

**TEACHERS' STRATEGIES ON ONLINE LEARNING IN
TEACHING ENGLISH DURING COVID-19 PANDEMIC**

THESIS

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



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Wassalamu'alaikum wr. wb.

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ABSTRACT

Title : **TEACHERS' STRATEGIES ON ONLINE
LEARNING IN TEACHING ENGLISH
DURING COVID-19 PANDEMIC**

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Indonesia was hit by the corona virus in early 2020. To minimize the spread of the coronavirus, the Indonesian government decided to implement an online learning system. This transition to the learning system requires a new strategy for teaching because the learning process is carried out differently, which was previously done in the classroom but is now done online. This study aims to explain based on teachers' strategies on online learning in teaching English during the COVID-19 pandemic and to describe the extent of these strategies can help teachers' on online learning in teaching English. This study used a descriptive qualitative method. The subject of this study were two English teachers at SMPN 5 Sragen. Data was collected through interviews, observation, and documentation. The data were analyzed through data collection, data condensation, data display, and conclusion. The findings showed that English teachers applied several strategy in teaching English on online learning during COVID-19 pandemic. The strategies were applying indirect learning strategy, time management, using technology, using interesting learning media, build communication with students. These strategies are very helpful for teachers in teaching with the help of technological tools and learning applications by using videos to teach can make students don't get bored easily bored and these strategies can also facilitate students in achieving learning goals in the midst of the COVID-19 pandemic.

Keywords : *English Teachers' Strategies, Online Learning, Online Learning Media*

DEDICATION

The researcher expresses gratitude to Allah, the one and the only gracious God who has blessed the researcher with being able to complete this thesis. *Salawat* and salutation may always be delivered to Prophet Muhammad until the end. Then, this thesis dedicates to myself to my beloved parents who have no tired of giving prayers and support under any circumstances, all my teachers, and my friends who have given the researcher's motivation, attention, and support during the preparation of this thesis. May we all always get innumerable gift and grace from the most merciful God.

MOTTO

إِنَّ مَعَ الْعُسْرِ يُسْرًا

“Indeed, with hardship there is ease.”

(QS. Al-Insyirah : 6)¹

قُلْ يَا عِبَادِيَ الَّذِينَ أَسْرَفُوا عَلَىٰ أَنفُسِهِمْ لَا تَقْنَطُوا مِن رَّحْمَةِ اللَّهِ ۚ إِنَّ
اللَّهَ يَغْفِرُ الذُّنُوبَ جَمِيعًا ۗ إِنَّهُ هُوَ الْغَفُورُ الرَّحِيمُ

“Say : O My servants who have transgressed against themselves [by sinning], do not despair of the mercy of Allah. Indeed, Allah forgives all sins. Indeed, it is He who is the Forgiving, the Merciful.”

(QS. Az-Zumar : 53)²

“Everything will happen as you believe”

¹ Departemen Agama RI, *Al-Qur'an dan Terjemahannya: Juz 1-30* (Jakarta: PT. Kumudasmoro Grafindo Semarang, 1994).

² Ibid.

ACKNOWLEDGEMENT

All praise given to Allah SWT who always gives mercy and blessing to complete this research. Then, *Salawat* and salutation may always be given to Prophet Muhammad, the last messenger who perfects the morals of all people. Finally, this study has been accomplished but the researcher realized that this researcher will not be completed easily without any help from others. Thus, the researcher would like to express gratitude, respect and appreciation to who supported this study by material or immaterial :

1. The Dean of Education and Teacher Training Faculty, Dr.Hj. Lift Anis Ma'shumah, M.Ag.
2. The Chief of English Education Department, Sayyidatul Fadlilah, M.Pd.
3. The thesis advisor, Dr. H. Muhammad Nafi Annury, M.Pd. who had responsibility for his patience in providing guidance, advice, correction and encouragement during consultation.
4. All lectures in English Education Department of Teacher and Training Faculty who gave valuable knowledge and advice to the researcher during the years of study.
5. The Headmaster of SMPN 5 Sragen who has given the opportunity to conduct the research.
6. The English teacher of SMPN 5 Sragen, Asri Asmarani S.Pd. and Kharisma Sri Wijayanti S.Pd., who help researcher provide data needed by researchers for this research.
7. My dearest parents and my big family who has no bored to give affections, prayers, and always support the researcher both morally and financially.

8. My dearest friends, Zumrotul Uluwiyah, Nisa 'Adiyatul Ubudiyah, and Dwi Ratna Sari, who always support the researcher and help when the researcher is in a hard time.
9. All of my incredible friends in PBI B 2017.
10. For those who cannot be mentioned one by one in detailed who have supported the researcher.
11. Last but not least, the researcher wants to thank herself for not giving up and surviving this far, always trying her best even if she fail, always getting up when she is down, always being enthusiastic even though she is actually lazy, she is great, she is strong, she deserve the best.

Semarang,
The Researcher,



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CHAPTER I

INTRODUCTION

This chapter contains about an introduction to the research. It describes the writer reasons chooses this topic. The basic details of the research are described as following topics: background of study, research question, objective of study, significance of Study.

A. Background of the Study

Learning foreign languages is very important, especially learning English, because English is one of the common tools used to communicate with people around the world, and English has been a global language communication in this era. As an international language, the education system in Indonesia requires junior and senior high school students to learn English and they must be passed an English examination for graduating. Learning English improves the individual's status and opportunities in education, technology, global trades, and business.³ Moreover, English plays an important role as a channel of communication.

According to Diana Petruta (2012) Learning English, as a foreign language allows you to fully appreciate the culture and the context of a country, it widens your

³ Ali Derakhshan and Marjan Shirmohammadli, "The Difficulties of Teaching English Language: The Relationship between Research and Teaching," *International Journal of Linguistics* 7, no. 1 (March 6, 2015): 102.

understanding.⁴ It means that by learning English, we can understand a person's culture, so we can avoid situations that could cause misunderstandings. Being able to understand other cultures and through learning a foreign language we can bridge the gap between cultures, which would be a powerful tool in today's modern world. It also increases your understanding of your own culture. If you study English and its culture, you will be able to see your own culture from another perspective.

As a foreign language, learning English is certainly not easy for students in Indonesia. This is because English has a different language structure from Bahasa and they don't use English to communicate on a daily. According to Megawati (2016), learning English is very complex because English consists of four skills, namely reading, writing, speaking, and listening. Professional language instructors are needed in order to produce quality students to achieve optimal English language skills. In addition, mastery of the material and practice must be given in a balanced proportion.⁵

⁴ Diana Mahu Petruta, "Why Is Learning English So Beneficial Nowadays?," *International Journal of Communication Research* 2, no. 4 (2012): 374–376.

⁵ Fika Megawati, "Kesulitan Mahasiswa dalam Mencapai Pembelajaran Bahasa Inggris Secara Efektif," *Pedagogia: Jurnal Pendidikan* 5, no. 2 (September 17, 2016): 147.

Teaching English as a foreign language is not easy because every student comes from different background with unique academic needs, culture, language, interests, and attitudes towards learning. Teachers are trying as hard as they could to meet student's needs in their learning. The teacher must choose the right techniques and strategies to deliver effective language learning especially, in English. In the teaching and learning process, the teacher is the control center in these activities, so the success or failure of the class depends on the teacher. The teacher must be able to create a good atmosphere in the classroom so that students can enjoy and be happy to study. This is also explained in the Qur'an Surah Al Mujadilah verse 11 in the verse it is explained that in learning activities a teacher must make plans before starting teaching and learning activities.

يَا أَيُّهَا الَّذِينَ آمَنُوا إِذَا قِيلَ لَكُمْ تَفَسَّحُوا فِي الْمَجَالِسِ
فَأَفْسَحُوا يَفْسَحِ اللَّهُ لَكُمْ وَإِذَا قِيلَ انشُرُوا فَانشُرُوا يَرْفَعِ اللَّهُ
الَّذِينَ آمَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ وَاللَّهُ بِمَا
تَعْمَلُونَ خَبِيرٌ

Meaning : O you who believe, when it is said to you: "Be spacious in the assembly", then be spacious, Allah will make room for you. And when it is said: "Stand ye", then stand up, Allah will surely exalt those who believe among you and those who are given knowledge by several degrees. And Allah is Knowing of what you do.

In the context of education (tarbawi), it should be educators and students must have a plan in carrying out the learning process, be humble in carrying out the teaching and learning process, obey the rules of the leader/teacher, have enthusiasm in carrying out their duties, both as educators and or students. So if the teaching and learning process is well prepared, the learning process will also run smoothly.⁶

Currently, the world is being shocked by the coronavirus outbreak or commonly known as COVID-19 (Coronavirus Diseases-19). According to WHO COVID-19 is a new virus caused by the virus SARS-CoV-2 and thought to have originated from bats. The first time this virus was broke out in Wuhan City, China's Hubei Province.⁷ Until the end, this virus spread throughout the world resulting in various paralysis activities including in the economic, tourism, and education sectors. To prevent the spread of the coronavirus, the Indonesian government decided to implement social distancing restrictions on the public with

⁶ Ai Suryati, Nina Nurmila, and Chaerul Rahman, “Konsep Ilmu dalam Al-Qur’an: Studi Tafsir Surat Al-Mujadilah Ayat 11 dan Surat Shaad Ayat 29,” *Al Tadabbur Jurnal Ilmu Alquran dan Tafsir* 04, no. 02 (2019): 217–227.

⁷ WHO, “Coronavirus Disease 2019 (COVID-19) Situation Report – 32,” *World Health Organization*, last modified 2020, accessed June 26, 2021, <https://www.who.int/docs/default-source/coronaviruse/situation-reports/20200221-sitrep-32-covid-19.pdf>.

the imposition of the closure of schools and government agencies.⁸

To minimize the spread of the coronavirus, the Indonesian government decided to implement an online learning system.⁹ This is a challenge for teachers in Indonesia, especially English teachers. Because they have to adapt to changes in the learning system which initially uses a face-to-face learning system and then switches to an online learning system. Of course, this is very difficult for teachers because they have to master the applications and websites used in online learning. They are also required to master video editing applications to create interesting learning videos to attract students' interest in learning during online learning. They have to find a proper method that fits the online learning system.

This pandemic also affects student's interest in learning. According to Dian Susanti, the COVID-19 pandemic affects the effectiveness of learning around the world so that student interest in learning decreases in

⁸ BBC Indonesia, "Virus Corona: 'Status Kedaruratan Kesehatan Masyarakat' dan Pembatasan Sosial Berskala Besar, yang Boleh dan Tidak Boleh," *BBC Indonesia*, last modified 2021, accessed June 28, 2021, <https://www.bbc.com/indonesia/indonesia-52109439>.

⁹ Andhika Prasetia, "Respons COVID-19, Jokowi: Pelajar dan Mahasiswa Belajar dari Rumah," *detikcom*, last modified 2020, accessed June 28, 2020, <https://www.detik.com/edu/sekolah/d-4939888/respons-covid-19-jokowi-pelajar-dan-mahasiswa-belajar-dari-rumah>.

learning in all subjects, especially learning English.¹⁰ This is caused by the ineffectiveness of the online learning system. Because in online learning the teacher cannot supervise and manage students directly.

Based on the explanation above, the researcher interest in observing and finding what strategies are used by teachers in teaching English during online learning and how do teachers increase student's interest in learning English. Therefore, the researcher became curious and try to investigate this with a research entitled **“Teachers’ Strategies on Online Learning in Teaching English During COVID-19 Pandemic”**.

B. Research Questions

1. What is the teacher's strategy on online learning in teaching English during the COVID-19 pandemic?
2. To what extent of these strategies can help teacher on online learning in teaching English during the COVID-19 pandemic?

C. Objective of Study

¹⁰ I Gusti, Ayu Agung, and Dian Susanthi, “Kendala dalam Belajar Bahasa Inggris dan Cara Mengatasinya,” *Linguistic Community Service Journal* | 1, no. 2 (2021): 2021, <http://doi.org/10.22225/licosjournal.v1i2.2658.64-70>.

1. To explain the teacher's strategy on online learning in teaching English during the COVID-19 pandemic.
2. To describe the extent of these strategies can help teacher on online learning in teaching English during the COVID-19 pandemic.

D. Significance of Study

1. Theoretical benefit

This study provides good information related to teaching strategies in teaching English during COVID-19 pandemic by using online learning strategies. This research can also provide information about the selection of appropriate methods and strategies in teaching English in online learning. In addition, this research can provide a good overview for further research who wants to study the same case, so that this research becomes useful information and a useful reference for further research.

