is as a director, guide, and controller, determining the content of thought materials and interactional patterns. The teacher is a facilitator; his role is the class controller, the organizer of the teaching and learning process, the assessor of the assessment that has been taught, as teacher as a tutor.

3. Teaching in learning from home and PTMT

Teaching English in the Pandemic Period is learning English that is carried out during the COVID-19 pandemic and the new normal era. During the new normal, learning is carried out online and offline simultaneously, according to a predetermined schedule, and will take turns every two teacher. While still paying attention to the health protocol at SMAN 3 Kediri, offline and online blended learning has been carried out in the rotating study group.

CHAPTER II

REVIEW OF RELATED THEORIES

A. Teaching Strategy

Teacher see approach and method treated at the level of design, that level in which objectives, syllabus, and content are determined, and in which the roles of teacher, learners, and instructional materials are specified (Richard, 1986, p. 16). Approach, design, and procedure have related to building great teaching learning. In this research, teaching strategy focused on the teacher roles in teaching English during the COVID-19 pandemic The strategy of classroom management in blended learning PTMT and learning from home class strategy of using material, instructional material in PTMT and learning from home class as blended learning system.

The term strategy implies thoughtful planning to do something. Teaching strategies refer to teacher' activities that aim to facilitate learning (Sit, 2017, p. 25). Teaching strategies apply theory in teaching and learning and then practice. Teaching strategies are plans prepared by the teacher, the teacher roles in the classroom; the teacher way of managing the class or classroom management, as teacher as the teacher way of choosing materials that suit the conditions and the circumstances of the students and environment, the purpose of implementing learning strategies is to achieve the desired learning outcomes.

1. Instructional Materials

Instructional material specified with respect to objectives, content (i.e., the syllabus), learning activities, and learner and teacher roles suggests the function of materials within the system (Richards & Rodgers, 1986). Material is important thing in teaching English, instructional material guide the teacher and as a planned to teaching.

a. Instructional Material

Instructional material is method or instructional system will react to decisions concerning the primary goal of materials (e.g., to present content to facilitate communication between teacher and learners, or to enable learners to practice content without the teacher help), the form of materials (e.g., textbook, audio-visuals, computer, software). The relation of materials to other sources of input (i.e., whether they serve as the major source of input or only as a minor component of it), and the abilities of teacher (e.g., their competence in the language or degree of training and experience (Rodgers, p. 25). The function of instructional material is to mediate teacher and student in teaching-learning English, coverage for syllabus items, and detail of a particular syllabus. The content of the material adjusts to the situation and the students need.

b. Syllabus

The syllabus is a teaching material that serves as a guide and study guide. The syllabus is divided into several types; the syllabus

design criteria are syllabus design such as claim competition, decision making, selection and assessment (Harmer, 2004). First is the criteria syllabus includes learnability, the teacher should be able to understand the students needs, and each syllabus made by the level of the students. Frequency includes items that are more frequent in the language. Coverage to introduce the going to future before present. Usefulness mean word used in the situational occasion in the classroom. The next type of syllabus is the different syllabus, the syllabus is used accordingly to the material and situation in the classroom such as; grammar syllabus, lexical syllabus, functional syllabus, situational syllabus, topic-based syllabus, task based syllabus. The multi syllabus is a type of syllabus, which design materials and then tries another syllabus, matched and combined syllabus.

B. Teacher Role

1. Teacher Roles in Teaching Writing

Design is the level of method analysis in which the teacher considers (a) what the objectives of a method are; (b) how language content is selected and organized within the method, that is, the syllabus model the method incorporates; (c) the type of learning tasks and teaching activities the method advocates; (d) the roles of learners; (e) the roles of teacher; (f) the role of instructional materials. In this research the term teaching strategy focused on the role of the teacher in teaching English, the role of the teacher during the new normal in learning from home and PTMT, how the teacher manages the

classroom in the different classroom in time, and chosen writing material adjusting with curriculum and situation during the new normal in limit time.

A teacher is a person who creates a specific pattern in teaching-learning interacting between teacher and learners in the classroom to build and get the objective of teaching-learning. Teacher roles are similarly related ultimately both to assumptions about language and language learning at the level of approach. TeaHachers are defined as actors, conductors who play a role in providing various images that make people imagine the word "teacher" Some methods are very dependent on the teacher as a source of knowledge and direction; others see the teacher roles as a catalyst, consultant, guide, and model for learning; still, others try to "teacher-proof" the instructional system by limiting teacher initiative and by instructional content and direction into text or lesson plan (Richards & Rodgers, 1986).

In conclusison teacher roles is in accordance with language and language learning, in some English teaching methods, the teacher roles is a source of knowledge and direction. The teacher guides the teaching and learning process, acts as a consultant on student problems and prepares the syllabus and teaching materials as a medium to understand the material to have taught.

The role of the teacher in organizing, managing the class, including providing information, directing what to do, and placing students into groups and closing the class and providing conclusions on the material that has been

taught. When students understand what they want to do and understand the material, it shows the success of the teacher as an organizer. Giving feedback as big as the concern of the teacher as an organizer, organizing feedback to be conveyed to students. Summarize the teacher roles as organizer, first engaging, and then the instructor demonstrating, intimately, managing feedback.

The next role of the teacher is as an assessor of student learning outcomes. As assessors, teacher correct the students work, offer feedback, and assess their work in a variety of ways. Teacher should be sensitive to possible student reactions, and support the students. Teacher who have sensitivity can easily recognize and help the students in learning.

Prompter, in a situation when the teacher needs his the students to think creatively, at the same time the teacher wants to help provide corrections to the students, the teacher encourages the students to do it sensitively and encourages with wisdom.

Participant stand back and let in the students to learning creatively in activity such as; group work, role paly, and group decision. For participating in class instantly enjoyable than acting as source of the teaching learning process.

The role of resource persons is to provide input or information about the learning material being implemented. When writing something they might know information about, teacher should be able to know the offerings and

guide the students to find that information. Act as a resource for the students wanting to be helpful and available but having to resist the urge to bribe the students into becoming too dependent on the teacher.

In tutoring especially in writing occasion teacher act as a tutor pointing the the students work and in direction, they have not yet thought of taking. In a small group teacher, a tutor is a more intensive teacher who act as a tutor time for time learner have a chance to feel supported and helped, and the atmosphere of the class would be great, it makes the students get the goals of the learning.

The observer analyzes the material and manages the class for their future improvement of the material. In observing the needs of the students and classroom teacher must be careful not to be too distracting by sticking to their every word and being close to the students. Each role of the teacher in the classroom is interrelated, has been carried out according to the time required, and the teacher can decide which role to play.

a. The teacher task in teacher writing is an important aspect in teaching writing; the teacher must do before, after, and during the students are as follows (Harmer, 2004).

1) Demonstrating.

Explain to the students the type of writing they will make, the teacher can describe a description of each type of writing, and the

students can make their writing product correctly by understanding the types of writing.

2) Motivating and provoking.

Teacher can motivate and provoke the students who are lost for words while writing, help the students have ideas that inspire them during writing, teacher can give suggestions when the students get stuck. The motivation that has been given by the teacher encourages the students to move to a further stage in the writing process.

3) Support.

Teacher motivate students during the writing process to help them, teacher must be available to support and overcome student difficulties.

4) Responding.

Categoriez into responding and evaluating. Responding is the process of the teacher react the content and construction of the writing task sometimes giving suggestions or corrections to the students work. Evaluating is getting to know, reaching the progress of writing product and highlighting the error, put their work incorrectly, rather than simplify stuffing the corrected pieces.

2. Teaching Writing

There are four component of language skil, one of them is writing. Teaching writing is one part of language skills, there are several parts of writing skills that must be understood by students. The following are part of learning to write as follows, strengthening the language learned, language development, learning style, writing as a skill (Harmer, 2001). Teaching written text has a number of conventions, which separate it out from speaking. Apart from differences in grammar and vocabulary, there are issues with the letter, word, and text formation, manifested by handwriting, spelling, and punctuation (Jeremey Harmer, 2001). There are instruments of writing, part of writing itself, in teaching writing teacher considering to the instruments in writing which is part of the teaching strategy, each instrument of writing is interrelated and has a large part in the process of writing. It could be said that in teaching writing, teaching strategies became a very important aspect of the teaching and learning process. Selecting the right strategy enables teacher and students to achieve their learning goals. In addition, the use of appropriate strategies can motivate students in the learning process of writing. The teacher can use many strategies in teaching writing. These strategies have their advantages and disadvantages (Astrini, 2020).

Another issue in the teaching of writing surrounds the question of how much of our classroom writing is "real" writing (Brown, 2000). Another important issue in teaching writing has been observed and analyzed which students teacher re does their writing product correctly. The teacher can

identify the real writing performance of the students by distinguishing between real writing and displaying writing. real writing is an effort by the student to understand such as the topic of writing, then get the and start writing according to the terms, while display writing is like writing short essays, exercise and short essays most of the reasons students does the writing to fulfill assignments from the teacher, not because they are interested. The mechanical component of teaching writing:

a. Teaching handwriting

In teaching handwriting there is a two-stage approach, recognition is the first stage in handwriting, in which students identify and analyze the structure of the handwriting. In addition, the second stage is production, in which students create words correctly in suitable positions and layout of the handwriting.

b. Teaching spelling

Writing English spelling is complex, there is a rule for spelling English in writing, but only implemented into a small number of individual words. Furthermore, the best teaching spelling is to read as much as possible.

c. Teaching punctuation

Teacher need to teach them in used punctuation correctly, writing is a beginning and intermediate step in English, and students should be able to revise their exercises.

There are several teaching strategies implemented in Bintang Mandiri: mapping strategy, please strategy, guided strategy, and creative writing strategy. The most important thing is that the the teacher should focus on the process of writing instead of product (Astrini, 2020). This was due to the context of foreign language in which the students have limitations in practicing the target language.

C. Learning Models of English Language Teaching during Pandemic COVID-19

1. Blended Learning

Blended learning combines traditional face-to-face and technology-mediated instruction in higher education around the world. Institutions often mentioned the goal of improved learning outcomes as critical, frequently pushing the adoption of BL (Blended learning) as a solution to other challenges for teacher. Many institutional leaders considered BL as a way to address growth, cost, or flexibility challenges while also resonating with faculty as having the potential to improve student learning (Charles, Wendy, J. Buceekly, 2012). The goals of blended learning are to outcome challenges in education and solve the problem, and challenge during COVID-19.

Blended learning is one of learning models which inculcates online and offline modes of learning. It is a methodology that has been introduced over a decade ago and is used in the field of education that combines (or blends) online learning with traditional place-based classroom methods (face-to-face learning). Since blended learning have been adopted by educational

institutions all over the globe, there is an urgent need to examine the readiness and willingness on part of the stakeholders in implementing this technology aided teach (Saboowala & Manghirmalani-Mishra, 2020).

Blended learning has been introduced over a year ago, nowadays it is implemented during the new normal of COVID-19, combining online and face-to-face learning to outcome problems faced in the education system during the new normal COVID-19. What is mixed in blended learning is two main elements, namely classroom learning with online learning(Sumandiyar et al., n.d.) . Blended learning elaborate teaching-learning in the classroom and online learning.

2. Hybrid Education

Hybrid education is one of the more recent developments in technology-based training, which began with mainframe and mini-computers in the 1960s.20, these approaches have still not been teacher understood across higher education, nor have they consistently been described in the literature. In higher education, the term "hybrid" has often been used synonymously with "blended" learning or alongside terms such as "flipped," "online," or "technology-enhanced" learning (Kendra, Brian, Thomas, Richard, Michael, 2020). Hybrid has similarities with blended learning, in blended learning consists of this kind of education that utilizes online and face-to-face learning strategies, it can be synchronous or asynchronous learning, and may replace time for active learning. A kind of appropriate

model and system that implemented in education during the COVID-19 pandemic.

Meanwhile, hybrid learning is a teaching method in which some students attend class in person while others participate virtually from their homes. Educators use video conferencing hardware and software to teach both remote and in-person students at the same time. Hybrid classes may include asynchronous learning elements such as online exercises and pre-recorded video instructions to supplement face-to-face classroom sessions. Hybrid courses, when teacher designed, combine the best aspects of both in-person and online learning, making education more accessible to a broader range of students (Adi, Najib, Marisa, Indra, Sutiyana, 2021). Hybrid learning design to help students and teacher access the teaching-learning process easily, combining traditional classroom face-to-face learning and synchronous asynchronous learning.

3. Flipped Classroom

The online flipped classroom is similar to the conventional flipped classroom model in that students are encouraged to prepare for class by completing some pre-class activities (e.g., watching video lectures, completing quizzes) (Hew et al., 2020). The flipped classroom is part of blended learning, meeting face-to-face learning online. Encouraged students for preparing class by completing pre-class activities such as watching videos, and doing quizzes. There are three pillars in flipped classrooms according to

Rahman et al. (2020) flexible environment, learning culture, international content, professional teacher. Flipped learning is widely used all over the world in the teaching of different fields and subjects. It promotes meaningful learning, more student-centered rather than teacher-centered and is commonly aided with technological equipment such as pre-recorded videos, mobile apps or simply watching videos on YouTube before coming to the class. Promote student centered learning rather than the teacher centered learning, aided technology equipment to support flipped classroom. The main purpose of using flipped learning is to maximize the face-to-face time the teacher and students in the classroom. In the traditional classroom, many teacher used the classroom for the lecture and not working with the students (Rahman et al., 2020).

4. Pandemic COVID-19 in Teaching English.

Coronavirus disease 2019 (COVID-19) is a type of disease that is caused by a new virus, SARS-CoV-2 or commonly known as coronavirus. The virus originating from Wuhan, China, is spreading fast that it shocks the whole world. Starting in early 2020, 65 countries have been infected with the coronavirus, one of which is Indonesia. This term is used in different contexts to indicate the change of non-typical things into typical ones. “The new normal” is a situation after some intense changes occur. It replaces the accepted, habitual, usual state after certain events have occurred (Andarwulan et al., 2021). Nowadays education system in Indonesia has been implemented

the new normal phase of education, during the COVID-19 pandemic Indonesia's education system full of online learning, but now our education in a new phase “the new normal” this is the transition during a pandemic. Adapting habitual in teaching-learning to coexistence with COVID-19 with implemented health protocol to continue education life in safety. According to the previous research since the mid of March 2020, during the pandemic outbreaks, all the tertiary education in Indonesia was removed and adapted to the new normal era in the learning methods (Cahyadi, 2020). From face to the use of technology in the new normal teaching make, lecturers and students should realize to use the online education in harmony with the pandemic period. Face interaction in the classroom towards online education.

Moreover, it is important to highlight the new normal approach so that decision-makers and teacher are able to analyze opportunities and challenges that teacher and students might face in the teaching and learning process on the post-covid-19 period. Therefore, curriculum design of the new normal is highly urgent to guide teacher in solving problems as a teacher as gaining solutions in teaching by considering goals, contents, approaches, and evaluations items (Cahapay, 2020). Furthermore, COVID-19 in the new normal setting is not only influencing the teaching content and curriculum, habitual actions post-COVID-19 outbreak brings humans to new activities which should be applied wherever they are. Facemask, washing hands, keeping physical distancing, applying online teaching and learning platforms,

as teacher as keeping body health by c onsuming more Vitamin C and healthy food (Tria, 2020).

D. Relevant Studies

There are several relevant studies about teaching strategy in teaching writing PTMT and learning from home during the new normal. first study from Cahyadi (2020) there are six strategies applied by the teacher at Islamic universities in Indonesia: a) contextualization strategy, b) appropriate delivery strategy, c) high adaptation strategy in the use of technology, d) adequate strategy support, e) quality participation strategy f) sustainability strategy process. Based on the finding of the research there are six strategies implemented by teacher at UIN: firstly making alternative teaching plans, the second strategy paying attention to the the teacher audio voice, the third making small classes to have made effectively, the fourth strategy increasing student competence through outside classes. Activities, fifth using teaching assistants. The final strategy is to combine online classes and independent classes.

