

**TEACHER'S STRATEGIES IN ENGLISH E-LEARNING CLASSES DURING
COVID-19 PANDEMIC AT MTsN 2 KERINCI
ACADEMIC YEAR 2020/2021**

THESIS



**BY:
DESWITA
NIM : 1710203016**

**INSTITUT AGAMA ISLAM NEGERI
KERINCI
ENGLISH EDUCATION PROGRAM
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC INSTITUTE OF KERINCI
ACADEMIC YEAR**

**TEACHER'S STRATEGIES IN ENGLISH E-LEARNING CLASSES
DURING COVID-19 PANDEMIC AT MTsN 2 KERINCI
ACADEMIC YEAR 2020/2021**

A THESIS

**Submitted as a Partial Fulfillment of the Requirement for Undergraduated
Degree at English Education Program in Faculty of Education and Teacher
State Islamic Institute (IAIN) of Kerinci**

By :

**DESWITA
NIM : 1710203016**

**INSTITUT AGAMA ISLAM NEGERI
KERINCI
ENGLISH EDUCATION PROGRAM
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC INSTITUTE OF KERINCI ACADEMIC YEAR
2020/2021**


Dr. Dairabi Kamil., M.Ed
Heri Mudra., M.Pd

LECTURERS OF IAIN KERINCI

Sungai Penuh, 7 sept 2021

To:
Rector of IAIN Kerinci

At

AGENDA	
Sungai Penuh	
NOMOR :	273
TANGGAL :	28 / 9. 2021
PARAF :	

OFFICIAL NOTE

Assalamu 'alaikum Warahmatullahi Wabarakatuh

After guiding, analyzing, briefing, and correcting, the writing of Deswita's thesis, (the student's number is 1710203016) entitled: "Teachers' Strategies In English E-learning Classes During Covid-19 Pandemic At MTsn 2 Kerinci Academic Year 2020/2021", we are of opinion that this thesis has met the qualification as one of 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 final examination.

Wassalamu 'alaikum Warahmatullahi Wabarakatuh.

ADVISORS

ADVISOR I



Dr. Dairabi Kamil, M.Ed
NIP. 19740314 199903 1 005

ADVISOR II



Heri Mudra, M.Pd
NIP. 19851216 201101 1 008

CERTIFICATE OF ORIGINALITY

The researcher hereby declares that thesis entitled “**Teacher’s Strategies In English E-Learning Classes During Covid-19 Pandemic At MTsN 2 Kerinci Academic Year 2020/2021**” is the researcher’s own work and that, to the best of the researcher’s knowledge and beliefs, 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 acknowledgment is made in the thesis. Any contribution made to the research by others, with whom the researcher has worked at State 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’s own work, except to the extent that assistance from others in the project’s design and conception or style, presentation and linguistic expressions is acknowledged.

Sungai Penuh, Sept 2021
The Researcher



Deswita
1710203016

ABSTRACT

DESWITA. 2017: Teachers' Strategies in English E- learning Classes during COVID-19 Pandemic at MTsN 2 Kerinci Academic Year 2020/2021.

**ADVISORS : 1. Dr. DairabiKamil, M.Ed
2. Heri Mudra, M.Pd**

The COVID-19 pandemic situation made the government announce the learning activities into e-learning. This policy and its relation to teachers' strategies in teaching are interesting to be studied. This research focused on the teachers' strategies used in teaching English by using e-learning classes during the COVID-19 pandemic. This study aimed to find out questions: (1) What are the strategies on English e-learning classes during the COVID-19 pandemic at MTsN 2 Kerinci? (2) To what extent do the strategies help the teachers in English e-learning classes? This type of research was field research with qualitative approach. Data collection techniques in this study are observation, interview, and documentation. The results of the study show that (1) The teachers use different strategies because the expected skill output are different, for writing skills the teacher uses 4 strategies namely prepared talks, planning, drafting, editing and mind mapping. As for speaking the teachers applies several strategies such as prepared talks, and listening skills, the teacher applies several strategies such as listening to songs, writing song lyrics, matching lyrics, and finally sing a songs. But three teachers of them use the video-based learning mode and one teacher use the soft file and also virtual education through WhatsApp Group. (2) Strategies in teaching through e-learning classes during the COVID-19 pandemic greatly assisted teachers in the teaching and learning process to achieve learning goals.

Keywords: English Teaching, Teaching Strategy, E-learning.

ABSTRAK

DESWITA, 2017 : Strategi Guru dalam Pembelajaran E-learning Bahasa Inggris di Masa Pandemi COVID-19 di MTSN 2 Kerinci Tahun Ajaran 2020/2021

**PEMBIMBING :1. Dr. Dairabi Kamil, M.Pd
2. Heri Mudra, M.Pd**

Situasi pandemi COVID-19 membuat Pemerintah mencanangkan kegiatan pembelajaran menjadi e-learning. Kebijakan ini dan ada kaitannya dengan strategi guru dalam mengajar yang menarik untuk dikaji. Penelitian ini berfokus pada strategi guru yang digunakan dalam mengajar bahasa Inggris dengan kelas e-learning selama pandemi COVID-19. Penelitian ini bertujuan untuk menjawab pertanyaan penelitian sebagai berikut: (1) Bagaimana strategi pembelajaran bahasa Inggris e-learning pada masa pandemi COVID-19 di MTSN 2 Kerinci? (2) Sejauh mana strategi membantu guru di kelas e-learning bahasa Inggris? Jenis penelitian ini adalah penelitian lapangan dengan pendekatan kualitatif. Teknik pengumpulan data dalam penelitian ini adalah observasi, wawancara, dan dokumentasi. Hasil penelitian menunjukkan bahwa (1) Guru menggunakan strategi yang berbeda karena output keterampilan yang diharapkan berbeda, untuk keterampilan menulis guru menggunakan 4 strategi yaitu *pre-taught talks*, *planning*, *drafting*, dan *editing*. Sedangkan untuk keterampilan berbicara guru menerapkan strategi pembicaraan awal dan menyimak, guru menerapkan beberapa strategi seperti mendengarkan lagu, menulis lirik lagu, mencocokkan lirik, dan terakhir menyanyikan lagu. Namun tiga guru di antaranya menggunakan mode pembelajaran berbasis video dan satu guru menggunakan *softfile* dan juga *virtual education* melalui *WhatsApp Group*. (2) Strategi pengajaran melalui kelas e-learning di masa pandemi COVID-19 sangat membantu guru dalam proses belajar mengajar untuk mencapai tujuan pembelajaran.

Kata kunci: Pengajaran Bahasa Inggris, Strategi Pengajaran, E-learning.



INSTITUT AGAMA ISLAM NEGERI
K E R I N C I



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI (IAIN) KERINCI
JalanKaptenMuradiSungai Penuh Telp.(0748) 21065 Fax. (0748)-2214
Kode Pos. 37112 Website: www.iainkerinci.ac.idEmail: info@iainkerinci.ac.id

APPROVAL AND ACCEPTANCE

This thesis has been defended before the board of examination (Munaqasah) on Wednesday, October 6, 2021 and was approved as one the requirements to obtain Undergraduate Degree (S1) in English Education program Faculty of Education and Teacher Training State Islamic Institute of Kerinci.

Sungai Penuh, **October 6**, 2021

State Islamic Institute of Kerinci

The Chairman

MUSRIZAL, M.Pd
NIDN. 2005028402

Examiner I

Dr. DAFLIZAR, S.Pd., M.A
NIP. 19731226 200312 1 001

Advisor I

Dr. DAIRABI KAMIL, M.Ed
NIP. 19740314 199903 1 005

Examiner II

YELNI ERNIYATI, M.Pd
NIP. 19840211 201903 2 006

Advisor II

HERI MUDRA, M.Pd
NIP. 19851216 201101 1 008

ACKNOWLEDGMENT

Alhamdulillah, Her greatest gratefulness goes to Allah SWT the Almighty, for all the blessing and mercies, this thesis entitled: **“Teacher’s Strategies in English E-Learning Classes During Covid-19 Pandemic AtMTsN 2 Kerinci Academic Year 2020/2021”** has been well accomplished. Shalawat and salam to Prophet Muhammad SAW, the last Prophet and the greatest leader for human being. In accomplishing this thesis, the researcher realizes that there were many helps and supports during the process of accomplishing this thesis as one of requirement to gain Sarjana Degree in English Department at IAIN Kerinci. The researcher also would like to appreciate the following person for helping and supporting me to finish this thesis, present thanks to:

1. Dr. Asa’AriM.Ag As the Rector of IAIN Kerinci
2. Dr. HadiCandra, S.Ag, M.Pd As the Dean of Tarbiyah Faculty of IAIN Kerinci
3. AridemVintoni, S.Pd, M.Pd as the Head of English Department
4. Musdizal, M.Pd as the secretary of English Department
5. Dr. DairabiKamil, Ed. as the first advisor, who had guided and directed in completing this thesis as well
6. Heri Mudra,M.Pd as the second advisor, who also had guided and directed in completing this thesis as well

7. Dr. Daflizar, S.Pd., M.A as the first examiner for the contributions
8. Yelni Erniyati, M.Pd as the second examiner for correcting this thesis.
9. All lecturers of IAIN Kerinci especially in the English Department for their great support
10. All staff academic administration who had always given help
11. All students of English Department for being the cooperative and supportive during the data collecting
12. And all her beloved family and friends for loving, praying, motivation and support.

As human being, researcher has limitation to make something perfect. Therefore, any development criticism and suggestion will be welcome as the better improvement for the researcher in making such writing at any other time. Hopefully, this thesis will be useful to the English learning process.

INSTITUT AGAMA ISLAM NEGERI
KERINCI

Sungai Penuh, Sept 2021

The Researcher

DESWITA

NIM: 1710203016

TABLE OF CONTENTS

Pages

COVER

PAGE OF TITLE	i
OFFICIAL NOTE	ii
CERTIFICATE OF ORIGINALITY	iii
APPROVAL AND ACCEPTED	iv
ABSTRACT	v
DEDICATION AND MOTTO	vii
ACKNOWLEDGMENT	viii
TABLE OF CONTENT	x
CHAPTER I :INTRODUCTION	
A. Background of the Research	1
B. Identification of The Problem	4
C. Limitation of The Program	4
D. Purpose of The Research	5
E. Research Question	5
F. Significant of The Problem	5
G. Definition of Key Terms	6
CHAPTER II: REVIEW OF RELATED LITERATURE	
A. Review of related literature	
a. Teacher Strategy	
1) Definition of Teaching Strategy	8
2) Kinds of Teaching Strategy	10

3) Teaching Approach	11
4) Teaching Method	13
5) Strategy in English Skill	14
b. E-learning	
1) Definition of e-learning	28
2) E-learning element	29
3) E-learning Model	30
4) The role of the teachers in E-learning	32
5) Advantages of E-learning	34
6) Disadvantages of E-learning	35
7) E-learning strategies	37
8) Teaching English though E-learning	39
B. Relevant Research.....	40
C. Conceptual Framework.....	42

CHAPTER III : RESEARCH METHODOLOGY

A. Resign Design	43
B. Informant and Settings	44
C. Source of the Data	44
D. Technique of Data Collection	45
E. Technique of Data Analysis	48
F. Trustworthinessof the Data	48

CHAPTER IV: FINDINGS AND DISCUSSION

A. Findings..... 53

B. Discussion 68

CHAPTER V: CONCLUSIONS AND SUGGESTIONS

A. Conclusion..... 70

B. Suggestions..... 72

REFERENCCE

APPENDICES

DOCUMENTATIONS

CURRICULUM VITAE



LIST OF TABLE

Table 1 Coding of Teacher and Strategy.....51

Table 2	Strategies of Teacher 1.....	55
Table 3	Strategies of Teacher 2.....	60
Table 4	Strategies of Teacher 3.....	64
Table 5	Strategies of Teacher 4.....	68



LIST OF APPENDICES

1. Interview sheets for teachers
2. Documentations



CHAPTER I
INTRODUCTION

A. Background of the Research

Learning foreign languages, especially English, has been used as a strategy for human resource development at various time in the story of education in this world. Indonesia education system obliging, students at junior high school and senior high school level must pass an English examination for graduating. Based on Balan in prabhu, he states the importance of English as an international language where by education and cultures are exchanged at all levels.¹

In educating students, the teachers plays an important role in the school. The teacher in interactive teaching does not have only educational and vocational roles but he/she has to be a designer, programmer, diagnostician, researcher, organizer, manager, innovator, educator, and advisor (illic).²More specifically, the teacher is the organizer of teaching and partner during the communication with his/her pupils.

Teaching English is not easy. With different levels of skill in each class, teachers must use effective strategies that allow students to learn the material. Teachers must be creative in choosing material and be able to stimulate student interest. Therefore, the teacher needs to manipulate several strategies to support the teaching and learning process. Strategies can make learning “easier, faster, more enjoyable, more self-directed, more transferable to new situation”.

¹Km. Prabhu, *The Role of Professional Development in Sexond Language Teachers Education*, 2019. P.47

²Illic, M, *Od Tradicionalne Do Kvalitetneskol*, Radavi, Banja Luka. 1999. P. 141

Since the end of 2019, the world has been rocked with a *coronavirus* or COVID-19. This virus was first discovered in Wuhan, Hubei, China, until now, there are 406.945 people throughout the world exposed corona.³ In Indonesia, the number of positive cases of *coronavirus* infection continues to grow. As of Friday (30-10/2020), positive cases of COVID-19 infection reaches 406.945 people, 13.782 died, and 334.295 patients were cured.⁴

As a result of the COVID-19 pandemic, the entire system that runs like a government, the economy, including education in Indonesia are disrupted. As of March 11, 2020, the president of the Republic of Indonesia adopted a policy of temporarily closing the teaching and learning process at schools and universities urged them to study at home, and replacing them with online learning to break the chain of viruses.

In minimizing the transmission of infectious diseases, the public takes action to limit social distancing and also self-quarantine. (cited in report of the WHO-China Joint Mission on Coronavirus disease, 2019) people with COVID-19 generally develop signs and symptoms, including mild respiratory symptoms and fever, on an average of 5-6 days after infection (mean incubation period 5-6 days, range 1-14 days).

³<http://www.cnnindonesia.com/internasional/20200907115257-134-543550/update-corona-global-kasus-di-dunia-capai-27-juta-orang>

⁴<http://zonabanten.pikiran-rakyat.com/nasional/pr-23889138/update-corona-di-indonesia-jum'at-30-oktober-2020-total-positif-covid-19-mencapai-406945-kasus>

The teachers inevitably have to apply and adapt to e-learning classes in conveying English material from listening, speaking, reading and writing so that the teaching and learning process can keep going. E-learning refers to the use of information and communication technologies to enable the access to online learning or teaching resources.

Based on observations on April 15, 2020 at MTsN 2 Kerinci academic year 2021/2022, the researcher found the problems. They were the face-to-face learning different from online learning and student difficulty in understanding online learning. The face-to-face learning is different from online learning. In face-to-face interaction, there is direct interaction between two people or several people. What happens can be in the form of learning, discussion, question and answer, practice, interaction and practice. Meanwhile, online (in the network) is communication where the delivery and receiving of messages is done through the internet or through cyberspace. Student were difficulty in understanding online learning.

Based on the explanation above, the researcher interested in observing and finding what strategies used by teachers' in teaching English in e-learning classes. Therefore, the researcher became curious and try to investigate this with a research entitled **“Teacher’s Strategies in English E-Learning Classes During Covid-19 Pandemic At MtsN 2 Kerinci Academic Year 2020/2021”**

B. Identification of The Problem

Based on the background of problem above there were some problem in teachers strategy that the researcher found at MTsN 2 Kerinci in academic year 2020/2021.

