

**TEACHERS' STRATEGIES IN TEACHING ENGLISH DURING ONLINE  
LEARNING DUE TO THE COVID-19 PANDEMIC AT THE ELEVENTH  
GRADE OF MAN 1 SUNGAI PENUH ACADEMIC YEAR 2021/2022**

**A THESIS**

*Submitted as a Partial Fulfillments of the Requirements for Undergraduate Degree at  
English Education Program in Faculty of Education and Teacher Training State  
Islamic Institute of Kerinci*

**BY**

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Sungai Penuh, March 2022

To:  
The Rector of IAIN Kerinci  
At:  
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**OFFICIAL NOTE**

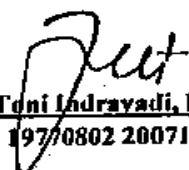
*Assalamu'alaikum Warrahmatullahi Waharakatuh*

After guiding, analyzing, briefing, and correcting, the writing of Andita Wulandari's thesis (the student's number is 1810203011) entitled: "Teachers' Strategies in Teaching English during Online Learning due to the COVID-19 Pandemic at the Eleventh Grade of MAN 1 Sungai Penuh Academic Year 2021/2022", we are of the opinion that thesis has met the qualification as one partial fulfillment of the requirements for undergraduate degree of English Education Program in Faculty of Education and Teacher Training at State Islamic Institute (IAIN) of Kerinci.

Thus, we proceed this thesis to the faculty for immediate administrative process for the final examination.

*Wassalamu'alaikum Warrahmatullahi Wabarakatuh*

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APPROVAL AND ACCEPTANCE

This thesis which entitled of **TEACHERS' STRATEGIES IN TEACHING ENGLISH DURING ONLINE LEARNING DUE TO THE COVID-19 PANDEMIC AT THE ELEVENTH GRADE OF MAN 1 SUNGAI PENUH ACADEMIC YEAR 2021/2022** by Andita Wulandari with students' number 1810203011 has been examined in the viva voce help by Faculty of Education and Teacher Training at State Islamic Institute of Kerinci on May 10<sup>th</sup> 2022. This thesis is submitted as a partial fulfillment of the requirements for undergraduate Degree at English Education Program Faculty of Education and Teacher Training State Islamic Institute of Kerinci.

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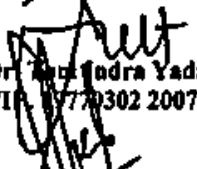
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## **CERTIFICATE OF ORIGINALITY**

The researcher hereby declares that thesis entitled “Teachers’ Strategies in Teaching English during Online Learning due to the COVID-19 Pandemic at the Eleventh Grade of MAN 1 Sungai Penuh Academic Year 2021/2022” is the researcher own work and that, to the best of the researcher knowledge and belief, it contains no material previously published or written by another person, or material which to a substantial extent has been accepted for the ward of any other educational institutions, except where due acknowledgement is made in this thesis. Any contribution made to the researcher by others, with whom the researcher has worked at Stated Islamic Institute of Kerinci or elsewhere is fully acknowledged.

The researcher also declares that the intellectual content of this thesis is the product of the researcher own work, except to the extent that assistance from others in the project’s design and conception or style, presentation, and linguistic expression is acknowledged.

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## ABSTRACT

**Andita Wulandari, 2022** : **TEACHERS' STRATEGIES IN TEACHING ENGLISH DURING ONLINE LEARNING DUE TO THE COVID-19 PANDEMIC AT THE ELEVENTH GRADE OF MAN 1 SUNGAI PENUH ACADEMIC YEAR 2021/2022**

**Advisor** : **1. Dr. Toni Indrayadi, M.Pd**  
**2. Musdizal, M.Pd**

**Keywords:** *English Teaching, Teachers' Strategy, Online Learning*

The purpose of this research was to identify teachers' strategies in teaching English during the online learning due to the COVID-19 pandemic at the eleventh grade of MAN 1 Sungai Penuh. There are three problems that going to be discussed in this research, those are: (1) What are the teachers' strategies in teaching English during online learning? (2) What are the teachers' problems in teaching English during online learning? (3) What are the solutions for the problem that is faced by teachers in teaching English during online learning?

This study was qualitative research. This research used interviews and documentation to collect the data. There were two English teachers that involved as informant in this research. The results of the study show that (1) The teachers use different strategies because the expected skill output are different, for reading the teachers used recording, and ask students to increase their vocabulary, then ask students to find various information in the text, and using summary. For writing the teachers used video, for speaking the teacher used dialogue, roleplay, and recording, for listening the teachers using songs or audio listening (2) The problems that faced by teachers in teaching English during online learning are related to internet connection, students and evaluation process (3) The solution for the problems that faced by teacher are asking students to be in a place where the internet connection is felt to be going well, give assignments, and asks students to submit their assignments directly to the teacher at school.

## ABSTRAK

**Andita Wulandari, 2022** : **Strategi Guru dalam Mengajar Bahasa Inggris Selama Pembelajaran Online karena Pandemi COVID-19 di Kelas XI MAN 1 Sungai Penuh Tahun Pelajaran 2021/2022**

**Pembimbing** : **1. Dr. Toni Indrayadi, M.Pd**  
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**Kata Kunci:** *Pengajaran Bahasa Inggris, Strategi Guru, Pembelajaran Online*

Tujuan dari penelitian ini adalah untuk mengidentifikasi strategi guru dalam mengajar bahasa Inggris selama pembelajaran online akibat pandemi COVID-19 di kelas sebelas MAN 1 Sungai Penuh. Ada tiga masalah yang akan dibahas dalam penelitian ini, yaitu: (1) Apa strategi guru dalam mengajar bahasa Inggris selama pembelajaran online? (2) Apa masalah guru dalam mengajar bahasa Inggris selama pembelajaran online? (3) Apa solusi untuk masalah yang dihadapi guru dalam mengajar bahasa Inggris selama pembelajaran online?

Penelitian ini merupakan penelitian kualitatif. Penelitian ini menggunakan wawancara dan dokumentasi untuk mengumpulkan data. Ada dua guru bahasa Inggris yang terlibat sebagai informan dalam penelitian ini. Hasil penelitian menunjukkan bahwa (1) Guru menggunakan strategi yang berbeda karena output keterampilan yang diharapkan berbeda, untuk membaca guru menggunakan rekaman, dan meminta siswa untuk menambah kosa kata, kemudian meminta siswa untuk menemukan berbagai informasi dalam teks dan membuat ringkasan. Untuk menulis guru menggunakan video, untuk berbicara guru menggunakan dialog, roleplay, dan rekaman, untuk mendengarkan guru menggunakan lagu atau mendengarkan audio (2) Masalah yang dihadapi guru dalam mengajar bahasa Inggris selama pembelajaran online terkait dengan koneksi internet, siswa dan proses evaluasi (3) Solusi dari permasalahan yang dihadapi guru adalah meminta siswa berada di tempat yang dirasa koneksi internetnya lancar, memberikan tugas, dan meminta siswa menyerahkan tugasnya langsung kepada guru di sekolah.

## **DEDICATION**

*I dedicated this thesis for  
My beloved Allah SWT and Prophet  
Muhammad SAW.*

*Both of my parents Sarmila and  
Zainuri, for their love, support, and  
praying for my success in the future.*

*My grandma Sartina, who always be  
the best place that always hearing my  
story and always give me advice.*

*My big family and my friends, who  
have offered prayers and support.*

*All of my friends TBI 2018 who are  
struggling together from the beginning  
to the end for study at this beloved  
campus.*

*My beloved college, IAIN KERINCI.*

## **Motto**

يَا أَيُّهَا الَّذِينَ آمَنُوا اسْتَعِينُوا بِالصَّبْرِ  
وَالصَّلَاةِ ۗ إِنَّ اللَّهَ مَعَ الصَّابِرِينَ

Meaning:

*O you who have believed, seek help  
through patience and prayer. Indeed,  
Allah is with the patient.*

Artinya:

Wahai orang-orang yang beriman!  
Mohonlah pertolongan (kepada Allah)  
dengan sabar dan salat. Sungguh, Allah  
beserta orang-orang yang sabar.

(QS. Al-baqarah: 153)

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الْحَمْدُ لِلَّهِ رَبِّ الْعَالَمِينَ ، وَالصَّلَاةُ وَالسَّلَامُ عَلَى أَشْرَفِ الْأَنْبِيَاءِ وَالْمُرْسَلِينَ ،

نَبِيِّنَا وَحَبِيبِنَا دِمَحْمَ، وَعَلَى آلِهِ وَصَحْبِهِ نَبِعَمَجًا، وَمَنْ تَبِعَهُمْ بِإِحْسَانٍ إِلَى

يَوْمِ الدِّينِ ، أَمَّا بَعْدُ

The researcher would like to express the greatest thank to Allah SWT. Who has given blessings, strength, and healthy, so the researcher could finish this thesis. The blessings and greetings are always sent to our beloved Prophet Muhammad SAW. The greatest hero in the world, and the best example for humans to get the happiness ever and ever.

Then, this thesis is one of the requirements to get an undergraduate degree at the English education program of a faculty education and teacher training at the State Islamic Institute of Kerinci. As long as accomplish this thesis entitled: “Teachers’ Strategies in Teaching English during the Online Learning due to the COVID-19 Pandemic at the Eleventh Grade of MAN 1 Sungai Penuh Academic Year 2021/2022”, the researcher got difficulties, but guidance and support from other parties the researcher would like to express thank to:

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Sungai Penuh, March 2022

The Researcher



Andita Wulandari  
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## CHAPTER I

### INTRODUCTION

#### A. Background of the Problem

English is the international language that is used to communicate among people in all-state. In Indonesia nowadays the English has been learned from elementary school up to college level as a content subject. And the students must master four skills namely listening, speaking, reading, and writing.

As a foreign language, English subject is difficult for some students. There are some opinion from the students about English, some students argue that English is very interesting, and they love English. But, on the other side, some students argue that English is difficult to learn. So, it could be the challenge of teachers in teaching English in the class. In the teaching and learning process, many of them just keep silent without any feedback. Then, sometimes they didn't have attention to what the teacher explain to them, and many of them do the exercises without enthusiasm. They finish it by cheating each other. These phenomena have some effect on their achievement because the success one of which depends on the teachers' strategies when teaching English.

Since the end of 2019, the world has been rocked with a coronavirus or COVID-19. The Covid-19 pandemic is an international disaster that is experienced by almost all countries in the world. This has an impact on all lines of the life of each country. Many countries have decided to close

schools, colleges, and universities as a precaution measure to its spread (Murad et al., 2020). The same thing is experienced in Indonesia, the Indonesian government released the policy of learning from home for schools and higher education. All of the schools, institutions, and universities must move to online learning classes to break the chain of viruses. In Indonesia itself, the traditional class is still seen as "real" education. People still view online classes as one-sided and do not think online classes can help in education. This is a challenge for all of the teachers, especially English teachers because language is a study that requires mastery of four skills. So that, the teachers inevitably have to apply and adapt to online learning classes in conveying English material.

Online learning is more concerned with the medium of communication that technology creates, rather than the technological products themselves, for example, the networking of computer-based communication (Parkin, 2016). Nevertheless, it is argued that the arrival of online learning is part of the modern transformation of higher education. Online learning can bring a new atmosphere in a variety of learning development. The utilization of online learning properly can improve learning outcomes to the maximum. Some of the other benefits of online learning are that online learning can shorten learning time, facilitate interaction between students and material, and develop knowledge that does not only occur in the classroom but also virtually.

The current condition with the COVID-19 pandemic, the learning process in classroom is replaced by online learning. Meanwhile, the strategies used when learning in the classroom are left with the strategies used when learning online. So based on the problem above, the researcher is interested in finding what strategies are used by teachers' in teaching English in online learning. Therefore, the researcher became curious and try to investigate this with a research entitled **“TEACHER'S STRATEGIES IN TEACHING ENGLISH DURING ONLINE LEARNING DUE TO THE COVID-19 PANDEMIC AT THE ELEVENTH GRADE OF MAN 1 SUNGAI PENUH ACADEMIC YEAR 2021/2022**

## **B. Identification of the Problem**

Based on the background of the problem in this research, some problems faced by teachers in teaching English. Because of the new policy from the Indonesian government that the teaching-learning process in schools and universities must do from home or we called it online learning, automatically the teacher must arrange other strategies that used before in the learning process at the classroom to strategies that can use in the online learning class. Then, the teachers must use some strategies in teaching four skills in English. For each of the skills have strategies that are a match with the skills that were being taught and in this situation now the teacher must looking for strategies that match with online learning too.



### **C. Limitation of the Research**

After identifying the problems stated above, it is clear that there were many problems in this research. Thus, the researcher need to focus on the problem of the research about what are the strategies that were used by teachers in the teaching English during online learning due to the COVID-19 pandemic, also the problems that face by teachers when teaching English during the online learning, and solution for the problems that is faced by teachers in teaching English during online learning due to the COVID-19 at eleventh grade MAN 1 Sungai Penuh academic year 2021/2022.

### **D. Research Question**

The researcher arranged the research question as follows :

1. What are the teachers' strategies in teaching English during online learning due to the COVID-19 at eleventh grade of MAN 1 Sungai Penuh academic year 2021/2022?
2. What are the teachers' problems in teaching English during online learning due to the COVID-19 at eleventh grade of MAN 1 Sungai Penuh academic year 2021/2022?
3. What are the solutions for the problem that is faced by teachers in teaching English during online learning due to the COVID-19 at eleventh grade of MAN 1 Sungai Penuh academic year 2021/2022?

### **E. Purpose of the Research**

Based on the problems above, this study attempted to described the purpose of this research were :

1. To know what are the teachers' strategies in teaching English during online learning due to the COVID-19 at eleventh grade of MAN 1 Sungai Penuh academic year 2021/2022?
2. To know what are the teachers' problems in teaching English during online learning due to the COVID-19 at eleventh grade of MAN 1 Sungai Penuh academic year 2021/2022?
3. To know the solutions for the problem that is faced by teachers in teaching English during online learning due to the COVID-19 at eleventh grade of MAN 1 Sungai Penuh academic year 2021/2022?

### **F. Significance of the Study**

This research is expected to give a contribution, information and can be useful to the teachers, students, and other researchers.

1. For the teachers

The researcher hopes that the result of this study will be useful for the other teachers in applying strategies for teaching English in the online learning process. So, the teachers can improve their teaching and learning English to become more active, effective, and efficient even though the online learning process.

2. For students

By using the online learning process and appropriate strategies, the researcher hopes that students will get enjoyable in the teaching and learning process. The students will not feel forced in learning English but they will feel happy to learn since they are put in an enjoyable situation.

3. For the other researchers

This research is expected to give information, model, or reference to be developed for further studies, the researcher hopes that other researchers evaluate, revise, reconstruct, or modify this study and write further studies for other levels and objectives.

## **G. Definition of the Key Terms**

By knowing the key terms, it makes this research was easier to be understood by other researcher and readers.

1. Teaching Strategy

Teaching strategy is a complex educational behavior of a teacher in using methods, techniques, tools, discipline, and communications to achieve goals and or objectives (Shinn, 1997).

2. Online learning

Online learning is more concerned with the medium of communication that technology creates, rather than the

technological products themselves, for example, the networking of computer-based communication (Parkin, 2016).

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **A. Review of the Related Theories**

##### **1. Teaching Strategy**

Teaching strategies are generalized plans for a lesson or a lesson that includes structure, desired learner behavior, in terms of the goals of instruction, and an outline of tactics necessary to implement the strategy (Isaac, 2010). Students come from different backgrounds and have varied experiences and abilities. Good teaching is not only dependent on teaching strategies or their effectiveness but also depends on individual needs and the adequacy of the content. Strategies in teaching help teachers to use the students' own cultures to support their learning and it will make the learning process easier to be understood by the students.

The teaching strategy must base learning on inquiry, investigation, and critical study in situations in which genuine purposes, needs, and wants are experienced. For this reason, the role of teachers and their teaching strategies are never-ending topics in all educational settings (Shinn, 1997). The use term strategy to imply thoughtful planning to do something. When we use the term method, it implies some orderly way of doing something. Thus, we use the terms technique and procedure as synonyms to signify a series of steps that one takes to employ any general model being used in the classroom. Each of these aspects

emanates from a broader and more encompassing model. Furthermore, the following are the difference between teaching method and teaching strategy in more detail (Russell, 1980).

Teaching Method is limited to the presentation of subject matter, methods come under the strategy, it is a micro approach, teaching as an art, effective presentation of subject matter, classical Theory of human organization, work is important.

Teaching Strategy, when we try to achieve some objectives by any method it becomes strategies, strategy is a combination of a different method, e.g. Lecture or textbook or question-answer method can be never be used separately, it is a macro approach, it considers teaching as a science, its purpose is to create a conducive learning environment, it is based on modern theories of organization, pre-determined objectives, becomes strategy, the behavior of students and teachers and their mutual relationship.

Whereas teaching is a series of events experienced by a teacher to present and want change in students' behavior. It brings changes in thinking, feeling, and student actions. This helps them to adapt to their environment. From some of the definitions above, it can be concluded that the teaching strategy is a method, technique, and tactic used by a teacher to teach students in the class. Teaching strategies have been designed before, and this is very necessary so that a learning goal can be achieved, and the material can be delivered easily.

## 2. Kinds of English Online Teaching Strategies

According to Picard (2004) strategies are specific suggestions for gaining knowledge about and practicing teaching skills, and a variety of activities are included. There are many kinds of teaching strategies that can be used by teacher when preparing students and set their goal in learning process. A particular strategy may be modified to suit the needs of the principal and the teacher. A strategy may also be repeated. In this case, the teacher especially in junior high school usually teaches English in integration. It means that all of the English skills are explained in one theme. Moreover, the teacher have also to find out the strategy that can be used to teach integrated English skills. Here, Brown (2001) explained that there are some strategies, teaching strategies are classified into five parts, namely:

### 1) Direct Instruction teaching strategy

Direct instruction teaching strategy is teaching directed by the teacher directly. This strategy is effective to determine information or to build a skill step by steps. The direct instruction usually has deductive character. The superiority of Direct Instruction Teaching Strategy is this strategy so easy to be planned and used, while the core important weakness in the developing ability, the process and the attitude that needed in critical idea and interpersonal relation also learn.

## 2) Indirect Instruction teaching strategy

Indirect instruction teaching strategy often referred as inquiry, inductive, problem solving, decision making and invention. Contrary to direct instruction teaching strategies, indirect instruction teaching strategies put students as a centers, even though both of them can complement each other. In this strategy the role of the teacher moves from the speaker to the facilitator. The teacher manage learning environment and give the students an opportunity to involve in the environment. The advantages of Indirect instruction teaching strategies are:

- a) Pushing interest and curiosity of the students
- b) Creating the alternative and solving the problem
- c) Pushing creativity and developing interpersonal skill and the other ability
- d) Better understanding
- e) Expressing understanding This strategy takes a long time, and the results are difficult to predict. This strategy in not appropriate if students need a memory quickly.

## 3) Interactive teaching strategy

Interactive teaching strategy emphasizes on discussion and share between the learners. It will encourage of learner to create new an idea or concept, reacting on experiences, approach and developing alternative mindset. The superiorities of interactive



teaching strategy are students can improve their social skill and their ability, developing of rational argument. The weaknesses of this strategy is depend on the creativity of teacher to arrange and develop the group dynamics.

#### 4) Experiential/ empirical teaching strategy

Empirical teaching strategies have orientation in inductive activities. In this case students as the center. Self reflection about their experience, is a planning formulation to achieve implementation based on context. The advantages of this strategy are able to increase student participation, as well as increase in student analytic aspects. While the disadvantages of this strategy are a high cost, and takes a long time.

#### 5) Independent teaching strategy

The purposes of independent teaching strategy are developing of individual initiative, able to develop themselves and students must be active in learning. The advantage of this strategy is create student respect, while the disadvantage is that implementation is difficult for young students.

### **3. Teaching Speaking Strategy**

An important component of language learning strategy training is that of speaking strategies. Oral strategies are referred to in the literature as communicative strategies, communication strategies,

conversation skills, or oral communication strategies; for this article, speaking strategies are those devices used by students to solve any communication problem when speaking in English. According to Lopez, speaking strategies are crucial because they help foreign language learners in negotiating meaning where either linguistic structures or sociolinguistic rules are not shared between a second language learner and a speaker of the target language (López, 2011).

The teaching of speaking is having a high concern in many language programs and teaching strategies cannot be denied as a factor influencing the teaching outcome. Strategies employed to achieve the ability to write and speak would be different because the goals of each skill are not the same. The former is concerned with the ability to produce written language, whereas the latter mainly focuses on producing oral language. Moreover, the strategies for teaching English skills should be made appropriate for each skill to attain the expected outcomes.

a. Activities and Tasks for Practicing Speaking Skills

According to Hussain, a variety of activity and task-based functions can be used to develop the speaking skills given below:(Hussain, 2017)

## 1) Dialogue

Dialogue is a classroom technique used for practicing functions of language like greeting, agreeing, disagreeing, apologizing, suggesting, asking for information, etc.

A	B
Hello Workenish!	Hello Asanti!
How are you doing?	Fine, thank you.
Where are you going?	To the library, will you
	come with me?
I am sorry. I am going to	Okay, no problem. Can you
submit my assignment.	come to my home this
Anything special?	evening?
Oh really, Happy birthday to	Yes, today is my birthday.
you!	Thank you. Don't forget to
	come.
Okay, bye!	See you

**Table 2.1**

**Example of dialogue**

(adapted from Hussain, 2017)

## 2) Roleplay

Roleplay is a popular technique used in classes to practice speaking skills in the class. There are three types of role plays – with clues, totally guided, and free type. (Hussain, 2017) Format

or procedure of role-playing is: Teacher briefed students about all roles. Students are divided into small groups. The number of participants in a role varies accordingly. Students were given a scenario card with a written description of the situation. The teacher briefly outlined the situation perhaps the rest students will discuss it either in a group or in a class collectively. The written description was in English but group discussion was done in the native language. 2-6 students were generally required for the role voluntarily. Students were autonomous in the selection of their group members. The purpose of the activity was to involve all students inactivity for their better learning.(Rashid & Qaisar, 2017)

Each small group will identify what additional information they require to either understand the scenario or to play a role. The teacher, in response, will briefly explain the situation but will not disclose the whole scenario beforehand. Some general rules were told students to follow during role play activity

- a) Everyone has the right to pass.
- b) Students work together to solve problems.
- c) Students take making mistakes as a natural part of learning.