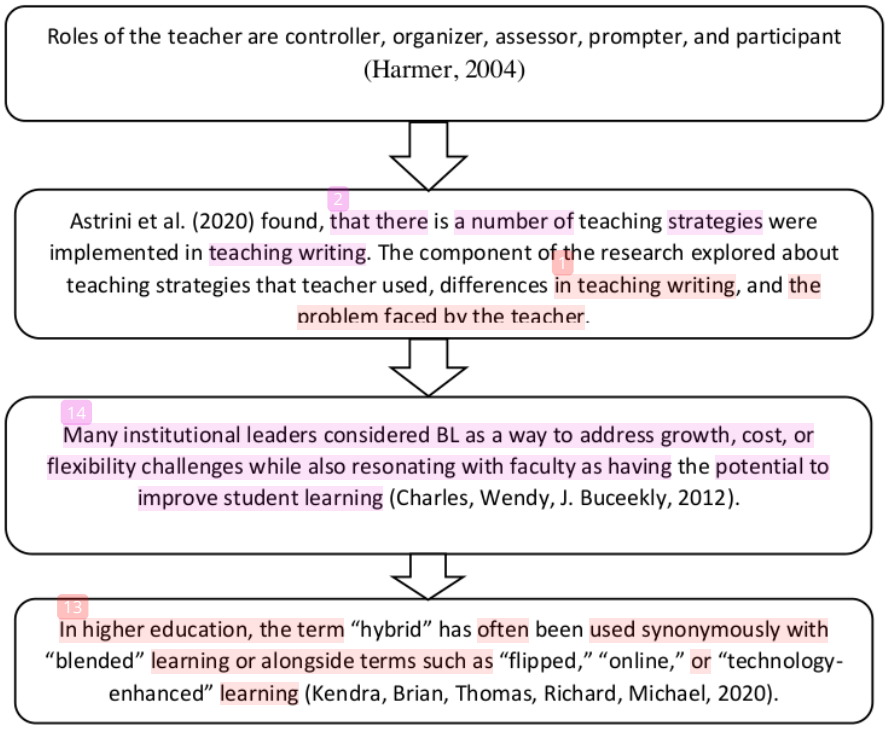
Related with the research in Astrini et al. (2020) found, that there is a number of teaching strategies were implemented in teaching writing. The component of the research explored about teaching strategies that the teacher used, differences in teaching writing, and the problem faced by the teacher. From the research, the implantation of teaching strategies in teaching writing should have been directed by the teacher, considering the goals of the learning and students competency.

The third relevant research Rachman et al. (2021) the implementation of blended learning in English, the teacher and students perspective in English

teaching-learning. There is seven aspect challenge by teacher perspective in English blended learning there are increasing students motivation. English learning, increasing language skills, increasing students grammar comprehension, triggering students autonomous learning, challenging for teacher preparing the material and using the media, PTMT and learning from home help the teacher to cover the lack exist in online and offline learning, and helping students to learn English contextually. Based on the research teacher should focus on the process of writing instead of the writing product. Booth of online and offline teaching learning provide and facilitated students in teaching learning process.

E. Conceptual Framework

This section describes the definition of teaching writing strategies that hs been discussed in the previous section. It can seen from the figure below:



Conceptual framework 2.1

Teaching strategy is several way that the teacher implemented in teaching-learning to achieve the goal. This research focused in teaching writing strategy and describe the case study of teaching writing during new normal pandemic COVID-19. The componentof teaching writing strategy is techer role, classroom management, the used of learning model and teaching writing.

CHAPTER III

RESEARCH METHODOLOGY

This chapter of the research consists of the research approach, the researcher role, research procedure, research setting and time, data source, data collecting technique, data analysis technique, and trustworthiness.

A. Research Approach

This research applied a qualitative approach. Alternatively, a qualitative approach is one in which the inquirer often makes knowledge claims based primarily on constructivist perspectives (i.e., the multiple meanings of individual experiences meanings socially and historically constructed, with an intention of developing a theory or pattern) or advocacy/participatory perspectives (i.e., political, issue-oriented, collaborative, or change-oriented) or both. It also uses strategies of inquiry such as narratives, phenomenologists, ethnographies, grounded theory studies, or case studies.

Qualitative studies in theoretically such as ethnographies or critical ethnographies, early in a research as an orienting framework introduce the literature on a cultural concept or a critical theory from the literature. In conclusion, this research used a qualitative approach and descriptive design, described the process of collecting the data, and found out the research question through descriptive words or pictures. A case study is a type of ethnographic research study that focuses on a single unit, such as an individual, group, organization, or program. Its purpose is to describe a detailed understanding of the entity (the "case"). In addition, case

studies can generate data that allows generalization to theory (Ary et al., 2006). In this research the case study is teaching writing during PTMT pandemic COVID-19. The main data of the research is an implementation of teaching English in SMAN 3 during the COVID-19 Pandemic in blended learning in terms of learning from home and PTMT.

A. The researcher Role

In qualitative the role of the researcher as instrument of research. Human instrument used extensively in earlier stages of inquiry. So that an instrument can be constructed that is grounded in the data that the human instrument has product" according to statement the teacher can conclude that, in naturalistic qualitative research, the researcher as instrument it used at the earlier stage of inquiry. Moreover constructed the data it can help the researcher to collecting data, after that focus of research clearly, the researcher can create simple instrument to rounding the data that the teacher re find out from observation and interview (Sugiyono, 2013).

B. Research Procedure

The first procedure of this research is pre-collecting data by observing strategies the teacher implemented in blended learning PTMT and learning from home systems, and observing the teacher roles in implementing teaching English during the COVID-19 pandemic. The objective of the research is to observe in the field of the research to prepare and decide the next procedure. After pre-collecting the data process, the next stage is planning the data obtained. After planning, the data collecting process has been carried out according to the stages of data

collection that have been prepared. The data obtained are still varied then the researcher sorted out the data that have needed and the data that does not needed, then the researcher displied the data. The data collection process has carried out at SMAN 3 Kediri, by interviewing resource persons, namely the teacher who taught English and had implemented teaching strategies in blended teaching writing at SMAN 3 Kediri, besides that the data collecting process involved MIPA 1-MIPA 5 the students to validate the data.

After determining the kind of data and origin the data takes, the researcher then makes a list of questions to have asked in interviews with the teacher who have implemented teaching strategy in blended teaching writing. Apart from conducting interviews, the researcher will also make a questionnaire, which have distributed, to the students. The students of XI MIPA 1-5 to strengthen the data taken and validate the truth of the data. The next procedure in this research is direct action in the field, the researcher observes phase 1, then get the data to follow-up in the next procedure and writes field notes that have considered important for follow-up in the next procedure.

The next step in the research procedure is to reflect, in this stage the reflection on observation obtained are used to determine whether the data obtained are appropriate or not, and are used to determine the next research step. In reflection, the researcher reflects on the process that has been carried out and improves the research process if errors have found. The next step is to carry out plan; this used to determine the next step, and is an improvement from the planning one and observation processes if a discrepancy have found en the planning and the data in

the field. After planning two have made and formed, the next procedure is to carry out action and observation in the field. Observation is detailed and comprehensive and is in accordance with planning two because observation has carried out, the focus of observation is also clearer.

The last procedure in this research is to analyze the results of observations, interviews and questionnaires. At this research procedure stage, the results of the research have obtained which is displayed on the data. Prior to that, data reduction have carried out, namely removing unnecessary data so that the research focus was clearer and more detailed.

C. Research Setting and Time

1. The Place of the Research

The research was observed in SMAN 3 Kediri MIPA 1-5, focused on strategies in teaching English during the Pandemic COVID-19 blended learning in terms of learning from home and PTMT, the teacher role in implemented teaching English during PTMT and learning from home class, classroom management in learning, and instructional material chosen during PTMT and learning from home in the COVID-19 pandemic. The researcher also took data from MIPA the students 1-5 who were taught by the teacher who integrated English using blended learning, and hybrid learning instruction. The teacher was an experienced the teacher who had taught for more than 30 years and had implemented blended learning PTMT and

learning from home which are new policies in the new normal of Pandemic COVID-19.

2. Time of the Research

Research started take at SMAN 3 Kediri on February 2021 until December 2021.

Table 3.1

Time of the Research

Activity	**Feb**	**Mar-may**	**Jun**	**Jul**	**Aug-Sep**	**Oct**	**Nov**	**Dec**
Pre-research								
Writing Research Proposal		√						
Theory		√						
Consultation and Guidance		√						
Proposal Seminar			√					
Do the Research On Field				√	√			
Collecting and Analyzing Data						√	√	
Finish Writing Chapter IV								√
Wring Chapter V								√
Consultation and Guidance								√
Report the Research								√

D. Data Source

In qualitative research the data source is not clear until the researcher observes all possible data for research, the data source is found through observation, interviews, and documentation (Sugiyono, 2013). The purpose of getting sample to

get information as much as possible, sample data focused on situation, subject, informant and time.

Informant is the man that gives about information (Hornby, 1995: 150) cited in (Ersa, 2020). In this research, the informant is an English teacher, which taught XI MIPA 1-5 and the students of XI MIPA 1-5 as the key of the information of this research and can be an informant source of data, which related and the teacher implemented strategies in teaching English in blended learning PTMT and learning from home class, during the COVID-19 Pandemic.

E. Data Collecting Technique

Data collection techniques are the strategic step in the research, because the main goal of the research is to obtain the data according to (Sugiyono, 2013). Without knowing the techniques of data collection, the researcher will not get the data that meets the standards specified data. Collecting data in qualitative doing in various settings, and data sources in various ways. In this research the teacher can use observation, interview, documentation, and questionnaires (triangulation) to collect data, it is appropriate because through observation and interview the teacher can collect data in depth to the informant, in qualitative the data is too large so the researcher use questionnaires to collect the data, and categorize the data, collecting data help the researcher to make easy and simple. In this research, the researcher-collecting data by employing four methods: observation, interview, documentation, and questionnaire.

1. Observation

Through observation, the researcher learned about behavior and the meaning attached to that behavior based Marshall (1995) cited in (Sugiyono, 2013). According to that statement, the researcher observes teacher and the students behavior and understanding behavior means (Cresswell, 2007). Some of the challenges faced by time conducting observations the teacher remembering to take field notes, recording the observation process, shifting observations from non-participants to participants, and being overwhelmed on location with participants. Make observations in a broad range than narrow and narrow, focus observation area at the same time.

In this observation the researcher makes the teacher as an informant, data collection is done through interviews and observations, with the aim of getting data clarity. Observations have been made for two months, four times a teacher.

There were 5 classes consist of MIPA 1-5 which the teacher taught. The researcher focused on the teacher roles in implementing strategies in teaching writing, and blended learning teaching strategies for PTMT and learning from home classes. There are restrictions and policies to limit study time, so one PTMT meeting is 45 minutes and 120 minutes for learning from home classes. During the observation, the researcher made field notes, which have been used to assist the researcher in analyzing the teacher strategy in teaching, during the new normal in blended learning. The researcher also observed Google classroom as a learning medium for the learning from home student

group, which is part of blended learning. Conducted face-to-face observations at school and online through Google Classroom to analyze the interaction between teacher and the students at learning from home or PTMT as a whole during the teaching and learning process to find out the form of strategy that has been implemented by English teacher in blended learning during the new normal period of the COVID-19 pandemic.

2. Interview

Interviews, such as phenomenology, grounded theory, and case study research (Cresswell, 2007). The process of asking questions during the interview is a problem that the researcher must overcome. In qualitative research, interviews highlight the relationship the researcher and the informant.

In this research, semi-structured interviews have been used. The type of interview that mixed structured interviews using questions that have been prepared in advance and using flexible interviews, according to the situation and behavior of the, the researcher can prove or confirm the validity of important data from participants on the problems observed.

The interview used semi-structured interviews utilized open-ended questions, with the aim of creating the possibility of more detailed and open data, which may not have written, or asked by the researcher, with open-ended questions that can expand the data and provide potential for the data generated. Semi-structured interviews provide with flexible tools to collect data and make data more specific and explore unexpected data.

The semi-structured interview also guides the researcher as an active interview rather than a passive to communicate the data and interpret it to the informants. The teacher roles in teaching English is focused on writing, the teacher method of classroom management and teaching materials that determine the material to be selected and adapted to the existing curriculum and adapted to government policies and learning situations that blend PTMT and learning from home while studying. The researcher also the students who have taught by English teacher who had implemented English teaching strategies focused on writing, related to how the students adapt to the new normal conditions and situations with blended learning, the advantages and benefits obtained, as teacher disadvantages in its implementation. Learning strategies during the new normal COVID-19 pandemic.

a. Questionnaires

Questionnaire is a list of question that given to the respondents to get their responses based on the questions according Arikunto (2006) cited in (Ersa, 2020). Based on those explanation questionnaires it a list of questions that will be responded to by the teacher and the students, the question is about the teaching strategy implemented by the teacher. The strategy in this research is the role of the teacher in teaching writing during the new normal in blended learning, the strategy of the teacher in managing blended learning PTMT and learning from home, and the instructional chosen by the teacher. The researcher get information through the of the questionnaires, given to the students of XI MIPA 1-5 that taught and teacher implemented teaching

strategy to get information also validate important information related to a teaching strategy in blended learning.

b. Documentation

In the most traditions of qualitative research, the phrase personal document has used broadly to refer to any first-person narrative produced by an individual, which describes his or her own actions, experiences, and beliefs Bogdan cited in (Sugiyono, 2013). Document support the researcher as evidence of the data of the research, the result of the interview, observation, and questionnaires will support the interview, observation, and questionnaires credible with documentation, but not all documents have high credibility.

During collecting data through documents, the researcher may have difficulty reading the handwriting of the participant or informant. In the recording, a video the researcher should get attention to the angle of taking the video, and the sound that may be disturbing, the disturbing shoot of the camera. Collect documents related to research and have posted by the teacher and done by the students. The online document has been taken from learning from home in Google classroom. Consists of videos, materials, and audio shared by the the teacher. Student worksheets, replies, on Google classroom.

F. Data Analysis Technique

According to (Matthew B. Miles and A. Michael Huberman, 1994) there are three concurrent flows of activity; data reduction, data display, and conclusion or verification.

1. Data Reduction.

Data reduction is the process of selecting, narrowing, abstracting, and transforming data that has written in field notes or transcriptions. Data reduction could not separate from analysis; data reduction is in the form of data, focusing data so that conclusions can be drawn and verified. Qualitative data can be reduced in several ways such as; selection of data, phrase data, from general data to more specific data. During data reduction process, the researcher dispose unnecessary research data from the field of the research, unnecessary data as like the teacher talk out of topic in learning process.

The second process in data analysis can be through data in the stage the data obtained is organized, compressed from the information which is then concluded and implemented. The displayed data can be in the form of matrices, graphs, charts and networks. This form of display data aims to assemble and organize data, which used by to draw and display information and record data for further processing. The researcher used table of display to draw the data the teacher re obtain and to explain the data to the reader easily. The data display of the research such as transcript of the observation process, field note, interview blueprint and questionnaire blueprint. Data reduction is the process of selecting, narrowing, abstracting, and transforming data that has written in field notes or transcriptions. Data reduction could not separate from analysis; data reduction is in the form of data, focusing data so that conclusions can be drawn and verified. Qualitative data can be reduced in several ways such as; selection of data, phrase data, from general data to more

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3. Drawing Conclusion.

The third step in the data analysis technique is drawing conclusions and verification. Conclusion is a data verification process, verification may be brief as a second thought at a glance across the analysis during the research process, and the data emerges from conformability to validity. Data finding that support by evidence conclude statement and data was credible to show.

This following step to analyses data from this research, which step analyze data first data reduction, second is data display and conclusion then interpreted into conclusion and finding of the research:

a. The observation of teaching learning in PTMT and learning from home, the researcher have observed PTMT and learning form home classes, PTMT conducted in classroom while for the BDR class, the researcher conducted through Google classroom.

b. The next stage of data analysis is through data transcripts which have coded and then grouped to get credible data. Observation of the strategy that have implemented by the teacher in the PTMT and learning from home processes. The role of the teacher during PTMT as controller in manage the classroom and selection of instructional materials such as syllabus and lesson plans as the teacher as the materials used and adapted to the situation and government policy.

G. Trustworthiness

The trustworthiness step in qualitative research is to check the data through credibility, transferability, dependability, and conformability. The purpose of this step is to minimize errors during collecting data, so the data will be scientifically credible. The research collecting data at SMAN 3 Kediri to get trustworthiness, the recheck the data and back to field research continues to prove the data about the implementation of teaching strategy to the 11th the students during the new normal. Trustworthiness data in qualitative research according to are credibility, transferability, dependability, and conformability (Sugiyono, 2013).

Trustworthiness in this research used data triangulation. Trustworthiness is applied in this research, to confirm and prove the validity of the data, it is necessary to triangulate the data, using observations, interviews, questionnaires, and

documentation to obtain the data. have observed the implementation of strategies in learning during the new normal or blended learning; observations made several times during the research starting from February 2021 and carried out intensively for two months from August to December. Observation has been carried out directly in class or PTMT and online observation in Google classroom using learning from home. Moreover, conducted in-depth interviews with the teacher several times online through chat and directly in the PTMT class, as participants and informants in research, to obtain and develop research-related data in semi-structured interviews, in addition to using questionnaires to the students at knowing the students perspectives. In blended learning and participant learning related to research.