1. The face-to-face learning is different from online learning. In face-to-face interaction, there is direct interaction between two people or several people. What happens can be in the form of learning, discussion, question and answer, practice, interaction and practice. Meanwhile, online(in the network) is communication where the delivery and receiving of messages is done through the internet or through cyberspace.
2. Student difficulty in understanding online learning. During the distance learning process, many students experience difficulties when learning online. Among them are inadequate internet access, less than optimal understanding of the material, and fighting and increasing sense of laziness.

C. Limitation of The Problem

In this research, the researcher focused on the teacher's strategy in teaching English using the e-learning classes during the COVID-19 pandemic at MTsN 2 Kerinci. The subjects of this study will English teachers who taught in the middle of the COVID-19 pandemic.

D. Purpose of The Research

Then purpose of the research were listed below :

1. To know the teaching strategies in English e-learning classes during the COVID-19 pandemic at MTsN 2 Kerinci Academic Year 2020/2021.
2. To know the extent of the strategies help the teachers in English e-learning classes during the COVID-19 pandemic-19 at MTsN 2 Kerinci Academic Year 2020/2021.

E. Research Question

Based on the background of the study, the researcher formulated some problems as follow :

1. What are the teacher's strategies on English e-learning classes during the COVID-19 pandemic at MTsN 2 Kerinci ?
2. What extent do the strategies help the teachers in English e-learning on English e-learning classes during the COVID-19 pandemic at MTsN 2 Kerinci?

F. Significant of the Research

1. Theoretical benefit

This research will give good information related to the teachers' strategies on English e-learning classes. Also this study provides favorable description for further research that wants to study the same case, so this research becomes helpful information and a useful reference for the next study.

2. Practical benefit

a. For the English teacher

The researcher hopes that the result of this study will be useful for the other teacher in applying strategies for teaching English with e-learning

methods. So, the teacher can improve teaching and learning English to become more active, effective, and efficient even through e-learning methods.

b. For the students

By using e-learning methods 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.

G. Definition of key terms

By knowing the key terms, it makes this research easier to be understood by other researcher and readers. Many key terms are related to this research such as teaching, strategy, e-learning, and methods.

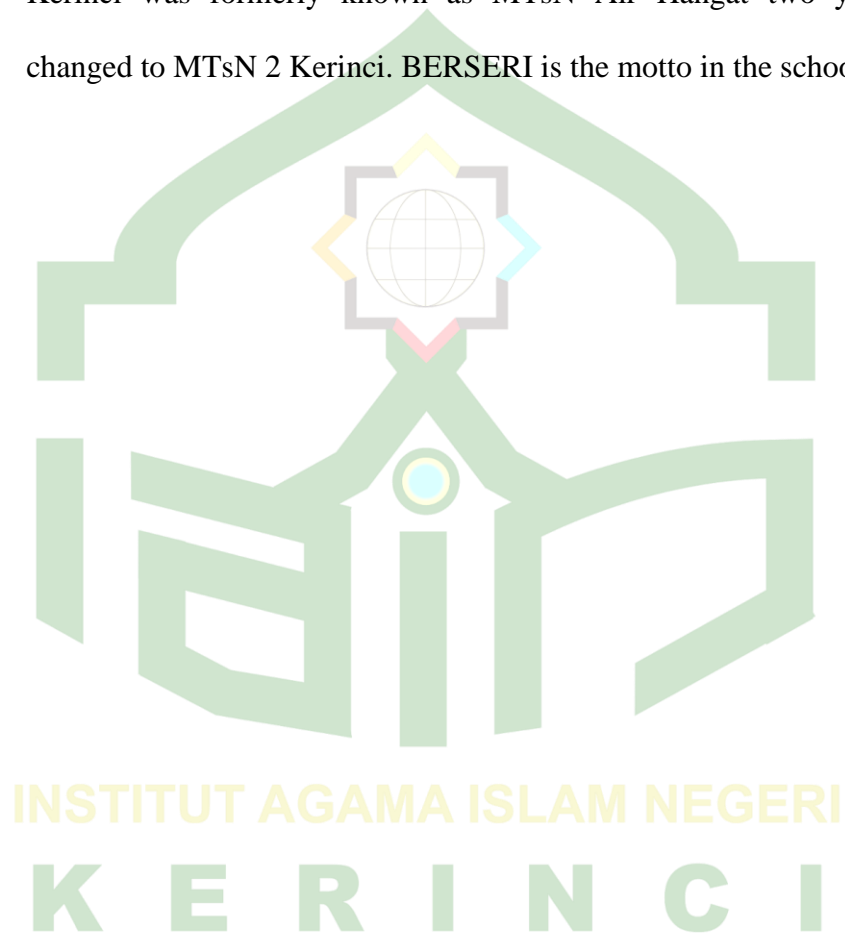
1. Teaching Strategy, Stone and Morrish teaching strategies are a general description of learning that includes the structure, outline of planned tactics, and the teaching objectives needed to implement the strategy.

Furthermore, Issac explains that tactics are manifested in the classroom as a process or series of ways in which the teacher teaches.

2. E-learning, E-learning refers to the use of information and communication technology that makes it possible to access online learning or teaching resources. According to the OECD defining e-learning as a use of technology and information in various educational processes to improve and support learning in higher education institutions and includes the usage

of information and communication technology as a complement to the traditional classroom, online learning or mixing the two modes.

3. MTsN 2 Kerinci is junior high school in Koto Majidin village, Kerinci District, Jambi. Precisely located at Jl. Sawahan Koto Majidin. MTsN 2 Kerinci was formerly known as MTsN Air Hangat two years ago changed to MTsN 2 Kerinci. BERSERI is the motto in the school.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review Of Related Theories

a. Teaching Strategy

1. Definition of teaching strategy

In the study of educational technology, the strategy is included in the realm of learning design. The developed starting from the military world and then used in education. In warfare, strategy is needed to obtain victory. Likewise with the learning process, educators must identify all those related to the learning process that will be carried out, educators need to know who will be their students, how different levels of intelligence, from what background they come from, how they are motivated, and so forth. According stone and morris, in bayu, Teaching strategy is a generalized plan for a lesson which includes structure, instructional objectives and an outline of planned tactics, necessary to implement the strategies.⁵

In addition, according Lawton in Ravindra “teaching strategy is a generalized plan for a lesson which include structure desired learner behavior in terms of goals of instructions and an outline of planned tactics necessary to implement the strategy”.⁶ Teaching strategies refer to methods used to help students learns the desired course contents and be able to develop the right strategy to deal with the target group identified.

Definition from Djamarah and zain writes there four basic strategies in learning activities that include in the following:

- a. Identify and determine the specifications and qualifications of the behavior and personality changes of students as expected.

⁵Junibayusaputra, *teaching strategies*

⁶Ravindra D. Sarode, *Teaching strategies, style and qualities of a teacher : A review for valuable higher education. 2018. P.58*

- b. Choosing a teaching and learning approach system based on people's aspirations and view of life.
- c. Choosing and determining the procedures, methods, and learning techniques that are considered the most appropriate and affective so that they can be used as a guide by the teachers in carrying out their teaching activities.
- d. Establishing norms and minimum limits of success or criteria and standards of success so that it can be used as a guide by the teachers in conducting, evaluating the results of teaching and learning activities which will then be used as feedback to improve learning.⁷

Brown states that teaching means guiding and facilitating learning, enabling the learner to learn, setting the condition of learning. Teaching can be done without a teacher. Students can use anything such as nature, books, teaching machines, etc. which can act as teachers.⁸ According to Fajriah, consider teaching as a tripolar process which involves :

- 1) An agent, a source, human or material that tries to produce learning
- 2) The objectives to be achieved through the teaching process
- 3) Intervening variables consisting of teaching and learning situations.⁹

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 beforehand, and this is very necessary so that a learning goal can be achieved, and the material can be delivered easily.

⁷Syaiful Bahri Djamarah and Aswan Zain, *Strategy Belajar Mengajar*. Jakarta: Rineka Cipta. 2002. P.05

⁸Douglass, H. Brown. *Principles Of Language Learning and Teaching*. Fourth Edition. San Francisco State University. 2000. P. 07

⁹Fajriah. *Improving Teaching Strategies Through Students' Reflection*. Sukma: Jurnal Pendidikan. 2007. P.305

2. Kinds of Teaching Strategies

a. Cooperative learning

Trianto state that cooperative comes from the word cooperative it means maximizing students learning to improve academic and understanding both individuals and groups as well as helping one another.¹⁰ Cooperative learning models is one of superlative learning contextual learning.

Amri and Ahmadi defines cooperative learning teaching system as a work or learning system structured group and cooperative learning is a teaching and learning strategy that emphasizes attitude or shared behavior in regular workgroup, that is consisting of two or more people.¹¹ Furthermore, Wena state that cooperative learning is one of a group learning model that has rules certain.¹² The basic principle of cooperative learning is students form small groups and teach others to achieve common goals, even in this learning smart students teach students who are not smart without feeling disadvantaged.

Cooperative learning is also a model that prioritizes cooperation among students to achieve learning goals. Cooperative learning, this learning can also create interdependence between students, so learning resources for students are not just teachers and textbooks but also fellow students.¹³

b. Inquiry based-learning

In this case, Haidir and Salim the inquiry as a process of teacher and student at a very high level, between teacher, student, subject matter, and the environment is very needed.¹⁴ An important part of the inquiry process is that

¹⁰Trianto. *Mendesain Model Pembelajaran Inovatif Progresif*. Surabaya: Kencana. P.75

¹¹Sofan Amri & Iif Khoiru Ahmadi. *Proses Pembelajaran Kreatif Inovatif Dalam Kelas*. Jakarta: Presentasi Pustaka Raya. P.90

¹²Wena. *Strategy Pembelajaran innovative kontemporer :suatutinjauankonseptualoperasional*, Jakarta : Pt. Aksara. 2009 P.94-96

¹³Qaisara Parveen. *Effects of cooperative learning on achievement of students in general science at secondary level*. 2017 Vol.5

¹⁴Haidir and Salim. *Strategy Pembelajaran*. Medan: Perdana Publishing. 2012. P.115

between the teacher and the students both are questioners, seekers, interrogators, answerers, and also as an analysis.

c. Graphic organizer

Fisher and Schumaker, state that graphic organizers are information with a visual display that is designed to benefit students who are having difficulties in organizing information.¹⁵ Graphic organizers are also referred to as concepts, cognitive maps, or web contents, which have the same goal : graphs the organizers are intended to help students visualize clearly how ideas are organized in a text or surround a concept. Through the use of graphic organizers, students have a structure for abstract ideas. According Bromley, et.al, graphic organizers can be categorized in many ways according to how they organize information: hierarchical, conceptual, sequential, or cyclical.¹⁶

d. Differentiated Instruction

As Carrol ann, stated differentiation is an organized yet flexible way of proactively adjusting teaching and learning to meet kids where they are and help them to achieve maximum growth as learners.¹⁷

An experienced teacher knows that not every teaching strategy that use will be an effective one. There will be some hits and misses, and depending upon teaching style and the ways students learn, teacher will figure out which strategies work and which do not. It may take some trial and error, but it doesn't hurt to try them all.

3. Teaching Approach

According Arvind, there are various approaches which are used in teaching learning process.¹⁸ The following are the main approaches of teaching learning:

¹⁵ Fisher, J.B., & Schumaker, J.B. *Searching For Validated Inclusive Practices : A review of the Literature. Focus on Exceptional Children 28,4 1-20.* 1995

¹⁶ Bromley, K., Irwin-De Vits, L., and Modlo, M. *Graphic Organizers : Visual Strategies For Active Learning.* New York, Scholastic Professional Books. 1995

¹⁷ Carrol Ann Tomlinson. *Mapping a Route Toward a Differentiated Instruction*". Educational Leadership. 1999

a. Teacher centered approach

Teacher centered approaches are more traditional in nature, focusing on the teacher as instructor. They are sometimes referred to as direct instruction, deductive teaching or expository teaching, and are typified by the lecture type presentation. In these methods of teaching, the teacher controls what is to be taught and how students are presented with the information that they are to learn.

b. Students centered approach

Students centered approaches (sometimes referred to as discovery learning, inductive learning, or inquiry learning) place a much stronger emphasis on the learner's role in the learning process. When you are using student-centered approaches to teaching, you still set the learning agenda but you have much less direct control over what and how students learn.

c. Inductive and deductive approach

In inductive approach students moves toward specified (example) to general (rules). At first many example are put forward to students and then be draws out a conclusion on the basis of these examples. Deductive approach is opposite to inductive approach because in it first a principle or rule is put in front of students and then it is clarified by giving example.

d. Herbartian approach

According to Johann, teaching must be actively planned if we were to do it. This approach is based on the theory of appreciative learning.¹⁹

It can be concluded that the learning model is a conceptual framework for placing strategies in its application in the classroom so that the learning model can be used as a systematic activity design activity in conceying lessons to students to understand.

¹⁸ArvindKr.Gill&Kusuma. *Teaching Approches, Methods and Strategy*.

¹⁹Johann FriedrichHerbart. *IntenationalBareau of Education*.2000

4. Teaching Method

According to Vikoo, the type of teaching methods and explains that teaching methods can be presented in three main categories.²⁰

a. Cognitive development methods

Here, if the focus of the instructional goals is to develop intellectual skills in students, then the cognitive development method of teaching is recommended. This method helps students to understand, analyze, synthesize and evaluate information. It helps learners develop good cognitive abilities. Though the cognitive development methods are essentially didactic.

b. Affective development methods

This domain includes objectives which describe changes in interest, attitude and values. It further deals with the development of appreciation and adequate adjustment. Education has a lot to give the learner in order to assist him/her develop in these areas, hence teachers are encouraged to include learning experiences that are worthwhile, teach in ways that arouse interest and develop proper attitude in learners. This mode of teaching is basically Philetic, here students' feelings or opinion are aroused.

c. Psychomotor development methods

These are activity based methods of teaching that aim at motor skills development in learners. This method requires that learners are able to illustrate, demonstrate, or perform certain skills using their manual dexterity. It is a heuristic method of teaching that involves inquiry and discovery methods of teaching.

In conclusion, teaching method that focusses on student inquiry and hands-on learning. Her teaching method is based on learning through text book and discipline.

²⁰Vikoo, B. *Learning Theories and Instructional Process*. Owerri: Springfield Publishers Ltd. 2003

5. Strategy in English Skill

a. Speaking strategy

Speaking is one of the skills that has to be mastered by students in learning English. Richards state in speaking people tend to be getting something done, exploring ideas, working out some aspect of the world, or simply being together. Types of Strategy in Teaching Speaking

1. Prepared talks

Prepared talks represent defined and applicable speaking genres and are properly organized, which can be extremely interesting for both speaker and listener (Harmer, 2007).²¹ An activity often done in preparation talks is preparing a presentation, where students can make the content delivered according to their choice. Such conversations are not designed for spontaneous, informal conversation.

This strategy can be used for learning classes, more precisely, asynchronous classes. The teacher asks students to prepare the conversation and record it using a voice recorder or use the voice directly using the application used when learning.

