

TEACHING STRATEGIES AND THE PROBLEM FACED BY EFL TEACHER DURING COVID-19 OUTBREAK AT JUNIOR HIGH SCHOOL

THESIS

*Submitted to the Board Examiners
In Partial Fullfilment of the Requirement
For Master Degree at English Education Department*



by

MEILISA KHAIRANI

NIM. 805192001

ENGLISH EDUCATION DEPARTMENT
MAGISTER PROGRAM STATE ISLAMIC UNIVERISTY SULTHAN
THAHA SAIFUDDIN JAMBI
2021/2022

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Jl. Arif Rahman Hakim Telanaipura Jambi, Telp. (0741) 60731
Fax. (0741) 60548 e-mail : pasca.uinjambi.ac.id

Jambi, 22 Maret 2022

Nama Pembimbing I : Dr. Alfian, S.Pd.,M.Ed.,Ed.D

Nama Pembimbing II : Dr. Dharma Putra, M.Pkim

Alamat: PascasarjanaUINSTS Jambi
Jln. Arief Rahman Hakim
Telanaipura Jambi

Kepada Yth.
Bapak Direktur
PascasarjanaUINSTS Jambi
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NOTA DINAS

Assalamu'alaikum wr, wb.

Setelah membaca dan mengadakan perbaikan sesuai dengan persyaratan yang **Meilisa Khairani NIM 805192001** dengan judul "*Teaching Strategies and the Problem Faced by EFL Teacher During COVID-19 Outbreak at Junior High School*" telah dapat diajukan untuk perbaikan tesis sebagai salah satu syarat untuk meraih gelar Magister pada Program Studi Pendidikan Bahasa Inggris Pascasarjana UIN STS Jambi.

Demikianlah yang dapat kami sampaikan kepada Bapak, semoga bermanfaat bagi kepentingan agama, nusa dan bangsa.

Wassalammu'alaikum wr, wb.

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Jl. Arief Rahman Hakim, Telanaipura, Jambi Telp. (0741) 60731 email: pasca@uinjambi.ac.id

PENGESAHAN PERBAIKAN TESIS

Tesis dengan judul **"Teaching Strategies and the Problem Faced by EFL Teacher During COVID-19 Outbreak at Junior High School"** yang diujikan di pascasarjana UIN Sulthan Thaha Saifuddin Jambi, pada:

Hari : Jum'at
Tanggal : 06 Januari 2022
Jam : 10.00 – 11.30 WIB
Tempat : (Aplikasi Zoom) Online
Nama : Meilisa Khairani
NIM : 805192001
Judul : **Teaching Strategies and the Problem Faced by EFL Teacher During COVID-19 Outbreak at Junior High School**

Telah diperbaiki sebagai mana hasil sidang di atas dan telah diterima sebagai bagian dari persyaratan untuk memperoleh gelar sarjana strata dua (S2) program studi Pendidikan Bahasa Inggris pada Pascasarjana UIN STS Jambi.

NO	Nama	Tanda Tangan	Tanggal
1	Dr. Diana Rozelin, M.Hum (Ketua Sidang)		23/03 2022
2	Dr. Alfian, S.Pd., M.Ed., Ed.D (Pembimbing I)		22/03 2022
3	Dr. Dharma Putra, M.Pkim (Pembimbing II)		
4	Dr. Muhammad Taridi, M.Pd (Penguji I)		19/03 2022
5	Dion EprijumGinanto, S.Pd., MA., Ph.D (Penguji II)		11/03 2022

Jambi, 19 Maret 2022

Direktur Pascasarjana UIN STS Jambi



Prof. Dr. R. Ahmad Syukri, SS., M.Ag

NIP. 19671021 199503 1001



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PASCASARJANA**

Jalan Arief Rahman Hakim Kel. Telanaipura Kota Jambi. Hp. WA 081366388802/ 085268752878.

PERSETUJUAN PEMBIMBING UNTUK PERBAIKAN TESIS

Pembimbing I

Dr. Affian, S.Pd., M.Ed., Ed.D
Jambi, 22 Maret 2022

Pembimbing II

Dr. Dharma Putra, M.Pkim
Jambi, 19 Maret 2022

**Mengetahui,
Wakil Direktur**

Dr. Badarussyamsi, S.Ag, MA
Jambi, 23 Maret 2022

Nama : Meilisa Khairani

NIM : 805192001

**JUDUL : Teaching Strategies and the Problem Faced by EFL Teacher During
COVID-19 Outbreak at Junior High School**

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MOTTO

يَا أَيُّهَا الَّذِينَ آمَنُوا إِذَا قِيلَ لَكُمْ تَفَسَّحُوا فَبِالْمَجَالِسِ فَافْسَحُوا يَفْسَحِ اللَّهُ لَكُمْ وَإِذَا قِيلَ
نُشْرُوا فَاَنْشُرُوا أَيْزِ فَاعِلُ الَّذِينَ آمَنُوا مِنْكُمْ الَّذِينَ أَوْتُوا الْعِلْمَ دَرَجَاتٍ وَاللَّهُ بِمَا
عَمَلُوا خَبِيرٌ

O who you have believed, when you are told, "Space yourselves" in
assesmbles, then make space; Allah will make space for you. And when
you are told, "Arise" then arise; Allah will raise those who have believed
among you and those who were given knowledge, by degrees. And Allah
is Acquainted with what you do.¹

(QS.Al-Mujadalah : 11)

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¹<https://itunes.apple.com/us/app/qibla-connect-find-direction/id573155693?mt=b>. QS.
Mujadalah:11

DEDICATION

Special thanks to Allah because I have chance to finished my Magister Program.