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CHAPTER IV

RESEARCH FINDING

This chapter contains an explanation of the process in research and the results of data collection. Consist of setting description, description of research data and interpretation and discussion.

A. Setting Description

The research was conducted at SMAN 3 Kediri, the reason this place conducted research because of its strategic location so it was easy to monitor. This place also has research criteria according to the title and theme of the researcher. Learning in the new normal was done by applied offline and online learning models simultaneously, this uniqueness encourages the researcher to made SMAN 3 Kediri the subject of research.

The teacher and the students were cooperative during observation and data collection, cooperative teacher helped in data collection and can produced valid data and test its credibility. SMAN 3 Kediri was government-owned school and uses the 2013 curriculum which was curriculum made by the government, there were 1178 the students studied at SMAN 3 Kediri with 58 the teacher. The background for conducted research at SMAN 3 Kediri because SMAN 3 Kediri was uniqe and appropriate with the of the research criteria and data that were in

accordance with the formulation of the research problem, this school has implemented blended learning during the new normal COVID-19 and used K13 curriculum utilized the 2013 curriculum, professional the teacher who also applied learning strategies in mixed learning. In the pre-research period, the researcher observed that a good application of blended learning was applied by the teacher by using appropriate learning strategies.

B. Data Description

The data presented was sourced from the observation and interview processes that have been carried out by the researcher in the field, there were several field notes found by the author during the observation. The observation process was carried out by observing learning during writing learning in blended learning during the new normal COVID-19. Semi-structured interviews were conducted by the researcher. The interview process flows according to the direction of the informants and questions that have been prepared by the researcher related to the implementation of blended learning so that they can answer the existing problem formulated. The role of the teacher in writing the teacher was a crucial aspect to reach out the goals of teaching-learning.

1. Teacher role, classroom managmenent and instructional material.

According to the data obtained through interviews and observations with English teacher that teaching PTMT nd learning from home writing learning models, several factors and components influence writing learning strategies. The first was the teacher role, classroom management, and

instructional materials that are applied. In addition, the learning model was a factor that builds learning strategies, namely the learning model, which were implemented at SMAN 3 Kediri. Unlike the learning models in other schools that applied hybrid learning, blended learning, or flipped learning only, SMAN 3 Kediri implements PTMT and learning from home which was combinated of several of these learning models. Moreover, in learning to write, implemented instant writing, contextual writing, and collaborative learning between teacher and students.

The teacher play a big role in learning to write in the new normal period of COVID-19. Based on the research results, the teacher roles in learning were controller, organizer, assessor, prompter, participant, resource person, observer and tutor:

> *"Itu semacam minta nasihat begitu yaa, jadi itu jatuhnya semacam konseling. Jadi intinya, anak itu tetap belajar sendiri, tetap belajar sendiri"*

Translated "It's like asking for advice, yes, so it's a kind of counseling. So basically the students were still learning on their own, still learning on their own." In addition, the teacher acts as a counselor, the students have opportunity to consult with the teacher about the learning that has been received during learning from home, the aim was that students can gain clear knowledge after studying the material independently and actively.

Moreover, the teacher actually came to class only for questions and answers (QNA). The teacher did QNA was carried out to find out the extent of students understanding of the material that has been taught. According to

informants, during learning from home which was flipped learning forms learning in "student-centered learning" students can learn on their own, resulting in students not interacting with the teacher and being afraid to ask questions. Through question and answer students were trained to be more courageous in expressing their opinions in public.

Furthermore, through data collection observation the researcher obtained field notes the teacher role as a motivator has a major impact on the students psychology and self-confidence. It could be seen that students were more enthusiastic in learning even though their learning time was limited. During thwas pandemic, there were several the students who have dropped out of school therefore, the teacher roles in motivating the students has an impact on the learning process. The students who could not write passive sentences correctly about learning also remain motivated to keep trying.

Class management affects PTMT and learning from home, with class arrangements affecting learning effectiveness. Class environment, seating arrangements, scheduling of material upload times for learning from home, and managing WhatsApp and Google Classroom as media (classes) during learning from home. Class physical environment (Brown, 2000): sight, sound, comfort, seating arrangement, use of the blackboard, equipment, voice, and body language. Based on field notes, when teaching PTMT the teacher does not just stick to one point, around and communicates with several the students more closely.

In this way, teacher could better understood the students, besides that it was fair for all the students to get equal attention. The teacher also spoke clearly and in a loud voice so that the students could hear clearly.

> *"Google classroom media untuk mempersatukan, media untuk mengirim tugas materi"*

Translated Google class media to unify, media to submit assignments. Instead of other conventional forms of class, teacher use Google Classroom, Google Meet, and WhatsApp as online classes for learning from home. Google Classroom as a means provids instructions, and provide materials, assignments, and assessments. WhatsApp have a means provide motivation and open learning. Google Meet for learning from home online learning.

To practiced content, to facilitate communication with learners, or to enable learners to practice content without the teacher assistance), form of material (e.g., textbooks, audio-visuals, computers, software). The relationship of the material to other sources of input (i.e., whether the material serves as a major input source or only as a minor component of it), and the teacher abilities (e.g., their competence in the language or level of training and experience (Brown, 2000).

Teaching materials mediated by the teacher and the students in teaching and learning English, coverage for syllabus items, and specific syllabus details. The content of the material adapts to the situation and needs of the students. From the results of interviews, according to informants:

> "*Saya tidak menggunakan RPP pandemic seutuhnya, jadi seperti seorang munafik didepan pemerintah kita ikut aturan pemerintah, tapi*

> *faktanya di lapangan kan tidak seperti itu ada kurikulum pandemic tapi dapodiknya tetap lama. Gimana cara kita mengatasinya yaa… pandemic tetap pandemic, penilaian ya tetap penilaian kan ya begitu akhirnya*".

Translated "I don't use the RPP pandemic completely, so like a hypocrite in front of the government the teacher follow government rules, but the fact is that on the ground it's not like that there was a pandemic curriculum but the dapodik was still long. How do the teacher deal with it, the pandemic were still a pandemic, an assessment was still an assessment, right, that's how it ends."

The teacher gave the freedom to use K13 or Pandemic instructional materials, broadly speaking the lesson plan used was the pandemic lesson plan plus the appropriate material in "dapodik". Assessment for the students was also made simpler by reducing the assessment indicators with the aim of simplifying the assessment process so that learning was maximized "Yes, for example, like passive voice material, the explanation was in the book, they were asked to read the book, if there was PPT, they were told to see the PPT, if there was a video, yes they were told to see the video". Materials were made in various forms such as videos, PPT, books, and e-books made according to the needs of the students. In observation the researcher got field notes, the teacher gave instruction to the students through WhatsApp and Google Classroom.

In syllabus divided into several types; syllabus design criteria was the design of syllabus such as competing claims, making a decwasion, selection and grading (Harmer, 2004).

> "*Meminimalkan apa yaa, skoring itu dalam artian kalau misalnya mereka harus dinilai berdasarkan kreteria 15 atau 10 maka yang sedikit itu kreterianya tidak banyak mungikin yaa penilainya berdasarkan emm, struktur teks sudah sesuai atau belum, unsur kebahasaanya sebanyak apa yang mereka kuasai hanya begitu saja*".

Translated "Minimizing what, scoring is in the sense that for example they must be judged based on criteria of 15 or 10 then the few criteria were not much possible, the assessment is based on emm, the structure of the text is appropriate or not, the linguistic elements were as much as what they master, it's just like that". Assessment for the students is also made simpler by reducing the assessment indicators with the aim of simplifying the assessment process so that learning is maximized "Yes, for example, like passive voice material, the explanation is in the book, they were asked to read the book, if there is PPT, they were told to see the PPT, if there is a video, yes they were told to see the video". The materials were made in various forms such as videos, PPT, books, and e-books tailored to the needs of the students.

The issuance of a government policy regarding learning during the new normal COVID-19 encouraged schools and the teacher to apply the PTMT and learning from home models. This learning model is a new form, so in practice, some obstacles were found. The number of the students is determined according to the zoning of the spread of COVID-19 so that only 50% of the school's capacity is d to study, so PTMT and learning from home

learning models were made. Hybrid education is an online and offline learning strategy in order to promote two different learning environments, online learning was carried out synchronously and offline and can replace offline learning time (Gagnon et al., 2020). PTMT and learning from home adopt hybrid learning by integrating online and offline learning, but PTMT and learning from home cannot replace each other and were carried out simultaneously with different the students and take turns learning PTMT and learning from home.

2. PTMT learning model

Blended learning combined of e-learning methods with traditional learning which was widely used to create new hybrid teaching methodologies that were increasing being applied in foreign language teaching today (Huong, 2019). This learning model was an application of PTMT and learning from home, this learning collaborates offline and online learning and does not replace offline learning. In PTMT and learning from home, learning can be synchronous or asynchronous, different from blended learning which only uses asynchronous. During PTMT and learning from home learning in one class, the students were divided into two groups. Learning from home and PTMT the students take turns doing online and offline learning with the aim of maximizing learning outcomes taking into account the rules for organizing learning during the new normal COVID-19 period.

In flipped classroom learning model, the teacher made learning materials through interesting learning media and utilizes technology that is traditionally applied. The flipped classroom was a new learning model. In the reverse classroom, the teacher made a teaching video through modern technological means, which consists of the knowledge they need to teach in the classroom in traditional teaching, then the students were asked to learn the material. While offline classes were used to carry out questions, interactions, activities, and further knowledge (Qu & Miao, 2021). The equations of blended and hybrid learning models, flipped learning were also applied in learning from home and PTMT the students were gave material by the teacher through Google Classroom which is delivered via WhatsApp Group, then learning from home the students were asked to study first and then it will be discussed in depth during PTMT learning. This learning model was not always applied, depending on the rotating class schedule, there were those who study the material first (learning from home), there were the students who were introduced directly in class, and attract the students interest and curiosity. Moreover, the teacher also revealed was an opportunity for the teacher to conduct counseling with the students, while BDR was managed by the teacher into student-centered learning.

> *"Jadi itu jatuhnya semacam konseling. Jadi intinya, anak itu tetap belajar sendiri, tetap belajar sendiri"*

Translated "So it was a kind of counseling. So basically, the child was still learning on his own, still learning on his own".

During interview, it was known that in learning from home the students learn independently or better known as student center learning, which will then be discussed in depth in collaborative learning of PTMT with the teacher. Through this learning model, there was deep interaction between the teacher and the students, question and answer, and consultation regarding material that was not understood. The PTM lasts for 30 minutes offline in the classroom, the material taught was in accordance with the syllabus used. Learning media such as: video, PPT and books.

In the observations that have been made, field notes were obtained, and student were given learning materials about passive voice in various forms such as videos, PPT, and e-books that use technology that aims to make it easier for the studentss to learn independently, then during PTMT learning the teacher discusses the material in-depth and the students can understand because they have studied in depth. This form of students center learning honors students creativity and frees students to learn through various learning sources and made students comfortable.

3. Writing.

Contextual learning was learning with an approach that was around the school, events that occur around that were adapted to the syllabus and were situational.

> *"Emm misalnya situasi atau situasinya kan dikasih seperti ini, menggunakan apa, apa yang sudah mereka pahami. Unsur kebahasaan sudah mereka pahami, kemudian berdasarkan struktur teks yang sudah*

> *mereka pahami. Mereka diminta membuat tulisan yang seperti mereka baca, ada yang mirip, ada yang baru sama sekali".*

Translated "Emm, for example, the situation or situation is given like this, what to use, what they already understand.

They have understood the linguistic elements, then based on the structure of the text they have understood. The teacher re asked to write what they read, some the teacher were similar, and some the teacher were completely new contextual writing in the sense that the students wrote through what they have learned and understood, in this learning the students do not need to memorize the students more focused on understood the overall material that the students hope will be able to understood even though they were doing different exercises. The students write based on what they understood and have learned as the teacher with writing themes that were around and experienced by the students such as the COVID-19 pandemic situation.

There were strategies in writing focused on the process constructed a writing product Harmer (2004) the way the teacher gets the students to plan, the way the teacher **encourages the ideas:**

> *"Apakah kamu masih ingat?" Nah itu. Sudah dibaca di Google Classroom, kan. Jadi pasifnya seperti ini". "Sekarang saya bertanya ada berapa atau ada berapa macam kata kerja."*

Translated "Do you remember?" Well that. It's been read in Google Classroom, right. So it's passive like this." "Now I ask how many or how many kinds of verbs were there." The teacher brainstorms by connecting with

the material that has been studied. Get **draft** to get a passive voice writing draft, the teacher makes an order through Google Classroom, then the teacher checks on Google Classroom, the teacher has also discussed it in class during PTMT. **Reflect**:

> "*Mereka diminta membuat tulisan yang seperti mereka baca, ada yang mirip, ada yang baru sama sekai"*

Translated they were asked to write what they read, some were similar, some were completely new. And **revise:**

> **"***Dinilai berdasarkan kreteria 15 atau 10 maka yang sedikit itu kreterianya tidak banyak mungikin yaa penilainya berdasarkan emm, struktur teks sudah sesuai atau belum, unsur kebahasaanya sebanyak apa yang mereka kuasai hanya begitu saja. Sudah sebanyak apa, sudah benar atau belum jadi… itupun juga waktnya sangat, sangat apa pendek jadi itupun tidak bisa menulis dalam bentuk yang panjang-pajang. Kalau misalnya percakapan ya paling hanya 5, 6 baris***".**

Translated Assessments were based on criteria of 15 or 10, so the few criteria were not much possible, the judges were based on erm, the structure of the text is appropriate or not, the linguistic elements as much as what they master is just like that. How much has it been, is it correct or not... and even then the time is very, very short, so even then it can't be written in long form. For example, the conversation is only 5, 6 lines. The way the teacher responds to our students writing, and the process trap: over planning in teaching-learning decreases spontaneity and creativity. The teacher gets a student plan and then guides the students to develop the ideas they have. The students collected the writings that have been made through Google Classroom; the teacher then revises and directs some of the students writings that were not appropriate.

When the students were fluent enough, they have asked to write spontaneously about activities or things around them. Learning from home the students have a certain topic and then collect it, while for PTMT learning the students had gave a theme spontaneously. In the teacher opinion to simplify the assessment indicators, only the main indicators were included, this is done with the aim that teacher were more focused on PTMT and learning from home so that maximum results were obtained.

C. Interpretation

In this research, the teaching learning strategy has been divided into three, namely (1) the teacher role, classroom management, and instructional material in PTMT and learning from home, (2) PTMT and learning from home learning models, and (3) teaching writing. Strategy was series of activities used by the teacher that have been applied to achieve the desired learning outcomes. The teacher role in methods were related to four issues: type fulfill the teacher, degree of control, degree of responsible, interactional pattern between teacher and students (Richards & Rodgers, 1986).

1. Through the results of observations and interviews, the teacher roles in learning PTMT and learning from home includes counseling, review of materials, control, and motivators. In counseling, the teacher plays a role in the consultation process regarding the material that has been given by the teacher, during learning from home activities the students learn independently or student center learning in the learning process the students often have confused, and therefore the teacher conducted

counseling on PTMT learning. More than that, the teacher also plays a role in reviewing the material that has been given it was uncommon for the students to feel reluctant to pay attention to the teacher. The teacher takes the initiative to review the material before starting PTMT learning, in the process Questions and answers often occur between the teacher and the students, according to this way the teacher can trigger the students courage to asked questions. Learning from home for 90 minutes, carried out by the students independently, learning from home the students were free to choose how to learn this was which the role of the teacher was to control the students to keep learning. This controlled was done by the teacher by being absent from Google Classroom and giving practice questions, this was the teacher way so that the students do not do other activities outside of learning activities.

2. The COVID-19 pandemic has had an impact on several things, one of which was student interest in learning. According to informant in the interview, the students felt bored during PTMT and learning from home. The teacher made various ways such as explaining the material uploaded on YouTube, and practicing questions through quizzes. It was teacher effort so that students do not get bored. In PTMT, learning the teacher also often provides direct motivation so that the students remain enthusiastic about learning. The government's policy regarding the rules for organizing learning during the COVID-19 The new normal period encourages teacher to form two PTMT and learning from home

learning groups. The teacher managed classroom management by dividing and grouping the students into PTMT and learning from home, every day the students study online and offline at the same time and take turns according to a schedule. In learning from home, teacher use Google Classroom as another form of online class, Google Classroom has been used as a medium to provide material in the form of PPT, videos, and e-books. The results of observations through observations show that teacher also use Google Classroom as a medium for conducting assessments through the features available in Google Classroom, besides that the teacher also provides practice questions in the form of Quizzes through Google Classroom.