The teacher provided them all the ground rules to follow while acting a role. Students were instructed not to share any

irrelevant information about themselves or others. The teacher announced that every student will participate in the activity. The purpose behind this was to maximize the participation of students to benefit from the activity. One class period was used for the activity in which 20 minutes were given for role play and the other 30 minutes were left for a debriefing session. The other 10 minutes were given to students to discuss their role cards with their group members. The teacher decided not to interrupt students from the beginning to the end of the activity and provided an opportunity for students to dig themselves out of holes with their creation. If one student makes a clear mistake, it is advisable to correct her after the play. Roleplay is essential for the independent and reflective learning of students. Through the activity, students can learn those skills and content that they experienced difficult through traditional teaching methods.(Rashid & Qaisar, 2017)

### 3) Opinion/Ideas

When we ask for opinions on controversial topics or situations, a lot of discussions can be generated. The learners may be divided into groups who discuss and come out with their opinions. Here, students have a lot of languages to communicate their ideas. Task: Discuss in your groups and come out with your opinions on the following statement: "The present-day

youths are completely distracted from studies due to the internet."

4) Problems (group work)

Problems are good sources for making the learners speak. While engaged in gripping the problem, they have to use the language to solve it.

5) Surveys and Interviews

This is also an interesting function-based technique in which an interviewer or surveyor tries to find out a person's test, preferences, attitudes, information, etc.

6) Visual Comprehension The learners will be provided a picture.

After careful observation, they have to answer the questions asked by the teacher.

7) Dreams or Ambitions

Each learner has her dreams and ambitions of life. This can be used as a good breeding point for interaction. The activity is open-ended which leads to a lot of speaking. Students would be asked to answer the questions: (Hussain, 2017).

- a) Is there any importance of dreams in life?
- b) What is your dream of life?
- c) What is your ambition to do if you get your dream?

## 8) Rhymes and Tongue Twisters

This is a play-way method to acculturate English. We can teach learners through the recitation of rhymes in an enjoyable manner. Finally, it adds value to speaking skills.

Rhymes	Tongue Twister
It's fun to be this	Betty bought some butter
It's fun to be that	But the butter was bitter
To leap like a lamp	So, Betty bought some
To climb like a cat	better butter
To swim like a fish To hop	To make the bitter butter
like a frog	better
To trot like a horse	
To jump like a dog	

**Table 2.2**

### **Example of rhymes and tongue twister**

(adapted from Hussain, 2017)

## **4. Teaching Reading Strategy**

Reading is one of the language skills which is very important to be learned by students. Through this activity, students can improve their language and experience. They will get information and ideas which they need to know. Moreover, they will be able to know what they do

not know before. By reading, people may get a lot of information. The more he/she reads, the more information he/she will get (Laddo, 2007).

Teaching reading comprehension is essential because reading is the most important activity in any language class. Besides it becomes a medium to get information, it is also a means for expanding students' background knowledge about language. The stages of teaching reading according to Brown and Vaughn & Bos can be summarized as follows:

Before the reading stage, the teacher should introduce the topic of the text that the students will read to activate students' background knowledge. The teacher should also introduce strategies in reading such as skimming, scanning, predicting, activating schemata, and the other strategies that can help students comprehend the text. The use of prompts such as visuals, regalia, photos, etc. After the reading stage, the teacher may provide follow-up activities such as discussing the content of the text, retelling the text, answering the comprehension questions, learning vocabulary found in the text, etc.

According to Brown (2000) the followings are ten strategies that can be applied in teaching reading comprehension in the classroom:

- a) Identifying the purpose of reading
- b) Use graphemic rules and patterns to aid in bottom-up decoding (especially for beginning level learners)
- c) Use efficient silent reading techniques for relatively rapid comprehension (for intermediate to advanced levels).



- d) Skim the text for main ideas
- e) Scan the text for specific information.
- f) Use semantic mapping or clustering.
- g) Guess when you aren't certain.
- h) Analyze vocabulary
- i) Distinguish between literal and implied meanings
- j) Capitalized on discourse markers to process relationships.

In teaching reading, teachers are required to be creative in applying strategies for achieving the objectives of the reading. The strategies are usually used by teachers such as visualization strategies. The following explains in detail:

a. Visualization Strategy

Here are some of the steps proposed by Antonacci (2009) by using the visualization strategy:

1) Introduces the topic to the students

Teacher provides topics through brainstorming activities.

2) Model analysis of the text features

The teacher analyzes the text before reading it hard, there are no maps and visual aids. The selected vocabulary is served in context and discussed.

3) Read aloud selected passage

The teacher reads hard the selected part and directs students to sketch their ideas when listening.

4) Discuss version of illustration

Students share the image and discuss variations between them. The teachers ask students to record patterns throughout images such as scenes, objects, and emotions.

5) Facilitate students' application to text

Teachers asks students to write summaries based on discussion. Then students read text using the visualization strategy to process information.

Based on several descriptions above, it can be concluded that the visualization strategy is one of the strategies that can be applied by the teacher to help students in reading. This can make students easily find important information without reading stories so often. This strategy can also help students develop their ideas and imagination in the story and also help students increase their understanding of reading. In short, this strategy can help students increase their understanding of ideas.

## **5. Teaching Listening Strategy**

Listening is considered as an important ability that has to be mastered. How well someone listens has a major impact on the quality of their relationship with others. It means that listening is the ability to

understand the messages being expressed by the speaker through the sound. One of the listening strategies is through song, as defined by Lynch (2008) almost everyone loves music, it is a part of our language and life from before birth onwards.

a. Listening Activity through Song

As defined by Ocak (2012) song is one of the important teaching tools in teaching EFL (English Foreign Language) because most teachers know it, and students like it listen to music in the classroom. Furthermore, Harmer (2000) said that music is powerful stimulus for students engagement precisely because it speaks directly to our emotions while still allowing us to use our brains to analyse it and its effect if we so wish. A piece of music can change the atmosphere in the learning process or prepare students for a new activity.

1) Procedure in Applying the Songs

To apply songs in the learning process, the teacher should also plan the application sequence of the songs. In applying songs, the writer offers two procedures suggested by Ur and Haycraft (1993) as follows:

- a) Preparation, select a tape recording of a song so that you can sing it. Prepare an overhead transparency (or a poster/ hand out) of the words of the song.

- b) Procedure, first, play the song on a tape or sing it to yourself; second, show the words of the song; third, ask the students to follow the words; fourth, sing while you play it again.

## **6. Teaching Writing Strategy**

Richards describes the process of teaching writing approaches as four basic stages namely planning, drafting, editing the final draft.

### **a) Planning**

According to Richards states the experienced writers will plan what they will write. Before starting to write, they will try and decide what will be said. For some writers, they might make detailed notes of just a few words. They will plan, however, as the writer thought before writing it on a piece of paper. He says that when planning, the writer must think about it three main problems. First, they must consider the purpose of the writing because this will affect the type of text they use as well as the language they use. Second, experienced writers think of the intended audience, because this will affect the form of writing (how it is arranged, how the paragraphs are structure, etc.). Third, the author must consider the structure of the work's content is, how it is best to order the fact, ideas, or arguments they have decided to include.

b) Drafting

The first version of a paper is called a concept. The first 'go' from a text assuming that it will be changed later. As the writing process continues to be editing; several drafts can be produced on the way to the final version.

c) Editing (Reflecting and Revising)

The earliest model by Flower & Hayes includes two different reviewing processes:

"We distinguish between Reviewing and Editing as two distinct modes of behavior. On the one hand, editing is triggered automatically and may occur in brief episodes interrupting other processes. Reviewing, on the other hand, is not a spur-of-the-moment activity but rather one in which the writer decides to devote a period to systematic examination and improvement of the text. It occurs typically when the writer has finished a translation process rather than as an interruption to that process.

d) Monitoring

Monitoring is a function that allows writers to move processes; respond to task needs. According to Flower & Hayes the model of monitor production rules, after writers produce their design later they read what has been written to see where it works and where it doesn't. maybe the way something is written is

ambiguous or confusing. They can move paragraphs around to write a new introduction. They can use different tenses for certain sentences. Reflection and revisions are often helped by other readers or editors who comment and make suggestions. Other readers' reactions to the piece writing will help the writer to make appropriate revisions.

e) Final Version

After the authors edited their draft, for changes they considered necessary, they produced their final version. This might look very different both from the initial plan and the first concepts because everything has changed in the editing process. Flower & Hayes the process can be described as follows: planning the final draft editing the initial an influential model of the writing process is that Flower & Hayes describes the process of writing in terms of the task environment, which includes writing assignments, texts procedure so far, lengthy authors of memory terms, including knowledge of the topic, knowledge of the audience, stored writing plans, several cognitive processes, including planning, translating thoughts into text, and revise.

## **7. Online Learning in ELT Context**

### **a. Definition of Online Learning**

According to Huang, Online is as media has many designations in academic literature, including cyber media, digital

media, virtual media, e-media, network media, and new media (Huang, 2020). Damayanti and Irwan state that, online learning is a part of distance education that specifically combines electronic technology and internet-based technology or ICT in learning. Online learning is a program for organizing online learning classes to reach a broad and massive group of students (Damayanti et al., 2021). Online learning refers to the use of internet-based technology features, which are highly dependent on the availability of information.

Online learning can bring a new atmosphere in a variety of learning development. The utilization of online learning properly can improve learning outcomes to the maximum. Some of the other benefits of online learning are that online learning can shorten learning time, facilitate interaction between students and material, and develop knowledge that does not only occur in the classroom but also virtually.

#### **b. Advantages and Disadvantages of Online Learning**

The advantages of online learning are providing flexibility, interactivity, speed, visualization through various advantages of each media. Online learning has many advantages, namely:

- a) It is easier to absorb, meaning that it uses multimedia facilities in the form of images, text, animation, sound, and also videos.

- b) Much more effective in costs, meaning that there is no need for an instructor, no need for a minimum audience, anywhere, and so on.
- c) Much more concise, meaning that it does not contain a lot of class formalities, directly into a subject, subjects that fit your needs.
- d) Available in 24 hours per day, meaning that mastery in a material depends on enthusiasm and also the absorption of students, can be monitored, can be tested by e-test.

The disadvantages of Online Learning include the following:

- a) The lack of interaction between learners and students or also even between students themselves.
- b) This tendency can ignore academic aspects as well as social aspects and vice versa make the growth of aspects of business or also commercial.
- c) The teaching and learning process tends towards training rather than education itself.
- d) Changing a learning role from the original masters of conventional learning techniques is now also required to be able to know the learning techniques using ICT (information, communication, and also technology).
- e) Not all internet facilities are available in all places.



- f) The lack of a human resource that understands the internet
- g) Access on an adequate computer can be a problem for students.
- h) This information varies in quality and also accuracy so guidance and also question features are needed.
- i) These students can feel isolate.

## **8. COVID-19 Pandemic**

The COVID-19 is a highly infectious disease or illness caused by severe acute respiratory syndrome coronavirus 2 (SARS-CoV-2), First documented at the end of December 2019, the coronavirus spread with pace in January 2020 as China was about to celebrate New Year. Originated in Wuhan city of China, particularly in and near a live animal market which was subsequently closed. It has already taken on pandemic proportions, affecting across all the continents, mostly spread among individuals during close contact now resulting in millions of death. COVID-19 is referred as pandemic due to its severity and fierceness also as the greatest global health crisis since after centuries in human civilization. The onset of the novel coronavirus made everything from world economies to social rituals devastated (Mishra et al., 2020).

Along with the startling escalation of cases, deaths and distribution, much has happened since in terms of (self) quarantine, border closures, travel bans, curfews, the disruption of the supply of

goods and services, and propaganda. The spread of the virus has had a substantial effect on the world economy. Each day brings new debates, discussions and disturbing developments. Many people are in a panic. These factors provide fertile ground for rumors and conspiracy theories to go viral. Social media is flooded with debates and opinions, including in relation to the absence of a ban on travel to and from China, and the parallels between this new virus and two other devastating epidemics – the Hong Kong Flu (1968–69) and the Spanish Flu of 1918 (Ali, 2020). Nowadays lockdown is a common buzzword that has been mulled over by the people during corona pandemic. In fact, lockdown is a state of the emergency protocol implemented by the competent authorities (in this case it is central and state governments) to restrict people from leaving their place of living resulting in mass quarantines and stay-at-home across the world since March 2020.

## **B. Review of Related Findings**

In this part, the researcher presents the previous research about English teachers' strategies in the teaching-learning process during online learning. the researcher analyses various papers that are linked to this subject to minimize unnecessary replication. The researcher can compare the outcomes of each approach utilized by the teacher in the English online learning class technique, as well as determine to what extent each strategy aids the teachers in online learning processes.

Fitri Yani (2016) performed a study on the analysis of teachers' teaching strategy and students' varied learning styles in the English teaching-learning process, which is important to this study. Her study's goal was to discover how English teachers design and apply teaching methods in the English teaching-learning process, taking into account students' various learning styles. According to the findings of this study, teachers employed a variety of techniques to address variations in students' learning styles. The strategies were developed with the character of the students in mind, as well as the learning objectives that the students would attain and the characteristics of the learning material. Demonstrations, films, reading literature, lecturing/storytelling, cooperative learning, discussion, and games are some of the teacher's teaching techniques. In other words, it can be concluded that the use of the strategy used is based on the consideration of different learning preferences and styles. The teacher accommodates student learning styles by giving different instructions for each learning style. From this study, there is a similarity of focus with the research to be carried out, which is related to teachers' strategies in English learning. While the difference in the study examines the teachers' strategies in teaching English with online learning classes. Al-maqtri (2014) analyzed how effective is online learning in teaching English. The objectives of the study are to answer eight questions about teaching English with the online learning method. Results of displaying data that students are not motivated to work with the online learning. The

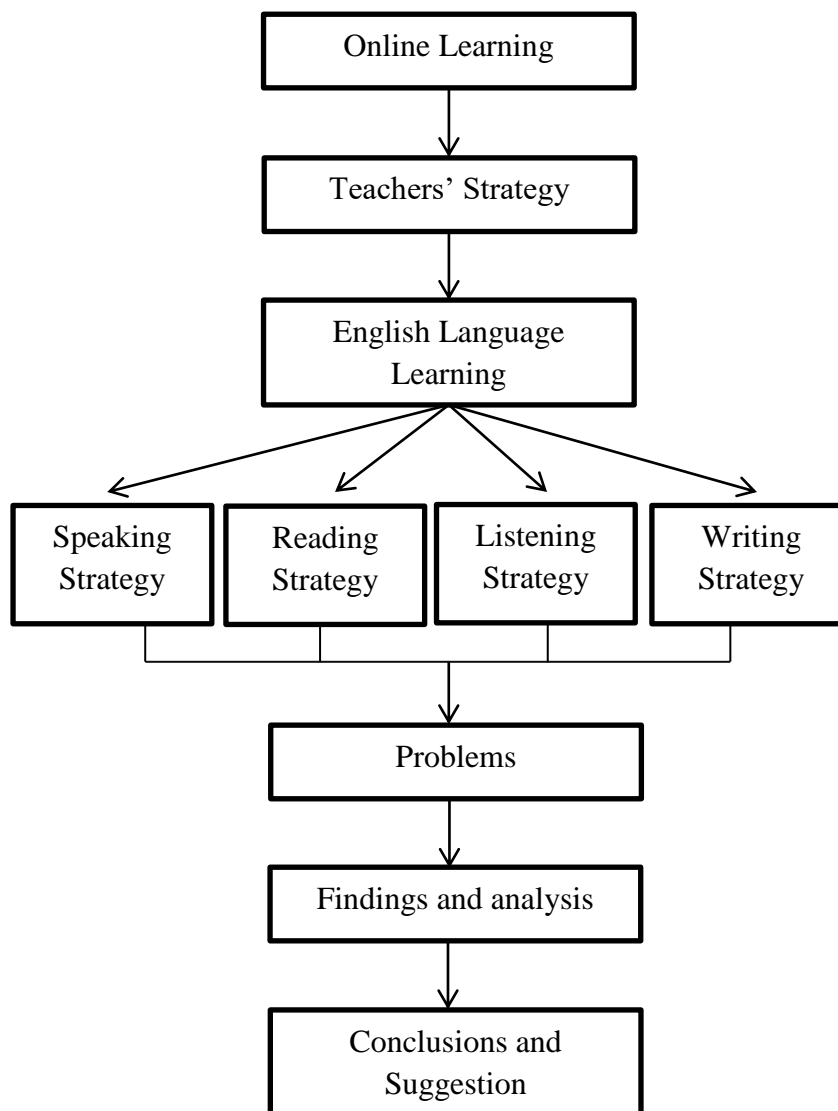
results also show that students misuse the Blackboard system in large-scale plagiarism. An online quiz is found to be more effective than the assignment even though some students dislike it. Some of the students said they did not have access to the internet. As a result, online learning was found not to make learning English better. This finding recommends that teachers need to increase their knowledge and experience to understand concepts, implementations using strategies. In this research, the researcher will focus on teachers' strategies in teaching English with online learning classes during the COVID-19 pandemic.

### **C. Conceptual Framework**

Online learning is becoming a solution in education now in circumstances where it is not possible to do face-to-face learning. By looking at this condition, teachers have an important and very influential role in the learning process. As for the efforts that conducted by teachers to maximize the content in online learning, such as create the right, effective, and efficient strategy.

With this researchers need to know how efforts are made by teachers or in choosing and using strategies in teaching English with online learning. Where in English learning there are four skills that must be taught, namely speaking, reading, listening and writing. So the teacher must create or choose the right strategy to teach each of these skills. Researchers also discussed the obstacles that teachers face when teaching English during

online learning. For more details the author creates systematics in chart form below:



## **CHAPTER III**

### **METHODOLOGY OF THE RESEARCH**

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

The approach of this research was qualitative. It involved collecting data in order to answer the question about the current status of the subject or topic of study (Gay, 2020). Here, the research design was to describe the English teachers' strategies in teaching-learning process during online learning due to the COVID-19 at MAN 1 Sungai Penuh academic year 2021/2022.

As cited Creswell (2019), in qualitative research, the research uses theory as a board explanation, which can be an emerging relating to combinations and relationships of all related. The theory also emerges as the end point of qualitative studies, theories produced, patterns, or generalizations that emerge in inductively from the collection and analysis of the data. The basic theory, produces theories that are based on the researcher's view and it as a conclusion.

The design of this research was case study. Case study is an inquiry that focuses on describing, understanding, predicting, and controlling the individual (Yin, 2018). This definition is intentionally broader than the definition that Yin (1994) proposes: A case study is an empirical inquiry that investigates a contemporary phenomenon within its real life context, especially when the boundaries between phenomenon and context are not clearly evident. The case

study was chosen because this study aims to discover, understand and describe in depth the strategies used by teachers in teaching English during the COVID-19 pandemic with online learning, problems faced by teachers in teaching, and solutions to these problems. Therefore, the case study approach allowed the researcher to study particular teachers strategy in teaching English during online learning, teachers problems in teaching, also the solutions for the problem. From the explanation above, researcher tried finding out and describing all phenomenon about teachers' strategies based on the data by participants of this research.

## **B. Participants and Setting**

### **1. Participants**

In this research the researcher used purposive sampling technique. It is the sampling technique which is done because limited time and finding. According to Marguerite et.al (2006), purposive sampling technique is a common procedure used in qualitative research that identifies key informants or person who have specific knowledge about the topic being studied. The type of purposive sampling that a researcher may decide to use depends on the purpose of the study. It means in this research, researcher chose the subject according to the need and purpose of the research.

Here the characteristics in the sample selection are English teachers who teach in the eleventh grade and are teachers at MAN 1 Sungai Penuh. So based

on the characteristics above the the participants of this research were three English teachers who teach English at eleventh grade of MAN 1 Sungai Penuh academic year 2021/2022.

## **2. Setting**

This study was taken places in MAN 1 Sungai Penuh. It is located at Jl. Pelita IV Koto Lolo, Kecamatan Pesisir Bukit, Kota Sungai Penuh, Provinsi Jambi. This research was conducted from December, 3<sup>rd</sup> 2022 until January, 15<sup>th</sup> 2020. Here the research was set out in two phenomenons that relate: first, to observe the various strategies used teachers in teaching English in MAN 1 Sungai Penuh during online learning. Secondly, to describe the problems that faced by the teachers in teaching English during online learning also to know the solution of teachers' problems that their faced in taeching English during online learning.

## **C. Kinds and Sources of Data**

For kinds and sources data, the researcher used two kinds of data. There are primary data and secondary data. According to Gay that there are a number of major sources commonly used by educational researchers. Some of these sources are primary and secondary (Gay, 2020).

### **a. Primary data**

The primary data were transcriptions of in depth interview about the practical strategies used by English teachers in teaching learning process.



b. Secondary data

Pictures, recorded and lesson plan as documentation of the research process, English teachers profile and track and record of the school were the additional data that was collected by the researcher.

**D. Instrument of the Research**

In qualitative research, which becomes an instrument or research tool it is the writer himself. According to Creswell (2019) in qualitative research, the researcher as key instrument. Qualitative researchers collect the data through examining documents, observing behavior or interviewing participants. They may use a protocol like instrument for collecting data but the researchers are the one who actually gather the information.

In this study, researcher act as key instruments, namely researcher as data collectors through interviews and documentation. Researcher must be equipped with the ability of qualitative research methods, research ethics and science in accordance with the field studied. In other words, the researcher must have integrity, not personalization of a natural researcher. Therefore, the results of qualitative research depend on the person who examines it, its credibility, reputation, and expertise become the principal capital as well as being a measure accepted in its entirety or rejected by discussion or debate (Ghony, Almanshur, 2012).