First, I dedicate my title to the lovely man I ever had alm.Faisyal HM, my grand father alm. H.Hasyip Kalimuddin Syam, my uncle Dr. Masiyan M.Syam and my brother Iben Kasyfarob. The second I dedicate my title to the lovely woman I ever had, my mother Nurhayati, my sister Meilani Khairina and my grandmother almh.H.Siti Lama. Thanks to all of my family and my friends. Thanks for supporting me in every situation and condition. Thanks for being my reason to keep strong, keep the spirit, and be patient in finishing my thesis.

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Last but not least, I dedicate this title to myself.

Thanks to me because can finish the magister program in the fourth semester.

Thanks for always being strong, always patient, and always spirit to finish this thesis.

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Fax. (0741) 60548 e-mail : pasca.uinjambi.ac.id

DECLARATION OF ORIGINALITY

I, the undersigned below :

Name : Meilisa Khairani
NIM : 805192001
Place, Date of Birth : Jambi, 05 Mei 1998
Study Program : TBI
Address : Jl. Dr. Siwabessy, Kelurahan Buluran Kenali,
Kecamatan Telanaipura, Kota Jambi

I hereby declare that the thesis titled: "Teaching Strategies and the Problem Faced by EFL Teacher During COVID-19 Outbreak at Junior High School" is cited under applicable regulations. If in the future it turns out that this statement is not true, then I am fully responsible under applicable law in Indonesia and the provisions of Postgraduate UIN STS Jambi, including the revocation of the degree I obtained through this thesis.

As a result, I made this statement truthfully for it to be used correctly.

Jambi, Maret 2022

Researcher



Meilisa Khairani
NIM.805192001

ABSTRACT

The education system have to switch from face-to-face to online teaching due to the pandemic. This situation is considered new in Indonesia, the teachers have to adapt their self with this situation. An example is learning to use technology in online teaching and making a lesson plan that can make students interested in online learning. This research aimed to know what are teaching strategies used by EFL teachers and what are the teacher problems in online teaching at the Junior High School 98 during Pandemic. This research used qualitative as a design and narrative descriptive as the approach. The technique to collect the data researcher used in this research is observation, interview, and documentation. In addition, the object of this research is EFL teachers, the researcher interviewed 5 EFL teachers. The results of this research are: 1) The teacher strategies used in online teaching during a pandemic is synchronous, while teacher used platform WhatsApp, Google Classroom, and Google Meet for online classes. In addition, to create the task the teacher gives chance to the students to use another platform such as Canva, Youtube, Video Maker, etc. On the other hand, the teacher have some strategies to overcome the problems when teaching online, such as when the students have a problem in the following class online through the platform Google Meet, the teacher shared the material in Google Classroom. While, the researcher found in students motivation the teacher do teamwork with students' parents in control the students at home; 2) the teaching online problems that researcher found in this research are: lack of quota package, lack of internet access, lack of motivation, and lack of facilities.

Keywords : Teaching strategy, online teaching, teaching problems

مستخلص البحث

عبر التدريس إلى لوجه وجهها التدريس من بالتبديل التعليم نظام يقوم هذا مع يتكيف أن المعلم على يجب ، إندونيسيا في جديد الوضع هذا الإنترنت عبر والتعليم التكنولوجيا استخدام تعلم ذلك على الأمثلة ومن الموقف البحث هذا يهدف بالتعلم مهتمين الطلاب تجعل أن يمكن درس خطة ووضع الإنترنت اللغة معلمي قبل من المستخدمة التدريس استراتيجيات هي ما معرفة إلى هذه في الإنترنت عبر التدريس في المعلم مشاكل هي وما أجنبية كلغة الإنجليزية تصميم الكيفي البحث هذا ستخدم الباء أثناء المدينة في الإعدادية المدرسة هي البحث هذا في المستخدمة الباحث بيانات جمع تقنية كمنهج وصفي وسرد هو البحث هذا من الهدف فإن ، ذلك إلى بالإضافة والتوثيق والمقابلة الملاحظة خمسة مع مقابلات الباحث أجرى حيث ، أجنبية كلغة الإنجليزية اللغة معلمي استراتيجيات (1) هي البحث هذا نتائج أجنبية كلغة جليزية الإن للغة مدرسين بينما ، متزامنة الجائحة أثناء الإنترنت عبر التدريس في المستخدمة المعلم Google Meet و Google Classroom و WhatsApp الأساسي النظام المعلم استخدم المعلم يعط ، المهمة لإنشاء ، ذلك إلى بالإضافة الإنترنت عبر للفصول وما Video Maker و Youtube و Canva مثل أخرى منصة لاستخدام للطلاب الفرصة المشاكل على للتغلب الاستراتيجيات بعض المعلم لدى ، أخرى ناحية من ذلك إلى التالي الفصل في مشكلة لديهم الطلاب عندما مثل ، الإنترنت عبر التدريس عند Google في المواد المعلم شارك ، Google Meet منصة خلال من الإنترنت عبر مع جماعي بعمل يقوم المعلم لأن دافعاً الطلاب في الباحث وجد بينما Classroom. عبر التدريس مشاكل (2) ؛ المنزل في الطلاب على السيطرة في الطلاب أمور أولياء ونقص ، الكوتا حزمة نقص هي البحث هذا في الباحث وجدها التي الإنترنت المرافق ونقص ، الحافز وقلة ، الإنترنت إلى وصول