2. Practical benefit

- a. Student

By using this method and appropriate strategies, the researcher hopes that the students will be able to increase their interest in learning English and get enjoyment in the teaching and learning process.

b. Teacher

The researcher hopes that the result of this study will be useful for the other teacher in applying strategies in teaching English within online learning.

E. Scope and Limitation of the Study

To avoid deviations in this study, the researcher limits the problem of this research to the perception of teachers who teach English in grades seventh and ninth at SMPN 5 Sragen on the strategies used in teaching English online during the COVID-19 pandemic.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter consist the previous study and theoretical review of the related literature that relevant to the topic that is about teaching english as a foreign language, the definition of strategy, kinds of teaching strategies, and about online learning media.

A. Previous Study

1. A research conducted by Sutarto, Dewi Purnama Sari, and Irwan Fathurrochman entitled “*Teacher Strategies in Online Learning to Increase Students’ Interest in Learning During COVID-19 Pandemic*”. The purpose of this study was to explore the strategies used by teacher SDIT Rabbi Radhiyya Curup to increase student interest in learning and to reveal student responses in online learning during the COVID-19 pandemic. This research is qualitative research using a phenomenological approach. Participants in this study were principals, vice principals, teachers, and students. Data were collected by conducting semi-structured interviews which were analyzed using the Miles and Hurberman model.¹¹ The result of this research is that

¹¹ Sutarto Sutarto, Dewi Purnama Sari, and Irwan Fathurrochman, “Teacher Strategies in Online Learning to Increase Students’ Interest in Learning during COVID-19 Pandemic,” *Jurnal Konseling dan Pendidikan* 8, no. 3 (2020): 129.

there are three strategies to improve students' interest in learning namely, provide students with an understanding of the importance of learning, making learning material brief, clear, and interesting, using simple and interesting media, and conducting regular and continuous evaluations.

The difference is it examines the teacher's strategy in teaching all subjects while this research is only the teacher's strategy in teaching English and the research design is also different from this research. The similarity is that both examines teacher strategies in online learning during the COVID-19 pandemic.

2. A research conducted by Sri Mulyati entitled "*online teaching during COVID-19: an analysis of teachers' strategies in teaching English for students of English business class*".

The purpose of this study was to analyze the strategies used by teachers in teaching English in online learning during the COVID-19 pandemic. This research uses a descriptive qualitative approach. The participants are thirty students of English business class lessons. The results of this study are the teacher's strategy in teaching online can be seen from three things, namely: 1) the teacher's strategy in explaining the lesson. In this case, the teacher uses a video learning strategy, namely by

making an explanation video about the subject matter, making video calls with students, and making direct video calls with students who do not have the WhatsApp application. 2) The teacher's strategy in giving assignments. In this case, the teacher uses the WhatsApp application because it is easily accessible by teachers and students at home. 3) the teacher's strategy in giving grades. The strategy used by the teacher in giving grades is by monitoring student progress through the WhatsApp application.¹²

The difference is in the participants, the participants were business English class students, while this research examined English teachers at the junior high school level. The similarities in the research design are the same as using a qualitative descriptive approach.

3. A research conducted by Syaharuddin and friends entitled "*Building Students' Learning Experience in Online Learning During Pandemic*". This is quantitative and qualitative research. The participants of this research are 5 teachers and 15 students of junior high school. The research aims to describe the

¹² Sri Mulyati, "Online Teaching during COVID-19: An Analysis of Teachers' Strategies in Teaching English for Students of English Business Class," *Jurnal Ilmiah Dikdaya* 11, no. Vol 11, No 1 (2021): April (2021): 81–84, <http://dikdaya.unbari.ac.id/index.php/dikdaya/article/view/199/188>.

implementation of online learning in Banjarmasin and examine the selection of appropriate learning strategies in providing learning experiences for students. The results of this research showed that choosing the right learning strategy has helped provide a learning experience for students during the pandemic. The learning strategy that can do is visiting teachers. Teacher visits are carried out with a clear schedule of regular attendance. And teachers can take advantage of several platforms such as : Zoom, google Classroom, the personal messenger as learning media.¹³

The differences is in the research method and participants. The similarities is in the research focus this research focus on investigating teachers strategies in teaching during online learning.

4. A research conducted by Nina Rosiana and Fatimah Mulya entitled “*Investigating english teaching strategies to reduce online teaching obstacles in the secondary school*”. This research used a qualitative method. The qualitative approach in the form of a case study. This research investigated English teaching strategies to reduce online teaching obstacles in

¹³ Syaharuddin Syaharuddin et al., “Building Students’ Learning Experience in Online Learning During Pandemic,” *AL-ISHLAH: Jurnal Pendidikan* 13, no. 2 (2021): 979–987.

teaching English using E-Learning Madrasah Platform at MAN 1 Bandar Lampung. The subjects were four English teachers at MAN 1 Bandar Lampung. The data were obtained from a questionnaire, an interview, and an observation. The finding of this research is English teachers applied several strategies to reduce online teaching obstacles in teaching English using E-Learning Madrasah Platform. The strategies were applying asynchronous strategy, using an alternative media to support online teaching process, designing lesson plans, material, and online learning activities properly, explaining the materials through video conferences, instructing the students to do the assignments clearly, assessing the students' works properly, and giving oral and written feedback to the students' work to make the students were enthusiastic in boosting their learning achievements.

The difference is in the research subject, the subject is a high school teacher while the subject of this research is a junior high school teacher. The similarity of this study is both investigating teacher strategies in teaching English during online learning.¹⁴

¹⁴ Nina Rosiana Putri and Fatimah Mulya Sari, "Investigating English Teaching Strategies to Reduce Online Teaching Obstacles in the Secondary School," *Journal of English Language Teaching and Learning* 2, no. 1

B. Theoretical Review

1. Teaching English as a Foreign Language

English is a global language, we used to communicate with people around the world. For Indonesian, English is a foreign language because we have two languages, namely the regional language and the national language. As a foreign language, the Indonesian government includes English in the education curriculum, so students in Indonesia are required to learn English.

English has been included in the Indonesian education system since the Dutch colonial era, namely in MULO (junior high school equivalent) and ASM (high school equivalent) schools. At that time, only Dutch children and certain indigenous people could enter and study at the school. English was officially entered into the education system in Indonesia as an important subject in 1967, and became the first foreign language in the education system in Indonesia (Hunayn, 2012 quoted from the book (Ratminingsih, 2017)). Since then English has become a compulsory subject in junior and senior high schools and universities. Then in 1994, English increasingly gained a strategic position in the education system in Indonesia, where the government paid attention to making local

(2021): 23–31, <http://jim.teknokrat.ac.id/index.php/english-language-teaching/index>.

content subjects introduced starting from grade 4 to grade 6 elementary school. According to (Ratminingsih, 2017) this happens because of the connection with the rapid development of the increasingly globalized world of ICT, which requires students to be able to access various knowledge through the internet. In 2013 along with the implementation of the 2013 curriculum (K-13), English language learners in elementary schools were not explicitly included in the curriculum structure, but were given an alternative, namely being able to remain as local content or extracurricular. This proves that English has a strategic position in the education system in Indonesia.¹⁵

According to Harmer (2004), English as a foreign language is generally used to apply students who are studying general English in schools and institutions in their own country as temporary visitors in the target language country.¹⁶ It means that EFL students only apply English at school or university to practice their English skills. They do not apply English in social life. It means that EFL does not have a social and communicative function in a society where English is studied because English here is not used as the main language in communicating and interacting socially.

¹⁵ Ni Made Ratminingsih, *Metode dan Strategi Pembelajaran Bahasa Inggris* (Depok: Rajawali Pers, 2014). Page. 5-6

¹⁶ Jeremy. Harmer, *How to Teach Writing* (London: Pearson Longman, 2004). Page. 39

According to Penny (2009), learning may take place without conscious teaching, but teaching is intended to result in personal learning for students and is worthless if it does not do so. In other words, the concept of teaching is a process that is intrinsically and inseparably bound up with learning.¹⁷ It means that in the learning process the teacher and students must interact with each other. The teacher should help students in the process of acquiring science and knowledge so that students can learn well.

Language teaching can be successful if there is sufficient knowledge of the characteristics and behavior of students. In a teaching and learning process, there are always students who can receive subject matter easily and students who find it difficult to receive subject matter well. This is caused by various factors, one of which is the method or strategy used to learn. In this case, Naiman et al, (1978) stated that "all forms of language teaching can be developed properly if we have sufficient knowledge about learning and the teaching and learning process itself."¹⁸ Thus, knowledge of the characteristics of students will help in facilitating

¹⁷ Penny Ur, *A Course in Language Teaching*, ed. Marion Williams and Tony Wright, 17th ed. (United Kingdom: Cambridge University Press, 2009). Page. 4

¹⁸ N Naiman et al., *The Good Language Learner* (Toronto: Ontario Institute, 1978). Page 1

teaching and learning activities so that students can achieve maximum results.

A teacher must be able to make the teaching and learning process fun for students so that learning objectives can be achieved. That is by using the right strategies and methods in teaching. According to MN Annury and N Ma'mun (2017), Innovation in teaching English must be done by teachers and schools to get better goals. Teachers should always try to make the teaching and learning process interesting.¹⁹ It means that to create a pleasant learning environment not only done by the teacher but by all aspects of the school. To make the teaching and learning process interesting, a teacher must innovate strategies and methods in teaching. So to achieve the learning objectives the teacher must choose the right strategy.

According to Brown (2001) quoted from the book (Ratminingsih, 2017) there are several guidelines that can be used to maximize learning English as a foreign language: (1) Utilize learning time in class with authentic language input and optimal interaction, (2) do not spend time in class completing assignments that can be done as homework, (3) provide a variety of activities that stimulate and motivate

¹⁹ Muhammad Nafy Annury and Nadiah Ma'mun, *Teaching English as A Foreign Language* (Semarang: Varos Mitra Utama, 2017). Page 1

students on a regular basis, (4) help students see the real use of English in their lives, (5) reduce the role of tests and emphasize more intrinsic factors, (6) providing adequate extra learning opportunities such as assigning watching English films, listening to English TV or radio programs, looking for partners to converse in English, extra reading outside the classroom, (7) encouraging the use of various learning strategies outside the classroom, and (8) forming a language club and scheduling Do regular activities.²⁰

2. Teaching Strategy

a. Definition of language teaching strategies

Learning strategy as a science has developed starting from the military world and then used in the world of education and learning. In the military world, war really needs a strategy to win. So it is necessary to identify who the enemy will be, how many they are, what weapons they use, and so on. Without such identification, it is impossible to achieve victory. As well as the learning process. Educators must identify all things related to the learning process so that the teaching and learning process can run well. Therefore an

²⁰ Ni Made Ratminingsih, *Metode dan Strategi Pembelajaran Bahasa Inggris* (Depok: Rajawali Pers, 2014).

educator must prepare the right strategy before the learning process begins.²¹

Every learning process requires an appropriate way or strategy, in order to achieve the main objectives of learning. The most important thing in the learning process is "what" is used to learn and "how" to use it. However humans are involved with many different strategies when they learn languages, some of these strategies can be used effectively but others are not. So that the main learning objectives can be achieved, a student must be able to choose the right strategy for learning.

The word strategy comes from the greek "strategos" which means an effort to achieve victory in a battle. Macdonald (1968: 514) defined strategy as "the art of carrying out a plan skillfully". It means that strategy is an art to do something well and right. Therefore, learning strategy is defined as an art that is used to bring students into a pleasant learning atmosphere.

According to Haidar and Salim, strategy if interpreted broadly can include 5 things: 1) method 2) approach 3) selection of sources (including media used

²¹ Haidir and Salim, *Strategi Pembelajaran* (Medan: Perdana Publishing, 2012). Page 97

in learning), 4) grouping audiences or students, and 5) measuring success.

Oxford (1990) defines learning strategies as “specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations”.²² Then, O'Malley and Chamot (1990) defined learning strategies as “ techniques and devices used by second language learners for remembering and organizing samples of the second language. One of the ways learners become actively involved in controlling their own learning is by using strategies. Strategies are the thoughts and behaviors that learners use to help them comprehend, learn, or retain information”.²³ So the strategy is used so that students can learn more easily and can achieve learning goals. We can conclude that a learning strategy is a technique or method used to make learning easier.