Researcher act as active data collectors and instruments and attempt to collected data at the research site, it was at MAN 1 Sungai Penuh. Data collection instruments in the form of stationery. Recording devices, and documents that can help support the validity of research results. The presence of researchers directly and actively can be used as a benchmark for the success of researcher who will be done.

#### **E. Technique of Data Collection**

In this research the data were collected using interview, and documentation.

##### **1. Interview**

For a study, interviews or question and answer sessions are one of the best ways to learn or explore profound information from someone. An interview is a conversation that aims to gather information in a description of the life of the person being interviewed in connection with the interpretation of the meaning of the 'described phenomena'. Furthermore, Schostak adds that interviews are extended conversations to get in-depth information about a particular topic or subject, and through which phenomena can occur and be interpreted in the sense of meaning carried by the person being interviewed.

This interview conducted to get an oral response from English teachers. Here the interview process with English teachers will be recorded

with audio and field note for transcribing purposes. The interview design and the expression of questions will affect the depth and freedom of the subject in response. Several interviews encourage long and detailed reports while others are designed to obtain a short and specific response. Based on Edwards & Holland, Stuckey, Gill et al, Jamshed, DiCicco-Bloom & Crabtree, there are three types of general interviews including; structured, semi-structured, and unstructured interviews.

In this case, the researcher used semi-structured interviews with Indonesian. Interviews were conducted to obtain accurate responses and information about the strategies used in teaching English. The function of the interview in this research was to check the data and ensure that the data is truly valid.

## 2. Documentation

Documentation comes from the word documents, which means goodswritten items. In carrying out the documentation method, researchers investigate written objects such as lesson plan, photograph, notes, diaries, documents, minutes of meetings, regulations and so on. Furthermore, Arikunto writes the documentation method can be implemented by:

- a) Guidelines for documentation which contains the outlines or categories for which you want to look up data.

b) Check-list research using this documentation method was used by the researcher to obtain data in the form of photos which would be evidence that the researcher properly conducts the research. In this case, the researcher using documentation such as lesson plan, made a note or transcription, and took photographs.

## **F. Techniques of Data Analysis**

After the data from the interview was collected, the results of the interview was transcribed by the researcher and then analyzed. The data was analyzed using thematic analysis method. Thematic analysis is one way to analyze data with the aim of identifying patterns or to find themes through data that has been collected by researchers (Braun & Clarke, 2006). Thematic analysis is used to organize and describe the data set in details. Thematic analysis in this research is needed to explore or get more detailed information to answer research question. According to this research, there are five steps of data analysis:


1. Transcribe the interview

According to this research, researcher recorded the interview, interview with teachers will be recorded and transcribe used Indonesian language then translated to English. The purpose of those activities was the researcher can understand the contents of data to obtained and find out several things related to the teachers' strategies, teachers' problem

and teachers' solution of the problem in teaching English during online learning.

## 2. Coding

The researcher coded or highlighted each data that has been obtained according to the teachers' strategies, teachers' problem and teachers' solution of the problem in teaching English during online learning, based on interviews that were conducted through audio records.

No	Source	Coding
1.	Teacher 1	T1
2.	Teacher 2	T2
3.	Teacher 3	T3
4.	Question number 1 until 20	Q1 – Q20
5.	Core of the teachers' answer	

**Table 3.1**

### **Coding of teachers**

## 3. Theme

In order to answer the question of this research, some themes are developed based on the teachers' strategies, teachers' problem and teachers' solution of the problem in teaching English during online learning related to the answers of the teachers through interview.

#### 4. Drawing conclusion

In this research, drawing conclusion is very important to investigate teachers' strategies, teachers' problem and teachers' solution of the problem in teaching English during online learning. The researcher concluded the results based on interview and based on transcript.

#### 5. Adding description and details

The researcher analyzed the data that has been obtained through interviews. Thematic analysis is used to identify patterns in an event that becomes the object of research. It's also strength the data that has been obtained. The researcher also looking for the most common responses to questions, identifying data related teachers' strategies, teachers' problem and teachers' solution of the problem in teaching English during online learning.

### **G. Trustworthiness of The Research**

It is important to establish the trustworthiness of the research. There are various ways to establish the trustworthiness of the research. The trustworthiness consists of the following components: credibility, transferability, dependability and confirmability. But in this research, the researcher only used credibility.

Credibility in qualitative research means the results of a qualitative study are believable and trustworthy from the perspective of a participant or subject in the research itself. Credibility contributes to a belief in the trustworthiness of data through the following attributes :

1) Triangulation, triangulation is accomplished by asking the same research questions of different study participants and by collectidng data from different sources and by using different methods to answer those reserach questions. According to Patton stated that there are four triangulation techniques, namely:

- a. Triangulation of data is the same or similar data. It will be more steady the truth when excavated from several different data sources.
- b. Triangulation researchers are the results of research both data or conclusions about certain parts or as a whole can be tested for validity from several researchers.
- c. Triangulation methodology is carried out by a researcher by collecting similar data but by using different techniques or data collection methods.
- d. Triangulation of theoretical is carried out by researchers using more than one theory in discussing the problems studied.

In this study, the researcher used data triangulation. In this data triangulation was carry out by comparing the results of interviews, and documentation.



## CHAPTER IV

### FINDINGS AND DISCUSSION

#### A. Research Findings

Research findings based on findings in the field that have been conducted by the researcher on teacher's strategies in teaching English during online learning due to the Covid-19 pandemic in MAN 1 Sungai penuh, with data collection techniques that have been established, that are interviews, and documentation.

In this section, the researcher found some findings dealing with the teachers' strategies in teaching english during online learning and teachers problems and solution in teaching english during online learning. The findings of this study are stated by all of the participants based on their perspectives and experiences. Based on the analysis, the researcher developed several themes. There are eight themes founded in this analysis, they are:

<b>Aspects</b>	<b>Themes</b>
1. Teachers' strategies in teaching English during online learning.	a. Strategy in teaching reading <ul style="list-style-type: none"><li>• Reading aloud, finding information, video, and</li></ul>

	<p>summary.</p> <p>b. Strategy in teaching writing</p> <ul style="list-style-type: none"> <li>• Video, and Providing material.</li> </ul> <p>c. Strategy in teaching speaking</p> <ul style="list-style-type: none"> <li>• Recordings, dialogue and speech.</li> </ul> <p>d. Strategy in teaching listening</p> <ul style="list-style-type: none"> <li>• Songs, listening audio and blank text.</li> </ul>
<p>2. Teachers' problems in teaching English during online learning.</p>	<p>a. Internet connection</p> <p>b. Students</p> <p>c. Evaluation</p>
<p>3. Teachers' solutions in teaching English during online learning.</p>	<p>a. Directed students to be in a place where there was an adequate network</p> <p>b. Give assignments to students to find out the extent to which students understand.</p> <p>c. Teacher asks students to submit their assignments directly to the</p>

	teacher at school.
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**Table 4.1****Themes**

### **1. Teachers Strategies in Teaching English During Online Learning Due to the Covid-19 Pandemic**

The impact of the covid 19 pandemic has an effect on the education system in Indonesia. This certainly changes the way face-to-face learning becomes online learning which certainly has several aspects of difference. For that, teachers have their own strategies to carry out the learning process in order to take place effectively. In English learning there are four skills, namely reading, speaking, listening, and writing. where teachers must create or choose the right strategy in taeching english by online learning.

#### **a. Teachers Strategy in Teaching Reading during Online Learning**

The researcher conducted interviews with T1 as the first English teacher to be interviewed. T1 as an English teacher that teach the eleventh grade at MAN 1 Sungai Penuh said that the strategy used when teaching reading is by asking students to read the reading text, then students will record what they read. In that way, the teacher will correct the wrong or correct way of reading students and then the teacher will tell their mistakes and tell them how to be right.

*“.....We ask students to record when they read the text and then sent via Whatsapp. Then from that way we will know which students who read it wrong or what, then we fix it again by still being recorded and sent again to Whatsapp”.*

Based on the results of interviews, the data obtained is that when teaching reading, the teacher will first send learning materials by taking photos of reading materials or texts. The reading text is sent by the teacher via WhatsApp. After the material is sent to students, students are asked to observe the text and ask if there is something that is not clear or has not been understood by students. After it was enough, the teacher asked the students to read the text before and record it through the voice recorder feature on WhatsApp. the teacher and other students will listen to one of the students' recordings in reading the text. from the recording the teacher will correct which way of reading is correct and which way of reading is wrong.

Then the researcher also interviewed other English teachers that teach English at eleventh grade of MAN 1 Sungai Penuh about the strategies used to teach reading. T2 said that the strategy used was to ask students to increase their English vocabulary and then ask students to find various information in the text. the teacher also ask students to read the text then recording it and sending it through online applications for learning such as, Whatsapp, Google Classroom, Zoom and others.

*“.....First, before entering into reading, students must master the vocabulary, know the vocabulary first. Then know how to read it, how to pronounce it and know what it means. After students understand the content, then we start to learn about reading skills”.*

T2 explained that before teaching reading, students were asked to get to know vocabulary first so that the process of learning reading skills later could be carried out well and smoothly. then after students know some vocabulary, how to read it and know its meaning by using a dictionary, then students will be given reading material. At this stage students must observe first about the text given, then from the text students are asked to find various information contained in the text, such as looking for the topic, main idea, detailed information, synonyms, antonyms, reference words, conclusions and others.

*“.....Then we go to C2, which is the application or find various information in the text. How can they find out, can know the topic, then the main idea,..... there is another thing called a reference or word reference in the text of the information, there is also finding synonyms, or similarities in the meaning of words, antonyms, acronyms. Then we also tell students how they know the conclusion in the text”.*

Then after the process of finding information is done, students are welcome to ask questions if there are still those who do not understand the material being taught. Students can ask the teacher through the application that they use when studying whether it's

Whatsapp, Google Classroom and others. Then the teacher will respond and explain again which parts have not been understood by students.

*“.....if it has been studied in the textbook, then they are invited to ask which of the things they have learned they have not understood, then we will respond. They asked whether it could be through Google Classroom or through Whatsapp. For example, online, we use everything for explain the text. Indeed, this text is a bit difficult. We just need to strengthen the vocabulary first and its meaning”.*

T2 also said that he also used to ask students to record when they are read the text to assess students reading ability.

*“.....it will be recorded, they are told to read the text or they are told to direct it on the phone and then we tell them to read it. If they have read it, then the error will be corrected, how about the unclear pronunciation, it will be corrected”*

So assess students' reading ability, teachers ask students to read a text then record it and send it to their learning platform. After the students finish reading the text, the teacher will evaluate from the way students read, whether it is right or wrong, such as the pronunciation and also the intonation when read the text. Then if there is a wrong way of reading, the teacher will explain how to read it correctly.

Different with T1 and T2, the researcher interviewed the T3 about reading strategy that was used by T3. Here T3 used video and summary when teach reading. T3 was said that:

*“.....we give the material, then we ask them to make a video of them reading or they can re-read it, reviewing what the material has been given and then they video about it”*

Here students are asked to make videos when they read the text and also review the text they read by explaining the contents of the text they read in their own language. Besides that, students are also asked to make a summary of their text.

#### **b. Teachers Strategy in Teaching Writing During Online Learning**

Based on the interviews that have been conducted, the researchers found that in teaching writing skills, teachers use videos in the learning process. the teacher uses video to deliver material to students, so that the material is conveyed well and it is hoped that students can understand the teacher's explanation in the video.

*“.....For writing, we use videos, for example, in the eleventh grade, we use the present perfect, right, and the conditional sentences can't work if we just tell stories, we really have to make videos).”*

According to the teacher, teaching writing skills is indeed rather difficult, for that the teacher cannot just explain or ask students to read the material. Because in learning writing students are required to use their thoughts and ideas to write. That way the teacher must be wise in choosing a strategy in teaching writing. In this case, T1 chooses to use

video so that the process of delivering material can be conveyed properly. T1 said that before the teacher started the lesson, the teacher made a video related to the material to achieve student understanding. In the video, the teacher explains the material, for example using the present perfect or conditional sentences. Then the video that has been made will be sent when the learning process begins.

Based on the lesson plan from T1, in the learning process the students were asked to listen and observe the video that will be sent by the teacher. So first the teacher will send the video material to students through online application that they used for learning process. After the material in the form of a video was sent to students, students were asked to watch the learning video and students were also asked to ask questions or provide ideas. Then the teacher and students have a discussion about the material being studied.

On the other hand, another teacher also stated that the strategies they used when teaching writing skills during online learning were not much different from those of face-to-face learning. When learning through whatsapp, google classroom, zoom and others, the teacher continues to explain as usual, such as explaining the function of the text, the text framework and the elements of the language.

*“.....fme as an English teacher, it's not much different from face-to-face. Usually, if the theme is text, here we give the framework first, for example, procedure text. First, for the Procedure text, we*



*explain the function of the text first, then the text structure, goals, materials, then the steps. Then later we explain the elements of language.”*

From the results of the interview above, it can be seen that the strategy used by the teacher in teaching writing skills is that first students must see, observe and read the material that has been sent by the teacher through the online learning platform. In this case the teacher explains to students related to the material, namely by providing a text framework first, the function of the text, the structure of the text and the linguistic elements in the text. For example, the teacher will teach material about procedural text, then the teacher will explain the objectives, materials, steps and conclusions.

The teacher also explains what tenses are used in the text, for example using the simple present tense, then the teacher will explain again how or what the simple present tense is. After the explanation from the teacher, the students were then asked to ask questions if there was something they did not understand. If students already understand the material being studied, then students are then asked to write or make texts according to what they have learned and what they understand.

T3 also used the same strategy when teach writing skill. It a little bit same with face-to-face learning where the teacher explain about the material then ask students to write a text that already taught.

*“.....so before we teach to write, we have to explain what it is. Such as what are the elements of the text? As for the text, how to write an essay. So when it arrives or when students understand how to write well, they will write well.”*

T3's statement in the interview was strengthened by the existence lesson plan. Based on the lesson plan from T3, first the teacher explain about the material being studied. And the students asked to listen and observe to the explanation if the teacher. After the teacher done to explain the material, the students are asked to ask questions if there are still things they do no understand. If they are done and understand with the material, then the students are asked to write the text about the material.

### **c. Teachers Strategy in Teaching Speaking During Online Learning**

Then in this section will present the strategies used by teachers in teaching speaking. The researcher conducted interviews with T1 as the first English teacher to be interviewed. From the interview, T2 stated that the strategy used to teach speaking was the same as the strategy used when teaching reading, that was by using recordings.

*“.....Speaking is the same as teaching reading strategy, students are asked to speak whether they read it or memorize it, we don't know, what is clear later is that there will be something wrong with what we say, then we will correct it again. It works twice, so back and forth, but it has to be like that”.*

So here we can know that the strategy used is by using recording, where students have to record when they speak whether it has been memorized by students or students directly read the existing text. Then after the student records and sends it via a voice recorder on the whatsapp platform. The teacher will listen to how the student's speaking ability is and if there is something wrong with the student's pronunciation, then the teacher will correct it.

The researcher also conducted an interview with T2 as the second English teacher interviewed. T2 said that the strategy used in teaching speaking is by using dialogue or roleplay, students are asked to make dialogues and read them alternately with other students. The teacher also asks students to make video conversations which are then sent through the learning platform they are using.

*“.....for example, in terms of learn expressions, here the students were directed to make a dialogue or conversation, where one group consist of two people. Then they are exchanges dialogue”.*

T2 also mentioned that when teaching English four skills namely speaking, reading, writing and listening, must be integrated into it. When teaching a material, there must be four of these skills, when

teaching reading everything includes speaking, writing and listening. For example when teaching about a topic, students are asked to write a text, then from the text students are asked to read from reading the text the teacher can measure two things, that are students' reading and speaking ability, then finally when one student reads the text, the other students will listen.

According to T3, said that when teach speaking skill, he used speech.

*“.....we can have them give speeches. when they learn something, for example, we ask them to perform or show.”*

So here the teacher asks the students to make a speech. learning is done using the Zoom Meeting application, then one by one students are asked to present their own speech about a topic.

#### **d. Teachers Strategy in Teaching Listening during Online Learning**

Based on the answer from T1, the strategy used to teach listening is by playing audio listening to students then students must write what they hear from the audio. Then the results of their work will be collected to the teacher then the teacher will assess whether what the students wrote is in accordance with the audio that is heard or not.

*“.....the teacher has to find the cassette or audio listening, we have to find for the reading text, I mean the listening text that will*

*be played later to the students, then ask the students to listen to it. After listening, the students have to take notes. And we will assess from what they heard”.*

Different from T1, T2 said that the strategy he used when teaching listening was a bottom-up strategy, where students had to understand information through phonology, word meaning, and grammar. In this case, students are provided with vocabulary first, with correct pronunciation, sound and meaning of the words, then a text will be read and students must listen. To assess students' listening ability, in this case the teacher gives a blank text where when students listen, students also have to fill in the missing words in the gap text.

*“.....but here we take the text, for example recount text. So for listening, first introduce the pronunciation, then they have to know what it means to look for in the dictionary,....Later, a gap text will be made, for example, if something is omitted or left blank in the text. Numbered in one text is made 10 numbers from 1 to 10 which are missing. We will read it later, and students will fill in the full text”.*

Based on the lesson plans obtained from the related teacher, the teacher also uses songs in listening learning. the teacher will send a song to students through an online learning platform then students will hear the song and understand the meaning contained in the song. Then for the evaluation the teacher did the same thing as before, namely the students were asked to listen to the song and complete the missing song lyrics.

According to T3, listening and speaking are two activities that interconnected. where when one person speaks, the other person hears what is being said. So when a student is giving a speech like the example in the speaking strategy, the other students are listening to how to pronounce and other elements.

*“.....When we are talking we are also listening. So when they heard, the student also studied here. So, by listening earlier, they can know how the pronunciation is”.*

T3 sometimes also use song when teach listening skills. Based interview that have been done with T3, he said:

*“.....Indeed, sometimes we have material related to songs, so indeed we ask their students to look for songs, listen, then they will look for elements of the song”.*

So here the teacher ask students to listen the song and then they can learn how to pronounce it and they can look to the meaning of the songs that they listen.

## **2. Teachers' Problems in Teaching English During Online Learning**

In learning during the covid 19 pandemic or the usual called online learning, especially in learning English at MAN 1 Sungai Penuh has several obstacles faced in its implementation, that were:

a. Internet connection

Online learning of course requires teachers and students to use online learning platforms that require internet access. But not all areas have good networks, and this is one of the obstacles in online learning that faced by teachers and students. Some students in MAN 1 Sungai Penuh live far from urban areas, so the internet connection in their neighborhood are often disturbed. And not only in remote areas, sometimes even in urban areas the condition of the internet network is also limited. This causes students to not be able to follow the lesson well. and the learning process cannot be carried out optimally. T2 as an english teachers stated :

*“.....the problem is just the network connection. It is a common thing that happen. As long as the weather is not good, the network is also bad. So the only problem is the network, so the learning process can not be carried out properly, the learning application does not work, and it takes a long time to load. Yes, that's all the problem is in the network connection”.*

From the teacher's statement above, it is explained that an important consideration for online learning is the internet connection, because the smoothness of the internet connection is very important for the smooth teaching and learning stage in online learning. The teaching and learning process carried out during the pandemic experienced obstacles, one of which was the internet connection.

T3 also said that the problems when online learning is related to the internet connection.

*“.....Sometimes they are located far away so the network can be a bit difficult”.*

Many students live far from school, some live in areas with minimal internet connection. so that this hinders the implementation of the learning process.

b. Students

The next problem faced by teachers during online learning is related to students. According to T2 as an English teacher, online learning is difficult to implement due to many inhibiting factors, including those relating to students, such as the lack of student response during the learning process, so the teacher does not know whether students have seen or listened to the lesson well and whether they understand or not with the material described. This is in accordance with the teacher's statement when interviewed who said that:

*“.....it's hard to find a good response. For example, if we make a video, make a video about the subject matter, then send it to Whatsapp. Then whether the student sees the incoming message or not, that's the difficult part, it's hard for us to know whether the student understands or not. If every time we give assignments, students only respond with 'yes miss' or 'okay miss'. So we don't know if they understand or not”.*



c. Evaluation

Teachers also experience difficulties when conducting learning evaluation activities. It can be seen from the result of the interview that have been done with English teacher bellow :

*“.....in assessing which students are smart and which are not, which ones are cheating, it is difficult,.... There are also many students who do not do their assignments, the reason is bad internet connection and others, there are so many reason”.*

This problem also faced by teachers because many students do not do the assignments that have been given by the teacher to measure students' understanding of the learning that has been carried out. So if students do not do their assignments, then the evaluation process is difficult to do. Besides that, teachers also cannot recognize students in terms of student abilities or attitudes such as during face-to-face learning, because with online learning this is all limited and teachers can only rely on assignments for the evaluation process of students' understanding.

The researcher also interviewed another English teacher related to the evaluation process. here researcher found that besides the problems about the students and their assignment, the teacher also have problems regarding student character evaluation where when online learning the teacher cannot monitor or foster student character properly.

*“.....sometimes when online it is a bit difficult in student’s character problem. This character building is a bit difficult, because we rarely meet the students. some have long hair, and some have long nails. So we cannot see it directly, now that is the weakness of the online part that the character is a bit lacking”.*

Online learning with face-to-face learning of course very different. teachers cannot interact directly with students and it is also difficult for teachers to monitor their students. In face-to-face learning in the classroom the teacher can directly correct student errors, while in online learning the teacher will find it difficult to correct student errors directly due to limited access to do so.

### **3. Solutions for the Problems That is Faced by Teachers in Teaching English During Online Learning**

From the many problems faced by teachers in the implementation of online learning during the COVID-19 pandemic, of course teachers are always looking for solutions to these problems. Every effort is always made by the teacher, so that the learning process can be carried out properly.

For network problems, the teacher said that in overcoming the limitations of the internet network, here the teacher directed students to be in a place where there was an adequate network during the learning process. When interviewed T2 said:

*“.....I direct students to gather or have to be in a place where there is a network, for example at the house of their close friend who has a network there”.*

For problems that related to the student and their evaluation, the teachers according to T1, the solution to the problem of students understanding or not with the material presented is by giving assignments to find out the extent to which students understand the material being studied. But the next thing is related to the evaluation process where many students do not do the assignments that have been given by the teacher, in preventing this the teacher asks students to collect their assignments directly to the teacher at school. So the teacher can find out who is doing the task and who is not doing it.