الكلمات الأساسية : استراتيجية التعليم ، تعليم عبر الإنترنت ، مشكلة التعليم

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ABSTRAK

Sistem pendidikan di Indonesia berubah dikarenakan pandemi. Situasi ini baru di Indonesia, guru harus menyesuaikan diri dengan situasi ini. Contohnya adalah pembelajaran menggunakan teknologi dalam pembelajaran online dan membuat RPP yang dapat membuat siswa tertarik untuk belajar. Penelitian ini bertujuan untuk mengetahui strategi pembelajaran apa yang digunakan guru EFL dan apa kendala guru dalam pembelajaran online di SMP Negeri 98 Kota Jambi Saat Pandemi. Penelitian ini menggunakan kualitatif sebagai desain dan deskriptif naratif sebagai pendekatan. Teknik pengumpulan data yang peneliti gunakan dalam penelitian ini adalah observasi, wawancara, dan dokumentasi. Selain itu, objek penelitian ini adalah guru EFL, peneliti mewawancarai 5 guru Bahasa Inggris. Hasil dari penelitian ini adalah: 1) Strategi guru yang digunakan dalam pembelajaran online saat pandemi adalah synchronous, sedangkan guru menggunakan platform WhatsApp, Google Classroom, dan Google Meet untuk kelas online. Selain itu, untuk membuat tugas guru memberikan kesempatan kepada siswa untuk menggunakan platform lain seperti Canva, Youtube, Video Maker, dll. Di sisi lain, guru memiliki beberapa strategi untuk mengatasi masalah saat mengajar online, seperti ketika mengajar secara online. siswa memiliki masalah di kelas berikut online melalui platform Google Meet, guru membagikan materi di Google Classroom. Kemudian dalam motivasi siswa guru melakukan kerjasama tim dengan orang tua siswa dalam mengontrol siswa di rumah; 2) permasalahannya adalah: kurangnya kuota paket, kurangnya akses internet, kurangnya motivasi, dan kurangnya fasilitas.

Kata kunci : Strategi pengajaran, pengajaran online, masalah pengajaran

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This thesis is written using several theories about teaching and learning using a blended learning model. This thesis was written based on field research for three months at Junior High School 98 Jambi city, with the title: Teachers' Problems and Teaching Strategy Applied by EFL Teacher Through Online During Covid-19 Outbreak at Junior High School 98 Jambi City.

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10. Mr. and Mrs. Postgraduate staff of UIN STS Jambi
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12. all that the researcher cannot mention one by one

The researcher realizes that this study is still far from being perfect and hopefully the findings of this research were expected to be useful for those who read this study and are interested in the topic. Therefore, construction criticisms, comments, suggestions, were welcomed for further improvement of this study. Finally, the researcher says thank you.

Jambi, 19 Maret 2022
The Researcher



Meilisa Khairani
805192001

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CHAPTER I INTRODUCTION

A. Background of the Problem

Indonesia is one of the developing countries in the world. Indonesia continuously carries out development, both physically and mentally to achieve the State's goals, namely to protect the entire Indonesian nation and all of Indonesia's bloodshed and to promote the general welfare and the intellectual life of the nation. For the State's goals to be fulfilled, human resources who are capable of carrying them out well are needed, so it needs to be prepared from an early age. Therefore, the development of children has become an important concern, starting from an early age child need to be educated to be able to compete with the international world. Education is one of the efforts to develop the quality of human life. Every society in Indonesia should get an education those aged seven to fifteen are obliged to attend basic education¹. However, education in Indonesia has changed because of Corona Virus disease 2019.

Corona Virus disease 2019 (COVID-19) has spread across the world. This virus has infected a large number of countries. In early March, COVID-19 infected two Indonesian citizens before the virus spread to all provinces in Indonesia². The number of confirmed COVID-19 cases in Indonesia has surpassed 1.500 on April 1, 2020. (WHO, 2020). The National Disaster Management Authority of the Republic of Indonesia has agreed to extend the COVID-19 pandemic-related disaster emergency until May 29, 2020. (BNPB, 2020).

COVID-19 has an impact on all aspects of life in Indonesia, such as business, social, work, social welfare, and education. This caused social activities to stop for some time and the society was quarantined.

¹ Kemdikbud, "Education Obligation", access on October 2020, <https://pmpk.kemendikbud.go.id>.

² Google. "COVID-19 Case in Indonesia", access on March 2020, <https://indonesia.go.id>.

Whereas, this situation has an impact on the teaching and learning process in Indonesia. The education system in Indonesia has changed as a result of the COVID-19 epidemic³. To combat the COVID-19 outbreak, the Minister of Education has directed to switch face-to-face to online learning. That is one way to minimize the spread of COVID-19 in Indonesia.

During the COVID-19 pandemic, students learned at home in a very different way than they have before⁴. It becomes a new challenge for the teachers and students in Indonesia because Indonesia rarely use online teaching and learning before the pandemic era. The research found the lack of an e-Learning portal, the lack of student enthusiasm and commitment, and the time needed to plan online learning materials were the main challenges faced by teachers, drawing from the data gathered using self-written reflections and semi-structuring interviews with 17 Indonesian EFL teachers⁵. On the other hand, challenges faced by the students are: 1) Some of the students do not have any equipment like gadgets and laptops if they have gadgets and laptops that will be useful as online learning media. 2) While some students are assisted by sufficient facilities like laptops, android devices, and the provision of an Internet network, they are not so excited about participating⁶.

The strategy for teaching and learning is a practice that teachers and learners can carry out to make learning activities effective and efficient⁷.

³Lestyanawati et al, "Strategies and Problems Faced by Indonesian Teachers in Conducting E- Learning System During COVID-19 Outbreak", *CLLiENTJournal*, Vol.2, No1. (May 2020): 1, <https://ojs.unsiq.ac.id>

⁴Sutarto et al, "Teacher Strategies in Online Learning to Increase Students' Interest in Learning During COVID-19 Pandemic", (September 2020): 2, DOI: <https://doi.org/10.29210/147800>.