Teaching is identical to the teacher. In learning activities, the teacher is a very important person because it is a teacher who delivers learning materials, organizes

²² Rebecca L Oxford, *Language Learning Strategies: What Every Teacher Should Knows*, 10th ed. (Boston: Heinle & Henle Publisher, 1990). Page 8

²³ J. Michael O'Malley and A.U Chamot, *Strategies Used by Second Language Learners* (Cambridge: Cambridge University Pers, 1990). Page 43

classes, and motivates students. Dorgu(2015) defined teaching as an attempt to bring about desirable changes in human learning, abilities, and behavior in order to contribute to better living. Teaching helps people to gain the knowledge, skills, and attitudes they need to be responsible citizens.²⁴ Then, according to Haidir & Salim (2012) teaching is an activity that requires professional skills. Professional educators can be both inside and outside the classroom, including in making various decisions related to the learning process.²⁵

So we can conclude that language teaching strategies as techniques or methods used by educators to teach languages, so that students can learn more easily, more effectively, enjoy learning, and can receive learning materials easily. So that the main objectives of teaching and learning activities can be achieved easily.

b. Kinds of teaching strategies

According to Siti and Agus et al (2019) classify learning strategies into 5 types:

a) Direct learning strategy

A direct learning strategy is a teacher-centered learning strategy. In this strategy,

²⁴ Theresa Ebiere Dorgu, "Different Teaching Methods : A Panacea for Effective Curriculum Implementation in the Classroom," *International Journal of Secondary Education* 3 (2016): 77–87.

²⁵ Haidir and Salim, *Strategi Pembelajaran*. Page 43

educators have full power in regulating the learning process. So the learning process is more focused because it is directed directly by the teacher. The methods commonly used in this strategy are the lecture method, didactic questions, explicit teaching, practice and exercises, and demonstrations.

Direct learning strategies, effectively used to expand information or develop skills step by step. Because this strategy is easy to plan and use.

b) Indirect learning strategy

Indirect learning strategies are learning strategies, which are student-centered. This strategy is often referred to as inquiry, inductive, problem solving, decision making, and discovery. In this indirect learning strategy students have full power in conducting observations, investigations, drawing inferences based on data, or forming hypotheses.

In the indirect learning strategy, the role of the educator who initially became an instructor turned into a facilitator, supporter, and personal resource. In this strategy, the

teacher acts as a designer of the learning environment, provides opportunities for students to be active, and provides feedback to students when they conduct inquiries. Indirect learning strategies usually use teaching materials in the form of printed, non-printed materials, and human resources.

Indirect learning strategies are very effective for encouraging student interest and curiosity, creating alternatives and solving problems, encouraging creativity and the development of interpersonal skills and other abilities, better understanding, and expressing understanding.

c) Interactive learning strategies

An interactive learning strategy is a learning strategy that emphasizes discussion and sharing among students. Seaman and Fellnz (1989) suggest that discussions and sharing provide opportunities for students to react to the ideas, experiences, views, and knowledge of the teacher or group, and try to find alternatives in thinking.

Interactive learning strategies are developed in a range of groupings and

interactive methods. In it, there are forms of class discussions, small group discussions or group assignment work, and student cooperation in pairs. Interactive learning strategies can train students to learn from their friends and teachers to build social skills and abilities, organize thoughts and build rational arguments.

d) Learning strategies through experience (experimental learning)

The learning strategy through experience is a learning strategy that is oriented to inductive activities, student-centered, and activity-oriented. This strategy emphasizes learning strategies through experience, namely the learning process, not learning outcomes. Teachers can use this strategy both inside and outside the classroom, for example: in the classroom a simulation method can be used, while outside the classroom an observation method can be developed to obtain an overview of public opinion.

Experiential learning strategy has several advantages, namely:

- Increase student participation

- Improve the critical nature of students
- Improve student analysis
- Can apply learning to other situations.

e) Independent learning strategy

Independent learning is a learning strategy that aims to build individual initiative, independence, and self-improvement. This strategy focuses on planning independent learning by students with the help of teachers. Independent learning here is not only done alone but can also be done with friends or as part of a small group or often called a study group. Strengths: forming independent and responsible students.²⁶

Hardan(2013) classified language learning strategies into six types memorization, cognitive, compensation, metacognitive, and social strategies :²⁷

a. Memorization strategy

Memorization strategy is a powerful method used to remember, retrieve, and switch the vital records for destiny language use. Memorization can assist learners to hold in

²⁶ Siti Nurhasanah et al., *Strategi Pembelajaran* (Jakarta Timur: Edu Pustaka, 2019). Page 26-28

²⁷ Abdalmaujod A Hardan, "Language Learning Strategies," *Procedia-social and behavioral sciences* 106 (2013): 1712–1726.

reminiscence essential records amassed from their learning. When records is wanted for destiny use, this approach allows college students to retrieve the facts. So if college students want facts from the beyond college students without difficulty bring the records due to the fact they have got memorized the records. For example, a semantic map of a collection of nouns or verbs that suggests the connection among words.

b. Cognitive strategies

Cognitive strategies are used to assist the scholars to govern the goal language or venture effectively through the usage of all their processes. They consist of reasoning, analysis, and drawing conclusions. For example, using drills to exercise the language and using dictionaries to discover hard words.

c. Compensation strategies

Compensation strategies are hired through the learners to make amends for the lacking expertise withinside the goal language because of a loss of vocabulary. The techniques assist to permit the scholars to apply the language to talk and write withinside the goal language even if their vocabulary is limited. For example, the usage of

linguistic clues to bet the which means or with the aid of using inventing phrases to the usage of linguistic clues to bet compensates their loss of vocabulary.

d. Metacognitive strategies

Metacognitive strategies are hired through the learners to assist them coordinate the studying method through centering, arranging, planning, and comparing their studying, this assist learner to manipulate their studying. Students may also have the ability to plot what their studying techniques ought to be and extrude them if they're now no longer suitable. For example, overviewing with already recognized cloth and determining earlier on what to pay interest to.

e. Affective strategies

Affective strategies are strategies to assist the learners to manage their emotions, attitudes, motivations, and value. These techniques have an effective effect on language mastering due to the fact they permit the learners to control their feelings. For example, students might also additionally use laughter to loosen up and reward to praise themselves for his or her achievements.

f. Social strategies

Social strategies are activities that learners have interaction in to are seeking possibilities to be uncovered to a surrounding wherein the exercise is possible. These techniques are critical due to the fact language getting to know continually entails different humans it's far a shape of social behavior. For example, thinking for knowledge or statistics and paintings collectively with friends or audio system of the goal language together with local and local-like audio system a good way to improve their language skills.

3. Teaching Approach

a. Definition of Teaching Approach

In learning activities, after determining the strategy used, the teacher must determine the approach that will be used to create effective learning. The teaching approach is theories about the nature of language and language learning that serve as a resource of practices and principles in language teaching ((Richards and Rogers 1986:16). An approach describes how people acquire their knowledge of the language and makes statements about the conditions which will promote successful language learning.²⁸ Rahmat(2019)

²⁸ Jeremy Harmer, *The Practice of English Language Teaching* (London: Longman, 1983). Page 78

the approach is a starting point or point of view on the learning process or is a description of the general pattern of actions of teachers and students in the realization of learning activities.²⁹

b. Kinds of teaching approach.

Sagala (2009:71) divides the learning approach into 5 types:³⁰

a) Concept approach and process approach

A conceptual approach is a teaching approach that directly presents concepts without allowing students to appreciate how the concept was obtained. The concept approach directs students to master the concept correctly to avoid conceptual errors.

A process approach is a teaching approach by providing opportunities for students to participate in the process of discovering or compiling a concept as a skill. So in this approach students are active in learning activities because they participate in the process of understanding a concept.

b) Deductive and inductive approaches

²⁹ Pupu Saeful Rahmat, *Strategi Belajar Mengajar* (Surabaya: Scopindo Media Pustaka, 2019). Page 11

³⁰ Ibid. Page 11-13

The deductive approach is a reasoning process that starts from general conditions to special circumstances as a teaching approach that begins by presenting rules, general principles followed by specific examples or the application of rules, general principles to specific circumstances.

An inductive approach is a teaching approach that begins by presenting a number of special circumstances which can then be concluded into a fact, principle, or rule.

c) Expository approach and heuristic approach

The expository approach is used by the teacher to present the lesson material as a whole or thoroughly, completely, and systematically with verbal delivery. Then a heuristic approach is a teaching approach that presents several data and students are asked to make conclusions using the data and its implementation using the discovery or inquiry method.

d) Intelligence approach

An intelligence approach is a form of a teaching approach that is based on the intelligence of students as a general capacity of

individuals to act, think rationally and interact with the environment effectively.

e) Contextual approach

The contextual approach is a learning concept that helps teachers relate the material they teach to the real situation of students and encourages students to make connections between their knowledge and its application in their lives as family and community members.

Rahman and Latifah (2016) classify teaching approaches into five types :

a) Teacher-centered approach

In this approach, learning activities are carried out by the teacher. According to this view, teaching is imparting knowledge to students. When interacting with students, the teacher communicates with students using one-way communication or what is called communication as action. The teacher's role is more dominant in student learning activities. So in this approach, the teacher as a material deliverer manages the class and stimulates students in learning.

b) Student-centered approach

In this approach students as subjects and objects in learning. The teacher's role is more as a guide, leader, and facilitator of learning. Students do more activities alone or in groups in solving problems with the guidance of the teacher. In this approach, teacher intervention or intervention on student activities in solving problems is less.

c) Social interaction approach

This approach emphasizes the formation of student relationships with one another so that in a wider context there is an individual's social relationship with the community. So that students can develop social skills or how to relate to other people who can help students in social life.

The teaching methods used in this approach include discussion, problem-solving, simulation, group work, and other methods that support the development of students' social relationships. The learning process is essentially a social relationship in the sense of interacting with the social environment,

The steps that must be taken by the teacher in this social approach are:

- 1) The teacher throws the problem in the form of a social situation to the students.
- 2) With the guidance of the teacher, students look for various answers contained in the situation.
- 3) Students are given tasks or problems to solve, analyze, do according to the situation and conditions.
- 4) Students are asked to discuss the problem
- 5) Students help conclusions from the results of the discussion.
- 6) Discussion of the results of activities.

d) Behavioral Approach

This approach emphasizes the theory of individual behavior which is basically controlled by stimulus and response. The learning process that causes changes in behavior is the result of strengthening the relationship between stimulus and response.

In this approach the steps that must be taken when teaching are:

- 1) The teacher presents a learning stimulus to students. Then observe the student's response in responding to the stimulus.
- 2) Provide exercises to students in responding to the stimulus.
- 3) Strengthen the student's response that is seen as the most appropriate as an answer to the stimulus.³¹

4. Teaching Methods

Richards and Rogers (2014) teaching method is a method level at which theory is put into practice and at which choices are made about the particular skills to be taught the content to be taught and the order in which the content will be presented.³² the method is the educator's way of delivering subject matter by paying attention to its goals.³³ so a teacher must understand what students will be taught before determining the method to be used in teaching. The teaching method is a tactic used by a teacher in conveying the subject matter to students based on several instructional

³¹ Rahmah Johar and Latifah Hanum, *Strategi Belajar Menajar* (Yogyakarta: CV Budi Utama, 2016). Page 6-7

³² Jack C. Richards and Theodore S. Rodgers, *Approaches and Methods in Language Teaching* (United Kingdom: Cambridge University Pers, 2014). Page 21

³³ Johar and Hanum, *Strategi Belajar Menajar*. Page 9

objectives given to make it easier for students to receive learning material. For a teacher to adopt teaching methods efficiently, several factors must be considered. The effective achievement of any curriculum is highly dependent on the accessibility of various teaching methods.

Vikoo (2003) is discussing types of teaching methods explained that teaching methods could be presented under three main categories: cognitive development, methods affective, development methods, psychomotor development methods.³⁴

1) Cognitive development methods

This method can assist students to understand, analyze, synthesize and examine information. This method can assist students to increase cognitive competencies well. Some of the coaching strategies on this class include:

- Discussion method
- Questioning/Socratic method
- Team teaching method
- Talk chalk/recitation method
- Field trip/decoration method
- Team teaching method

³⁴ Dorgu, “Different Teaching Methods: A Panacea for Effective Curriculum Implementation in the Classroom.”