*“.....my solution so far, that what I do for example regarding assignments or for sending this assignment. I asked students to take their workbooks to my room. So the one who delivers the task means that someone is doing the task, then if the one who doesnot deliver it means that he didn't make the task”.*

## **B. Discussion**

This part presents the discussion of the research findings. There are three research question proposed in this research. The discussion focuses on the finding of the three proposed research questions. The first discussion is about the teachers' strategies in teaching English during online learning. then

the second discussion focuses on the teacher's problems in teaching English during online learning. And the last discussion is about the solution for problems that faced by teachers in teaching English during online learning. The researchers collected data by conducting interviews with three teachers at MAN 1 Sungai Penuh that teach English for eventh grade.

Teaching and learning process can be defined as a transformation process of knowledge from teachers to students. It is referred as the combination of various elements within the process where an educator identifies and establish the learning objectives and develop teaching resources and implement the teaching and learning strategy (Munna and Kalam, 2021). In the implementation of the learning process during the COVID-19 pandemic, of course, it is very different from learning as usual where educators can meet directly with students. However, in this condition, learning is carried out online using smartphones, laptops, tablets and others as a media of communication to deliver materials and assignments. Especially with the current conditions now, that require the learning process to be carried out online, so that teachers must create effective teaching strategies so that the learning process can run well.

According to Stone and Morris in Isaac (2010), teaching strategies are generalized plans for a lesson or a lesson that includes structure, desire learner behavior, in terms of the goals of instruction, and an outline of tactics necessary to implement the strategy. From it we know that teaching strategy is really important, and teaching strategy must be done by the teacher so that the

purpose of teaching is reached effectively and efficiently. Based on collecting data that has been carried out by researchers, here are the strategies used by teachers during learning during the covid 19 pandemic:

## **1. Teachers' Strategy in Teaching English During Online Learning at the Eleventh Grade of MAN 1 Sungai Penuh**

### **a. Reading Strategy**

Reading is one of the language skills which is very important to be learned by students. Through this activity, students can improve their language and experience. They will get information and ideas which they need to know. According to Laddo (2007), Teaching reading comprehension is essential because reading is the most important activity in any language class. Besides it becomes a medium to get information, it is also a means for expanding students' background knowledge about language.

Here the strategy that is used by teachers in teaching reading during online learning is by using recording. Because of online learning, the teaching-learning process are limited to do. Based on the result of interview with English teachers, the teachers ask student to record when they are reading the text. So first, the teachers will take a picture for the learning material the send it to the students. After that students have to read the text and record it. So from that the teachers will know the ability of students in reading. The teachers also will correct the way of student in reading a text.

Another that, the teachers stated that the strategy used was to ask students to increase their English vocabulary and then ask students to find various information in the text. So before teaching reading, students were asked to get to know vocabulary first so that the process of learning reading skills later could be carried out well and smoothly. then after students know some vocabulary, how to read it and know its meaning by using a dictionary, then students will be given reading material. At this stage students must observe first about the text given, then from the text students are asked to find various information contained in the text, such as looking for the topic, main idea, detailed information, synonyms, antonyms, reference words, conclusions and others.

Another teacher used video to teach reading and ask students to make summary about the text. Here students are asked to make videos when they read the text and also review the text they read by explaining the contents of the text they read in their own language. Besides that, students are also asked to make a summary of their text.

b. Writing Strategy

According to Pranoto (2004), writing means putting thought into a text. Writing also can be defined as the expression that is expressed in written. Students need to know how to take notes as well as how to write essays and letters, which makes this basic skill as important as speaking or

listening. Writing skills are important because they are a good way to reinforce what a student has learned as they will benefit from seeing new vocabularies or words can be a paragraph. Teacher, in that case needs to be responsive to teach students when helping students to become better writers, teachers have a number of crucial tasks to perform.

During the online learning, the teachers using video to teach students. This strategy is hope can help teacher in delivering the material. First the teachers make a video to explain about the material, after that the teachers send the video to the students by online learning platform. Then the teacher will ask the student to write related to the topic that has been explained. From that the teachers can measure students understanding and students ability in writing.

c. Speaking Strategy

Speaking strategies are crucial because they help foreign language learners in negotiating meaning where either linguistic structures or sociolinguistic rules are not shared between a second language learner and a speaker of the target language (López, 2011). Teaching speaking must use strategies in order to make students interest and increase the student's ability with speaking English. According to the result from the interview, the researcher found that strategy that used by teacher in teaching english is by using dialogue, roleplay, recordings and video.

The first one is using dialogue. Dialogue is a technique used for practicing functions of language like greeting, agreeing, disagreeing, apologizing, suggesting, asking for information, etc. During the online learning, the teachers ask students to make a group that consist of two students and then they are ask to make a dialouge about the topic of teaching material.

The second is using role play. Role playing is a learning structure that allows students to immediately apply content as they are put in the role of a decision maker who must make a decision regarding a policy, resource allocation, or some other outcome. Here the teachers using role play to teach students. So from the dialogues that have been made by the students, the teacher asks the students to play a role, then record them while playing the role by making a video. After that the video will be sent through the online learning platform that teachers and students use in teaching-learning process.

d. Listening Strategy

Listening is a process of receiving what the speaker says, making and showing meaning, negotiating meaning with the speaker and answering, and creating meaning by participation, creativity, and empathy. Listening skill is the important things that must be concerned in teaching English. Because we must be able to know what the people say. The students need to understand the words which they hear.



Based on the result of the interview with the English teacher, researcher found that the strategy that is used by the teachers in teaching listening is bottom-up strategy, using audio listening, gap text and songs. In bottom-up strategy the teacher focused on identifying single word, phrases, and sentences. Besides, the teacher also focused on identifying the sound because students are often wrong in the pronunciation and the writing of the spoken text which was heard. Here, the teacher gave students the correct pronunciation and writing when they wrong pronunciation with the word that has played. Then, the teacher asked the difficult word to the students and asked to identify phrases (verb phrase, noun phrase, adjective phrase, etc.). After that, the teacher asked the students to know the purpose of oral text which has heard.

Another strategy that is used by teachers in teaching listening is by using audio listening. Here the teachers, send the audio to the students and after that students are ask to write what they heard from the audio. In this case, the teachers also use gap text when the students have to hear the audio then complete the missing part from text. Based on the lesson plans obtained from the related teacher, the teacher also uses songs in listening learning. the teacher will send a song to students through an online learning platform then students will hear the song and understand the meaning contained in the song. Then for the evaluation the teacher did the same

thing as before, namely the students were asked to listen to the song and complete the missing song lyrics.

## **2. Teachers' Problems in Teaching English During Online Learning at the Eleventh Grade of MAN 1 Sungai Penuh**

Based on the general findings above, the researcher found several teachers problems in conducting online teaching:

First, Problems in the internet connection it is explained that an important consideration for the introduction of online learning is the internet connection, because the smoothness of the internet connection is very important for the smoothness of the teaching and learning stage in online learning. The teaching and learning process carried out during the pandemic experienced obstacles, one of which was the presence of a signal, based on information from the informant. This caused some students to be unable to carry out learning due to learning disruptions. When introducing online learning, the teacher's problem is that the teacher is not free to clarify learning because the distraction signal felt by students is often encountered by teachers which greatly interfere with teaching and learning situations. Student problems often get internet restrictions, but in some places there are bad signals, according to two informants who were interviewed, this causes the student learning process to be very disturbed and this is also felt by the teacher.

Second, there are several problems related to the student such as the lack of student response during learning, the teacher does not know whether the students are listening to the lesson well or not, and it is difficult to know whether the students understand or not with the teacher's explanation, besides that because online learning the teacher does not know the students well whether it's from their attitude or their skills. so that this becomes a difficult problem faced by teachers when learning online. The teacher revealed that online learning is quite difficult, whereas during face-to-face learning, many students still do not understand when the teacher explains the learning material in class, especially with online learning, the teacher is increasingly unable to monitor the condition of his students while studying. the teacher is worried that when studying students only see the material that has been given and do not listen well, this is in accordance with the lack of response from students during learning.

Third, the problem that faced by the teacher is related to the evaluation process. Where during face-to-face learning, the teacher can easily evaluate the student's condition. But in this online learning, the teacher is rather difficult in the process of assessing the understanding, skills, attitudes and character of students. From interviews that have been conducted, researchers found that during learning, teachers find it difficult to assess students, especially students' understanding of the lessons given. This is because when the teacher gives assignments related to the material being studied to measure student

understanding, there are still many students who are indifferent to it. Many students do not do the assignments given by the teacher, so it becomes difficult for the teacher to assess students' understanding. In addition to assignments, teachers also have problems evaluating students' character. Of course, when students study at home it is not the same when studying in class. The teacher cannot monitor how students behave or the condition of students. When online learning students are free in the context of their dress or appearance. During face-to-face learning every week there is an examination related to the appearance of students starting from hair, nails and clothes. When online learning the teacher cannot monitor students in relation to it, and is limited to doing in online learning.

### **3. Solutions for the Problem that is Faced by Teachers in Teaching English During Online Learning at the Eleventh Grade of MAN 1 Sungai Penuh**

For some of the problems that have been described above, of course the teacher is also trying to find solutions to these problems. Many efforts have been made by the teacher so that the learning process can be carried out properly.

The first solution related to the internet connection problems, here the teacher tries to solve this problem by asking students to be in a place where the internet connection is felt to be going well. For example, students can go to their friends' or family's houses that have a good internet connection. so that if this has been done, it is expected to be able to overcome problems related to

the internet connection and the learning process can be carried out properly without internet network disturbances.

The second solution related to the students here the teachers. The solution to the problem of student understanding with the material that has been studied is to give assignments to students to find out the extent to which students understand the material being studied. teachers can only do this related to the evaluation process because during online learning everything is limited, teachers cannot freely assess students. However, the next thing is related to the evaluation process where many students do not do the assignments that have been given by the teacher, in preventing this the teacher asks students to submit their assignments directly to the teacher at school. So the teacher can know who is doing the task and who is not doing it. From this, the teacher can then ask or warn students who are not doing their assignments to do their work. some teachers also give penalties if there are students who do not make assignments, so this is considered to be able to help the teacher to solve this problem.

## CHAPTER V

### CLOSING

#### A. Conclusion

After conducting research and analyzing the teachers' strategies in teaching English During online learning due to the COVID-19 Pandemic at the eleventh grade of MAN 1 Sungai Penuh, it can be concluded that:

##### 1. Teachers' Strategy in Teaching English During Online Learning

First, the strategy that is used by teachers in teaching reading during online learning is by using recording and the another strategy used was to ask students to increase their English vocabulary and then ask students to find various information in the text. Then after students know some vocabulary, they have to know how to read it and know its meaning by using a dictionary, then students will be given reading material. And also students were ask to make video and summary about the mateial that have been read.

Second, teacher strategy in teaching writing is using video. The teachers make a video to explain about the material, after that the teachers send the video to the students by online learning platform.

Third, teacher strategy in teaching speaking are using dialogue, roleplay, speech, recording and video. From the dialogues that have been

made by the students, the teacher asks the students to play a role, then record them while playing the role by making a video.

Fourth, for listening the teachers send the audio to the students and after that students are ask to write what they heard from the audio and fill the blank part. Based on the lesson plans obtained from the related teacher, the teacher also uses songs in listening learning.

## 2. Teachers problems in teaching English during online learning

First, the teaching and learning process carried out during the pandemic experienced obstacles, one of which was the presence of internet connection. Second, there are several problems related to the student such as the lack of student response during learning, the teacher does not know whether the students are listening to the lesson well or not, and it is difficult to know whether the students understand or not with the teacher's explanation. Third, the teacher does not know the students well whether it's from their attitude or their skills. When online learning the teacher cannot monitor students in relation to it, and is limited to doing in online learning.

## 3. The solutions for the problems that faced by teachers in teaching English.

For some of the problems that have been described above, of course the teacher is also trying to find solutions to these problems. Many efforts have been made by the teacher so that the learning process can be carried out properly. The first solution the teacher tries to solve this problem by asking students to be in a place where the internet connection is felt to be going

well. Second, the solution to the problem of student understanding with the material that has been studied is to give assignments to students to find out the extent to which students understand the material being studied. Third, in preventing this the teacher asks students to submit their assignments directly to the teacher at school.

## **B. Suggestion**

Based on the conclusion above, the suggestion related to the research findings are offered for English teachers and the other researchers. The researcher hopes that the result of this study can be used as experiences and reference for the other teachers, other researchers and stakeholder who interested on the same field.

### 1. For the English teacher

In order to teach, the teacher should be able know students condition situation first in to choose what strategies are suitable for use in the online learning process at to be effective. Thus teachers can use this study as a lesson in analysing the online process.

### 2. For the other researcher

The researcher expects that the findings of this research will give contribution as the source of data to the next research on this strategies of teaching English during online classes and also for the other researchers to



do observation in online learning via WhatsApp, google Classroom, and etc, it is recommended to join directly in the learning process

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## **APPENDICES**

**Appendix 1.** List of Interview Questions

NO	INTERVIEW QUESTIONS
<b>STRATEGIES</b>	
1.	What do you think about online learning? (Bagaimana pendapat bapak/ibu tentang pembelajaran online learning?)
2.	How do you feel of teaching during COVID-19 pandemic? (Bagaimana perasaan bapak/ibu selama mengajar di masa pandemi COVID-19? )
3.	Did the material presented are the same as the old syllabus or not? (Apakah materi yang disampaikan masih sama dengan silabus yang lama atau tidak?)
4.	Did you use Online applications such as Whatsapp, Zoom, Google Classroom, etc. in teaching English? (Apakah bapak/ibu menggunakan aplikasi online seperti Whatsapp, Zoom, Google Classroom dan lain-lain dalam mengajar bahasa inggris?)
5.	What strategy did you use to teach English regarding to the reading skills with online learning ? (Strategi apa yang bapak/ibu gunakan untuk mengajar bahasa Inggris terkait kemampuan membaca dengan metode online learning?)
6.	What strategy did you use to teach English regarding to the writing skills with online learning ?

	(Strategi apa yang bapak/ibu gunakan untuk mengajar bahasa Inggris terkait kemampuan menulis dengan metode online learning?)
7.	<p>What strategy did you use to teach English regarding to the speaking skills with online learning ?</p> <p>(Strategi apa yang bapak/ibu gunakan untuk mengajar bahasa Inggris terkait kemampuan berbicara dengan metode online learning?)</p>
8.	<p>What strategy did you use to teach English regarding to the listening skills with online learning ?</p> <p>(Strategi apa yang bapak/ibu gunakan untuk mengajar bahasa Inggris terkait kemampuan mendengarkan dengan metode online learning?)</p>
9.	<p>With those strategy, how do you measure students' learning activities?</p> <p>(dengan strategi yang bapak/ibu gunakan tersebut, bagaimana bapak/ibu menilai aktivitas belajar siswa?)</p>
10.	<p>Do students show good respond by using these strategies?</p> <p>(Apakah siswa menunjukkan respon yang baik terhadap strategi yang bapak/ibu gunakan?)</p>
11.	<p>Based on your experience in teaching online system, what strategies are most appropriate to be applied in teaching reading, writing, speaking and listening during online classes?</p> <p>(Berdasarkan pengalaman bapak/ibu dalam mengajar secara online, strategi apa yang paling tepat untuk diterapkan dalam mengajar</p>

	kemampuan membaca, menulis, berbicara dan mendengarkan selama kelas online?)
12.	Based on the sophistication of technology in this modern era, do you think that Online English Learning can continue to be developed?  (Berdasarkan kecanggihan teknologi di era modern ini, apakah menurut bapak/ibu pembelajaran Bahasa Inggris secara online dapat terus dikembangkan?)
<b>PROBLEMS</b>	
1.	Are you having trouble with the implementation of online learning?  (Apakah bapak/ibu merasa kesulitan dengan diterapkannya pembelajaran online?)
2.	Does the process of learning English become easier with online learning?  (Apakah proses pembelajaran bahasa Inggris menjadi lebih mudah dengan pembelajaran online?)
3.	Did you feel confused in the selection of effective learning media during online learning?  (Apakah bapak/ibu merasa bingung dalam memilih media belajar yang efektif selama pembelajaran secara online?)
4.	Do you have difficulty using online applications such as Whatsapp, Zoom, Google Classroom, etc to teach English?

	(apakah bapak/ibu mempunyai kesulitan dalam menggunakan aplikasi online seperti Whatsapp, Zoom, Google Classroom, dan lain-lain untuk mengajar bahasa Inggris? )
5.	<p>What are the problems that you face in applied the strategies for teaching English with online learning classes?</p> <p>(Apa saja kendala-kendala yang bapak/ibu hadapi ketika menerapkan strategi tersebut dalam mengajar bahasa Inggris dengan kelas online learning?)</p>
6.	<p>What problems do you face when giving assignments or homework to students during online learning?</p> <p>(Masalah apa yang bapak/ibu hadapi ketika memberikan tugas kepada siswa selama belajar online?)</p>
7.	<p>What problems do you face to increase students' interest in learning English during online learning?</p> <p>(Masalah apa yang bapak/ibu hadapi dalam meningkatkan ketertarikan siswa dalam belajar bahasa Inggris selama belajar online?)</p>
8.	<p>How do you deal with problems that you face during online learning?</p> <p>(Bagaimana cara bapak/ibu dalam mengatasi masalah yang dihadapi selama pembelajaran online?)</p>



## Appendix 2. Recording Transcription T1

### Recording Transcription

#### First participant

Name : T1

English teacher : XI (Eleventh grade)

I (*interviewer*), T1 (*informant*)

I :	<p>Jadi disini Dita mau mewawancarai ibuk tentang strategi yang ibuk gunakan selama mengajar dimasa pandemi ini ya buk. Yang pertama yang mau Dita tanyakan yaitu, gimana sih pendapat ibuk tentang pembelajaran online ini selama Covid?</p> <p><i>(So here I want to interview you about the strategies that you use while teaching during this pandemic. The first thing I want to ask is, what do you think about online learning during Covid?)</i></p>
T1 :	<p>Daring ya? <b>Daring, sangat menyulitkan. Intinya sulit ya, sangat menyulitkan</b>(T1-Q1). Pertamo kito dak kenal dengan siswa. Kalau belajar kito perlu kenal dengan siswa, perlu nengok siswanyo kan. Yang kedua, penyampaian materi tu susah dan terbatas. Yang ketiga tu siswa tu susah kito ketahui apakah nyo ngerti atau tidak. Kalau tiap kito kasih tugas, iya buk iya buk gitu kan. Kito dak tau nyo ngerti apo ndak. Apolagi kito ni bahasa Inggris kan.</p> <p><i>(Online? I think online is very difficult. It's really hard, really, really hard. First, we don't know the students. If we teach a students, we need to get to know the students, we need to see the students, right? Second, the delivery of the material is difficult and limited. The third thing is that the student is difficult for</i></p>

	<p><i>us to know whether they understand or not. If I gave them a task, they just respond with yes, yes, no. we doesn't know if they understand or not. And we're in English education right?)</i></p>
I :	<p>Jadi selama mengajar secara online ini selama pandemi ini materi yang disampaikan masih sama dengan yang tatap muka buk?</p> <p><i>(So while teaching online during this pandemic, the material delivered is still the same as face-to-face or not?)</i></p>
T1 :	<p>Masih sama. Sama dengan kurikulum kan. Tetap sama dengan kurikulum walaupun itu daring (T1-Q3).</p> <p><i>(Still the same. It's the same with the curriculum. It remains the same as the curriculum even if it is online).</i></p>
I :	<p>Jadi selama mengajar secara online ini ibuk memakai aplikasi Whatsapp, Zoom atau apa buk?</p> <p><i>(So while teaching online, are you using the Whatsapp application, like Zoom or anything else?)</i></p>
T1 :	<p>WA, Whatsapp (T1-Q4), Cuma WA, Zoom ndak.</p> <p><i>(just Whatsapp, I don't use Zoom).</i></p>
I :	<p>Oke lanjut ke strateginya buk, kan di bahasa Inggris ada 4 skill reading, writing, speaking sama listening. Nah untuk readingnya biasanya tu ibuk pake strategi apa?</p> <p><i>(Okay, let's move on to the strategy. We know in English there are 4 skills in English, reading, writing, speaking and listening. So, what strategy do you usually use for reading?)</i></p>

T1 :	<p>Difotokan bukunyo, kalo siswa tu dak punyo buku difotokan materi reading nya dikirim ke siswa. Kan kita bikin grup kelas kan, nah kalo dak tu kalo siswa punya buku tinggal kita bilang buka buku halaman sekian nanti baru kita apakan <b>kita minta siswa tu merekam dia membaca baru dikirim lewat WA</b> (T1-Q5). Nantikan ketemu tu cara membaca yang salah atau apo kan baru kita perbaiki lagi tetap juga kita rekam dikirim lagi ke WA.</p> <p><i>(We take a photo of the book,.So if the student doesn't have a book, I will take a photo of the reading material and send it to the student. We're making class groups at Whatsapp, right? if not, if students have books, all we have to do is say open the book and then we ask students to record when they read the text and then sent via Whatsapp. Then from that way we will know which students who read it wrong or what, then we fix it again by still being recorded and sent again to Whatsapp).</i></p>
I :	<p>Kalo untuk strategi mengajar writing nya buk?</p> <p><i>(And how for the strategy to teaching writing?)</i></p>
T1 :	<p>Untuk <b>writing kita pakai video</b> (T1-Q6), misalnya kan kalo dikelas sebelas tu ado present perfect kan, sama conditional sentence itu kan dak bisa kalo kito Cuma cerita-cerita be memang harus kita bikin videonya.</p> <p><i>(For writing, we use videos, for example, in the eleventh grade, we use the present perfect, right, and the conditional sentences can't work if we just tell stories, we really have to make videos).</i></p>
I :	<p>Ibuk yang bikin videonya dijelaskan gitu buk?</p> <p><i>(And you made the video to explain the material?)</i></p>
T1 :	<p>Iya, video ibuk menjelaskan materinya trus dikirim ke siswa.</p>

	<i>(Yes, my video explains the material and then sends it to the students).</i>
I :	Eee kalo untuk yang speaking buk? <i>(Umm how about speaking strategy?)</i>
T1 :	<b>Speaking sama seperti reading tadi</b> (T1-Q7). siswa yang speaking ntah dibacanya atau dihapalnya ndak tau kan, nanti tu kan ada ucapan yang salah, baru kita perbaiki lagi. Kerjanya dua kali jadinya kan bolak-balik bolak-balik memang harus kayak gitu. <i>(Speaking is the same as reading earlier, the students who speak don't know whether they read it or memorize it, then there will be something wrong with it, then we'll fix it again. It works twice, so back and forth, it has to be like that).</i>
I :	Nah kalo untuk listening gimana buk? <i>(And for listening strategy?)</i>
T1 :	Kalo listening terbatas, selama daring ada listeningnya. Gurunya yang harus kreatif kan. <b>Gurunya harus cari kasetnya harus cari teks reading nya eh teks listening nya nanti diperdengarkan ke siswa</b> (T1-Q8). diminta siswa tu mendengarkan setelah mendengarkan lalu siswa mencatatnya. Nanti yang dicatat dari yang didengarnya itu baru kita nilai disitu. <i>(So for If listening is limited, as long as it is online there is listening. The teacher must be creative, right? The teacher has to find the cassette, he has to look for the listening text, then it will be played to the students, ask the students to listen after listening and then the students take notes. We will then judge from what he has heard).</i>
I :	Nah dari strategi-strategi yang ibuk gunakan, apakah siswa menunjukkan respon yang baik terhadap strategi itu buk?

