

**ENGLISH TEACHER'S STRATEGIES IN IMPLEMENTING  
ONLINE LEARNING: EFFORTS AND OBSTACLES**

**THESIS**

Submitted in Partial Fulfillment of the Requirement for  
Gaining the Degree of Bachelor of Education in  
English Language Education



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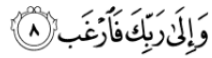
## **DEDICATION**

This thesis is dedicated to:

1. My beloved father and mother, Ansor and Karsini who always support me emotionally and materially with pray, guide, love, and patience.
2. MTs Fatahillah Semarang, may this research will be beneficial to support the teaching and learning process.
3. Fitri Ulya Dewi, S.Pd. As an English Teacher of the 9<sup>th</sup> grade students.
4. All students of MTs Fatahillah Semarang, especially the 9<sup>th</sup> grade students.

## MOTTO

**"Enjoy life without seeing  
other people's enjoyment,  
keep going!"**



*"And to your Lord direct [your] longing."*

**(Qs. Al-Insyirah)**

## **ABSTRACT**

Title : **English Teacher's Strategies in Implementing Online Learning: Efforts and Obstacles**

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The pandemic of COVID-19 made schools in Indonesia implement online or distance learning as an alternative solution to conduct learning process with students during pandemic. This study aimed to investigate the strategies of the English teacher at MTs Fatahillah Semarang in implementing English online learning. This study took one English teacher as a respondent and 64 students from 7<sup>th</sup> until 9<sup>th</sup> grade randomly. This study applied the descriptive qualitative method. A structured interview was employed to gather data from the teacher about the strategies to do online learning, and a questionnaire was distributed to the students to know the students' feedback about the teacher's strategies to do online learning. The finding revealed that there were 3 ways implemented by the English teacher's strategies at MTs Fatahillah to establish online learning, those were; maintaining coordination with students' parents, using affordable platform to do distance learning and creating an interesting learning activities. Meanwhile, the obstacles were lacking of sufficient support to do online and students' saturation.

Keywords: *Online learning, Teacher's efforts, Pandemic COVID-19, English learning*



## ACKNOWLEDGMENT

*Bismillahirrahmanirrahim,*

I do thank to Allah SWT, who has given me mercy, blessing, kindness to finish this research. Sholawat and salam are always given to the Prophet Muhammad SAW, who brings us from darkness to brightness.

The researcher realized that many people already helped him in arranging and writing this thesis. In this case, the researcher would like to express gratitude and appreciation to:

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5. Hj. Chabibah, S.Pd. as the headmaster of MTs Fatahilah Semarang who has given me permission to implement the research in the school.

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7. All of my friends, PBI A 2014, thanks for your kindness, togetherness, and memories.

Semarang, December 2<sup>nd</sup>, 2021

The researcher,

A handwritten signature in black ink, appearing to read 'Taufik', with a stylized flourish extending from the end.

**Taufik Aziz**

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# CHAPTER I

## INTRODUCTION

This chapter includes the background of the study, the reason to choose the topic, the research question, objectives of the study, limitation of the study, and significance of the study.

### A. Background of the Study

Online learning is currently very massive in both formal and non-formal education usage. The impact of the COVID-19 pandemic has been the driving force behind online learning in Indonesia. This condition should not be an issue or excuse not to establish teaching and learning activities at all. As mentioned in Q.S. Al-Maidah (5): 35, Allah S.W.T. Says

يَا أَيُّهَا الَّذِينَ آمَنُوا اتَّقُوا اللَّهَ وَابْتَغُوا إِلَيْهِ الْوَسِيلَةَ وَجَاهِدُوا فِي  
سَبِيلِهِ لَعَلَّكُمْ تُفْلِحُونَ

Meaning: and look for methods/means that stick with Him and make jihad on His way, that you may have good luck.

With a variety of facilities and technological sophistication in learning, online learning should be able to bring a positive impact on student development in learning achievement. For English learning, technology gives many benefits, and it is almost found in every step of life (Aziz et al., 2018). Every school system must be moderate with technology to learn faster, better, and wiser. The use of information technology has grown in the entire business industry practice,

including in education practice and policy (Elaish: 2017). However, the transition from conventional piracy to learning that ultimately uses the online system suddenly is undoubtedly a challenge for Indonesia's education administration.

Online learning is one of the alternative learning models in the future in the world of education today. According to a survey implemented by The Office of Educational Technology in the U.S. Department of Education, at least 1.3 million high school students enrolled in online learning in 2009 from around more than 15,000 public schools in a district in America (Gilbert et al., 2015). The ease offered in online learning that can cut space and time constraints is an essential factor that makes online learning models increasingly popular.

Indonesian education has experienced significant development in the last few decades. Generally, the meaning of education is the action of humans to grow and develop their inner potentials, both physical and spiritual, by the values that exist in society and culture. Various methods and strategies have been presented in Indonesian education to improve the quality of educational resources. Online learning is a type of education in which teachers and students are separated in both time and place (Fidalgo et al., 2020).

Learning English becomes one of the lessons that is considered essential to support the future of students. Since human beings need an organized communication in any social



life, language is crucial to be learned (Annury, 2017). Therefore, the primary purpose of teaching and learning English itself is to create and understand its language orally and written (Fadhilah, 2017).

In evaluating economic globalization, the government in many parts of the world where English is spoken as an additional language has pushed for educational reform and introduces English at the primary school level (Deni & Fahriany, 2020). Moreover, various public facilities and digital and non-digital world environments that massively use English have become an inevitable fact that the ability to speak English is absolute to be mastered by millennia.

## **B. Research Questions**

Based on the background of the study, the problems can be formulated as follows.

1. How are the teacher's efforts in implement English online learning during the COVID-19 Pandemic?
2. What are the obstacles faced by the teacher while implementing strategies of online learning?

## **C. Objectives of the Study**

Based on two research questions of this research, the researcher investigates two purposes. Regarding the problem above, the aims of this study are as follow:

1. To investigate teacher's efforts in implement an online learning process during pandemic COVID-19.

2. To investigate constraints of teacher's strategies in implementing English online learning.

#### **D. Limitation of the Study**

Due to the scope of study taken by the researcher was wide, the researcher decided to limit the investigation. So, here are the limitations of this study:

1. English teacher efforts in implement English online learning.
2. Junior high school students at MTs Fatahillah Semarang
3. Online learning in formal education at MTs Fatahillah Semarang

#### **E. Significances of the Study**

The researcher hopes that the result of this study will be beneficial for others. Furthermore, it is hoped that some people interested in the same matter will get more insight and references after reading this study. The findings of the study are claimed to be significant to:

1. For English department students

This study can be a reference for anyone interested in investigating online learning strategies for English teaching and learning purposes especially and the effective efforts that can be used to teach 4 basic skills in English learning (reading, speaking, listening, writing). It is hoped that the subsequent researchers will get help by referring to this study as one of their references.

2. For teachers

Referring to the result of this research, Teachers can take further consideration in applying online-based learning. Furthermore, it can be a consideration and reflection to prepare strategies to shape online learning effectively, for example to teach 4 basic skills in English learning (reading, speaking, listening, writing) so that it can be explored further in each prepared learning strategy.

3. For the researcher

From the result of this research, the researcher hopefully can give the benefits of this research to many people in implement a study about English online teaching and learning process, for example to teach 4 basic skills in English learning (reading, speaking, listening, writing). Besides, the researcher hopes this study can be an evaluation of learning English strategy so that all of the components of the English department can embody the learning goals effectively.

4. For the next researcher

Hopefully, this study can contribute valuable inputs and benefits for the next researcher and make this study more perfect than before. In addition, hope it will be helpful as a reference for the next researcher.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

Chapter II contains some previous research, theories, and references that are related to the research.

#### **A. Previous Research**

Considering that the research is not a new field, the researcher took several previous studies to strengthen and support the study. Some studies investigated online learning.

The first previous research explored the integration of technology for Junior high school level students in learning English. However, seeing a phenomenon that nowadays, many Junior high school students operated mobile phones in their life initiated the idea to integrate English learning with a fun activity.

Technology such as the Internet and mobile phone became an alternative way to teach English (Seli, 2015). Through the combination of those, students could explore some e-learning software and WEBs that stimulated learning interestingly.

This research has similarities with my research on the use of online platforms to operate learning. While the difference is that this research used technology as enrichment for students to get other learning aids, and my research

implemented online learning as a major curriculum plot to do the learning process.

The second previous research focused on the investigation of contextual learning that was implemented at the junior high school level at one of the schools in Palu city. This research targeted vocabulary mastery for the students.

The adoption of contextual learning implemented in teaching English improved students' achievement results in vocabulary mastery. The learning method allowed the students to integrated theory and practice at the same time. It helped students' minds naturally seek meaning in a particular context in learning (Marpaung, 2017). This way created the students' experience meaningfully rather than conventional learning. This previous research has similarity in the subject of research. In contrast, the difference from my research is that the previous research used a different method.