⁵Nugroho et al, "EFL Teachers' Challenges and Insight of Online Teaching Amidst Global Pandemic", *Journal Of English Language Literature And Teaching*, Vol.4, No.3 (Desember 2020): 12, DOI: 10.31002/metathesis.v4i3.3195. 2020

⁶Efrian, "Problems of Online Learning during Covid-19 Pandemic in EFL Classroom and the Solution", *JELITA*. Vol. 2, No. 1 (February 2021): 5, <https://www.neliti.com>

⁷Handayani, "English Teachers' Strategy in Teaching Speaking", (Tesis, Institute Islamic Studies Ponorogo, Ponorogo, 2019): 5

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Whereas, the teachers must be able to design teaching strategies to achieve effective teaching goals based on the conditions and constraints that students faced.

Changing a classroom from face-to-face contact to online is supported by technology necessitates significant adaptations changes in this new approach and students may need orientation to familiarize themselves with not only the resources and course materials but also the instructor's expectations⁸. This situation is one of the problems faced in education during the pandemic, especially in teaching English.

Besides, English is considered to be a foreign language in certain nations, such as Indonesia, Vietnam, and China. In those locations, it is also normal to see the English learning context as the EFL context⁹. In Indonesia, English is learned as a foreign language, with few opportunities for students to interact directly with their environment and the subject being taught only in academic settings such as schools and courses¹⁰. By considering English as a foreign language some people do not think that English must be mastered. The students have a different background in the English language, some of the students have English knowledge starting from kindergarten while some of the students have English knowledge only in formal school. Not introducing English from an early age is one of the assumptions that English is not an important thing.

Indonesian students begin learning English in primary school, in junior and senior high school English as required subjects. But, some primary schools in Indonesia especially in Jambi city do not take English as a subject at school, such as primary school 22 and primary school 87 Jambi city. Not making English a subject in Elementary School is a new

⁸ Nicole et al, "Online Teaching: Advantages, Obstacles and Tools for Getting it Right", *Journal of Teaching in Travel & Tourism*, (May 15, 2019): 2, <https://doi.org/10.1080/15313220.2019.1612312>

⁹ Nurhayati et al, "Teaching English as Foreign Language Methodology", (E-Book, Yogyakarta State University English Department, Yogyakarta, 2005): 3, <http://staffnew.uny.ac.id>

¹⁰ Puji Lestari, L et al, "The English Teaching Strategies For Young Learners in an International Primary School In Surakarta (January 2, 2019): 4. <https://jurnal.uns.ac.id>

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challenge for teachers in junior high school because not all students have basic knowledge of English, especially in an online learning context. Teachers should prepare learning materials, instructional media, and teaching strategies according to the situation and conditions of the class, to achieve the goals in teaching.

Most of the teachers in the pandemic era used online learning as an alternative in teaching. Teachers were required to perform the teaching and learning process using online courses¹¹. Because this situation is new in Indonesia should be preparing to make the online course better as an implementation in teaching and learning¹². To implement any new procedures for improving the learning experience, it is important to recognize what students and faculty consider to be the most significant advantages and disadvantages of online courses. To do it right, online learning materials must be well-designed, with their learning in mind and sufficient support must be available¹³. Choosing the right strategy based on classroom situations and conditions is one good way to achieve teacher goals in the online teaching and learning process.

A strategy is a plan, approach, or set of actions aimed at achieving a certain educational goal¹⁴. A strategy is a pattern for carrying out events or acts that have been carefully formulated and decided¹⁵. The strategy should use in the teaching and learning process to achieve teaching goals. The teacher has a different strategy when teaching, which depends on the situation and students' needs.

According to the previous research, the first previous research aims to examine teacher strategies in implementing distance learning during the

¹¹ Lestyanawati et al, "Strategies and Problems Faced by Indonesian Teachers in Conducting E- Learning System During COVID-19 Outbreak", *CLLiENT Journal*, Vol.2, No.1(May 1, 2020): 6, <https://ojs.unsiq.ac.id>.

¹² Nicole et al, "Online teaching," 2.

¹³ Ally, M, *Foundations of Educational Theory for Online Learning* In T. Anderson (Ed.), *The Theory and Practice of Online Learning*, (Athabasca Univerity, Kanada, 2011): 15. <https://www.aupress.ca>

¹⁴ Sanjaya, W, *Strategi Pembelajaran Berorientasi Standar Proses Pendidikan*, (Jakarta: Kencana, 2011): 10, <http://lib.ui.ac.id>.

¹⁵ Handayani, "English Teachers' Strategy in Teaching Speaking", 44

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COVID-19 pandemic. The findings of this research revealed that teachers' distance learning strategies were predominantly effective and smooth during the pandemic. However, during the learning process, many challenges were discovered, including poor network connections and a lack of student motivation to participate in distance learning.¹⁶

On the other hand, other previous research aims to find out and describe the applied strategies and also problems faced by teachers in conducting e-learning during this COVID-19 outbreak. The finding in her research showed the teachers used three teaching strategies in the online teaching and learning process: using just online chat, using video conference, and combining both online chat and video conference. Some of the problems, a total of six, also appeared during the e-learning process. The following problems occurred in the classroom: teachers' inability to use computers, school resources for e-learning, difficulty in explaining the curriculum, students' inability to use the internet, students' economically deprived family background, and parents' support system¹⁷. Moreover, using a variety of learning strategies to provide a broad foundation for various learning styles can be an effective tool, and also educators must devise strategies to increase student participation and foster a sense of community to facilitate an engaging online course

On the other hand, in the academic year 2020/2021, the government issued two different decisions regarding the teaching and learning process in Jambi city. From mid-2020 to early 2021, the government issued a decision to carry out the learning and teaching process online. But not long after that, the government issued a new ruling to leave it entirely up to schools to determine whether the teaching and learning process takes online or offline while adhering to health protocols. Several schools issued a letter that was given to each of the students' parents

¹⁶Erlina, et al, "Teacher Strategies in the Implementation of Distance Learning During the Covid-19 Pandemic", *Edunesia Journal*, Vol. 2. No. 1 (Januari 2021): 2, <https://doi.org/10.51276/edu.v2i1.99>.