3. On the other hand, the teacher carries out the form of classroom management during PTMT learning with a seat arrangement. The seating arrangement through giving a distance of two chairs for one student, as teacher Z-shaped seating arrangement. This was to comply with the health protocol, and so that the students views of the teacher were, clear. Although using a mask, the teacher voice can be heard clearly by all the students. The teacher body language when explaining the material can also help the students to understand the material have explained.

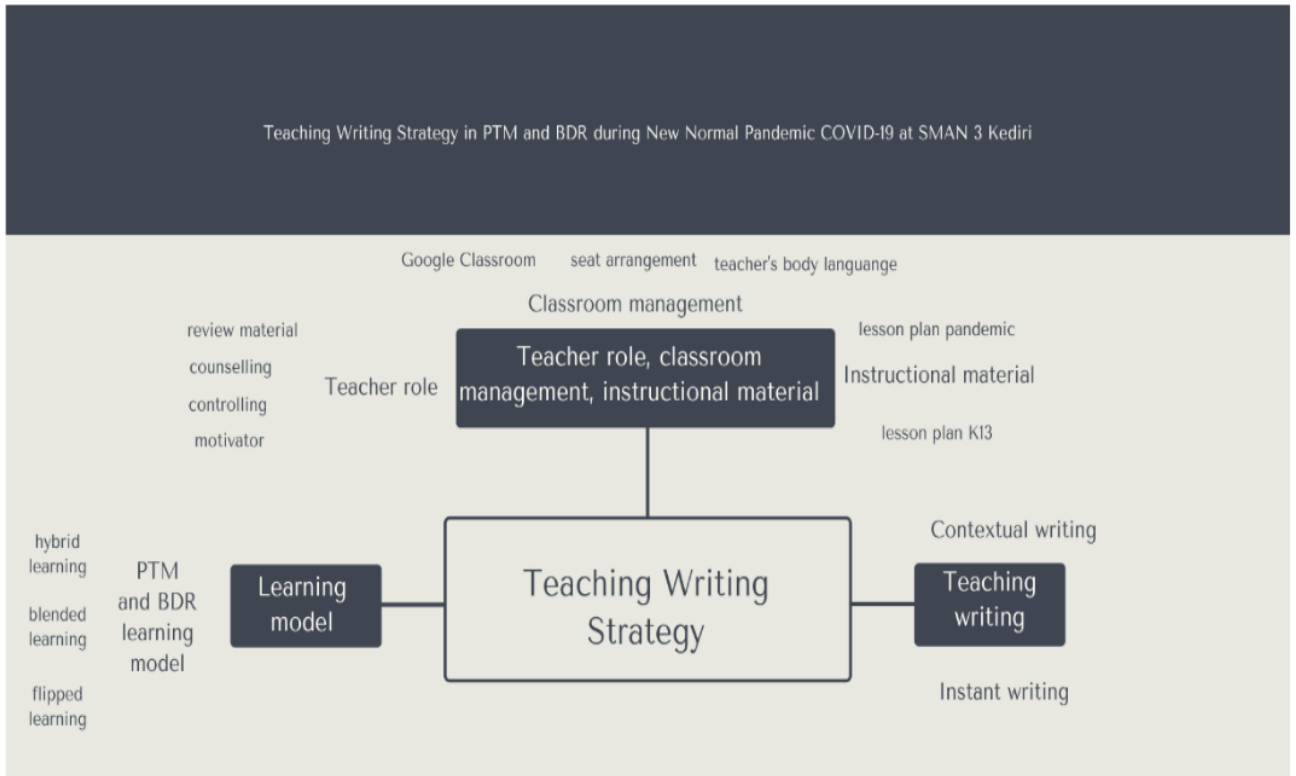
4. The used of a combination lesson plan from lesson plan K13 and lesson plan pandemic aims for teacher to be able to adjust the needs of the students and the curriculum applied at SMAN 3. Through interviews

the teacher conveys an example of material about Passive Voice, this material was not contained in the pandemic curriculum but is found in indicators of "dapodik" so that the teacher continues to teach it, besides that this material was also important to be taught by the teacher to the students.

5. The appropriate learning model was also part of the learning strategy; the informant stated that this learning model has called the PTMT and learning from home learning model. The uniqueness of this learning model was that offline and offline learning has been carried out at the same time. In blended learning, the teacher adapts online learning to enhance student learning online learning and face-to-face learning and cannot replace face-to-face time. Hybrid learning model by doing online and face-to-face learning synchronously or asynchronously, PTMT and learning from home through synchronously or asynchronously. Moreover, the application of flipped learning in PTMT and learning from home was the existence of a student center learning in learning from home, the students study independently at home then the teacher will review and conduct counselling during PTMT learning at school.
6. In learning writing, the teacher applies contextual writing; the students have explained the concept of the learning material. In contextual writing, the students have not been asked to memorize but to understand the concept of learning so that the students can keep writing without

memorizing the concept of writing. In enhance the students abilities, teacher also carry out instant writing learning, namely the teacher conducts instant learning with themes that were around the students and were not complex, this learning does not have to fulfill the elements of learning to write completely, but briefly, the students can understand concepts and have trained to write.

Teaching strategy was a series of ways and efforts of teacher in achieving learning objectives, there were obstacles faced by teacher in implemented PTMT learning strategies as follows: the use of applied technology, the use of technology that was still limited can hinder the achievement of research objectives. Second, the existence of two different classes, especially in "learning from home" was a challenged for the teacher, controlling the "distance" learning process through Google Classroom. The motivation of the students in learning was diverse, made the achievement of learning outcomes for each student different. The teacher roles in fostering student interest in learning with fun learning was very much needed. Permission from parents to take part in PTMT learning has an impact on teaching, the teacher must prepare various tools that support learning so that the students can achieve the same learning goals.



Finding of Research 4.1

CHAPTER V

CONCLUSION, IMPLICATION AND SUGGESTION

This chapter presents the conclusion, implication and suggestion of the research. The conclusion covers finding of the research according to the research problem, and objective of the research. Implication expose practical implication, and theory implication based on research finding. Meanwhile the suggestion provide ideas for the future research in relevant topic.

A. Conclusion

The aims of the research to achieve the objective of the research: 1). to explain strategies implemented in writing by the the teacher during PTMT in SMAN 3 Kediri. 2). to describe how strategies in writing implemented by the teacher during PTMT SMAN 3 Kediri.It has been found from research through interviews and observations that teaching writing strategy at SMAN 3 Kediri was divided into three parts 1) the teacher role, classroom management, instructional material 2) PTMT and learning from home learning models, and 3) teaching writing. The implementation of this learning strategy has a positive impact on writing learning during the COVID-19 New Normal period. The collaboration between the teacher, the students, and schools makes the achievement of PTMT and learning from home learning objectives.

The teacher roles in PTMT and learning from home, the teacher roless include controlling PTMT and learning from home classes, which have been carried out at

the same time at different places online and offline. Besides that, the the teacher also reviews the material during PTMT learning that the students have learned

Independently online during learning from home, the teacher roles aims to maximize learning time and can answer student doubts when learning from home is student center learning. More than that, the teacher also plays a counseling role during PTMT learning, good communication between the teacher and the students can make the students open to the obstacles they have while learning. The COVID-19 pandemic situation has an impact on all aspects of life, including the mental and psychological aspects of the students in PTMT and learning from home. According to informants at SMAN 3 Kediri itself, many the students drop out of school and lose their motivation to learn, so the teacher motivation was needed. The teacher motivation was verbal, such as words of motivation regarding the value of learning as well as actions.

In addition to the teacher roles, good classroom management was also needed, a form of classroom management such as the use of the Google Classroom application as an online class which is used as a suggestion to gave assignments, attendance, and assessments. When learning PTMT, the form of classroom management has been carried out such as seating arrangements, the distance between the students, Z-shaped seats, and the teacher body language when teaching.

Instructional material by applying and collaborating the pandemic lesson plan and lesson plan K13. The purpose of using a mixed lesson plan was to fulfill the government's recommendation to use a pandemic lesson plan and the materials the

students need. Some materials, such as a passive voice that were not included in the pandemic lesson plan indicators, have been taught to the students by the teacher.

Part of the third strategy, namely teaching writing, have found contextual writing that was applied in PTMT and learning from home. Contextual writing in this study means that the students have been taught to write by understanding the concept of writing, not by memorizing. The students write according to the context that has been understood with a predetermined theme. The limited-time for PTMT learning makes the teacher apply instant writing; the students have been asked to write according to a predetermined and spontaneous theme, and assessment indicators have also been made simpler so that they can focus on the writing process rather than the assessment.

In addition to the teacher roles, good classroom management is also needed, a form of classroom management such as the use of the Google Classroom application as an online class which is used as a suggestion to give assignments, attendance, and assessments. When learning PTMT, the form of classroom management was carried out such as seating arrangements, the distance between the students, Z-shaped seats, and the teacher body language when teaching.

Learning models were also part of the teaching writing strategy, called PTMT and learning from home models that adapt and collaborate with several existing learning models: hybrid learning blended learning, and flipped learning. What makes PTMT and learning from home unique was offline and online at the same time. This learning model divided each class into PTMT and learning from home,

the students study online and offline according to the schedule that has been made, the schedule changes every two weeks.

Teaching strategies refer to teacher' activities that aim to facilitate learning (Sit, 2017, p. 25). This research focused in factor in teaching writing strategy in PTMT and learning from home; teacher role, classroom management and instructional material that support teaching learning process (Harmer, 2004). The task of the teacher in writing teacher was crucial aspect in teaching writing, teacher have to perform before, after, and during the students were the following: demonstrating, motivating, responding, and supporting. It has explicitly stated that the teacher role was one of important factor in teaching writing especially in pandemic situation, the teacher role helped student to trough the process of learning and get the result-writing product.

This research described the implementation of teaching writing strategy during the COVID-19 pandemic. From the observation and interview show that several factors that support teaching learning, the factors were; the teacher role, classroom management, and instructional materials. According to the research finding, the role of the the teacher has figured to counsel the problem that student face out, review material during flipped learning in learning from home the students, motivating the students to keep learning in pandemic situations. In carrying out the the teacher duties they have a problem in communication with the students, sometimes miscommunication happened learning from home the students do not do their task, or read the material. The other problem was the teacher cannot control the students one by one in online learning. The teacher and the students

adapted to the situation of teaching-learning during a pandemic, the teacher combined flipped learning, hybrid learning, and blended learning. Adjusting government policy, curriculum, and the students needs. Classroom management and instructional materials.

B. Implication

Based on finding the research, implications forward have been divided into: theoretically and partially implications.

1. Theoretical implications.

Teaching writing strategy has by the existence of the teacher roles, classroom management, and instructional materials. The role of the teacher in the learning of PTMT and learning from home was counseling, review, controlling, and motivator. In regulating learning from home, the teacher use the Google Classroom application, while in PTMT learning there was a seat arrangement, the the teacher body language was a form of classroom arrangement that aims to achieve maximum learning goals. The use of PTMT and learning from home models affects the smoothness of learning, by adopting existing learning models, namely hybrid learning, blended learning, and flipped learning. The uniqueness of this learning model is an online learning and offline learning which have been carried out simultaneously during the COVID-19 pandemic. Although some obstacles were still found, the learning model is right to have used during the COVID-19 pandemic.

The contextual writing and instant writing have to learn to write in a short time without memorization; through writing, experiences get the students can learn the teacher.

2. Practically implication.

The results of this study have been used for the teacher references in teaching writing strategies during the pandemic. Utilization of applications and the internet, assessment, and time-sharing in teaching classes online and offline simultaneously.

D. Suggestion

Based on the results of the research that has been explained, here were some suggestions of the researcher:

1. PTMT and learning from home were closely related to technology, many aspects have related to technology, as input schools prepare facilities that support learning in PTMT and learning from home, computer learning equipment facilities and software that can support learning better. Moreover, human resources, namely the teacher as controlling, have given training in the use of learning technology so that the teacher can be more creative in learning.
2. There was self-motivation in the students so that they were more enthusiastic in learning. In facing learning in the midst of a pandemic during the new normal COVID-19 period, enthusiasm needed in overcoming boredom in learning.

3. For future the researcher, it has expected to conduct a wider research on learning strategies, not limited to teaching writing. Moreover, research on obstacles in the implementation of teaching strategies has been needed to analyze the difficulties faced so that ways had been found to overcome these obstacles and get maximum learning results.

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APPENDIX

Apendix 1. Statement Letter from SMAN 3 Kediri

PEMERINTAH PROVINSI JAWA TIMUR
DINAS PENDIDIKAN
CABANG DINAS PENDIDIKAN WILAYAH KEDIRI
UPT SEKOLAH MENENGAH ATAS NEGERI 3 KEDIRI
Jl. Mauni no. 88 telp. (0354) 683809, Fax (0354) 683809, kode pos : 64131,
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SURAT KETERANGAN
Nomor: 421/1513/101.6.14.3/2022

Yang bertanda tangan di bawah ini:

N a m a	:	**Drs. ABDUL WAHID, M.Pd**
NIP	:	19621119 198703 1 009
Pangkat/Gol.Ruang	:	Pembina/IVa
Jabatan	:	Plt. Kepala Sekolah
Unit Kerja	:	SMA Negeri 3 Kediri
NPSN	:	20534387
NSS	:	103105630301

Menerangkan dengan sebenarnya bahwa:

Nama	:	Ike Mia Nopita Sari
NIM	:	18.1.01.08.0019
Fakultas/Prodi	:	FKIP/Pendidikan Bahasa Inggris
Institusi	:	Universitas Nusantara PGRI Kediri

Adalah mahasiswa Universitas Nusantara PGRI Kediri yang telah melaksanakan penelitian di SMA Negeri 3 Kediri pada tanggal 24 Agustus s.d 30 Oktober 2021 dengan judul penelitian **The Strategy Of Teaching Writing During "PTMT" at SMAN 3 Kediri**

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Kediri, 21 Juni 2022
Plt. Kepala SMA Negeri 3 Kediri

PEMERINTAH PROVINSI JAWA TIMUR SMAN 3 KEDIRI DINAS PENDIDIKAN

Drs. ABDUL WAHID, M.Pd
Pembina/IVa
NIP. 19621119 198703 1 009

Apendix 2. Observation Matriks

Matrix Observation and Interview

No	Strategy of teaching writing	Indicator	Description	Interview	Observation
1.	Teacher role	Controller	a. Deliver material b. Inform about things c. Organize exercise	√	√
		Organizer	a. Provide information b. Directing the students c. Giving feedback	×	√
		Assessor	a. Correcting the students work b. Offering feedback	√	√
		Prompter	a. Learn creatively	×	√
		Resource	a. Offering and guide the students	√	√

			b. Sharing information		
		Tutor	a. Pointing student work b. Direct the students	×	√
	Classroom management	Sight, sound and comfort seat arrangement	a. Z shape of seat arrangement	√	√
		Chalkboard use	a. The used of chalkboard b. Used Google meet and Google classroom	×	√
		Equipment	a. PPT, e-book material b. Book and white board	√	√
		Voice and body language	a. Voice clarity b. Teacher body language in explained material	×	√
	Instructional material	Form of material	a. Text book b. Audio-visual c. Computer	√	√

			d. Software		
		Primary goals	a. present content	√	√
		Relation of material	a. source of material	√	×
		Abilities of the teacher	a. teacher competency	×	√
2.	Blended learning	Growth			
		Flexibility			
	Hybrid learning	Combine between face to face and virtually learning at same time	a. Asynchronous b. Pre-record video	√	√
	Flipped learning	flexible environment	a. Time and place of learning	×	√
		Learning culture	a. Student center learning	√	√
		Interactional content	a. Video b. Quizzes	√	√
		Professional teacher	a. Controlling and remote learning process	√	√
3.	Contextual writing	Relation material and daily things	a. Critical thinking b. Learning independence	×	√

			c. Student development		
	Instant writing	Frequency in writing	a. Learning experience b. Evaluation and correction	×	√

Apendix 3. Transcribe Observasi

Transcribe Interview

Guru : "Assalamualaikum warohmatullahi wabarokatuh, hari ini kita melanjutkan materi minggu lalu tentang passive voice. 3.1 sd 3.8 Makanya sama 3.1 cari di BKS gak ketemu, mau cari di BKS gak ketemu di BKS ada 3.4 kan campur 3.8. Materinya sudah saya sampaikan di awal semester ini untuk semester 1 dan 3, tapi harus saya sampaikan ke semester 4 agar tidak ada kesalahan dan kesalahpahaman, jadi harus disampaikan dan diajarkan".

Guru : "Jadi bagaimana dengan poin 3.5?"