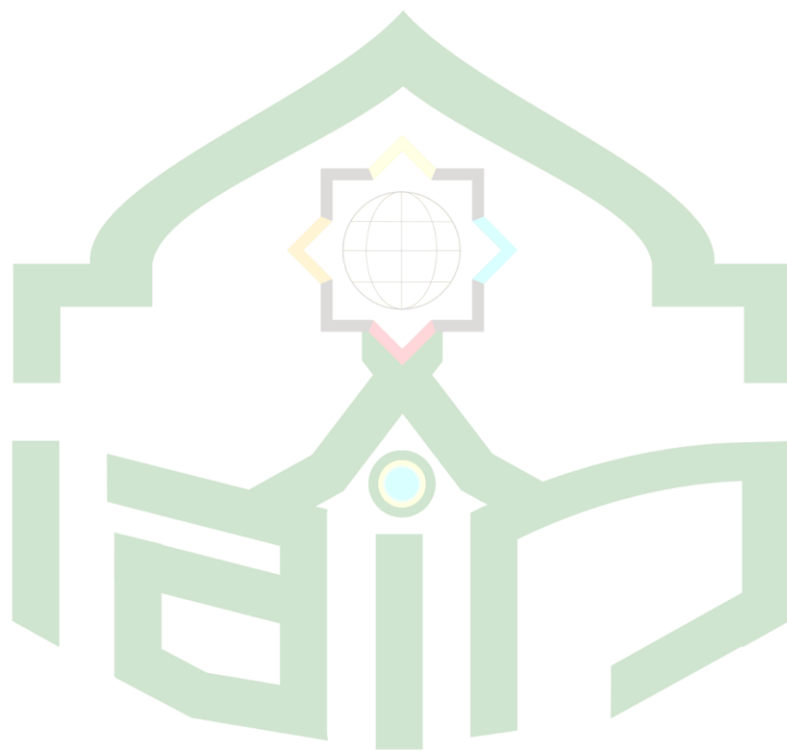
2. Invite to Brainstorm

According to Brown, brainstorming is a technique whose purpose is to initiate some sort of thinking process.²² One of the best ways to generate lots of ideas in a short amount of time is to adopt a brainstorming strategy. Brainstorming helps cultivate students' imaginations, encourages group collaboration, and creative thinking through spontaneous contributions from

²¹Harmer, J. *How to teach English* (with H.G. Ocelot Publishing, Oxford (ed.); New Edition). Harlow. 2007

²²Harmer, J. *The Practice of English Language teaching*. London: Longman. 2000

allgroupmembers.



INSTITUT AGAMA ISLAM NEGERI
K E R I N C I

Teacher invite students to attention to picture, after getting the point of view of the thing that they initiate, students report brainstorming to class. It can be conducted synchronous and asynchronous regarding the teacher and students suitability.

3. Oral Interview

According to Kayi, Oral interviews can be conducted with individual or pairs at all levels of language proficiency and require no preparation on the part of the students.²³ In class, interviews can be conducted with discussion media, including conversations with teachers and other students.

Teacher ask students to conduct interviews with their classmates, and they might interview the teacher with the already-framed topic. It is a good idea for the teacher to ask students a few questions. So that they know what type of questions they can ask or the path they should follow. However, students should prepare their interview questions. Interviews provide opportunities for students to practice their oral skills. Using the synchronous class is more applicable in using this strategy.

4. Debate

²³Kayi, H. *Teaching Speaking: Activities to Promote Speaking in a Second Language. The internet TESL Journal*, vol. XII, No.11: Nevada USA. Iteslj.org/Techniques/Kayi-TeachingSpeaking.html. 2002, 71-74

According to Corbit, debating activities provide participants with exercises to use debate and draw logical conclusions from the data provided.²⁴ Students are required to defend arguments in a debate, and sometimes some people mistake define a debate as arguing and look for winners in the debate. However, the debate aims to find mutual conclusions as a result of the debate. Besides that, the debate also helps train students to convey arguments smoothly. The debate can be held only in synchronous class as they need to defend the arguments.

5. Discussion

Biehler and Snowman stated that group discussion is collaborative learning where the teacher will let the students push themselves or encourage them to practice their English conversation in class.²⁵ The discussion will help students learn to speak because there will usually be a host or discussion leader who will allow the entire audience to speak in a discussion. Discussion is more suitable to conduct in synchronous class.

Faucette state that speaking strategies can be seen as the ways in which an individual speaker manages to compensate for this gap between what she wishes to communicate and her immediately available linguistics

²⁴Corbit, K. W. *A Theory-Centered Model of Debate Assessment: The Rhetorical Judging Paradigm*. 2017

²⁵Biehler, R. and Snowman, J. *Psychology Applied to Teaching. 10th ed.* Houghton Mifflin Company. 1993

resources. It can thus be assumed that they play a predominantly reactive role by helping learners to deal with problem with getting their messages across in the course of communication.²⁶ However, in the case of communication classes, the available student environment is surrounding the mother tongue, therefore teaching and learning strategies must be different.

6. Listening strategy

According Hidayat, 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 other. It means that listening is the ability to understand the messages being expressed by the speaker through the sound.²⁷ One of the listening strategies is through song, as defined by lynch almost everyone loves music, it is a part of our language and life from before birth onwards.²⁸

1. Listening activity through song

Harmer says that a song or a piece of music can change the atmosphere in the classroom²⁹ As defined by Ocak, song is one of the importance teaching tools in teaching EFL (English Foreign

²⁶Faucette, P. *A Pedagogical Perspective On Communication Strategies : Benefits of English Language teaching Materials. Second Language Studies.* 2001. P. 272

²⁷ApinHidayat, *the use of songs in teaching students' listening ability. Journal of English and education.* 2013 P. 21

²⁸ Lynch, L.M. *Using Popular Songs to Improve Language Listening Comprehension Skills.* Journal of English Education. Vol.3. 2008 P.23

²⁹Harmer, J. *The Practice of English Language Teaching.* London: Longmen. 2001 P. 242

Language) because most teachers know it, and students like it listen to music in the classroom.³⁰ Furthermore, harmer 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 analyze it and its effect if we so wish.³¹ A piece of music can change the atmosphere in the classroom or prepare students for a new activity

a. Procedure in applying the songs

To apply songs in the classroom, the teacher should also plan the application sequence of the songs. In applying songs, the writer offers two procedure suggested by Ur and Haycraft, as follow :

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

³⁰Ocak. *Developing Young Learners' Listening Skill Through Song*. Kastamanu Education Journal. 2012 P.333

³¹Harmer, J. *The Practice of English Language Teaching*. London : Longman. Group Ltd. 2000 P.242

the students to follow the words; fourth, sing while you play it again.³²

b. Some suggested Activities when using Song in the classroom.

Murphey suggests the following activities that teachers can do with students when teaching English through songs

- a. Listen to songs
- b. Sing without listening to any recording
- c. Talk about songs
- d. Writes songs
- e. Perform songs³³

Using songs in the classroom is a great way to motivate students, and generate enthusiasm in what they learn. Song give a positive value to the environment that can enhance student interaction.

7. Reading strategy

In the teaching reading, teacher are required to be creative in applying strategies for achieving the objectives of the reading process in class. Several strategies are usually used by teachers such as visualization strategies, highlighting strategies, and anticipatory guidance strategies.

The following explains in detail :

1. Visualization strategy

³²Up,P and A.Wright. *Teaching Listenig Comprehension*. Cambridge: University Press.1993. P. 77-78

³³Murphey, T. *Music and Song*. Oxford, England : Oxford University Press. 1992 P.9-10

Paris states that visualization is a strategy that can help students in turning words into higher concepts, and improving student focus, as well as attention to independent reading skills.³⁴ In short, this strategy help students to improve their understanding of ideas and easily find everything students want to read. Here are some of the steps proposed by Antanocci 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 severed 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 variation between them. The teachers ask students ask students to record patterns throughout images such as scenes, objects, and emotions.

³⁴Scottparis. *Teaching Reading and Viewing: Comprehension Strategies activities For Years 1-9*. New York : Queensland Studies Authority. 2010 P.69

5) Facilitate students' applications to text

Teachers asks students to write summaries based on discussion. Then students read text using the visualization strategy to process information.³⁵

Based on several description 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 student increase their understanding of reading. In short, this strategy can help students increase their understanding of ideas.

2. Highlighting strategy

According to Cerveny, highlighting is a strategy the uses highlighting the main idea to help teacher teach students to increase students in reading.³⁶ This means that this strategy can make students will easily find important information in the text and make students

³⁵Antannocci, P.A. And O' Callagnahan, C.M. *Developing Content Area Literacy : 40 Strategies for Middle and Secondary Classroom*. New York : SAGE P ublication, Inc. 2011 P.155

³⁶Cerveny, C. and Lacotti, M. *35 Learning Tools For Practicing Essential Reading and Writing Strategies*. New York: Practice. Inc. 2003 P.114

understand to text too. To run this strategy, some of the following procedures can be considered by Hervey in khairi :

- 1) Pay attention carefully to the first row and the last row of each paragraph: important information is often contained there.
- 2) Only required words and phrases, not all sentences.
- 3) Jot notes in the margin or on the stick notes to consecrate information.
- 4) Do not be disturbed by interesting details. Even though they are interesting, they often obscure important information.
- 5) Make note on the margin to emphasize the words or phrases that have been highlighted.
- 6) Signal words record: they are always followed by important information.
- 7) Pay attention to a variety of significant nonfiction features.
- 8) After completion, check to see that no more than that half a paragraph is highlighted. As a reader becomes more proficient, a third paragraph is good size to highlight.³⁷

3. Anticipation guide strategy

The anticipation guide strategy is one of the strategies in teaching reading which with the target of students getting an

³⁷ Muhammad Khorilkhsan. *The Alternative Strategies for Teaching Reading Skill for EFL Students*, UNP Journal,18. P.115-117

understanding at the end of reading activities. This strategy is used in teaching reading before students read the text in the teaching and learning process and is done to enable students background knowledge about topic read. According Richardson he states that the anticipation guide is an active pre-read strategy used to enable knowledge about a topic before students start reading text, and to provide strengthening the main concept after reading.³⁸

8. Writing strategy

Writing skill becomes the most difficult skill for English as foreign language English students. Especially in Indonesia the most of students get difficulties when they write English, because they have to consider about aspect in English language structure, such as grammar, vocabulary, meaning and soon. Based on expert opinion, it also state that writing is quite difficult skill for Indonesia students because between Bahasa and English there are some different such as structural and grammatical term and style.³⁹ According Richarddescribes the process of teaching writing approaches has four strategies namely planning, drafting (writing), Revising (redrafting) and Editing.⁴⁰

a) Planning

³⁸Richardson et.al, *Reading To Learn In The Content Areas California : Wadsworth Cengage Learning*. 2009 P.71

³⁹Ariyanti, *the teaching of EFL writing in Indonesia*, 2016(E-jurnal).P.264

⁴⁰ Jack C.Richards and Willy R. Renandya, *methodology in language Teaching: An Anthology of Current Practice*, (Cambridge: Cambridge University Press, 2002), P.326

Pre-writing is any activity in the classroom that encourages students to write.⁴¹ This is the first step that students have to do before they write a text. There are some activities which provided the learning experiences for students at this stage, such as group brainstorming, clustering, rapid free writing and *WH*-question to generate ideas for the students before the write a text.

In addition, according to Richard states the experienced writes will plan what they will write.⁴² 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 her the writer thought before writing it on a piece of paper. He say 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 of 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.

⁴¹ Jack C.Richards and Willy R. Renandya, *P.316-319*

⁴² Jack C.Richards and Willy R. Renandya, *Op. Cit P.316*

b) Drafting

Richard state that Once sufficient ideas are gathered at the planning stage, the first attempt at writing that is, draft may proceed quickly.⁴³ At the drafting stage, the students are focused on the fluency of writing and are not preoccupied with grammatical accuracy or the neatness of the draft. In this stage, the students write a thought draft, writer emphasize content rather that mechanic.

c) Revising

This stage consists of the students' review of the written draft, sharing the draft with a writing group formed in the classroom, and rearranging the content according to feedback from friends in the writing group. In this stage, the students might expand the text with new ideas or remove the unnecessary parts. Revising is a difficult stage for students.

d) Editing (Reflecting and Revising)

Up to this stage the focus is on the content. In this stage spelling rules and punctuation, which are called the mechanical aspect of writing, are checked. Before sharing what they have written with others, the students review the draft for the last time and make corrections for readability. An editing checklist might

⁴³Ibid., P.317

be prepared illustrating the spelling errors. The students might benefit from this list for their learning in the future.

The earliest model by Flower & Hayes includes two different reviewing processes:⁴⁴

“we distinguish between Revising 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”.

Writing is one of the abilities in English that must be mastered by students. Therefore, students can learn writing skills early. There are many reasons for getting students to write, both in the outside class (Harmer).⁴⁵The reasons for teaching writing to students of English as foreign language include reinforcement, writing as a skill in its own right by far the most important reason for teaching writing, of course, is that it is a basic language skill, just as important as speaking, listening and reading. They need to know some of the writing's special convention (punctuation, paragraph construction, etc) just as they need to know to

⁴⁴Linda Flower & John R. Hayes. *A Cognitive Process Theory of Writing*. 1980. P.374

⁴⁵ Jeremy Harmer. *How to Teach English*. Essex UK. Stetont Associates SafronWaldeb. 2007

pronounce spoken English appropriately. Part of our job is to give them that skill (Harmer).⁴⁶ Making the students as good writers is not easy, especially for the teacher. A teacher when teaching skills must create a conducive class by designing a suitable learning method. Thus, it is expected that in teaching students writing skill can create the students who are creative and critical.

Based on the Harmer, in a long time, teaching writing only focuses on what the content of the writing is not about the process of writing.⁴⁷ The teacher must consider several strategies below to understand the student's writing process, namely :

- a. The way the teacher gets students to plan.

Planning what to write is the first step students must do. When the students make a plan, the teacher can help them by telling what, how, and for whom the writing

- b. The way the teachers encourage the students to draft, reflections, and written revisions. They will respond to each other and advise each other to produce good writing

- c. The way the teacher respond to their student's writing.

The teacher can correct one by one the results of the student's writing to find out their response and give the right advice.

⁴⁶ Jeremy Harmer. *How To Teach English*. Essex UK. 1998. P.79

⁴⁷ Jeremy Harmer. *How To Teach Writing*. Essex UK. Stentont Associates SafronWaldeb.

Therefore, according Peha good writing comes from strong feeling and strong feeling comes from things we like and things we hate good writing comes from life experience, and the life experience, and the life experiences we know are the typical things we do everyday and the unusual things that happen to us maybe only once or twice in our entire lives. So, pick only the best topics and be specific if you can.⁴⁸

From the explanation above, it can be explained that writing teaching strategy is an effort made by the teacher to make a plan in preparing student learning, by using writing an important part of the learning process, then writing also requires a process of thinking, which students must think of ideas idea to write.

b. E-learning

1. Definition e-learning

The development of information and communication technology that very rapidly encourages various educational instructions to use the e-learning system to increase the effectiveness and flexibility of learning. Through e-learning, learning material can be accessed anytime and from anywhere, in addition to the material that can be enriched with various learning resources including multimedia which can quickly be renewed by the teacher.

⁴⁸ Steve Peha, *The Writing Teacher Strategy Guide*. Teaching That Makes sense. Inc. some right reserved. 2010 P.6<https://ttms.net/shared/static/ldpbe9jvhy.pdf>

Urdan and Weggan mention that e-learning is part of distance learning whereas online learning is part of e-learning. Also, the term e-learning includes various applications and process such as computer based-learning, web-based learning, virtual classroom, etc. meanwhile online learning is part of technology-based learning that utilizes the internet, and extranet resources.⁴⁹ More specially Rosenbergh defines e-learning as the utilization of internet technology for distributing learning material, so students can access anything.⁵⁰

From some definitions above, it can be concluded that e-learning can be done anywhere and anytime using available technology so that learners can access anything they want to know.