¹⁷ Lestiyawati et al, "Strategies and Problems", 6.

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stating whether they agreed or disagreed with the face-to-face learning process. Some schools continue to carry out the learning process online, while some other schools implement a shift system for online and offline learning. In the shift system, the school regulates the schedule for students to go to school, for example: on the same day, 10 students learn at school and 10 other students do learning at home.

On the other hand, there are schools take choose to do the teaching and learning process offline, not using shifts. However, it still refers to the Jambi mayor's decision number 245 of 2020 regarding the principles of implementing education during a pandemic. The changes in the education system that occurred in a short time, had an impact on teachers. Teachers must adjust learning materials, learning media and develop appropriate learning strategies so that students do not lose interest in learning. One of the teachers in Junior High school Jambi city said when she applied strategy in the teaching process got some problems, such as : (1) the students have different level knowledge in the English language; (2) students have limited learning resources, although the teacher. The sources at school like the book are not enough to be distributed to all students, they can not repeat the lesson from the teacher at home.

Junior high school 98 Jambi city is one of the schools that has "A" accreditation in Jambi city and also the teachers at that school have a good educational background. Based on the explanation above, the researcher was interested to found the strategies used by teachers in junior high school 98 Jambi city. Based on the interested researcher, the researcher do the observation at the Junior high school in 98 Jambi city, because the pandemic situation the researcher do the observation online. In the observation, the researcher found the teacher using some of the platforms in teaching online during the pandemics, such as Zoom Meeting, Google Meet, Google Classroom, WhatsApp, and YouTube. In addition, the researcher also found the general problems in the teaching

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and learning process that is network and the researcher found some of the students have interested in the online learning process while some of the students have lacked in learning English during the pandemic. Based on that situation, the researcher wants to explore how the strategies used by teachers in teaching during the pandemic and what are the problems in teaching online during the pandemic.

The strategies in online learning are very significant to promote student success based on today's situation. The strategies on teaching online however are deemed limited in the context of higher-level in the Indonesian setting. Within the Indonesian context, teaching online for college students are still facing several problems, suchas (1) teachers' inability to use technology school facilities for e-learning;(2) difficulties in explaining the curriculum;(3) students' inability to use the internet; (4) students' economically deprived family background; (5) parents' support system (Lestianawati et al: 2020). Based on the explanation above, the researcher aims to do research entitled "Teaching Strategies and the Problem Faced by EFL Teacher During COVID-19 Outbreak at Junior High School".

B. Research Question

1. What are the strategies used by teachers EFL in online teaching during a pandemic?
2. What are the problems to the implementation of online teaching during a pandemic?

C. Purpose of the Research

1. To found what are the strategies used by EFL teachers or online teaching during a pandemic.
2. To found the problem of online teaching during a pandemic.

D. Focus of the Research

This research discusses about teaching strategies in Junior High School 98 Jambi City. The focus of this research is to discuss synchronous strategies used by EFL teachers during pandemic and to know what are

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the problems of online teaching during pandemic.

E. The Significance of the Research

This research has theoretical and practical utility. There are :

1) Theoretical Significance

It is hoped that the result of this research can be one of the references in teaching strategy during the COVID-19 outbreak.

2) Practical Significance

a. The Students

By using a teaching strategy, it is hoped that the students' knowledge improved.

b. The Teacher

It is useful for English teachers to improve their teaching strategy.

c. The Reader

It may give some information to the reader about teaching strategy.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Framework

1. Definition of Online Teaching

Online learning is equally as successful as learning in a regular classroom. The quality of online training determines how much or how effectively a learner learns. Students will learn more if a course is effectively developed and implemented than if it is badly conceived¹⁸. "A learning experience in a synchronous setting using various devices, such as mobile phones, laptops, and other computers with internet connection," according to the definition of online learning. In online learning context, the students can independent to learn and interact with the teacher and other students¹⁹. Online learning defined how the students spend their time in learning through online, learning through the internet with their phone, laptops or computer.²⁰

Both face-to-face and online education are forms of instruction, yet they are qualitatively distinct. The online education start when faculty move from traditional classroom to online classroom²¹. Furthermore, while online teaching has many similarities to face-to-face instruction, it also has its own set of talents and prerequisites. Except for the way

¹⁸ Jaqobs, P. The Challenges of Online Course for the Instructor. Research in High Education Journal. (1) (2013, 2.1-16).
<https://www.aabri.com/manuscripts/131555.pdf>

¹⁹ Singh, V., Thurman, A. (2019). How Many Ways Can We Define Online Learning? A Systematic Literature Review of Definitions of Online Learning. (1988-2018). American Journal of Distance Education, 33(4), 289-306.
<http://journals.sagepub.com/doi/full/10.1177/0047239520934018>

²⁰ Sari, Ima Fratika. (2020). Online Learning for English Language Teaching. Jurnal Pendidikan dan Pembelajaran. Institute Agama Islam Negeri Ponorogo. https://www.researchgate.net/publication/346476854_ONLINE_LEARNING_FOR_ENGLISH_LANGUAGE_TEACHING, 2020

²¹ Bazan, Halina. Ostankowicz. Learning and Teaching Online. Wroclaw University of Science and Technology. https://www.researchgate.net/publication/299280822_Learning_and_Teaching_Online, 2016

peace is delivered, both approaches are comparable in content. Rather than creating the courses from the ground up, a corporation has developed the courses²². The system on online teaching is related to use the technology in building system infratructure with equal performance.