Siswa : "Acara atau pekerjaan atau kegiatan tanpa menyebutkan mata pelajaran"

Guru : "Nah itu yang disebut kalimat passive voice"

Guru : "Jadi kalau ada yang disebutkan tanpa menyebutkan pokok bahasannya disebut kalimat pasif."

Guru : "Bagaimana dengan rumus passive voice? Jika aktif ada subjek. Apa subjeknya?"

Murid : "mata pelajaran"

Guru : "Ya, subjeknya adalah orangnya"

Guru menuliskan penjelasan tentang passive voice di papan tulis, agar siswa dapat lebih memahami materi passive voice.

Guru : "aktif ya, kalimat aktif adalah kalimat yang subjeknya adalah orangnya diikuti dengan verba aktif kan?

Siswa : "iya"

Guru : "Apa nama kata kerjanya? Ini adalah kata kerja transitif?"

Siswa : "benar".

Guru : "lalu menyusul? Diikuti oleh objek. Dan objek ini adalah penderita. Ini a dalah kalimat aktif."

Guru : "Materi pasif itu tidak penting, apa yang penting dalam kalimat pasif? Yang penting si penderita adalah subjek dari kalimat pasif? Subjek yang diikuti oleh kata kerja pasif. Bagaimana kalimat passive voice?

Guru : “Itu adalah kata kerja yang dimulai dengan at dan diikuti oleh bentuk ke-3 dari kata kerja V3”.

Guru : "Apakah kamu masih ingat?" Nah itu. Sudah dibaca di Google Classroom, kan. Jadi pasifnya seperti ini”.

Guru : “Sekarang saya bertanya ada berapa atau ada berapa macam kata kerja.”

Siswa 1: “4”

Siswa2: “3”

Guru : “Tapi suara terbanyak belum tentu benar, IPA beda dengan IPS. Jika ilmu sosial bergantung pada suara terbanyak sedangkan sains bergantung pada fakta”

Guru : “kata kerjanya ada V1, V2, V3, Ving dan aslinya V. Karena kata kerja ini nantinya akan digunakan untuk membedakan kalimat passive voice. Misalnya, V1 dari bentuk kata kerja ini akan menjadi 1. Jika v2 dari kata kerja be adalah 2. Jadi Anda memiliki tugas untuk mengubah bentuk kata kerja dari bentuk 1 menjadi bentuk kata kerja 2 menjadi bentuk kata kerja 3.

Guru : “Mengerti?”

Guru : “Artinya bentuk kata kerja bentuk 2 berarti menjadi menggunakan bentuk 2. Be1 adalah saya adalah. Be is Tobe, kamu biasa menyebutnya Tobe”.

Guru : “karena siswa memahaminya tergantung pada perilaku dan penyampaian guru”

Guru : “apa itu verb2?

Guru : "dulu dan dulu"

Guru : " Apa yang dimaksud dengan kata kerja 3?

Siswa : “sudah”

Guru : “Akan berkunjung. Akan sebagai predikat. Kunjungi apa bentuk kata kerja ini? Bentuk 1 atau kata kerja aslinya. Jika kalimat ini diubah menjadi bentuk pasif, maka bentuk menjadi akan dikunjungi, jadi be adalah kata kerja bantu. Mengerti? Jadi kata predikat atau kalimat utamanya adalah visit”.

Guru : “Apakah kamu pernah diajarkan tentang hal ini? Kita sering belajar kalimat tetapi lupa mempelajari dasar-dasarnya. Kata kerja. Guru

seharusnya sudah mengajarkan ejaan sejak awal, menghafal berbagai bentuk verba, menghafal percakapan. Maka segera kami akan mengubah kurikulum menjadi kurikulum mandiri. Kurikulum akan selalu berubah seiring dengan pergantian menteri pendidikan".

Guru : "Orang sukses bukan berarti kamu harus jadi nomor satu, punya pangkat bagus kamu tidak harus jadi yang terbaik di bidang akademik, tapi akhlak dan kepribadian juga penting".

Guru : "Saya harus memberikan nilai kamu, tapi cara saya memberi nilai tidak langsung, maksudnya kalau saya hanya menilai kualitas kamu selama pelajaran, yang saya nilai adalah yang menonjol. Jadi nilainya hanya di situ: sangat bagus, bagus, dan cukup. Sekarang yang mendapat nilai A sangat baik yaitu siswa yang bertanggung jawab atas pembelajaran yang dilakukan. Nilai yang akan muncul pada raport adalah nilai yang diambil berdasarkan KI 3 dan KI 4 yang digambarkan dari 3.1-3.9. Lanjutkan KD 4.1 sampai 4.9. Sudah saya jelaskan di google classroom kan?

Siswa : "sudah"

Guru : "Jadi KD selalu dimulai dari tiga hal: fungsi sosial, struktur teks dan unsur kebahasaan"

Guru : "Jadi menurut saya ada dua macam nilai, yang pertama ada skor dan ada nilai. Saya membuat cara untuk mendapatkan nilai siswa yang baik, ada nilai kerajinan dan nilai ujian."

Guru : "Bagi saya nilai lebih penting dari sekedar nilai".

Guru : "Ya jam pelajaran sudah selesai, setelah ini silahkan pelajari lebih lanjut tentang passive voice. Tugas kalian adalah membuat 5 kalimat passive voice menggunakan kata-kata sehari-hari yang kalian gunakan, silahkan kumpulkan di Google Classroom dan jika ada pertanyaan silahkan hubungi saya melalui WA atau Google Classroom."

Apendix 4. Interview Transcribe and Coding Interview

1. Selama pembelajaran PTM dan BDR ini ada strategi khusus dalam implemntasinya?

Eeee saya kira untuk strategi yaaaa, kita menggunakan strategi PTM. Itu kita harusnya ya itu, harusnya pembelajaran ya tepati, karena waktu yang sangat apa sedikit yang waktunya hanya 30 menit itupun berlaku untuk separuh kelas kemudian, 30 menit berikutnya kita berlaku untuk separuh kelas yang lain yaa, di hari yang lain ya (nada memberi penegasan dan penjelasan). Dan juga meningat eeee (informan terlihat berpikir dalam menjelaskan pembelajaran PTM dan BDR) kebijakan sekolah ya yang menyatakan bahawa "PTM ini bukan bersifat pembelajran penuh yaaa tapi, sifatnya hanya semacam eeee apa namanya yaa, apa istilahnya kalo orang, orang datang ke tim ahli itu namanya apa? (informan berusaha mencari istilah yang pas dan tepat, yang dapat menggambarkan pembelajaran secara PTM). Itu semacam minta nasihat begitu yaa, jadi itu jatuhnya semacam konseling. Jadi intinya, anak itu tetap belajar sendiri, tetap belajar sendiri ya meskipun masuk, itu strategi kita mengajar pun juga tidka bisa kita aplikasikan dengan 100%. Yaa kalo toh pun misalnya kita eee, mengajar itu lebih banyak pada pemberian apa istilahnya yaa, penjelasan saja, agar anak lebih memahami materi yang mereka pelajari di rumah sebelumnya intinya begitu. Jadi 30 menit itu bukan mengajar, istilah sekolahnya itu hanya semacam konseling yaa. Jadi anak intinya belajar sendiri melalui materi daring yaa. Dari daring itu mereka kemudian, berusaha memahami materi-materi daring itu. Lha sebeneranya masuk kelas itu hanya untuk tanya jawab (QNA) Dari materi yang mereka tidak pahami, tapi berhubung siswa-siswaitu memang kurang dalam hal ketrampilan bertanya yaa, saya kira umum dimana-mana ya. Kalau sekolah se-kelas di SMAN 3 itu yaaa jarang lah siswanya secara aktif bertanya itu jarang sehingga, mau tidak mau ya tugas guru itu yang bertanya akhirnya. Yaa bertanya yaa, intinya itu lebih banyak pada pemberian konseling materi yang sudah mereka pelajari di rumah. Kalimat passive pun juga materinya ya berupa seperti apa namanya pemberian tugas-tugas. Yaa misalnya seperti materi passive voice itukan penjelasanya ada di buku, mereka yaa diminta baca buku, kalau ada PPT ya mereka disuruh melihat PPT, kalau ada video ya mereka di suruh melihat video, kemudian diberikan tugas, mengerjakan. Dalam artian mereka harus eeee apa ya menunjukan bahwa mereka sudah memahami materi yang sudah mereka baca atau lihat tadi itu. Intinya di sekolah itu hanya meyakinkan bahwa mereka sudah memahami. Jadi apakah tugas-tugas mereka sudah dikerjakan sesuai dengan yang di harap kan atau belum tentu, lebih banyak waktunya sangat kurang yaa. Materi yang serumit seperti kalimat passive hanya setengah jam itu tidak bisa menjangkau seluruh siswa yaa! Kalau toh hanya tanya jawab hanya satu atau dua saja. Kita tidak dapat, tidak mungkin mampu misalnya memberikan soal kepada semua siswa. Kalau toh ada yaa sedikit sekali lah ya. Tidak representative.

2. Bagaimana strategi pembelajaran dalam writing?

Yaa, kalau writing mulanya kan dari reading, setelah membaca kemudian mereka memahami, bukan hanya memahami isi teks kan? Jadi disetiap pembelajaran kan selalu ada muara 3 itu, memahami funngsi sosial, memahami struktur teks, dan memahami unsur kebhasaan. Lha yang sangat penting itukan di unsur kebahasaan dan struktur teksnya ini. Nantikan akan di aplikasikan menjadi, menjadi apa? Menjadi tulisan dalam bentuk writing itu. Naah ketia mereka di beri tugas itu, yang pertama yaa, online kan. Jadi di beri tugas berdasarkan emm misalnya situasi atau situasinya kan dikasih seperti ini, menggunakan apa, apa yang sudah mereka pahami. Unsur kebahasaan sudah mereka pahami, kemudian berdasarkan struktur teks yang sudah mereka pahami. Mereka diminta membuat tulisan yang seperti mereka baca, ada yang mirip, ada yang baru sama sekali. Nah dalam hal writing ini yang kekuranganya itu adalah bagimana kita, apa yaa mengkoreksi hasil writing. Dimana di butuhkan waktu yang sangat panjang. Kalau hanya setengah jam dikelas kan ndak bisa mungkin selelsai gitu loh. Tidak mungkin selesai makanya lebih banyak kita, apa ya istilahnya me….. menyedikitkan, apa ya istilahnya meminimalkan apa yaa, skoring itu dalam artian kalau misalnya mereka harus dinilai berdasarkan kreteria 15 atau 10 maka yang sedikit itu kreterianya tidak banyak mungikin yaa penilainya berdasarkan emm, struktur teks sudah sesuai atau belum, unsur kebahasaanya sebanyak apa yang mereka kuasai hanya begitu saja. Sudah sebanyak apa, sudah benar atau belum jadi… itupun juga waktnya sangat, sangat apa pendek jadi itupun tidak bisa menulis dalam bentuk yang panjang-pajang. Kalau misalnya percakapan ya paling hanya 5, 6 baris seperti yaaa itupun diiii apa? Kurikulum-kuriklum sebelumnya kalau belajar menulis itukan tidak mudah kan yang pertama di mulai dari tugas kelompok bersama-sama saling mengkoreksi kan? Kemudian tugas individu. Nah ini yang tidak mungkin bisa kita kerjakan dengan benar kalau kita mengerjakannya dalam bentuk online. Karena tidak mugkin berkelompok kan kalau online begini. Yaaa kalau toh online kita juga tidak bisa ngontrol kan? Akhirnya jadinya yaa paling-paling dikerjakan satu dua orang yang lain ikut apaaa? Ikut nama saja. Yaa makanya kalau dikelas itu jauh lebih banyak kita mereview materi begini begini sedangkan tugas paling yaa dikerjakan di rumah itu, ngoreksinya pun juga serba apa? Serba minimal lah. Apaa ya serba minimal tidak punya banyak waktu, tidak punya banyak kriteria begitu, karena makin banyak kreteria membutuhkan waktu lebih banyak. Tapi ya itulah yaa di masa pandmi ini kan semuanya serba ter... serba terbatas, terbatas bahkan sampai kurikumnya sajakan, kemarinkan di sederhanakan menjadi kurikulum pandemic tapi tetap guru tidak bisa demikian saja menerima kurikulum itu dengan apa mengaplikaasikan langsuk ke kelas karena sekali lagi kita di batasi banyak hal termasuk penilaian misalnya. Penilaian di dapodik itu sama sekali tidak berubah dari kurikulum lama. Jadi kurikulum nya di sederhanakan sedangkan nilainya tetap. Yaaa kita seperti orang pembohong kan? Tidak diajarkan tapi dinilai, tidak betul itu bisa tidak bisa kita tetap kita tetap ajarkan. Diajarkan dalam waktu yang memang

terbatas dan kita nilai. Kita terbatas juga sehingga nanti kita tidak di sebut pembohong dalam mengisi nilai di dapodik yaaaa gitu loh. Bahkan termasuk kalimat passive itu sebenarnya, kalimat passive itu di kurikulum pandemic tidak ada. Naaah bahkan itu yang namanya "explanation text" yang harusnya kelas 11 itu, justru di masukan ke kelas 12. "Explanation text" itu masuk ke kelas 12 di kurikulum pandemic. Makanyaa ya istilahnya, sangat terbatas lah pelaksanannya pada saat pandemic itu dan kita memang di beri pilihan, silahkan memmilih yang pandemic atau yang kurikulum normal K13 yaaa kita berpikirnya banyak hal ya. Ya pandemic ya tapi tetap kita gunakan, mungkin waktunya lebih sedikit, tapi tetap kita tidak sampai, tidak mengajarkan apa yang harus kita nilai dan kita harus masukan ke dapodik. Tapi tetap KD KD yang harus dimasukan nilainya di dapodik harus kitaa ajarkan, ya meskipun nilainya sangat terbatas. Tantangannya seperti itu, jadi anak-anak lebih banyak bekerja di rumah itu yang, yang sekarang terjadi di sekolah. Di sekolah sangat tidak efektif, istilahnya begitu tidak efektif yaaa. Bahkan perencanaan-perencanaan kita, yang sudah kita rencanakan dengan matang pun jadi mentah kalau di kelas itu yaa! Banyak siswa yang tidak masuk, banyak siswa yang apa? Tidak mengerjakan tugas, dan itu kita tidak bisa memaksa mereka ya dengan dalih pandemic itu yaa! Ada orang tua yang anaknya tidak di izinkan masuk, yaa ada yang harusnya di kumpulkan hari ini, malah di kumpulkan besok, ada yang minggu depan, ada yang sampai satu bulan tidak mengumpulkan tugas, itu memang kelemahan kita dalam masa pandemic ini, sehingga yaa kalau di tanya tentang strategi kita yaa, ya strategi pandemic udah gitu aja. Tidak ada strategi pastinya kita tidak bisa menggunakan strategi teoritis yaaa! Pandemic itu sama sekali tidak menerima teori, tori itu udah nggak berlaku semua sudah titik gitu aja. Orang bicara tentang apa? Tentang strategi, kita semuanya serba terbatas udah gitu aja.

