

**TEACHERS' STRATEGIES IN FOSTERING
STUDENTS' LANGUAGE-PROFICIENCY IN
JUNIOR HIGH SCHOOL DURING COVID-19
OUTBREAK**

THESIS

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



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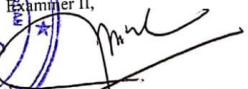
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Wassalamu'alaikum wr. wb.

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ABSTRACT

Title : Teachers' Strategies in Fostering Students' Language-Proficiency in Junior High School during Covid-19 Outbreak
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Pandemic covid-19 had become the final switch button for the teachers' usual-strategy to be implemented in Indonesia. In Pusakanagara, Subang, schools operated online learning process during pandemic. Without leaving any chance, a school that had boarding school accommodation was allowed to open offline learning process. This situation made teachers to be more creative to facilitate the students to have the skills they need, the four English skills. This research aims to understand the strategies from schools in Pusakanagara, Subang, both online and offline learning process. This action needed to enrich the data and to compare the variety of strategy that can be implemented in Junior High School during Covid-19 outbreak. In addition, this research also depicts the steps in implementing strategy and activities in English learning process. this research was designed in descriptive qualitative form by using interview and documentation study as the instrument of the research. This research had been collecting data from some schools in Pusakanagara Subang. Online learning schools during Covid-19 outbreak was represented by SMPN 1 Pusakanagara and SMPN 3 Pusakanagara, then offline learning school during Covid-19 outbreak was represented by MTS Yapimu. The result described that teachers' strategies used in Junior High school in Pusakanagara were very assorted. In teaching some output skills (speaking and writing) offline learning process was very on-point strategy not as online learning process. On the other hand, students' perception on offline learning strategy was not good. For input skills (reading and listening) both learning processes used the similar strategies and activities in class. Such as, listening for fun, listening to music and listening to podcast. Students' perception and respond to listening and reading strategies implemented in schools are generally good and fun. In applying strategies, teachers must have the specific steps before doing that strategy.

Keywords: *Teachers' Strategies, Language Proficiency, Students' Perceptions.*

MOTTO

Learn to share and Inspire the world.

DEDICATION

All praise to Allah SWT for his mercies and guidance so that the researcher is able to complete this research.

This thesis is dedicated to Mimi, Istikhanah, my mom and the strongest woman in my life. Thank you for being my motivation and my supporting person that never ends. The dedications are also directed to my siblings, Qurotul Ainiyah and Muhammad Abdul Aziz. That I love so much. Thank you for being my inspiration to be better, and to my deceased dad. May Allah bless you!

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In the name of Allah, the most gracious and the most merciful, prizes are always given to Him. Peace and salutation are always upon to the light of the darkness, Prophet Muhammad SAW. May we be acknowledged as his adherent!

The researcher realizes that a lot of people have been willing to help to complete and finish this thesis so that the researcher would like to express gratitude and appreciation to:

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8. My best friend, moch. Ni'em and family for always helping me when I need
9. My friends that I cannot mention one by one for always being my side

At last, the researcher believes that this research is far from perfection. The researcher would be glad to gain constructive suggestion to make this thesis better.

Semarang, 21st December 2021

Writer,

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LIST OF CONTENT

A THESIS STATEMENT	i
RATIFICATION NOTE	ii
ADVISOR APPROVAL.....	iii
ABSTRACT	iv
MOTTO	v
DEDICATION	vi
ACKNOWLEDGEMENT	vii
LIST OF CONTENT	ix
LIST OF TABLE	xi
LIST OF FIGURE	xii
LIST OF APPENDICES.....	xiii
CHAPTER I.....	14
A. Background of the study	14
B. Research Question	21
C. Objectives of the study	21
D. Significances of the Study	21
E. Definition of key terms.....	22
CHAPTER II.....	24
A. Previous research.....	24
B. Literature review	31

a.	Teachers' strategies in teaching speaking.....	31
b.	Teachers' strategies in teaching listening	36
c.	Teachers' strategies in teaching reading.....	39
d.	Teachers' strategies in teaching writing	42
C.	Description of language proficiency.....	45
D.	The concept of perceptions	46
E.	The concept of perception in language learning ..	48
F.	Conceptual framework.....	51
CHAPTER III.....		54
A.	Research Design	54
B.	Methods of Collecting Data.....	56
C.	Instrument.....	57
D.	Methods of Analyzing Data	60
CHAPTER IV.....		64
A.	Finding.....	64
B.	Discussion.....	88
CHAPTER V.....		95
A.	Conclusion	95
B.	Suggestion	98
REFERENCES		101
APPENDICES		106

LIST OF TABLE

Table 4.1 Coding information

Table 4.2 Result of the research toward speaking skill

Table 4.3 Result of the research toward listening skill

Table 4.4 Result of the research toward reading skill

Table 4.5 Result of the research toward writing skill

LIST OF FIGURE

Figure 2.1 The concept of perception in language learning

Figure 2.2 Conceptual framework

Figure 2.1 Students' portfolio in JHS 3

Figure 2.1 Students' portfolio in JHS 2

Figure 2.1 Students' portfolio in JHS 1

LIST OF APPENDICES

Appendix 1. Interview guideline

Appendix 2. transcript of interview with the teachers

Appendix 3. Transcript of interview with the students

Appendix 4. documentation study

Appendix 5. lesson planning

Appendix 6. students' portfolio

CHAPTER I

INTRODUCTION

This chapter depicts the background of study, research questions, objectives of the study, significance of the study, and definition of key terms

A. Background of the study

English in Indonesia had become the first foreign language that has got to be instructed as an obligatory subject in school. English has four skills; listening, speaking, reading and writing and with three components; vocabulary, grammar, and pronunciation. taught integrated into the school then the students will have good English proficiency either written or spoken language. But for most learners, speaking is the most important one to learn and mastered because they want to employ English as a tool in global communication. According to David Nunan, “Mastering the art of speaking is the single most important aspect of learning a second language, and success is measured in

terms of the ability to carry out a conversation in the language”.¹

Learning language as a second language acquisition turn to be one of the challenge to be master or acquired. Indonesian technique to study English had mentioned as a SLA (Second Language Acquisition). “Second Language Acquisition (SLA) refers both to study of individuals and groups who are learning subsequent to learning their first one as young children.”² In this term, technique and strategy to make learning language easier have done by people when they are young (L1). Repeating that thing will be awesome strategy.

Meanwhile, teaching English is one of the challenging works. The challenge comes from the environment and the material. In speaking skill, to illustrate, the common principle of creating an environment to be the great partner of implementing speaking skill had spread a lot in some educational institution. For example, the environment of English area in Kampung Inggris, pare, Kediri. They (members and tutors) made an internal relation among them

¹ David Nunan, *Second Language Teaching & Learning* (Canada: Heinle & Heinle Publisher, 1999).

² Muriel Saville-troike, *introducing second language acquisition* (Cambridge university press, 2006)

to improve their English speaking skill. The material of speaking also had the main challenge for teaching and learning process. The materials such as, pronunciation, topic and vocabulary employed the degree of students' speaking skill.

Facing the pandemic, there are numerous countries initiate to open online courses as their rule in education. In other hand, online learning had difficulties to be introduced in some country. To illustrate, Indonesia has 34% students had difficulties facing the current issues in online courses for some reasons. Such us, the lack of internet access and/or technology. ³ This situation also make gap more clear between privileged and disadvantaged background students. In the US, there are 25% of 15-year-old students coming from disadvantaged background.⁴ This condition made education role (educator and learner) start to think the most relevant and the best strategies to overcome students' need for their English proficiency.

³ OECD, survey of PISA, updated 2020 The COVID-19 pandemic has changed education forever. This is how. Journal of WEC.

⁴ OECD, survey of PISA, updated 2020 The COVID-19 pandemic has changed education forever. This is how. Journal of WEC.

The rise of English essential material tried to focus on students' need and triggered to embark teachers' creativity in fulfilling students' need of English proficiency. Some English teacher in Pusakajaya Subang had made a youtube channel in order to fulfill that problem. Meanwhile, the other teachers made a concept of small group learning. This issue was commonly called web-based learning.⁵

In the other cases in Subang in the middle of 2021, numerous school have a right to accommodate students with face-to-face learning process or to follow the rule of ministry of education of implementing online courses. The next rule will be implemented when school opened. Such as, the existence of students' dormitory, the number of the students in class, and the time allocation. To sum up, school can be officially open and conducted face-to-face learning process when the requirement and the rule are strictly implemented inside.⁶ It will be a consequence to school that cannot fulfill the requirement to hold online learning. By those requirement, face-to-face learning process will take a time to prepare.

⁵ Abu bakar nordin. Web-based teaching and learning approach (WBTLA), MOJET, volume 1 issues 2

⁶ Nadiem makarim, general announcement of ministry of education Indonesia, CNN Indonesia, April 2021.

Teachers' creativity in fostering students' language proficiency had been spread in internet. Some researchers such as Rosen M and Cerullo J have investigated the teachers' strategy written in lesson plan that seems to be not suitable anymore. So, then the other strategy need to be implemented to accommodate students language proficiency spontaneity and flexibility.⁷ In his research, the stated strategy written in lesson plan do not well implement in class. He said that the spontaneous strategy took a lot of portion in teaching and learning process.

Another research that was held by Dewi Astutika told that teachers' strategy in teaching English through online learning class in senior high school level had been effectively implemented in MAN 1 Tulungagung. She told that the material in Senior high school can be well taught in E-learning class because some material is not basic English. The implementation of teachers' strategies such as vlogging, reading my stories and role play through zoom that had been used in MAN 1 Tulungagung can be used in other school

⁷ Joseph Gerson A Balana, *successful grade 11 english: quality instruction through MMODEL approach (meaningful modul-based diversified / differentiated experiential learning)*.

that has the same level.⁸ It will be interested to investigate teachers' strategy in teaching English in junior high school level because there is still a question "does the strategies used by senior high school students can be implemented in junior high school level?"

The research held in Bandung in 2019, the researcher tried to find the concept of e-learning strategy in order to find the best strategy in teaching English is quite difficult, the researcher said that in the different places and different infrastructures will bring diversity even in the same city moreover in the different province. So that, I intend to have research in Pusakajaya. Even Pusakajaya is not too far from Bandung, the existence of unique strategy should be considered to be learnt.

In the research of the other researcher, they focus on the teacher strategy in online learning with the teachers' and academic standard leaving the students emotion in this pandemic era. This condition makes the researcher believe that this research in the current place with the spread of disease can be rather innovative.

⁸ Astutika D, teachers' strategies in teaching English of using E-learning class during covid-19 pandemic, IAIN Tulungagung repository, 2020.

Teaching English online and offline will have a different result. Researcher believes that the strategies used by the teachers in language learning is directed to foster students to their language proficiency. The strategies used in online learning process is considered as internet or web-based learning. This strategy also may be used in offline learning but the effect will not be the same. The previous researches bring lots of information about the strategies used by teacher in offline learning and online learning. However, there is no specific information about the comparison in doing the same research in both online and offline learning school.

Nowadays, Subang is one of the black zone of spreading COVID-19 variant delta. Schools were closed again and were more scared. This condition made researcher feel curious about education. It also encouraged researcher to investigate and analyze the strategy of each particular teacher in Subang especially in Pusakajaya district of junior high school level. This research would be conducted in both online learning process and offline learning process. The result of the research may be a material for a researcher practically and the other readers generally. To overcome that issues researcher would have a research entitled **“Teachers’ Strategies in Fostering Students’ Language-Proficiency in Junior High School during Covid-19 Outbreak”**

B. Research Question

This research is aimed to find the answer to the following research question:

1. What are teachers' strategies in fostering students' language proficiency?
2. What is students' perception on the strategies used by the teachers in fostering students' language proficiency?