The third previous research investigated autonomous language learning through a mobile application. The research focused on learning a language through an application called *busuu* app. The application triggered students to do language learning autonomously.

The application was considered to have the most supportive in language learning (Aguilar: 2018). This research used a questionnaire that was set online. The questionnaire was spread entire Europe and could be filled by universal students.

The result showed that 82,8% of the total 4095 respondents claimed that the application improved language proficiency.

The similarity of this research with my research was using an online platform to support distance learning for language lessons. But, at the same time, this research focused on a single instrument, to sum up the result, while my research took several instruments to sum up the result.

The fourth previous research discussed Online Education and Its Effective Practice. The research revealed that there were three major successions of well-organized online learning, those are (Sun & Chen, 2016):

- 1) well-designed course content, motivating interaction between the instructor and learners, well-prepared and fully-supported instructors;
- 2) creation of a sense of online learning community; and
- 3) the rapid advancement of technology.

The research on this journal has shown that online learning can be further enhanced with better management to make a better education quality with low price tuition at the university level. Furthermore, it explained theories, practices, and assessment methods employed in online learning.

This research had interviewed 15 online instructors to investigate the pedagogical practice for effective online learning. It revealed that There were eight pedagogical practices that they considered to be highly effective in practice:

(1) fostering relationships; (2) engagement; (3) timeliness; (4) communications; (5) organization; (6) technology; (7) flexibility; and (8) high expectations (Sun & Chen, 2016).

This research used descriptive qualitative research. The strength of this research was on the detailed explanation of each aspect contributing to online learning, such as the evolution of technology, cognitive and teaching presence, pedagogical view about online learning, and so on. However, this research was not further discussing step-by-step instruction to implement online learning and effective instruction that is proper to use for online learning.

This research is similar to my research in using technology and online learning as alternative teaching processes. The difference is that this research used effective practice on online learning as a research subject, while my research will focus on high teacher's efforts as a research subject.

The fifth previous research discussed intensive online learning through online learning. The research investigated factors contributing to the establishment of online learning as the demand of this present time.

The research explained the critical influence of online teaching using massive open online courses (MOOC). In addition, it explained that the role of effective instructions

requires a careful approach to train teachers as the facilitator and the primary source of online learning.

This study emphasizes that the successful engagement of online learners' participants is mainly determined by a sense of belonging of each learner. Besides, many of these elements stem from the unique challenges and opportunities of online learning environments discussed above (Roddy et al., 2017): technical difficulties; perceived isolation; challenges balancing study; work and family commitments; confusion with content; poor academic performance; or lack of motivation.

This study showed that intensive online courses offer a range of benefits to students and staff, including accessibility, opportunities for embracing new technologies and promoting independent, self-regulated learning (Roddy et al., 2017). These advantages have to be considered alongside some of the detected obstacles associated with online education; potential student disengagement, work-life balance difficulties for students working full-time, and technological challenges for students and instructors. Therefore, it is necessary always to check the students' needs related to the construction of the online environment. It is hoped that online learning may meet with flexible changes in the future.

The similarity of this research with my research is in investigating best practices for implementing online learning. While the difference is that the study uses review literature as a



research method, while my research will use descriptive qualitative research.

The sixth previous research investigated the effective online learning application to be implemented in learning activities. This research investigates works of literature research about applying massive open online course (MOOC) and their significant impact on the learning process.

This research has reviewed 42 articles and research about identifying online teaching and learning practices for undergraduate health sciences students and educators. Among 42 articles, there are positive outcomes from online learning. Those are (Sophia & Rensburg, 2018); positive outcomes in online teaching and learning practices, increasing student satisfaction and motivation, enhancing problem-solving skills, increasing flexibility for learning, creating a conducive learning environment, facilitating collaborative learning, enhancing student participation, integrating the theory-practice gap, enhancing computer literacy skills of students and educators, increasing access to education.

Besides, the research also collects some obstacles related to the finding from 42 articles. The obstacles are (Sophia & Rensburg, 2018); unstable internet connectivity, inadequate internet facilities, limited computer literacy/information technology (IT) competencies of students and educators,

challenges in peer support, concerns for effective and prompt student feedback.

The strength of this research is that the findings points are discussed pretty well by explaining each point in advantage and obstacle of implementing online learning. However, this research did not attach or investigate any valuable instruction to implement online learning based on the finding discussed. The similarity of the research with my research is in the investigation of obstacles that might be found in the learning process. While the difference is that this research is review literature research while my research will be descriptive

## **B. Literature Review**

To support this research, some literature reviews are presented. In addition, a literature review is used to discuss and point out some ideas that can be based on this research.

### **1. Definition of Learning**

The purpose of education is to facilitate students learn to think (Yan, 2020). In the modern era like today, applying learning style approaches in the classroom is very important (Annury, 2016). A variety of recent research on effective learning methods is widely circulated and presents the experiment results. Using valid and trusted methods is very important for attacking teachers to apply them to their students in the classroom to achieve optimal learning goals.

Manser (1995: 320) says learning is a relatively permanent change in behavioural tendencies and reinforced practice. Someone who is in the phase as a student ideally always gets results in changes in behaviour and mindset of what he gets in the learning process. Therefore, learn to get the ability, better behaviour.

Brown (2000) Breaking down the components of the definition of learning, we can extract as we do with language, the domain of research and inquiry. The components are as follows: learning is an acquisition or "getting";(a) learning is the retention of information or skills; (b) retention implies storage system, memory, and cognitive organization;(c) learning involves active, conscious focus on, assume and acting upon events outside or inside an organism; (d) learning is relatively permanent but subjective to forget;(e) learning involves some form of practice, perhaps reinforced practice; (f) learning is demand behaviour change.

In the process of making learning and teaching conducive, learning can be defined as the process carried out by teachers who have been programmed to teach students to achieve learning goals as determined by applicable curriculum instructions.

## **2. Online Learning/Distance Learning**

Because of the variety of uses today, the term online learning or distance learning has many meanings. Synchronous, asynchronous, and hybrid (blended learning), online courses will be examined as methods of online learning. In synchronous instruction, Teachers and students meet at a fixed time (generally online) for synchronous instruction. According to Watts (2016), synchronous communication is achieved through the use of live streaming video or audio. Although video conferencing allows participants to see each other, because to the physical separation, it is not considered a face-to-face connection.

Asynchronous instruction refers to the absence of synchronous interactions between teachers and students, with students having access to course content through the Internet at any time they want or need it. Participants communicate mostly through email and online forums, which are normally moderated by the teacher (Fidalgo et al., 2020).

Another type of distance learning is blended learning, blended learning also known as hybrid learning, blended learning gives online learning more direction by combining face-to-face and distant learning, while

conventional learning gains flexibility and accessibility by including online learning.

Furthermore, blended learning is excellent for students who reside a long distance from the school or who have other obligations that clash with the on class time (Alebaikan & Troudi, 2016).

Distance learning is a type of education that focuses on teaching techniques and technology with the goal of providing instruction to students who are not physically present in a normal educational setting such as a classroom (Bušelić, 2012). In distance learning, there are several advantages and disadvantages. The advantage for students, (a) Flexibility, online classes may offer students the flexibility to complete schoolwork while balancing their other responsibilities. This flexibility can be beneficial, especially for students who are parents, work part-time and full-time, or are student athletes with travel schedules that interfere with requirements in face-to-face classes. (b) Self-motivation, as online homework is often delivered in bundles, self-directed and motivated students can work through material at a faster rate, perhaps finishing work before the deadline and opening up time in their schedule for other classes or tasks. (c) Working independently, in online class, introverted students may feel more at ease working independently. Students may

believe they have greater discretion about when and how they participate in the class, even if they are compelled to communicate through discussion boards or group assignments.

Advantages for teacher, (a) Flexibility, while advanced preparation for online classes might be difficult, by releasing teaching material online in advance, teachers may gain scheduling flexibility to teach online classes while they are away from school. (b) Improved communication, learning management systems and conferencing technologies have provided communication channels that allow teachers to more effectively communicate feedback on assignments, written communications, and voice messages as technology has advanced considerably. (c) Class management, many learning management systems track how often students interact with classroom instruction, providing teachers with information on how frequently students access the class and how long they spend doing so. Teachers can assess if the workload is adequate for students and have supporting statistics on the effort that students are putting instead of relying on self-report from face-to-face classes. (d) Class design, online teaching does not allow for casual class preparation. teachers will be better prepared for the

class due to the advanced planning that is required (Davis et al., 2019).

While there are several advantages to distant education, there are also a variety of disadvantages. Distance learning takes forethought. Distance learning requires both teachers and students to make sacrifices in order to complete tasks on time. There is no quick feedback with distance learning. A student's performance in a normal classroom setting may be quickly measured through questions and informal examination. With distance learning, a student has to wait for feedback until the teacher has reviewed his or her work and responded to it. Compared with normal class delivery method, distance learning demands a disproportionate amount of effort on the part of teachers (Bušelić, 2012).