4. Apakah pada pembelajaran PTM mengaplikasikan "instant writing"?

Iya, yaaa iya dilaksanakan tapi yaaa itu tadi tidak bisa mencakup semua siswa. Kalau tetep harus kita laksanakan teruskan berati tidak adil untuk siswa yang tidak mengerjakan kan? Lha jadi berkelompok juga ndak boleh karena masa pandemi tidak boleh berkelompok, tidak boleh bergerumbul kan? Gitu loh tetap harus mandiri kan, harus jaga jarak dan sebagainya itu kan menjadi lebih penting daripada pembelajaran itu sendiri, gitu loh PTM itu menjadi hanya sekedar, kalau menurut saya apa yaa? Hanyaa apa yaaa? Hanya semacam permen sajalah yaa jadi semacam bukan makanan yaa, semacam hiburan bagi anak-anak yang sudah terlalu jenuh belajar dirumah terlalu lama, hiburan bagi orang tua yang ini anaknya sekolah hanya itu, jadi jangan hanya mengharap maksimal udah gitu aja, jadi PTM itu ya semacam seperti itu, memang pemerintah harapanya sangat tinggi tetapi tidak ada yang berani memberi jaminan, tidak ada, jadi yaa semacam itu faktanya di lapagan, kalaupun toh kita laksanakan sperti teori-teori itu pasti tidak berjalan. Pasti tidak berjalan, jadi kalau di tanya strateginya yaaaa, strategi campur-campurlah yaa. Pokoknya dapat pandemi yaa apa dapat, iya kan materi ya dapat gitu yaa. Tapi

tidak bisa 100 % pokok semua dapat, banyak sekali yang terkait dengan itu bahkan kalau di sekolah-sekolah swasta itu ada yang mengatakan "kalau ndak masuk mereka ndak gajian" bahkan masuk saja itu loh bukan pembelajaranya yang penting. Sebagaimana mereka dapat gaji karena masuk, itukan dimasa pandemic seperti itu memang. Jadi semua teori-teori itu mentah semua kalau sudah masuk disitu (disekolah). Banyak hal yang tidak kita bicarakan tapi memang seperti itu faktanya yaa. Jadi di beri jam "kenapa masuk?" ya kalau ndak masuk ndak gajian jadi bukan pembelajaranya yang penting, tapi apa? Lha gajinya yang penting. Hal seperti itu yang kadang-kadang kan di luar teori-teori itu, teori-teori tidak membicarakan itu. Semuanya serba apa hmm, teori itukan sifatnya sangat apa yaaaa ideal dan ini sangat tidak ideal sangat tidak idal. Tapi tetap harus kita jalankan pembelajaran dengan hal-hal yang sangat terbatas itu yaw is pokoknya latihan menulis iya, hasil menulis iya tapi, jangan minta yang maksimal (masa normal bukan masa pandemic) gitu lo ya istilahnya yaa. Jangan minta yang maksimal. "terus nilainya bagaimana kalau harus maksimal? Yaa hasil akhir akan di pikir sendiri, gitu loo. Nilai kan ndak boleh turun gitu loh, padahal mereka tidak bisa memenuhi kreteria nilai itu. Ya silahkan di pikir sendiri (guru memberi nilai tambahan dengan berbagai cara seperti dari tugas yang di kumpulkan serta ke aktivan saat pembelajaran di kelas) udah gitu aja. Dan itu semua sekolah saya kira, seluruh Indonesia sama. Sama satu Indonesia saya berani menjamin seluruh Indonesia sama masa pandemic, itu penilainan akhirnya menjadi tidak objektif, tidak objektif ufah gitu aja yaa, sifatnya sangat tidak objektif. Semuanya tergantung pandemic (situasi pandemic)

5. Apakah bapak menerapakan collaborative leraning atau tidak selama pembelajaran PTM dan BDR?

Iya kan memang jelas seperti itu, kan memang di memang di pembelajaran kita sudah di design itu kan hmmm apa ya sifatnya kan memang seperti itu harus kontekstual kan, kan di kurikulum harus kontekstual bunyinya kan, kontekstual itu adalah sesuatu yang tidak boleh keluar dari konteks siswa, jadi kalau bikin kaliamaat passive (contoh materi pembelajaran) yaa kalimat yang terkait dengan kehidupan siswa ngarang sesuatu yang tidak ada kaitanya tidak bisa karena, sifatnya kan kontekstual gitu loh, kontekstual itu artinya terkait dengan kehidupan siswa. Jadi kaimat passive misalnya bukan ngomongin wong inggris ndak, pasti ngomongin anak-anak. "kelas nya sudah di sapu" misalnya kata-kata "disapu" yaa berate terkait dengan kehidupan di kelas. "PR nya sudah di kerjakan" misalnya. Kalau bicara sejarah misalnya "Pangeran Diponegoro ditangkap oleh Belanda", "Indonesia dijajah oleh bangsa lain itu kontesktual sekali.

6. Bagaimana respond dan proses pembelajaran BDR melalui media google classroom?

Nah ini yang sampai saat ini masih banyak kendala yaa, masih banyak kendala hmm guru-guru SMAN 3 yaa mungkin termasuk saya yaa, saya ini bukan termasuk guru yang jenis apa hmmm kaku gitu yaaa tapi banyak guru yang sifatnya kaku tapi kaku baik gitu loo yaa, banyak guru itu yang mengejar tugas anak itu sampai kena begitu istilahnya. Yaa sampai kena, banyak anak-anak itu yang tidak mengerjakan tugas sendiri da itu tidak bisa terkontrol oleh guru karena google classroom, misalnya tugas temanya disalin, terus di kirim. Kita kan juga tidak bisa mengontrol anak kan karena kita tidak selamanya pakai google meeting (setiap pembelajaran tidak selalu menggunakan google meet) kalau google meeting pun juga ndak efektif waktunya itu. Bayangkan berapa sih layar laptop kita, berapa banyak murid kita biasa bisa kontrol anak-anak kita. Yaa, berapa anak yang bisa menjawab pertanyaan kita di google meeting dan sebagainya. Dan banyak anak yang tidak ikut google meeting karena memang ndak aktif hp nya, maka di google classroom itu, itunganya bukan itungan jam, bahkan sampai itungan hari, makanya saya tandai saja yang pas jam nya tidak terlambat, yang pas jam nya tidak terlambat, tapi tetap di anggap mengikuti pembelajaran. Pembelajaran tidak langsung, kalau langsung jelas tidak bisa yaa, siswa kita mungkin 50% ikut pelajaran 50% tidak, yang kita bicarakan bukan ikut pelajaran loh, yang tidak itu loo. “bagaimana yang tidak ?” makanya untuk mengantisipasi yang tidak-tidak itu akhirnya google classroom ya sifatnya hmmm seperti tadi itu. Yang mereka mengerjakan pada saat waktu yang di tentukan kita anggap tepat waktu yang tidak yaa mengumpulkan terlambat dan sebagainya. Nah itu sebenarnya tidak efektif, tapi itu yang bisa kita kerjakan karena semuanya murid kita dan harus dapat pembelajaran, semua harus mengumpulkan tugas, semua harus dapat nilai. Jadi, seklai lagi di pembelajaran kita selalu di batasi antara menilai dan mengajar itu loo. Google classroom media untuk mempersatukan, media untuk mengirim tugas materi yang itu tapi untuk media pembelajaran secara langsung masih kurang yaa, jadi pembelajaranya tidak secara langsung, kalau langsungkan berarti harus waktu itu, harus berhadapan, dan itu yang sulit kita laksanakan karena memang keterbatasan yaa kuota tentu saja semuanya mesti bicara masalah kuota begitu, jadi seringkali mereka tidak bisa ikut google classroom hanya membaca tugas sebentar dan bahkan ngirimnya pun kadang-kadang lewat WA, google classroom nya ngirim nanti kalau malem kalau ada kuota malem katanya begitu, jadi itu kita laksanakan semua yang penting anak-anak mengumpulkan tugas. Tetap google classroom nya diisi meskipun harus ngirimnya malam hari, tapi siang hari mereka kita kirim lewat WA dahulu. Jadi banyak sekali yang, makanya di google classroom saya, di laporanya tidak menggunakan google classroom saja. Google classrum plus WA karena pembelajaranya lewat WA, perintah-perintahnya lewat WA kadang-kadang ada yang mengumpulkan lewat WA juga, begitu ya. Jadi yang punya kendala-kendala kuota ya tetep WA kirim gambar lewat WA (gambar hasil mengerjakan soal-soal latihan assessment).

7. **Untuk bentuk model pembelajaran di SMAN 3 lebih condong seperti apa (blended learning, hybrid learning, flipped learning)?**

Itu yang anu yaa, yang online offline apa yaa kalau menurut teorinya sih di kita ini ndak punya apa… ndak punya tidak punya fasilitas untuk itu yaa cuman kadang-kadang guru itu melaksanakan memang di kelas offline tapi, mereka juga harus belajar mengajar melalui hp langsung di kelas jadinya perintah tugas mencari berita saat itu juga kan harus offline mereka yaa. Pembelajaran nya offline tapi pengerjaannya online jadi hanya itu, kalau mengajar offline langsung seperti yang ada di laboratorium kita ndak bisa, kita belum punya belum ada bahkan mungkin yang ada di pembelajaran apa, komputer mungkin yang bisa. On sama off langsung jadi satu. Kalau yang di apa? Yang di kita belum, belum punya seperti itu yaa.

8. Apakah disini juga menerapkan flipped learning?

Iya kan memang seharusnya begitu kan, jadi di pembelajaran K13 kan sistemnya yaa, sistemnya itu kaan di akhir pembelajaran itukan selalu ada namanya materi kegiatan penutupkan, dan bagian penutup itu salah satunya menyampaikan apa yang akan di sampaikan di pertemuan berikutnya gitu loo, jadikan kalau misalnya hari ini ya misalnya, kita di akhir membicarakan exposition text misalnya yaa, kemudian minggu depan akan melaksanakan passive voice maka mereka kita beri tahu bahwa minggu depan kita akan bicara tentang passive voice "silahkan mencari materi atau silahkan melihat video dan sebagainya tentang passive voice sebelum nanti mengerjakan tugas passive voice minggu depan" jadi selalu seperti itu cuman kan kadang-kadang kita yaa, wes manusiawi lah ya, manusiawi tidak semuanya seperti itu. Kadang-kadang kita memberi Pr mereka terus apa yaa, daripada memebebani mereka dengan materi baru kita biarkan aja mereka mengerjakan tugas dulu, nanti materi barunya kita sampaikan biasanya melalui WA yaa beberapa saat sebelumnya, misalkan pagi jam 6. Materinya kan jam setengah 8 misalnya ya jam 6 kita kasih pesan di WA anak-aank nanti kita akan bicara passive voice. Silahkan baca-baca dulu cari materi tentang passive voice nanti kalau sudah silahkan buka google classroom jam setengah 8 gitu ya jadi kalau sebelumnya harus, minggu sebelumnya kan harus ndak mesti, ndak mesti kadang-kadang yaa harus disampaikan beberapa jam sebelumnya untuk mempersiapkan diri. Dan itu mesti-mesti begitu ya.

9. Bagaimana strategi mengjar dua kelompok belajar yang berbeda PTM dan BDR di waktu yang hampir bersamaan?

Hmmm ada dua macam ya ada dua macam, yang pertama itu anak saya kasih tugas yang sama yaaa, yang satu untuk yang kelas genap misalnya pada saat yang ganjik masuk itu hanya di berikan kepada anak-anak tertentu itu yaa sedangkan yang masuk masih belum mendapatkan tugas, di kelas membicarakan materi itu ya jadi mereka harus memperisapkan diri tapi belum mengerjakan tugas di google classroom, sedangkan besoknya, ketika yang hari ini masuk besoknya mereka akan mengerjakan tugas yang sama yang dikerjakan temanya yang hari ini di rumah ya itu yang pertama itu, yang kedua kadang-kadang materinya itu berbeda, tugasnya

berbeda. Saya buat dua tugas yang istilahnya seimbang ya tugasnya seimbang untuk yang genap mengerjakan materi A yang ganjil mengerjakan materi B, jadi mereka dapat materi yang mirip tidak sama, mirip ya tapi tugasnya berlaku untuk mereka tapi, ada hal-hal yang sering kali kita jadi apa? Hmm apa ya anak-anak itu kadang-kadang tidak memperhatikan perintah ya. Seharusnya yang ganjil mengerjakan yang ganjil itu banyak sekali, yang genap mengerjakan yang ganjil, yang ganjil maengerjakan yang genap. Karena mereka banyak yang mengerjakan tugas yang itu tidak membaca perintah gurunya, mereka mengerjakan tugas berdasarkan pemberitahuan teman-teman dan banyak juga yang menyonto punya teman nya. Itu yang jadi kendala hampir semua sekolah saya kira begitu. Jadi anak-anak yang jadi perkara itu bukan anak-anak yang rajin, selain itu. Yang jadi perkara anak-anak yang tidak rajin itu ya, jadi google classroom itu selalu menjadi masalah bagi anak-anak yang tidak rajin. Bahkan masuk kelaspun juga terkendala pada anak-anak yang tidak rajin, padahal kan semuanya kan anak kita yaa. Diapa-apakan kan mereka juga anak kita mereka, berhak mendapatkan pembelajaran yang sama meskipun sering kali mereka tidak melaksanakan tugas gitu loh, dan sering. Dan itu semuanya ada kelemahan nya lah, ada kelemahan.

10. Bagaimana cara menyikapi siswa yang tidak melaksanakan pembelajaran dengan baik seperti siswa pada umumnya?

Yaa harus sering kita ingatkan, meskipun sering kali tidak berhasil. Bahkan sampai ada yang di keluarkan, itu ya karna memang tidak bisa yaaa, jadi itu sudah di luar kedali kita. Sudah di luar, BK datang ke rumah, wali kelas mendatangi, orang tua di datangkan tetap tidak ada perubahan yaa solusi akhirnya anak di keluarkan. Itukan bukan pilihan yang menyenangkan yaa, tapi pilihan itu ada, jadi ada yang solusinya bisa ada yang ndak ada solusi. Solusi terakhir ya di keluarkan titik itu solusi terakhir dan itu solusinya kan bukan solusi kan ya mengeluarkan bukan solusi tapi ya itu kita kerjakan karena memang kita tahu sendiri kan musim pandemic ini banyak anak yang kecanduan game. Dan itu tidak mau belajar sama sekali bahkan tidak mau mengerjakan tugas, dan bahkan banyak juga yang mohon maaf yang bahkan ada rahasia yang sampai tidak kita ketahui sampai menikah. Jadi ketika terjadi seperti itu, jika siswa rajin mengerjakan tugas serta tetap mengerjakan akan tetap diizinkan untuk belajar. Jadi kompleks ya pandemic ini sangat kompleks.

11. Untuk penggunan syllabus rpp dan instrusi pembelajaran bagaimana?

Jadi saya tidak menggunakan RPP pandemic seutuhnya, jadi seperti seorang munafik didepan pemerintah kita ikut aturan pemerintah, tapi faktanya di lapangan kan tidak seperti itu ada kurikulum pandemic tapi dapodiknya tetap lama. Gimana cara kita mengatasinya yaa pandemic tetap pandemic, penilaian ya tetap penilaian kan ya begitu akhirnya. Kadang-kadang ada guru yang nggak ngajar tapi teteap memberi nilai dan itu faktanya di lapangan ada dan mu ndak mau kita terima dan itu ada, kalau ndak ada bohong itu. Karena terstruktur pandemic itu ada kurikulum

pandemic dan betul-betul di pilih dapodiknya tidak berubah. Jadi KD nya Cuma dua pasang satu semester tapi di penilaian tetap lima pasang jadi harus di isi semuanya dan belum pernah berubah sampai sekarang. Rapotnya tidak berubah tapi kurikulum pandemic di laksanakan. Jadi seperti tadi itu yang saya bilang hipokrit itu Bahasa yang kasar tapi ya seperti itu lah faktanya yaa. Kalau kita bicara fakta seperti itu ndak bisa tidak lah jadi sudah out of theory lah ya, sama sekali ndak ideal dan teoritis.

12. Di bandingkan dengan PJJ lebih baik pembelajaran PJJ atau blended learning?

Yaa saya kira kalau bicara sama yang pandemic yaa tetap saja yang terbaik yang blended learning, yaa online yaa PTM karena PTM itu salah satu keuntunganya adalah kita dapat mengontrol siswa yaa kalau online terus tidak bisa kita kontrol. Jadi saya kira selama kita bisa menjaga protocol kesehatan, kita bisa melaksanakan PTM dan itu yang terabik kaerena kita masih bisa mengontrol siswa.

Field Note	"Apakah kamu masih ingat?" Nah itu. Sudah dibaca di Google Classroom, kan. Jadi pasifnya seperti ini".	Teacher role in implemented flipped leraning, BDR students learn first, then review during PTM.
	"Orang sukses bukan berarti kamu harus jadi nomor satu, punya pangkat bagus kamu tidak harus jadi yang terbaik di bidang akademik, tapi akhlak dan kepribadian juga penting".	Teacher role in motivated student about value of study.
	"Akan berkunjung. Akan sebagai predikat. Kunjungi apa bentuk kata kerja ini? Bentuk 1 atau kata kerja aslinya. Jika kalimat ini diubah menjadi bentuk pasif, maka bentuk menjadi akan dikunjungi, jadi be adalah kata kerja bantu. Mengerti? Jadi kata predikat atau kalimat utamanya adalah visit".	Contextual wrting and collaborative learning, teacher explained used thing that relate with students life and know as well. The objective of contextual writing, students interest and creatively in writing skil.
	• Teacher manage classroom between BDR and PTM used Google Classroom feature "schedule" teacher can keep in touch with BDR students with Google Classroom. • Utilize Google Classroom to share material: Video, Power Point, e-book, quiziz. • Presence of BDR students posted in Google Classroom, create by Google Form to make accurate presence.	

	• Sea arrangement Z, to keep protocol health. • Teacher asked student reandomly and frequently, so students pay attention to teacher explanation. • Some time teacher also make mini game, for ice breaking but, the mini game still realted with material.

Data Analys and Reduction

Writingstrategy in PTM and BDR during New Normal Pandemic COVID-19.

Axial and selective coding.

