

ABSTRACT

Hernawati, R. P. (2023). Teaching strategies for enhancing English literacy at lower Socio Economic Status elementary school during COVID-19 pandemic. Yogyakarta: English Language Education Study Program, Sanata Dharma University.

The COVID-19 Pandemic gives side effects to every part of human life, such as the economy, government, and even education. In the education field, teachers and students are not ready for the sudden change. The face-to-face education system in the class changes to online classes.

With this change, there were challenges faced by teachers during teaching English literacy at elementary schools with lower middle class economies. In this case, this research aims to know the learning strategies that were used by teachers to improve English literacy. To achieve the goal of this research, the researcher formulated two questions. They were 1) What are the challenges that teachers face during teaching English literacy in the lower middle class economy elementary school during the pandemic? and 2) How teachers made strategies to improve English literacy in the lower middle class economy elementary school during the pandemic?

This research used qualitative methodology. The data gathering techniques were interviews and observations. To analyze the data, this research adopted the theory from Miles and Huberman (2014). The data was gathered by interviewing the English teacher in SDN Tegalayu Surakarta.

The result of the analysis showed that teachers had 4 challenges during the pandemic such as, lack of students participation, less educational support during learning, lack of communication, and lack of family support. From the challenges, the teacher made several strategies that can help teachers to increase English literacy. The teacher increased communication with students and parents, and gave many learning media to students.

Keywords: Enhancing English literacy, pandemic, teacher's obstacle, teacher's strategy

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Pandemi COVID-19 memberikan dampak di berbagai bidang, baik di bidang ekonomi, pemerintahan dan bahkan di bidang pendidikan. Dalam bidang pendidikan, pandemi ini membuat beberapa guru dan siswa tidak siap untuk perubahan sistem pembelajaran. Sistem pembelajaran secara tatap muka di dalam kelas berubah menjadi pembelajaran secara daring.

Dengan adanya perubahan tersebut, terdapat berbagai tantangan ataupun kendala yang dihadapi oleh guru dalam proses mengajar literasi Bahasa Inggris di sekolah dasar ekonomi menengah kebawah. Oleh karena itu, penelitian ini bertujuan untuk mengetahui strategi mengajar yang digunakan oleh guru dalam meningkatkan literasi Bahasa Inggris. Agar dapat mencapai tujuan dari penelitian ini, peneliti mengajukan dua pertanyaan, 1) Apa saja tantangan guru dalam mengajar literasi Bahasa Inggris di sekolah dasar ekonomi menengah kebawah selama pandemi? 2) Bagaimana guru membuat strategi untuk meningkatkan literasi Bahasa Inggris di sekolah dasar ekonomi menengah kebawah selama pandemi?

Penelitian ini menggunakan metode penelitian kualitatif. Pengumpulan data dalam penelitian ini menggunakan teknik wawancara dan observasi. Dalam menganalisis data, penelitian ini mengikuti teori Miles dan Huberman (2014). Sumber data di penelitian ini diambil dari guru Bahasa Inggris di SDN Tegalayu Surakarta.

Hasil dari analisis data, dapat diketahui bahwa guru mempunyai empat kesulitan selama pandemi, yaitu kurangnya partisipasi siswa, kurangnya sarana belajar, kurangnya komunikasi dan kurangnya dukungan dari keluarga. Dari kesulitan tersebut, guru membuat beberapa strategi yang dapat membantu guru dalam meningkatkan literasi Bahasa Inggris. Guru meningkatkan komunikasi dengan siswa dan orang tua, dan menyediakan beragam media pembelajaran untuk siswa.

Kata kunci: *Enhancing English literacy, pandemic, teacher's obstacle, teacher's strategy*