2. Definition of the Strategy

The term strategy was first applied to the military field, where it was defined as the art of designing combat, as well as the movement of war soldiers and navigation, all of which are closely tied to strategy. Many domains of science utilize the term "strategic" nowadays, and the teaching and learning process in education is no exception. In general, strategy refers to the approach taken to achieve specific objectives that have been pre-determined. Strategies are utilized in the teaching and learning area to reach the outlined goals, which are also characterized as the general arrangement of activities carried out by the teacher and students in the classroom.²³

Based on explanation above, we can concluded that in the field of education, strategy refers to everything that has been organized and prepared in the best possible way to facilitate the teaching and learning process for students and teachers in order to reach the planned learning objectives. The pre-service teachers' programs must have the preparation, the focus in that programs is understanding what it means to be a good teacher and learning how to be a good teacher rather than learning how to teach a particular subject to the students²⁴

²²Adebo, O. Philip. Online Teaching and Learning. International Journals of Advanced Research in Computer Science and Software Engineering. Reviewed on July, 4th 2021 from https://www.researchgate.net/publication/324821090_ONLINE_TEACHING_AND_LEARNING (2018)

²³Ahmadi Abu, Joko Tri Prasetya.. "Strategi Belajar Mengajar". (Bandung. CV. Pustaka Setia, 1997)

²⁴Illingworth. M. Education in the Age of the Information Superhighway: An Investigation into Initial Teacher Training in Canada. *Canadian Journal of Education*. <https://journals.sfu.ca/cje/index.php/cje-rce/article/view/93735> (3) 2012, 180-193

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3. Teaching Strategies

A strategy is a plan, approach, or set of actions aimed at achieving a certain educational goal²⁵. Specific ways of solving a problem or task, modes of action for achieving a specific goal, and planned designs for managing and exploiting specific information are all examples of strategies²⁶. The strategy is used by the teacher to assist with the development of a system that is used to process teaching and learning²⁷. When strategies are used with the best combination, they can be very efficient. For some teachers, teaching a language can be a difficult endeavor. It takes the proper methods and methodologies to passing on compelling dialect learning, particularly in English. In this manner, strategy is vital thing in educating dialect to attain learning points, instructors requests to utilize a different procedures to instruct their understudies.

Moreover, one of the ways that teachers can do to make interesting lessons is by choosing an appropriate strategy. There are four basic strategies in learning which include the following²⁸: The first is to realize the objectives anticipated within the identity of understudies can be done by distinguishing and deciding details and qualifications. The second is educating and learning approaches based on the yearnings and sees of life of the community are one framework that can be an choice. The third is the teachers can select and decide the methods, strategies, and learning procedures that are considered the foremost suitable and compelling, to be utilized as rules in carrying out educating exercises.

²⁵Sanjaya, W, *Strategi Pembelajaran*, 10.

²⁶Brown, H. Douglas, "Teaching by Principle. An Interactive Approach to Teaching" *Electronic Journal of Foreign Language Teaching*, TESL Journal, Vol. 1, No.1 (2001): 13-26, <https://octovany.files.wordpress.com>.

²⁷Ahmadi, Abu and Prasetyo, Tri, Joko, *Strategi Belajar Mengajar*. (Bandung: Pustaka Setia, 2005): 18, <http://uilis.unsyiah.ac.id>.

²⁸Anna, "Language Learning Strategies: What Every Teacher Should Know". (New York. Newbury House Publishers, New York, 1987): 34.

²⁹Djamarah, Syaiful Bahri dan Aswan Zain. "Strategi Belajar Mengajar". (Jakarta: Rineka Cipta, 2010)

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The last is the teachers can set standards and least limits in achieving success or the criteria and benchmarks for input, so it can be utilized as a direct by the educator in actualizing and assessing the educating and learning handle.

They are some of the reasons why strategies have become such an important part of education²⁹ : the first reason why strategies an important part of education because the strategies can help the teacher in the design of very well lessons and units. Lesson and unit concepts have a big impact on how teachers make decisions in the classroom, that have impact to teaching and learning process goals especially in online.

The second reason is the strategies are differentiating teaching is made easier for teachers and more motivating for students. The teacher who can choose right strategy to online teaching process can make the students active in teaching process, the students not bored to follow online class because there are students very lazy to follow online class.

Next reason why strategies is important in teaching because strategies provide teachers the tools they need to make thoughtful programs come alive in the classroom. Through the strategies the teacher can make implementation to their lesson plan, the teacher can make improve. In addition, other reason why strategies important to online teaching process because the strategies can help students to develop skills, they will need to succeed on exams. While, the strategies is important in teaching process because the application of strategies regularly leads to continuous and substantial improvements in academic performance. The last but not least why the strategies important in teaching process because the strategy can build different kinds of knowledge.

Teaching strategy has some types, the types of teaching strategy are ; 1) Brainstorming, brainstorming have some of the benefits such as brainstorming for students include assisting students in solving problems,



assisting students in benefiting from the thoughts of others by growing and building on them, and assisting students in maintaining their solidarity and building relationships within themselves as well as assessing the views of others; 2) case-based small-group discussion, case-based small-group discussion is the community emphasizes innovative problem solving with some advanced training in this teaching strategies phase; 3) demonstration, the demonstration is a practice in which learners are asked to present their ideas in front of their peers so that they can see how it is achieved to help them translate philosophy to practice; 4) games, as a motivator and opportunity for the implementation of concepts, games are used to introduce contests, participation, exercises, and feedback into the learning process.