C. Objectives of the study

1. To describe teachers' strategies in fostering students in in facing students' language proficiency.
2. To describe students' perceptions on the strategies used by teacher in teaching and learning process during covid-19 outbreak.

D. Significances of the Study

The finding of this study can be significant to:

1. Practical purposes
 - a. For Teachers

Hopefully, this research is able to help teachers developing their teaching techniques. Hopefully teacher could be more noticed in

how to help students in mastering English in their level.

b. For students

Hopefully, this research can motivate students to be more sensitive about learning English language and encourage learning English as the international language and as investment of their future.

c. For the next researcher

Hopefully, this study can be further continued by the next researcher who will conduct a research about the strategies used by the teacher in some condition. The researcher hopes that the result of this research can give significant impact and meaningful reference toward another research.

2. Theoretical purposes

a. For researcher

This research can help the researcher to answer the research question. The researcher got know the current students' need and teacher strategies in helping students' language proficiency.

E. Definition of key terms

1. Teachers' strategies

Teachers' strategy is a set of activities (methods and technique) that a teacher used to support their pupil through the learning process.

2. Language proficiency

Language strategy is a measurement of how well an individual has mastered a language. To sum up, language proficiency is the ability of an individual to use language with a level of accuracy that transfer meaning in production and comprehension.

3. Junior high school

Junior high school or middle school is the formal institution that held teaching and learning process in the level between elementary school and high school.

CHAPTER II

REVIEW AND RELATED LITERATURE

This chapter covers some previous research, some related theories, and references related to this study.

A. Previous research

Research about learning and teaching strategies is not a new research. Previously there were some researchers investigating and discussing learning and teaching strategies in some fields. Therefore, the researcher takes several previous researches related to learning strategies and teaching strategies.

To begin with, the research that was conducted by Tari Putri Utami, the student of IAIN Salatiga entitled, *An Analysis of Teachers' Strategies on English E-Learning Classes during Covid-19 Pandemic*. The research was conducted in MTs Sudirman in academic year 2019/2020. The objectives of the research are 1) to identify the teaching strategies in English e-learning classes 2) to know the extent of the strategies help teachers in English e-learning classes during COVID-19 pandemic. To come up with the government policy in turning full interaction learning process into e-learning classes made this institution's teachers creativity should handle learning process. the results of the research held

by the researcher are 1) in English writing, teachers used planning, drafting and editing. In listening, teacher used listening to song strategies. 2) strategies in teaching English e-learning classes in some skill are considered to be very helpful to students' cognitive, emotions and performance. However, Tari's research had been focusing on analyzing teachers' strategies on E-learning only. She did not gain any data from different learning process. the result of the objective showed the main strategy used by the teacher in teaching writing. the other skills were not mentioned in this research.

In doing this research. Researcher took any data from 3 different schools that operated different learning process. some of them were online learning process and the rest was offline learning process. The strength of this research was to obtain more data and enrich more information. Researcher also took data for students' perceptions directly to the students in schools. Each schools were represented by 10 to 15 active students with doing deep interview. The total of source of data were 3 teachers and 50 active students in 3 educational institutions.

Secondly, the research that was held by Irikawati, the student of IAIN Sultan Amai, Gorontalo, entitled,

Identifying Teacher's Strategies in Teaching Writing. This research conducted in MA Nuruttaqwa Limboto. This qualitative research conducted in 2017 and focused on two main problems, they are 1) what is the teacher's strategies in writing English? 2) how to identify teacher's strategy in teaching writing? The objective of the research is identification of the five strategies of English education teacher in teaching writing has implemented well. There is no further information about five strategies that mentioned in list. Anyways, irikawati's research took data in higher educational institution. MA was the same degree as Senior High School in Indonesia. The objective of the research was about teachers' strategy in teaching writing.

During conducting the research. Researcher took data in Junior High School level in Pusakanagara. This level seemed as the lower level of Senior High School. Besides. The strength of this research was to describe teachers' strategy in fostering students' language proficiency in English. It meant that teaching strategies for all four skills (speaking, reading, listening, and writing) would be gathered as the result of the research.

Thirdly, the research conducted by fitri handayani, the student of muhammadiyah university of ponorogo,

entitled Investigating Teachers' Strategies in Teaching English in The Academic Year 2018/2019. This qualitative research conducted in two educational institutions. They are SMAN 1 Badegan and SMAN 1 Ponorogo. The objective of the research are 1) to find out what the strategy that used by the teachers of SMAN 1 Badegan and SMAN 1 Ponorogo 2) to investigate in what extent the strategies affect in learning process. the result of the research showed that two different schools had the same strategies in accordance with the curriculum K-13: games, case-based small group discussion, large group discussion or question and answer, demonstrations, independent study, and self-awareness exercise. However, Fitri's research conducted in academic years 2017/2018. Those years the process of learning and teaching was offline. The spread of Covid-19 begun at march 2019. Fitri's research also was held in senior high school level. The result of the research showed that the strategies used by the teachers in each schools were offline learning strategies such as, small group discussion, presentation, and question and answer.

Regardless, researcher conducted the research in academic years 2020/2021. In this time, the regulations of learning process moved to online learning in any level

of education. Researcher brought data from junior high school level. To add. The strength of this research was the amount of the schools researched were 3 junior high school level. Then because of the pandemic covid-19 all schools had different learning and teaching process.

Afterwards, the research done by Sean Schat, scholar of Redeemer university entitled, Exploring The Relationship between Perception and Education: Rediscovering Perceptual Theory and Its Impact On Teaching and Learning. This research aimed to find out the current correlation between perception and teaching-learning process. this research was conducted in Brock university, Ontario. The result of this research showed that the perception can be mutually used in educational sector. It is used by teacher as one of the factor in need analysis. Then the syllabus designer can take any advantage of it. The other possible impact is the learning style of students. To sum up, peter's research had been conducted in university level. The result of the research showed the correlation of perception and education. It was only about perception from teachers, students, and the rest role of educational sector. This research did not describe any strategies implemented in learning process.

Though, in doing the research, researcher used many interview sessions to teachers and scholars in some educational institutions with lower level than the previous research. This research had the advantages in showing the data and the conclude the research. This research would be conducted in both online and offline ways. This research also described about teachers' strategies during interview to scholar. To check the accuracy and the effectiveness of the strategies implemented, researcher used documents in schools, such as lesson planning and students' portfolio.

Next, the research that was handled by Peter D. MacIntyre and team entitled Language Teachers' Coping Strategies During the Covid-19 Conversion to Online Teaching. This research was conducted in Canada, Austria and Uni Emirat Arab. This research consisted of 600 teachers using coping strategies in those countries. This research had 4 Research questions. The result of this study stated that teachers had less stressful in teaching online using coping strategy. In this research also showed that the rating of approach in higher than the rating of the avoid strategy. Peter's research had been conducted to investigate coping strategy in some countries on teaching language. This research had been to big source of data

and many people joined in this research. There are 600 teachers in this research interviewed.

However, researcher took small population of educational institution in the same degree. The objectives of the research were to describe the strategy used in teaching English in junior high school level and to describe students' perception toward teachers' strategy that applied in learning process. This situation also became the strength of the research itself. This research would bring numerous data about the strategies used in teaching English during Covid-19 outbreak in 3 different educational institutions.

Lastly, the research that was held by Merce Bernaus and Robert C. Gardner, entitled Teacher Motivation Strategies, Student Perception, Student Motivation and English Achievement. This research was conducted in Catalonia, Spain. This research focused on investigating teachers' strategies among the country. This research collected 26 teaching strategy and investigating the most effective strategy. The results of the research showed that the most efficient and effective strategy after survey to students and other teachers is "my students participate in European project". This strategy is innovative strategy used by teacher in gaining more attention in class and

commit a learning process. In this research most of the highest effective strategies are innovative strategy not traditional strategy. This research conducted by interviewing teachers' with showing the list of strategies collected by the researcher. Teachers may only give their argument about the strategy listed in a paper. The result of the research stated that many teachers argued that the best strategy is motivational strategy to enhance speaking skill.

Besides, this research conducted with free and deep research by acting interview and study documents. This research aimed to describe teachers' strategies in all English skills. This research also implemented both-side feedback, where teachers' argument and students' perception showed in research.

B. Literature review

1. Teachers' strategies in fostering students' language proficiency

- a. Teachers' strategies in teaching speaking

According to Nunan "Mastering the art of speaking is the single most important aspect of learning a second language, and success is

measured in terms of the ability to carry out a conversation in the language”⁹ This English skill has many strategies such as:

i) Studysaster

Studysaster is the model of learning introduced by the government of education in Indonesia to perform teaching and learning process through online. Studysaster basically utilized the power of online platform in sharing and gaining material. This strategy commonly used video learning material as the media to share and online chat to communicate. In SMP N 1, this strategy had been implemented in the last two semesters. The steps of this strategy are mentioned by the minister as follow; *Identification, Search, Plan, Create, Share, Practice, Communication*¹⁰. This strategy is considered as the most effective strategy to be implemented during covid-19 outbreak.

⁹ david Nunan, *Second Language Teaching & Learning* (Canada: Heinle & Heinle Publisher, 1999).

¹⁰ Toyib D, kontribusi nyata pencegahan COVID-19 melalui pembelajaran dengan model studysaster dan blended learning, BDK Bandung KEMENAG RI, 2021

ii) Helping Self-integrated learning

Self-integrated learning strategy is the strategy used by the students to schedule and organize the need of the knowledge they get. Students may utilize the source of knowledge such as internet and teacher accommodation. Teacher's strategy in fulfilling the need of students had been stated in some international journal such as Florence Martin in his article about the students' responses to teachers' facilitation dealing with the self-integrated learning. In his article, he said that students really need teachers' facilitation to get their way to gain knowledge.¹¹ Helping self-integrated strategy can be done by teacher by giving students a paper of learning schedule with the checklist. Firstly, teacher gives students a learning schedule sheet with the checklist column. Secondly, students are ordered to write down the activity and the

¹¹ Martin F, Students perception of helpfulness of facilitation strategies that enhance instructor presence, connectedness, engagement and learning in online course, the internet and higher education, charlotte, 2017

schedule of learning in a week. Then, students may give a mark to the activity they have done. Lastly, teachers may control students schedule each week.

iii) Drilling

Drilling is a way of standardizing pronunciation of the language item and develop the fluidity.¹² Drilling is the strategy in learning English by repeating the understanding. This strategy can be done by process of question-answer or just mentioning. Budden said that a drill is a classroom technique used to practice a new language. It involves teachers in modelling a word or a sentence and learners in repeating it. The most way of implementation drilling in online class are: 1) students will have the same text in their online platform screen share feature is really useful here 2) teachers demonstrate how to read a text and how to pronoun some difficult word. 3) students are ordered to repeat the word again and again to find the correct

¹² J B Houston, the art of teaching speaking, Houston press, 2014

pronunciation 4) this activity can be done until the end of the text.

iv) Respond hour

This strategy is implemented as one of the strategy in helping students learning by self-integrated learning. Students will have the same opportunity in asking anything about the material in that day or in another day. This strategy can be helping students in gaining more information about the material that they have learnt. Student is ordered to rise question or any comment about anything using English language. This strategy also can enforce students' confidence in speaking English. Respond hour strategy also can answer the lack of speaking English partner problem. This strategy can be done in following steps. Firstly, students are learning material from the text or the pdf file before class begin. Then, teacher open respond hour strategy in class. Students may rise any question about the material or any other knowledge that they doubt. The respond hour

will be ended with the explanation from the teacher. This strategy can be done till there is no other students' question.

b. Teachers' strategies in teaching listening

Nunan called listening is “a Cinderella skill in second language learning”¹³ from this statement, an organization of English language (TESOL connection) compose an easy listening strategies in helping learners to find a Cinderella. Olga Uzun, one of the member of TESOL connection stated some strategies.¹⁴ Here are the detail.

i) Demonstrate the difference hearing and listening

This strategy can be collectively stated as listening for fun in low-level students and listening for need in high-level students. This strategy can run as demonstrating song or lecture. This strategy is just like listening to music. It requires an understanding by doing

¹³ Ahour T and Bargool S, a comparative study on the effects of while listening note taking and post listening summary writing, theory and practice in language studies volume 5, 2015.

