ABSTRACT

Juliantina, Nurul Fadhilah (2022): **Investigating Teacher's Challenges and Strategies in Teaching English Grammar in the Hybrid Class: A Case Study at Islamic Senior High School in Post-Pandemic Context**

This research investigates the teaching English grammar in a hybrid class. In regular classes, teaching and learning grammar was considered challenging, which caused the teachers to have more strategies to assist students in comprehending grammar. In the post-pandemic era, the education sector has adapted to the new learning environment, such as the hybrid class. Hence, the teacher automatically experiences transitions in the learning process, particularly in teaching English grammar. Thus, this research aims to: (a) investigate the teacher's challenges and (b) to find the teacher's strategies to tackle those challenges in teaching English grammar in the hybrid class.

This research employed a qualitative method with a case study design. The participant of this research was an English teacher who teaches in the eleventh grade at an Islamic Senior High School in Majalengka, West Java, Indonesia. Observations and interviews were used to gain the data. The collected data were analyzed using the qualitative analysis by Miles and Huberman (1994).

The findings reveal twelve challenges that the teacher in this school encountered, including teacher-students communication; students' interest and enthusiasm; stimulating process that related to student participation; differences in students' cognitive abilities; checking students' understanding; giving instructions; promoting digital literacy; classroom management; determination of teaching method and activity; network availability; achievement of the grammar teaching component; and time allocation. Apart from these challenges, seven strategies have been implemented by this teacher to handle the challenges, including motivating students; determining appropriate teaching method; expanding learning resources; providing examples and simple tasks; repeating explanations and instructions; preparing options for networks and technical things; and managing time.

Thus, this research is desired to assist teachers in developing lesson plans to promote effective grammar learning in a hybrid classroom. So gradually, the perception that learning grammar is complicated can change. Teachers are expected to be able to make students realize the importance of learning grammar, although there are no specific grammar lessons. In addition, students must be cooperative in learning grammar in the hybrid class to achieve learning objectives.

Keywords: challenges, English grammar, hybrid class, strategies, teaching English grammar