As Capper (2003) notes, online learning offers access in multiple ways:

- (a) Providing access to continuous learning. Online courses can give instructors "anytime, anyplace" access to sustained and continuous learning, such as follow-up support to help them apply innovations in their classrooms.
- (b) Broadening access to instructional practices. Teachers can observe diverse instructional techniques

in classrooms that are similar to and distinct from their own using Web-based video, webcasts, and webinars. "Flexible access to specialists and archive materials" is something that online professional development can supply.

- (c) Addressing teacher's content knowledge. Teacher lesson plan sites, teacher wikis, countless "ask an expert" sites, tele mentoring programs, and the vast amount of tools and information available on the Internet may all assist teachers in broadening, deepening, and refining their academic knowledge.
- (d) Providing access to curriculum and content supports. Teachers can access a wide range of ideas, teaching and learning materials, and tools through Internet educational portals, e-mail, e-lists, blogs, wikis, and educational websites.
- (e) Promoting reflection and dialogue. Teachers can engage in "reflective, analytic learning activities and conversations around specific teaching traits and practices" via e-mail, blogs, e-lists, bulletin boards, chats, wikis, user groups, online discussion groups, and Voice over Internet Protocol (VoIP).
- (f) Serving as a tool to model good instructional practices. Learning how to use the Internet and integrating Web-based material and experiences into



a subject area may be paired with learner-centered instructional techniques, allowing the computer in general and the Internet in particular to act as instruments to encourage new ways of teaching and learning (Burns, 2011).

### **3. Teaching Strategy**

The teacher's strategy is a combination of processes in which the instructor controls the class and makes use of all available resources to help learners comprehend more (Issn, 2017). Having a learning plan is very important for a teacher. To produce high student achievement (results), teachers must educate and teach students using the learning methods needed in the learning process in the classroom (Nasution, 2017). Besides, in order to improve students' achievement result and prevent them from boredom situation, it is essential for teacher to get updates about new information (Fadlilah, 2018).

In General, there are some techniques in teaching strategy, those are lectures, demonstration, discussion, and in-class activities (Hackathorn et al., 2011). Information dump is referred to a technique called lecturing. This approach involves specific information for the majority of class time, leaving little time for students to interact. This approach involves specific information for the majority of class time, leaving little time for students to interact. A

hybrid form of teaching is discussion because students get and give information. To understand each technique, below are the explanation:

#### 1. Lecturing Technique

Lectures can be an effective method of communicating theory, ideas, and facts to students. Good practice of lectures is seen from three components namely, introduction, lecture content and conclusions. Its purpose of lectures is to convey information to students.

Speaking of the first step, an introduction is a crucial first step to draw students' attention to the material to be delivered. This moment is very critical to get students' focus and attention during whole-class activities. If a lecturer or teacher fails to show a clear framework at the beginning of a lesson to attract student's attention, the rest of the learning time will be challenging for students and teachers.

Proper introduction can be taken with some steps: establishing a relationship with students, improving close communication to make a positive learning environment appear, and using "ice-breaking" if necessary. Sometimes, a foster motivation can be a good idea to gain students' focus and foster them to be more enthusiastic with the learning.

Lecturers or teachers can use many procedures in teaching to transmit information to their students effectively. The main construction of a lecture is the primary process of learning. This component is allotted the most significant amount of class time.

Therefore, on this occasion, the main material has to be appropriately delivered. Ideally, lecture material combines facts, concepts, principles, and generalization. It is best to define concepts related to the material that is being taught in the beginning. Afterwards, giving facts about the concept will widely help students open their minds about the actualization of the concept. Finally, all facts and concepts discussed are generalized to connect each idea within the concept.

A teacher in class frequently ignores the conclusion. It is essential instead. To make sure that students can get the best comprehension of a study, the following tips can be done to give conclusions, make repetition, emphasize some main points, encourage question session, and relate content to previous and subsequent topics.

In the lecture method, there are several advantages and disadvantages as follows.

No	Advantages	Disadvantages
1	It provides an economical and efficient method for delivering substantial amounts of information to large numbers of students.	It does not afford the instructor with ways to provide students with individual feedback.
2	It affords a necessary framework or overview for subsequent learning, e.g., reading assignments, small group activities, discussion.	It is difficult to adapt to individual learning differences.
3	It offers current information (more up-to-date than most texts) from many sources.	It may fail to promote active learning unless other teaching strategies, such as questioning and problem-solving activities, are incorporated into the lecture.

4	It provides a summary or synthesis of information from different sources.	It does not promote independent learning.
5	It creates interest in a subject as lecturers transmit enthusiasm about their discipline.	

## 2. Demonstration Technique

In teaching through demonstration, students are set up to potentially conceptualize class material more effectively. Demonstration technique is described as a process on how to do something or how something works (Wilany, 2019). This technique is often used by the teacher when students find a barrier in the learning process. Besides, it is an excellent way to connect theories to actual practice for students to get a deep understanding of what they learn for actual use. The demonstration technique focuses on achieving a psychomotor and cognitive objective.

There are three successive steps in the demonstration technique: introduction, development, and integration. Within the introduction, the objective of the lesson is started. Then, a teacher has a role as a

demonstrator and actively demonstrate certain thing before students do. When it comes to development sessions, students try to initiate the activity that a teacher has practiced. Last but not least is integration. In this time, the teacher integrates all the activities and then rehearses revised and evaluated activities.

The principle of demonstrative technique refers to learning by doing. The limitation of demonstration can develop the development of student's skills. While students' perceptions help them to imitate the knowledge they have learned. Below are the advantage and disadvantage (McKee et al., 2007)

No	Advantages	Disadvantages
1	It helps in involving various sense to make learning permanent	It can be used only for skills subjects.
2	Though teacher behavior is autocratic, it invites the cooperation of pupils in the teaching-learning process.	Only the attention of the learners is invited towards the activity demonstrated. They are not free to discuss it.

<b>3</b>	It develops an interest in the learners and motivates them for their active participation.	Due to the poor economic conditions of the government schools, audio-visual aids and equipment are scarce, and the teachers are not so creative to produce handmade models for demonstration.
<b>4</b>	It helps in achieving psychomotor objectives.	There is a general lack of sincerity and diligence among teachers who wish to complete the syllabus or syllabi at the earliest without putting in sincere efforts.
<b>5</b>	Any simple or complex skill becomes easy to	

	understand about their discipline.	
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### 3. Discussion Technique

Teachers or lecturers who are interested in discussion techniques might like to have their students get involved in the learning process so profoundly. This technique is claimed to be able to energize classroom activity. Consequently, students' participation will be more needed in the learning process. Besides, it is believed to be able to improve students' interactive skills (Welty, 1989).

Teachers or lecturers need to encourage their students to participate in the discussion. The involvement of students may exchange diversity of learning. However, there will be a dispute among students due to the different perceptions among them. Therefore, the role of teacher or lecturer should firmly become the leader of a discussion and become the primary and last reference for students.

To get a smooth discussion session, there are several things to do. The teacher or lecturer must prepare for class by reading the assigned material, deciding important concepts and outlines, preparing a question outline, and making a board outline. Besides,



it is essential to know your students and look at the whole semester and the whole institution by the present syllabus to ensure the issue or capacity of their discussion matches for them. Another thing such as the physical setting of a classroom, the ideal classroom component for discussion and the usual class situation are also need to take care of (Welty, 1989).

In the discussion method, there are several advantages and disadvantages as follows.

No	Advantages	Disadvantages
1	Emphasis on learning instead of teaching.	The discussion method is not appropriate for all the topics
2	Participation by everyone in the class.	It can be used only on students who have some basic knowledge of the topic.
3	Development of a democratic way of thinking.	Some of the students may feel shy or reluctant to take part, while others may try to dominate
4	Training in reflective thinking.	A teacher may lose control over the

		students and they may end up in quarrelling.
5	Training in self-expression.	
6	The Spirit of tolerance is inculcated.	
7	Learning is made interesting.	

#### 4. In-Class Activity Technique

In the discussion of class learning activity, there is an understanding that the role of the teacher or lecturer is still essential. The teacher's duty is more about transmitting foundational knowledge required by students through activities that are very excited for students. There is various in-class activity Technique to promote active learning in class, such as reader theatre, think-pair-share, roundtable, jigsaw, in-class quizzes, and minute paper. Each technique can be used and easily modified based on the need for learning itself.

The advantage of using this technique is that students can unfold the phenomenon or improve the understanding of a concept they learn. In addition, manipulating the concept into reality first-hand makes

them catch the understanding of the technique deeply. For instance, in-class activities can range from playing games and exam reviews (Hackathorn: 2011).