2) Affective development method

This area consists of targets that describe modifications in interest, attitudes, and values. It in addition offers the improvement of appreciation and good enough adjustment. Education has loads to offer the learner with the intention to help him/her broaden in those areas, as a result, instructors are endorsed to encompass gaining knowledge of stories which can be worthwhile, train in approaches that arouse interest, and broaden a right mindset in learners. This mode of coaching is phyletic, right here students' emotions or evaluations are aroused. Some coaching techniques below this class consist of:

- Modeling method
- Simulation method
- Dramatic method
- Simulation games
- Role-playing method

3) Psychomotor development method

These are activity-primarily based totally methods of coaching that intention at motor abilities improvement in beginners. This technique calls for that newbie to be capable of illustrating, demonstrating, or carrying out sure abilities the use

of their guide dexterity. It is a heuristic technique of coaching that includes inquiry and discovery strategies of coaching. It is a greater pupil activity-primarily based totally technique. This method includes:

- Inquiry method
- Discovery method
- Process approach method
- Demonstration method
- Laboratory/experimentation method
- Programmed learning method
- Dalton plan/assignment method
- Project method
- Microteaching method
- Mastery learning

5. Online Learning Media

Online learning refers to the instructional environment supported by the internet. Online learning includes a variety of programs that use the internet inside and outside school to provide access to learning materials and facilitate interaction between teachers and students. In online learning, learning activities are carried out using the internet network with accessibility, connectivity, flexibility, and the ability to bring up

various types of learning interactions. Media that can be used in online learning are smartphones, computers/laptops, tablets, and other tools that can be connected to the internet.

Carliner (1999) defines online learning as educational material that is presented on a computer. Khan (1997) defines online instruction as an innovative approach for delivering instruction to a remote audience, using the web as the medium. Online learning, however, involves more than just the presentation and delivery of materials using the web the learner and the learning process should be the focus of online learning. So online learning is learning that is done using the internet to access learning materials, to interact with educators and other students, and to gain support from educators during the learning process, to acquire knowledge, to build personal meaning, and to grow from the learning experience.³⁵

Kuntarto, E. (2017) defines online learning as learning that can bring together students and lecturers to carry out learning interactions with the help of the

³⁵ Terry Anderson, *The Theory and Practice of Online Learning*, ed. Terry Anderson, 2nd ed. (Canada: AU Press, 2008). Page 17

internet.³⁶ At the implementation level, online learning requires the support of mobile devices such as smartphones or android phones, laptops, computers, tablets, and iPhones which can be used to access information anytime and anywhere (Gikas & Grant, 2013).³⁷

Online learning includes various technologies related to the internet such as the worldwide web such as e-mail, chat, new groups and texts, meetings with audio and video delivered via computer networks to provide lessons. It can help students to learn comfortably because they can choose their speed in learning. Online learning requires a lot of resources and careful planning. In this context, educators position themselves as facilitators rather than transmitters of knowledge content, and it is considered a resource that can enhance student learning experiences.³⁸

6. COVID-19

³⁶ E. Kuntarto, “Keefektifan Model Pembelajaran Daring dalam Perkuliahan Bahasa Indonesia di Perguruan Tinggi, Indonesian Language Education and Literature” 3 (2017): 99–110.

³⁷ Joanne Gikas and Michael M. Grant, “Mobile Computing Devices in Higher Education: Student Perspectives on Learning With Cellphones, Smartphones & Social Media,” *Internet and Higher Education* 6 (2013): 02.

³⁸ Indira Dhull and Sakshi, “Online Learning,” *International Education & Research Jurnal* 3, no. 8 (2017): 2454–9916.

According to WHO, COVID-19 is a disease caused by a new coronavirus called SARS-COV-2. Who first became aware of this new virus on December 31, 2019, which was followed by reports of a group of cases of 'viral pneumonia in Wuhan, people's republic of china. This virus is thought to have originated from bats originating from Wuhan, China.³⁹

The most common symptoms of being infected with the COVID-19 virus are fever, dry cough, and fatigue. Then other symptoms which are uncommon namely, loss of taste or smell, nasal congestion, conjunctivitis (also known as pink eye), sore throat, headache, muscle or joint pain, various types of skin rash, nausea or vomiting, diarrhea, chills, or dizzy. Symptoms of severe COVID-19 disease are, shortness of breath, loss of appetite, confusion, persistent pain or pressure in the chest, high temperature (above 38 °c).other less common severe symptoms are irritability, confusion, decreased consciousness (sometimes with seizures), anxiety, depression, sleep disturbances, more and less common neurological complications such as stroke, including brain, delirium and nerve damage.⁴⁰

³⁹ WHO, “Coronavirus Disease 2019 (COVID-19) Situation Report – 32.”

⁴⁰ WHO, “Coronavirus Disease (COVID-19),” *World Health Organization*, last modified 2021, accessed June 26, 2021,

Positive cases of COVID-19 are increasing every day. On Tuesday, August 17, 2021, the number of positive COVID-19 cases increased by 20,741 cases, the total number of cases since the beginning of the pandemic has increased to 3,892,479 cases. As of today, 1,180 people have died due to COVID-19, the total number of deaths since the beginning of the pandemic has increased to 120,013 people. In addition to the number of people who have tested positive and died from COVID-19, the number of people who have recovered has also increased. Today CNN Indonesia reported that as many as 32,225 patients recovered from COVID-19, bringing the total cure rate to 3,414,109 cases.⁴¹

The spike in positive cases which was very significant made the Indonesian government implement an emergency Community Activity Restriction (PPKM) in Java-Bali. This is done to reduce the rate of transmission of the coronavirus. According to a statement from the satgas COVID-19, Indonesia has

<https://www.who.int/emergencies/diseases/novel-coronavirus-2019/question-and-answers-hub/q-a-detail/coronavirus-disease-covid-19>.
⁴¹ CNN Indonesia, "Positif Covid Tambah 20.741 Angka Kematian Tembus 120 Ribu," *CNN Indonesia*, last modified 2021, accessed August 17, 2021, <https://www.cnnindonesia.com/nasional/20210817143721-20-681514/positif-covid-tambah-20741-angka-kematian-tembus-120-ribu>.

entered the second wave of the COVID-19 pandemic. This is marked by the increase in daily positive cases which touched a record 21,342 cases per day.⁴²

In the implementation of PPKM, teaching and learning activities are carried out online. In this policy, we are required to maintain social distance, so teaching and learning activities are carried out at home by implementing an online learning system. This is done to prevent the spread of the corona virus in Indonesia. During online learning we learn with the help of ICT. The technology that students usually use to learn is computers and smartphones.⁴³

⁴² Dian Septiari, "Indonesia Expands PPKM Darurat to 15 Regions Amid Surging Cases Outside Java-Bali," *The Jakarta Post*, last modified 2021, accessed December 19, 2021,

<https://www.thejakartapost.com/news/2021/07/10/govt-expands-ppkm-darurat-to-15-regions-amid-surging-cases-outside-java-bali.htm>.

⁴³ Rahmad Budi Harto, "Transforming Indonesia's Education through Online Learning," *The Jakarta Post*, last modified 2021, accessed December 19, 2021,

<https://www.thejakartapost.com/academia/2020/05/21/transforming-indonesias-education-through-online-learning.html>.

CHAPTER III

RESEARCH METHOD

This chapter explains the methods of this research. It consists of the research design, research setting, technique of collecting data, and technique of analyzing data.

A. Research Design

In this research, the writer used descriptive qualitative research. It focuses on the teacher's strategies on online learning when teaching English. It describes the strategies and techniques used by the teacher in teaching English in online classes at SMP N 5 Sragen.

Descriptive research is a type of research that aims to present a complete picture of a social phenomenon or to prove and clarify a social phenomenon or reality. The way to prove it is by describing some variables relating to the problem and the unit under study between the phenomena being tested. According to Nazir (2005), the descriptive method is a research method that examines problems in a human group, a prevailing order in society, a social condition, as well as a system of thought or an event that is currently happening in a phenomenon.⁴⁴ The purpose of descriptive research is to describe, describe, systematically describe a relationship between the phenomena being

⁴⁴ Nazir Moh, *Metode Penelitian*, 6th ed. (Bogor: Ghalia Indonesia, 2005). Page 79

investigated. While qualitative research is research on descriptive research and tends to use analysis. Process and meaning (subject perspective) are more highlighted in qualitative research. According to Creswell (2014), qualitative research is research with an approach to exploring and understanding the meaning of an individual or group and exploring social or human problems.⁴⁵ Then Crug and Schluter (2013) define that qualitative research usually focuses on one or several pieces of evidence and analysis in detail and with a view to its various characteristics.⁴⁶ It means that in qualitative research the data collected is not in the form of numbers, but data obtained from interviews, field notes, documents from sources, and other evidence. The purpose of qualitative research is to describe a phenomenon that has been observed in depth, detail, and thoroughness. So descriptive qualitative research describes a condition of a phenomenon as it is without exaggerating or manipulating the variables being studied.

⁴⁵ J.W. Creswell, *Research Design Qualitative, Quantitative, and Mixed Methods Approaches*, 4th ed. (America: SAGE Publications, 2014). Page 2

⁴⁶ Crug. Manfred, Schluter, and Julia, *Research Methods in Language Variation and Change* (United Kingdom: Cambridge University Press, 2013). Page 4

C. Research Setting

1. Research place

This research conducted at SMP N 5 Sragen which is located at Jalan Mawar No. 4, Kelurahan Sragen Kulon, Kecamatan Sragen, Kabupaten Sragen, Jawa Tengah 57212.

2. Research time

This research was conducted from the beginning to the end of September 2021. This research was conducted directly face to face with interviewees but was carried out by the health protocols recommended by the government to stay safe from exposure to the coronavirus.

3. Research participants

In this study, the writer took a teacher who deals with English. Because here the researcher analyzed the teacher's strategy in teaching English so, the writer chooses a teacher who teaches English at SMP N 5 Sragen.

4. Research focus

The research focused of this study is on the teaching strategies that are used by teachers in teaching English during the COVID-19 pandemic at SMP N 5 Sragen.

D. Technique of Collecting Data

In this research, the data was collected using observation, interviews, and documentation.

1. Observation

Observations are made before researching to check whether the topic to be studied is in that place or not. Ary et al (2010) define observation as a basic method to obtain qualitative data.⁴⁷ The goal of qualitative researchers is to describe in detail a behavior in a particular setting from a summary of observed events or behaviors. In observation, the activities carried out in finding the current status of a phenomenon is determined by observing.

In this stage, the author made observations to SMPN 5 Sragen by meeting the principal of SMPN 5 Sragen to ensure that the school had an online learning system.

2. Interview

Interviews are the most important thing in qualitative research because at this stage the data will be taken. Ary et al (2010) Interviews can provide information that cannot be obtained through

⁴⁷ Ary et al., *Introduction to Research in Education*, ed. Wardword Cengage Learning, 8th ed. (Canada: Nelson Education, 2010). Page 431

observation, or can be used to verify observations.⁴⁸ Based on the research objectives, it can be used to validate the observed data.

In this research, the researcher used structured interviews. Structured interview is the direction of the interview was guided by an overview of the researcher from a list of questions that had been prepared previously. So, the researcher prepared the questions before doing the interview. In this stage the researcher prepares a question before meeting the teachers, and then the researcher makes an appointment with the teachers to conduct the interview after setting a date for the interview, then the author conducts an interview with the teachers. This research was conducted directly face to face with interviewees but was carried out by the health protocols recommended by the government to stay safe from exposure to the coronavirus. This is the list of questions that the researcher prepare before :

⁴⁸ Ibid. Page 438

Table 3.1 Interview Guideline

1	<p>What do you think about the transition from face-to-face learning to online learning?</p> <p><i>Bagaimana pendapat anda tentang peralihan sistem pembelajaran dari tatap muka ke pembelajaran online ?</i></p>
2	<p>Do students have a decrease in interest in learning English after switching to online learning?</p> <p><i>Apakah siswa mengalami penurunan minat belajar bahasa inggris setelah beralih ke pembelajaran online ?</i></p>
3	<p>What strategies do you use/do in teaching English during online learning?</p> <p><i>Strategi apa yang anda gunakan/lakukan dalam mengajar bahasa inggris selama pembelajaran online ?</i></p>
4	<p>How do you apply these strategies in online classes?</p> <p><i>Bagaimana anda menerapkan strategi tersebut di dalam kelas online ?</i></p>
5	<p>To what extent can your strategy help you in teaching English in online classes?</p> <p><i>Sejauh mana strategi anda dapat membantu anda dalam mengajar bahasa inggris di kelas online ?</i></p>

3. Documentation

The researcher used documentation as a way to collect the data. In this research, the researcher used the research checklist method to obtain data in the form of photographs which was evidence that the researcher did the research well. In this research, the researcher took notes, took photos, and took screenshots of chat as evidence of teaching and learning activities.