2. E-learning Element

According to Clark & Mayer, that interpreted the term e-learning refers to several element, when “E” on e-learning refers to “How”: how this learning is digitized so that it can be stored in electronic form “Learning” on e-learning refers to “What”: this learning includes what content and how to help someone study the knowledge, and “Why” refers

⁴⁹Urdan and Weggan. *Corporate E-Learning : Exploring A New Fronties San Frasisco, Ca : WR Hambrecht*. Retrieved June 1.2000 P.21

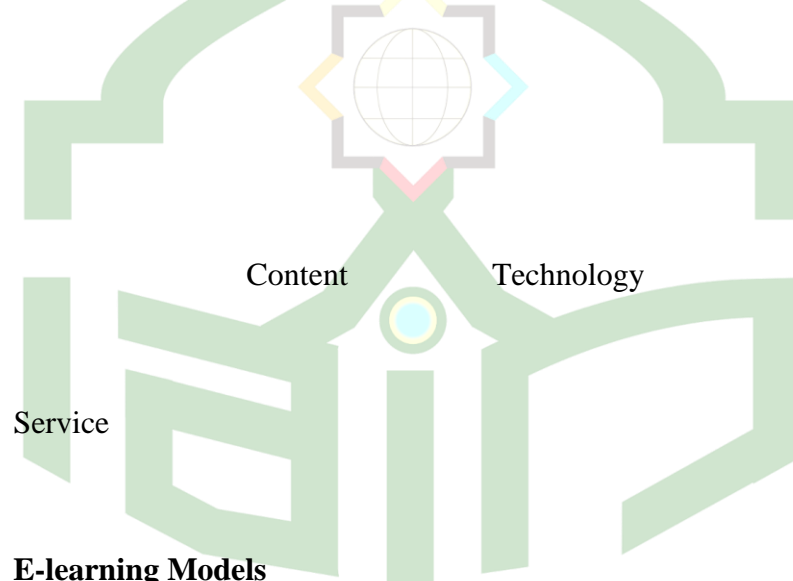
⁵⁰Rosenbergh J.M. *E-learning : Strategies For Delivering Knowledge In The Digital Age*. McGraw-Hill:New York. 2001 P.22

to goal to help individuals achieve educational build skills related to work performance.⁵¹

Therefore, it is not surprising that thousands of vendors began to enter or migrate in the e-learning industry era that offered three important key elements as shown in the image below.

Figure 2.3

Comprehensive E-learning solution



3. E-learning Models

E-learning implementation varies greatly, but all it is based on a principle the e-learning is hosted as an effort to disseminate information in the form of learning material through electronic or internet media so that students can access it anytime and anywhere. The characteristic of e-learning is the creation of a flexible and distributed learning environment.

⁵¹Ruth Colvin Clark and Richard E.Mayer.*E-Learning And The Science Of Instruction : Proven Guidelines For Consumers And Designers Of Multimedia Learning Second Edition*. San Fransisco : John Wiley & Sonc.Inc. 2008 P.9-11

Based on the definition, e-learning can be divided into four models, namely.

a. Web-based learning

According Munir, Web-based learning is a remote learning system based on information technology and communication with the web interface.⁵² In the web-based learning, learners do online learning through a website. They can communicate with each other with colleagues or learners through the facilities provided by the website. On the internet, educational interaction primarily at a distance is required between instructor and students, or between students. Typical distance learning in this context includes internet based live instructor broadcast, video-conferencing, chat and scheduled online conference discussion, and even e-mail course or discussions.

It can be concluded that web-based learning is a distance learning system based on computer that use by using the network and between web page.

b. Computer-based learning

Computer-based learning can be defined as a self-learning activity that can be done by learners using a computer system.

⁵²Munir, *Pembelajaran Jarak Jauh Ber-basis Teknologi Informasi dan Komunikasi*. Bandung. 2009. P.231

Rusman suggest that computers-based learning is a learning program used in the learning process using computer software containing titles, goals, learning materials, and learning evaluations. ⁵³It can concluded that Computer-based learning is a computer facilitated teaching method in the learning process.

c. Virtual education

Based on the definition of Kurbei, the term virtual education refers to learning activity that occurs in the learning environment where teachers and learners are separated by distance and time. The teacher provides learning materials through the use of several methods such as LMS applications, multimedia materials, internet utilization, or video conferring. Learners receive the material and communication by utilizing the same technology.⁵⁴

4. The role of the teachers in e-learning

According to Heather, et.al, “the widespread use of e-learning can break down the traditional academic role into several functions, which can

⁵³Rusman, *pemanfaatan internet untuk pembelajaran, bandung: jurusankurikulumdanteknologipendidikanfakultasilmupendidikanunivervitaspendidikan Indonesia.* 2009 P.49

⁵⁴Kurbei,k. *Virtuality on the students' and on the teachers' sides : Amultimedia and Internet based international Master Program Berlian:ICEFBerlianGmBh (Eds).* 2001. P.10

be carried out by more than one person.⁵⁵ For example, having an online class where there are”

- a. Lecturers, who work with professionals to produce appropriate online content.
- b. E-moderators, who are teaching assistants responsible for organizing course discussion forums, to stimulate discussion, and to carry out learning activities based on lecture and reading material. (Salmon)
- c. Group facilitators, who work with small groups of students on specified collaborative activities, and maybe students on the path itself.
- d. Technical or administrative, roles are responsible for answering practical students questions about the technology of courses.
- e. Assessors, who can be brought from outside the course to mark students work.
- f. Academic guest, who supply more detailed information on the alley, many organize course and give students a feeling of being part of larger faculty.

Many E-learning courses will features non or only some of these roles, but they give an idea of the roles that may need to be taken on/learnt by the teaching function in a typical distance learning or E-learning

⁵⁵ Fry Heather, Ketteridge Steve, Marshall Stephanie, *A Handbook for Teaching and Learning in Higher Education*. 3rd Ed. 2009 P. 93

intensive course. Teacher can see that it is vital to acknowledge. (1) multiplicity of roles the academic function must adopt in a successful E-learning course, and (2) the new skills that even the most experienced teachers may need to learn to fulfill these functions. It is also crucial that everyone is aware of the boundaries and obligations of their roles within such an arrangement.

5. Advantages of E-learning

Sudjana state that the he advantages of e-learning are to provide flexibility, interactivity, speed, visualization through various advantages of each media.⁵⁶

According to L. tjoko, E-learning has many advantages, namely:

- a. It's easier to absorb, meaning it is use multimedia facilities in the form of an image, text, animations, sound, and also video
- b. It is more effective in the cost, meaning that it does not need an instructor, there is no need for a minimum of hearings, can be anywhere, and so on.
- c. It more concise, meaning that does not contain a lot of class formality, directly into a subject, subject that are suitable for needs.
- d. Available in 24 hours per day, meaning is mastery in the material depending on the spirit and also the observation of students, can be monitored, can be tested with e-test.⁵⁷

⁵⁶Sudjana, *MetodaStatistika*, Bandung :Tarsito. 2009 P.253

It can be concluded that the advantages of E-learning are in term of practicality. With E-learning, the interaction between teachers and students will be more practical because the do not have to travel to meet. In addition, there are no classrooms for formal learning. The teaching and learning process can take place anywhere as long as it is conducive and can help to focus. In addition, there is no need for extras such as having to “dress up” or “appear formal” so that it is more flexible.

6. Disadvantages of E-learning

There is so many disadvantage from e-learning one of them according Gavrilova, lack of e-learning is a learning using the e-learning model requires more additional equipment (for example computers, monitors, keyboards, etc.).⁵⁸ The lack of e-learning described by Nursalam among others, as follows:

- a. The lack of interaction between learners and also students or even the learning themselves.
- b. These trends can ignore the academic aspects or also social aspects and otherwise make the growth of business aspects or commercial.
- c. The teaching and learning process tends to be towards training from education itself.

⁵⁷Sutanto, Tjoko, *Presentasi Yang Mencenkam*. Jakarta :Elex Media Komputindo. 2009 P.187

⁵⁸ Marina L.Garrilova, *Computational Science and Its Applications –ICCSA 2006: 6th International Conference*. Glasgow.UK.Springer. 2006.

- d. Changed in the role of learners from the beginning of mastering conventional learning techniques, is now also required to be able to know the learning techniques using ICT (information, communication, and also technology).
- e. The lack of human resources that understand the internet
- f. Lack of mastery in computer language
- g. Access on the adequate computer can be a problems learning.
- h. The learning may be frustrating if it cannot access graphics, images, and video due to inadequate equipment (software and hardware)
- i. Availability of an infrastructure that can be fulfilled.
- j. This information varies in quality and also accuracy so that the guide and the question features are needed.⁵⁹

It can be concluded that the weakness of e-learning is lack of social interaction, E-learning is one of the causes of social isolation because you no longer meet your teachers and classmates. Unable to access the internet, consider yourself lucky if you are in an area where the internet connection is fast and stable. Unfortunately, some have very limited access to the internet. They have to go to an internet cafe or use public wifi which is very inconvenient.

7. E-Learning strategies

⁵⁹Nursalam dan ferry Efendi. Pendidikan dalam keperawatan. Jakarta : Salemba Medika. 2008. P140

E-learning strategy involves four stages namely analysis, implementation, planning and evaluation. *Analysis*, factors that need to be analyzed include the needs of the organization in looking at the present situation and the existence of E-learning in providing a positive impact. *Planning*, the planning aspects that need to be considered are network, learning management system, material and knowledge of management. *Implementation*, this stage requires good project management skills to ensure coordination and implementation of work in line with plan and not deviate from the objectives and strategies. *Evaluation*, after implementing the E-learning plan, last stage is to evaluate the success of the success of the program.⁶⁰

However, since e-learning has already become a normal standard in education, our system needs to learn to learn ways on how to maintain the focus of students on the subject at hand. Here are some strategies can use to maintain the attention of students while delivering e-learning materials.

a. Understand the basic of motivation

Motivation is mostly a personal effort, but there are some ways can help student grasp this motivation. For one thing, you should ensure that the information you present to them are relevant to the topic they are trying to learn.

⁶⁰HenryMardiah, *the use of e-learning teach English in the time of the covid-19 pandemic*. Vol.1 no.2. 2020. P.53

b. Make sure that the presentation is structured

Present in a structured and organized manner, this gives students the confidence that they can learn the topic being discussed

c. Work on your visual aid

Making props as attractive as possible to get students' attention in learning.

d. Tell a story

When teach through storytelling, this enhances the retention of your students. Which means that they will be remembering the lesson much longer compared to traditional means of teaching.⁶¹

In conclusion, E-learning seems to be the one and only platform of teaching learning process in this covid-19 pandemic. Nevertheless the effective domain (attitude) in education it also an important aspect need to be encouraged in the success of a learning. Students' attitude and motivation can be easy monitored and guided in conventional classes the affective domains. E-learning can continue to be developed as an active, innovative, and creative learning to complement face-to-face meeting in conversational classes. Lastly the use and of technology and information in E-learning should be able to create students to be more competitive

⁶¹GauravTimari, *e-learning strategies to make students more engaged with the lesson, 2019.*
[Http://gauratiwari.org/e-learning-strategies-students-teaching](http://gauratiwari.org/e-learning-strategies-students-teaching)

students who can compete in the globalization era, active, creative but also good characters.

8. Teaching English through e-learning

E-learning as a model for almost all subject can also be applied in language learning including English. Web pages as one of menus offered in E-learning can help lectures to teach English. Web pages have been grouped according to their domains such as vocabulary, grammar, phonetics and four language skills such as speaking, listening, reading, writing. Through this menu, lecturers can download textbook or teaching modules either free or with cost. Lecturers can also share link or information to students about English. They can access English video as well and both teachers and students will discuss about it. In addition, the use of web centric pages also helps teachers to communicate about learning materials and assess students' speaking directly via virtual conference applications that can be downloaded such as *Zoom*, *Cloud Meetings*, *Google Classroom* and other similar applications. Lecturers can invite dozens of student to have face-to-face lectures online even examination can be carried participants. After the presentation is done, lecturers can engage students in interactive dialogue relates to the topic.⁶²

B. Relevant Research

⁶²Hennymardiah *Op.cit* P.53

To make this research more accurate, the researcher presented the finding of other researchers about the teacher's strategy in teaching English using the e-learning classes. First, the research that had conducted by FitriYani (2016) the title was An Analysis on the English Teacher's Strategies in Teaching Descriptive Writing Through Online Classes at the Seventh Grade of SMP N 3 GUBUG in the Academic Year 2019/2020. Technique of the data collection are observation, interview and documentation. Technique of data analysis used the questions with its items. Her objective of the study was to know how English teacher formulate and implement the teaching strategies in the English teaching-learning process regarding students' different learning style. Based on the result of this study showed that the teachers used some strategies for covering the differences in students' learning styles. The strategies used upon the consideration of students' character, the learning objectives would be achieved by student and the characteristic of learning material. Teaching strategies used by the teachers such as demonstration, videos, reading text, lecturing/storytelling, cooperative learning, discussion, and games. 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 the this study, there is a similarity of focus with the research to be carried out, which is related to teachers' strategies in the

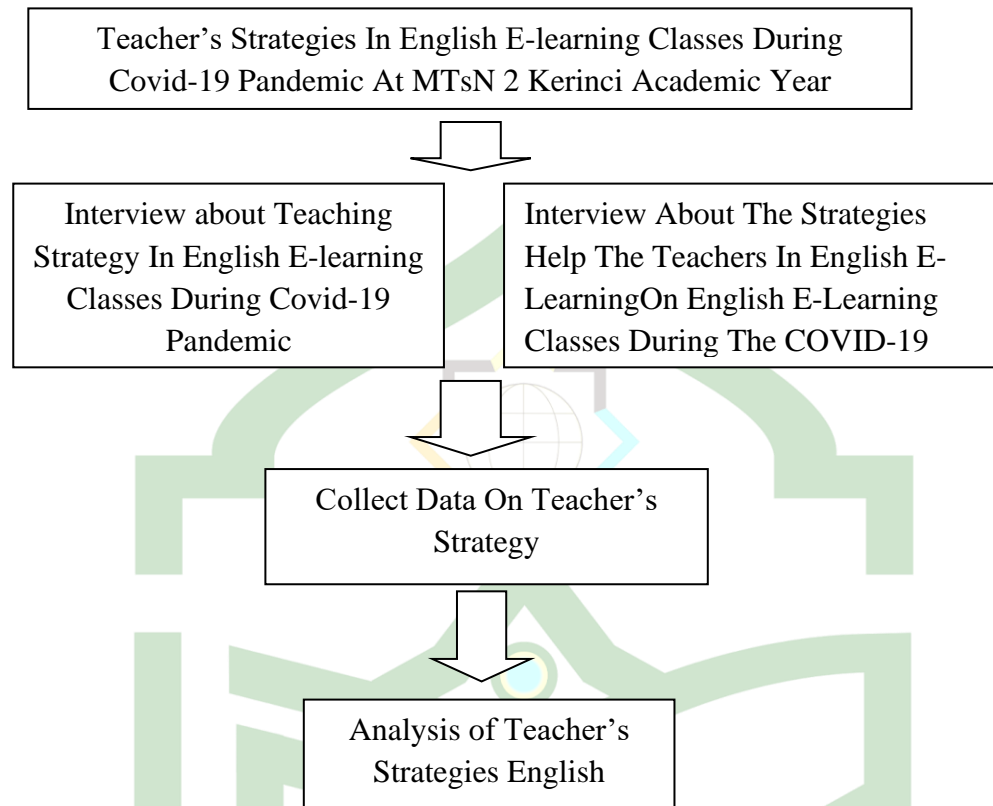
English learning. While the difference in the study examines the teachers' strategies in teaching English with e-learning classes.