	<i>(So from the strategies that you use, do the students show a good response to that strategy?)</i>
T1 :	<p>Nah kalo untuk dimasa pandemi respon yang baik itu susah kita ketemu (T1-Q10). ya kan. Contohnya kan kayak ibuk bikin video kan, bikin video tentang pengajaran sudah tu dikirim ke WA, apakah siswa melihat WA yang masuk itu atau tidak itu yang susahnyo, itu kelemahan dari daring ini.</p> <p><i>(So, during a pandemic, it's hard to find a good response. For example, it's like me making videos, making videos about teaching that have already been sent to Whatsapp, it is difficult to know whether students see the incoming Whatsapp or not, that's the weakness of online learning).</i></p>
I :	<p>Berdasarkan pengalaman ibuk dalam mengajar secara online, strategi apa yang paling tepat dalam mengajar bahasa Inggris?</p> <p><i>(Based on your experience in teaching online, what is the most appropriate strategy in teaching English?)</i></p>
T1 :	<p>Kalo menurut ibuk dengan video (T1-Q11) kiriman video tadi. Karena lebih gampang siswa mengerti.</p> <p><i>(In my opinion, with the video, the video was sent earlier. Because it is easier for students to understand).</i></p>
I :	<p>Menurut ibuk, apakah pembelajaran bahasa Inggris secara online bisa terus dikembangkan bu?</p> <p><i>(Do you think that Online English Learning can continue to be developed?)</i></p>
T1 :	<p>Tidak bisa, karena tatap muka be nyo susah ngerti apolagi belajar secara online (T1-Q12). Jadi menurut ibuk itu tidak bisa dikembangkan.</p>

	<i>(I don't think it's possible, because it's hard for students to understand face-to-face, let alone learn online. So I don't think it can be developed.)</i>
I :	Kemudian terkait dengan masalah ini buk. Apa saja kesulitan selama pembelajaran online? <i>(Then related to this issue. What are your difficulties teaching during online learning?)</i>
T1 :	Itu tadi, cara menilai kreatifitas siswa dan menilai siswa mana yang pintar, mana yang ndak (T1-Q13), mana yang nyontek, itu susah. <i>(I think how to assess student creativity and assess which students are smart, which ones are not, which ones are cheating, it's difficult.)</i>
I :	Jadi pembelajaran online ini susah ya buk? <i>(So you think that online learning is difficult?)</i>
T1 :	Susah, sangat susah (T1-Q14). <i>(it's hard. Very hard to do.)</i>
I :	Nah kadang kalo pas ibuk ngajar, apakah ibuk bingung dalam memilih media belajar yang efektif ? <i>(Then when you teach, you are confused in choosing an effective learning media?)</i>
T1 :	Tetap bingung, karena kemampuan siswa tu kan beda-beda (T1-Q15).Yang yang kita pilihkan media yang ini, anak ini yang pintar gampang ngertinya kan. Nah yang dibawah rata-rata susah. Jadi mengimbangi itu kan itu yang susah memilih medianya.

	<i>(Still confused, because students' abilities are different. What we have chosen is this media, this kid who is smart is easy to understand right. Well, below average is difficult. So balancing that is what makes it difficult to choose the medium.)</i>
I :	Nah kalo untuk pemakaian aplikasinya sendiri ada kesusahan dak buk? Ibuk kan pake WA, ado kesusahan dak buk kira-kira? <i>(and for the use of the application, is there any difficulty or not? you are using whatsapp, is there any trouble or not?)</i>
T1 :	Ado susahnyo, kadang-kadang siswa yang jauh yang jaringannyo susah (T1-Q16). <i>(There are difficulties, sometimes students who are far away have a difficult network.)</i>
I :	Jadi masalah jaringan yo buk? <i>(So it is related to the internet connection?)</i>
T1 :	Iyo. <i>(Yes).</i>
I :	Kemudian ado dak kendala-kendala yang ibuk rasakan ketika menerapkan strategi mengajar tersebut? <i>(Then are there any obstacles that you feel when implementing these teaching strategies?)</i>
T1 :	Kendalanya? <b>Kendalanya di cara penyampaian</b> (T1-Q17), kemudian cara mengirim videonya yang gampang yang kayak mano kan. Kemudian video

	<p>yang saya bikin itu mudah dipahami atau ndak. Jadi kendalanya disitu.</p> <p><i>(The problem? The problem is the delivery method, then how to send the video, which is easy, right? Then the video that I made was easy to understand or not. So the problem is there.)</i></p>
I :	<p>Nah kau misalnya pas ngasih tugas ada kendala dak buk?</p> <p><i>(And for example, when you give assignments, do you have any problems?)</i></p>
T1 :	<p>Itu banyak kendalanya, kalo guru dak ado kendala kan. Tapi siswa kan alasannyo jaringan dak adolah, lupo buk, dak ado paket buk (T1-Q18).</p> <p><i>(There are many obstacles, if the teacher does not have problems, right. But the student's reason is that the network doesn't work, it's lupo, there's no mobile kuota).</i></p>
I :	<p>Nah berdasarkan kendala-kendala yang ibuk hadapi tadi, apa solusi ibuk terhadap masalah tersebut?</p> <p><i>(Based on the obstacles that you faced earlier, what is your solution to this problem?)</i></p>
T1 :	<p>Solusi ibuk? Kalo solusi ibuk selamo ini kan yang ibuk lakukan misalnya tentang tugas untuk pengiriman tugas ni. Ibuk minta seminggu sekali anak-anak tu ngantar buku tugasnyo ketempat ibuk (T1-Q19). Jadi yang ngantar tugas berarti ada bikin kan kalo yang dak ngantar berarti ndak bikin tugas nah itu.</p> <p><i>(My solution? My solution so far is what I have done, for example regarding the task for sending this assignment. I asked the student once a week to take his assignment book to my place. So those who collect assignments mean that there are assignments, right, those who don't collect means that they don't make assignments.)</i></p>



I :	Jadi selama pandemi ini banyak yang bikin tugas atau? <i>(So during this pandemic many are doing assignments or not?)</i>
T1 :	Banyak yang dak bikin tugas, alasannyo jaringan lah, alasannya banyak. Namonyo jugo siswa kan. <i>(Many do not make assignments, the reason is the network, there are so many reasons. Yeah we know that they are student right.)</i>
I :	Nah kalo misalnya dikelas be susah untuk meningkatkan kemampuan siswa berbahasa inggris, kalo tatap muka be payah kan buk, nah kalo online tu gimano bu? <i>(So, for example, in class, it's difficult to improve students' English skills, if you're face-to-face, it's hard, isn't it, how about online?)</i>
T1 :	Sangat payah. <i>(it is so difficult)</i>
I :	Lalu upaya yang ibuk lakukan untuk meningkatkan ketertarikan siswa terhadap bahasa Inggris apa buk? <i>(Then what efforts are you doing to increase students' interest in English?)</i>
T1 :	<b>Ibuk harus banyak-banyak bercerita, harus banyak mengembangkan, harus banyak memotivasi siswa</b> (T1-Q20). Contohnya ini kalo kita bisa paham bahasa Inggris kan gini-gini, kita kasih motivasi agar siswa tertarik. <i>(I have to tell a lot of stories, have to develop a lot, have to motivate students a lot. For example, if we can understand English, we will give motivation so that students are interested.)</i>

I :	Oke mungkin itu aja buk yang mau dita tanyakan, terimakasih banyak ya buk ya. <i>(Okay, maybe that's all what I want to ask, thank you very much for that.)</i>

### Appendix 3. Recording Transcription T2

#### Recording Transcription

#### Second participant

Name : T2

English teacher : XI (Eleventh grade)

I (*interviewer*), T2 (*informant*)

I : Assalamualaikum wr.wb, selamat pagi pak. Jadi disini kami mau waawancara bapak tentang strategi guru dalam mengajar bahasa Inggris selama pembelajaran daring pak. Em langsung saja ke pertanyaan pertama ya pak ya.  
(*Assalamualaikum wr.wb, good morning sir. So here I want to interview you related to teachers' strategies in teaching English during online learning, sir. Okay lets go to the first question.*)

T2 : Ya.  
(*Yes.*)

I : Bagaimana pendapat bapak tentang pembelajaran online ini pak?  
(*What do you think about online learning, sir?*)

T2 : Ee kalo kita lihat kondisi saat ini kan, karena dilakukannya pembelajaran online karena adanya Covid. Jadi ini adalah salah satu strategi yang bagus karena kita tidak bisa melaksanakan tatap muka untuk memberikan pembelajaran kepada siswa. Jadinya kita mencari alternatif lain dengan cara menggunakan teknologi sekarang. Yaitu dengan cara menggunakan teknologi dari jarak jauh.

*(if we look at the current condition, it is because of the implementation of online learning due to Covid. So this is a good strategy because we can't do face-to-face to give learning to students. So we are looking for other alternatives by using today's technology. That is by using technology remotely.)*

I : Bagaimana perasaan bapak selama mengajar dimasa pandemi ini. Apakah susah, mudah, lebih terbantu atau bagaimana pak?

*(How do you feel while teaching during this pandemic? Is it difficult, easy, more helpful or what, sir?)*

T2 : Kalau bagi saya sebagai guru bahasa Inggris. Tidak jauh berbeda dengan tatap muka ya. Cuma mungkin ada kendala. Setiap pekerjaan yang kita laksanakan itu pasti ada kendalanya. Tapi kita bisa mengatasinya dan memberikan jalan keluarnya. Contohnya kita menggunakan Google Classroom misalnya kan. Itu anak-anak terkendala pertama itu mengenai jaringan. Jaringannya susah, jadi bapak mengarahkan anak-anak itu berkumpul atau harus berada ditempat yang ada jaringannya, misalnya dirumah temannya yang dekat yang ada jaringannya. Misalnya di Sulak yang didalam itu kan jauh kan, jadi dia disuruh keluar ke temannya untuk mengerjakan tugas atau belajar daring. Hanya pada jam itu saja, jam belajarnya. Misalnya daerah Kayu Aro kan, bagian Pelompek kedalam kan susah jaringan, jadi anak-anak itu bapak suruh keluar untuk mencari atau kerumah temannya yang dekat. Sehingga pembelajarannya berjalan dengan lancar. Itu salah satu kendalanya ya jaringan. Cuma bisa kita berikan jalan keluar sama-sama dengan cara dia harus pergi ke temannya yang dekat yang ada jaringannya.

*(For me as an English teacher, it's not much different from face to face. There might just be a problem. Everything we do must have obstacles. But we can overcome it and provide a way out. For example, we use Google Classroom. It was the first constrained student that was about the network. The network is*

*difficult, so I direct students to gather or have to be in a place where there is a network, for example at a close friend's house who has a network. For example, in Sulak, it is far away, so he was told to go out to his friends to do assignments or study online. Only at that hour, study hours. For example, in the Kayu Aro area, the Pelompek section is difficult to network, so the father ordered the children to go out to look for them or to a close friend's house. So that the learning runs smoothly. That's one of the problems, yes network. We can only provide a way out together by means of him having to go to a close friend who has a network.)*

I : Selama pandemi ini materi yang disampaikan masih sama dengan silabus yang sebelumnya pak?

*(During this pandemic, the material presented is still the same as the previous syllabus, sir?)*

T2 : Silabusnya tetap.

*(The syllabus is fixed.)*

I : Tetap ya pak ya? Jadi gak ada perubahan?

*(Still using last syllabus, sir? So no change?)*

T2 : Tetap menggunakan kurikulum 2013, kita gak bisa merubah kurikulum. Karena kurikulum itu kita tidak berhak merubahnya. Kurikulum hanya bisa diubah oleh pemerintah. Jadi kita harus melaksanakan sesuai kurikulum apa yang ditetapkan oleh pemerintah.

*(Still using the 2013 curriculum, we cannot change the curriculum. Because we have no right to change the curriculum. The curriculum can only be changed by the government. So we have to implement according to the curriculum set by the government.)*

I : Selama mengajar secara online ini aplikasi yang bapak gunakan apa aja pak?

*(During this online teaching, what application did you use, sir?)*

T2 : Aplikasinya itu banyak, pertama itu kita ada menggunakan Google Classroom, kemudian yang kedua menggunakan Google Form, menggunakan aplikasi WA, menggunakan Zoom juga kan untuk tatap muka supaya jelas. Jadi segala aplikasi yang bisa digunakan untuk pembelajaran itu saya upayakan.

*(There are many applications, first we use Google Classroom, then the second uses Google Forms, uses the WA application, also uses Zoom for face-to-face so it's clear. So I try all the applications that can be used for learning.)*

I : Kemudian strategi apa yang bapak gunakan terkait dengan mengajar reading pak?

Kan ada skill di bahasa Inggris ada reading, listening, speaking, sama writing. Nah kalo untuk reading apa pak? Strategi yang bapak gunakan?

*(Then what strategy do you use related to teaching reading, sir? There are skills in English, namely reading, listening, speaking, and writing. So, what strategy do you use for reading?)*

T2 : Kalo reading itu menggunakan macam-macam strategi. Itu tidak satu aja. Salah satunya kita menggunakan yaitu dia harus pertama kali tu sebelum masuk ke readingnya harus menguasai kosakata, mengenal vocabnya dulu. Cara membacanya, cara melafalkannya dan tau artinya. Setelah dia paham dengan isinya baru kita berikan pembelajaran reading. Jadi langkah pertama itu melafalkan dulu, memperkenalkan dulu, arti kita berikan dulu C1 nya dulu itu istilah dikurikulum K13. Kemudian selesai C1 nya baru masuk ke, harus dia tau artinya kemudian baru kita masuk ke C2 yaitu aplikasi atau menemukan berbagai informasi dalam teks. Gimana mereka bisa mengetahui, bisa tahu dengan topiknya, kemudian ide pokoknya, kemudian informasi yang rinci, bagaimana informasi rincinya, bagaimana menemukannya info tersebut.

Kemudian informasi tersirat, kemudian adalah yang namanya informasi yang rinci, ada lagi yang namanya *reference* atau acuan kata dalam teks informasinya kita menemukan sinonimnya, persamaan arti kata, antonimnya, akronimnya. Kemudian juga kita kasih tau bagaimana mereka tau tau dalam teks itu kesimpulannya. Kemudian dia tau dalam teks itu definisi nya, teks yang definisi itu gimana. Kemudian juga kita perkenalkan dalam teks itu tentang jenis teks. Dalam bahasa Inggris jenis teks itu kan banyak, ada 14 salah satunya misalnya teks procedure, recount, ada narrative, ada analytical, ada hortatory, jadi semua itu kita perkenalkan dengan cara kita memberi tahu mereka sepiantas tu kita berikan, kita bacakan nama-namanya. Misanya belajar di Google Classroom, Cuma kita jelaskan di Google Classroom, mereka diarahkan membaca nanti, sesuai dengan langkah kurikulum 2013 itu dia punya 5 M, yang pertama itu dia harus menyimak dulu kemudian memberikan pertanyaan suruh dia menganalisis, kemudian menyimpulkan. Jadi dikurikulum K13 tu mereka harus menyimak dulu kan, menyimak nanti kalau sudah dipelajari dibukunya kemudian dipersilahkan mereka untuk bertanya yang mana dari yang dipelajari tu yang belum dipahami, nanti baru kita respon. Mereka bertanya bisa melalui Google Classroom bisa melalui WA. Misalnya online ya kita pakai semua untuk teks itu. Memang teks ini agak sulit Cuma kosakatanya harus kita perkuat dulu dan artinya.

*(Reading is using various strategies. It's not just one. One of them we use is that it must first, before entering the reading, students must master the vocabulary, know the vocab first. How to read it, how to pronounce it and know what it means. After they understands the content, then we give reading lessons. So the first step is to recite first, introduce first, meaning that we first give C1 the term in the K13 curriculum. Then after C1 is finished, they just enters, they must know what it means, then we enter C2, which is the application or find various information in the text. How can they find out, can they know the topic, then the main idea, then the detailed information, how is the detailed information, how to*

*find the information. Then there is implied information, then there is detailed information, there is another thing called reference or word reference in the information text, we find synonyms, similarities in word meanings, antonyms, and acronyms. Then we also tell them how they know in the text the conclusion. Then they know in the text the definition, what is the definition in the text. Then also we introduce in the text about the type of text. In English, there are many types of text, there are 14 of them, for example, procedure text, recount, narrative, analytical, and hortatory, so we introduce all of them by telling them briefly, we give them, we read their names. For example, studying in Google Classroom, we only explain in Google Classroom, they are directed to read later, according to the 2013 curriculum steps, it has 5 M, first they have to listen first then ask questions, ask them to analyze, then conclude. So in the K13 curriculum, they have to listen first, right, listen later when they have studied it in the book, then they are invited to ask which of the things they have learned they have not understood, we will respond later. They asked whether it could be through Google Classroom or through WA. For example, online, we use everything for the text. Indeed, this text is a bit difficult. We just need to strengthen the vocabulary first and its meaning.)*

I : Jadi pas menyimak itu bapak yang bacakan dulu atau ada video apa gimana gitu pak?

*(So when you listen to it, is it the father who reads it first or is there a video, how about that, sir?)*

T2 : Kalau itu disuruh dia baca sendiri dibukunya, nanti kalo ada yang mau ditanyakanya, ya tanyakan yang mana yang belum bisa dibaca nanti diulang lagi membacanya.

*(If he is told to read it himself in his book, later if there is something he wants to ask, then ask which one he can't read and then read it again.)*



I : Kalo misalnya untuk tugasnya itu gimana pak? Apakah tugasnya mereka merekam mereka sedang membacanya atau gimana pak?

*(For example, what about the task, sir? Is it their job to record them reading it or what, sir?)*

T2 : Kalau tugasnya direkam, disuruh mereka baca teks atau langsung disuruh dia di hape di telepon lalu kita suruh dia membacanya. Sudah dibaca nanti baru dikoreksi kesalahannya, gimana pelafalan yang kurang jelas nanti dibetulkan.

*(If the assignment is recorded, they are told to read the text or they are told to direct it on the cellphone on the phone and then we ask him to read it. If you have read it, then the error will be corrected, how about the unclear pronunciation, it will be corrected later.)*

I : Baik itu tadi kalau untuk reading ya pak ya? Nah kalau yang untuk writing gimana strateginya.

*(That was fine for reading, right, sir? So, what is the strategy for writing?)*

T2 : Untuk writing strateginya tergantung tema, temanya apa gitu.

*(For writing strategy, it depends on the theme, what is the theme?)*

I : Biasanya gimana itu pak?

*(How is it usually, sir?)*

T2 : Biasanya kalau temanya teks, terutama yaa kita ajarkan dulu. Kita beritahu dulu yaitu C1 nya dulu diberikan. Setelah diberikan C1nya baru masuk ke C2 sampai nanti dia ke C4 ya, menganalisis kemudian juga kalo untuk teks disini kita berikan kerangkanya dulu, seperti teks procedure. Procedure itu kita berikan kita jelaskan fungsi teks nya dulu, kemudian struktur teksnya, goal misalnya pertama kali kan, material, kemudian baru steps nya. Kemudian nanti kita

jelaskan unsur bahasanya digabungkan kedalam teks nya misalnya tensesnya ya kan, jadi anak-anak itu kita pahami dulu tenses apa yang digunakan untuk teks procedure. Misalnya untuk procedure itu teksnya masuknya ke present tense.

*(Usually, if the theme is text, we will teach it first. We tell first that the C1 was given first. After being given C1, he just goes to C2 until later he goes to C4, yes, analyze then also for the text here, we give the framework first, such as procedure text. We give the procedure, we explain the function of the text first, then the structure of the text, the goal, for example, the first time, the material, then the steps. Then later we explain the elements of the language that are combined into the text, for example the tenses, right, so we first understand what tenses are used for procedure texts. For example, for the procedure, the text is entered into the present tense.)*

I : Jadi misalkan nanti tugasnya membuat procedure text tentang itu gitu pak?

*(So, for example, later on, the task is to make a procedure text about that, sir?)*

T2 : Iya misalnya how to make juice, how to make apple juice. Jadi dia itu menjelaskan step-stepnya dalam membuat teks procedure.

*(Yes, for example, how to make juice, how to make apple juice. So he explained the steps in making procedure text.)*

I : Jadi itu untuk writing ya pak ya? Kalau untuk speaking gimana strateginya pak?