A teacher who is an education work must be able to master and be well acquainted with the conditions of his class and the students he teaches. This is necessary to create a pleasant learning atmosphere, to produce a quality learning process. Besides, a teacher needs to choose a good learning method, which can positively impact student learning outcomes, so the teacher's ability to apply learning methods that are appropriate to the characteristics of students is needed (Nasution, 2017).

Every learning process must use learning methods so that learning can be maximized. However, in practice, the condition of each class always experiences different phenomena, so the approaches/methods used for teaching are also different. With these conditions, teachers need to have broad insights related to various learning methods adapted to each class's conditions.

The better the method is, the more effective the achievement of objectives (Surakhmad 1990). It can be concluded that the achievement of high and quality student learning outcomes can be generated from a

quality learning process, to produce quality learning processes, an educator requires the ability to apply learning methods that are appropriate to the needs in the classroom, the inappropriate learning methods applied can reduce the quality of the learning process itself; thus the improvement and improvement of student learning outcomes in schools can be implemented with the use of appropriate learning methods by teachers.

#### **4. Efforts and Obstacles in Learning**

Effort in a learning process can be measured in several different ways. Effort is assumed to be a limited capacity resource that can be used to any activities, including on-task, off-task, and self-regulation activities (Massin, 2017). In a learning especially to this current situation, effort becomes the determiner key to gain knowledge by tackling any obstacles occur.

Cornu (1991) divides among four types of obstacle: genetic and psychological obstacles, cognitive obstacles, didactical obstacles, and epistemological obstacles. Cognitive obstacles occur when someone especially students get challenges during their study process. Meanwhile, genetic and psychological obstacles occur due to self-awareness of the understudy. Next is didactical obstacles, it occurs because of the notion of the

instructing and the teacher, and last but not least is epistemological obstacles. The condition occurs in view of the idea of the numerical ideas themselves (Moru, 2009).

In a learning process that normally happen among students and teacher, there must be a barrier in the process due to many factors. In addition, the switch of learning from conventional learning into distance learning can increase the number of the obstacles. To understand some of the factor, here are some points from the students' side and teacher side:

#### 5.1. Students' obstacles:

##### 5.1.1. Misinterpreting expectation

The way to deliver a lesson in an online learning can trigger lead Submission of materials or assignments. It causes high risk for students to have misunderstandings about finishing assignments. For instance, a simple explanation about certain topic that actually can be learned quickly and easily by face-to-face can be more difficult when it is delivered online.

### 5.1.2. Time management

A students have to able to organize their time properly. It is because online learning or distance learning may not have committed time in their schedule, it may not well-organized in the time needed. Even if the time is planned, it may be filled with other responsibilities that take short-term priority to classwork that can be finished at a later time, which could be overlapped by other duty.

### 5.1.3. Interpersonal relationships

In an Online learning, students may have a tendency that they do not have quite good or close relationship with their teacher. It can be trigger a feeling of less trust and respect to the teacher. Students cannot see their friends in the online class as effective partner of study. Students in web-based classes may essentially feel helpless due to the separation and distance among students that lack of social interaction aspect. Consequently, building associations with different students in the class later, can be a bit challenge because of poor experience in it.

## 5.2. Obstacles for teacher

### 5.2.1. Setting expectations

Sometimes in distance learning procedure, teacher need to engage communication as well as deliver effective presentation using interesting data or tools. However, too little data can confuse students and too much data can cause students to ignore more significant prerequisites that get jumbled up in minor details. Teacher should try to strike a balance in providing sufficient direction without covering students with useless data.

### 5.2.2. Providing feedback

Online learning can be more complicated by the problem of limited interaction with students directly. One of the things that is very difficult to achieve is to provide an objective assessment of students' abilities in certain learning. Online learning has the potential to make it more complicated when assessments designed for students through assigned assignments are misinterpreted. For example, learning that requires deep analysis and understanding of students becomes

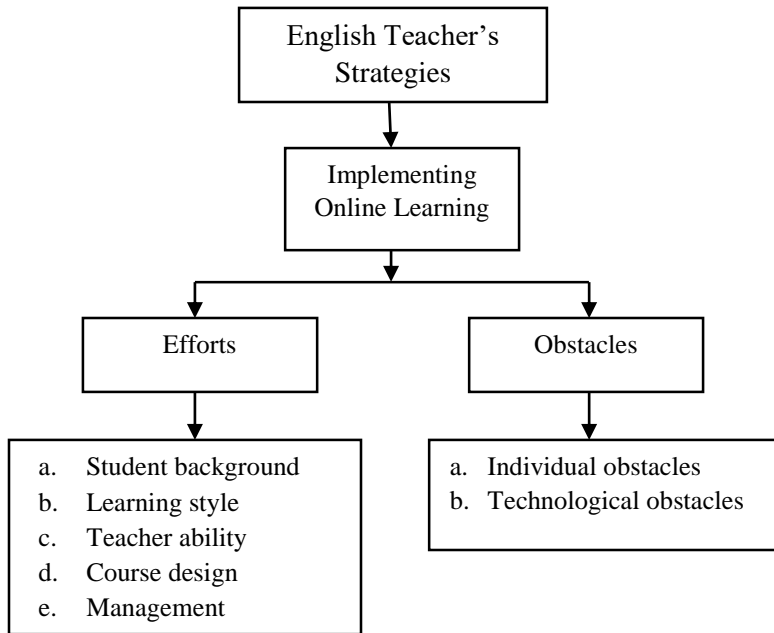
difficult to implement due to limited interaction. As a result, questions that do not necessarily have "right answers" because they are judged by how logical thinking processes can produce more subjective scores that may be considered unfair by students. This can limit students' ability to master complex topics that require critical thinking and problem solving.

#### 5.2.3. Interpersonal relationships

The limitations of direct interaction with students often cause problems in the form of connections with students who are not good. One of them is to synergize two-way communication with students and transfer positive energy to them. Without a sense of compromise, online learning is prone to feeling boring and flat without the natural excitement that teachers feel by transferring more fluid energy to and from students. Teachers may find it harder to know when to intervene if one student appears to have a problem (Davis et al., 2019).



#### D. Conceptual Framework



Every effort must be taken to ensure that learners succeed in all educational settings. This includes pedagogical concerns, as well as an awareness of student backgrounds and learning styles, teacher ability, and course design and management(Andrade, 2015). But there are several obstacles in online learning such as individual obstacles include (motivation, economy, social support, technological confidence), and technological obstacles include (access and cost).(Andersson & Grönlund, 2009).

This conceptual frame work is the representation of this research. This research would conduct in MTs Fatahillah Semarang. The researcher will investigate English teacher efforts to teach English online by questioning English teachers. Furthermore, the researcher investigates the impeding factors by implementing teacher's strategies in teaching English online.

## **CHAPTER III**

### **RESEARCH METHOD**

In this chapter, the researcher would like to present the research methodology used. It includes research design, research focus, data and source of data, research instrument, data collection technique, and data analysis technique.

#### **A. Research Design**

The researcher applied a descriptive qualitative research design. Qualitative research is interpretive (Creswell: 2003). The more complex, interactive, and encompassing the narrative, the better the qualitative study. The definition of descriptive-qualitative research is a research method based on post-positivism philosophy and used for researching the condition of an object naturally/ In this case; the researcher becomes the key instrument. The researcher took a sample of the data source by purposive and snowball method. This research applied the triangulation method to collect the data. The result of qualitative research is more emphasized in the meaning rather than generalization.

In this study, the researcher investigated English teacher efforts to teach English online by questioning English teachers. Furthermore, the researcher investigated the impeding factors by implementing teacher's strategies in teaching English online.

## **B. The focus of Study**

The study focused on the teacher's efforts to teach English at MTs Fatahillah Semarang in the academic year 2020/2021 during pandemic COVID-19. Besides, this study also focused on the obstacles faced during online learning.

## **C. Data Collection Method**

Lofland and Lofland in Moleong have stated that language and action become the primary data in qualitative research (Archia: 2014). The data collection in qualitative research of the main instrument is self-research (human instrument) to search data by interacting symbolically with the informant/subject studied. There was some data collection method used in my research:

### **a. Observation**

This research obtained observation. It is a complex process to gain valid data regarding the research. However, observation is an essential tool for validating teacher's explanations with actual practice with their students. The observation was used to check and to get an objective view related to the teacher's efforts employed to their students to do online class. Some steps that the researcher had done were as followed:

1. Observing the teacher and student's interaction/activeness

## 2. Observing teacher efforts in implementing online learning

### b. Interview

Considering that my research was descriptive qualitative research, an interview was used to collect the necessary information. This data collection method was based on self-report, knowledge, and personal belief. An interview technique can be done as a structured interview or an unstructured interview.

Interview obtained a structured interview for English teacher at MTs Fatahillah Semarang. The result of the interview was used to formulate data about teacher's efforts in implement online classes. Besides, it was also used to investigate the obstacle during the application of the strategies. The question for the teacher consists of 8 questions (see appendix 12).