Second, Al-maqtri (2014) analyzed how effective is e-learning in teaching English. Technique of the data collection are observation, questionnaires, and interview. His objectives of the study are to answer eight questions about teaching English with e-learning method. Result of displaying data that students are not motivated to work with e-learning. Results of displaying data that students are not motivated to work with the e-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, e-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.

From the related findings above, the researcher was interested to do the research about Teacher's Strategies in English E-learning Classes During Covid-19 Pandemic at MTsN 2 Kerinci. Technique of data collecting research used observation, interview and Documentation. This research focus on teachers' strategies in English with e-learning classes during the COVID-19 pandemic.

C. Conceptual Framework

The research will be conducted by considering the conceptual framework that illustrated below :



The researcher identified the teaching strategies by using observation, interview and documentation. The result of them can show what actually teachers' strategies that applied in teaching and what extent do the strategies help the teachers in English e-learning on English e-learning classes during the covid-19.

CHAPTER III

RESEARCH METHODOLOGY

A. Resign Design

In this research, the researcher used descriptive qualitative research that focuses on the teacher's strategies on English e-learning classes. It describes the technique used by the teacher in MTsN 2 Kerinci. Qualitative research is used to describe and analyze the abilities, forms, uniqueness, variations of words produced by teachers in e-learning classes.

According to Creswell, qualitative research is a research with an approach to understanding the meaning of individual or group and exploring social or human problems.⁶³ Furthermore, Sutopo and Arief qualitative is a study aimed at doing a description and analysis of a phenomenon, event, social, attitude, perception of each individual or in a particular group.⁶⁴ This type of research was inductive, where data at the location would be the main source of the phenomenon and problems in the observation process.

So it can be concluded that descriptive qualitative trying to describe a social phenomenon in the form of words. The main purpose of descriptive research is to describe the state of view as it exist today. Simply stated, this is a fact-finding investigation. In descriptive research, conclusions can certainly be accepted, it doesn't build a cause and effect relationship.

⁶³ John w.creswell ,*Research Design: Qualitative, and Mixed Methods Approaches 4TH Edition*

⁶⁴ Aristo AdiSutopo and AdrianusArief, *TerampilMengolah Data Kualitatif, PenerbitPrenada Media Group: Jakarta.2010 P.1*

B. Informant and settings

1. Informant

The informant in this reasearch are the English teacherof the MTsN 2 Kerinci. There were 4 people English teachers. This study was purposive sampling. Purposive sampling is a type of sampling with a predetermined purpose, use and purpose. The researcher were 4 English teachers as informant in this research.

2. Settings

The research was conducted at a junior high school(MTsN 2 Kerinci). Precisely at Jl. LarikDumu, Sawahan Koto Majidin, Kerinci, Jambi.

C. Source of the data

1. Data

Data are interpreted as a representation of information or notes on a collection of facts in the form of text or numeric forms (sequence of numbers, letters, image, etc). According to Mohajan normally, data is structured but does not cover any information for using it in certain contexts.⁶⁵ Data is an important aspect in conducting qualitative descriptive research. From these data, researcher obtained information about the teacher's strategy in teaching English using e-learning classes at MTsN 2 Kerinci.

2. Data source

⁶⁵HaradhanKumorMohajan, *research methodology*, 2017 P.31

Data source is a person, something, or a place that provides information related to research. According to Moleong the primary data sources in qualitative research is words and actions.⁶⁶ More than that is additional data such as documents and other.

D. Technique of Data Collection

1. Observation and Interview

Gorman and Clayton defines observation is a study that involves a systematic recording of a phenomenon or a certain behavior that can be observed in the natural environment.⁶⁷

Observation is one way of collecting data by someone with the intention that someone can feel and then understand the knowledge of a phenomenon. The number of periods and the length time in the observations made depends on the type of data collected.

For a study, interviews or question and answer sessions are one of the best ways to learn or explore profound information from someone. According Kvale, 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 'describe phenomena'.⁶⁸ Furthermore, Schostak adds that interviews are extended conversation to get in-depth information about a particular topic or subject, and through which phenomena can occur

⁶⁶Lexyj.Moleong, *metodepenelitian*.1989 P.112

⁶⁷Gorman,G.E., & Clayton.P. *Qualitative Research for the information professional (2nd Ed.)* London: Facet . 2005 P.40

⁶⁸Steinar, Kvale. *Interviews : An Introduction to Qualitative Reasearch Interviewing.* Thousand Oaks, CA : Sage. 1996. P.174

and be interpreted in the sense of meaning carried by the person being interviewed.⁶⁹

In this case, the researcher used structured interviews with English teachers at MTsN 2 Kerinci. Interview have been conducted to obtain accurate responses and information about the strategies used in teaching using the e-learning class method.

The list of interview questions for teachers :

a) *Apakah bapak/ibu menggunakan kelas E-learning dalam mengajar bahasa inggris selama covid-19?*

(Do you use E-learning classess in teaching English during covid-19?

b) *Bagaimanapendapatbapaktentangpembelajaran e- learning?*

(What do you think about e-learning?)

c) *Apa media yang bapak/ibugunakandalammengajarbahasainggrispadakelas E-learning?*

(What media do you use in teaching Englishin E-learning classes?)

d) *Sudahberapalamabapak/ibumengajarbahasainggrissecara E-learning selama covid-19?)*

(How long have been teaching Englishby E-learning during covid-19?

⁶⁹Schostak,J. *Interviewing And Representation In Qualitative Research*. P.55

e) *Strategy* *apasaja* *yang*
ibulakukan/gunakan untuk mengajar bahasa inggris terkait kemampuan tata bahasa, mendengarkan, berbicara, membaca, dan menulis dengan metode kelas e-learning?

(What strategies did you use to teach English regarding to the grammar, listening, speaking, reading, and writing skills with e-learning classes method?)

f) *Apapertimbangan bapak/ibu dalam memilih strategi tersebut?*

(What are your considerations in choosing a strategy?)

g) *Sejauhmana strategi* *yang*
digunakan membantu dalam mengajar bahasa inggris dengan kelas e-learning?

(To what was extent did the strategy you use help in teaching English with e-learning classes?)

h) *Apakah bapak/ibu menggunakan silabus dan RPP khusus untuk pembelajaran secara E-learning ?*

(Do you use the syllabus and lesson plans specifically for E-learning?)

i) *Apasajahambatan/kendalabapak/ibudalam mengajarkan bahasa inggris dalam kelas E-learning?*

(What are the obstacles in teaching English in E-learning classes?)

j) Bagaimanaparticipasi siswa dalam belajarbahasainggrissecara E-learning selama covid-19?

(Do students participate in E-learning Englishduring covid-19?)

2. Documentation

According Arikunto Documentation comes from the word documents, which means goods written items. In carrying out the documentation method, the researchers investigate written object such as magazines, notes, diaries, documents, minutes of meetings, regulations and so on. Furthermore, Arikunto writes the document method can be implemented by (a) guidelines for documentation which contains the outlines or categories for which you want to look up date. (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 take some documentation data of MTsN 2 Kerinci.

E. Technique of Data Analysis

This study used qualitative data analysis techniques. Data analysis in qualitative research is often carried out simultaneously or together with data collection. Then, Ary stated that the data analysis in this study included several

steps or stages, coding, data redaction, data display, and make conclusions or interpretations.⁷⁰ More clearly as follows :

3. Coding

In qualitative research, data coding plays an important role in the process of data analysis and determining the quality of data abstraction of research results. Codes in qualitative research are short words or phrases that symbolically summarize, highlighting the message, capturing the essence of a portion of data, this encoding can be based on language or visual data. With simpler language, codes are short words or phrases that contain the essence of a data segment.

In research, the researcher can analyze some data that is coded such as meaning statements, behavior, events, feelings, action of the informant, and others depend on what contained in the data segment faced with. In this stage after obtaining data, researcher collected data by placing all units that have the same code. This would made it easier when reading data, in short with this coding researcher could be underling significant data that appropriate to the research topic.

Table 3.1
Coding of teacher and strategy

No.	Sources	Coding
1.	Teacher 1	T1

⁷⁰Donal Ary. *Introduction to Research InEducation. Canada : Thamson wordswort.* 2010.
P.283

2.	Teacher 2	T2
3.	Teacher 3	T3
4.	Teacher 4	T4
5.	Skill	Sk
6.	Strategy	St
7.	Material	Mt
8.	E-learning Model	Em

4. Data Reduction

Reducing data means summarizing, choosing the main thing, focusing on the things that are important, as well as being sought theme and pattern. Thus the reduced data will provide a clearer view, and make it easier for researcher to conduct further data collection, and look for it if necessary. Data reduction can be assisted with equipment, such as computers, notebooks, and so on. In reducing data, the researcher was guided by the objectives to be achieved, in this stage, the researcher obtained data from interviews with the teacher, which shows how the teacher's strategies on English e-learning classes. In this step, the required data is entered while irrelevant data is not used.

5. Data display

After the data is reduced, the next step is presenting data. According to Miles and Huberman, the most frequently used to present

data in qualitative research is with narrative text.⁷¹ With the or presentation of data, it will make it easier to understand what is happening and plan the next work based on what has been done understood. In this study, the researcher displayed data using an essay, this is the most commonly used display in qualitative research.

6. Drawing conclusion

The conclusion is the final stage in data analysis. The conclusion in qualitative research is new findings that have never before existed. Findings can be in the form of description or description of an object before still dim or oven dark, so after being investigated becomes clear this conclusion can be either acasual relationship or an interactive, as well as hypothesis or theories. In the conclusion stage, the researcher began to see and examine all data then tell the story by making a relationship between the story so that the researcher got the results and conclusions from the study.

F. Trustworthiness of the data

In qualitative analysis, there are several ways to test the validity of the data including credibility, transferability, dependability, and conformability. The needs for thinking of validity separately for descriptions, interpretations, theories, generalization, and evaluating judgments.⁷²

⁷¹Matthew B. Miles and A.Michael Hurben. *An Expanded Sourcebook : Qualitative Data Analysis*. 2014. P.249

⁷²Denzin, and Lincoln. *Handbook of Qualitative Research* (sage, Thousand Oaks,199.) P.241

Triangulation is English combination of the various methods used to study phenomena that have different perspectives. The Denzin's concept is used by qualitative research in various fields. Triangulation includes four kinds : method triangulation, inter-researcher triangulation, data sources triangulation and theory triangulation.⁷³The followings are the description of the four types of triangulation: method triangulation is done by comparing the information or data in different ways. As is known in qualitative research, the researcher obtains data from interviews, observations, and documents to obtain valid data. Inter-researcher triangulation is done by using more than one researcher in data collection. This technique is recognized to enrich the in-depth knowledge. Data sources triangulation is seeing certain information through various sources of data. For example, besides using interview and observation, researcher can use informant, observation, written documents, historical document and image or photo.

Theory triangulation is comparing the formulation of the information / thesis statement of relevant theoretical perspectives to avoid individual bias of the researcher on the finding or conclusion generated. In addition, theory triangulation can increase the depth of understanding if the research data are able to dig deep theoretical knowledge on the results of the data obtained.

In this research, the researcher used data triangulation. In this data triangulation was carried out by comparing the results of observation analysis, interviews, and also documentation.

⁷³Denzin, N.K. *The research act.*(Chicago, IL : Aldine : 1970). P.297

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter present the reseach finding and discussion based on observation and interview.

A. Findings

This chapter presented the findings of the research that was the by the researcher from 30 Juni – 30 August,2021 about teacher's in English e-learning classes during covid-19 pandemic at MTsN 2 Kerinci academic year 2020/2021.

a) Teacher's Strategies On English E-Learning Classes

1. Strategies of Teacher 1 (St of T1)

The research that had done the by reseacher at Monday, july 12th 2021 about teacher's strategies by Teacher 1 (T1) is ZA, Skill (Sk) is Writing with Strategy (St) Writing is Planning, Drafting and Editing, Material (Mt) is Simple Past Tense and Recount Text. And also E-learning Model (Em) with Web-Based Learning and Virtual Education.

Table 4.1

No	Coding	Information
1.	T1	Teacher 1 (ZA)
2.	Sk	Writing
3.	St	Writing : Planning, Drafting, Editing
4.	Mt	Simple Past Tense, Recount Text
5.	Em	Web Based Learning & Virtual Education

According to the result of the interview conducted with ZA as English teachers in MTsN 1 Kerinci, strategy is important in learning as a way or method that makes students easier to learn. In line with the opinion from David in Sanjaya strategy is a method, plan, or series of activities designed to achieve a particular educational goals.⁷⁴ There are several strategies used by teachers in teaching writing skill. All strategies used by the teachers are effective, because with that strategy students can understand the material easily. Some strategies for writing as follows:

a. Writing Strategy

1) Writing skill

a) Planning

All of the students, especially in the second class students using this strategy. For example, in learning English with the learning classes especially writing, the teacher provides videos related to the topic or material to be delivered was the experience text, so students can plan what they will write. It is suitable with the opinion of Richards that states the experienced writes will plan what they will write.⁷⁵ In this case students can plan writing experiences at home during the COVID-19 pandemic.

⁷⁴Nunan, David. *Language Teaching Methodology : a Text Book For Teacher*. London: Practice Hall

⁷⁵Richard, J.C. *Teaching Listening and Speaking: From Theory to Practice*. Cambridge: Cambridge Press University.

“.....*planning*, misalnya dengan menonton video yang telah dibuat oleh guru sekreatif mungkin yaitu mengenai kalimat sederhana bentuk lampau dan teks pengalaman, siswa harus bias memiliki rencana teks apa atau judul apa yang akan mereka tulis dalam sebuah teks pengalaman. (for example watching videos that have been made by the teacher as creatively as possible, namely about the simple past tense and recount text students must be able to have what text plan or what title they will write in a recount text)

2) Drafting

In this strategy

students must be able to make concepts. This is one line with the opinion of Richard that the first version of a paper is called a concept, so the teacher gives them topics, something that is related to memorable activities or creative activities during the COVID-

19 pandemic. Students make concept or main map, noting the points what will be delivered in their recount text.

“.....*drafting*, strategi ini dilakukan untuk memudahkan siswa dalam menyusun teks yang telah diperintahkan oleh guru. Dalam hal ini saya menyarankan setiap siswa memiliki konsep sebagai modal utama untuk latihan menulis. Dengan membuat konsep siswa menjadi lebih mudah dan

tahu urutan atau point apa saja yang akan disampaikan dalam teks yang akan dibuat sehingga tidak terjadi kebingungan, meskipun jika pada akhirnya konsep itu akan lebih diluaskan ataupun dihilangkan itu tidak apa-apa. (this strategy is carried out to facilitate students in compiling text that has been given by the teacher. In this case I suggest students have a concept as the main capital for writing practice. By making students' concepts easier and know what sequence or points will be conveyed in the text to be made so there is no confusion, even if in the end the concept will be expanded or eliminated it is okay").