There are 20 of the most reliable and flexible strategies (along with some of the variations) that are organized into distinct instructional types³⁰ :

a. Mastery Strategy

The first from distinct instructional types mastery strategies, mastery strategy focuses sharply on increasing students' abilities to remember and summarize. They motivate students by providing a clear sequence, speedy feedback, and a strong sense of expanding competence and measurable success. They motivate students by providing a clear sequence, speedy feedback, and a strong sense of expanding competence and measurable success. In mastery strategy there are four strategies most reliable and flexible strategies such as; the first is new American lecturers, American lectures is a strategy for making lectures more engaging, memorable, and brain-compatible. The second is direct instruction using, direct instruction using a four-phase ability mastery approach that contributes to student independence. The last but not least is graduated difficulty, graduated difficulty is a method for teachers to distinguish teaching based on a student's skill or preparation level while



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also assisting students in setting and achieving realistic goals.

b. Understanding Strategies

The second from distinct instructional types is understanding strategies that seek to evoke and develop students' capacities to reason and use evidence and logic. They motivate by arousing curiosity through mysteries, problems, clues, and opportunities to analyze and debate. In understanding strategies there are four strategies most reliable and flexible strategies, such as ; 1) Teams-Games-Tournaments organizes students are divided into cooperative study groups, where they review critical material and assist one another in preparing to compete against students in other study groups; 2) Compare and Contrast is a strategy students use guidelines to draw conclusions and conclude potential causes and consequences while doing a comparative study; 3) Reading for Meaning is a reading strategy that employs clear statements to assist students in finding and evaluating facts as well as developing a thoughtful interpretation; 4) Concept Attainment is a strategy of teaching and studying principles that are founded on the careful study of examples and non-examples.

c. Self-Expressive Strategies

The third of distinct instructional types are self-expressive strategies that highlight students' abilities to imagine and create. They use imagery, metaphor, pattern, and "what ifs" to motivate students' drive toward individuality and originality. In self-expressive there are four strategies most reliable and flexible strategies. The first is mystery, mystery is strategy in which students interpret and arrange clues to clarify a perplexing scenario or respond to a challenging question. The second is inductive learning, inductive learning is a strategy in which students group and label words to make predictions, which they then check and refine their predictions against a reading, lesson, or unit. The third is metaphorical expression, metaphorical expression is a strategy that takes advantage of the human special tendency to compare objects that are



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nottruly alike. The last is pattern maker, is pattern maker is a strategy for assisting students in “seeing” the trends and structures hidden within texts and ideas.

d. Interpersonal Strategies

The next from distinct instructional types is interpersonal strategies concern themselves with fostering students’ need to relate personally to the curriculum and each other. They use teams, partnerships, and coaching to motivate students through their drive for membership and relationships. In Interpersonal strategies there are four strategies most reliable and flexible strategies. The first is mind's eye, mind's eye is a reading technique that informs students how to turn words on the page into unforgettable images. The second is reciprocal learning, reciprocal learning is a strategy for increasing the effectiveness of practice and learning by forming relationships in which students coach their peers during the learning process. The third is decision making, decision making is a deeply personal form of comparison in which students assess and make choices based on their criteria and beliefs. The last is jigsaw, jigsaw is a cooperative strategy in which students form expert groups to analyze a specific subject, then return to their original team to teach one another about their findings.

e. Four-style strategies

The last from distinct instructional types is four-style strategies that engage multiple styles simultaneously, thereby encouraging students to develop a balanced and dynamic approach to learning. In four-style strategies there are four strategies most reliable and flexible strategies. The first is community circle, community circle is a community discussion strategy that promotes classroom togetherness, respect for each other, and relational transparency. The second is window notes, window notes is a strategy that uses note-taking tools and approaches to help students develop reflection skills while still valuing their thoughts, emotions, and concerns. The third is the circle of knowledge, the circle of knowledge is a



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set of discussion strategies that ensure high levels of student engagement, a content-driven focus, and active, in-depth thought. The fourth is "Do You Hear What I Hear?", "Do You Hear What I Hear?" is a comprehensive approach to teaching rigorous material while still developing students' readers, writers, listeners, and speakers abilities. The last is task rotation, task rotation is a strategy for differentiating teaching and evaluation by learning style that provides teachers with a manageable and classroom-friendly framework.

Based on how strategy is defined, two items can be concentrated on. The first, strategy is which is a course of action that includes using a system and a combination of sources and power of teaching and studying. The second, strategy is to devise a plan for achieving the desired outcome.

4. Online Teaching Strategies

A teaching strategy is a general lesson plan that contains a structure of anticipated learner behavior in terms of instructional objectives, as well as a description of the planned techniques needed to put the strategy into action. The strategies used to assist pupils acquire the desired content of the class and set attainable goals in the future are referred to as teaching strategies. Teaching strategies identify numerous learning approaches that might be used in order to build acceptable strategies for dealing with the target groups indicated.³¹

The teacher's responsibility is to facilitate and structure online discussion. Learning outcomes for the students is one of more important things. There are teaching strategies that increase the students' views of engagement, retention, and satisfaction can all be improved by using

³¹Sarode. Teaching Strategies, style and qualities of a teacher. A review for valuable higher education. Assistant Professor, Department of Library & Information Science Sant Gadge Baba Amravati University, Amravati. (2018): 52
<http://troindia.in/journal/ijcesr/vol5iss5part2/57-62.pdf>



online teaching strategies³² such as : 1) Open courses at least one week before traditional classes start; 2) Post a brief introduction about yourself, with a current picture; 3) Provide links; 4) Discussions should be weekly, informal or formal; 5) Use rubrics to rate online discussions and assignments; 6) Provide your syllabus, course schedule and expectations of students; 7) Online office hours; 8) Provide students with your campus office hours and email.