### c. Questionnaire

Considering the number of students involved in this research, a Questionnaire was chosen to gather reliable data to get the objective answer for research question number two. The questioner was distributed to 9<sup>th</sup> grade students at MTs Fatahillah Semarang. In addition, the questioner implemented the Likert scale to make it easier to organize the data collected (see appendix 8).

d. Documentation

To complete the process of gathering data, documentation was used to strengthen the finding. The documentation was in the form of media used in implement the meeting (see appendix 11).

**D. Data Analysis Technique**

After completing the data collection, the data was analyzed. Data analysis is a process to find and construct the data orderly obtained from observation and interview from the research field.

To analyze the data, the researcher used the Miles and Huberman model (Huberman:1994). This model suggested that analyzing the data of qualitative research should be done continuously. There were some steps to analyze the data based on this model. Those are *data reduction*, *data display*, and *conclusion drawing*.

After completing the Miles and Huberman model to be organized, the last step was taking a conclusion. Again, the data were grouped first until finally, the researcher concluded it.

## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSION**

The researcher gathered the necessary data through non-participatory observation, spreading the Likert scale to 64 students, and interview an English teacher at MTs Fatahillah Semarang Regency. All participants were junior high school students from 7<sup>th</sup> until 9<sup>th</sup> grade students of MTs Fatahillah Semarang.

The researcher took interview instruments to gather information and data from the teacher who taught English lessons at MTs Fatahillah Semarang. The instrument was used to get the answer to the first and second research questions of this research. To clarify the teacher's interview result, the researcher spread the Likert scale to know students' response during the English learning process.

#### **A. Findings**

##### **1. Teacher's efforts in implement English online learning during COVID-19 Pandemic at MTs Fatahillah**

The researcher showed the result of the teacher's interview in implementing online learning during the pandemic time. There were three significant ways that the English teacher at MTs Fatahillah did in implement online learning in order to improve the result of English learning proficiency. For example, was the efforts in mastering four basic skills in learning activity for students at home, for

example to teach four basic skills in English (speaking, listening, reading, writing):

**a. Maintaining partnership and coordination with students' parents to supervise children learning activities at home**

According to the English teacher of MTs Fatahillah, students in grade 7 still needed guidance from their parents to do English learning activities at home. The teacher stated it,

*I: What is your strategy for teaching English with an online system?*

*R: "so when the learning process during the pandemic is indeed for the 7<sup>th</sup>-grade level, it must or still need guidance from parents or guardians." (see appendix 1).*

While for 9<sup>th</sup> grade, they could participate online learning by themselves without too much supervision from their parents. The teacher mentioned it,

*I: Is the strategy effective for the teacher delivering the material to students?*



*R: "The 9<sup>th</sup>-grade students is the level that this strategy matches to them because the achievement is greater than grade 7 and grade 8" (See appendix 3).*

The role of parents was seen pretty much crucial for the teacher to supervise the students, especially those in grade 7. The students of grade 7 took transition time from elementary school that directly guided their teacher. Nevertheless, in senior high school time, the tendency was slightly different. The teacher-directed students to be more independent in learning.

Their parents' motivation was considered essential to keep students focused on the English material they studied. Based on the survey that the researcher did to know whether English studying online was easy or not, 34,9% of the total 63 students chose doubt, and 22,2% of students from the total population chose to disagree. On the contrary, 31,7% chose to agree, and 9,5% chose very agree that English online learning easy to do (See appendix 9). Thus, the data firmed that the parents' involvement with students needed to help them study online.

Reviewed from students' positive attitude during the lesson time, grade 7 mainly deficient in participating in the WhatsApp group. Most of them were such low respond and became silent readers. While grade 8 was a bit better in responding to the WhatsApp discussion, grade 9 was the most active grade to participate in online learning. This condition revealed that the maturity of the students affected the students' behavior.

*I: How do students respond to the strategies implemented?*

*R: For grade 7 itself, out of an average of 35 children, maybe only 15-17 active. In classes A and B (See appendix 5).*

Overall, Online learning was seen by the students as an interesting activity to do during pandemic COVID-19. It was confirmed by the result of the Likert scale that the researcher distributed to the 64 students online. The result showed that 15,6% chose very agree and 51,6% agree with the statement that they feel happy to study English with their friends and the teacher online. On the other hand, 9,4% of students felt unhappy with online learning (see

appendix 9). From the result of the Likert scale, it could be seen that the students were still passionate about learning in the middle of limited access due to pandemics. Besides, the 9,4% of students that did not like online learning also needed to be taken care of because they also had a right to feel comfortable studying online. In this case, English online learning for junior high school students of MTs Fatahillah took the parent's role as the representative of their English teacher as an important figure to keep motivate students to do English learning.

**b. Employing a platform that can be used in implement online learning**

In efforts to teach four the basic skills for students, the teacher employed YouTube (See appendix 13). In the beginning the teacher opened the class through the class WhatsApp group by greeting and asking the presence of students. After that, the teacher reminded students to always take care of their health and obey the procedures, and of course the teacher motivated by asking questions through voice messages about what students know about the material that will be conveyed by the teacher. In this case the teacher discusses (cardinal and ordinal numbers).

The teacher distributed material links that go to YouTube to convey material via videos on the site. Then students were asked to understand, identify the material conveyed by the teacher. The next step, the teacher provided opportunities for students to ask questions about the material presented through group video calls, then the teacher answered what the students ask.

Students were asked to work on worksheets in groups by sending them in groups. then students were asked to give responses to the work of other groups, students were expected to conclude learning. The teacher gave reflection, and students work on the moodle individually. At the end of the lesson, the teacher gave rewards or praise to students who had done assignments in the WhatsApp group. Then the teacher monitored the students doing the quiz on moodle individually.

The last step, the teacher closed the lesson and submitted online monitoring to the head of the madrasah, for assessment. Teachers assessed students from attitudes, knowledge and skills. Attitudes were assessed by responsibility for assignments and discipline in attending online classes and submitting assignments. Knowledge was assessed from

assignments and student responses to the online learning process, while skills were assessed from the preparation and writing carried out in polite and easy-to-understand language.

By using YouTube, the teacher could optimize the efforts to teach English for example to teach four basic skills of learning English, speaking, listening, reading, and writing. In specific way, the teacher taught writing skills and reading skills using printed media such as learning resource books (LKS). It was as mentioned by the teacher in the interview,

*I: What kind of tools used in implement online learning?*

*R: "When talking about the tools that I use for online learning in this pandemic era, of course, I need a cellphone than a laptop, then a learning resource book (LKS)..." (see appendix 2).*

According to the teacher, the online media that were used to support learning had some criteria. Those were; being able to upload materials as well as being able to hold a discussion and being able to upload quizzes for students. WhatsApp was being used to do intensive coordinating among students and

the teacher because it had all features needed to do online learning. This platform was very critical to do the majority of activities during the learning process. The ease and affordable access became the main reason why this app was chosen.

*I: What kind of tools used in implement online learning?*

*R: Then the most important thing is WhatsApp Group. This is a communication bridge for the task from YouTube." (see appendix 2).*

The English teacher at MTs Fatahillah also used YouTube Channel to upload materials so that the students could review lesson materials all the time. Besides, the teacher also used Google meet to discuss with a small or a large number of students.

Compare with face-to-face learning during the pandemic, online learning was seen by students as a minor obstacle rather than regular learning or study in the classroom during the pandemic. For example, if regular meetings required them to use a mask, check body temperature, keep distance, and use hand sanitizer, online learning did not require that. From the survey, the researcher got 42,2% of students who

agreed that online learning had fewer obstacles, and 25% of students very agreed with the statement (see appendix 9).

Most students at MTs Fatahillah also argued that online interaction among the teacher and the students while learning English was better than in the classroom. It was confirmed that 39,1% agree and 7,8% of students very agree with the statement (see appendix 9).

**c. Creating interesting learning activities and frequently make a review**

Online learning has been doing for quite a long time. This fact became one of the worries of the teacher to find a way of effective learning efforts for the students. To minimize the boredom that happened, the teacher did some activities that could eliminate students' boredom.

The teacher used some fun learning resources that could be used effectively to support the learning and could counter four basic English learning skills. To make it a bit fun, the teacher made a learning video that demonstrated and sometimes gave explanation about a topic that was being discussed using animation. To engage students in their creativity to understand what they have learned, sometimes they

were asked to make a learning video too. This activity connects the students with speaking skill and writing skill in the process of making a transcript. Besides, the teacher also divided them into several small groups to do a discussion. This way, it also connects with speaking and listening skills that students need to practice. After several activities, the teacher made a review them regularly.