3) Editing

In this strategy the teacher asks students to make recount text using Indonesian by paying attention to the generic structure contained in the text. Through WhatsApp group teacher checks student writing, if the writing is not appropriate students must edit until the writing is appropriate and justify the wrong sentence, the teacher provides motivation so students are excited in writing. According to Flower and Hayes (1980:18), editing

is triggered automatically and may occur in brief episodes interrupting other processes. After all correct, students translate into English and gather back in photo form.

“.....*editing, ini dilakukan agar memudahkan siswa dalam menulis serta untuk mengecek terlebih dahulu pemahaman anak dalam menyusun sebuah paragraf, kemudian teks dalam bahasa Indonesia dikirimkan melalui Whats App dan dikoreksi. Setelah tulisan benardansesuai makaselanjutnya siswa mengedit tulisan dan menterjemahkan ke dalam bahasa Inggris lalu mengirim kembali dalam bentuk foto. (this is done to make it easier for students to write and to check first the student's understanding in compiling a paragraph, then the text in Indonesian is sent via Whats App and corrected. After the writing is correct and appropriate, then the students edit the writing and translate it into English then send it back in the form of photographs)*”.

2. Strategies of Teacher 2 (St of T2)

The research that had done the by reseacher at Monday, July 12th 2021 about teacher's strategies by Teacher 1 (T2) is EPN, Skill (Sk) is

Listening and Speaking with Strategy (St) Song, Material (Mt) is Favorite Song. And also E-learning Model (Em) with Web-Based Learning and Virtual Education.

Table 4.2

No	Coding	Information
1.	T2	Teacher 2 (EPN)
2.	SK	Listening and Speaking
3.	ST	Song
4.	MT	Favorite Song
5.	EM	Web-Based Learning & Virtual Education

According to Murphey, the following activities that teachers can do with students when teaching English through songs. There are listen to the songs, sing with listening to any recording, talk about songs, write songs, and perform songs. In this case the researcher found some of the strategies by teacher EPN used in teaching listening by using songs also with several stages, namely:

1) Listening to the song

In the material increasing vocabulary through songs, the teacher asks students to choose one of their favorite songs to listen to. The teacher asks

students to listen and understand the lyrics repeatedly so that they understand and know what vocabulary they are listening to.

“.....listening to the song, in order to improve their listening skills through songs. Students must listen to the song they have chosen repeatedly. Why repeatedly? Because if only once, students may not be able to catch lyrics in a song, then students are required to listen to the song repeatedly until students get points or a lot of vocabulary that they get from listening to song”.

2) Write the lyrics

In this strategy, while listening to a song or not, students write vocabulary they have heard on a piece of paper. In this case, students

at the same time learn how to write words or lyrics using English.

They automatically have some new vocabulary they have never known before.

“.....write the lyrics, strategi ini digunakan agar siswa dapat menuliskan lirik dengan bahasa Inggris dan memperbanyak kosakata mereka. Apayang mereka dengarkan? Contoh “you always here”, bagaimana cara menulisnya?

Mereka bisa tuangkan ke dalam selembar kertas sebisamungkin tanpa melihat lirik

yang sebenarnya terlebih dahulu. Dari lagu ini, selain mereka belajar mendengarkan mereka juga belajar

bagaimana menulis dengan benar. (this strategy is used so that students can write the lyrics in English and increase their vocabulary. What are they listening to? For example “you always

here”, how do you write it? They can pour into a piece of paper as much as possible without seeing the real lyric first. From this

song, besides they learn to listen they also learn how to write correctly”).

3) Matching the lyrics

In this case the teacher asks students to match the lyrics that have

been heard with what they write. Students can see the uploaded lyrics and compare the lyrics with the result of their hearing. If there are still a few wrong words, students try to listen to the wrong part and correct it.

“.....matching the lyrics, strategi ini digunakan untuk mengetahui kesalahan dalam sebuah penulisan lirik lagu. Dalam proses ini guru meminta siswa untuk mencocokkan lirik dari apa yang mereka dengar dan apa yang mereka tulis, jika masih ada beberapa lirik yang kurang tepat siswa bisa membenarkannya. (this strategy is used to find out mistakes in writing song lyrics. In this process the teacher asks students to match the lyric of what they hear and what they write, if there are still some lyrics that are incorrect the student can fix it)”.

4) Sing a song

In this strategy the teacher asks students to try to talk or sing back a favorite song that have been listened to the recording and send the recording through WhatsApp group, so the teacher can assess the student's speaking ability.

“.....sing a song, strategi ini dilakukan untuk mengetahui sejauh mana kemampuan siswa dalam berbicara bahasa Inggris, dan bagaimana cara pengucapan mereka melalui

sebuah lagu, apakah sudah benar atau belum. Dalam hal ini guru memintasi siswanya untuk mengucapkan atau jika bisa menyanyikan kembali lagu favorit yang telah didengarkan sebelumnya, kemudian siswa merekam suaranya mereka dan mengirimkan rekaman tersebut ke grup WhatsApp guna penilaian. (this strategy is done to determine the extent of the ability of students in speaking English, and how their pronounce through a song, is it true or not. In this case the teacher asks her students to say or better sing the favorite song that have been listened, the students recorded their voice and sent the recording to the WhatsApp group to assess)".

3. Strategies of Teacher 3 (St of T3)

The research that had done the by reseacher at Monday, July 12th 2021 about teacher's strategies by Teacher 1 (T3) is LW, Skill (Sk) Writing, with Strategy (St) Mind Mapping, Material (Mt) is Descriptive Text. And also E-learning Model (Em) with Web-Based Learning and Virtual Education.

Table 4.3

No	Coding	Information
1.	T3	Teacher 3 (LW)
2.	SK	Writing
3.	ST	Writing : Mind mapping
4.	MT	Descriptive Text

5.	EM	Web-Based Learning& Virtual Education
----	----	---------------------------------------

The process of creating Mind Mapping is a belonging to pre-writing activity or planning stage. It is always done in the first stage of writing proces. Buzan (2005:15) explains seven steps to make Mind Mapping: 1) Take a blank paper and start to draw from the center of the paper. Draw from the center of the paper will give the brain freedom to express and explore anything naturally. In this case the researcher found the strategies by teacher LW used in teaching writing by using mind mapping.

As long as the pandemic, the teacher has to think about various ways to make students understand the subject that they learn because students have to learn descriptive text that never been taught in an online class before. So the teacher must have a good strategy to get the maximal result, as explained by LW as an English teacher:

“...sebelum pandemic, topic deskriptif terjadi pada bulan maret setelah midterm, dan biasanya, sebelum mengajar secara langsung saya mempersiapkan strategi. Tapi setelah ujian tengah semester, semua sekolah di Indonesia di hentikan karena pandemic. Meskipun sekolah tidak aktif, proses belajar harus dilanjutkan melalui kelas online. Saya menggunakan strategi yang berbeda dari strategi yang saya gunakan sebelumnya. Strategi yang saya gunakan adalah bahwa saya memberikan modul (ringkasan) topic descriptive dan contoh kemudian saya

memberikan video tentang teks deskriptif. Selain itu, saya menggunakan rincian text dan metode peta pikiran... (...before the pandemic, a descriptive topic happened in March after the midterm, and usually, before teaching directly, I prepared the strategy. But after the midterm exams, all schools in Indonesia was off because of a pandemic. Although the school is not active, the learning process must be continued though an online class. I used before. The strategy I used was that I gave a module of descriptive topics and examples then I gave a video about a descriptive text. Besides, I use the breakdown text and mind mapping method...)

In implementating Descriptive Writing through an e-learning, the teacher has several ways to explained though WhatsApp group as stated by LW as an English teacher:

“...I did not make recordings to give them an explanation, but I only gave soft files, and then I shared them. The descriptive text which I taught only focused on describing people and describing animals. For the task of describing people, I use breakdown text techniques then students complete it into a data form. Furthermore, for the task of describing animals, I use mind mapping techniques...” (...saya tidak membuat rekaman untuk memberikan mereka penjelasan, tapi saya hanya memberikan file lembut, kemudian saya membagikannya. Teks descriptive yang saya ajarkan hanya berfokus pada menggambarkan orang dan menggambarkan hewan. Saya menggunakan teknik peta pikiran...)

From the interview above can be concluded that during the pandemic, the teacher cannot explain directly, but the teacher only gives material through writing that sent to WhatsApp Group.

Writing is very important to teach to students because writing activity can help students to have critical thinking such as writing descriptive. Writing descriptive text can give ideas to them about the object that they will describe in detail.

Then to find out the students ability in descriptive writing through an e-learning class. LW as an English teacher who teaches in seventh class, explained that :

“...after conducting the learning process through an e-learning class, students ability to write descriptive text is very different from their previous abilities, here all students assignments were less than the maximal. Then when I asked them to complete the descriptive text, I found some similarities in their assignment...”(...saya pikir kemampuan siswa dalam menulis descriptive sangat berbeda dari kemampuan, disini semua tugas siswa kurang dari maksimal. Ketika saya meminta mereka untuk melengkapi teks descriptive. Terkadang saya mendapati beberapa siswa bercurang pada yang lain, saya menemukan beberapa kesamaan dalam penugasan mereka. Jadi saya mengubahnya kembali dan meminta mereka untuk mperbaikinya...)

From the interview above, it can beconcludes that the ability of the students during the e-learning classes is very different from directly class

because during the e-learning classes student only were material in the WhatsApp group, then the teacher gave them task, but some students did not do the task well, because they just only cheat task.

4. Strategies of teacher 4 (St of T4)

The research that had done the by reseacher at Monday, july 12th 2021 about teacher's strategies by Teacher 1 (T4) is DD, Skill (Sk) is Reading, Speaking and Listening with Strategy (St) Recording, Material (Mt) is Text Book. And also E-learning Model (Em) with Web-Based Learning and Virtual Education.

Table 4.4

No	Coding	Information
1.	T4	Teacher 4 (DD)
2.	Sk	Speaking
3.	St	Recording
4.	Mt	LKS
5.	Em	Web-Based Learning & Virtual Education

DD as a teacher at MTsN 2 Kerinci said that there are some strategies used in teaching English e-learning classes during COVID-19 pandemic. On of the strategies is using videos and voice.

“...secara umum saya menggunakan 2 media yaitu WhatsApp dan google clasroom. Selama pandemic saya menggunakan video untuk menjelaskan materi pembelajaran dan untuk mengukur kemampuan siswa dalam

speaking saya menggunakan rekaman suara untuk pronouncation“ (in general, I use two media, namely WhatsApp group and google Classroom. During the pandemic I used videos to explain the learning material and to measure students' ability in speaking I used voice for pronouncation.)

Then the teacher's strategy in teaching speaking is something that will be discussed. In this section, the participants gave their responses, and it was transcribed and coded by the researcher. The following is the response from DD regarding the Strategy in Teaching Speaking theme:

a. Teacher allows students to prepare talks

...Saat online, ketika saya berbicara, saya terkadang menyuruh anak-anak saya untuk mengirim mereka melalui pesan suara. jadi kita tahu suaranya, pengucapannya, ejaannya, pengucapannya, itu saja."

("..., While online, when I speak, I sometimes tell my children to send them via voicemail. so we know the voice, the pronunciation, the spelling, the speaking, that is all there.")

The strategy used by teacher DD is to use the features in the WhatsApp application, namely by using Voice notes as the medium. Participant 1 stated that he used this feature to make it easier for students because students could prepare the text beforehand. This case follows one of the strategies stated in theory in chapter 2, namely prepared talk.

The syllabus used is still using the old syllabus, it's just simpler, where the lesson plans are made in the form of a one-sheet learning process plan.

"...untuk silabus yang digunakan yaitu masih seperti silabus yang lama hanya saja lebih sederhana dan RPP yang digunakan yaitu RPP 1 lembar..." (for the syllabus used, which is still the same as the old one, it's just simpler and the lesson plan used is a single sheet lesson plan.)

b. The extent of the strategies help teachers in English E-learning

a) Writing

1. Planning, Drafting, Editing

These strategies can help teachers in teaching understanding through web-based learning in the form of videos in e-learning classes. The teacher delivered material simply and gave orders to students step by step. This is in line with Richards which describes the process of teaching writing approaches has four basic stages namely planning, drafting, editing the final draft.⁷⁶

With this strategy students can understand the material clearly and the delivery of material through video also helps students enthusiasm in learning increase more. The teacher does, to students know how to write well by paying attention to some strategies or ways in writing themselves.

⁷⁶Jack C.Richards and Willy R.Renandya, *Methodology in language Teaching: An Anthology of Current Practice*, (Cambridge:Cambridge University Press, 2002), P. 316-319

“*planning, drafting, editing, strategi-strategi ini bisa membantusayakarenaanak-anak tahubeberapaprosesdalam menulis dan ini memudahkan mereka.Disamping itu kelase-learningmampumempermudah siswauntuk mendapatkan beberapafrefrensidiinternetatauyang lainnya*”. (planning, drafting,andediting,these strategiescanhelpme because childrenknowsomeprocessesinwritingandthis makeiteasier for them.Besidesthatthe e-learningclassescanmake iteasier for studentstogetsomereferencesfromtheinternetorthe others).

- b. Listening to the song, write the lyrics, matching the lyrics,sing a song

These strategies can help the teacher deliver material about improving vocabulary through a song. The videos content that the teacher makes is very simple, clear, and easily understood by students. Listening to the song, this strategy helps teacher measure students' listening skills also can help to improve their vocabulary.

Writing lyrics, this helps the teachers measure the extent to which students can write vocabulary correctly. Matching the lyrics, this can help students improve their writing with the lyrics they listen to. Sing a song, this can help the teacher in assessing their skills in listening and speaking, and of course students will also get some new vocabulary in a song.

“.....listening to the song, write the lyrics, matching the lyrics, and sing a song, strategi-strategi ini dapat membantu saya dalam proses mengajar melalui kelas-learning dalam meningkatkan kosakata melalui sebuah lagu. Dengan beberapa strategi tersebut siswa lebih mudah untuk mengetahui banyak kosakata baru dalam satu lagu saja. Namun dengan kelas-learning ini, sistem evaluasi sangat kurang karena kita tidak tahu secara langsung apakah yang dilakukan siswa sama seperti yang diharapkan atau tidak”. (listening to the song, writing lyrics, matching lyrics, and sing a song, these strategies can help me in the process of teaching through e-learning classes in improving vocabulary through a song. With some of these strategies students find it easier to find out many new vocabularies in one song. But with this e-learning classes, the evaluation system is very lacking because we don't know directly whether what students are doing is the same as expected or not).

c. Speaking strategy

These strategies can help the students for speaking skill. during the pandemic teacher used videos to explain the learning material and to measure students' ability in speaking. Teacher used voice for pronunciation

‘....Sejauh ini strategi ini dapat membantu siswa. Selama pandemic saya menggunakan video untuk menjelaskan materi pembelajaran

dan untuk mengukur kemampuan siswa dalam speaking, saya menggunakan rekaman suara...” (so far this strategy is helping students. During the pandemic I used videos to explain the learning material and to measure students’ ability in speaking i used voice for pronunciation.

d. Reading Strategy

In this reaseach, the researcher not found strategy about reading.

B. DISCUSSION

This study focuses on teacher’s strategies in English e-learning and what extent do the strategies help the teachers in English e-learning classes during the COVID-19 at MTsN 2 Kerinci. The researcher interviewed four subjects who were interviewed to explore data more deeply. They are teachers at MTsN 2 Kerinci who have at least a long experience in educating and teaching. There are nine questions: teacher’s strategies in English e-learning classes during COVID-19 pandemic at MTsN 2 Kerinci.