¹⁴ Olga uzun, easy strategies for teaching listening, TESOL connection journal, 2018.

pause and play the audio and try to translate it into the understandable language. This strategy is done by following some techniques as follow; initially, teachers should prepare a text in paper, it can be speech text or song lyric. Then, students will have a listening section to fill the blank in the text. Then teacher play and pause an audio in the time the audio mentioned. Finally, students and teacher have the full text or lyric in their paper.

ii) Teach a variety of common speech markers

In this strategy. Olga stated that this strategy has some steps to be effective. The first step is demonstrating the common expression in the audio. Olga termed the speech markers as cue, such as to begin with, in addition, the first matter, however, to sum up, finally and so on. Then teacher give cues to students before listening. The next step is to listen the audio. Students is ordered to catch the information as much as possible. Then inform that information in front of class. This strategy can lead students to focus on the orientation and information they

need. knowing the variety of common speech markers will help students to face listening test officially or regularly.

iii) Summarizing the audio

This strategy can be used in online learning process as material or assessment. This strategy starts from giving the instruction to summarize then giving the audio to the students to be listened. Then, in the end of the class teacher collected and checked the summary. Teacher may use the result as the learning media or assessing tool. When teacher wisied the summary as the material to learn, teacher can discuss the summary in class together with students. In other hand, teacher may use the summary as his/her parameter to see how understand students the audio. This strategy can be effectively useful dealing with the material and the capability of the students.

c. Teachers' strategies in teaching reading

Reading can be the major input for students in second language acquisition.¹⁵ some strategies used in teaching reading are:

i) Reading my stories

Reading my stories is a set of learning and assessing section in which students initially write a story about their life in a piece of paper. Then, teacher divides class into group with the exact number of students. Next, teacher collects students' paper and continue to exchange the paper in WhatsApp group or google drive from group one to the other group. Finally, class is moved to zoom and teacher asks students to read their friends' story that have been written in a paper trough zoom or video call platform. This strategy can be well done in online as long as the situation and the communication in class is still exist. To add, student will be so proud and sometimes shameful when they listen to their

¹⁵ Jossey-bass, how to teach English language learner : effective strategies from outstanding educators, john wiley and son. Inc, 2010

stories.¹⁶ This strategy also makes students feel so free in learning reading and listening as well.

ii) Reading aloud

Reading aloud is one of the common strategy used in learning reading performed by the students in class. This strategy also train students to have English reading skill. Learning media will take part of students' heart in seeing the skill they will get. By giving the reading text, student may directly be understood that they will practice their reading skill. This strategy will help students in repairing students' weakness in reading skill. Reading aloud started from teacher in performing reading and sharing a text. Then, students will be ordered to read the text loudly in front of the class. The other students are ordered to listen and turn of their microphone in zoom. In time of reading aloud teacher may correct students' mistakes. Finally, all students had the same chance to read the text loudly. This strategy can make English

¹⁶ Gillian baxter, English as a second language: literature plus reading for pleasure, Graficor Chenelière éducation, 2010.

environment to support students' language proficiency.¹⁷

iii) Questioning

Questioning is one of strategies to get reading comprehension. This strategy is implemented in many schools during pandemic covid-19. In some cases, teacher gave the PDF file to students containing text or dialogue about the material in class. The class will be started with reviewing previous material, then students begin to read a text or dialogue from the teacher. In the end of reading, students will be asked some questions about the text or dialogue they have read. In questioning students, teacher may use oral or written questions as long as the answer is stated inside the text. This strategy is very useful in practicing students' reading comprehension skill.

iv) Reading and sharing

¹⁷ Rena M P and Keith P, Building online learning communities: effective strategies for the virtual classroom, jossey-bass, 2007

Reading and sharing is the strategy used by teacher in order to find the general information about the text. This strategy may lead students to have reading comprehension. Reading and sharing can be used in online learning as well as teacher provide some texts to share. This activity is able to be done by following step. Firstly, teacher leads students to have reading text. Then, the chosen students will have different text to read. After reading, students are ordered to share what information they got from the text and the class begin to have discussion.

In addition, reading comprehension has numerous linguistic elements process. reading comprehension involved metacognitive process, microprocess, macroprocess, integrative process, and elaborative process.¹⁸ this strategies used in more expert learners.

d. Teachers' strategies in teaching writing

In teaching writing, there are numerous comments from teachers and students about the

¹⁸ Karen R haris and steve graham, teaching reading comprehension to students with learning difficulties, the Guildford press.USA 2007

hardness of writing. As one of the output system of language, writing can be further taught by following the steps of writing itself. ASCD (Association for Supervision and Curriculum Development) the empowering teaching and learning organization stated some strategies in teaching writing¹⁹. They are

i) Journal submitting and editing

This strategy can effectively be used in online learning process as a place for student to implement their skill in writing English. For students that have an understanding in writing process they can submit their writing that they have composed to the site or platform that teacher had instructed, such as google drive or school website. After that, let the others to access their work check (giving the comment directly in site or in class discussion) to the writer of the text they got. This strategy can be used in material share media or as the instrument of assessment.

¹⁹ David campos and Kathleen fad, strategies in teaching writing, ASCD Book, 2014

ii) Brainstorming strategy

This strategy commonly used in any educational institution as the pre-writing and brainstorming. This strategy used by the teacher in fostering students to build a great idea. Planning strategy can be further implemented as a step of writing text or paragraph. The type of brainstorming can be written as mind map, list or picture. Teacher can use any tool in class as media or idea focus. Brainstorming strategy is the concept of gaining many information about what will they write in their paper.

iii) Telling a picture

Telling a picture is one of teachers' strategies in helping students to write. Students that has lack idea about what they will write will be fostered by this strategy. This strategy will provide some picture from the teacher in order to help students' weakness about the material or the idea. This strategy has various way in sharing the picture. It can be in form of flashcard, full-picture, or online picture from internet. In this activity, students are shown

picture or pictures. Then, they may utilize it as the base of their writing. Students will be controlled to tell the pictures in form of writing. Students also can free to imagine and use the vocabulary they understood.

C. Description of language proficiency

Language proficiency has a wide explanation. Philip Zeplin (2013) said that language proficiency is the ability of an individual to use language with the level and accuracy that transfer meaning in production and comprehension. There is no singular definition of language proficiency, however, and this has implication for its application in other language domain such as literacy, testing, endangered language, language impairment, etc. there is little consistency as to how different organizations classify it. Native-level-fluency is estimated to require a lexicon between 20,000 and 40,000 words, but for basic conversational fluency might require as few as 3,000 words.²⁰ Language

²⁰ Philip zeplin. Language learning: how many words to fluency?, novel concept learn almost everything. 2013

proficiency is always followed by individual need as its level.

Developing language proficiency begin with word learning. By the time they are 12 months old, children learn their first words and by the time they are 36 months old, they may know well over 900 words with their utterances intelligible to the people who interact with them the most.²¹ Language proficiency has stages. They are 0-5 level. 0 for no proficiency, 1 for elementary proficiency, 2 for limited working proficiency, 3 for professional working proficiency, 4 for full professional proficiency, and 5 for native/bilingual proficiency²².

D. The concept of perceptions

Perception (from the word *perception*, meaning gathering and receiving) is the organization, identification, and interpretation of sensory information in order to represent and understand the presented information and environment.²³ Perception is not about the blank thought or imagination. In the theory of sensory

²¹ Owes R E, language development (9th Ed) boston: pearson 2016

²² Corporate finance institute team, language proficiency level, 2020

²³ Daniel schacter, psychology, worth publisher 2011

information, sense is a biological system utilized by the human or organism to have sensation. Even the sensation is the natural action, it must be something to be stimuli and the perception as a respond.

Perceptions and sensing represent a unique source of how to experience something to all.²⁴ Based on this opinion, perception takes lots of understanding in this world. Afterward, tools of perceptions are not only the five sensory tool of human, it is wider than that. Understanding perception or sensing can lead people to be wise in taking responsibilities. Demuth also said “on one hand, to study perceptions means to study the world which is made of them, on the other hand, it also means to study oneself, one’s cognitive apparatus and sensory perception as well.”²⁵

In the world of teaching, perception commonly termed as respond or feedback. Teacher might have a perception of their students or the strategy they used in classroom. Vice versa, students have their own perception in responding teacher strategies or techniques

²⁴ Andrej Demuth, perception theories, towarzystwo slowakow w polsce. 2013.

²⁵ Andrej Demuth, perception theories, towarzystwo slowakow w polsce. 2013.

as their signal of stimuli. This global information might lead us to understand the psychology of education. There are numerous theories from the many experts used in learning process. such as behaviorism, nativism, or constructivism.

E. The concept of perception in language learning

Delantonio S and Pastore L stated that perception is human ability to illustrate the stimuli they got into a piece of understanding in his brain.²⁶ Perception is the process of gaining information from the five senses, there are sight, touch, sound, smell, and taste. The sequence of all step from the environment that lead to human perception as a stimulus to the action as the respond of stimuli is called perceptual process.²⁷ Kendra said that the steps of perceptual process are 1) environmental stimulus 2) attend stimulus 3) image on the retina 4) transduction 5) neural processing 6) perception 7) recognition 8) action.

Students and teachers in the concept of perception will have the same level. Teacher may get the stimuli

²⁶ Dellantino S, internal perception: the role of bodily information in concepts and word mastery, springer, 2017

²⁷ Kendra Cherry, what is perception?, cognitive pshychology journal, 2020

from the class environment then he/she should respond it by the action and students is able to get stimuli also from the class environment. Students should take action too as a respond in learning process. when the class is well controlled by teacher action that will be teacher center learning. As opposite when a class is full of students respond from their perception that will be student center learning. To have a balance class, teacher should be well known about students' emotion or perception through their action as a respond in class.

The concept of learning process and the stage of human understanding had been stated from the expert about taxonomy and thinking level. Those stages can be implemented in the learning environment when there is a relation between the teachers and the students. Teachers with their learning concept and students with their emotions to gain the knowledge.

To depict the explanation from the expert about the perceptual process and the concept of learning, here is the figure:

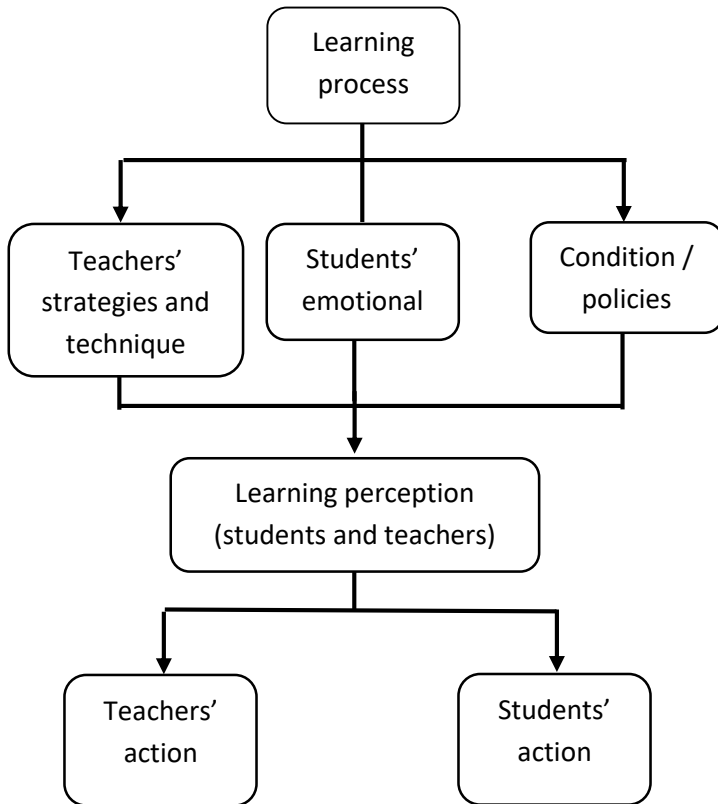


Figure 2.1 concept of perception in language learning

F. Conceptual framework

Language learning process has some factors to be held well in institution. Firstly, the existence of English material. This material had been known as syllabus from ministry of education from government or internal syllabus in informal institution. Secondly, the creativity of teachers. Teachers' strategies in teaching English will take more portion in developing students' knowledge in class. When problem comes from the material that students do not like, teachers should handle the class environment to be well organized. Lastly, students' feedback. This is the last part of understanding how effective teaching and learning process in class. Students are teachers' target. Some theories in teaching ever said that students have no mistakes in class, they are teachers' weaknesses.