*I: What is your strategy for teaching English with an online system?*

*R: "...preparing various learning resource technologies and providing feedback." (see appendix 1)*

## **2. Obstacles faced by the teacher while holding online learning at MTs Fatahillah**

For more than one year, the online learning was done, there were some obstacles faced by the teacher and the students at MTs Fatahillah. Those were:

### **a. Lack of sufficient support to reach online media**

The Students of MTs Fatahillah faced some obstacles to reach the online media/ platform used in implement a learning process. The insufficient internet data was one of the significant factors that



caused it. Besides, not many students that had Wi-Fi to access the internet made the situation worse. Moreover, some learning activities required students to have face-to-face or video calls to do discussion.

Some learning materials were designed using G-form and YouTube. Without the existence of sufficient internet data, the students would not be able to get access. YouTube especially spent the most internet data that had by the students. Consequently, some students who did not have enough internet data joined other friends to see the material uploaded in it. This condition affected students' progress in learning four basic skills (speaking, listening, reading, writing).

*I: What are the obstacles to online learning?*

*R: “. Of course, there are obstacles to online learning. For example, not all students have sufficient and adequate internet data.” (see appendix 7)*

Besides, based on the survey, 34,9% of students doubt what they learned, and 22,2% did not easy to understand the lesson (see appendix 9).

To overcome the situation, the teacher came up with the idea to design some of the activities using printed media. The teacher designed each meeting involved activities that allowed students to do it offline. So, it was not centered on using an online platform only. This way, the teacher could minimize the learning gap that occurred, considering there were four aspects that needed to be mastered by the students.

**b. Students' saturation in online learning**

The English teacher of MTs Fatahillah said that students got bored time by time doing online learning activities. They lack motivation from themselves because a big challenge to do a learning English online. The parents' supervision sometimes was limited due to they had to work too. This situation triggered students to have minor achievement result in the learning activity in all four basic skills.

*I: What are the obstacles to online learning?*

*R: “..Sometimes there is a signal barrier, and maybe because this has been going on for one and a half years the children studying from home maybe some of them are getting bored..”*

(See appendix 7).

According to the researcher's observation, most of the students were only responding to the teacher's greeting without doing a meaningful activity. The online group that was supposedly a platform for multiple interaction among students and teachers became less effective (See appendix 11). This condition was also due to students complain to the teacher that they have too many tasks from other lessons.

The saturation of students to do online learning was also due to the material presented online tricky to understand. Some learning resource material was seen as challenging to be comprehended. Based on the survey, 34,9% of students from the 64 population felt that online learning was not really easy to understand. At the same time, 22,2% of students argued that online learning was difficult to understand (see appendix 9). Students who had to adopt a new way of learning in the middle of the pandemic also became the main issue.

To minimize the students' boredom phenomenon, the teacher took various activities to do learning activities. Thus, the teacher minimizes the quantity of homework for students. Besides, the

teacher was also encouraging the students to make summaries based on the learning video uploaded by the teacher. This way was expected to be one of the effective ways for students to review the whole material and better understand the material presented.

*I: What are the obstacles to online learning?*

*R: After I had several interactions with them, most of my students didn't want to or didn't want to be given a lot of assignments or questions. In one meeting for 1 basic competence 2 learning meetings, there is no assignment but it is replaced by summarizing material from videos that have been listened to or discussions in small groups or discussions in groups. The 3rd meeting usually just has an assignment. In the 3rd meeting, the task was writing and there were not many questions. They are directed to do activities that can arouse their creativity and usually I also provide interesting worksheets. (see appendix 7)*

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

This chapter presented the conclusions, implications, and some recommendations of this study. Based on the data analysis in chapter 4, these conclusions of the study in chapter 5 were built up after discussion and report in chapter 4.

Some suggestions or recommendations were given for the English teacher and students in online learning activities. To implement further research, there were some recommendations provided regarding the same issue/ topic. At last, those who are interested in English online learning could take a review for this research.

#### **A. Conclusion**

The teacher's efforts to conduct English learning process using online platform at MTs Fatahillah Semarang contributed to the development of students' progress in learning English for example in learning four basic skills (speaking, listening, reading, and writing) to students during the pandemic of COVID-19. Thus, online learning was seen as the solution to the learning process for students rather than offline meetings or conventional learning.

Some interactive platforms such as WhatsApp, YouTube, and the various activities used by the English teacher made students easier to learn four basic skills (speaking,

listening, reading, and writing) in the middle of social distancing policy.

Based on the brown theory about learning, the teacher efforts applied in implement learning had full fill seven learning categories. However, the 4<sup>th</sup> category that included an active conscious focus on, assume and acting upon events outside or inside and organism still needed to be grown among the students to achieve the maximum result.

Some students felt it challenging to adapt to online learning. There were several problems faced during online learning; those were; Students' motivation, lack of facilities such as internet data or Wi-Fi, unstable signal, and inability to adjust to the new learning. Consequently, to minimize the gap that happened due to the problem, the teacher came up with combining learning activities using a printed worksheet. The teacher's solution was considered to ensure the students could learn four basic skills (speaking, listening, reading, writing) easily as those skills were pretty important.

The teacher's awareness regarding the students' psychology, motivation, and creativity in implement online learning paid an essential role. As the students were entering the early young phase, they tend to be unstable in their emotions. The grade 7 experienced a tough transition in the junior high school phase due to their treatment at elementary school, and junior high school was different. They still need

guidance and explicit instruction to do the learning in four basic skills (speaking, listening, reading, writing).

To keep students' attention to learn at home, the role of their parents was also seen to be necessary. The parent's role was as a motivator to the students in implement English learning activity. Therefore, the school management needed to cooperate with them to supervise their learning progress at home vigorously. Furthermore, since the teacher as the central guidance of learning could not meet the students, their parents must act as the teacher's representative to keep the students' focus and attention in the lesson they learned.

#### **B. Suggestion**

This study had much limited access to implement proper research due to Pandemic and social distancing. The instrument used by the researcher to gain the data still needed more improvement to capture the phenomenon of online learning at MTs Fatahillah comprehensively. Besides, the respondents of this study were also limited.

The researcher realized that there were weaknesses in this investigation. For example, the researcher could not join in a group of students nor saw them doing online learning to capture the actual situation due to the consideration of the teacher that this thing was afraid to trigger awkwardness of the students. Besides, the deep investigation of the teacher to dig

more data could not be done due to too many tasks that the teacher had.

The next time, the researcher recommended that anyone who wants to do the research choose a subject that could access an online class. Besides, the next researcher must-have preparation for additional instruments if there is a new finding that was not predicted before.



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## **APPENDIX 1**

### **Teacher Interview Questionnaire 1**

Name : Fitri Ulya Dewi, S.Pd

Position : Teacher

Question: **What is your strategy for teaching English  
with an online system?**

Answer :

Good evening Mas Taufiq, OK, I will immediately answer my strategies in the online system learning process. There are a lot of them, I will explain the most important points. It must keep communication, not only communicate with students, but we also have to build the relationship with the parents or guardians of the students themselves, so when the learning process during the pandemic is indeed for the grade 7 level, it must or still need guidance from parents or guardians.

For grades 8 and 9 it might be more independent and already aware of his duties. Well, besides that we also have to do a clear schedule, so there is already a schedule maker made by the Madrasah. Whether every Monday is for the lessons or Tuesday for the lessons or how many hours of lessons each week, there is already a clear scheduling.

Then the third one is that we have to manage the time in learning in the era of a pandemic like this, a lesson hour of online learning is only 30 minutes' length, while normally it has to be 60 minutes on normal days before the pandemic. With such a short time, indeed we as teachers require to choose the essence material from whichever material is most

important to be taught from the situation we take the essence material like that.

I myself also need more time to make learning media before doing learning like that. For example, making a video, making a worksheet and making corrections at night. So yes, only time for the students and time management for myself. Furthermore, my strategy is to prepare technology to support the learning. What will be useful or I can use it in the learning process and of course the technology can be reached by my students.

Due to this condition has been lasted for one and half year, maybe the children are getting bored. So, we as teachers must look for a variety of interesting learning resources to tackle the problem. So, in order not to get bored and still enthusiastic about learning resources, I made learning videos and sometimes I asked my students to do so. I also divide them into small groups like discussions, then I provide interesting worksheets that they can do. They can Fill in directly via their cellphone, check it or choose the correct answer. From that time on, they send directly by giving the name and class identification. So, the activity is not always written in books like that.

Then besides that I also usually use Google form, there is a daily test, so there is also a quiz in the model application.

well, in my opinion, we as teachers must provide feedback to students not only by giving them materials and worksheets that they have to be done with assignments. That's not like that, but when we give them something, we also have to do our feedback, we review it, give it credit,



we correct it, individually and in groups so that it will make them excited because they will feel that I am appreciated by my teacher, my work is appreciated by my teacher, my learning process is appreciated by my teacher, like that.

We also have to know the psychology of our students so maybe there are those who are more comfortable learning in class maybe some are more comfortable learning online like when it's online so Well, we also have to understand these conditions. There are also those that they are not comfortable with, so we have to position ourselves. For example, they have any obstacles like don't have a cellphone or don't have an internet data. We also have to provide other open learning resource to them. For example, from books they got from school or from LKS. something like that.