Related to teacher’s strategies in English e-learning and what extent do the strategies help the teachers in English e-learning classes during the COVID-19 at MTsN 2 Kerinci, subject shared their personal experiences with the researcher in response from the questions given by researchers. The answer is then classified into two parts as follows:

The first part is about teacher strategies in English e-learning classes during the covid-19 pandemic at MTsN 2 Kerinci. The right strategy according to the results of interviews with four teachers in MTsN 2 Kerinci that can provide motivation, and not burdensome to students. So, the teacher must be clever in determining the strategy. The teacher's strategy in teaching English is based on four skills namely video learning. And also for the media used by teachers at MTsN 2 Kerinci, namely there are two. First, WhatsApp is used to send learning videos such as Descriptive Text, Recount text, etc. second, Google Classroom is used to send assignment that have been made by students in the form of long text or essay. While recording sound for speaking tasks such as pronunciation.

Second, the extent do the strategies help the teachers in English e-learning classes during the COVID-19 pandemic. As stated by four teacher, these strategies can help teachers in teaching understanding through we-based learning in the form of videos in e-learning classes. The video content that the teacher make is very simple, clear, and easily understood by students.

In conclusion that some strategies in teaching some skills in English are considered to be very helpful for teaching assisted with e-learning models using video in the middle of the COVID-19 pandemic, making students not get bored easily and strategies that are used can also facilitate students in achnieved the learning goals.



INSTITUT AGAMA ISLAM NEGERI
K E R I N C I

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestion regarding results research. The conclusions are drawn from the findings of the previous chapter, then the suggestion directs further researchers who are interested in conducting similar research.

A. Conclusion

After conducting research and analyzing the teachers' strategies on English e-learning classes during the COVID-19 pandemic at MTsN 2 Kerinci, it can be concluded that:

1. Teacher's strategies in teaching English e-learning classes

a. Speaking strategy

The strategy used by teachers is to use the features in the WhatsApp application, namely by using voice notes. This case follows one of the strategies stated in theory in chapter 2, namely prepared talk

b. Writing strategy

1) Planning, drafting, and editing

Based on this study, planning, drafting, and editing, these strategies are used by the teacher in teaching because they are effective in increasing student writing skills. Through videos made by the teacher as a way of delivering material in e-learning classes during the COVID-19 pandemic, and

also deliver the task through WhatsApp group gradually and as attractive as possible, making students can easily capture material, and not quickly feel bored.

It helps the teacher in teaching through learning classes. In short, these strategies make it easier for students to learn writing in English

c. Listening strategy

- 1) Listening to the song, writing the lyrics, matching the lyrics, and singing a song

Based on this study, in delivering material improving vocabulary, the teacher chose to use songs. During the COVID-19 pandemic, the learning model used to teach is video-based learning. In the video, the teacher provides an explanation and stages of the process of increasing vocabulary through a song that students like.

It helps the teacher knowing the students' listening ability, besides

that the writing and speaking skills involved in this strategy. Clearly, the video made by the teacher was very helpful and makes it easier for

students to add a lot of new vocabulary through a favorite song selection of students in English.

d. reading strategy

the researcher not found about reading strategy.

2. The extent of the strategies help teachers in English e-learning classes

From the analysis that has been done, researcher can conclude that some strategies in teaching some skills in English are considered to be very helpful for teachers in teaching assisted with the learning models using video in the middle of the COVID-19 pandemic, making students not get bored easily and strategies that are used can also facilitate students in achieving their e-learning goals.

B. Suggestion

According to the results of the study, there are several suggestions presented for students, English teachers, and researchers.

1. Students

Through strategies used by the teacher in teaching English through e-learning classes, the students more understand the material and enjoy learning even though through video.

2. English teacher

This research can improve the quality and creativity of teacher in teaching English e-learning classes. Teacher strategies must be applied

because this is the teacher's way determining learning objectives during the teaching and learning process.

3. Future researcher

The writer hopes that for future researcher who are interested in conducting similar research, it will contribute to understanding teaching strategies in teaching English e-learning classes. Besides, hopefully, this research will provide inspiration and guidance for further are better than this. Therefore, the results will be more profitable and be applied in a larger area.



INSTITUT AGAMA ISLAM NEGERI
K E R I N C I

BIBIOGRAPHY

- Antannocci, P.A. And O' Callagnahan, C.M.2011.*Developing Content Area Literacy : 40 Strategies for Middle and Secondary Classroom*. New York : SAGE P ublicatiion, Inc.
- Ariyanti. 2016. *The Teaching Of EFL Writing In Indonesia*, (E-jurnal).
- Bayu, j. saputra, *teaching strategies*.
- Cerveny, C. and Lacotti, M. 2003. *35 Learning Tools For Practicing Essential Reading and Writing Strategies*. New York: Practice. Inc.
- Douglass, H Brown. 2000. *Principles Of Language Learning and Teaching*. Fourth Edition.San Fransisco State University.
- ... , 2001. *Teaching by Principles : An Interactive Approach to Language Pedagogy*. San Fransisco: Longman.Inc.
- ..., 2007.*Teaching by Principle (Second Edition)*.New York :Adison Wesley Longman.Inc.
- Dempsey & Dempsey.2002.*Riset Keperawatan Buku Ajar dan Latihan Edisi 4*. Jakarta : EGG.
- Fajriah. 2007. *Improving teaching strategies through students' reflection*. Sukma :Jurnalpendidikan.
- Faucette, P. 2001. *A Pedagogical Perspective On Communication Strategies : Benefits of English Language teaching Materials*. Second Language Stadies.
- Fulcher and Devidson,F. 2007. *Language Testing and Assesment : An Advanced Resource Book*. London, Routledge.
- Fry Heather, Ketteridge Steve, Marshall Stephanie, *A Handbook for Teaching and Learning in Higher Education*. 3rd Ed. 2009 P. 93
- GauravTimari, 2019.*e-learning strategies to make students more engaged with the lesson*. [Http://gauratiwari.org/e-learning-strategies-students-teaching](http://gauratiwari.org/e-learning-strategies-students-teaching)
- Gorman,G.E.,&Clayton.P. 2005. *Qualitative Research for the information professional (2nd Ed.)* London: Facet .
- HaradhanKumorMohajan. 2017. *research methodology*.

Heny Mardiah.2020.*the use of e-learning teach English in the time of the covid-19 pandemic. Vol.1 no.2.*

Illic,M.1999.*Od Tradicionalne Do Kvalitetneskol, Radavi, Banja Luka.*

I.S.P Nation and J, Newton. 2009. *Teaching ESL/EFL Listening and Speaking . New York: roudlege.*

Jack C.Richards and Willy R. Renandya. 2002. *methodology in language Teaching: An Anthology of Current Practice*,Cambridge: Cambridge University Press.

John w.creswell ,*Research Design: Qualitative, and Mixed Methods Approaches 4TH Edition*

Kurbei,k. 2001.*Virtuality on the students' and on the teachers' sides : Amultimedia and Internet based international Master Program Berlian:ICEFBerlianGmbH (Eds).*

KumarI.AV. 2014.*Methods of Teaching English.Guntur New Era Publication.*

Lexy j.Moleong.1989.*MetodePenelitian.*

Murphey, T. *Music and Song*.1992.Oxford, England : Oxford University Press.

Muhammad KhoriIkhsan. *The Alternative Strategies for Teaching Reading Skill for EFL Students, UNP Journal*,18.

Munir.2009. *PembelajaranJarakJauhBer-basis TeknologiInformasidankomunikasi. Bandung.*

Miles and Hurben. 1994. *An Expanded Sourcebook : Qualitative Data Analysis.*

David Nunan, 1998. *language Teaching Methodology: A Text Book For Teacher.* London: Practice Hall.

Nursalam dan ferry Efendi.2008. Pendidikan dalam keperawatan. Jakarta : Salemba Medika.

Ocak. 2012. *Developing Young Learners' Listening Skill Through Song. Kastamanu Education Journal.*

Pratiwi.G.W. 2015.*English Listening Strategies Used By EFL Undergraduate Students: A Survey Study At One Public University In Jambi.*

- Prabhu Km.2019. *The Role of Professional Development in Second Language Teachers Education*.
- Rosenbergh J.M. 2001.*E-learning : Strategies For Delivering Knowledge In The Digital Age*. McGraw-Hill:New York.
- Richardson et.al.2009.*Reading To Learn In The Content Areas California : Wadsworth Cengage Learning*.
- Richard, J.C.2008.*Teaching Listening and Speaking: From Theory to Practice*. Cambridge: Cambridge Press University.
- Rusman. 2009. *pemanfaatan internet untuk pembelajaran, bandung: jurusan kurikulum dan teknologi pendidikan fakultas ilmu pendidikan universitas pendidikan Indonesia*.
- Ruth Colvin Clark and Richard E.Mayer.2008.*E-Learning And The Science Of Instruction : Proven Guidelines For Consumers And Designers Of Multimedia Learning Second Edition*. San Fransisco : John Wiley & Sonc.Inc.
- Sarode, D. Ravindra.2018.*Teaching strategies, style and qualities of a teacher : A review for valuable higher education*.
- Schostak,J. *Interviewing And Representation In Qualitative Research*.
- Scottparis. *Teaching Reading and Viewing: Comprehension Strategies activities For Years 1-9*. New York : Queensland Studies Authority. 2010 P.69
- Steinar, Kvale. 1996. *Interviews : An Introduction to Qualitative Reasearch Interviewing*. Thousand Oaks, CA : Sage.
- Suchdeva.2011. *A New Approach to Teaching of English In India*. Ludhiana: Tandon Publications.
- Sudjana.2009. *Metoda Statistika*, Bandung :Tarsito.
- Sutanto L.Tjoko.2009. *Presentasi Yang Mencenkam*.Jakarta :Elex Media Komputindo.
- Sugiyona. 2013. *statistika Umum untuk Penelitian*. Bandung : Alfabeta.
- Sutopo. 2002. *Metodologi Penelitian Kualitatif*. Surakarta : UNS Press.
- SyaifulBahriDjamarah and Aswan Zain,2002. *Strategy Belajar Mengajar*.Jakarta: RinekaCipta.

Urdu and Weggen. 2000. *Corporate E-Learning : Exploring A New Frontiers San Frasco, Ca : WR Hambrecht. Retrieved June 1.*

Yaqin, Ainul. 2013. *Teachers' Strategies In Teaching Listening to Students Of SMP N 1 Banyubiru.* SatyaWacana Christian University Salatiga.

<http://www.cnnindonesia.com/internasional/20200907115257-134-543550/update-corona-global-kasus-di-dunia-capai-27-juta-orang>

<http://zonabanten.pikiran-rakyat.com/nasional/pr-23889138/update-corona-di-indonesia-jum'at-30-oktober-2020-total-positif-covid-19-mencapai-406945-kasus>



INSTITUT AGAMA ISLAM NEGERI
K E R I N C I

INTERVIEW SHEETS FOR TEACHERS

Name : ZA (T1)

Day/Date : Monday, 12 July 2021

Time : 13.03

Appendix 1.interview Result Table

No.	Pertanyaan (Questions)	Hasil Wawancara (Interview Result)
1.	<p><i>Apakah bapak menggunakan kelas e-learning dalam mengajar bahasa inggris selama covid-19?</i></p> <p>(do you use e-learning classes in teaching English during covid-19?)</p>	<p><i>Ya.</i></p> <p>(Yes)</p>
2.	<p><i>Bagaimana pendapat bapak tentang pembelajaran e-learning?</i></p> <p>(what do you think about elearning?)</p>	<p><i>Emm kalau pembelajaran elearning itu ada positif nya ada juga negatifnya. Salah satu contoh positifnya, siswa bias belajar dimana saja, tidak kenal waktu atau tempat, kapan saja dimana saja siswa bisa belajar. Sedangkan negatifnya itu pembelajaran elearning tidak selamanya bias kondusif, salah satu contohnya ketika diskusi melalui whatsapp ada beberapa siswa yang malah bercanda dan akhirnya jika tidak dimoderatori oleh saya, diskusi</i></p>

		<p><i>tadiakan keluar dari topik.</i></p> <p>(well, elearning has a positive and negative point. One example of positive point is students can learn anywhere, do not know the time or place, anytime anywhere students can learn. While the negative is that e-learning can not always be conducive, for example when there is a discussion on whatsapp group there are some students who are joking and finally if not moderated by me, the discussion will come out of the topic.)</p>
<p>3.</p>	<p><i>Apa media dan strategi apasaja yang bapak gunakan untuk mengajar bahasa inggris terkait kemampuan mendengarkan, berbicara, membaca, dan menulis dengan metode kelas e-learning?</i></p> <p>(what media and strategies did you use to teach English regarding to the listening, speaking, reading, and writing skills with e-learning classes method?)</p>	<p>Media yang saya gunakan untuk mengajar secara e-learning yaitu WhatsApp Group.</p> <p><i>Kalau berbicara strategi, karena materi dikelas 8 saya mengajarkan materi simple past tense dan juga recount text dengan output siswa dapat belajar menulis recount text, maka strategi yang saya gunakan ada tiga tahap. Penjelasan materi mengenai past tense dan recount text saya buat dalam bentuk video yang di upload di whatsapp group. Yang pertama siswa harus mempunyai rencana terlebih dahulu teks apa yang akan mereka buat, kemudian judul apa yang akan mereka tentukan. Kali ini untuk tema saya menentukan kegiatan selama pandemic COVID-19. Setelah itu, siswa membuat</i></p>

		<p><i>konsep apa yang akan diceritakan agar siswa lebih mudah dalam menyusun teks recount. Kemudian yang terakhir yaitu pengeditan, siswa membuat tulisannya secara selesai menggunakan bahasa Indonesia terlebih dahulu, kemudian mencoba menterjemahkannya kedalam bahasa Inggris. (the media that I use to teach e-learning is WhatsApp. Talking about the strategy, because the material in the 8th grade I teach simple past tense and also recount text with the output students can learn to write recount text, the strategy that I use there are three stages. Explanation about the material I made in the form of video uploaded on Whatsapp. First the students must have a plan in advance what text they will make, then what title they will determine. On this occasion for the theme I determined the activities during the COVID-19 pandemic. After that, students make a concept of what will be told so that students more easily compile the recount text. Then the last one is editing, students make their writing using Indonesian first, then try to translate it into English.)</i></p>
4.	<p><i>Sejauh mana strategi yang digunakan Ibu membantu</i></p>	<p><i>Sejauh ini, strategi-strategi yang saya gunakan juga dengan model pembelajaran</i></p>

	<p><i>dalam mengajar bahasa Inggris dengan kelas e-learning?</i></p> <p>(to what extent did the strategy you use help in teaching English with e-learning classes?)</p>	<p><i>video, ini sangat membantu saya dalam mengajar dengan kelas e-learning. Disamping itu walaupun tidak dengan bertatap muka langsung, diharapkan siswa bisa lebih paham terhadap materi yang saya berikan, karena siswa juga mempunyai waktu yang lebih untuk bertanya melalui grup whatsapp kapanpun mereka ingin bertanya yang menurut mereka belum jelas. (so far, the strategies I have used also with video learning model, this has greatly helped in teaching with e-learning classes. Besides that, although not face to face, students are expected to be able to understand more the material that I provide, because students have more time to ask questions through the WhatsApp group whenever they want to ask questions that they think are unclear.)</i></p>
5.	<p><i>Apakah bapak menggunakan silabus dan RPP khusus untuk pembelajarn secara e-learning?</i></p> <p>(do you use the syllabus and lesson plans specifically for e-learning?)</p>	<p><i>materi yang disampaikan masih sama mengikuti silabus yang sebelumnya.</i></p> <p>(yes, the material presented is the same as following the previous syllabus.)</p>
6.	<p><i>Bagaimana partisipasi siswa dalam belajar bahasa inggris</i></p>	<p><i>Untuk partisipasi siswa terkadang hanya sebagian saja yang mengikuti kelas e-</i></p>