All factors above should be fixed by the rule of the government. This current issue in educational sector in Indonesia had been bordering the interaction of learning process in school because of health protocol. To sum up, those factor lose by the rule of government. Ministry of education had transferred the learning process into E-learning process. for red zone area will hold online learning process and green zone is allowed

to conduct offline learning process, by following some requirement. this issues made the researcher curious how teachers will implement their strategies and what are their strategies on teaching English in their condition and location, especially in Subang, West Java.

To illustrate the current condition about the subject and the target that researcher will be studied, this figure is made to tell about the conceptual framework.

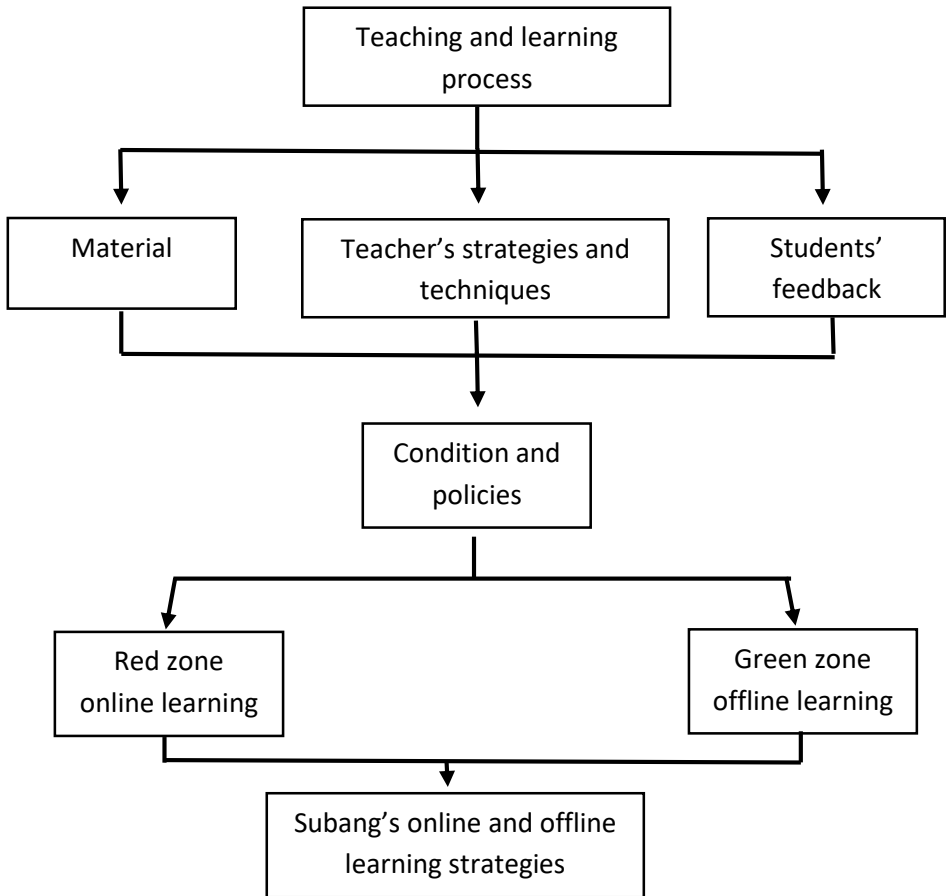


Figure 2.2 Conceptual framework

CHAPTER III

RESEARCH METHOD

This chapter covers research method including research design, data and source of data, technique of collecting data, technique of analyzing data, and instrument.

A. Research Design

In this study, the researcher conducted the research using qualitative method. This kind of research is aimed to analyze social phenomenon from the perspective of human participants in the study. (Ary Jacob, and Razavieh, 2002)²⁸. To add, Strauss and Cortbin (1990, p. 11) explains qualitative research as any type of research that doesn't implement statistical procedures or other means of quantification. Qualitative research is basically associated to the multiple aspects. In accordance, Creswell clearly mentions that qualitative is about interpreting the meaning of the data and constructing the final report in the flexible structure.²⁹

Furthermore, Denzin and Lincoln (1994, p.2) claimed qualitative research as multi-method in focus and it's

²⁸ Ary Jacobs and razavieh, introduction to research in education^{8th}, new york Cengage learning, 2009

²⁹ Creswell W John, 2014, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, SAGE Publication.

interpreted and contextualised the sense from people's beliefs and practices.³⁰

a. Source of data

The data will be coming from the natural interaction in school, especially from the teachers and students in Pusakajaya Subang. School are MTs Yapimu, SMP N 1 Pusakanagara, and SMP N 3 Pusakanagara. Researcher will have interview offline and online to teachers and students because schools operate different teaching and learning process. MTs Yapimu held offline learning process then, SMP N 1 and SMP N 3 pusakanagara held online learning process. To be notice, offline learning school had less student than online learning school.

b. Research setting

This research will be held in August 22nd 2021 when all the preparation had been well-prepared. The odd semester of the academic years will be the perfect time to make a consideration of interview and the result of the research. For offline-learning school researcher will come to have deep interview in school and for the

³⁰ Shidur Rahman, 2017, The Advantages and Disadvantages of Using Qualitative and Quantitative Approaches and Methods in Language "Testing and Assessment" Research: A Literature Review", *Journal of Education and Learning*; Vol. 6, No. 1.

online-learning school researcher will take online conversation too. All those action will be done by following the health protocol.

B. Methods of Collecting Data

1. Interview

In gathering the data needed in this research, researcher will be using interview technique to find out what are teacher strategies and student perception. This method will be used to elaborate the untouchable part of students' perception and teacher strategies clear instruction with the guidance of particular strategy. The procedure of the interview technique will be started with asking some questions to students. Most of common question will be explained as follow in attachment.

2. Documentation

This technique will be directed to teacher document or school document about the strategy and the result of the learning itself. Researcher believe that the documents such as lesson plan or students' portfolio will bring useful data in his research. So that, this instrument also used for understanding the lesson plan and some document of learning process.

C. Instrument

In this research. Researcher will have two main instruments. There are interview guidance and documentation. Interview guidance will be delivered to students and some teachers. Those questions were based on the theory of learning and teaching strategy.

Research Instrument

Interview guideline for English teacher

Name :

Age :

Class :

Day and date :

Place :

1. What strategies do you used in teaching English speaking?
2. How do you guide students in learning writing?
3. What strategies do you commonly used in teaching reading?
4. What strategies do you used mostly in teaching listening?
5. What are your efforts in fostering students' language proficiency?

Research Instrument

Interview guideline for English students

Name :

Age :

Class :

Day and date :

1. Do you sometimes see your teacher face he/she is teaching speaking? What do you think of it?
2. How do you interpret your teacher's speaking when you are learning listening?
3. When you are learning reading English, do your teacher give you the original writing? What do you feel of his/her strategy?
4. What can motivate you to learn writing in class with your teacher? Do your teachers' strategies help you in learning writing?
5. What do you think about the learning strategies that your teacher brings in classroom?
6. What do you feel learning English during covid-19 outbreak? Easier or harder?

Research Instrument

Document study

Name :

Place :

Day and date :

Title of the study :

Teachers' strategies in fostering language
proficiency in junior high school during covid-
19 outbreak

No	Document	Teachers' strategies
1.	Lesson plan	
2.	Students work or portfolio	

The additional document will be added if it is another available document in the field.

D. Methods of Analyzing Data

In this research, the researcher analyzed the data after the processes of collecting data done. This technique of analysing data is followed to the model of Braun and Clarke (2006,2012) or commonly we called it as thematic analysis. Here are the details.

1. Familiarizing yourself with the data

In the first step in analyzing data using Braun and Clarke model was getting know the data. This understanding would lead the researcher to be more familiar with the research's objectives. Researcher read and repeat the data after the data obtained. As mentioned in their journal, "The first step in thematic analysis's process is becoming familiar with the entire data set, which entails repeated and active reading through of the data".³¹ All data from the research such as, interview note, documents, and lesson planning was often be read until now.³² In this step also, researcher used coding system to minimize the material to analyze and to shorten the big data.

³¹ Victoria Clarke & Virginia Braun, *Thematic analysis*, the journal of positive psychology, 123, 297-298. 2017

³² Michelle E. Kiger & Lara Varpio, Thematic analysis AMEE Guide no. 131, Medical Teacher, 2020.

2. Generating initial codes

After doing step 1's familiarization work, researchers began to take notes on potential data items of teachers' strategies, students' perception toward teachers' strategies, and other preliminary ideas. This is the beginning of step 2's coding process. This phase of work generates codes, not themes. This action was needed to sort the data and shorten the big data. Data would be used in analyzing data using some codes such as initial word of each part, some common acronyms, and other segments or elements. In analyzing data large information that always be repeated would come as the same segments. Such as LM for Learning Material, ES for English Students, ET for English Teachers and so on. The information of codes displayed in chapter IV before displaying data during research.

3. Searching for themes

The data continued to be analyzed by arranging and classifying data to the theme researcher focus on. The data from 3 different educational institution covered numerous information. To classify the useful data, researchers used two themes in gathering all data.

Firstly, teachers' strategies. it covered all information about teaching strategies implemented in schools researched. All data came from deep interview with the teacher was gathered in on bundle. Secondly, students' perception. This bundle presented all information about students' respond and perception toward teachers' strategy during learning process. data from the interview with the students had lots of information and lots of files. The data from study documents would be gathered as the information they bring.

4. Reviewing themes

After gathering the data in two themes, researcher analyzed the data to arrange data as the sub theme. Sub theme would cover the next data in building similarity of the report. The information like teachers' strategy in teaching speaking, listening reading, and writing would be gathered in different sub theme. This step was ordered to find the similarity and to make the report clear and understandable. This step brought some figure or thematic map to display the data but this thematic map did not mention in displaying data. This map was only functioned as the way to analyze the data.

5. Defining and naming themes

Once the thematic map had been refined, data would be easy to arrange. This step was functioned as the recheck section where all data was ready to be written in the report of the research. In step 5 hard script of the report had been written. All data may be seen as the final draft. While proofreading and rechecking the final draft, in this step, researcher may add additional data in the missing chapter or applying data in the sub theme. Researcher also was able to revise the final draft if that seemed not really important or not suitable with the objectives of the research.

6. Producing the report/manuscript

This step would be the last step of analyzing the data taken from the research. In this final step, researcher was ready and confident to write the report. All data in theme and sub theme could be written all in the final manuscript of report. Steps such as describing theme, note taking, and so on would be very helpful in this final step. Researcher only needed to move the data into the report framework that had been ruled in the guidance of reporting the research from university.