The important things for this case is keeping communication efforts with students as well as relations with parents of students, then there must be a clear scheduling, understanding time management, preparing various learning resource technologies and providing feedback. Those are the strategy I use to teach English in this pandemic term like this.

## **APPENDIX 2**

### **Teacher Interview Questionnaire 2**

Name : Fitri Ulya Dewi, S.Pd

Position : Teacher

**Question: What kind of tools used in implement online Learning?**

Answer :

When talking about the media that I use for online learning in this pandemic era, of course I really need a cellphone then a laptop, then a learning resource book (LKS) from the Ministry of Education and Culture that is in accordance with the curriculum in force in my Madrasah, then we also have to pay attention to the platform.

My platform uses a web-based model application that can upload material, can hold online discussions, can post quizzes and practice questions. From there, students must already have 1 account then they can log in to view the material. The web interface is also good, but the internet data is used quite a lot.

Another platform I use is my YouTube channel. I uploaded a video that I made myself because I also have to pay attention to the condition of the students. There are some of them who originally don't speak English at all, so we have to adjust it to our audience so that the material fits them.

Then the most important thing is WhatsApp Group. This is a communication bridge for the task from YouTube. I mean material from YouTube and material in the module we inform and we monitor through WhatsApp Group. Then for a few times a month, we hold group video

calls but don't use Google meet or anything else but use WhatsApp calls because this is the most applicable and they can reach groups of 7 people. we do a video call.

So in my opinion, after I used some of these platforms, no matter how good the platforms we provide, if we can't understand the conditions of students, it will be useless. Some of the obstacles they experienced were those who did not have a quota, it was difficult to signal those from the pesantren and others. Therefore, I use a platform that is most accessible to them and don't always use models or YouTube or the WA group but combine or vary them.

## **APPENDIX 3**

### **Teacher Interview Questionnaire 3**

Name : Fitri Ulya Dewi, S.Pd

Position : Teacher

Question: **Is the strategy effective for the teacher  
delivering the material to students?**

Answer :

For the question whether the strategy is effective for doing online learning, the answer is whether or not a strategy that I have applied in my process efficiency is seen from the achievements that students get. The 9<sup>th</sup> grade students are the level that this strategy match to them because the achievement is greater than grade 7 and grade 8.

## **APPENDIX 4**

### **Teacher Interview Questionnaire 4**

Name : Fitri Ulya Dewi, S.Pd

Position : Teacher

Question: **How is the process of teaching and learning interactions using these strategies?**

Answer :

The interaction process is divided into two, namely asynchronous and synchronous. For asynchronous ones, what I most often do is invite our students to listen to videos that I have made before, then I upload them on YouTube or I input them on the model. From listening to that, there was only a one-way interaction.

Then there is also a synchronous one, where the students and I can communicate directly, for example through group video calls on WhatsApp. For grade 9, there is a periodic admission schedule one to two times a month.

## **APPENDIX 5**

### **Teacher Interview Questionnaire 5**

Name : Fitri Ulya Dewi, S.Pd

Position : Teacher

Question:

- 1. How do students respond to the strategies implemented?**
- 2. Are there positive changes in behavior shown by students after completing online learning? What is that?**

Answer :

For response, of course each grade level has a different response. Among 7<sup>th</sup> grade, 8<sup>th</sup> grade, and 9<sup>th</sup> grade the lowest response was grade 7 then followed by grade 8 and the highest response was grade 9. For grade 7 itself, out of an average of 35 children, maybe only 15-17 active. in classes A and B.

For grade 8, which has an average of 35 to 40 children, only 50% are active. The number in these weeks has also decreased. Maybe because the factors were already saturated and other things, and after being cross-checked, it was not only online learning that was English but all lessons.

For grade 9 with the highest response from an average of 1 class 35 children around 25-30 children who always participate in discussions, always pay attention and watch videos. They also take part in video

calls, work on worksheets, participate in group discussions. Their response is good.

## **APPENDIX 6**

### **Teacher Interview Questionnaire 6**

Name : Fitri Ulya Dewi, S.Pd

Position : Teacher

Question: **How do you measure student learning outcomes during online learning?**

Answer :

After planning the lesson, the teacher must carry out an assessment to measure student learning outcomes in many ways. It could use assessment with a worksheet or worksheet, then portfolio appraisal and assignment practice. For secondary education itself, there are midterm and end-of-semester assessments. So, the achievement can be measured from there. It can also be taken from daily scores and from student activity as well.



## **APPENDIX 7**

### **Teacher Interview Questionnaire 7**

Name : Fitri Ulya Dewi, S.Pd

Position : Teacher

Question: **What are the obstacles to online learning?**

Answer :

Of course, there are obstacles to online learning. For example, not all students have sufficient and adequate internet data. Sometimes there is a signal barrier, and maybe because this has been going on for one and a half years the children studying from home maybe some of them are getting bored.

To overcome this, I make lessons or learning processes that are fun. After I had several interactions with them, most of my students didn't want to or didn't want to be given a lot of assignments or questions. In one meeting for 1 basic competence 2 learning meetings there is no assignment but it is replaced by summarizing material from videos that have been listened to or discussions in small groups or discussions in groups. The 3rd meeting usually just has an assignment. In the 3rd meeting, the task was writing and there were not many questions. They are directed to do activities that can arouse their creativity and usually I also provide interesting worksheets.

## APPENDIX 8

### Likert scale for students

No.	Question	SS	S	R	TS	STS
1.	You feel happy during English learning online with your teacher and your friends.					
2.	Learning English online with teacher and friends is the same effective as off-line learning.					
3.	Learning English online improves your English ability in reading, writing, speaking and listening.					
4.	The English learning material is easier to understand and to comprehend.					
5.	Teacher interaction and friends during online learning is better/ the same as learning off-line.					
6.	After completing learning online with your teacher, you get valuable lesson.					
7.	Online learning is less obstacle than off-line learning.					

Note:

SS = Very Agree

S = Agree

R = doubt

TS = disagree

STS = very disagree

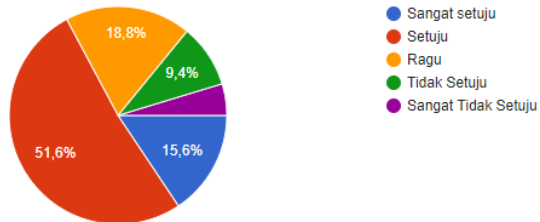
## APPENDIX 9

### The Result of likert scale

Respondent : Students at MTs Fatahillah Semarang  
grade 7-9 randomly

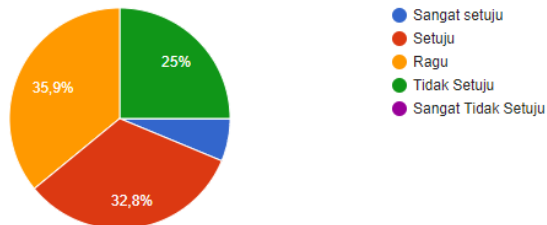
Anda merasa senang belajar Bahasa Inggris dengan guru dan teman-teman anda secara on-line.

64 jawaban



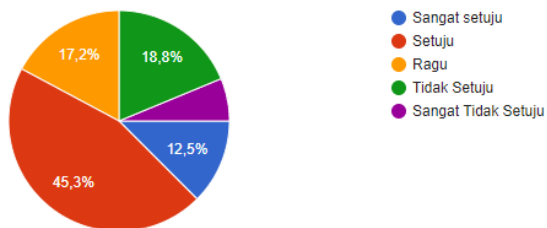
Belajar Bahasa Inggris via on-line meningkatkan kemampuan berbahasa Inggris anda.

64 jawaban



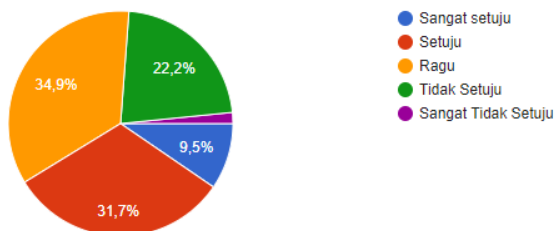
Belajar Bahasa Inggris via on-line dengan guru sama efektifnya dengan belajar secara tatap muka.

64 jawaban



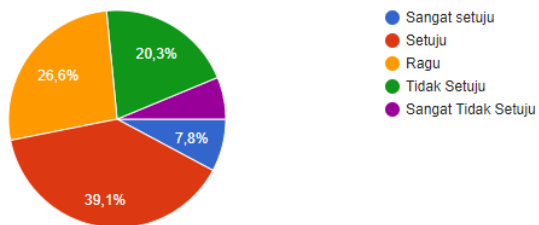
Materi pembelajaran Bahasa Inggris via on-line mudah dipahami & ditangkap.