Tema	Kategori	Konsep
1. Strategi PTM. 2. Classroom management. 3. SKB-4 Menteri mengenai aturan PTM selama masa new normal COVID-19. 4. Student center learning, flipped learning.	1. Strategi pembelajaran writing PTM dan BDR. 2. Strategi pembelajaran dengan classroom management yang di terapkan. 3. Landasan terbentuknya strategi pembelajaran PTM dan BDR.	1. Komonen strategi pembelajaran. 2. Komponen stategi pembelajaran, classroom management.

5. PTM membangun interaksi yang lebih baik antara guru dan siswa, serta membahas materi ataupun kendala yang di hadapi saat BDR. 6. Student center learning, flipped learning. 7. Siswa tidak percaya diri dan takut membuat salah. 8. Guru memberikan umpan berupa pertanyaan, agar siswa memberikan feedback yang menggambarkan kemampuanya. 9. Media pembelajaran yang menunjang belajar mandiri yaitu: video, PPT, e-book dan berbagai sumber internet. 10. Review materi yang telah di pelajari selam BDR *flipped learning*. 11. Kendala waktu yang di hadapi oleh guru *classroom management*.	4. Bentuk pembelajaran flipped learning yang berfokus pada student centered learning. 5. Peran guru dalam konseling membangun collaborative learning antara guru dan siswa. 6. Student centered learning pada kelompok belajar BDR yang membentuk kreatif dan kemandirian siswa. 7. Dampak dari pembelajaran model baru PTM dan BDR siswa menjadi kurang dalam hal bertanya atau komunikasi. 8. Peran guru dalam menangani dampak negative dari pembelajaran PTM dan BDR. 9. Media pembelajaran yang dimanfaatkan selama PTM dan BDR yaitu Google Classroom,	3. Komponen yang melandasi strategi pembelajaran, model pembelajaran. 4. Komponen strategi pembelajaran, model pembelajaran. 5. Komponen strtegi pembelejaran, teacher role. 6. Komponen strategi pembelajaran, model pembelajaran. 7. Kendala dalam implementasi strategi pembelajaran. 8. Komponen strategi pembelajaran, teacher role. 9. Komponen strategi pembelajaran, instructional material. 10. Komponen strategi pembelajaran, teacher role.

12. Selama pembelajaran PTM dan BDR tidak representative dalam artian pelaksaanya tidak sebaik yang di harapkan oleh pemerintah, karena siswa serta guru masih beradaptasi dengan model pembelajaran yang baru seperti blended learning, hybrid learning dan flipped learning yang berhunngan erat denag teknologi.	WhatsApp dan bentuk materi berupa video,PPT dan e-book. 10. Peran guru dalam review materi dan komunikasi dalam memahami materi selama pembelajaran PTM. 11. Kendala waktu yang dihadapi selama pembelajaran PTM dan BDR dalam classroom management. 12. Perubahan model pembelajaran karena model pembelejaran sebelumnya tidak representative.	11. Kendala dalam implentasi strategi pembelajaran. 12. Kendala dalam implementasi strategi pembelajaran.
1. SKB-4 aturan penyelenggaran pembelajaran PTM dan BDR pada masa new normal COVID-19. 2. Memkasimal kan pembelajaran saat BDR dan peningkatan interaksi siswa dan guru saat PTM, flipped learning.	1. Akibat dari SKB-4 menjadi di tiadakan pembelajaran collaborative learning antar siswa. 2. Manfaat dari pembelajaran flipped learning student centered lerarning saat BDR dan memaksimal kan PTM memalui	1. Kendala dalam implementasi strategi pembelajaran, collaborative learning dengan siswa. 2. Komponen strategi pembelajaran, model pembelajaran.

3. Classroom environment yang mendukung jalanya pembelajaran lebih menarik dan maksimal. 4. Langkah dalam dalam menulis.	collaborative learning antara siswa dan guru. 3. Dampak positif dari model pembelajaran PTM terhadap faktor psikologis dan semangat belajar siswa melalui strategi pembelajaran dengan classroom management dan classroom environment pada PTM dan BDR. 4. Tahapan pembelajaran writing mempengaruhi kemampuan menulis siswa.	3. Komponen pendukung strategi pembelajaran, classroom management. 4. Komponen implementasi startegi pembelajaran, instructional material.
1. Kontekstual writing di aplikasikan dalam pembelajaran menulis.	1. Kontekstual writing diaplikasikan dalam pembelajaran writing sebagai strategi untuk menarik minat siswa dan mempermudah dalam proses menulis.	2. Komponen strategi pembelajaran, contextual writing.
1. Kendala pelaksanaan PTM dan BDR dalam hal technology. 2. Kurangnya kolaborasi komuikasi antar guru dan siswa.	1. Kendala yang dialami guru dalam hal teknologi serta keterbatasan dalam pelaksanan pembelajaran	1. Kendala dalam impelmentasi startegi pembelajaran, kekmampuan guru dalam

3. Media pembelajaran yang di gunakan seperti Google Classroom dan WhatsApp.	menggunakan model hybrid dan blended learning. 2. Peran guru dalam controlling pembelajaran writing pada BDR dan PTM. 3. Media pembelajaran Google Classroom dan WhatsApp digunakan oleh guru untuk mengirim materi, kontrol kehadiran dan grading.	memanfaatkan teknologi, fasilitas teknologi, kestabilan internet. 2. Komponen strategi pembelajaran, teacher role. 3. Komonen strategi pembelajaran, instructional material.
1. Kombinasi beberapa model pembelajaran seperti hybrid learning, blended learning dan flipped learning selama pembelajaran PTM dan BDR. 2. Scheduling pada Google Classroom dalam upaya classroom management	1. Kombinasi dan kolaborasi model pembelajaran blended learning, hybrid learning, dan flipped learning atau disebut model pembelajaran PTM dan BDR oeleh guru. 2. Strategi classroom management dengan cara scheduling pada Google Classroom.	1. Komponen strategi pembelajran, model pembelajaran. 2. Komponen pendukung strategi pembelajaran, model pembelajaran.

3. Implementasi flipped learning untuk memaksimalkan waktu belajar	1. Implementasi model pembelajaran flipped learning agar maksimal saat PTM.	1. Komponen startegi pembelajaran, model pembelajaran.
2. Strategi guru dalam classroom management dan scheduling material pada kelas PTM dan BDR. 3. Strategi scheduling materi dan tugas pembelajaran melalui Google Classroom dan WhatsApp. 4. Strategi peran guru dalam menngatur pembelajaran BDR melalui WhatsApp dan Google Classroom. 5. Strategi dalam membuat assessment dan grading.	1. Classroom management dengan melakukan scheduling. 2. Pemanfaatan fitur scheduling pada Google Classroom dalam pembelajaran writing pada model PTM dan BDR. 3. Peran guru dalam memilih dan memanfaatkan Google Classroom dan WhatsApp dalam pembelejaran. 4. Peran guru dalam assessment dan grading pada pembelajaran writing menggunakan indikator penilain menulis.	1. Komponen strategi pembelajaran, classroom management. 2. Komponen strategi pembelajaran, instructional material. 3. Komponen strategi pembelajaran, teacher role. 4. Komponen startegi pembelajaran, teacher role.
1. Peran guru melalui konseling dan pengawasan.	1. Peran guru dalam konseling dan pengawasan selama pembelajaran PTM dan BDR.	1. Komponen strategi pembelajaran, teacher role.

2. Model pembelajaran dan kendala yang dihadapi guru selama pembelejaran PTM dan BDR. 3. Stretegi pembelajaran melalui peran guru dalam memilih instructional material kurikulum dan RPP yang sesuai dengan kondisi siswa dan aturan pemerintah.	2. Pembelajaran PTM dan BDR adalah pembelajaran yang sangat kompleks. 3. Instructional pembelajaran kurikulum pandemic dan K13.	2. Komponen strategi pembelajaran, model pembelajaran. 3. Komponen strategi pembelajaran, instructional material.
1. Perbandingan model pembelajaran PTM dan BDR dengan PJJ atau pembelajaran online. 2. Manfaat dan keunggulan model pembelajaran PTM dan BDR yang merupakan kombinasi dari beberapa model pembeleajaran. 3. Faktor yang mendukung dan harus di taati selama pembelajaran PTM dan BDR	1. Perbandingan model pembelajaran PTM dan BDR dengan model pembelajaran PJJ. 2. Peran guru dalam controlling pembelajaran dan siswa. 3. Aturan penyelenggaran pembelajaran selama new normal pandemic COVID-19.	1. Kompoen strategi pembelajaran, perbandingan model pembelajaran. 2. Komponen strategi pembelajran, teacher role. 3. Komponen startegi pembelajaran, landasan penerapan staretgi pembelajaran PTM dan BDR

CODING QUALITATIVE DATA

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9. Media pembelajaran yang menunjang belajar mandiri yaitu: video, PPT, e-book dan berbagai sumber internet. 10. Review materi yang telah di pelajari selam BDR *flipped learning*. 11. Kendala waktu yang di hadapi oleh guru *classroom management*. 12. Selama pembelajaran PTM dan BDR tidak representative dalam artian pelaksaanya tidak sebaik yang di harapkan oleh pemerintah, karena siswa serta guru masih beradaptasi dengan model pembelajaran yang baru seperti blended learning, hybrid learning dan flipped learning yang berhunngan erat denag teknologi.	menjadi kurang dalam hal bertanya atau komunikasi. 7. Peran guru dalam menangani dampak negative dari pembelajaran PTM dan BDR. 8. Media pembelajaran yang dimanfaatkan selama PTM dan BDR yaitu Google Classroom, WhatsApp dan bentuk materi berupa video,PPT dan e-book. 9. Peran guru dalam review materi dan komunikasi dalam memahami materi selama pembelajaran PTM. 10. Kendala waktu yang dihadapi selama pembelajaran PTM dan BDR dalam classroom management. 11. Perubahan model pembelajaran karena model pembelejaran sebelumnya tidak representative.	11. Kendala dalam implentasi strategi pembelajaran. 12. Kendala dalam implementasi strategi pembelajaran.
1. Keterkaitan 4 languange skill, writing berawal dari keampuan reading.	1. Language skill. 2. Pembelajaran writing. 3. Flipped learning.	1. Komponen strategi pembelajran, instructional material. 2. Komponen startegi pembelajran, instructional material. 3. Komponen startegi pembelajaran, model pembelajaran.

2. Komponen pembelajaran: fungsi sosial, struktur teks dan unsur kebahsaan. 3. Flipped learing. 4. Classroom management dan bentuk assessmen pembelajaran menulis. 5. Indikator penlilaian menulis. 6. Tidak adanya cooperative wrting antar siswa karena adanya kebijakan pemerintah mengenai larangan berkerumun. 7. Instructional berupa kurikulum pandemic yang di buat khusus sebagai panduan pembelajaran selama masa pandemic COVID-19. 8. Kebebasan guru dalam menggunakan RPP pandemic atau K13.	4. Komponen struktur pendukung strategi pembelajaran PTM dan BDR 5. Grading dan assessment dalam pembelajaran menulis. 6. Pembelajaran secara cooperative dan kolaborasi dalam bentuk kerja kelompok di tiadakan, namun ada collaborative antara guru dan siswa selama pembelajaran. 7. Instructional material berupa kurikulum dan RPP pandemic dan K13. 8. Strategi peran guru dalam memilih dan menciptakan RPP yang sesuai dengan kebutuhan siswa dan anjuran pemerintahan. 9. Startegi peran guru dalam assessment dan grading. 10. Media dan materi pembelajaran.	4. Komopnen strategi pembelajaran, classroom management. 5. Komponen strategi pembelajaran, teacher role. 6. Komponn strategi pembelajaran, cooperative learning and collaborative learning. 7. Komponen strategi pembelajaran, instructional material. 8. Komponen strategi pembelajaran, instructional material. 9. Komponen strategi pembelajaran, teacher role. 10. Komponen strategi pembelajran, instructional material. 11. Kendala dalam implementasi strategi pembelajaran, model pembelajaran pada masa normal. 12. Kendala dalam implementsi startegi pembelajaran, model pembelajaran dan penggunaan teknologi. 13. Komponen pendukung strategi pembelajran, model pembelajaran.

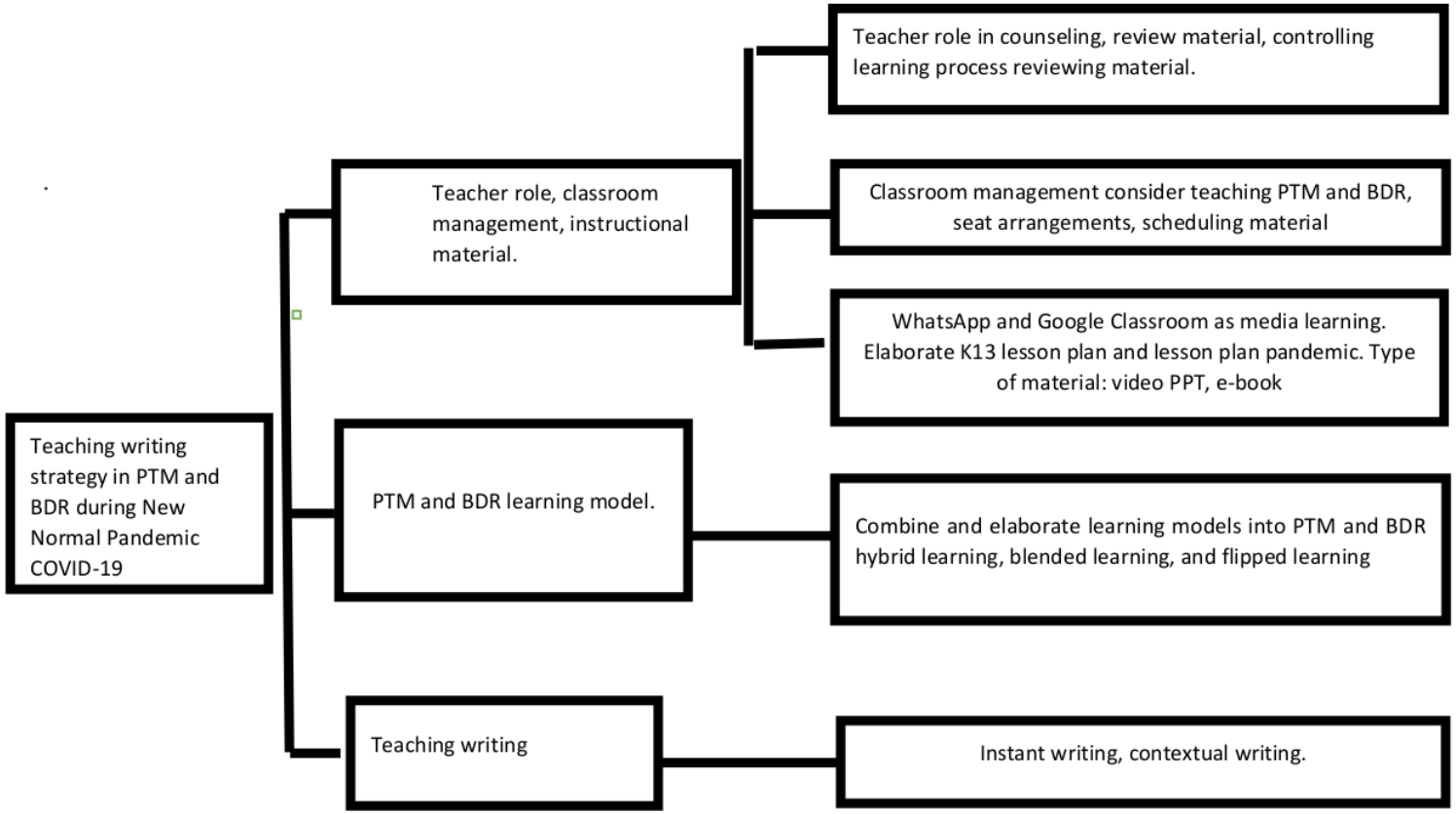
9. Asessmen. 10. Media dalam pembelajaran BDR menggunakan WhatsApp dan Google Classroom serta video pembelajaran, PPT dan e-book sebagai bahan materi belajar. 11. Startegi pembelajaran yang biasanya di gunakan pada masa normal tidak bisa di aplikasikan untuk pembelajaran BDR dan PTM. 12. Kendala dan tantangan selama pembelajaran PTM dan BDR: izin mengikuti PTM, akses internet dan teknologi serta faktor eksternal yang mempengaruhi keinginan siswa untuk belajar. 13. Penamaan strategi ini tidak bisa secara spesifik, karena sesuai kondisi dan mengkombinasikan antara pembelajaran blended learning, hybrid learning serta	11. Gagal nya startegi pada saat masa normal sehingga tercipta strategi PTM dan BDR pada masa New Normal. 12. Kendala dalam penerapan strategi pembelajaran dalam hal teknologi serta faktor eksternal. 13. Strategi pembelajaran PTM dan BDR yang mengkombinasi dan mengaplikasikan beberapa model pembelajaran seprti hybrid learning, blended learning dan flipped learning.	

flipped learning selama pandemic COVID-19.		
1. SKB-4 aturan penyelenggaran pembelajaran PTM dan BDR pada masa new normal COVID-19. 2. Memkasimal kan pembelajaran saat BDR dan peningkatan interaksi siswa dan guru saat PTM, flipped learning. 3. Classroom environment yang mendukung jalanya pembelajaran lebih menarik dan maksimal. 4. Langkah dalam dalam menulis.	1. Akibat dari SKB-4 menjadi di tiadakan pembelajaran collaborative learning antar siswa. 2. Manfaat dari pembelajaran flipped learning student centered lerarning saat BDR dan memaksimal kan PTM memalui collaborative learning antara siswa dan guru. 3. Dampak positif dari model pembelajaran PTM terhadap faktor psikologis dan semangat belajar siswa melalui strategi pembelajaran dengan classroom management dan classroom environment pada PTM dan BDR. 4. Tahapan pembelajaran writing mempengaruhi kemampuan menulis siswa.	1. Kendala dalam implementasi strategi pembelajaran, collaborative learning dengan siswa. 2. Komponen strategi pembelajaran, model pembelajaran. 3. Komponen pendukung strategi pembelajaran, classroom management. 4. Komponen implementasi startegi pembelajaran, instructional material.