E. Technique of Analyzing Data

After collecting the data, the researcher analyzed the data. In analyzing the data, the researcher used descriptive qualitative to analyze data. Miles and Huberman (2014) mention that the stages of analyzing data are data condensation, data display, and conclusion drawing/verification.⁴⁹

a) Data Condensation

Data condensation is the process of selecting, focusing, simplifying, abstracting, and modifying field notes, interview transcripts, documents, and other empirical material (findings). By condensing the data analysis process in qualitative research, it will certainly accommodate

⁴⁹ Matthew B. Miles, A. Michael Huberman, and Johnny Saldana, *Qualitative Data Analysis*, ed. Arizona State University, 3rd ed. (United States: SAGE Publications, 2014). Page 12-14

the data more thoroughly without having to reduce the field findings obtained during the research (data collection process). So, condensation can make the data obtained become stronger.

According to Miles and Huberman (2014) in the data condensation stage, summary writing, coding, category development, and memo writing occur. In this stage, the authors first coded and then summarized the data that had been obtained through interviews and then categorized and developed strategies used by teachers to teach English during online learning.

Table. 3.2

List of teacher and strategy

No	Sources	Codes
1	Kharisma Sri Wijayanti S.Pd.	KT1
2	Asri Asmarani S.Pd.	AT2
3	Teacher's Strategy	TS
4	Online Learning	OL
5	Time Management	TM
6	Technology	T
7	Interesting Learning Media	ILM
8	Build Communication	BC

c) Data display

After condensing the data, the next step is to display the data. According to Miles and Huberman (2014), narrative texts are most often used to present data in qualitative research. By presenting the data, it will be easier to understand what is happening and plan the next steps based on what has been understood previously. In this study, the researcher presents the data in the form of an essay, because this is the most commonly used presentation in qualitative research.

d) Conclusion drawing/ verification

The last step is making a conclusion and verification about the analysis that has been done through the selected data.

CHAPTER IV

RESEARCH FINDING

In this chapter, the researcher provides the end result of the record's presentation and findings withinside the study itself. It gives the strategies used by the teachers in teaching English on online learning during the COVID-19 pandemic at SMP N 5 Sragen and the end result of an interview approximately the strategy in teaching English on the online learning process.

A. Data Presentation

The teacher's strategy in teaching English in online learning is primarily based totally on the results of observations and interviews which have been conducted with English teachers about the strategies used in teaching English on online learning during the COVID-19 pandemic. There are numerous strategies used by instructors in teaching with online learning systems.

Table 4.1

List of teacher and strategy

No	Sources	Codes
1	Kharisma Sri Wijayanti S.Pd.	KT1
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3	Teacher's Strategy	TS
4	Online Learning	OL
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7	Interesting Learning Media	ILM
8	Build Comunication	BC

1. First teacher strategy (TS KT1)

The first interviewee is with Kharisma Sri Wijayanti S.Pd. (KT1) she is an English teacher at SMPN 5 Sragen. KT1 teaches 9th grade students at SMP N 5 Sragen. According to KT1's statement, she is well receptive to the transition from face-to-face learning to online learning despite the sudden change.

“Saya sepakat meskipun memang mendadak namun inilah yang terbaik di masa pandemi seperti ini untuk meminimalisir resiko penularan virus COVID-19.”(I make sure that this control concept is the best during a pandemic like this to minimize the transmission of the COVID-19 virus.)

According to KT1's statement, she said that students experienced a decrease in their interest in learning English while switching to online learning.

“Sebagian siswa mengalami penurunan minat belajar.”(Some students have decreased interest in learning.)

The sudden shift of the online learning system is indeed difficult for both teachers and students

because they are not used to using online learning systems. In addition, the lack of monitoring from the teacher is also a factor causing the decline in student interest in learning because learning is carried out online so teachers and students cannot meet in person, and teaching and learning activities are carried out through an electronic network. This causes students to feel free and forget their responsibilities as a student.

To keep teaching and learning activities running smoothly KT1 has four strategies to teach English at SMP N 5 Sragen.

“Strategi yang saya lakukan dalam mengajar bahasa inggris selama pembelajaran online ada empat strategi.”(The strategy that I use in teaching English during online learning is four strategies.)

The first strategy is time management. In time management, KT1 arranges time according to student activities. Because in a pandemic the time used to teach is less than face-to-face lessons, so teachers must be smart in managing time when teaching so that the teaching and learning process can be carried out properly. In terms of time management, it has actually been regulated by the school, namely the existence of a learning schedule.

“Pertama, manajemen waktu, manajemen waktu memang sudah ada dari sekolah yaitu dengan adanya jadwal pembelajaran daring namun, itu juga tidak sah. Jadi kami menggunakan jadwal pembelajaran hanya untuk menyampaikan materi sedangkan untuk latihan soal kami lakukan diluar jam pelajaran.”(First, time management, time management already exists from schools, namely with an online learning schedule, however, that is also not legal. So we use the learning schedule only to deliver the material, while for practice questions we do it outside of class hours.)

This means that teachers are free to choose whether or not to follow the schedule set by the school. KT1 still uses the schedule given by the school to teach but he does not use the schedule related to student assignments. KT1 uses the entire learning schedule to deliver the material only. So KT1 gives leeway in collecting assignments because she knows that the pandemic period is not an easy time he doesn't want to give a heavy burden to students so students don't have to submit assignments on the same day.

“Untuk tugas-tugasnya tidak harus diselesaikan dengan jadwal yang ada, karena kita juga mengetahui pada masa pandemi ini bukan masa yang mudah jadi

kita juga harus mengetahui waktu waktu yang siswa gunakan dalam belajar supaya tidak terlalu terforsir dengan mata pelajaran yang lain.”(The tasks do not have to be completed according to the existing schedule, because we also know that during this pandemic it is not an easy time, so we also have to know the time that students use to study so that they are not too overwhelmed with other subjects.)

With the laxness in collecting assignments, students can do assignments maximally because they have enough time to do assignments. besides that, it can avoid clashes with other subject assignments so that students are not too burdened with piled-up assignments.

The second strategy is to use technology. Because learning is done online, so must use technology as a tool to support online learning so that the teaching and learning process continues to run well. In this case, the technological tools used are smartphones and laptops.

“Kedua, yaitu menggunakan teknologi jadi selama tatap muka penggunaan teknologi masih terbatas pada gurunya saja atau pendidiknya saja namun untuk pembelajaran daring kali ini peserta didik mau tidak mau harus menggunakan teknologi baik itu smartphone

maupun laptop.”(Second, using technology so that during face-to-face the use of technology is still limited to the teacher or educator, but for online learning this time, students inevitably have to use technology, both smartphones and laptops.)

In online learning, every student must be able to apply technology such as a laptop or smartphone. Because technology is useful as a supporting tool in online learning. So, without technology online learning it cannot be done.

The third strategy is to use interesting learning media.

“Ketiga dengan menggunakan media pembelajaran yang lebih menarik untuk menarik minat siswa dalam belajar.” (Third, by using more interesting learning media to attract students' interest in learning.)

The sudden shift of the learning system resulted in a decrease in student interest in learning. To increase students' interest in learning, especially English lessons, a teacher must use interesting learning media to attract students' interest in learning. In online learning, the media that can be used are Youtube, Google Classroom, Whatsapp, Zoom, Google Meet, Telegram, and other social media. During this online learning, KT1 uses

Whatsapp, Google Classroom, Youtube, and Google Meet as learning media.

The first media, which is used by KT1 is Whatsapp. KT1 uses Whatsapp as a communication medium to stay connected with students. KT1 uses Whatsapp as a media to notify important notifications. The second media, namely Google Classroom. KT1 uses Google Classroom as the main media in teaching so, all learning activities are carried out in Google Classroom. Starting from being absent, explaining the material, assignments to exams carried out in Google Classroom. First, KT1 gave an announcement via Whatsapp group that the class would start later, students were told to be absent from google classroom, then students were told to listen to the teacher's explanation. In explaining the material, she sent a video link from Youtube, which contains an explanation of the subject matter in Google Classroom. Then students open the link and watch the video. In addition to explaining the material with videos, she also uses a voice recorder to teach. For example, a teaching strategy to improve students' listening comprehension, she uses a voice recorder to teach. KT1 gave examples for example in teaching the material for expression self-congratulation, hope, and wish expression, there is intonation and how

to read that must be emphasized to students so he gave an example of how to pronounce the expression correctly, namely by recording the voice using a voice recorder and then sending it to google classroom.

Third, the media that KT1 uses is YouTube. She uses YouTube as a medium to upload videos explaining the subject matter. She made an explanatory video that was edited attractively and explained the material in a brief and clear manner so that students easily understood the teacher's explanation. By making interesting videos with easy-to-understand explanations with the aim of attracting students' interest in learning. After making a video, she uploaded the video on YouTube, and then she shared the video through Google Classroom by copying the video link from YouTube. The fourth medium, which KT1 uses is Google Meet. She sometimes uses Google Meet to teach. She uses Google Meet to hold a quiz. This means that KT1 uses Google Meet to check how far the students understand the material that she has been teaching.

Using applications such as Whatsapp and Youtube as learning media can make it easier for students to follow learning because students are familiar with using these media besides using Youtube as a learning media, which can attract students' interest in

learning, especially if the video is edited to be more interesting. By using Google Classroom online learning activities can be done easily because of the easy appearance and features in Google Classroom besides that students can do assignments more easily and teachers can assess students more easily.

The fourth strategy is to build communication between teachers and students online. In building communication with KT1 students, they use the WhatsApp application as a medium to communicate.

“Keempat, yaitu dengan membangun komunikasi antara guru dengan peserta didik secara online.” (Fourth, namely by building communication between teachers and students online.)

KT1 created a Whatsapp group in each class to make announcements such as reminding that there was a class that day or just saying hello like "good morning, how are you today?" before class starts. And also if there are students who want to ask questions it becomes easier. Then she also has a special Whatsapp group for problems student parents so she can immediately tell his parents directly that his child is not absent in Google Classroom and has not done the assignments given by the teacher. So parents can immediately reprimand their

children directly so that their children immediately do their assignments or be absent.

Building online communication on an online learning system is very important. Because this is the only way for teachers and students to stay connected to each other so that the learning process can run smoothly.

2. Second teacher strategy (TS AT2)

The second interviewee is Asri Asmarani S.Pd. (AT2) she is an English teacher at SMP N 5 Sragen. She teaches 7th and 8th graders. Based on her statement, she actually finds it difficult to face the transition from face-to-face learning to online learning.

“Awalnya enak enak saja ternyata setelah beberapa minggu rasanya semakin berat karena saya tidak bisa memantau anak anak secara langsung.” (At first it was fine, but after a few weeks it got heavier because I couldn't directly monitor the children.)

AT2 feels that online learning is not effective because teachers cannot monitor students directly, so students feel too loose in participating in online learning. Because learning is done online, students experience a decrease in interest in learning English, this happens due to a lack of supervision from teachers and a less supportive environment.

“Siswa mengalami penurunan minat belajar bahasa Inggris. Karena pembelajaran daring dilakukan di rumah jadi siswa merasa kalau mereka tidak sedang sekolah” (Students have decreased interest in learning English. Because online learning is done at home, students feel that they are not in school.)

The strategy used by AT2 to teach during online learning is not much different from what the first teacher did. The strategy used by AT2 is first, using online learning media. The media used by AT2 are Whatsapp, Google Classroom, and Youtube.

“Strategi yang saya gunakan yaitu saya mengajar menggunakan aplikasi Google Classroom, Whatsapp, dan Youtube.” (The strategy I use is that I teach using the Google Classroom, WhatsApp, and YouTube applications.)

Similar to the first resource person, AT2 uses WhatsApp as a connection tool with students. She created a Whatsapp group for each class she taught. She uses Whatsapp to greet students before online learning starts such as "good morning, how are you today?" and make important announcements. In addition, AT2 also uses Whatsapp to check student attendance, and sometimes he also explains material through the Whatsapp group. She usually explains the material in

the Whatsapp group by using a voice note so she explains the material by recording her voice then sending it on the Whatsapp group then the students listen to the explanation.

In addition to using the WhatsApp application, she also uses Google Classroom as a media for teaching, she usually sends a video link explaining the material he took from YouTube. In addition to providing explanations through videos, she also provided notes about important points in the material to students through Google Classroom then she gave practice questions through Google Classroom to see how far students understood the material she explained that day.

Second, build communication with students online. According to AT2's statement, she uses Whatsapp to give important announcements to students and to contact parents of students who have not done assignments, and fill out attendance lists.