*(So it's for writing, right, sir? What is the strategy for speaking, sir?)*

T2 : Kalau untuk speaking, kita dalam bahasa inggris ini kan tidak, sebenarnya tidak bisa dipisahkan karena dalam bahasa inggris ini, reading, speaking yang 4 skill itu kan. Harus berintegrasi dia satu kalo kita mengajarkan listening, speakingnya juga masuk, readingnya masuk writingnya juga masuk. Jadi tidak

hanya fokus ke satu skill saja. Sekarang anggap kita mengajarkan reading kan, direading itu listeningnya masuk. Contohnya apa, misalnya kita mengajarkan dia mendengarkan saat melafalkan tadi, kemudian writingnya dia menulis kan, cuman kalau untuk speaking kan dia ngomong, kalau reading kan dia baca, jadi terintegrasi. Jadi tidak harus kita dalam bahasa Inggris tu kita mengajarkan hanya satu skill saja. Jadi satu kali ajar itu dia harus 4 skill itu harus terintegrasi dalam pembelajaran.

*(As for speaking, actually we can't be separated because in English, reading, speaking that are 4 skills, right. One must integrate if we teach listening, speaking is also included, reading is included and writing is also included. So don't just focus on one skill. Now suppose we teach reading, right, reading means listening. For example, if we teach students to listen while reciting earlier, then they writes in writing, but when they speaks, they speaks, when they reads, then they reads, so it is integrated. So we don't have to be in English, we teach only one skill. So one time we teach 4 skills that must be integrated in learning.)*

I : Kalau untuk tugas speaking nya gimana pak?

*(How about the speaking assignment, sir?)*

T2 : Kalau untuk tugas speaking nya, misalnya dalam materinya ungkapan maka disini diarahkan dia untuk membuat dialog atau conversation, misalnya satu kelompok itu dua orang. Dia saling tukar dialog kemudian nanti kita buat aturannya, kalo misalnya yang baca buku berarti nilainya dari 75 sampai 80, kalo tanpa teks nilainya 80 sampai 100. Kita lihat pelafalannya gimana dalam membaca teks kemudian susunan kalimatnya kan, tata bahasanya gimana kita lihat waktu dia melaksanakan speaking. Kita suruh dia buat videonya dia ngomong. Nanti jelas kita dengar kesalahannya bisa ditanyakan melalui WA atau Google Classroom lalu kita berikan informasi, kita koreksi kesalahannya.

*(For speaking assignments, for example, in terms of expressions, here students are directed to make dialogues or conversations, for example, one group is two people. They exchanged dialogues and then we will make the rules, for example, if they read a book, the score will be from 75 to 80, without text the value is 80 to 100. We will see how the pronunciation is in reading the text and then the sentence structure, how will we see the grammar when they does it speaking. We told them to make a video of them talking. Later it is clear that we hear the error can be asked via WA or Google Classroom then we provide information, we correct the error.)*

I : Kalau untuk listening gimana pak? Ada belajar listeningnya pak?

*(How about listening, sir? Is there a listening lesson, sir?)*

T2 : Listening ada. Itu dia tadi kan terintegrasi. Tapi disini misalnya kita ambil teksnya misalkan recount jadi untuk listeningnya recount itu, pertama kali juga kita perkenalkan pelafalannya itu, kemudian dia harus tahu artinya dicari dikamus. Kamus yang saya pakai yaitu level internasional yang saya pakai kemudian lokal juga. Tapi umumnya level kamusnya nasional. Cuma untuk latihannya nanti dibuat teks rumpang, misalnya ada yang dihilangkan atau dikosongkan pada teksnya. Dibuat nomornya dalam satu teks dibuat 10 nomor dari 1 sampai 10 yang rumpang. Nanti kita bacakan, teks penuhnya dia yang isi.

*(Listening is there. That was it, it was integrated. But here, for example, we take the text, for example recount, so to listen to the recount, we first introduce the pronunciation, then he has to know what it means to look up in the dictionary. The dictionary that I use is international level which I use then local too. But generally the dictionary level is national. It's just that for practice, gaps in the text will be made, for example, if something is omitted or*

*left blank in the text. Numbered in one text is made 10 numbers from 1 to 10 which are missing. We'll read it later, he will fill in the full text.)*

I : Jadi mereka menyimak gitu pak?

*(So are they listening, sir?)*

T2 : Menyimak dari teks yang dibacakan baru diisi mana yang kosong.

*(Listening to the text that is read, just fill in the blanks.)*

I : Jadi untuk listeningnya begitu ya pak. Tidak pakai lagu misalnya atau gimana?

*(So that is for listening, sir. You don't use a song for example or what?)*

T2 : Itu tergantung ya, kalau ada topiknya lagu seperti tadi, kita bikin teks rumpang.

Kalo lagu ya lagu lagi diputar kasetnya.

*(It depends, yes, if there is a topic like the song earlier, we will make a blank text. If it's a song, the song is playing on the cassette.)*

I : Dengan strategi yang bapak gunakan tersebut bagaimana bapak menilai kemampuan siswa, menilai aktivitas belajar siswa?

*(With the strategy that you use, how do you assess students' abilities, assess student learning activities?)*

T2 : Menilai kemampuan siswa pertama dilihat kemampuannya kalau speaking ya, speaking berarti yang harus kita nilai itu ada beberapa aspek yang dinilai pertama itu pelafalannya, kedua tata bahasanya, kemudian intonasinya, kemudian tekanannya. Itu ada aspek-aspek penilaiannya kalau untuk speaking tadi ya kelancaran dia berdialog, apakah dia membaca teks atau gimana.

*(Assessing a student's ability first looks at students ability to speak, speaking means that what we have to assess is that there are several aspects that are*

*assessed first, namely pronunciation, second grammar, then intonation, then stress. There are aspects of the assessment. For speaking, they was fluent in dialogue, whether they just read the text or what.)*

I : Nah apakah siswa menunjukkan respon yang baik terhadap strategi yang bapak gunakan tersebut?

*(So, did the students show a good response to the strategy that you used?)*

T2 : Kalau dilihat siswa pada umumnya siswa menunjukkan respon yang bagus. Dilihat dari belajar tu siswa gak ada yang kabur, jarang ditemukan siswa itu kabur ketika belajar bahasa inggris. Kalau dia mau bertanya juga dia bisa bertanya langsung. Dan kita tetap memberikan motivasi dan semangat. Kalau misalnya dia ngantuk belajar itu kita suruh cuci muka terlebih dahulu. Jadi kita lihat kondisinya dulu. Siswa tu sangat merespon ketika belajar.

*(When viewed from students in general, students show a good response. Judging from the study, none of the students ran away, it was rare to find students running away when learning English. If he wants to ask, he can also ask directly. And we continue to provide motivation and enthusiasm. If, for example, he is sleepy studying, we have to wash his face first. So let's see the condition first. Students are very responsive when learning.)*

I : Apakah menurut bapak pembelajaran secara online ini dapat terus dikembangkan pak?

*(Do you think that online learning can continue to be developed, sir?)*

T2 : Itu kita lihat kondisinya. Kalau Covid terus ya bagus dikembangkan. Tapi kalau Covidnya sudah tidak ada lagi, ya ada saatnya kita online ada saatnya kita tatap muka. Untuk lebih bagusnya ya tatap muka karena di online itu ada kelemahannya. Kelemahannya dikarakter dia itu. Pada pembinaan karakter ini

agak susah gitu, karena jarang bertemu dengan mereka. Yang rambutnya panjang ya panjanglah, yang kukunya panjang ya panjang gitu kan. Jadi kita tidak bisa melihat langsung, nah itu kelemahan dari online nya dibagian karakter itu agak kurang. Kalau yang tatap muka kan bisa dipantau langsung. Kalau di online memantau ini agak kurang dibandingkan dengan tatap muka. Nah itu bedanya dengan online itu kan dikarakternya.

*(That's what we see. If Covid continues, it's good to develop. But if the Covid is no longer there, yeah there is a time for us to go online and there is a time for us to meet face to face. Better yet, face to face because online has its drawbacks. Its weakness is in students character. This character building is a bit difficult, because we rarely meet the students. Those are students with long hair are long, those with long nails are long. So we can't see it directly, now that's the weakness of the online part that the character is a bit lacking. If it is face to face, it can be monitored directly. Online monitoring is a bit less than face-to-face. Well, that's the difference with online, it's in character.)*

I : Selama mengajar online ini pak, apakah bapak merasa kesulitan saat pembelajaran?

*(During this online teaching, sir, did you find it difficult to learn?)*

T2 : Di online kalau untuk saya tidak ada kesulitannya. Sebab diteknologi saya harus sudah menguasainya. Aplikasi ini atau komputer sudah saya kuasai. Kemudian untuk onlinenya juga udah diadakan pembinaan disekolah, ada pelatihannya dan juga dari rekan-rekan guru juga bisa kita minta tolong kalau kita ada kesulitan. Kan kita ada teman disini misalnya ada bagian IT nya jadi kalau ada masalah tentang komputer atau aplikasinya yang kurang jelas nanti bisa kita kerjasama dengan IT atau teman-teman kita yang ada di sekolah supaya jelas kita menggunakan aplikasinya secara online.

*(On the internet for me there is no problem. Because in technology I must have mastered it. I have mastered this application or computer. Then for online training, there has also been coaching at school, there is training and also from fellow teachers we can also ask for help if we have difficulties. We have friends here, for example, there is an IT department, so if there are problems with computers or applications that are not clear, we can collaborate with IT or our friends at school so that it is clear that we use the online application.)*

I : Nah selama pembelajaran secara online ini apakah menurut bapak menjadi lebih mudah atau lebih sulit pak ?

*(So, during this online learning, do you think it becomes easier or more difficult, sir?)*

T2 : Sebenarnya tidak bisa kita bilang sulit atau mudah, hampir sama saja cuma kondisinya aja. Kalau Covid ini ya bagus online karena kita untuk mencegah Corona ini dan juga karena ini peraturan pemerintah. Kalau yang misalnya tatap muka ya lebih bagus juga tatap muka karena tercover semua itu, karakternya. Cuma kadang kalau di online itu karakternya agak sulit. Cuma kadang saya ada solusinya itu dengan cara satu minggu itu satu kali mereka harus hadir disekolah sesuai dengan protokol kesehatan, misalnya jaga jarak, memakai masker kemudian kapasitas kehadirannya satu lokal itu kalau ada murid saya 30 orang maka 3 kali masuk, sepuluh sepuluh dan harus kita menjaga protokol kesehatan yang jelas tidak mengganggu aturan pemerintah, protokol kesehatan kita ikuti, pembelajarannya jalan juga. Siswa juga termotivasi kemudian juga pembinaan tentang karakternya juga masuk. Jadi satu bulan beberapa kali harus kita hadirkan kalau ada rambutnya yang panjang atau pakaiannya yang diluar, kebersihannya, kerapiahannya bagaimana.

*(Actually, we can't say it's difficult or easy, it's almost the same, it's just the conditions. If it's Covid, it's good to be online because we are to prevent this*



*Corona and also because this is a government regulation. For example, face-to-face, it's better face-to-face because it's all covered, the character. It's just that sometimes online, the characters are a bit difficult. Only sometimes I have a solution, that is, once a week, they have to attend school according to health protocols, for example, keep your distance, wear a mask, then the attendance capacity is one local. If there are 30 students, then 3 times enter, ten ten and we have to maintain clear health protocols that do not interfere with government regulations, we follow health protocols, learning goes well. Students are also motivated and then coaching about their character is also included. So once a month we have to present several times if there is long hair or clothes that are outside, how clean, how neat is it.)*

I : Nah untuk media yang dipakai disini pak, apakah bapak bingung dalam memilih media yang efektif?

*(So, for the media used here, sir, are you confused in choosing an effective media?)*

T2 : Kalau untuk itu disini kita pakai semua mana yang masuk, karena kita tidak bisa menggunakan satu aplikasi saja. Kalau kita bisa, tapi nanti di siswa itu kadang dia ada yang pahamnya di WA, ada di Google Classroom, jadi semua aplikasi itu kita terima untuk pembelajarannya. Yang jelas dia pembelajarannya berlangsung dengan bagus.

*(For that, here we use everything that comes in, because we can't use just one application. If we can, but later on in the student, sometimes he or she will understand it in WA, in Google Classroom, so we accept all the applications for learning. It is clear that he is learning well.)*

I : Nah apakah bapak merasa kesulitan dalam memakai aplikasi-aplikasi online tersebut pak dalam mengajar bahasa Inggris?

*(So, do you find it difficult to use these online applications, sir, in teaching English?)*

T2 : Kalau untuk saya sebagai guru bahasa Inggris, gak ada, gak ada kesulitan. Apa-apa saja bisa.

*(For me as an English teacher, there is nothing, there is no difficulty. Anything can.)*

I : Apakah ada kendala saat bapak menerapkan strategi mengajar tersebut pak?

*(Are there any problems when you apply this teaching strategy, sir?)*

T2 : Kalau kendalanya belum ada ditemukan dalam menerapkan strategi online ini. ya kendalanya ya itu jaringan saja, kalau itu umum, asal cuacanya tidak bagus pasti jaringannya. Jadi kendalanya jaringan saja kan gak jalan gitukan, apikasinya gak jalan, lama loadingnya. Ya disitu aja dijaringan.

*(If there are no obstacles found in implementing this online strategy. Yes, the problem is that it's just the network, if it's general, as long as the weather isn't good, it's definitely the network. So the problem is that the network doesn't work like that, the application doesn't work, it takes a long time to load. Yes, that's where it's networked.)*

I : Kemudian ada masalah gak ketika bapak memberikan tugas kepada siswa?

*(Then is there a problem when you give assignments to students?)*

T2 : Kalau memberikan tugas kepada siswa di zaman Covid ini gak ada. Mereka semua menunjukkan respon yang bagus dan mengerjakan tugasnya. Karena kita juga ada aturannya. Kalau misalnya dia tidak buat tugas nilainya dikurangi ada poin gitu, mereka harus kumpulkan. Seperti sekarangkan itu semua tugasnya direkap. Kita lihat disini dia buat tugasnya bagus, kita lihat dari kerjanya kan,

ini nilainya 85. Ada yang asal-asalan buat, ada yang nyontek temannya itu kita lihat dari tugas itu kita kasih poin.

*(There is no such thing as giving assignments to students in this Covid era. They all showed a good response and did their job. Because we also have rules. If, for example, he doesn't do the assignment, the value is reduced and there are points like that, they have to collect it. As it is now, all the tasks are recapitulated. We see here he did a good job, we see from his work, right, this is a score of 85. Some do it carelessly, some cheat on their friends, we see from that assignment we give points.)*

I : Nah tentang bahasa Inggris itu kan banyak yang masih bilang kalau bahasa Inggris itu susah, jadi mereka kurang motivasi gitu pak, jadi gimana cara bapak meningkatkan motivasi siswa untuk mempelajari bahasa Inggris.

*(Now about English, many people still say that English is difficult, so they lack motivation, sir, so how do you increase students' motivation to learn English?)*

T2 : Pertama kita itu jangan kita memaksa, jangan dipaksa. Kita buat siswa itu enjoy, senang dulu, buat mereka dulu senang yang kedua jangan paksa. Kemudian tugas yang kita berikan kepada siswa itu kita lihat kemampuannya. Jangan memberikan tugas itu yang melebihi yang bukan kemampuan mereka. Kalau tugas misalnya jangan kita buat 20 sampai 25 jadi bebannya terlalu berat jadi kita lihat kemampuannya, kalau gitu mereka jadi malas, bosan. Kemudian juga kita bahasa Inggris ini sering kita suruh dia tampil kita arahkan, bahasa Inggris ini gunanya buat apa gimana. Kalau sudah bahasa Inggris ini untuk apa, kemana saja ini untuk kerja apa saja, apa aja gunanya itu kita buka wawasannya. Sehingga wawasannya terbuka kemudian kita buat dia enjoy, itu mereka senang ga bosan-bosan malah mau belajar terus.

*(First of all, we shouldn't force it, don't force it. We make the students enjoy, have fun first, make them happy first, don't force them. Then the task that we*

*give to the student we see his ability. Don't give them more than they can't afford. For example, don't do 20 to 25 assignments, so the burden is too heavy, so we'll see what they're capable of, if that's the case, they become lazy, bored. Then we also speak English, we often ask him to appear, we direct him, what is this English used for? If you already speak English, what is it for, where is it for work, what is the use of it, we open our horizons. So that their horizons are opened and then we make them enjoy it, they are happy, they don't get bored, they want to continue to learn.)*

- I : Baik pak mungkin cuma itu saja yang ingin saya tanyakan, terimakasih banyak.  
Saya tutup dengan wassalamualaikum wr.wb.  
*(Ok sir maybe that's all I want to ask, thank you very much. I close with wassalamualaikum wr.wb.)*

#### Appendix 4. Recording Transcription T3

##### Recording Transcription

##### Third participant

Name : T3

English teacher : XI (Eleventh grade)

I (*interviewer*), T3 (*participant*)

I : Baik, Assalamu'alaikum wr.wb.  
(*Assalamualaikum wr.wb.*)

T3 : Waalaikumussalam  
(*Waalaikumussalam*)

I : Jadi disini sebelumnya saya ingin mewawancarai bapak terkait dengan strategi yang bapak gunakan ketika pembelajaran online karena pandemi COVID-19. Eee, baik langsung saja ke pertanyaan pertama ya pak ya. Eee, bagaimana pendapat bapak tentang pembelajaran online?  
(*So here I would like to interview you regarding the strategy you use when learning online because of the COVID-19 pandemic. Well, let's go straight to the first question, sir. What do you think about online learning?*)

T3 : Baik kalau pembelajaran online kalau kita lihat zaman sekarang ini dimana kemajuan teknologi seiring dengan perkembangan zaman, pengajaran online

memang harus digalakkan pada saat sekarang ini. Saya rasa demikian. Karena zaman sekarang ini sudah zaman kita katakan sekarang ini ya, ada istilahnya itu *five point zero*. jadi kita ini sudah masuk zaman dimana pendidikan itu menggunakan teknologi yang berbasis internet ya. Memang kecerdasan siswa diharapkan untuk bisa menguasai internet dan segala hal menyangkut internet.

*(It is good, I mean online learning. If we look at today's era where technological advances are in line with the times, online teaching should indeed be encouraged at this time. I think so. Because this is the era we say it, there is a term that is five point zero. So we have entered an era where education uses internet-based technology, right. Indeed, the intelligence of students is expected to be able to master the internet and all things related to the internet)*

I : Eee baik pak. Kemudian bagaimana perasaan bapak selama mengajar dimasa pandemi ini? Apakah susah atau lebih terbantu?

*(Umm, okay sir. Then how do you feel while teaching during this pandemic? Is it difficult or more helpful?)*

T3 : Jadi, pada prinsipnya tadi memang harus digalakkan. Selama di pandemi ini kebetulan juga di Madrasah ini sudah ada kita pelatihan ya. Kita melakukan pelatihan tentang kiat-kiat untuk menghajar secara online. Jadi kami kemaren di MAN 1 ini *alhamdulillah* sudah kiat-kiatnya tadi sudah ada untuk mengajar selama COVID-19 ini.

*(So, in principle, it should be encouraged. During this pandemic, we also happen to have training at this Madrasa, right. We conduct training on tips for teaching online. So yesterday at MAN 1, alhamdulillah, the tips were already there for teaching during this COVID-19.)*

- I : Jadi terbantu dengan pelatihan tersebut ya pak ya?  
*(So the training helped, sir?)*
- T3 : Iya, jadi aplikasi-aplikasi yang digunakan itu membantu kita didalam pelaksanaan pembelajaran secara online. Karena kadang-kadang, okey teknologinya sudah ada tapi apa namanya itu sumber daya manusianya kan belum siap kan tidak bisa juga.  
*(Yes, so the applications that are used help us in the implementation of online learning. Because sometimes, the technology already exists, but what's called the human resources are not ready, it can't, right?.)*
- I : Kemudian terkait dengan materi. Apakah materi yang disampaikan masih sama dengan silabus yang lama atau tidak?  
*(Then related to the material. Is the material presented still the same as the old syllabus or not?)*
- T3 : Nah jadi kita tau bahwa salah satu kendala ketika belajar online ini salah satunya kadang-kadang kondisi siswa. Mereka itu terkadang ada yang tempatnya jauh sehingga bisa jadi jaringannya agak kurang kemudian kita susah juga untuk ini ya, mengontrol siswa tadi karena kendala juga, karena apa ya walaupun kita teknologinya sudah maju, tidak semua siswa tu memiliki teknologi itu. Jadi sehingga didalam pembelajaran tu ada pengurangan. Istilahnya itu ya beda lah dengan tatap muka. Tatap muka itu kan kita langsung. Apa kendala siswa kita bisa tanya. Tapi kalau melalui online ini kadang-kadang mereka itu susah kita melihat ekspresi siswa.  
*(So, we know that one of the problems when learning online is sometimes the condition of students. Sometimes they are located far away, so it could be that the network is a bit lacking, so it's hard for us to do this, controlling the*

*students because of problems, because even though we have advanced technology, not all students have that technology. So that in learning there is a reduction. The term is different from face to face. We meet face to face. What are the problems for our students, we can ask. But when we go online, sometimes it's hard for us to see students' expressions.)*

- I : Nah selama pembelajaran online ini aplikasi apa saja yang bapak gunakan?  
*(During this online learning, what applications did you use?)*
- T3 : Nah, aplikasi ada banyak kita tu ada ya seperti apa namanya itu yang di Google?  
*(Well, we have a lot of applications, what's the name on Google?)*
- I : Google Classroom?  
*(Google Classroom?)*
- T3 : Aa Google Classroom, kemudian eee Zoom ya, kemudian kita juga menggunakan WA, itu. Eee dan lain-lain. Ada lagi yang lain.  
*(yeah Google Classroom, then umm Zoom, then we also use Whatsapp, umm and others. There's another one.)*
- I : Baik pak. Eee masuk ke strateginya . jadi selama mengajar online ini strategi apa yang bapak gunakan terkait dengan mengajar kemampuan membaca atau *reading*?  
*(Okay sir. let's get into the strategy. So during this online teaching, what strategy did you use related to teaching reading or reading skills?)*
- T3 : Jadi memang mengajar *reading* ini kan sangat penting sekali ya.karena sumber



informasi itu dari *reading*. Kalo *speaking* itu kan digunakan ketika kita ingin berkomunikasi dengan orang-orang. Sementara kita ini di Indonesia, dimana kita itu sebenarnya menyerap informasi. Jadi menyerap informasi itu lebih banyak kita dengan membaca. Ya jadi salah satu teknik atau strategi ya mengajar kemampuan membaca untuk siswa itu memang kita sesuaikan dengan tingkatan dari siswa itu. Jadi ada disinikan kelas sepuluh, sebelas, dua belas ya. Jadi kalau misalnya kelas sepuluh misalnya, tentu materinya atau bahannya agak sedikit mudah. Jadi kita bisa meminta mereka untuk kita kasih materi, kemudian kita minta mereka membuat video mereka membaca atau mereka bisa membaca kembali, mereview apa yang sudah materi yang diberikan kemudian mereka videokan. jadi kita bisa mengontrol siswa tu apakah mereka membaca atau tidak.