CHAPTER IV

RESEARCH FINDINGS

This chapter explains the research finding and discussion containing the result of interview to the teachers in SMP N 1 pusakanagara (JHS 1), SMP N 3 Pusakanagara (JHS 2), and MTs Yapimu (JHS 3), the result of interview students, each school twenty active students. Then, the result of documentation study in current schools. The documents that the researcher used in this research are lesson planning from each school in the specific class the teacher taught, and the students' portfolio. The documents focused on gaining more data for the field of research, they are teachers' strategies in lesson planning and students' perspective in students' portfolio.

A. Finding

The researcher used documentation study in gaining first data about teachers' strategies used in teaching speaking. after getting the data, researcher continue the research by doing deep interview about strategies and the activities for supporting teaching and learning process in both teachers' sight and students' view. the data was depicted in form of figure below. Researcher takes several

times in obtaining data from school and understanding the document. Interview was done in October 2021 for teachers and students. The teachers are English teachers from different school, an English teacher in SMP N 1 Pusakanagara (JHS 1), an English teacher in SMP N 3 Pusakanagara (JHS 2), and an English teacher in MTs Yapimu (JHS 3). Those schools are located in Pusakanagara Subang. The next interview was done to Students from each school. Twenty active students from a single school. So then, interviewer took a quite long time in getting data.

In displaying data, researcher would be adding explanation to what school operated online learning and school operated offline learning. Both explanations would be used in table and the descriptive theme in paragraph. Based on the process of analyzing data before. Researcher would show the data in form of table and description theme. Coding system also used in this finding.

Some codes used in displaying data

Table 4.1 Coding Information

No.	Codes	Explanation
1.	TS	Teacher strategy

2.	SR	Students' respond
3.	LM	Learning material
4.	ET (1,2,3)	English Teacher
5.	ES (1,2,3)	English Student
6.	JHS 1	SMP N 1 Pusakanagara
7.	JHS 2	SMPN 3 Pusakanagara
8.	JHS 3	MTs Yapimu

Based on the research in the field. Researcher would bring the data in form of table and theme. Here are the data.

1. Teachers' strategies in fostering students' language proficiency

a. Teachers' strategies in teaching speaking

Table 4.2 result of the research toward speaking skill

No.	Schools' name	Teachers' strategy (TS)	Explanation
1.	SMPN 1 Puskanagara (JHS 1)	Making video conversation	Online learning process
2.	SMPN 3 Puskanagara (JHS 2)	Making video / role play strategy	Online learning process
3.	MTs Yapimu (JHS 3)	English area	Offline learning process

ET 1 mentioned that the perfect strategy implemented in class seven at JHS 1 is making video conversation as the first material. Then, the next strategy can be added after getting the video as consideration. She added that students' consciousness was the special key to open students' thought and capacity of their language proficiency.

Rewarding students has a vital encouragement to students even only by posting their work in social media or school website. Based on the data ET was realized that online learning can be a solution to do during Covid-19 outbreak. She accepts all changes and got transition leaning and teaching process via online.

“Every language has its uniqueness. Arabic, Indonesian, and English has different way to teach to students. The only same thing of them is the confidence and the practice. So that learning by knowing their capacity is needed and helpful.” (ET in JHS 1)

In other hand, ET 2 still declared that the suitable way to teach grade nine JHS 2 is role play strategy. He stated that in Pusakanagara especially in my village students are really hard to follow the modern strategy or we can say online learning. To illustrate, the lesson of procedure text would be learned by writing text and presenting as expert or tutorial video about the object in their text. This activity is very fit for him to foster students' language proficiency.

“Whenever my students speak English, I am really happy and so spacious. For me the

best strategy to be implemented in my class is motivating them to speak. Role play and tutorial video is one of motivating strategy during online or offline class.” (ET in JHS 2)

ET 3 from JHS 3 stated that the current learning activity is done by offline learning. For about 3 years she had been operated English area in class even that was some mistakes during implementing English area in class. All expressions would be asked to teacher during learning process. she added also the most effective strategy for JHS 3 is the strict way of implementing English area. It is considered because they, students, are fully stayed in dormitory.

b. Teachers' strategies in teaching listening

Table 4.3 Result of research toward listening skill

No.	Schools' name	Teachers' strategy (TS)	Explanation
1.	SMPN 1 Puskanagara (JHS 1)	Listen and sum up the video	Online learning process
2.	SMPN 3 Puskanagara (JHS 2)	Song analysis/ listening to music	Online learning process
3.	MTs Yapimu (JHS 3)	Listening for fun	Offline learning process

Based on the data from the interview and documentation study, JHS 1 was implemented online learning process and teachers was quite creative in teaching her student to acquire language skill. ET 1 was often sending video or learning material through WhatsApp group or any other platform. She used the media and other facilitation well. In teaching listening, the teacher often used

video or audio as the material to enhance students' skill. Students were directed to listen the smooth listening material to understand then they are ordered to sum up with their language or the same language that they remember. She added

“Listening is an unconscious skill of language that must be learnt by doing practice. To differ all class, I directly give my students a level, started from using subtitle then moved to using English subtitle then the last without subtitle.” (ET in JHS 1)

ET in JHS 2 used song analysis as the activity to foster their students to obtain proper listening skill. Researcher always considered about the material taught in fostering students' listening skill through song analysis. ET added that in grade 9 students were focused in mastering grammar and implementation. Some material like expression and vocabulary were not really taught in grade 9. So that, song with the specific lyric using tense that learnt in class would be delivered as a material to enhance and practice students' English mastery. He said that

“We are using selected song as the media to enhance our students' listening skill and to review the previous material for class generally, I think that this activity is very suitable and interested to be implemented in

our school.” (ET from JHS 2)

To compare, JHS 3 operated offline learning process. ET in JHS 3 gradually used listening for fun in class to enhance students’ listening skill. ET mention that material is not a problem to share any insight to students. So that the material would be done by casual way such as lecturing or discussion. In other hand, sometimes ET brought a speaker to class to have listening and watching movie. She added that the students rarely had national or international insight. By giving an easy podcast or motivational video using English language would be help and give an insight to students.

“We are listening to any audio in class. Song, podcast, or even students’ story using English language. When the English area time, It’s so good actually to implement English area in class even only for a meeting for a month.” (ET 3 in JHS 3)

- c. Teachers' strategies in teaching reading and students' emotion

Table 4.4 result of research toward reading skill

No.	Schools' name	Teachers' strategy (TS)	Explanation
1.	SMPN 1 Pusakanagara (JHS 1)	Reading and imitating	Online learning process
2.	SMPN 3 Pusakanagara (JHS 2)	Dialogue and skimming	Online learning process
3.	MTs Yapimu (JHS 3)	Reading aloud	Offline learning process

ET in JHS 1 used many texts in fostering students' reading skill. She used the text as the material for class learning and teaching process. Easy text is shown in zoom right after the class began. So, the students would be 100% focus on the material given in a text. ET directly ordered the students to focus on reading text and try to

understand it without giving the test. The simple material like telling time, things around us, and descriptive text is the great material for grade 7 to practice and measure students' reading skill in English. Sometimes ET gave the example of reading the text that shown in class. Then ES read by imitating what and how ET read the text. That strategy was the common strategy that ET used in teaching students' reading skill to students grade 7 in JHS 1. This strategy was quite relevant and easy to understand to students. This fact is shown in students' portfolio and interview to students in the research.

“When the class begin to the written task. To illustrate, introduction script, daily activities and many others. The next class will often be continued by reading. We can enhance and predict students' reading skill through this activity. My class will be directed to the text they bring and each students have the same chance to read the text.” (ET from JHS 1)

ET in JHS 2 was using the conventional strategy to foster students' reading skill. the strategy implemented in JHS 2 is reading the dialogue and reading a text fast by skimming. This strategy was considered to be implemented in JHS 2 because that

was suitable with the strategy used to foster students' speaking skill. The set of activities were firstly students were ordered to write a dialogue together with their friends. After the students had finished writing the script of their dialogue, students are directly ordered to read the script they made. Evaluation and comment were always given after student finish reading a dialogue. Sometimes a dialogue script was given by ET in class.

ET in JHS 3 implement reading aloud activity to enhance students' reading skill. it was measured that grade 8 in JHS 3 had more bravery even there were mistakes found in students' reading. Materials like recount text and narrative text were taught in grade 8 this material can be given and practice it through reading aloud. So that, this strategy was considered as the best strategy to implement in grade 8 in JHS 3. To cover students' vocabulary mastery, ET in JHS 3 often gave the additional

hour in dormitory or night learning English in dormitory as well. She said that

“Class is the place for them (students) to show off what they have learnt and to share any insight they got in dormitory or outside the class.” (ET from JHS)

d. Teachers' strategies in teaching writing

Table 4.5 result of the research toward writing skill

No.	Schools' name	Teachers' strategy (TS)	Explanation
1.	SMPN 1 Puskanagara	Texting and exempling	Online learning process
2.	SMPN 3 Puskanagara	Writing pictures	Online learning process
3.	MTs Yapimu	Rewrite or organize text	Offline learning process

Writing seemed to be the very hard skill to teach in grade 7 in JHS 1. It is hard because writing is one of the important skill for learners to master English, in other hand students in elementary school do not have English lesson for about four years after the regulation of teaching English language in elementary school was removed. ET in JHS 1 utilized all facilitation in school to encounter students' weakness. ET stated that teaching writing is the hardest action during online learning

especially grade 7. As mentioned in interview, she said that my strategy to foster my students' writing skill was exemplifying, telling steps and understanding the important part of the text. Students in JHS 1 should be more focus to learn writing and taking a good note in their book. In the final of the class, students were ordered to make a complete descriptive text and read it in front of classroom.

ET in JHS 2 used things around them in class or canteen as the material for ES to write. ET mentioned that:

“The nearest thing should be more familiar for them to memorize. So that, writing thing surrounding them was the best strategy to foster students' writing skill. then, sometimes I bring a picture for them to write.” (ET from JHS 2)

ES were ordered to write a text using things around them in whole paragraph. Even that was not connected at all. Sometimes ET gave them the picture and operated writing picture activity. This strategy actually fit to foster students' writing skill during online learning. Some material in grade 9 suitable as well. Such as report text and procedure

text.

In other hand, ET in JHS 3 had their own strategy to foster students' writing skill. ET operated rewrite text and organize a text. This strategy started by text material in grade 8 understanding. Then, continue to giving a text and rewrite them, this activity was functioned as the review and to make students aware about the material they have learnt. Next day students were directly ordered to organize sentences to be a whole paragraph. This continued strategy was able to be done because JHS 3 operated offline learning. To be honest, this strategy was not quite effective because of the time allocation and lesson arrangement. ET in JHS 3 commented that

“Writing is not an easy material to acquire, so that my strategy to help my students to have writing skill is continued activity and make them realize that writing a text cannot be done in a short way. (ET from JHS 3)

2. Students' perceptions on teachers' strategies

This table covered all data about students' perceptions on teachers' strategies applied in four English skills i.e speaking skills, listening skills, reading skills and writing skills.