“Saya biasanya memberitahu pengumuman penting dan mengapsen siswa menggunakan aplikasi Whatsapp.” (I usually notify important announcements and attend students using the Whatsapp application.)

“Saya membuat sebuah catatan khusus anak anak yang belum memngerjakan tugas jadi saya tidak lupa kalau murid tersebut belum mengerjakan tugas apa saja

kemudian saya menghubungi orang tua mereka untuk menagih tugasnya.” (I made a special note for the children who had not done the assignment so I didn't forget that the student had not done any assignments then I contacted their parents to collect the assignment.)

It means that AT2 uses the WhatsApp application as a tool to communicate with students. he also has the student's parents' Whatsapp number so if there are students who have not completed their assignments, he contacts the parents of the students so that the students immediately do their assignments.

Third, namely time management. In time management, the same as KT1, KT2 does not apply all the schedule that has been determined by the school.

“Saya juga memberi kelonggaran dalam mengumpulkan tugas jadi siswa tidak harus mengumpulkan tugas pada hari itu juga tetapi saya memberi waktu dua hari untuk mengumpulkan tugas.”

(I also give leeway in submitting assignments so students don't have to submit assignments on the same day but I give two days to submit assignments.)

She also gives flexibility to students in submitting assignments. And she also gives laxness to students with problems to fill out attendance lists and submit assignments. Because she knows that students

not only get assignments from him but also from other subjects, so that they don't clash with other subjects, AT2 gives students laxness to collect assignments.

Fourth, using technology. To apply online media, of course, you need electronic tools. The electronic devices commonly used are smartphones and computers. Without electronic tools, online learning cannot be carried out.

According to AT2's statement, the strategies used so far can help in teaching English using an online learning system and can assist her in assessing students' learning abilities.

“Strategi yang selama ini saya gunakan dapat membantu dalam menilai kemampuan siswa.” (The strategies that I have used so far can help in assessing students' abilities.)

B. Data Analysis

1. Teacher's strategy on online learning in teaching English during the COVID-19 pandemic.

Based on the data obtained from observations and interviews with English teachers, the researcher found that there were several teaching strategies used by English teachers at SMP N 5 Sragen during online learning. According to Sarode (2018), a teaching

strategy is a generalized plan for lessons that include structure desired learner behavior in terms of goals of instructions and an outline of planned tactics necessary to implement the strategy.⁵⁰ These strategies are:

1) Indirect learning strategy

Based on the data obtained, the researcher concluded that the two interviewees used an indirect learning strategy because learning is student-centered and students explore information and develop knowledge independently, and the teacher acts as a facilitator, namely providing learning materials and providing feedback to students at the end of the lesson. According to Siti and Agus et al (2019), Indirect learning strategies are learning strategies, which are student-centered. In the indirect learning strategy, the role of the educator who initially became a lecturer turned into a facilitator, supporter, and personal resource. In this strategy, the teacher acts as a designer of the learning environment, provides opportunities for

⁵⁰ Ravindra D Sarode, "Teaching Strategies, Styles and Qualities of a Teacher: A Review for Valuable Higher Education," *International Journal of Current Engineering and Scientific Research (IJCESR)* 5, no. 5 (2018): 58, <http://troindia.in/journal/ijcesr/vol5iss5part2/57-62.pdf>.

students to be active, and provides feedback to students when they conduct inquiries.⁵¹

This conclusion is in accordance with the statement of the following informants:

“Pembelajaran setiap hari kita menyampaikannya menggunakan Google Classroom, jadi kita mengirim semua materi pembelajaran di google classroom kemudian siswa membuka materi tersebut lalu mempelajarinya sendiri.” (Learning every day we convey it using Google Classroom, so we send all learning materials in Google Classroom then students open the material and study it themselves.)

“Saya juga memberikan video penjelasan tentang materi tersebut melalui Google Classroom jadi, saya mengirim link Youtube di Google Classroom kemudian saya menyuruh murid-murid untuk membuka video tersebut lalu memahaminya.” (I also gave an explanation video about the material through Google Classroom so I sent a Youtube link on Google Classroom then I told the students to open the video and understand it.)

2) Time Management

⁵¹ Ibid. Page 26

Based on the data obtained, the researcher found that the two interviewees used time management strategies in teaching English. According to the information from the two sources, they used a schedule that was not in accordance with the one made by the school so they made their own study schedule so that students were not too burdened with the tasks given by each subject. Both resource persons gave time for students to collect assignments. Teachers must be able to manage time according to student needs. in online learning students learn to use online applications but they have problems such as operating the application, and problems with internet signals. they should be able to devote their time to learning English and operating online applications. Therefore, teachers need to manage time so that students can learn English effectively.⁵²

“Untuk tugas-tugasnya tidak harus diselesaikan dengan jadwal yang ada, karena kita juga mengetahui pada masa pandemi ini bukan masa yang mudah jadi kita juga harus mengetahui

⁵² Widarini N.K.S., Putra I.N.A.J., and Marsakawati N.P.E., “Teachers Strategies in Online Learning During COVID Pandemic” 9, no. 2 (2021): 82–89.

waktu waktu yang siswa gunakan dalam belajar supaya tidak terlalu terforsir dengan mata pelajaran yang lain.” (The tasks do not have to be completed according to the existing schedule, because we also know that during this pandemic it is not an easy time, so we also have to know the time that students use to study so that they are not too overwhelmed with other subjects.)

“Saya juga memberi kelonggaran dalam mengumpulkan tugas jadi siswa tidak harus mengumpulkan tugas pada hari itu juga tetapi saya memberi waktu dua hari untuk mengumpulkan tugas.” (I also give leeway in submitting assignments so students don't have to submit assignments on the same day but I give two days to submit assignments)

3) Using Technology

Based on the interviews that have been conducted, the authors found that the two resource persons used teaching strategies using technology. Because learning is done online, technology is the only tool that can be used to keep teaching and learning activities going. According to anderson (2008) online learning means the learner is at a distance from the tutor or instructor, so that the

learner uses some form of technology (usually computer) to access the learning material and the learner uses technology to interact with the teacher and with other learners.⁵³

“Menggunakan teknologi, jadi selama tatap muka penggunaan teknologi masih terbatas pada gurunya saja atau pendidiknya saja namun untuk pembelajaran daring kali ini peserta didik mau tidak mau harus menggunakan teknologi baik itu smartphone maupun laptop.” (Using technology, so as long as face-to-face the use of technology is still limited to the teacher or educator, but for online learning this time, students inevitably have to use technology, be it smartphones or laptops.)

4) Using interesting learning media

Based on interviews conducted by the researcher, the two sources used easy-to-use and interesting applications such as Youtube, Whatsapp, and Google Classroom. Using learning media such as Youtube and Whatsapp applications can make it easier for students to follow learning because they are used to using these applications. They use interesting explanatory videos to attract

⁵³ Anderson, *The Theory and Practice of Online Learning*.

students' interest in learning. Media is an important element in learning. The use of appropriate learning media not only facilitates the delivery of material but can also increase effectiveness in achieving learning objectives, and can also increase interest and motivation to learn. So that by using interesting learning media can increase student interest in learning.⁵⁴

“Menggunakan media pembelajaran yang lebih menarik untuk menarik minat siswa dalam belajar.” (Using more interesting learning media to attract students' interest in learning)

“Strategi yang saya gunakan yaitu saya mengajar menggunakan aplikasi Google Classroom, Whatsapp, dan Youtube.” (The strategy I use is that I teach using the Google Classroom, WhatsApp, and YouTube applications)

5) Build communication with students online

The two sources built communication using the WhatsApp application. That is by creating groups according to their respective classes in the WhatsApp application. They use Whatsapp groups

⁵⁴ Sutarto, Sari, and Fathurrochman, “Teacher Strategies in Online Learning to Increase Students’ Interest in Learning during COVID-19 Pandemic.”

as a place to communicate with students. The resource person also created a WhatsApp group for parents of students with problems/students who were difficult to contact, so the resource persons contacted the parents of students using the WhatsApp application. This is done by resource persons to stay connected with students. The only way to stay connected with students during a pandemic is to build online communication. this is a way for teachers to pay attention and supervise students in online learning.

Building communication between teachers and students in the classroom aims to foster a harmonious relationship between teachers and students emotionally that can support the smooth teaching and learning process in the classroom. Likewise with online learning if the teacher and students have a harmonious relationship emotionally, students will be more open to the teacher so if students have problems in lessons or personal problems they can tell the teacher via Whatsapp or other online media. So that problems can be quickly resolved and the teaching and

learning process can be carried out smoothly.⁵⁵ Building communication between teachers and students in learning can function as a means of controlling, motivating, expressing emotions, information, discussion materials, socialization, entertainment, integration, education, and culture (Karnawati & Priansa, 2015).⁵⁶

“Membangun komunikasi antara guru dengan peserta didik secara online.” (Build communication between teachers and students online.)

“Saya membuat sebuah catatan khusus anak anak yang belum mengerjakan tugas jadi saya tidak lupa kalau murid tersebut belum mengerjakan tugas apa saja kemudian saya menghubungi orang tua mereka untuk menagih tugasnya.” (I made a special note for the children who had not done the assignment so I didn't forget that the student had not done any assignments then I contacted their parents to collect the assignment.)

⁵⁵ Sudarsri Lestari and Salmahtus Sholekhah, “Membangun Komunikasi antara Guru dan Siswa Guna Menangani Perilaku Siswa yang Bermasalah di Kelas,” *Jurnal Pena Karakter* 01, no. 02 (2019): 44–51.

⁵⁶ Euis Karnawati and Donni Juni Priansa, *Manajemen Kelas* (Bandung: Alfabeta, 2015).

2. The extent of these strategies can help the teacher in teaching English during the COVID-19 pandemic.

According to the two interviewees, the strategies used so far are very helpful in online teaching and assessing students' abilities.

- 1) Time Management

The time management that has been implemented so far is very helpful for teachers to teach English. Students can do assignments to the maximum because students have a lot of time to work on and students can discuss longer with the teacher during learning because the learning schedule is used to convey material and discuss.

“Strategi manajemen waktu sangat membantu dalam masalah penugasan siswa, siswa dapat mengerjakan tugas dengan maksimal dan strategi ini cukup membantu siswa yang bermasalah karena adanya kelonggaran waktu dalam mengumpulkan tugas jadi semua siswa dapat mengumpulkan tugas. Selain itu siswa memiliki cukup waktu untuk tanya jawab dengan guru karena seluruh jadwal pembelajaran digunakan untuk menyampaikan materi dan berdiskusi.” (Time

management strategies are very helpful in student assignment problems, students can do assignments to the maximum and this strategy is quite helpful for students who have problems because there is leeway in collecting assignments so all students can collect assignments. In addition, students have enough time to ask questions with the teacher because the entire learning schedule is used to deliver material and discuss.)

2) Using Technology

The use of technology during online learning is very helpful for teachers in teaching English during the covid-19 pandemic. According to Andersons (2008) in online learning learners use some form of technology (usually computers) to access learning materials, that learners use technology to interact with tutors or instructors and with other learners, and that some form of support is provided to learners.⁵⁷ So technology is very important in online learning.

“Strategi yang sangat membantu yaitu menggunakan teknologi karena teknologi

⁵⁷ Anderson, *The Theory and Practice of Online Learning*. Page 16

menjadi penentu terjadinya pembelajaran online, tanpa alat teknologi pembelajaran online tidak dapat terlaksana.” (A very helpful strategy is to use technology because technology determines the occurrence of online learning, without online learning technology tools it cannot be implemented.)

3) Using interesting learning media

The use of interesting learning media is enough to help teachers in teaching English because this strategy is enough to attract students' interest in learning so that students can learn well and enjoyably.

“Penggunaan media pembelajaran yang menarik, strategi tersebut cukup membantu dalam pembelajaran online, siswa dapat mengikuti pembelajaran dengan mudah, enjoy, dan senang.”(The use of interesting learning media, the strategy is quite helpful in online learning, students can take part in learning easily, enjoy, and have fun.)

4) Build communication with students online

Building communication with students is quite helpful in teaching English because this strategy in addition to strengthening the

relationship between teachers and students can also attract all students to keep learning even though learning is carried out online.

“Untuk menghadapi siswa yang bermasalah seperti itu, strategi membangun komunikasi antara guru dengan peserta didik secara online sangat membantu dan yang kita lakukan yaitu konsultasi ke wali kelas kemudian kita meminta nomor telfon orang tua mereka lalu kita menghubungi orang tua mereka.” (To deal with students who have problems like that, the strategy of building communication between teachers and students online is very petrified and what we do is consult with the homeroom teacher then we ask for their parents' phone numbers and then we contact their parents.)