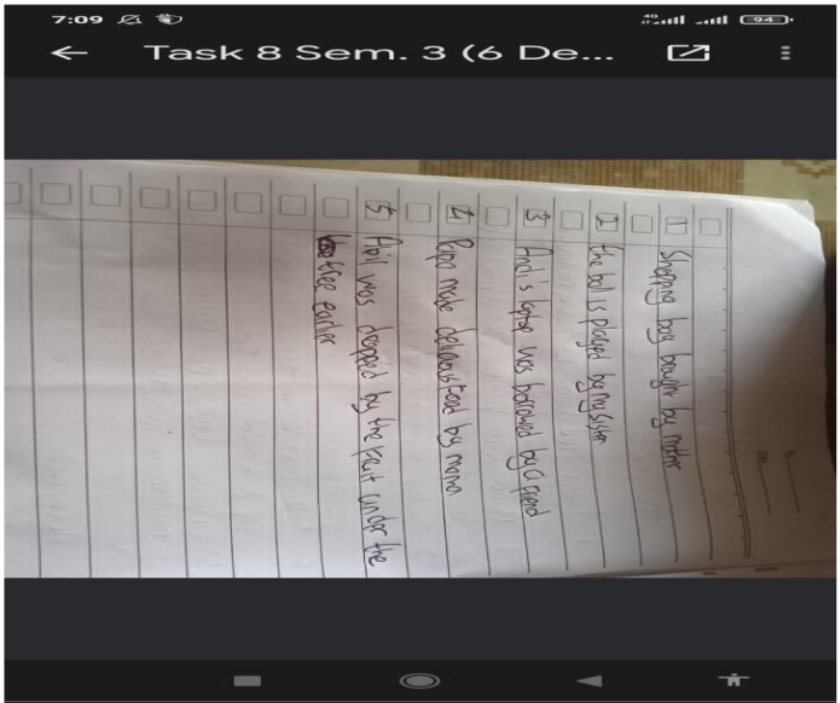
1. Kontekstual writing di aplikasikan dalam pembelajaran menulis.	1. Kontekstual writing diaplikasikan dalam pembelajaran writing sebagai strategi untuk menarik minat siswa dan mempermudah dalam proses menulis.	1. Komponen strategi pembelajaran, contextual writing.
1. Kendala pelaksanaan PTM dan BDR dalam hal technology. 2. Kurangnya kolaborasi komuikasi antar guru dan siswa. 3. Media pembelajaran yang di gunakan seperti Google Classroom dan WhatsApp.	Kendala yang dialami guru dalam hal teknologi serta keterbatasan dalam pelaksanan pembelajaran menggunakan model hybrid dan blended learning. 2. Peran guru dalam controlling pembelajaran writing pada BDR dan PTM. 3. Media pembelajaran Google Classroom dan WhatsApp digunakan oleh guru untuk mengirim materi, kontrol kehadiran dan grading.	1. Kendala dalam impelmentasi startegi pembelajaran, kekmampuan guru dalam memanfaatkan teknologi, fasilitas teknologi, kestabilan internet. 2. Komponen strategi pembelajaran, teacher role. 3. Komonen strategi pembelajaran, instructional material.
1. Kombinasi beberapa model pembelajaran seperti hybrid learning, blended learning dan flipped learning selama pembelajaran PTM dan BDR.	1. Kombinasi dan kolaborasi model pembelajaran blended learning, hybrid learning, dan flipped learning atau disebut model pembelajaran PTM dan BDR oeleh guru.	1. Komponen strategi pembelajran, model pembelajaran. 2. Komponen pendukung strategi pembelajaran, model pembelajaran.

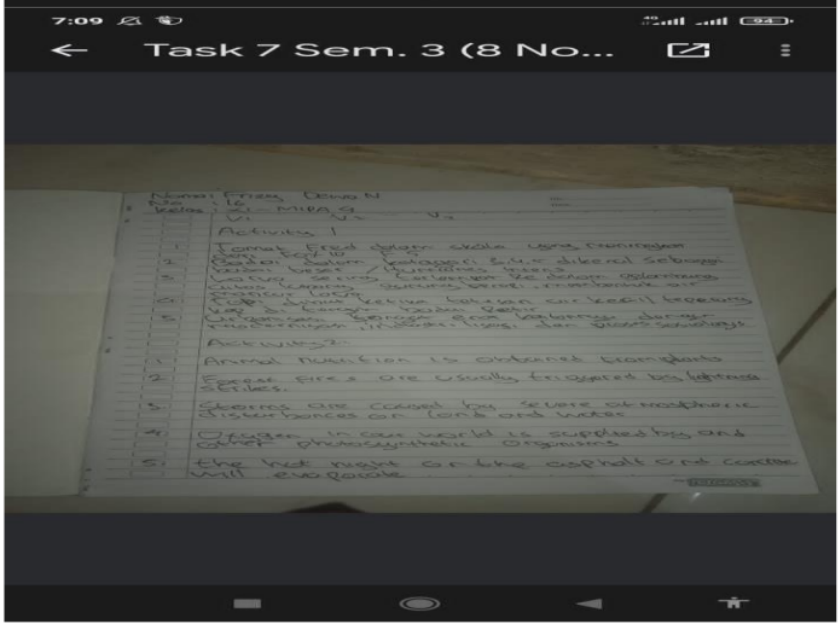
2. Scheduling pada Google Classroom dalam upaya classroom management	2. Strategi classroom management dengan cara scheduling pada Google Classroom.	
2. Implementasi flipped learning untuk memaksimalkan waktu belajar	1. Implementasi model pembelajaran flipped learning agar maksimal saat PTM.	1. Komponen startegi pembelajaran, model pembelajaran.
1. Strategi guru dalam classroom management dan scheduling material pada kelas PTM dan BDR. 2. Strategi scheduling materi dan tugas pembelajaran melalui Google Classroom dan WhatsApp. 3. Strategi peran guru dalam menngatur pembelajaran BDR melalui WhatsApp dan Google Classroom. 4. Strategi dalam membuat assessment dan grading.	1. Classroom management dengan melakukan scheduling. 2. Pemanfaatan fitur scheduling pada Google Classroom dalam pembelajaran writing pada model PTM dan BDR. 3. Peran guru dalam memilih dan memanfaatkan Google Classroom dan WhatsApp dalam pembelejaran. 4. Peran guru dalam assessment dan grading pada pembelajaran writing menggunakan indikator penilain menulis.	1. Komponen strategi pembelajaran, classroom management. 2. Komponen strategi pembelajaran, instructional material. 3. Komponen strategi pembelajaran, teacher role. 4. Komponen startegi pembelajaran, teacher role.
1. Peran guru melalui konseling dan pengawasan. 2. Model pembelajaran dan kendala yang dihadapi guru selama pembelejaran PTM dan BDR.	1. Peran guru dalam konseling dan pengawasan selama pembelajaran PTM dan BDR. 2. Pembelajaran PTM dan BDR adalah pembelajaran yang sangat kompleks.	1. Komponen strategi pembelajaran, teacher role. 2. Komponen strategi pembelajaran, model pembelajaran. 3. Komponen strategi pembelajaran, instructional material.

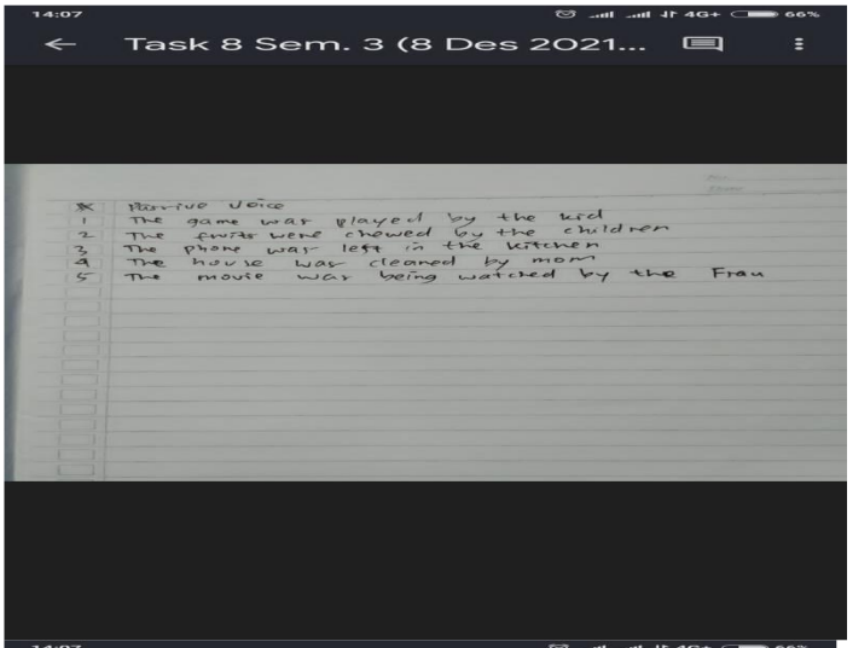
3. Stretegi pembelajaran melalui peran guru dalam memilih instructional material kurikulum dan RPP yang sesuai dengan kondisi siswa dan aturan pemerintah.	3. Instructional pembelajaran kurikulum pandemic dan K13.	
1. Perbandingan model pembelajaran PTM dan BDR dengan PJJ atau pembelajaran online. 2. Manfaat dan keunggulan model pembelajaran PTM dan BDR yang merupakan kombinasi dari beberapa model pembeleajaran. 3. Faktor yang mendukung dan harus di taati selama pembelajaran PTM dan BDR	1. Perbandingan model pembelajaran PTM dan BDR dengan model pembelajaran PJJ. 2. Peran guru dalam controlling pembelajaran dan siswa. 3. Aturan penyelenggaran pembelajaran selama new normal pandemic COVID-19.	1. Kompoen strategi pembelajaran, perbandingan model pembelajaran. 2. Komponen strategi pembelajran, teacher role. 3. Komponen startegi pembelajaran, landasan penerapan staretgi pembelajaran PTM dan BDR

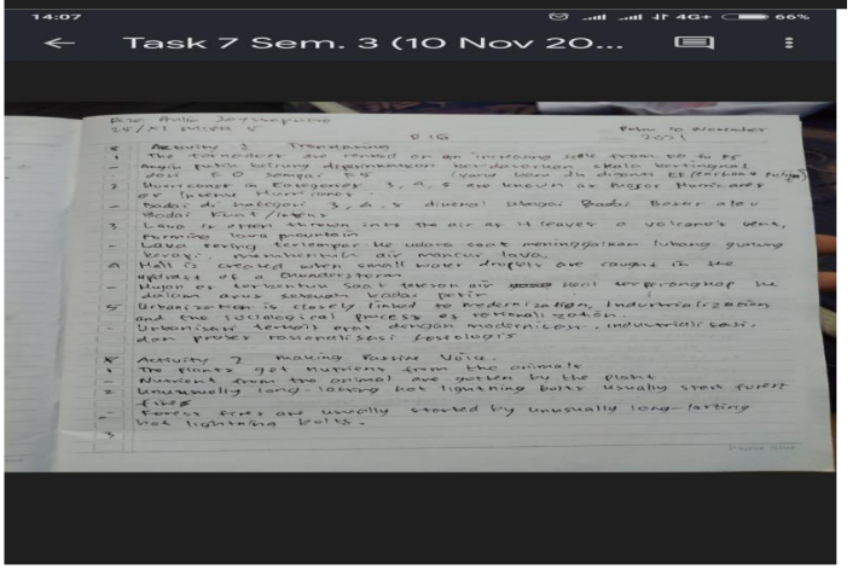

Teaching writing strategy in PTM and BDR during New Normal Pandemic COVID-19
Teacher role, classroom management, instructional material.
PTM and BDR learning model.
Teaching writing
Teacher role in counseling, review material, controlling learning process reviewing material.
Classroom management consider teaching PTM and BDR, seat arrangements, scheduling material
WhatsApp and Google Classroom as media learning. Elaborate K13 lesson plan and lesson plan pandemic. Type of material: video PPT, e-book
Combine and elaborate learning models into PTM and BDR hybrid learning, blended learning, and flipped learning
Instant writing, contextual writing.

Apendix 5. Documentation






14:07
Task 8 Sem. 3 (8 Des 2021...
Passive Voice
1 The game was played by the kid
2 The fruits were chewed by the children
3 The phone was left in the kitchen
4 The house was cleaned by mom
5 The movie was being watched by the Fran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Task 7 Sem. 3 (10 Nov 20...
Activity 3
Activity 7 Making Passive Voice.
1 The plants get nutrients from the animals
- Nutrients from the animal are gotten by the plant
2 Unusually long-lasting hot lightning bolts usually start forest fires
- Forest fires are usually started by unusually long-lasting hot lightning bolts.

Documentation

PERSETUJUAN BAU :

BERITA ACARA
KEMAJUAN PEMBIMBINGAN
PENULISAN KARYA TULIS ILMIAH

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   No. Telp. / HP. :

4. JUDUL KTI :
   The Strategy of Teaching Writing During "PTMT" at SMAN 3 Kediri

Catatan :
1. Periode Bimbingan (Sesuai SK Rektor) :
2. Jadwal Bimbingan :

	Hari	Pukul	Tempat / Ruang
Pembimbing I	Jumat	13.00	LPPM
Pembimbing II	Rabu	09.30	H2

3. Kemajuan Bimbingan :

Pembimbing I

NO.	TANGGAL	MATERI	MASALAH	TT. DOSEN
1.	25 - 10 - 21	chapter 1	chapter 1 – Revisi background	
2.	3 – 11 - 21	chapter 1	Research Question – Revisi	
3.	15 - 11 - 21	chapter 2	Review of Related literature	
4.	13 - 12 - 21	chapter 2	Tambah teory. Acc.	
5.	11 - 12 - 21	chapter 3	Revisi Instrument penelitian	
6.	8 - 2 - 22	chapter 3	Acc chapter 3	
7.	22 - 3 - 22	chapter 4	Revisi Discussion	
8.	05 - 4 - 22	chapter 4	Acc discussion	
9.	02 - 6 - 22	chapter 5	Revisi Sugesstion	
10	17 - 6 - 22	chapter 5	Acc chapter 5	
11.	8 - 7 - 22	All	Revisi skripsi keseluruhan.	

Pembimbing II

NO.	TANGGAL	MATERI	MASALAH	TT. DOSEN
1.	25 - 10 - 21		Formulating Problem / Title	
2.	11 - 11 - 21	Chapter I	Background and Research Problem.	
3.	26 - 11 - 21		Focus of the Research	
4.	21 - 12 - 21	Chapter II	Review of Related Literature	
5.	11 - 03 - 22		Previous Research	
6.	29 - 03 - 22	Chapter III	Data and Source of Data	
7.	10 - 05 - 22		Data Analysis, Trustworthiness	
8.	31 - 05 - 22	Chapter IV	Format of Chapter IV	
9.	13 - 06 - 22		Finding	
10.	10 - 06 - 22		Discussion	
11.	1 - 07 - 22	Chapter V	Conclusion, Recomendation	

Mengetahui,
Kaprodi

Khoiriyah, M.Pd
NIDN. 0719017501

Kediri, 15 Juli 2022
Mahasiswa Ybs,

NPM 18.1101.08.0019

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