Table 4.6 result of students' perceptions

No.	English skill strategies (TS)	Students' perceptions		
		ES 1	ES 2	ES 3
1.	Strategies in teaching speaking	Interesting	Helping and motivating	Unique and hard
2.	Strategies in teaching listening	Motivating	Fun	Helping and interesting
3.	Strategies in teaching reading	Understandable	Helping but rather hard to understand	Hard but fun
4.	Strategies in teaching writing	Helping	Facilitating	Useless

- a. Students' perceptions on teaching speaking strategy
 ES 1 in JHS 1 mostly mentioned that the set of activities in class during learning speaking skill was very good. They added that firstly, some of them realized that the making video introduction

was the hard task to do for them. Time by time, they did not ever worry about the task they ordered to do. Students also perceived the set of activities done in classroom was so interesting. They stated that TS was worth it to be implemented in any classroom. It meant that the strategy used by the teacher was functioned well. Students were more discipline and responsible for the task they got. ES 1 said that,

*“I am so glad when Ms. Nura taught in my class in class 7H. She and her strategy in teaching English is so fun and encourage me to speak, even there were some mistakes we committed during learning. (laughing).”
(ES in JHS 1)*

Online class made teachers to think more about the strategy used during learning. Learning also must be designed to overcome students' difficulties to solve the problem in their life. From that fact, ET 2 implemented making video conversation or role play to their students in JHS 2. Then students' perceptions toward role play video conversation strategy applied by their teacher during online learning was helping for them to practice their speaking skill. ES 2 elaborated that by implementing such a common strategy, they had no difficulties to learn English even in their home. They

added that they even got more knowledge and ease by implementing role play strategy during Covid-19 outbreak. ES 2 got extremely encouraged to study and do their task from the teachers. The important part such as material and example they would get again through internet. It meant that the strategy implemented by the teacher was so helpful and motivating for the students. ES 2 stated that

“Online learning and offline learning are the similar thing. Situations and conditions are the different. I feel that was harder because of the internet connection only. When learning English with my teacher, I feel the same and no more worries. I can also guess what will be the task because I had accustomed to the strategy my teacher used in offline and online learning.” (ES 2 from JHS 2)

In other hand, ES 3 mentioned that TS implemented during learning was not really helpful. It seemed like ET 3 was really obsessed to have English environment in class by implementing English area during learning. From ten active students, eight of them assumed that English area was not the best strategy for us to develop English language. Students became passive and speak more outside of the class. Two of them stated that their

teacher' strategy was unique to be implemented even they are not really able to join the activities. Researcher wished that teaching speaking skill must be easier when operating online learning. Teachers' creativity and the chosen strategy was the key in teaching English speaking. To add, some new students or moved students stated that this strategy is hard for them to implement even the environment is English area. They need a long time to adjust the new habitual language in class or dormitory. Whereas the smart or old stayed students felt that this strategy is unique and interesting to apply in classroom. They mentioned that by doing this strategy we found many funny action when we communicated in classroom and dormitory.

b. Students' perceptions on teaching listening strategy

Learning listening in grade seven in JHS 1 was so amazed actually. ET 1 briefly implemented listen and some up the short or motivated video during learning. ES 1 were actually challenged to listen and understand the material well before class ended. ES were always ordered to sum up the audio or the material they are given in class. ES 1 were

smart students in JHS 1. They can follow the vibe of the strategy their teacher implemented in learning process. They were repeated this activity in any single class when the teacher led them to acquire English language through audio visual media. ES mentioned that

“My very nice impression to the strategy that Mrs. Nura bring is when we are shown a useful video about day and clock, I am so happy and the material becomes easy to understand.” (ES in JHS 1)

ES 2 perceptions toward their teacher’s strategy teaching listening skill during language learning were mostly good and acceptable. They were just enjoying the activity and follow the concept of learning. ES 2 weren’t aware that the activity was part of the strategy that their teacher used in fostering students’ listening skill. nowadays, youth mostly loves music. They were never getting any trouble in listening to music strategy. It was accepted for students grade nine in JHS 2.

“I basically love to listen to music. I turned to love English song because that was common activity in my class. Then I love to listen English language, even I need a dictionary or translate to understand.” (ES 2 in JHS 2)

In JHS 3 showed different perceptions. It may be because they were operated offline learning. Basically students liked to play in this school even that was not a break time. By using listening to podcast or song or a simple audio, they were feeling like they are playing outside. That was so nice and fun. That was said by the majority of students in grade 8 of JHS 3. ES 3 felt enjoy and accept the learning strategy that their teacher applied in teaching English. Almost all of the source stated the same perceptions dealing with the listening strategy. ES 3 said that

I love to listen any audio in class during learning. (ES 3 in JHS 3)

c. Students' perceptions on teaching reading strategy

Reading was a deep material in learning and teaching process. ET also brought various strategies in teaching reading. This happened because students had different emotions when they are learning in classroom. In JHS 1, students' perceptions toward teachers' strategy used in learning reading, reading and imitating were so good. They added that TS made the LM come easier and understandable.

When students joined the activities, they were all active after reading session done. ES also began to admire the teacher about how smart he/she was. They stated that

“I love my teachers so much, especially when she corrected me when I read a text wrong. In that time, I feel like she knows anything.” (ES 1 in JHS 1)

In JHS 2, students’ perceptions about TS in fostering reading skill were not really good. They mentioned that skimming was hard unless they had enough vocabularies before reading a current text. Besides, they had enough clear instructions to join the dialogue. ES accepted the corrections about pronunciation and the other corrections in dialogue. some of them were still confused about skimming after three times learning. This fact showed that TS about skimming was not suitable. It may be because online learning or something else.

Anyway, ES 3 in JHS 3 mostly stated that they had very nice experience in class and learning process. Nevertheless, some students commented that TS used in fostering reading skill was hard because the correction was given directly when they

were reading a text in front of class. They also added that the lesson had been full enough in dormitory. As consequence, they got less time and space to memorize the vocabularies and its pronunciation. ES 3 stated that

“Reading English text was so amazing when I have understood about the meaning. It was different when I didn’t understand the meaning.” (ES 3 in JHS 3)

d. Students’ perceptions on teaching writing strategy

Moving to writing skill, TS in JHS 1 was actually well done to be implemented in teachers’ perception. Texting and exempling could be the simple activities to foster students’ writing skill. Students’ perceptions after gaining teachers’ stimulus were good and helpful. They were little bit forced but the majority of them felt fine and helped. They were motivated because their teacher gave them an example regularly. Each material brought one example used for them to study and imitate. That was so motivated and helped. This fact realized that the teacher had been professional as teacher and had much experience during learning. ES 1 mentioned that

“Actually I hate writing much during learning. Even I had understood about the lesson. My teacher explained me well and gave me an example for each material. So that I can finish all task.” (ES 1 in JHS 1)

ES 2 in JHS 2 felt the ease when learning writing during Covid-19 outbreak. During online learning, they felt comfortable to study and able to express simple thing in their house. ES 2 added that TS was so helpful for them to study in their house. They can also get some vocabularies during learning. ES 2 mentioned that

“I never imagine that online learning would be very nice and helpful like this. I can join the class without any doubt because I can utilize things in my room as the material to write.” (ES 2 in JHS 2)

In other hand, ES 3 in JHS 3 had different perceptions toward TS in fostering writing skill. ES 3 perceptions toward TS were almost not good. Moreover, some of them stated that TS was useless because ES cannot be forced to do what they did not want to do. Most of them got stuck during learning writing, they cannot even follow the material and the strategy after 2 to 3 meetings. ES 3 said during interview:

“I had more intuitions to write something else using English language. Sadly, my teacher did not appreciate me when I write another material as learning material.” (ES 3 in JHS 3)

B. Discussion

1. Teachers’ strategies in teaching English during Covid-19 outbreak

Teaching strategies was the additional skill that teacher must acquire in teaching and learning process. In Pusakangara, subang, English teachers had their own strategy to foster their students’ language proficiency. Schools operated different learning process as well in Pusakanagara, Subang. This situation happened because of covid-19 outbreak. There are schools operated online learning process and the rest implemented offline learning process.

This condition influenced to teachers’ strategy to help their pupil to acquire English skill well. Online and offline class in this research were depicted well and some problem happened because of the suitable or not suitable strategy implemented in class. There were some factors found in teaching process, then some teachers also questioned their students about the effectiveness of the strategy they

do in class. The similar answer from the students are they cannot get any motivation in class during learning. As consequence, teachers had several strategies to be implemented to serve the students learning materials during learning process.

Firstly, in SMPN 1 Pusakanagara (JHS 1), English teacher used video-introduction project as the base learning for students to acquire speaking skills. This strategy was designed as the teaching method where students can have active learning by engaging in real-world and personally meaningful project.³³ This teaching model was also implemented in SMPN 3 Pusakanagara (JHS 2) in fostering students' speaking skills. In fact, English teacher in JHS 2 utilized role play strategy to make a video as the project and main goal in learning speaking. All project was directed to have students' deep knowledge from the real-world experience.³⁴ Project based learning was not only implemented in teaching speaking skill. it was applied in teaching writing as well. JHS 2 implemented writing a picture

³³ Buck institution of education, *project based learning works*, 2019

³⁴ Goerge lucas educational foundation, *project based learning*, edutopia, 2018

strategy. Teacher gave them a complete picture where students are ordered to compose a paragraph talking about the picture. Picture was functioned as the theme for students to write. The main goal was to express what they see and understand about the picture in form of paragraph they write. This concept actually the same frame that students had to acquire knowledge through real-world experience.

Secondly, teachers' strategies may also categories as the direct instruction. JHS 1 used listen and sum up strategy where video as the media in learning process. Students were ordered to obtain knowledge from the frame that teacher had organized. Students would be told to learn more from the context or media that teacher bring in classroom. English skill such as listening would be the perfect limitation for teacher to make a frame of students' understanding. Direct instruction was a teacher-directed teaching method. This means that the teacher stands in front of a classroom, and presents the information. The teachers give explicit, guided instructions to the students.³⁵ JHS 2 and JHS

³⁵ Lucia renard, *direct instructions- a practical guide to effective teaching*, book widget interactive learning, 2019

3 implemented the concept of direct interaction in teaching listening skill. JHS 2 used a song to frame students to gain knowledge. Students were directed to listen the music and try to have simple analysis to the lyric of the song. Besides, JHS 3 used audios such as podcast, song or motivational video as the media in learning. Frame and learning focus would be directed to the media they have in learning process. to sum up. In Pusakanagara, schools mostly used direct instruction model in teaching listening skill both online learning and offline learning.

Next, English teachers mostly implemented blended learning. Following the model of studysaster. Teachers implemented some strategies in teaching reading skill. This model were actually a suggestion or solution from ministry of education in Indonesia to keep education run well.³⁶ JHS 1 used a text to read for students and teachers. The implemented strategy was reading and imitating. All students in JHS 1 were in house learning. Then, teacher gave them an example how to read it well. Anyhow, JHS 2 implemented dialogue and

³⁶ Toyib D, kontribusi nyata pencegahan COVID-19 melalui pembelajaran dengan model studysaster dan blended learning, BDK Bandung KEMENAG RI, 2021

skimming strategy. Both skills in listening were actually could be taught in one meeting. This happened when teacher had much time. Dialogue would be used as a practice session and skimming used as the skill to gain the main idea of the text. JHS 3 used a direct reading as the strategy used in foster students' reading skill. To conclude, most of schools in Pusakanagara used blended learning in teaching reading.

2. Students' perception on teachers' strategy used in teaching English.

Students also had their perception dealing with those strategies implemented by the teachers. Some strategies came to stuck and had different perceptions by the students. Problems raised after the activities well implemented. This action need to be evaluated for the next teaching and learning process. researchers assumed that the teacher should have need analysis and situation analysis before implementing some strategy even the analysis is only about document study in a class before they take. To illustrate, students in grade 8 with the different teacher should be more time to adjust the

material or maybe the vibe in class. Researcher believe that teacher can repair that problem by doing simple analysis to know the students' potential and students' motivation. Then the current strategy that teacher used to enhance students in grade 8 more run well and objective.