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestions regarding results research. The conclusions are drawn from the findings of the previous chapter, then the suggestions are directed to the teacher, students, and the next researchers who are interested in conducting similar research.

A. Conclusion

Based on the analytical data obtained by the researcher from observations and interviews conducted with two English teachers at SMP N 5 Sragen about the teacher's strategy in teaching English in online learning during the COVID-19 pandemic. The author concludes that there are five strategies used by teachers to teach English in online learning. The strategies are: 1) indirect learning strategy, 2) time management, 3) using technology, 4) using interesting learning media, 5) build communication with students.

The strategies used by the English teacher at SMPN 5 Sragen really help the teacher in teaching English during online learning and these strategies can also facilitate students in achieving learning goals in the midst of the COVID-19 pandemic.

C. Suggestion

1. For the teachers

Through this research, the writer hopes that teachers can improve the quality and creativity in teaching English in online learning. The teacher must choose the right strategy for teaching during online learning because at this time students are easily bored so the teacher must choose an enjoyable strategy and also can attract students' interest in learning so that students can learn easily and enjoyably.

2. For the students

Through the strategies used by teachers in teaching English in online learning, hoped that students can understand the subject matter easily and enjoy the teaching and learning process.

3. For the next researcher

The author hopes for the next researcher who is interested in the same research will contribute to understanding teaching strategies in teaching English in online learning. In addition, hopefully, this research can provide inspiration and guidance for future researchers. For the future researchers, hopefully, they will get better results than this, so that the results will be more profitable and can be applied in a wider area.

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APPENDIXES

Appendix 1

Surat Keterangan Riset



PEMERINTAH KABUPATEN SRAGEN
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMP NEGERI 5 SRAGEN



Alamat : Jl.Mawar No.4 Telp./Fax.0271 – 891211
Web : www.smp5sragen.sch.id E-mail : smp_limasragen@yahoo.co.id

SURAT KETERANGAN

Nomor : 070 / 496 / 226 / 2021

Yang bertanda tangan di bawah ini :

Nama : Drs Budi Suyanto
NIP : 19641111 199512 1 002
Jabatan : Kepala Sekolah

Menerangkan dengan sesungguhnya bahwa :

Nama : Nurul Islamiyati
NIM : 1703046079
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Ilmu Tarbiyah Dan Keguruan

Telah menyelesaikan penelitian pada tanggal 13 September 2021 s.d 25 September 2021. Di SMP Negeri 5 Sragen guna menyelesaikan tugas Skripsi dengan judul :

" An Analysis Of Teacher Strategies' On Online Learning In Teaching English During Covid-19 Pandemi "

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Sragen, 1 Oktober 2021
Kepala Sekolah

Drs. Budi Suyanto
NIP. 19641111 199512 1 002

Appendix 2

Interview Sheets

Interviewee 1 Name : Kharisma Sri Wijayanti S.Pd. Subject : Bahasa Inggris Teacher : SMP N 5 Sragen		
No	Question	Answer
1	What do you think about the transition from face-to-face learning to online learning ? <i>Bagaimana pendapat anda tentang peralihan sistem pembelajaran tatap muka ke pembelajaran online online ?</i>	<i>Pendapat saya tentang peralihan sistem pembelajaran dari tatap muka ke pembelajaran online adalah saya sepakat meskipun memang mendadak namun inilah yang terbaik di masa pandemi seperti ini untuk meminimalisir resiko penularan virus COVID-19.</i> (My opinion about the transition of the learning system from face to face to online learning is that I agree that even though it is sudden, this is the best thing during a pandemic like this to minimize the risk of transmitting the COVID-19 virus.)
2	Do students have a decrease in interest in learning English after switching to online learning ? <i>Apakah siswa mengalami penurunan minat belajar Bahasa Inggris selama</i>	<i>Iya, sebagian siswa mengalami penurunan minat belajar.</i> (Yes, some students have decreased interest in learning.)

	<i>beralih ke sistem pembelajaran online ?</i>	
3	<p>What strategies do you use/do in the teaching English during online learning ?</p> <p><i>Strategi apa yang anda gunakan/lakukan untuk mengajar bahasa inggris selama pembelajaran online ?</i></p>	<p><i>Strategi yang saya lakukan dalam mengajar bahasa inggris selama pembelajaran online ada empat strategi yaitu pertama, manajemen waktu, manajemen waktu memang sudah ada dari sekolahan yaitu dengan adanya jadwal pembelajaran daring namun, itu juga tidak sah jadi Jadi kami menggunakan jadwal pembelajaran hanya untuk menyampaikan materi sedangkan untuk latihan soal kami lakukan diluar jam pelajaran jadi, untuk tugas-tugasnya tidak harus diselesaikan dengan jadwal yang ada, karena kita juga mengetahui pada masa pandemi ini bukan masa yang mudah jadi kita juga harus mengetahui waktu waktu yang siswa gunakan dalam belajar supaya tidak terlalu terforsir dengan mata pelajaran yang lain, kedua, yaitu menggunakan teknologi jadi selama tatap muka penggunaan teknologi masih terbatas pada gurunya saja atau pendidiknyanya saja namun untuk pembelajaran daring kali ini peserta didik mau tidak mau harus menggunakan teknologi baik itu smartphone maupun laptop, ketiga dengan menggunakan media</i></p>

		<p><i>pembelajaran yang lebih menarik untuk menarik minat siswa dalam belajar, keempat, yaitu dengan membangun komunikasi antara guru dengan peserta didik secara online.</i> (The strategy that I do in teaching English during online learning there are four strategies, namely first, time management, time management already exists from the school, namely by having an online learning schedule, however, that is also not legal so we use the learning schedule only to convey material while for practice questions, we do it outside of class hours, so the assignments don't have to be completed according to the existing schedule, because we also know that during this pandemic it is not an easy time, so we also have to know the time that students use to study so that they are not too forced. with other subjects, second, namely using technology so that during face-to-face use of technology is still limited to the teacher or educator, but for online learning this time students inevitably have to use technology both smartphones and laptops, third by using learning media yes It is more interesting to attract students' interest in learning, fourth, namely</p>
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		by building online communication between teachers and students.)
4	<p>How do you apply these strategies in online classes ?</p> <p><i>Bagaimana penerapan strategi tersebut di dalam kelas ?</i></p>	<p><i>Pada pembelajaran online ini media yang kita gunakan yang pertama yaitu whatsapp jadi semua siswa di SMPN 5 dimasukkan dalam satu grup whatsapp sesuai dengan kelas masing-masing untuk tetap terhubung dengan guru, selain itu, guru juga memiliki no hp orangtua jadi untuk wali kelas memiliki grup whatsapp orang tua sedangkan untuk pengajar memiliki grup whatsapp orang tua siswa yang spesial untuk menyampaikan tagihan tugas dan absen yang belum dikerjakan, lalu kemudian untuk pembelajaran setiap hari kita menyampaikannya menggunakan google classroom, jadi kita mengirim semua materi pembelajaran di google classroom kemudian siswa membuka materi tersebut lalu mempelajarinya sendiri. jadi seluruh kegiatan belajar mengajar selama daring terekam dalam google classrom dimana disitu kita ada absensi dan penyampaian tugas tugasnya ada disitu, lalu kemudian untuk media pembelajaran yang lebih menarik kita sebagai guru juga membuat</i></p>

		<p>youtube jadi kita membuat video yang dikemas semenarik mungkin kemudian di upload di youtube lalu kita bagikan ke siswa melalui Google Classroom yang bertujuan untuk menjelaskan materi materi yang memang perlu dijelaskan jadi setelah siswa mencari sendiri lalu kita juga perlu mengkonfirmasi tentang teori teori yang ada dalam materi materi tertentu, lalu kemudian secara berkala kita juga mengadakan google meet jadi mengadakan google meet untuk berkomunikasi menjelaskan dan kadang untuk quiz juga kita menggunakan google form via google classroom, lalu penerapan strategi dalam listening misalnya bagaimana kita menerapkannya, dalam listening kita menggunakan voice recorder jadi guru merekam suara pada bab 1 ada materi expression self congratulation hope and wish ada intonasi intonasi dan ada pronunciation yang kita perlu kita tekankan kepada siswa maka kita menggunakan voice recorder.</p> <p>(In this online learning, the first media we use is whatsapp so all students at SMPN 5 are included in one whatsapp group according to their respective classes to stay</p>
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		<p>connected with the teacher, besides that, the teacher also has a parent's cellphone number, so for the homeroom teacher to have a group whatsapp parents while for teachers they have a special whatsapp group for parents to convey unfinished assignments and absences, then for learning every day we convey it using google classroom, so we send all learning materials in google classroom then students open the material then learn it yourself. So all online teaching and learning activities are recorded in the Google Classroom where we have attendance and the delivery of our assignments is there, then for more interesting learning media we as teachers also make YouTube so we make videos that are packaged as attractively as possible then uploaded on YouTube and then we share it with students through Google Classroom which aims to explain material that really needs to be explained, so after students look for themselves then we also need to confirm the theories that exist in certain material, then periodically we also hold a google meet so we hold a google meet to communicate, explain and sometimes for quizzes</p>
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		<p>we also use Google Forms via Google Classroom, then apply strategies in listening, for example, how do we apply them, in listening we use a voice recorder so the teacher records voices in chapter 1 there is an expression of self congratulation hope. and wish there is intonation intonation and there is pronunciation that we need to emphasize to students, so we use a voice recorder.)</p>
5	<p>To what extent can your strategy help you in teaching English in online classes ? <i>Sejauh mana strategi yang anda gunakan dapat membantu dalam mengajar bahasa inggris dalam pembelajaran online ?</i></p>	<p><i>Strategi yang saya terapkan Alhamdulillah cukup membantu dalam mengajar bahasa inggris secara online meskipun terdapat beberapa kendala misal jadi dalam setiap kelas itu ada peserta didik yang spesial jadi di grup tidak respon di Whatsapp tidak respon absen juga senin kamis lalu tugas tugas juga tidak dilengkapi, untuk menghadapi siswa yang bermasalah seperti itu, strategi membangun komunikasi antara guru dengan peserta didik secara online sangat membantu dan yang kita lakukan yaitu konsultasi ke wali kelas kemudian kita meminta nomor telfon orang tua mereka lalu kita menghubungi orang tua mereka. Selain itu strategi manajemen waktu sangat membantu dalam masalah</i></p>

		<p><i>penugasan siswa, siswa dapat mengerjakan tugas dengan maksimal dan strategi ini cukup membantu siswa yang bermasalah karena adanya kelonggaran waktu dalam mengumpulkan tugas jadi semua siswa dapat mengumpulkan tugas. Kemudian penggunaan media pembelajaran yang menarik, strategi tersebut cukup membantu dalam pembelajaran online, siswa dapat mengikuti pembelajaran dengan mudah, enjoy, dan senang. Lalu strategi yang sangat membantu yaitu menggunakan teknologi karena teknologi menjadi penentu terjadinya pembelajaran online, tanpa alat teknologi pembelajaran online tidak dapat terlaksana. (The strategy that I applied Alhamdulillah was quite helpful in teaching English online even though there were some obstacles, for example, in each class there were special students, so the group did not respond on WhatsApp, did not respond to absences, also Monday, Thursday, and assignments were also not completed, to face For students who have problems like that, the strategy of building communication between teachers and students online is very petrified</i></p>
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		<p>and what we do is consult with the homeroom teacher then we ask for their parents' phone number and then we contact their parents. In addition, time management strategies are very helpful in student assignment problems, students can work on assignments to the maximum and this strategy is quite helpful for students who have problems because there is leeway in collecting assignments so all students can collect assignments. Then the use of interesting learning media, the strategy is quite helpful in online learning, students can follow the learning easily, enjoy, and have fun. Then a very helpful strategy is to use technology because technology is a determinant of the occurrence of online learning, without online learning technology tools it cannot be implemented.)</p>
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Interviewee 2		
Name : Asri Asmarani S.Pd.		
Subject : Bahasa Inggris		
Teacher : SMP N 5 Sragen		
No	Question	Answer
1	What do you think about the transition from face-	<i>Awalnya enak enak saja ternyata setelah beberapa minggu rasanya</i>