	<p><i>secara e-learning selama covid-19?</i></p>	<p><i>learning. Ada juga yang mengisi absen setelah waktu yang di tentukan.</i></p> <p><i>(for students participation, sometimes only some of them take e-learning classes. There also those who fill in the absence after the allotted time.)</i></p>
--	--	--

INTERVIEW SHEETS FOR TEACHERS

Name : DS (T2)

Day/Date : Saturday, 24july 2021

Time : 8.40

No.	Pertanyaan (Questions)	Hasil Wawancara (Interview Result)
1.	<p><i>Apakah bapak menggunakan kelas e-learning dalam mengajar bahasa inggris selama covid-19?</i></p> <p><i>(do you use e-learning classes in teaching English during covid-19?</i></p>	<p><i>Ya.</i></p> <p><i>(Yes)</i></p>
2.	<p><i>Bagaimana pendapat bapak tentang pembelajaran e-learning?</i></p>	<p><i>E-learning, kalau menurut saya ini merupakan pembelajaran yang cukup luas untuk siswa. Contohnya luas seperti ini, selain materi dari guru siswa bebas</i></p>

	<p>(what do you think about elearning?)</p>	<p><i>mencari materi atau refrensi dari manapun. Ini disebut juga dengan “Merdeka Belajar”, tapi ya kalau menurut saya jauh lebih mudah pembelajaran di kelas, karena kita bisa berinteraksi langsung dengan siswa dan dapat mengetahui pemahaman siswa secara jelas. (e-learningin myopinion, is a fairlybroad learning forstudents. Forexample, in additionto the material fromthe teacher studentsare free to look formaterial orreferences fromanywhere. Thiscalles as “FreeLearning”, but inmy opinion it is much easier to learn in the classroom because we caninteract directly withstudents and canknow the students’ Understanding clearly.)</i></p>
<p>3.</p>	<p><i>Apa media dan strategi apasaja yang bapak gunakan untuk mengajar bahasa inggris terkait kemampuan mendengarkan, berbicara, membaca, dab menulis dengan metode kelas e-learning?</i></p> <p>(what media and strategies did you use to teach English regarding to the listening, speaking, reading, and writing skills with e-learning classes</p>	<p><i>Startegi yang saya gunakan di kelas 7 untuk meningkatkan kosakata mereka yaitu melalui sebuah lagu, dengan mendengarkan lagu mereka mampu meningkatkan kemampuan listening mereka. Saya juga mebuat video penyampaian materi yang kemudian saya kirim lewat grup whatsapp. Dalam materi Meningkatkan kosakata dengan lagu, siswa harus menggunakan beberapa cara atau strategi agar dapat mencapai tujuan.</i></p>

method?)	<p><i>Yang pertama siswa harus mendengarkan lagu favorit mereka secara berulang-ulang hingga faham, kemudian yang kedua adalah menulis lirik lagu yang telah di dengarkan. Tahap ketiga yaitu mencocokkan lirik yang telah di dengar dengan lirik yang telah ditulis, jika ada kesalahan maka siswa harus memperbaikinya. Yang terakhir yaitu menyanyikan lagu favorit mereka. Sebenarnya, secara tidak langsung ketika mereka melakukan beberapa tahap tersebut mereka sudah menunjukkan kemampuan mendengarkan, menulis, membaca, dan berbicara mereka.</i></p> <p>(the strategy I used in the 7th grade to improve their vocabulary is through a song, by listen to the song they were able to improve their listening skills. I also made a video to delivery the material which I sent via whatsapp group. In improving vocabulary with songs, students must use several methods or strategies to achieve the goals. First the students must listen to their favorite songs repeatedly until they understand, then the second is to write the lyrics of the song that have been heard. The third is matching the lyrics that have been heard with the lyrics that have been</p>
----------	---

		<p>written, if there are errors then students must correct it. The last one is singing their favorite song. Actually, indirectly when they do these stages they have shown their listening, writing, reading, and speaking abilities.)</p>
<p>4.</p>	<p><i>Sejauh mana strategi yang digunakan Ibu membantu dalam mengajar bahasa Inggris dengan kelas e-learning?</i> (to what extent did the strategy you use help in teaching English with e-learning classes?)</p>	<p><i>Kalau menurut saya sendiri, untuk guru ini sangat membantu saya dalam mengajar bahasa Inggris menggunakan kelas e-learning. Namun disini lain evaluasi dalam pembelajaran e-learning untuk siswa masih sangat kurang. Contohnya, dari strategi yang sudah saya buat, saya tidak benar-benar mengetahui apakah siswa menyelesaikannya dengan jujur atau tidak.</i> (in my own opinion, for the teacher, I really helped in teaching English using e-learning classes. But on the other hand evaluation in e-learning for students is still low. For example, from the strategies that I have made, I don't really know whether students finish them honestly or not.)</p>
<p>5.</p>	<p><i>Apakah bapak menggunakan silabus dan RPP khusus untuk pembelajarn secara e-</i></p>	<p><i>Iya masih sama, namun pembuatan RPP sdalam pembelajaran e- learning selama COVID-19 ini lebih dipersingkat dan</i></p>

	<p><i>learning?</i></p> <p>(do you use the syllabus and lesson plans specifically for e-learning?)</p>	<p><i>diperjelas, sesuai dengan aturan yang yang berikan oleh Nadiem Makarim.</i></p> <p>(yes still same, but for making the lesson plan in the elearning classes during COVID-19 is more shortened and clarified, in accordance with the rules given by Nadiem Makarim.)</p>
6.	<p><i>Bagaimana partisipasi siswa dalam belajar bahasa inggris secara e-learning selama covid-19?</i></p>	<p><i>Partisipasi siswa hanya 50% dalam mengikuti kelas e-learning?</i></p> <p>(only 50% student participation in e-learning classes .)</p>

INTERVIEW SHEETS FOR TEACHERS

Name : LW (T3)

Day/Date : Monday, 12 July 2021

Time : 10.00 Wib

INSTITUT AGAMA ISLAM NEGERI

No.	Pertanyaan (Questions)	Hasil Wawancara (Interview Result)
1.	<p><i>Apakah bapak menggunakan kelas e-learning dalam mengajar bahasa inggris selama covid-19?</i></p> <p>(do you use e-learning classes</p>	<p><i>Ya.</i></p> <p>(Yes)</p>

	in teaching English during covid-19?	
2.	<p><i>Bagaimana pendapat bapak tentang pembelajaran e-learning?</i></p> <p>(what do you think about elearning?)</p>	<p><i>e-learning menurut saya metode pembelajaran yang memungkinkan siswa belajar dimana saja da kapan saja.</i></p> <p>(in my opinion e-learning is a learning method that allows students to learn anywhere and anytime.)</p>
3.	<p><i>Strategi apasaja yang bapak gunakan untuk mengajar bahasa inggris terkait kemampuan mendengarkan, berbicara, membaca, dab menulis dengan metode kelas e-learning?</i></p> <p>(Strategies did you use to teach English regarding to the listening, speaking, reading, and writing skills with e-learning classes method?)</p>	<p><i>Sebelum pandemi, topik deskriptif terjadi pada bulan Maret setelah midterm, dan biasanya, sebelum mengajar secara langsung, saya mempersiapkan strategi. Tapi setelah ujian tengah semester, semua sekolah di Indonesia dimatikan karena pandemi. Meskipun sekolah tidak aktif, proses belajar harus dilanjutkan melalui kelas online. Saya menggunakan strategi yang berbeda dari strategi yang saya gunakan sebelumnya. Strategi yang saya gunakan adalah bahwa saya memberikan modul (ringkasan) topik deskriptif dan contoh kemudian saya memberikan video tentang teks deskriptif. Selain itu, saya menggunakan rincian teks dan metode peta pikiran.</i></p> <p>(Before the pandemic, a descriptive topic happened in March after the midterm, and usually, before teaching directly, I prepared the strategy. But after the midterm exams, all schools in</p>

		<p>Indonesia was off because of a pandemic. Although the school is not active, the learning process must be continued through online class. I use a different strategy than the strategy I used before. The strategy I used was that I gave a module of descriptive topics and examples then I gave a video about a descriptive text. Besides, I use the breakdown text and mind mapping method)</p>
<p>4.</p>	<p><i>Sejauh mana strategi yang digunakan Ibu membantu dalam mengajar bahasa Inggris dengan kelas e-learning?</i></p> <p>(to what extent did the strategy you use help in teaching English with e-learning classes?)</p>	<p><i>Saya tidak membuat rekaman untuk memberi mereka penjelasan, tapi saya hanya memberikan file lembut, dan kemudian saya membagikannya. Teks deskriptif yang saya ajarkan hanya terfokus pada menggambarkan orang dan menggambarkan hewan. Untuk tugas menggambarkan orang, saya menggunakan teknik teks kerusakan kemudian siswa menyelesaikannya ke dalam formulir data. Selanjutnya, untuk tugas menggambarkan binatang, saya menggunakan teknik peta pikiran. (I did not make recordings to give them an explanation, but I only gave soft files, and then I shared them. The descriptive text which I taught only focused on describing people and describing animals. For the task of describing people, I used breakdown text techniques then students</i></p>

		complete it into a data form and analyze the generic structure.. Furthermore, for the task of describing animals, I used mind mapping techniques)
5.	<p><i>Apakah bapak menggunakan silabus dan RPP khusus untuk pembelajarn secara e-learning?</i></p> <p>(do you use the syllabus and lesson plans specifically for e-learning?)</p>	<p><i>materi yang disampaikan masih sama mengikuti silabus yang sebelumnya.</i></p> <p>(yes, the material presented is the same as following the previous syllabus.)</p>
6.	<p><i>Bagaimana partisipasi siswa dalam belajar bahasa inggris secara e-learning selama covid-19?</i></p>	<p><i>Untuk mengajar di kelas e-learning, tidak semua siswa memiliki ponsel, di kelas tujuh hanya 75% yang memiliki ponsel cerdas, untuk siswa yang tidak memiliki ponsel, saya meminta siswa untuk meminjam ponsel orang tua selama proses pembelajaran. Kendala berikutnya adalah kurangnya respon dari orang tua dalam proses belajar anak-anak mereka sehingga beberapa siswa terlambat dalam mengerjakan tugas dan kelas menjadi tidak efektif. (To teach in an e-learning class, not all students have cell phones, in the seventh grade just 75% who have Smartphone, for students who do not have cell phones, I ask students to borrow parents' cell phones during the learning process. The next obstacle is the lack of</i></p>

		response from parents in their children's learning process so that some students were late in doing the assignment also the class becomes not effective)
--	--	--



Name : DD (T4)

Day/Date : Monday, 12 July 2021

Time : 12.00 Wib

No.	Pertanyaan (Questions)	Hasil Wawancara (Interview Result)
1.	<p><i>Apakah bapak menggunakan kelas e-learning dalam mengajar bahasa inggris selama covid-19?</i></p> <p>(do you use e-learning classes in teaching English during covid-19?)</p>	<p><i>Ya.</i></p> <p>(Yes)</p>
2.	<p><i>Bagaimana pendapat bapak tentang pembelajaran e-learning?</i></p> <p>(what do you think about elearning?)</p>	<p><i>Yaa..menurut saya e-learning ini sebuah bentuk teknologi informasi yang diterapkan di bidang pendidikan berupa situs web yang dapat diakses dimana saja.</i></p> <p>(so, I think e-learning is a form of information education in the form of a website that can be accessed anywhere)</p>
3.	<p><i>Apa media dan strategi apasaja yang bapak gunakan untuk mengajar bahasa inggris terkait kemampuan mendengarkan, berbicara, membaca, dan menulis dengan metode kelas e-learning?</i></p> <p>(what media and strategies did you use to teach English regarding to the listening, speaking, reading, and writing</p>	<p><i>secara umum saya menggunakan 2 media yaitu WhatsApp dan google classroom. (in general, I use two media, namely WhatsApp group and google Clasroom.)</i></p>

	skills with e-learning classes method?)	
4.	<p><i>Sejauh mana strategi yang digunakan Ibu membantu dalam mengajar bahasa Inggris dengan kelas e-learning?</i></p> <p>(to what extent did the strategy you use help in teaching English with e-learning classes?)</p>	<p><i>Sejauh ini strategi ini dapat membantu siswa. Selama pandemic saya menggunakan video untuk menjelaskan materi pembelajaran dan untuk mengukur kemampuan siswa dalam speaking saya menggunakan rekaman suara. “ listening atau speaking saya memberikan video pembelajaran yang telah saya di persiapkan, kemudian di share ke WhatsApp Group dan siswa menonton video dan memahaminya. Kemudian untuk test saya memberikan tugas dari buku text yang saya berikan dan meminta siswa untuk membaca dan merekam suara mereka kemudian mereka mengirimkan tugas melalui Whatsapp .”</i>(so far this strategy is helping students. During the pandemic I used videos to explain the learning material and to measure students' ability in speaking I used voice for pronouncation. listening or speaking I give a learning video that has been prepared, then share it to the WhatsApp Group and students watch the video and understand it. Then for the test I gave assignments form the textbook I gave and asked students to</p>

		read and record their voices then they sent assignment via WhatsApp.)
5.	<p><i>Apakah bapak menggunakan silabus dan RPP khusus untuk pembelajarn secara e-learning?</i></p> <p>(do you use the syllabus and lesson plans specifically for e-learning?)</p>	<p><i>untuk silabus yang digunakan yaitu masih seperti silabus yang lama hanya saja lebih sederhana dan RPP yang digunakan yaitu RPP 1 lembar...” (for the syllabus used, which is still the same as the old one, it’s just simpler and the lesson plan used is a single sheet lesson plan.)</i></p>
6.	<p><i>Bagaimana partisipasi siswa dalam belajar bahasa inggris secara e-learning selama covid-19?</i></p>	<p><i>Sedangkan untuk partisipasi siswa dalam mengikuti kelas e-learning tidak seperti biasanya, hanya sebagian saja yang mengikuti.</i></p> <p>(meanwhile, for student participatuin in e-learning classes, it is not as usual, only some of them take part)</p>

Appendix 2. Picture of interview



Interview with ZA as English Teacher



Interview with DS as English Teacher



Interview with LW as English Teacher



Interview with DD as English teacher

INSTITUT AGAMA ISLAM NEGERI
KERINCI

CURRICULUM VITAE

Name : Deswita,S.Pd

Place of Birthday : Perawang

Date of Birthday : December 30th 1999

Student Number : 1710203016

Faculty/Program : Education and Teacher
Training/

Address : English Education
Program

Email : Koto Majidin Mudik

deeswitaa30@gmail.com



Education :

No	School	Place	Graduated
1	SD NO. 40/ III Koto MajidinMudik	Koto MajidinMudik	2011
2	MTsN Air Hangat	Koto Majidin Hilir	2014
3	SMK N 5 Kerinci	Belui	2017
4	IAIN Kerinci	Sungai Liuk	2021

Kerinci, 2021

The Researcher

DESWITA

Nim. 1710203016