ES in JHS 1 showed that their perceptions on the strategy used by the teachers was awesome. This condition would be continued to an effective learning because the perception led the students to act such a wonderful respond to learning. As mention in theory and the perceptions' process,³⁷ students would be more talented to get the achievement in academic sector or unacademic sector in school. Students also may act the different side when students' emotion and perception on teachers' strategy were bad. The same frame would be repeated continuously. To add, the detail of perception process was the strategy/activity from the teacher as stimulus, then the activity they did together in class was the transductions, next when students think about the effect of the strategy was

³⁷ Andrej Demuth, perception theories, towarzystwo slowakow w polsce. 2013.

the neural processing and the perceptions of the strategy was the result of stimuli. To finish, students will present an action regarding the perception they had.

Mostly students got the beautiful perceptions on the strategy used by the teacher in online learning school and got some in offline learning schools.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher presents the conclusion of the study which was built up based on the data analysis discussed in the previous chapter and presents the suggestion for the teacher, the students, and the next researcher in accordance to teachers' strategies in fostering students' language proficiency.

A. Conclusion

The researcher depicted some strategies used in fostering students' language proficiency in Pusakajaya, Subang during Covid-19 outbreak, both online learning and offline learning.

Firstly, the data of strategies used in online learning were gained from SMPN 1 and SMPN 3 Pusakanagara. SMPN 1 Pusakanagara (JHS 1) generally used modern strategy to foster some students' skills (speaking and writing). teaching speaking strategy used in SMPN 1 Pusakanagara was very effective for grade 7 in SMPN 1 Pusakanagara. It happened because the lesson planning and the students' perceptions about the strategy were acceptable and the material understood well. Even in the same level of institution, SMP N 3

Pusakanagara implemented a rather conventional strategy in teaching speaking through online learning. A role play strategy was known since 1983 still used in teaching and learning process in SMP N 3 Pusakanagara. It seemed little bit forcing strategy and activity to be implemented in online learning. Nevertheless, the respond and the perception from students to the strategy used by the teacher was well accepted. Both SMPN 1 and SMPN 3 Pusakanagara extremely understood about the condition of their studnets. Then, for output skills (reading and listening) online learning school operated full modern strategy. In SMP N 1 Pusakanagara, ET implemented listening for fun activity to enhance students' listening skill and ET in SMPN 3 Pusakanagara operated song analysis. Those strategies well accepted for students based on the perception and the respond when interview section.

Next, the data of strategies used in offline learning were obtained from MTs Yapimu, Pusakanagara, Subang. ET in this school implemented the most effective strategy used in offline learning actually, English area. This strategy was really accurate in fostering students' skills. Not only speaking but also listening can be well organized through this strategy.

English area strategy operated students, teachers, and any other people that passing the area to speak English even there are mistakes found. In other hand, the respond of the students of this strategy was not really good. Some of them stated that this strategy was too heavy for them. For other output skill, writing skill was valued as conjectural strategy to students. ET in MTs Yapimu operated rewrite strategy and organize strategy to students in foster students' writing skill. in fact, some of them didn't realize the spelling and had problem in writing English words. So that, this strategy for fostering students' writing skill was conjectural. To language skills (reading and listening) offline learning strategy used in teaching reading was reading aloud the specific text or text that they made to fill the task of the specific material in their class. This strategy was easy and comfortable for students. ET got the material taught and students got the material easily. ET in JHS 3 used listening for fun to help students' listening skill. After the research, some students stated that the strategy used by their teacher was fun and inspiring to students. In some way, students also gave the bad perception dealing with the English area and rewrite or organize the text strategies. To sum up. In offline learning,

teachers had implemented well all strategies for four - English skills but students' perception showed many responses. Some of them felt amazed and the rest felt unmotivated and useless.

Lastly, online and offline learning strategy used by the teacher to enhance students' language proficiency had both side, good and bad. The perfect strategy should be the strategy done after observing students' language proficiency and selecting the suitable media and model to keep students active and understand. For online strategy, teacher must be up to date and understand students' condition. Then, offline strategy should be more flexible and suitable with the material not too wide and too narrow.

B. Suggestion

This research study about the kinds of strategies used in Subang especially in Puskanagara during Covid-19 outbreak. During Covid-19 outbreak, schools in Subang operated online learning and few of the operated offline learning. This differences of learning process affected to the strategy used by the teacher. Even in different strategy, the target of the strategy is still the same. Teacher should well understand about the capacity of the students and the condition of their students. This

step is really needed to be done in any school. As the material of language curriculum development, need analysis must be the answer of implementing strategy or making module. Need analysis and situation analysis are the main keys to encounter problems in learning process. need analysis used to fit the material and situation analysis is functioned to minimize students' excuses during teaching and learning process. Another lack of this research was the inappropriate data from the teachers and students. This research had been conducted in three schools 2 state schools and 1 private school. This choosing place of the research was in hurry and difficult because of pandemic covid-19. Teachers in private school had less experience in teaching English. This condition made interview cannot be applied well even researcher had a primarily research before conducting the research. Then, researcher suggests the next researchers that wanted to have similar research to have more reliable source of data or informant. Primarily research should be well operated to get more data from more reliable findings. Lastly, to deeper discussion about teaching strategies, this term would be interesting to discuss with different part of

learning elements, such as facilitation, students' perceptions, and curriculum.

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APPENDICES

1. Transcript interview with the teacher

Interview: Ahmad Fauzi
English Teacher 1 in JHS 1
Date: September 30th 2021

A : What strategies do you used in teaching English speaking?

B : I used some activities during online learning, making video of any material will be my best strategy for grade 7 because every language has its uniqueness. Arabic, Indonesian, and English has different way to teach to students. The only same thing of them is the confidence and the practice. So that learning by knowing their capacity is needed and helpful.

A : How do you guide students in learning writing?

B : writing is one of the difficult lesson for grade 7. I still need to teach them, so that, I guide them by exempling and giving understand important point of a text wholly.

A :What strategies do you commonly used in teaching reading?

B : in online learning, I used to give them a text and guide them to read the text. Sometimes I ordered them to imitate me after my reading.

A : What strategies do you used mostly in teaching listening?

B : it must be listening for fun. Some audios for kids such as kids' song is the most activity I do in class. To break the ice, I used to bring funny or motivational video, then my students are ordered to sum up the video.

A : What are your efforts in fostering students' language proficiency?

B : hmmm. Online learning is the answer I thought. I sometimes used my social media or groups to post and rewarding the best performance.

Interview: Ahmad Fauzi
English Teacher 2 in JHS 2
Date: October 4th 2021

A : What strategies do you used in teaching English speaking?

B : My strategy is making video. You know, whenever my students speak English, I am really happy and so spacious. For me the best strategy to be implemented in my class is motivating them to speak. Role play and tutorial video is one of motivating strategy during online or offline class.

A : How do you guide students in learning writing?

B : I commonly guided my students by the pictures. I provide them some picture then I limit their thought to write about the picture they saw in class. I also sometimes utilize surrounding things as the material for them to write. The nearest thing should be more familiar for them to memorize. So that, writing things surrounding them was the best strategy to foster students' writing

skill. then, sometimes I bring a picture for them to write.”.

A : What strategies do you commonly used in teaching reading?

B : I operated dialogue in class commonly.

A : What strategies do you used mostly in teaching listening?

B : for listening, I used to song as the media. After the material was well taught. The implementation was the lyric they were listening. Material such tenses was perfectly good by giving song analysis strategy.

A : What are your efforts in fostering students’ language proficiency?

B : It seemed like English conversation with the specific person. That’s me. I mostly said to my students that English is the habitual language. Then I provided them a partner to speak with.

Interview: Ahmad Fauzi

English Teacher 3

Date: October 10th 2021

A : What strategies do you used in teaching English speaking?

B : speaking is my priority actually. I really wanted my students could speak English well. So that English area was my strategy to foster their speaking skill.

A : How do you guide students in learning writing?

B : I mostly implemented rewrite a text activity, this activity was one of my strategy to foster students’ writing skill because one of them had problem in spelling.

A : What strategies do you commonly used in teaching reading?

B : reading aloud in front of the class was my common activity I led in class. This strategy was directed to enhance students reading skill as well. When they are reading in front of the class, some material like pronunciation and vocabulary will be fix by me or the other students.

A : What strategies do you used mostly in teaching listening?

B : We also operated listening for fun. This strategy had two function in class. Firstly, listening for fun could be functioned as the material to break the boring situation. Secondly. Listening for fun could help students to have better listening skill.

A : What are your efforts in fostering students' language proficiency?

B : There are many activities done outside the class. It happened because we live together in dormitory. Some of them, we did night discussion in dorm about English, special schedule in a week also about learning English, and many more.

2. Transcript interview with students

Interview: Ahmad Fauzi

English Students in JHS 3

Date: October 20th 2021

A : Do you sometimes see your teacher face he/she is teaching speaking? What do you think of his/ her strategy?

B : yes I do. I think that her strategy was very fun and motivating.

A : How do you interpret your teacher's speaking when you are learning listening? What do you think of his/ her strategy?

B : I commonly open my note. Then, listening for fun was very interesting in our class.

A : When you are learning reading English, do your teacher give you the original writing? What do you feel of his/her strategy?

B : sometimes she does. Her strategy was very unique but sometimes I cannot join the activity well but overall that was so fascinating.

A : What can motivate you to learn writing in class with your teacher? Do your teachers' strategies help you in learning writing?

B : I think she knows me well. so that, I can directly understand what the teacher wants and implements.

A : What do you think about the learning strategies that your teacher brings in classroom?

B : overall that was so great. I fell so amazed and motivated.

A : What do you feel learning English during covid-19 outbreak? Easier or harder?

B : offline learning is better than online learning actually. In online learning, I get difficulties in doing task and discussion.

3. Documentation study

Research Instrument

Document study

Name : Ahmad Fauzi

Place : SMPN 1 Pusakanagara

Day and date : October 14th 2021

Title of the study :

Teachers' strategies in fostering language proficiency in junior high school during covid-19 outbreak

No	Document	Teachers' strategies
1.	Lesson plan	Studysaster
2.	Students work or portofolio	Project based learning (greeting card and video introduction)
3.		
4.		
5.		
6.		
7.		

The additional document will be added if it is another available document in the field.

Research Instrument
Document study

Name : Ahmad Fauzi

Place : SMPN 3 Pusakanagara

Day and date : October 18th 2021

Title of the study :

Teachers' strategies in fostering language proficiency in junior high school during covid-19 outbreak

No	Document	Teachers' strategies
1.	Lesson plan	Studysaster
2.	Students work or portofolio	Project based learning (making video/role play video)
3.		
4.		
5.		
6.		
7.		

The additional document will be added if it is another available document in the field.

Research Instrument
Document study

Name : Ahmad Fauzi

Place : MTs Yapimu

Day and date : October 19th 2021

Title of the study :

Teachers' strategies in fostering language proficiency in junior high school during covid-19 outbreak

No	Document	Teachers' strategies
1.	Lesson plan	Read and tell a story
2.	Students work or portofolio	Reading students' story
3.		
4.		
5.		
6.		
7.		

The additional document will be added if it is another available document in the field.

4. Documents (lesson planning)

RENCANA PELAKSANAAN PEMBELAJARAN (7)

Satuan Pendidikan :

MTs YAPIMU

Mata Pelajaran : Bahasa

Inggris

Kelas / Semester : VIII /

Genap

Materi Pokok : **Chapter 7. My Uncle is a Zookeeper**

Teks Interaksi Transaksional; Memberi dan meminta informasi terkait keadaan/ tindakan/ kegiatan/ kejadian yang dilakukan/ terjadi secara rutin atau merupakan kebenaran umum

Pertemuan : 1 - 3

Alokasi Waktu : 3 x 2 JP (3 Pertemuan)

A. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran siswa dapat:

1. Mengidentifikasi ungkapan-ungkapan yang menunjukkan kejadian rutin dalam teks
2. Mengidentifikasi kejadian rutin yang serupa dengan yang disebutkan dalam teks pada konteks lain
3. Mengidentifikasi kegiatan rutin yang biasa, sering, kadang-kadang, biasanya, tidak pernah mereka lakukan sebagai anggota keluarga dan remaja sekolah menengah
4. Mengidentifikasi informasi tentang hal-hal yang biasa, sering, kadang-kadang, biasanya dilakukan di keluarganya

5. Membuat teks-teks pendek dan sederhana tentang tentang hal-hal yang biasa, sering, kadang-kadang, biasanya dilakukan di keluarganya
6. Melakukan percakapan tentang hal-hal yang biasa, sering, kadang-kadang, biasanya dilakukan di keluarganya

B. Metode, Alat / Bahan, dan Sumber Belajar

Metode : Metode Saintifik

Media : **AUDIO VISUAL** merupakan sebuah inovasi berupa model pembelajaran untuk mengintegrasikan pendidikan dalam kegiatan belajar mengajar, dengan tujuan meningkatkan minat siswa belajar.