*(So, teaching reading is very important, right? because the source of information is reading. Speaking is used when we want to communicate with people. Meanwhile we are in Indonesia, where we actually absorb information. So we absorb more information by reading. Yes, so one of the techniques or strategies for teaching reading skills to students is indeed adjusted to the level of the student. So there are ten, eleven, twelve grades here. So if for example the tenth grade, of course the material or the material is a bit easy. So we can ask them to give us the material, then we ask them to make a video of them reading or they can read it again, review what the material has been given and then video it. so we can control the students whether they read or not.)*

I : Itu untuk kelas sepuluh, kalo untuk kelas sebelas gimana pak?

*(That's for the tenth grade, how about for the eleventh grade, sir?)*

T3 : Nah kalo kelas sebelas tu lebih komplit lagi. Itu bukan sekedar membaca saja, tapi juga kita tingkatkan lagi bagaimana mereka bisa memahami apa pesan

yang dimaksud yang mereka baca itu dengan bahasa sendiri.

*(Well, the eleventh grade is even more complete. It's not just reading, but we also improve how they can understand what the message is meant by what they read in their own language.)*

I : Jadi tetap dengan menggunakan video juga?

*(So still with using video too?)*

T3 : Salah satunya seperti itu. Banyak sekali kan eee menggunakan seperti memberikan bentuk pertanyaan-pertanyaan. Itu kan yang mereka jawab hanya bisa mereka menjawab tu ketika mereka membaca.

*(One of them is like that. There are a lot of people who use it like giving the form of questions. That's what they answered, they could only answer it when they read.)*

I : Jadi siswa disuruh membaca, kemudian divideokan begitu pak?

*(So students are asked to read, then make a video, sir?)*

T3 : Iya. Mereka membuat video, bisa juga membuat *summary* dari apa yang mereka baca.

*(Yes. They make videos, they can also make summaries of what they read.)*

I : Kemudian yang itu untuk *reading* ya pak. Kalo strategi untuk *writing* gimana pak?

*(Then that one is for reading, sir. What about the strategy for writing, sir?)*

T3 : Menulis ya? Kalo menulis itu memang kita harus mengajarkan eee kalo menulis kan teks dalam bahasa Inggris kan ada banyak, jadi sebelum kita mengajarkan

untuk menulis, kita harus menjelaskan apa itu, teks tersebut itu dulu. Seperti unsur-unsur dari teks itu apa. Seperti untuk teks menulis sebuah karangan tu bagaimana. jadi ketika sudah sampai atau ketika siswa sudah paham bagaimana cara menulis dengan baik, maka mereka akan menulis dengan baik. Misalnya contohnya untuk naratif ya. Kalo naratif itu kan ada tiga unsur, *orientation, complication, resolution*. Nah jadi kita menekankan kepada siswa seperti *orientation* itu apa, *complication* itu apa, dan agar mereka tau *resolution* nya apa kan. Lalu ketika mereka sudah tau unsur-unsur tersebut maka kita meminta mereka untuk memulai menulis, jika mereka sudah mulai menulis nanti, baru nanti, kalo menulis ini kan proses, tidak bisa langsung jadi jadi ketika mereka buat sekali kita bisa juga langsung bisa juga ya melalui tutor sebaya. Mereka dengan temannya, mereka saling mengoreksi supaya mendapatkan hasil.

*(Do you write? If we write it, we really have to teach it, if we write text in English, there are many, so before we teach writing, we have to explain what it is, the text first. What are the elements of the text like? As for the text, how to write an essay. So when it arrives or when students understand how to write well, they will write well. For example, for the narrative, yes. In the narrative, there are three elements, orientation, complication, and resolution. So, we emphasize to students what orientation is, what complication is, and so that they know what the resolution is, right? Then when they already know these elements, we ask them to start writing, if they start writing later, only later, writing is a process, it can't be done right away, so when they make it once, we can also do it directly, yes through peer tutors. They are with their friends, they correct each other in order to get results.)*

- I : Jadi disini bapak menjelaskan dulu materi-materinya baru nanti dikasih tugas untuk siswa tu untuk menulis begitu ya pak?

*(So here, you explain the material first, then you will be given an assignment for the student to write, right, sir?)*

T3 : Iya. Jadi teknik menulisnya diajarkan dulu sebelum menyuruh siswa menulis kita harus ajarkan dulu bagaimana cara menulis.

*(Yes. So the writing technique is taught first before asking students to write we must first teach how to write.)*

I : Baik itu untuk *writing* atau menulis. Kemudian untuk strategi *speaking* gimana pak?

*(okay, if it for writing. Then what about the speaking strategy, sir?)*

T3 : Nah kalo *speaking* itu memang idealnya seorang guru itu kan harus berbahasa Inggris ya, setiap saat dengan siswa. Jadi tidak hanya di ini ya, di pembelajaran tetapi juga diluar pembelajaran itu harus ditekankan untuk berbicara bahasa Inggris. Jadi kita tu suasananya harus jangan terlalu kaku, jadi kita berbicara itu bisa saja yang bebas-bebas saja gunanya supaya siswa itu tidak merasa tegang, jadi santai. Jadi kadang-kadang ya kalau untuk memancing mereka berbicara kita bisa kasih mereka berpidato atau *speech* ya eee ketika mereka misalnya eee mempelajari sesuatu ya, kita meminta mereka untuk *performance* atau menampilkan.

*(for speaking, it is ideal for a teacher to speak English, yes, all the time with students. So not only in this, yes, in learning but also outside of learning it must be emphasized to speak English. So, the atmosphere must not be too rigid, so we can talk freely so that the student does not feel tense, so relax. So sometimes, if to get them to talk, we can give them a speech. Yes, when they learn something, for example, we ask them to perform or perform.)*

- I : Jadi itu nanti divideoed juga atau bagaimana pak?  
*(So, will it be videoed later or what, sir?)*
- T3 : Itu bisa demikian bisa juga langsung waktu kita online tadi.  
*(It could be like that or directly when we were online earlier.)*
- I : Kemudian yang listening?  
*(Then for listening?)*
- T3 : Ya kalo dia itu kan *speaking, listening*, itu kan ada yang *active skill* ada yang *receptive skill* artinya *active skill* itu tidak, dia itu tidak bekerja sendiri ya kan. Ketika kita sedang berbicara kita juga mendengar. Jadi mereka itu kan ketika mendengar, siswa itu juga belajar disini. Jadi mereka dengan mendengar tadi bisa tau bagaimana *pronunciation* nya, jadi mereka belajar disana, jadi mereka disana tu eee sambil. Jadi apa yang siswa tidak tahu mereka bisa paham. Memang kadang-kadang kita ada materi yang berhubungan dengan lagu jadi memang kita suruh siswa itu eee apa, kalau lagu itu kan mereka mencari lagu, mendengarkan, nanti mereka mencari unsur-unsur dari lagu tersebut.  
*(Yes, it's speaking, listening, there are active skills, there are receptive skills, meaning no active skills, they don't work alone, do they. When we are talking we are also listening. So they said that when they heard, the student also studied here. So, by listening earlier, they could know how the pronunciation was, so they studied there, so they were there by the way. So what students don't know they can understand. Indeed, sometimes we have material related to songs, so we really ask students what it is, if it's a song, they look for a song, listen to it, then they will look for the elements of the song.)*
- I : Baik. Dari strategi strategi yang bapak gunakan tadi, bagaimana cara bapak

menilai aktivitas belajar siswa pak?

*(Well. From the strategies that you used earlier, how do you assess student learning activities, sir?)*

T3 : Hmm penilaian ya. Jadi penilaian sekarang ini cukup kompleks. Ada penilaian proses, ada penilaian produk, maksud nya itu kita menilai kebiasaan siswa saat proses pembelajaran. Bagaimana sikap siswa, kemudian bagaimana kita lihat respon siswa dalam belajar itu juga ada kita kasih kuis ya. Dan nanti ada produk nya juga, misalnya kita kasih latihan-latihan trus tugas, itu juga kita lihat sejauh mana mereka bisa.

*(Hmm about assessment? So the current assessment is quite complex. There is a process assessment, there is a product assessment, which means that we assess students' habits during the learning process. How are students' attitudes, then how do we see student responses in learning, we also give quizzes. And later there will be prodaknya as well, for example, we give them exercises and assignments, we will also see how far they can go.)*

I : Eee nah apakah siswa menunjukkan respon yang baik terhadap strategi yang bapak gunakan?

*(Did the students show a good response to the strategy you used?)*

T3 : Alhamdulillah siswa itu menunjukan respon positif. Karena sebelumnya kita tau juga ya dimasa pandemi ini itu siswa nya kan baru juga ini. Kan ketika baru-baru itu memang ada kendala tetapi lama kelamaan siswa ini sudah bisa menyesuaikan diri dengan pembelajaran online ini.

*(Alhamdulillah, the student showed a positive response. Because previously we also know that during this pandemic, the students are new too. Recently, there were indeed obstacles, but over time these students have been able to adjust to*

*this online learning.)*

I : Nah berdasarkan kecanggihan teknologi sekarang ini apakah menurut bapak pembelajaran bahasa inggris secara online ini dapat terus dikembangkan?

*(So, based on the sophistication of today's technology, do you think that online English learning can continue to be developed?)*

T3 : Nah sebenarnya kalau kita melihat kondisi sekarang memang pembelajaran online ini sepertinya perlu diberi kolaborasi jadi tidak hanya monoton dengan online ataupun dengan offline. Karena kadang-kadang ada kendalanya. Kenapa pembelajaran online ini lebih baik, karena adanya pandemi. Untuk mencegah, kemudian mungkin ada kendala lain yang mengharuskan online. Kalo offline ya bagus karena kita bisa interaksinya dengan siswa lebih bisa.

*(In fact, if we look at the current conditions, online learning seems to need collaboration so it's not just monotonous online or offline. Because sometimes there are obstacles. Why is online learning better, because of the pandemic. To prevent this, then there may be other obstacles that require going online. If it's offline, it's good because we can interact with students better.)*

I : Kemudian masuk ke masalahnya. Disini apakah bapak merasa kesulitan dengan diterapkannya pembelajaran online?

*(Then get into the problem. Here, do you find it difficult to apply online learning?)*

T3 : Sejauh ini tidak ada kendala. Kalo mengajarnya tidak ada, tetapi yang menjadi kendalanya itu kan kita lihat sekarang ini kadang-kadang jaringannya. Kemudian jarak siswa kita ya kan. Yang jauh mungkin itulah kendala. Kendala dari luar. Jadi kendala teknis.

*(So far there is no problems. If there is no teaching, but the problem is that we see now sometimes the network. Then the distance of our students, right? The distance may be the obstacle. Obstacles from outside. So it's a technical problem.)*

I : Lalu apakah menurut bapak pembelajaran secara online ini lebih mudah daripada pembelajaran offline?

*(Then do you think online learning is easier than offline learning?)*

T3 : Dia memiliki kelebihan masing-masing. Kalau kita tau kalau kelebihan pembelajaran online ini itukan lebih banyak eee ya lebih irit lah ya disatu sisi. Siswa tidak perlu jauh-jauh datang ke Madrasah kalau mereka lagi ada masalah seperti transportasi mereka, jadi ada sisi baiknya.

*(it has its own advantages. we know the advantages of online learning are that it's more umm yeah like it's more economical on the one hand. Students don't have to come all the way to Madrasas if they have problems such as their transportation, so that's a good thing.)*

I : Nah apakah bapak merasa bingung dalam memilih media pembelajaran yang baik untuk online ini?

*(do you feel confused in choosing a good learning media for this online?)*

T3 : Saya rasa sekarang ini kita tau sumber media ini sudah banyak sekali. Contohnya tadi kita asal ada kemauan saja. Tidak usah bingung-bingung kan. Karena ada banyak sekali. Kecuali kita tidak tau nah itu ada kesulitan misalnya tidak bisa mengakses internet.

*(I think that now we know that there are a lot of media sources. For example, we just had a will. No need to be confused. Because there are so many. Unless*



*we don't know, there are difficulties, for example, not being able to access the internet.)*

- I : Nah kalo untuk mengakses aplikasinya sendiri apakah ada kesulitan pak?  
*(to access the application itself is there any difficulty sir?)*
- T3 : Tidak. Kan kita sudah ada pelatihan tadi.  
*(Not. We already have training before.)*
- I : Nah kalau untuk eee ada tidak kendala-kendala ketika bapak menerapkan strategi-strategi ?  
*(Umm, Are there any problems when you apply the strategies?)*
- T3 : Kendala-kendala ya, sebenarnya itu kan ketika awal-awal saja ya istilahnya kita membuat suasana kelas itu untuk ini ya, tapi ketika sudah mulai saya rasa tidak ada kendala lagi.  
*(problems ? In fact, it was just the beginning. In other words, we create a class atmosphere for this, but when it starts I don't think there will be any more problems.)*
- I : Kalau untuk memberi tugas, apakah ada kendala pak?  
*(for the assignments, is there any problem sir?)*
- T3 : Nah kalo untuk memberi tugas *alhamdulillah* lancar. Siswanya sudah tau kan cara menggunakan aplikasi-aplikasi untuk mereka belajar tadi. Jadi tugasnya tinggal masuk aja dan mereka kerjakan.  
*(Alhamdulillah for the assignment has been easier. The students already know how to use the applications for their study. So the task is just to come in and*

*they do it.)*

I : Baik. Bagaimana bapak mengatasi masalah-masalah yang dihadapi selama pembelajaran online?

*(Well. How do you deal with the problems you face during online learning?)*

T3 : Kendala-kendala itu memang kalau masalah jaringan itu memang terkadang agak susah juga. Jadi kadang-kadang kalau ini kita menggunakan aplikasi yang lain yang terjangkau. Kalau misalnya Zoom Meeting itu aplikasinya kan agak tinggi tu maka kita mengalihkan ke aplikasi yang lain yang sedikit menyerap kuota.

*(Those problems are indeed if the network problem is sometimes a bit difficult too. So sometimes we use other affordable applications. If, for example, Zoom Meeting, the application is a bit high, then we switch to another application that absorbs a little bit internet quota.)*

I : Baik pertanyaan terakhir pak. Bagaimana cara bapak meningkatkan ketertarikan siswa dalam mempelajari bahasa Inggris?

*(Okay, last question. How do you increase students' interest in learning English?)*

T3 : Ya kita menyampaikan kepada siswa itu kan bahwa sesuatu itu kan ada motivasinya, jadi motivasi itu ada dari dalam diri siswa ya kan dari diri sendiri dan dari luar. Kalau motivasi dari luar itu kita menyampaikan pentingnya bahasa inggris itu apa. Sebagai bahasa internasional. Disamping itu juga di Madrasah ada kegiatan-kegiatan untuk meningkatkan bahasa Inggris siswa. Seperti English club. Jadi ekstrakurikulernya English Club itu agar mereka bisa belajar bersama-sama.

*(Yes, we convey to students that something has a motivation, so that motivation comes from within the student, right from himself and from outside. If the motivation is from outside, we convey the importance of English. As an international language. Besides that, Madrasas also have activities to improve students' English. Like the English club. So the English Club extracurricular is so that they can study together.)*

- I : Baik pak mungkin hanya itu yang ingin saya tanyakan, terimakasih banyak sebelumnya atas partisipasinya. Saya tutup dengan assalamualaikum wr.wb.  
*(Ok sir maybe that's all I want to ask, thank you very much in advance for your participation. I close with Assalamualaikum wr.wb.)*

**Appendix 5. Picture Of Interview with T1**



**Appendix 6. Picture Of Interview with T2**



**Appendix 7. Picture Of Interview with T3**



## Appendix 8. Lesson Plan of Teacher 1

### RENCANA PELAKSANAAN PEMBELAJARAN

#### DARING

Satuan Pendidikan	: MAN 1 SUNGAI PENUH
Kelas/Semester	: XI/2
Mata Pelajaran	: Bahasa Inggris
Materi	: Personal Letter
Alokasi Waktu	: 2 x 45 menit

#### A. Tujuan Pembelajaran

- Siswa dapat memahami fungsi sosial surat pribadi
- Siswa dapat memahami tujuan sosial dan unsur kebahasaan surat pribadi
- Siswa dapat memahami informasi dalam surat pribadi
- Siswa dapat menjawab pertanyaan mengacu pada beberapa surat pribadi
- Siswa dapat membuat surat pribadi
- Siswa dapat membuat balasan untuk beberapa surat pribadi

#### Karakter siswa yang diharapkan :

- Bersahabat/berkomunikatif, disiplin, jujur, kreatif, mandiri dan tanggung jawab

#### B. Langkah-langkah Kegiatan Pembelajaran

##### Pendahuluan :

1. Guru mempersiapkan secara fisik dan psikis siswa untuk mengikuti pembelajaran dengan diawali berdoa, menanyakan kehadiran siswa melalui *whatsapp* atau aplikasi lainnya.
2. Guru memberi motivasi belajar kepada peserta didik agar tetap semangat belajar di rumah dan menjaga kebersihan diri dan lingkungan sekitar
3. Guru memberi motivasi dengan membimbing siswa memahami teks *personal letter* sesuai dengan konteks penggunaannya
4. Guru menyampaikan kompetensi dasar dan tujuan pembelajaran yang akan dicapai
5. Guru membimbing siswa melalui tanya jawab tentang manfaat proses pembelajaran
6. Guru mengirimkan materi tentang *personal letter* berbentuk video penjelasan melalui *whatsapp* dan kegiatan pembelajaran yang akan dilakukan siswa

##### Kegiatan Inti

##### Mengamati :

1. Guru meminta siswa melakukan pengamatan melalui tayangan yang ditampilkan
2. Guru meminta siswa melakukan pengamatan mengenai penggunaan teks *personal letter*
3. Guru memfasilitasi terjadinya interaksi antarsiswa serta antara siswa dengan guru, dan sumber belajar lainnya secara bersahabat/komunikatif, disiplin, jujur kreatif, mandiri, dan tanggung jawab.

##### Menanya :

1. Guru memotivasi, mendorong kreativitas dalam bentuk bertanya, memberi gagasan yang menarik dan menantang untuk didalami
2. Guru membahas dan diskusi mempertanyakan tentang masalah sehari-hari yang berkaitan dengan teks *personal letter*
3. Guru membimbing siswa untuk menggali informasi mengenai fungsi teks *personal letter*

Bahasa Inggris XI – Smt.2

**Mengumpulkan Informasi :**

1. Guru membimbing siswa untuk menggali informasi tentang masalah sehari-hari yang berkaitan dengan teks *personal letter*
2. Guru membimbing siswa untuk mencari informasi dan mendiskusikan jawaban atas pertanyaan yang sudah disusun dan mengerjakan latihan
3. Guru meminta siswa untuk menulis teks *personal letter* secara individu
4. Guru meminta siswa untuk mengumpulkan latihan terkait dengan menulis teks *personal letter*
5. Guru meminta siswa untuk merekam dan membaca hasil kerja terkait dengan teks *personal letter*
6. Guru dan siswa bersama-sama mengoreksi latihan salah satu siswa sebagai contoh, meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan

**Mengasosiasi :**

1. Guru membimbing siswa untuk menyimpulkan beberapa informasi terkait teks *personal letter*
2. Guru membimbing siswa untuk mendiskusikan informasi yang sudah diperoleh sebelumnya

**Mengkomunikasikan :**

1. Mengerjakan tugas dan mengevaluasi beberapa soal yang ada didalam buku Bahasa Inggris XI, buku paket, dan referensi lain terkait teks *personal letter*
2. Membuat rangkuman materi dan kegiatan pembelajaran yang telah dilakukan

**Penutup :**

1. Guru meminta siswa untuk meningkatkan pemahamannya tentang konsep, prinsip atau teori yang telah dipelajari dari buku-buku pelajaran yang relevan atau sumber informasi lainnya
2. Guru menyampaikan materi pembelajaran berikutnya
3. Guru menutup kegiatan pembelajaran dengan mengucapkan salam dan doa

**C. Alat, Media dan Sumber Belajar**

1. Alat : - Laptop  
- Handphone  
- Tablet, dll.
2. Media : -Whatsapp
3. Sumber Belajar : -Buku Bahasa Inggris XI  
-Buku Paket dan lain-lain

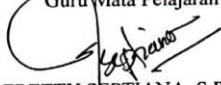
**D. Penilaian**

1. Teknik/jenis : Kuis, tugas individu/kelompok, unjuk kerja, dan portofolio
2. Bentuk instrumen : Pertanyaan lisan, tes tertulis, dan pengamatan sikap

Mengetahui  
Kepala sekolah

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Sungai Penuh, Januari 2022  
Guru Mata Pelajaran

  
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Bahasa Inggris XI – Smt.2



## RENCANA PELAKSANAAN PEMBELAJARAN

### DARING

Satuan Pendidikan	: MAN 1 SUNGAI PENUH
Kelas/Semester	: XI/2
Mata Pelajaran	: Bahasa Inggris
Materi	: Favorite Song
Alokasi Waktu	: 2 x 45 menit

#### A. Tujuan Pembelajaran

- Siswa dapat mengenali ciri-ciri lirik lagu
- Siswa dapat memahami fungsi sosial dan unsur kebahasaan dari beberapa lagu
- Siswa dapat memahami pesan dari sebuah lagu
- Siswa dapat menjelaskan pesan dari sebuah lagu
- Siswa dapat menjawab pertanyaan berdasar pada beberapa lirik lagu