63 jawaban



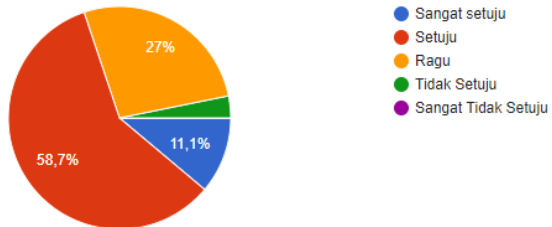
Interaksi guru & teman-teman saat pembelajaran on-line sama/ lebih baik dari pembelajaran tatap muka.

64 jawaban



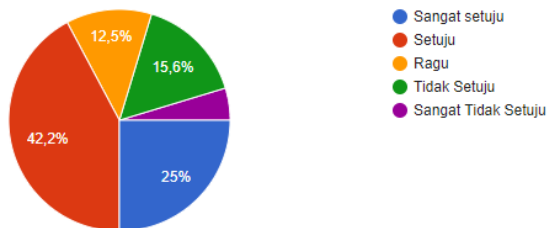
Setiap selesai belajar via online dengan guru, anda mendapatkan pembelajaran yang berharga.

63 jawaban



Belajar on-line lebih sedikit kendala dari pada belajar tatap muka.

64 jawaban



## APPENDIX 10

### Students' list who filled the Likert scale

Timestamp	Name
27/02/2021 16:15:04	Reza Muhammad Ilham
02/03/2021 7:44:15	Abil setyo pamungkas
02/03/2021 7:44:19	Valent imam firmansyah
02/03/2021 7:44:39	Mistaful rusdi
02/03/2021 7:44:41	Muhammad ferdinand abdillah
02/03/2021 7:45:02	Raffi Satrio Pamungkas
02/03/2021 7:45:26	Septian dwi saputra
02/03/2021 7:45:42	Kevin bagus pratama
02/03/2021 7:46:48	RAUL RAZZAAQ BINTANG UTOMO
02/03/2021 7:47:19	Ahmad ashiful hubael
02/03/2021 7:47:26	Sandra may aulia safitri
02/03/2021 7:47:37	M.rifqi ramadhani
02/03/2021 7:48:07	Ghaniyyu Septi nur isnaeni
02/03/2021 7:48:49	Yassar Raihan Ekaputra Jadmiko
02/03/2021 7:49:24	Layla Robi'atus Syarifah
02/03/2021 7:49:37	Dhiya athifah rahmah fathi
02/03/2021 7:50:08	Nichlatul maula

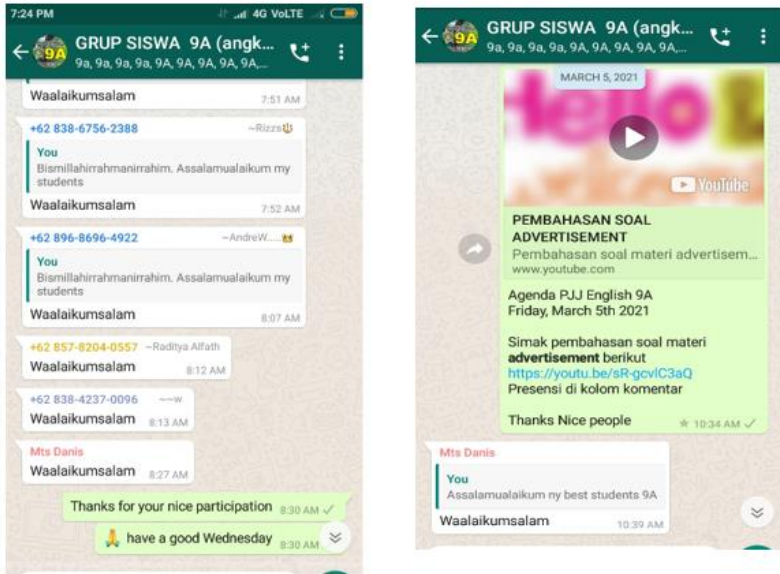
02/03/2021 7:50:10	Novita putri pangesti
02/03/2021 7:50:57	Sara khoirun nafsiyah
02/03/2021 7:51:04	Alfiana arumsari
02/03/2021 7:52:33	Diana Dewi Puspita Sari
02/03/2021 8:21:33	Nadinda Nurdiana
02/03/2021 8:48:44	Ananda Arvin Nokiawan
02/03/2021 12:43:24	Tubagus abdul munir
02/03/2021 12:47:12	Barron Sayyidan
02/03/2021 13:00:13	Valencya h.
02/03/2021 13:02:59	Sofidhotul aulia
03/03/2021 7:48:05	Candra cahyo kusumamukti
03/03/2021 7:48:42	Andre MauLanaF.
03/03/2021 7:48:45	Oktavia Fitriani
03/03/2021 7:50:18	Trixie aliya edelline
03/03/2021 7:51:04	Diah ayu aprilia
03/03/2021 7:52:30	Agil rizky Ananta
03/03/2021 7:52:34	Nailatun rochmaniah Prameswari
03/03/2021 7:53:14	Satria pradipta arya daniswara
03/03/2021 7:56:29	Bina setiyana
03/03/2021 7:57:51	Raditya Alfath Rizqi
03/03/2021 7:59:00	Pratisya Azahra Adenavita



03/03/2021 8:08:38	Fara Nur Fadila
03/03/2021 8:11:47	Muhammad Asyam Azmi Maulana
03/03/2021 8:17:42	Totoklegianto
03/03/2021 8:23:33	mutiara febi listanti
03/03/2021 8:24:20	Rasyid farel wahyu Ramadhan
03/03/2021 8:45:49	Didit kurniawan
03/03/2021 9:31:07	Ramadhani salasa
03/03/2021 9:31:10	Putra damar gesang
03/03/2021 9:31:49	Asma' ul latifah
03/03/2021 9:32:02	Diah ayu rismayanti
03/03/2021 9:32:19	Raka Maulana
03/03/2021 9:32:32	Rizkiatul Muafifah
03/03/2021 9:32:56	Dania setya hasnasya
03/03/2021 9:33:00	Ardiyanto
03/03/2021 9:33:31	Ria Galuh Saputri
03/03/2021 9:34:10	Sela puji safitri
03/03/2021 9:34:14	Martavia Wulansari
03/03/2021 9:34:19	Shabrina Habibatus Tsania
03/03/2021 9:34:30	Muh Naufal Rizqy Ramdhan
03/03/2021 9:35:04	M Rafli Ariyanto
03/03/2021 9:35:20	fika rizki Viviani

03/03/2021 9:35:51	Neza oktafiani
03/03/2021 9:36:57	Intan lestari
03/03/2021 9:38:35	Niam abdillah
03/03/2021 10:01:00	MUFTI MAULANA GHANI
03/03/2021 10:05:53	Tegar prima anggara

### Learning Activity at WhatsApp Group & YouTube link



## YouTube channel

<https://www.YouTube.com/watch?v=sR-gcvlC3aQ>



## **APPENDIX 12**

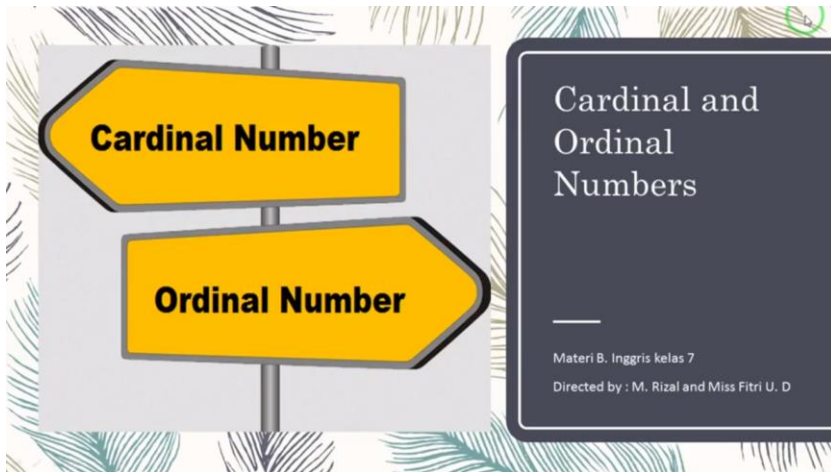
### **Teacher Interview Questionnaire**

1. What is your strategy for teaching English with an online system?
2. What kind of tools used in implement online learning?
3. Is the strategy effective for the teacher delivering the material to students?
4. How is the process of teaching and learning interactions using these strategies?
5. How do students respond to the strategies implemented?
6. Are there positive changes in behavior shown by students after completing online learning? What is that?
7. How do you measure student learning outcomes during online learning?
8. What are the obstacles to online learning?

## APPENDIX 13

YouTube link for English learning

<https://www.youtube.com/watch?v=jFwKUVZ7YP4&feature=youtu.be>



## CURRICULUM VITAE

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Semarang, December 2<sup>nd</sup>, 2021

The writer,



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