Alat dan Bahan : Penggaris, spidol, papan tulis, Laptop infocus, Presentasi slide (ppt)

Sumber belajar : Buku Bahasa Inggris Kelas VIII Kurikulum 2013, Internet websiteedukasi.com

A. Kegiatan Pembelajaran

Kegiatan Pendahuluan	
<ol style="list-style-type: none">1. Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik sebagai sikap disiplin2. Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi selanjutnya.3. Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan&manfaat) dengan mempelajari materi: Teks Interaksi Transaksional; Memberi dan meminta informasi terkait keadaan/ tindakan/kegiatan/ kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum.4. Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh	
Kegiatan Inti	
Kegiatan Literasi	Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topik materi Teks Interaksi Transaksional dengan cara melihat, mengamati, membaca melalui tayangan yang di tampilkan.

<p>Chritical Thinking</p>	<p>Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan gambar yang disajikan dan akan dijawab melalui kegiatan belajar khususnya pada materi Teks Interaksi Transaksional; Memberi dan meminta informasi terkait keadaan/ tindakan/kegiatan/ kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum tentang Fungsi Sosial : Menyebutkan, mendeskripsikan, membuat inventaris, dan sebagainya. Unsur teks : Memulai dan menanggapi (diharapkan/diluar dugaan)</p>
	<p>Unsur kebahasaan</p> <ul style="list-style-type: none"> • Kalimat deklaratif dan interogatif dalam Simple Present Tense. • Adverbia: always, often, sometimes, never, usually, every • Nomina singular dan plural dengan atau tanpa a, the, this, those, my, their, dsb. • Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan <p>Topik Interaksi antara peserta didik dan guru di dalam dan di luar kelas</p>
<p>Collaboration</p>	<p>Peserta didik dibentuk dalam beberapa kelompok untuk mendiskusikan, mengumpulkan informasi, mempresentasikan ulang, dan saling bertukar informasi mengenai Teks Interaksi Transaksional.</p>
<p>Communication</p>	<p>Peserta didik mempresentasikan hasil kerja kelompok atau individu secara klasikal, mengemukakan pendapat atas presentasi yang dilakukan kemudian</p>

	ditanggapi kembali oleh kelompok atau individu yang mempresentasikan
Creativity	Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait Teks Interaksi Transaksional Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami
Kegiatan Penutup	
<ol style="list-style-type: none"> 1. Guru bersama peserta didik membuat rangkuman/simpulan pelajaran tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan. 2. Guru memberikan penguatan terhadap materi yang sudah dipelajari dengan memberikan penugasan dan menyampaikan rencana pembelajaran selanjutnya, serta diakhiri salam penutup. 	

B. Penilaian

1. Penilaian Sikap : Pengamatan/observasi selama kegiatan pembelajaran berlangsung.
2. Penilaian Pengetahuan : Tes lisan dan tes tulis bentuk raian atau penugasan saat pembelajaran berlangsung
3. Penilaian Keterampilan : Unjuk kerja / praktik

Mengetahui,
Kepala Sekolah

Pusakanagara, Juli 2020

Guru Mata Pelajaran,

ISMAIL FAHMI, M.M.Pd
NIP. 19620819 198412 1 003

NUR AZIZAH, S.Pd.
NIP. –

RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan	: SMPN 3 Puskanagara
Mata Pelajaran	: Bahasa Inggris
Kelas / Semester	: IX / Ganjil
Materi Pokok	: We Have Been to an Orphan Home. We Went There Last Sunday.
Pertemuan	: 29 - 34
Alokasi Waktu	: 6 x 2 JP

A. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran siswa dapat:

- Mengkomunikasikan secara lisan dan tulis tentang informasi yang terkait keadaan / tindakan / kegiatan / kejadian yang sudah / telah terjadi di waktu lampau dikaitkan dengan keadaan sekarang tanpa keterangan waktu spesifik

B. Kegiatan Pembelajaran

Pendahuluan

- Guru menyampaikan motivasi, mengecek kehadiran siswa, dan menyampaikan tujuan pembelajaran

Kegiatan Inti

- Siswa membaca dan mencermati teks pendek sederhana dari Guru tentang beberapa kejadian,

- kegiatan di waktu lampau tanpa menyebutkan waktu spesifik
- Melengkapi kalimat dengan jawaban berupa ungkapan yang terdapat pada teks yang diberikan Guru
 - Tanya jawab tentang Present Perfect Tense pada real situation
 - Mengumpulkan informasi tentang Present Perfect Tense

Penutup

- Guru bersama siswa membuat kesimpulan dan refleksi
- Guru menutup pembelajaran dengan salam dan do'a

C. Metode, Alat / Bahan, dan Sumber Belajar

Metode : Problem Based Learning

Alat/Bahan : Dictionary, tayangan video, smartphone, real situation

Sumber Belajar : Buku Siswa Kelas IX “Bahasa Inggris Think Globally Act Locally”

D. Penilaian

1. Penilaian Sikap : Pengamatan/observasi selama kegiatan pembelajaran berlangsung.
 2. Penilaian Pengetahuan : Tes lisan, tertulis, dan / atau penugasan saat pembelajaran berlangsung
 - Tes Tertulis : Menyusun teks interaksi transaksional yang melibatkan tindakan meminta dan memberi terkait Present Perfect Tense, Essay.
- Rubrik : Tujuan 25 + keruntutan 25 + kosakata 25 + tata bahasa 25 = 100.
3. Penilaian Keterampilan : Unjuk kerja / praktik saat pembelajaran berlangsung atau setelah pembelajaran usai

Pusakanagara, Juli 2020

Mengetahui,
Kepala Sekolah
Pelajaran,

Guru Mata

RATIM SUPRIADI S.Pd M.M.Pd WISNU TAMAN PUTRA
S.Pd

NIP. 19620819 198412 1 003

NIP. -

5. Documents (portfolio)

Documents in JHS 3

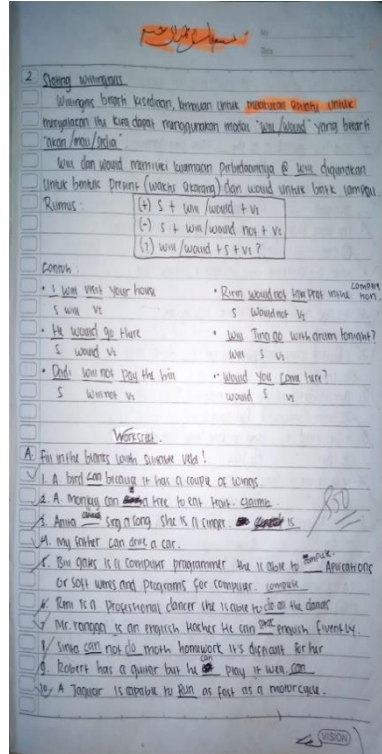
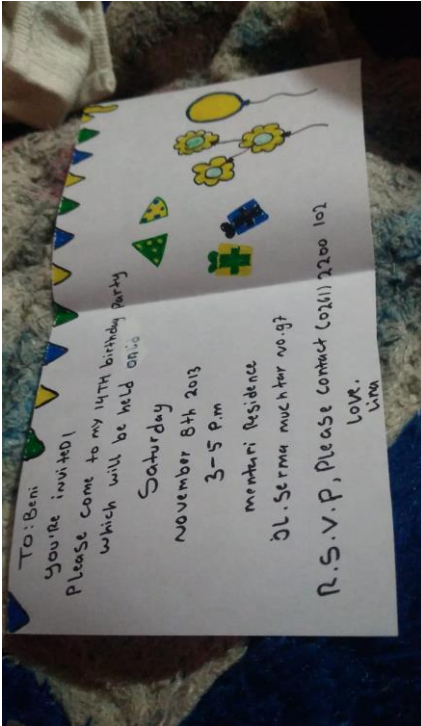


Figure 2.3 students' portfolio in JHS 3

Label and procedure text in JHS 2

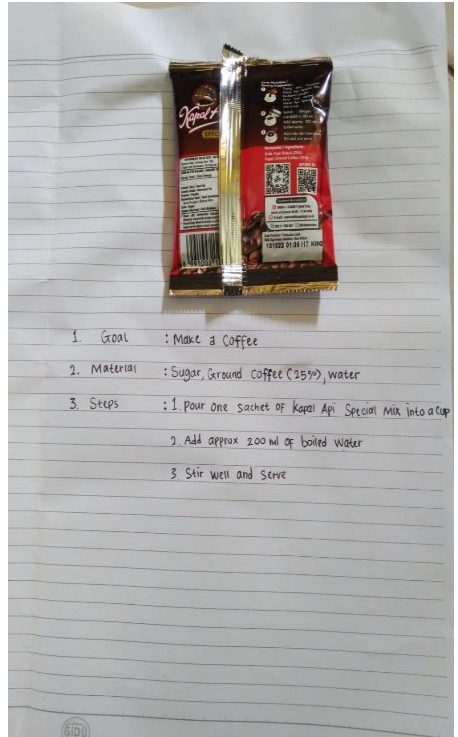
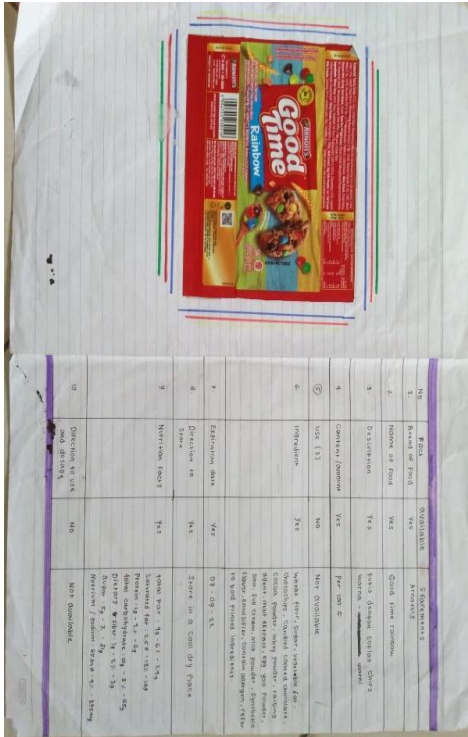


Figure 2.4 students' portfolio in JHS 2

Documents in JHS 1



Figure 2.5 students' portfolio in JHS 1

CURRICULUM VITAE

Name : Ahmad Fauzi
Place of Birth : Subang
Date of Birth : December, 27th 1997
Religion : Islam
Gender : Male
Nationality : Indonesian
Address : Kebondanas, Pusakajaya, Subang

Formal education

1. SDN Raden Patah
2. MTs Al-mas'udiyah
3. MA Yapimu
4. English Education Department, Faculty of Education and Teacher Training, UIN Walisongo Semarang

Non-formal education

1. Pondok pesantren Sabilul Muhtadin, Cirebon
2. Pondok Pesantren As-salifiyah, Cirebon
3. Teaching Clinic 09, Global English, Pare, Kediri