#### Karakter siswa yang diharapkan :

- Bersahabat/berkomunikatif, disiplin, jujur, kreatif, mandiri dan tanggung jawab

#### B. Langkah-langkah Kegiatan Pembelajaran

##### Pendahuluan :

1. Guru mempersiapkan secara fisik dan psikis siswa untuk mengikuti pembelajaran dengan diawali berdoa, menanyakan kehadiran siswa melalui *whatsapp* atau aplikasi lainnya.
2. Guru memberi motivasi belajar kepada peserta didik agar tetap semangat belajar di rumah dan menjaga kebersihan diri dan lingkungan sekitar.
3. Guru memberi motivasi dengan membimbing siswa memahami lirik lagu sesuai dengan konteks penggunaannya
4. Guru menyampaikan kompetensi dasar dan tujuan pembelajaran yang akan dicapai
5. Guru membimbing siswa melalui tanya jawab tentang manfaat proses pembelajaran

##### Kegiatan Inti

1. Guru meminta siswa melakukan pengamatan pada beberapa teks lirik lagu
2. Guru membahas dan diskusi mempertanyakan tentang masalah sehari-hari yang berkaitan dengan teks lirik lagu
3. Guru membimbing siswa untuk menggali informasi tentang masalah sehari-hari yang berkaitan dengan teks lirik lagu
4. Guru mengirimkan lagu untuk diperdengarkan kepada siswa
5. Guru meminta siswa untuk menyimak atau mendengarkan lagu yang telah dikirimkan di *whatsapp*.
6. Guru meminta siswa untuk menulis lirik lagu yang telah didengarkan kemudian mengirimkan hasil kerja melalui *whatsapp*
7. Guru memfasilitasi terjadinya interaksi antarsiswa serta antara siswa dengan guru, dan sumber belajar lainnya secara bersahabat/komunikatif, disiplin, jujur kreatif, mandiri, dan tanggung jawab.
8. Guru memotivasi, mendorong kreativitas dalam bentuk bertanya, memberi gagasan yang menarik dan menantang untuk didalami
9. Guru dan siswa bersama-sama mengkoreksi latihan salah satu siswa sebagai contoh, meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan

10. Guru membimbing siswa untuk menyimpulkan beberapa informasi terkait teks lirik lagu
11. Guru membimbing siswa untuk mendiskusikan informasi yang sudah diperoleh sebelumnya

**Penutup :**

1. Guru meminta siswa untuk meningkatkan pemahamannya tentang konsep, prinsip atau teori yang telah dipelajari dari buku-buku pelajaran yang relevan atau sumber informasi lainnya
2. Guru menyampaikan materi pembelajaran berikutnya.
3. Guru menutup kegiatan pembelajaran dengan mengucapkan salam dan doa

**1. Alat, Media dan Sumber Belajar**

4. Alat : - Laptop  
- Handphone  
- Tablet, dll.
5. Media : -Whatsapp
6. Sumber Belajar : -Buku Bahasa Inggris XI  
-Buku Paket dan lain-lain


**2. Penilaian**

3. Teknik/jenis : Kuis, tugas individu/kelompok, unjuk kerja, dan portofolio
4. Bentuk instrumen : Pertanyaan lisan, tes tertulis, dan pengamatan sikap

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## Appendix 9. Lesson Plan of T2

### RENCANA PELAKSANAAN PEMBELAJARAN

(DARING)

Sekolah : MAN 1 SUNGAI PENUH	Kelas/Semester : XI / Genap
Mata Pelajaran : Bahasa Inggris	Alokasi Waktu : 90 menit
Materi : Teks Khusus Dalam Bentuk Surat Pribadi	

#### A. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Mengidentifikasi ungkapan keakraban yang lazim digunakan dalam surat pribadi
- Memahami struktur teks dari surat pribadi
- Memahami unsur kebahasaan surat pribadi
- Menganalisis unsur-unsur eksposisi surat pribadi
- Membaca surat pribadi dengan suara lantang dan bermakna, dengan ucapan dan tekanan kata yang benar
- Mengelompokkan dan menyusun kembali tiga surat pribadi yang dicampur aduk secara acak menjadi tiga surat pribadi yang koheren, seperti aslinya
- Membuat surat pribadi untuk satu orang teman di kelas tentang suatu hal yang relevan, dan kemudian membalasnya

#### B. Kegiatan Pembelajaran

Media	Alat/Bahan	Sumber Belajar
<ul style="list-style-type: none"> <li>• <i>Whatsapp, Google Classroom, Zoom, Google Form dll.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Laptop, Handphone, Tablet, dll.</li> </ul>	<ul style="list-style-type: none"> <li>• Buku guru dan siswa</li> <li>• Modul, bahan ajar, internet, dan sumber lain yang relevan</li> </ul>

<b>PENDAHULUAN</b>	<ul style="list-style-type: none"> <li>• Guru memberi salam dan mengajak peserta didik berdoa bersama (Religious)</li> <li>• Guru mengecek kehadiran peserta didik (melalui Whatsapp group, Zoom, Google Classroom, Telegram atau media daring lainnya)</li> <li>• Guru menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan&amp;manfaat) dengan mempelajari materi : <i>Teks Khusus Dalam Bentuk Surat Pribadi.</i></li> <li>• Guru menyampaikan garis besar cakupan materi dan langkah pembelajaran</li> </ul>
<b>KEGIATAN INTI</b>	<ul style="list-style-type: none"> <li>• Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topik materi: <i>Teks Khusus Dalam Bentuk Surat Pribadi</i> dengan cara melihat, mengamati, membaca melalui tayangan yang di tampilkan.</li> </ul>

	<ul style="list-style-type: none"> <li>• 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: <i>Teks Khusus Dalam Bentuk Surat Pribadi</i></li> <li>• Peserta didik diminta untuk mengumpulkan informasi, dan menulis <i>Teks Khusus Dalam Bentuk Surat Pribadi</i> berdasarkan pemahaman mereka</li> <li>• Peserta didik diminta merekam dan membacakan hasil kerja individu, mengemukakan pendapat atas presentasi yang dilakukan kemudian ditanggapi kembali oleh kelompok atau individu yang mempresentasikan.</li> <li>• Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait <i>Teks Khusus Dalam Bentuk Surat Pribadi</i> . Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami</li> </ul>
<b>PENUTUP</b>	<ul style="list-style-type: none"> <li>• Guru dan peserta didik merefleksikan kegiatan pembelajaran.</li> <li>• Guru dan peserta didik menarik kesimpulan dari hasil kegiatan Pembelajaran.</li> <li>• Guru Memberikan penghargaan( misalnya Pujian atau bentuk penghargaan lain yang Relevan kepada kelompok yang kinerjanya Baik.</li> <li>• Guru menugaskan Peserta didik untuk terus mencari informasi dimana saja yang berkaitan dengan materi/pelajaran yang sedang atau yang akan pelajari.</li> <li>• Guru menyampaikan materi pembelajaran berikutnya.</li> <li>• Guru menutup kegiatan pembelajaran dengan mengucapkan salam dan doa.</li> </ul>

### C. Penilaian (Asesmen)

Penilaian terhadap materi ini dapat dilakukan sesuai kebutuhan guru yaitu dari pengamatan sikap, tes pengetahuan (berupa tes tulis) dan presentasi unjuk kerja/hasil karya atau proyek dengan rubrik penilaian sebagai nilai keterampilan.

Mengetahui,

Kepala Madrasah

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Guru Mata Pelajaran

**Martias, S.Pd**  
NIP.



## RENCANA PELAKSANAAN PEMBELAJARAN

(DARING)

Sekolah : MAN 1 SUNGAI PENUH		Kelas/Semester : XI / Genap
Mata Pelajaran : Bahasa Inggris		Alokasi Waktu : 90 menit
Materi	: Fungsi Sosial dan Unsur Kebahasaan Lirik Lagu	

### A. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Menafsirkan fungsi sosial, struktur teks, dan unsur kebahasaan lirik lagu
- Memahami makna lirik lagu secara kontekstual
- Mendapatkan nilai moral dari lagu
- Mendapatkan hiburan dari lagu

### B. Kegiatan Pembelajaran

Media	Alat/Bahan	Sumber Belajar
<ul style="list-style-type: none"> <li>• <i>Whatsapp, Google Classroom, Zoom, Google Form dll.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Laptop, Handphone, Tablet, dll.</li> </ul>	<ul style="list-style-type: none"> <li>• Buku guru dan siswa</li> <li>• Modul, bahan ajar, internet, dan sumber lain yang relevan</li> </ul>

<b>PENDAHULUAN</b>	<ul style="list-style-type: none"> <li>• Guru memberi salam dan mengajak peserta didik berdoa bersama (Religious)</li> <li>• Guru mengecek kehadiran peserta didik (melalui Whatsapp group, Zoom, Google Classroom, Telegram atau media daring lainnya)</li> <li>• Guru menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan&amp;manfaat) dengan mempelajari materi : <i>Fungsi Sosial dan Unsur Kebahasaan Lirik Lagu</i></li> <li>• Guru menyampaikan garis besar cakupan materi dan langkah pembelajaran</li> </ul>
<b>KEGIATAN INTI</b>	<ul style="list-style-type: none"> <li>• Guru mengirimkan ringkasan materi tentang lirik lagu beserta dua buah lagu melalui <i>Whatsapp, Google Classroom, Zoom, Google Form dll.</i></li> <li>• Guru memberikan waktu kepada peserta didik untuk mendengarkan lagu tersebut</li> <li>• Guru meminta peserta didik untuk memahami makna dalam lirik lagu tersebut</li> <li>• Peserta didik mengajukan pertanyaan pertanyaan yang berkaitan dengan materi tersebut di kolom komentar yang ada di <i>Whatsapp, Google Classroom, Zoom, Google Form dll.</i></li> </ul>

	<ul style="list-style-type: none"> <li>• Guru memberikan tanggapan terhadap pertanyaan-pertanyaan peserta didik yang ada di kolom komentar.</li> <li>• Guru meminta peserta didik untuk menuliskan makna lagu tersebut di kolom komentar.</li> <li>• Guru dan peserta didik bersama-sama membahas makna lagu yang ada dalam kolom komentar.</li> <li>• Guru memberikan evaluasi berupa teks rumpang dan lagu kepada peserta didik</li> <li>• Guru meminta peserta didik untuk mendengarkan lagu dan mengisi teks rumpang</li> <li>• Guru meminta peserta didik untuk mengirimkan hasil kerja melalui <i>Whatsapp, Google Classroom, Zoom, Google Form dll.</i></li> </ul>
PENUTUP	<ul style="list-style-type: none"> <li>• Guru dan peserta didik merefleksikan kegiatan pembelajaran.</li> <li>• Guru dan peserta didik menarik kesimpulan dari hasil kegiatan Pembelajaran.</li> <li>• Guru memberikan penghargaan( misalnya Pujian atau bentuk penghargaan lain yang Relevan kepada kelompok yang kinerjanya Baik.</li> <li>• Guru menugaskan Peserta didik untuk terus mencari informasi dimana saja yang berkaitan dengan materi/pelajaran yang sedang atau yang akan pelajari.</li> <li>• Guru menyampaikan materi pembelajaran berikutnya.</li> <li>• Guru menutup kegiatan pembelajaran dengan mengucapkan salam dan doa.</li> </ul>

### C. Penilaian (Asesmen)

Penilaian terhadap materi ini dapat dilakukan sesuai kebutuhan guru yaitu dari pengamatan sikap, tes pengetahuan (berupa tes tulis) dan presentasi unjuk kerja/hasil karya atau proyek dengan rubrik penilaian sebagai nilai ketrampilan.

Mengetahui,

Kepala Madrasah

Sungai Penuh, Januari 2022  
Guru Mata Pelajaran

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Martias, S.Pd  
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## RENCANA PELAKSANAAN PEMBELAJARAN

(DARING)

Sekolah : MAN I SUNGAI PENUH	Kelas/Semester : XI / Genap
Mata Pelajaran : Bahasa Inggris	Alokasi Waktu : 90 menit
Materi	: Perasaan (Expressing Sorrow and Attention)

### A. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Siswa dapat merespon dengan benar tindak tutur dengan menyatakan Perasaan (Expressing Sorrow and Attention)
- Siswa dapat melakukan berbagai tindak tutur dalam wacana lisan interpersonal/transaksional dengan menyatakan perasaan (Expressing Sorrow and Attention)

### B. Kegiatan Pembelajaran

Media	Alat/Bahan	Sumber Belajar
<ul style="list-style-type: none"> <li>• <i>Whatsapp, Google Classroom, Zoom, Google Form dll.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Laptop, Handphone, Tablet, dll.</li> </ul>	<ul style="list-style-type: none"> <li>• Buku guru dan siswa</li> <li>• Modul, bahan ajar, internet, dan sumber lain yang relevan</li> </ul>

<b>PENDAHULUAN</b>	<ul style="list-style-type: none"> <li>• Guru memberi salam dan mengajak peserta didik berdoa bersama (Religious)</li> <li>• Guru mengecek kehadiran peserta didik (melalui Whatsapp group, Zoom, Google Classroom, Telegram atau media daring lainnya)</li> <li>• Guru menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan&amp;manfaat) dengan mempelajari materi : <i>Perasaan (Expressing Sorrow and Attention)</i></li> <li>• Guru menyampaikan garis besar cakupan materi dan langkah pembelajaran</li> </ul>
<b>KEGIATAN INTI</b>	<ul style="list-style-type: none"> <li>• Guru memberikan materi terlebih dahulu kepada peserta didik tentang: <i>Perasaan (Expressing Sorrow and Attention)</i></li> <li>• Peserta didik diberikan kesempatan untuk memahami tujuan, struktur teks dan ciri dari teks ungkapan <i>Perasaan (Expressing Sorrow and Attention)</i></li> <li>• Peserta didik mendapatkan tanggapan dari guru atas tujuan, struktur teks dan ciri dari ungkapan <i>Perasaan (Expressing Sorrow and Attention)</i></li> <li>• Peserta didik di beri kesempatan untuk bertanya hal yang belum dipahami pada materi yang dipelajari.</li> </ul>

	<ul style="list-style-type: none"> <li>• Peserta didik diminta untuk membuat kelompok berjumlah 2 orang</li> <li>• Peserta didik diminta membuat dialog percakapan tentang ungkapan <i>Perasaan (Expressing Sorrow and Attention)</i> dengan teman sekelompoknya.</li> <li>• Peserta didik diminta untuk membacakan hasil kerja yaitu dialog secara bergantian dengan temannya</li> <li>• Guru menyimak cara pelafalan peserta didik dan mengoreksi kesalahan peserta didik</li> </ul>
<b>PENUTUP</b>	<ul style="list-style-type: none"> <li>• Guru dan peserta didik merefleksi kegiatan pembelajaran.</li> <li>• Guru dan peserta didik menarik kesimpulan dari hasil kegiatan Pembelajaran.</li> <li>• Guru Memberikan penghargaan( misalnya Pujian atau bentuk penghargaan lain yang Relevan kepada kelompok yang kinerjanya Baik.</li> <li>• Guru menugaskan Peserta didik untuk terus mencari informasi dimana saja yang berkaitan dengan materi/pelajaran yang sedang atau yang akan pelajari.</li> <li>• Guru menyampaikan materi pembelajaran berikutnya.</li> <li>• Guru menutup kegiatan pembelajaran dengan mengucapkan salam dan doa.</li> </ul>

### C. Penilaian (Asesmen)

Penilaian terhadap materi ini dapat dilakukan sesuai kebutuhan guru yaitu dari pengamatan sikap, tes pengetahuan (berupa tes tulis) dan presentasi unjuk kerja/hasil karya atau proyek dengan rubrik penilain sebagai nilai keterampilan.

Mengetahui,  
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## Appendix 10. Lesson Plan of T3

### Rencana Pelaksanaan Pembelajaran 1

Mata Pelajaran : Bahasa Inggris  
 Kelas/Semester : XI/2  
 Satuan Pendidikan : MAN 1 SUNGAI PENUH

- Kompetensi Inti**
- : - Memahami, menerapkan, menganalisis, dan mengevaluasi tentang pengetahuan faktual, konseptual, operasional dasar, dan metakognitif sesuai dengan bidang dan lingkup kajian/kerja Bahasa Inggris pada tingkat teknis, spesifik, detil, dan kompleks, berkenaan dengan ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dalam konteks pengembangan potensi diri sebagai bagian dari keluarga, sekolah, dunia kerja, warga masyarakat nasional, regional, dan internasional.
  - Melaksanakan tugas spesifik dengan menggunakan alat, informasi, dan prosedur kerja yang lazim dilakukan serta memecahkan masalah sesuai dengan bidang kajian/kerja Bahasa Inggris. Menampilkan kinerja di bawah bimbingan dengan mutu dan kuantitas yang terukur sesuai dengan standar kompetensi kerja. Menunjukkan keterampilan menalar, mengolah, dan menyaji secara efektif, kreatif, produktif, kritis, mandiri, kolaboratif, komunikatif, dan solutif dalam ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah, serta mampu melaksanakan tugas spesifik di bawah pengawasan langsung.
- Kompetensi Dasar**
- : - Menentukan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk surat pribadi dengan memberi dan menerima informasi terkait kegiatan diri sendiri dan orang sekitarnya, sesuai dengan konteks penggunaannya.
  - Menyusun teks khusus dalam bentuk surat pribadi terkait kegiatan diri sendiri dan orang sekitarnya, lisan dan tulis, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks penggunaannya.
- A. Tujuan Pembelajaran**
- Siswa dapat memahami fungsi sosial surat pribadi
  - Siswa dapat memahami tujuan sosial dan unsur kebahasaan surat pribadi
  - Siswa dapat memahami informasi dalam surat pribadi
  - Siswa dapat menjawab pertanyaan mengacu pada beberapa surat pribadi
  - Siswa dapat membuat surat pribadi
  - Siswa dapat membuat balasan untuk beberapa surat pribadi
- B. Materi Pembelajaran**
1. Contoh teks surat pribadi terlampir
  2. Fungsi Sosial (Factual) Menjalin hubungan dengan bertegur sapa dan memberi kabar pribadi kepada teman secara tertulis dan memberi informasi kepada teman.

3. Struktur Teks (Conceptual) Part of personal letter : date, salutation, body (opening, content, closing), and signature.
4. Unsur Kebahasaan (Procedural) - Simple present tense - Simple past tense
5. Topik : Personal Letter

#### C. Metode Pembelajaran

1. Pendekatan : Scientific Approach.
2. Model : Discovery Learning dan Project based learning
3. Metode : Kelas daring melalui *Whatsapp* atau *Google meet* dan Google Classroom.

#### D. Media, Bahan Dan Sumber Pembelajaran

1. Media Pembelajaran : Power point, WAG atau G meet, G Classroom, G Form, dan internet.
2. Alat Pembelajaran : Laptop dan HP android.
3. Bahan Pembelajaran : Terlampir

#### E. Langkah-langkah Pembelajaran

##### Pendahuluan

- Melalui media daring (WAG atau G meet) guru mengucapkan salam, berdoa bersama, mengecek kabar atau kesehatan peserta didik, dan memotivasi pentingnya belajar di rumah.
- Guru mengecek kehadiran peserta didik.
- Guru menyampaikan tujuan pembelajaran.
- Guru menyampaikan aspek penilaian pengetahuan, ketrampilan, dan sikap.
- Guru menyampaikan motivasi dan semangat belajar di tengah pandemi.
- Guru melakukan apersepsi dengan memberikan pertanyaan yang menantang (bisa dimulai dengan pertanyaan yang LOTS, medium, lalu HOTS) untuk mengetahui pengalaman dan background knowledge yang dimiliki peserta didik.

##### Kegiatan Inti

1. Mengamati (Observasi)
  - Guru menyampaikan materi surat pribadi yang berupa power point.
  - Peserta didik mengamati dan mencermati materi pembelajaran yang disampaikan melalui power point tersebut.
2. Menanya
  - Guru memberikan waktu kepada peserta didik untuk bertanya.
3. Mengumpulkan Informasi
  - Peserta didik berdiskusi terkait materi dan mencari contoh lain tentang teks surat pribadi.
4. Menalar (Mengolah Informasi)
  - Peserta didik menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan yang ada pada teks surat pribadi.
  - Peserta didik secara bersama-sama mendiskusikan hasil analisis tersebut.
5. Mengkomunikasikan

- Peserta didik menyusun teks surat pribadi sederhana secara mandiri.

**Penutup**

- Guru dan peserta didik menyimpulkan pembelajaran hari ini.
- Guru memberikan penguatan.
- Guru memberikan ucapan terimakasih kepada peserta didik yang tetap disiplin belajar dalam keadaan pandemi ini.
- Guru memberikan tindak lanjut dengan pemberian tugas secara individual.
- Guru memberikan informasi tentang materi pada pertemuan berikutnya
- Pembelajaran ditutup dengan salam.

**F. Penilaian**

1. Jenis / Teknik Penilaian : Tes tertulis
2. Bentuk penilaian
  - Penilaian pengetahuan : Tes tertulis (Terlampir pada lembar penilaian pengetahuan)
  - Penilaian ketrampilan : Berupa produk



Mengetahui,  
Kepala Sekolah

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Sungai Penuh, 2022  
Guru Mata Pelajaran

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## CURRICULUM VITAE

### CONTACT INFORMATION

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### PERSONAL INFORMATION

**Date of Birth** : March, 28<sup>th</sup> 2000  
**Place of Birth** : Sungai Penuh  
**Citizenship** : Indonesia  
**Gender** : Female  
**Job** : Student  
**Father's Name** : Slamet Jainuri  
**Mother's Name** : Sarmila Susanti

### EDUCATION

No	School Name	Place	Graduation
1	SD Negeri 042/11 Seberang	Sungai Penuh	2012
2	SMP Negeri 10 Sungai Penuh	Sungai Penuh	2015
3	SMA Negeri 4 Sungai Penuh	Sungai Penuh	2018
4	IAIN Kerinci	Sungai Penuh	2018-Sekarang