	<p>to-face learning to online learning ? <i>Bagaimana pendapat anda tentang peralihan sistem pembelajaran tatap muka ke pembelajaran online online ?</i></p>	<p><i>semakin berat karena saya tidak bisa memantau anak anak secara langsung dan anak anak juga merasa lebih lebih longgar mereka tidak aktif di grup lagi, juga tidak mau mengerjakan tugas maupun absen di grup, dari 30 siswa hanya 20an siswa yang mengerjakan tugas padahal kami sudah memberi kelonggaran waktu, saya memberi tugas pagi hari saya kasih deadline malam hari tapi banyak yang tidak mengerjakan, ada murid yang mengirim tugas seminggu setelah diberi tugas ada pula yang tidak mengirim tugas bahkan ada siswa yang mengirim tugas tapi filenya tidak berisi tugas tersebut. Saya juga tidak tahu mereka melihat video yang saya berikan atau tidak, mereka benar benar mencatat materi yang saya berikan atau tidak, saya juga tidak tahu mereka benar benar paham atau tidak dengan penjelasan materi yang saya berikan. saya sendiri lebih memilih pembelajaran tatap muka karena saya dapat memantau murid secara langsung. (At first it was good, but after a few weeks it got heavier because I couldn't monitor the children directly and the</i></p>
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		<p>children also felt more relaxed. They weren't active in the group anymore, they also didn't want to do assignments or be absent from the group, only 20 out of 30 students students who do assignments even though we have given time slack, I give assignments in the morning I give a deadline in the evening but many don't work, there are students who send assignments a week after being given assignments, some don't send assignments and there are even students who send assignments but the files does not contain the task. I also don't know whether they saw the video I gave or not, they really recorded the material I gave or not, I also didn't know they really understood or didn't understand the explanation of the material I gave. I myself prefer face-to-face learning because I can monitor students directly.)</p>
2	<p>Do students have a decrease in interest in learning English after switching to online learning ? <i>Apakah siswa mengalami penurunan minat belajar</i></p>	<p><i>Jelas sekali siswa mengalami penurunan minat belajar bahasa inggris. Karena pembelajaran daring dilakukan dirumah jadi siswa merasa kalau mereka tidak sedang sekolah dan merasa sedang liburan jadi, banyak murid</i></p>

	<i>Bahasa Inggris selama beralih ke sistem pembelajaran online ?</i>	<i>yang tidak aktif mengikuti pembelajaran online. (It is clear that students have decreased interest in learning English. Because online learning is done at home, students feel that they are not in school and feel like they are on vacation, so many students are not actively participating in online learning.)</i>
3	<p>What strategies do you use/do in teaching English during online learning ?</p> <p><i>Strategi apa yang anda gunakan/lakukan untuk mengajar bahasa inggris selama pembelajaran online ?</i></p>	<p><i>Strategi yang saya gunakan yaitu saya mengajar menggunakan aplikasi google classroom, whatsapp, dan youtube. Saya biasanya memberi tahu pengumuman penting dan mengapsen siswa menggunakan aplikasi whatsapp. Lalu untuk kegiatan belajar mengajar biasanya saya menggunakan Google Classroom dan kadang-kadang saya juga menggunakan Whatsapp untuk memberi penjelasan materi kepada siswa. Karena disini banyak anak yang kurang maksudnya, anak-anak yang selalu terlambat mengerjakan tugas saya membuat sebuah catatan khusus anak-anak yang belum mengerjakan tugas jadi saya tidak lupa kalau murid tersebut belum mengerjakan tugas apa saja kemudian saya</i></p>

		<p><i>menghubungi orang tua mereka untuk menagih tugasnya. Saya juga memberi kelonggaran dalam mengumpulkan tugas jadi siswa tidak harus mengumpulkan tugas pada hari itu juga tetapi saya memberi waktu dua hari untuk mengumpulkan tugas. Untuk mengajar saya berusaha menyampaikan materi dengan cara yang bisa disukai murid-murid yaitu saya menjelaskan materi dengan menggunakan voicenote dan video Youtube, saya juga menggunakna buku pelajaran kemudian saya juga memberikan catatan untuk poin poin penting materi pelajaran. (The strategy I use is that I teach using the Google Classroom, WhatsApp, and YouTube applications. I usually notify important announcements and appoint students using the whatsapp application. Then for teaching and learning activities I usually use Google Classroom and sometimes I also use Whatsapp to explain material to students. Because here there are many children who don't mean anything, the children who are always late for my assignments make a special note for the children who haven't</i></p>
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		<p>done their assignments, so I don't forget that the students haven't done any assignments, so I contacted their parents to collect their assignments. I also give leeway in submitting assignments so students don't have to submit assignments on the same day but I give two days to submit assignments. To teach I try to convey material in a way that students can like, namely I explain the material using voicenotes and Youtube videos, I also use textbooks then I also give notes for the important points of the subject matter.)</p>
4	<p>How do you apply these stragies in online class ? <i>Bagaimana penerapan strategi tersebut di dalam kelas ?</i></p>	<p><i>Penerapan strategi tersebut di dalam kelas yaitu pertama saya mengucapkan salam di Whatsapp kemudian saya menyuruh mereka absen di Whatsapp grup tersebut kemudian saya memberikan penjelasan dengan voice note misal pada materi introduction, dan say goodbye saya menjelaskan memberikan contoh cara introduction dan say goodbye yang benar melalui voice note kemudian saya menyuruh murid murid untuk mendengarkannya lalu saya menyuruh murid murid untuk menirukannya. Selain itu</i></p>

		<p><i>saya juga memberikan video penjelasan tentang materi tersebut melalui Google Classroom jadi, saya mengirim link youtube di Google Classroom kemudian saya menyuruh murid-murid untuk membuka video tersebut lalu memahaminya. Setelah selesai menonton video penjelasannya saya memberikan tugas di Google Classroom dan murid mengerjakan tugas di google form dari Google Classroom. (The implementation of this strategy in class is first I say hello on Whatsapp then I tell them to be absent from the Whatsapp group then I give an explanation with a voice note for example in the introduction material, and say goodbye I explain giving examples of how to introduce and say goodbye correctly via voice note then I asked the students to listen to it and then I asked the students to imitate it. Besides that, I also gave an explanation video about the material through Google Classroom, so I sent a youtube link on Google Classroom then I told the students to open the video and understand it. After watching the explanation video, I gave the</i></p>
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		assignment in Google Classroom and the students did the assignment on the google form from Google Classroom.)
5	<p>To what extent can your strategy help you in teaching English n online class ?</p> <p><i>Sejauh mana strategi yang anda gunakan dapat membantu dalam mengajar bahasa inggris dalam pembelajaran online ?</i></p>	<p><i>Strategi yang selama ini saya gunakan sangat membantu saya dalam mengajar bahasa inggris selama pembelajaran online selain itu strategi tersebut cukup membantu saya dalam menilai kemampuan siswa. (The strategies that I have used so far have really helped me in teaching English during online learning besides that the strategy is quite helpful for me in assessing students' abilities.)</i></p>

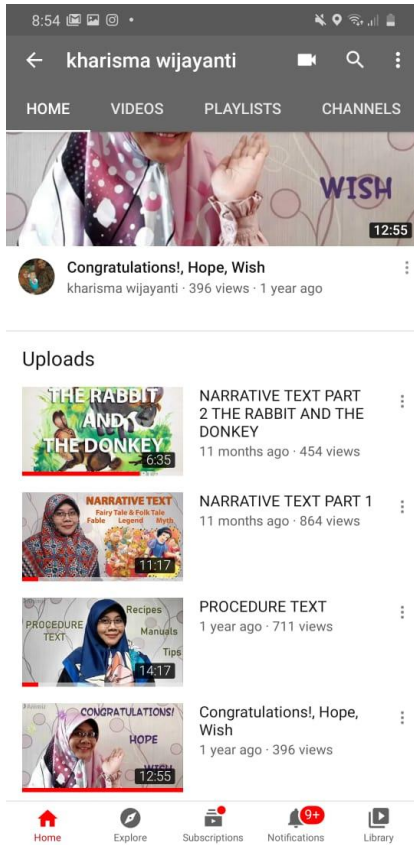
Appendix 3

Interview with the English teacher at SMPN 5 Sragen



Appendix 4

Pictures of media and video learning material that used by Teacher 1





Agenda pelajaran hari ini adalah:

1. Sharing pemetaan materi untuk Bab yang akan kita miliki pada Kurikulum Darurat Pandemi Covid-19. Seperti yang kalian tahu dikarenakan masih pandemi, maka jumlah Bab disesuaikan yakni dari total 11 Bab untuk 2 semester pada Kurikulum normal, menjadi total 5 bab (3 bab semester 1 dan 2 bab semester 2).
*pelajari pemetaan materi pada lampiran
2. Hari ini kita mulai masuk bab 1 ya. Tugas kalian adalah observe the following material on youtube link below. Tolong disimak baik-baik ya dan buatlah ringkasannya. (catat hal-hal yang penting dan mudah kalian pahami ya)
3. Hari ini tidak ada tagihan tugas untuk dikumpulkan. Tugas Rangkuman akan dikumpulkan pada pertemuan mendatang bersamaan dengan latihan lainnya. Jadi tolong selama menyaksikan video sekalian sembari tetap diringkas ya. Supaya tugas tak menumpuk, next meeting tinggal submit saja. OK.
4. Jangan lupa selalu tulis hari dan tanggal yaa pada buku kalian.

Thanks all
Wassalamu'alaikum wr.wb.



DAFTAR HADIR PJJ SESI 3



KELAS 9 PEMETAAN KOMPETENSI MATA
PELAJARAN BAHASA INGGRIS SMP KONDISI



BAHASA INGGRIS KELAS IX -
CONGRATULATIONS, HOPE & WISH

Appendix 5

Pictures of media and video learning material that used by Teacher 2

The screenshot shows a document editor interface. At the top, there is an orange header with a close button (X), a link icon, and a 'SAVE' button. Below the header is a dropdown menu set to 'All students'. The main content area has a title box containing the text: 'CHAPTER 2 : THIS IS ME (Self Introduction and Introducing Someone/ others)'. Below the title is a description box with a list of five instructions in Indonesian: 1. Buka, tonton dan simak video pembelajaran di bawah ini dengan baik. Lakukan hal ini beberapa kali sampai kamu paham. 2. Catat semua hal penting terkait materi termasuk ungkapan-ungkapan yang digunakan di buku catatan Bahasa Inggris. 3. Tulis JUDUL DAN TANGGAL materi ini diberikan sebelum kamu buat catatan. 4. Jangan lupa berdoa terlebih dahulu sebelum mengerjakan. 5. Terimakasih dan tetap semangat. At the bottom, there is a 'Topic' field with the value 'No topic' and an 'Attachments' section showing two files: 'INTRODUCTION - SELF' and 'INTRODUCTION - INTRODUCING'.

The screenshot shows a WhatsApp chat interface for a group named 'ENGLISH CLASS 7B'. The group members listed are Adyatma, Amartha, Bilqis, and Hajwa. The date is 19 August 2021. The chat history shows a sequence of messages: 'Hello class...how are you?' (09:14) from the teacher, followed by responses from Shalehah Septiana 7B ('I'm fine mam' 09:14), Nabila 7B ('Hai mam,i'm fine' 09:15), and Oktavia 7B ('Hi mam, i'm fine' 09:15). A final message from the teacher reads: 'Just info : for joining the test, please open the classroom. Ok Good luck and best wishes 🍀🍀' (09:15). The bottom of the screen shows the standard WhatsApp input area with a 'Message' label and icons for emojis, attachments, photos, and voice recording.

The image shows a YouTube video player interface. At the top, there is a colorful illustration of a woman in a yellow shirt and blue skirt standing in a classroom-like setting with books, a graduation cap, and a school building. The title of the video is "INTRODUCTION (PERKENALAN)". Below the video, the Tokopedia logo and name are visible, along with a "SHOP NOW" button. The video title is "INTRODUCTION - SELF INTRODUCTION - INTRODUCING OTHER - MEMPERKENALKAN ...". It has 1.6K views and was uploaded 3 months ago. The interaction bar shows 55 likes, 1 comment, and options for Share, Download, and Save. The channel name is "Poetri Ardhifa" with 7.78K subscribers and a "SUBSCRIBE" button.

INTRODUCTION (PERKENALAN)

Tokopedia Ad tokopedia.com [SHOP NOW](#)

#introduction #selfintroduction #introducingothers
INTRODUCTION - SELF INTRODUCTION -
INTRODUCING OTHER - MEMPERKENALKAN ...

1.6K views • 3 months ago

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Poetri Ardhifa
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