In addition, teacher strategies in online literacy to increase students' interest in online learning during COVID-19. The first teacher strategies in online learning to foster interest in learning. The second is providing understanding and attention to students in any situation that they must keep learning. The third is preparing brief, clear, easy of understand, and interesting learning material. The fourth is choosing a simple and attractive learning media. The last but not least is conducting regular and continuous evaluation.³³

While, there are effective strategies used in offline classes that can be transferred to an online learning process, bellow :

The first is discussion, Adult learners prefer this knowledge strategy because it's interactive and facilitates participation. The discussion format allows scholars to explore their life and apply them to new situations. The second is independent learning, in independent learning online learning supports independent learners in pursuing fully individualized self-study activities. The next strategies is small group work, online courses can be divided into smaller and manageable groups. Small groups can discuss about content, proportion ideas, resolve issues, and provide peer comments on assignments. On the other hand, there are also projects in teaching online strategies, learning experiences are made more relevant to the project. Online projects can be tailored to give students the

³² Mitchell, A. Online Course and Online Teaching Strategies in Higher Education. (2014:18). Creative Education, 5, 2017-2019. <http://dx.doi.org/10.4236/ce.2014.523225> publications. Terjemahan Tjetjep Rohindi Rohidi, UI-Press. 2014

³³ Sutarto, Teacher Strategies in Online Learning to Increase Students' Interest in Learning during COVID-19 Pandemic. Journal Konseling dan Pendidikan. Institute Agama Islam Negeri (IAIN) Curup, Indonesia. (2020): 133. <https://jurnal.konselingIndonesia.com>

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opportunity to pursue their particular interests and relate to their chosen career field. Projects can be done individually or in groups. The last offline strategies that can be transferred to an online learning process is collaborative learning, collaborative learning is combining two or more students to work together on an assignment project. Employers want workers with collaborative skills and are looking for graduates of educational programs that teach these skills. Collaborative learning can be more effective than competitive and individualistic efforts in promoting cognitive development, self-esteem, and positive students' relationships.

5. English Teaching Strategy

Teaching English as a foreign language in developed countries, in general, and in our own country, in particular, is a difficult challenge³⁴. English has been integrated into the curriculum of Indonesian schools and universities, and it has gained a great deal of coverage in our society. In addition, mastery of English promotes cross-national cultural interaction, including the proposal of a dialogue among cultures³⁵. In teaching English several skills must be mastered by the teacher, such as: speaking, listening, reading, and writing.

There are several strategies that can be used by the teacher in teaching speaking, such as cooperative activities, role-play, creative tasks, and drilling. Cooperative activities may encourage language practice better. In addition, role-play is activities when the students can pretend in several social contexts and several social roles³⁶. The next strategy is creative tasks that resemble real-life tasks, which asserts that students improve their fluency the most when they are engaging in activities that require them to concentrate entirely on achieving things rather than on the

³⁴ Akbari, "Current challenges in teaching/ learning English for EFL learners: The case of junior high school and high school", *Science Direct*. (2015): 1, DOI: 10.1016/j.sbspro.2015.07.524.

³⁵ Akbari, "Current Challenges in Teaching". 2.

³⁶ Jeremy H, "How to Teach English, Seventh Impression", *Malaysia: Longman*. (2001): 24, <http://www.cje.ids.czyst.pl>

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language itself³⁷. The last various strategy that can use by the teacher in teaching speaking is drilling, drilling is a strategy for improving pronunciation that involves imitating and repeating words, phrases, and even whole sentences³⁸.

The next skill is listening, there are also various strategies in teaching that can use by the teachers, such as bottom-up processing strategy, top-down processing strategy, and interactive processing strategy. The bottom-up processing involves building sense linearly from the smallest unit of spoken language to the highest³⁹. Top-down processing refers to using schemata or structures of knowledge in the mind, to represent the meaning context as expected by the speakers⁴⁰.

The third skill is reading, in reading skills, some variations strategies can use by the teacher, such as monitoring comprehension, recognizing story structure, question-answer relationship (QAR), generating questions, graphics, and semantics organizers, summarizing strategies, memorizing strategies, and game⁴¹. Monitoring comprehension will assist the teacher in determining which paragraphs or words the students do not comprehend while reading a letter, as well as the students' abilities to track their reading comprehension. In recognizing story structure, the students learn to recognize category content (characters, setting, events, problem, and resolution). Question answer relationship (QAR) is when students answer questions, the teacher assists them in becoming knowledgeable of potential knowledge sources. By generating questions, the students become mindful of whether or not they are able to answer the questions and whether or not they comprehend what they are

³⁷ Solcova, P. "Teaching Speaking Skills", (Thesis of Faculty of Arts of Masaryk University: Unpublished, Ceko, 2011): 5. <https://www.researchgate.net/>

³⁸ Thornbury, S. "How to Teach Speaking". (England: Pearson Educational Limited. 2005): 18, <https://www.scribd.com/>

³⁹ Nunan, D, "Approaches to Teaching Listening in the Language Classroom" (Korea TESOL Conference, Seoul. 1998): 5, <https://koreatesol.org>

⁴⁰ Nunan, D, " Approaches to Teaching", Seoul. 8

⁴¹ Vacca, Richard T, Jo Anne L, "Content area Reading", (New York: Pearson. 2008): 17, <https://opac.perpusnas.go.id>

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reading. Graphic organizers in a text or with a diagram, illustrate concepts and interactions between concepts. In summarizing strategies, the students must decide what is relevant about what they are reading and express it in their own words. By memorizing, the students are expected to learn more, which would help them develop their English skills. The last in teaching strategies reading is game, Game typically used by English teachers when students are bored with the materials, as we all know some students are not interested in English studies and the majority of them dislike the learning process.

The last skills in writing, writing are several strategies that can use by the teachers, such as Provide Comprehensible Input, Make Lessons Visual, Link New Information, Determine Key Concepts, Modify Vocabulary Instruction, Use Cooperative Learning Strategies and Modify Testing⁴². In providing Comprehensible Input, the learner must comprehend the message being communicated and teachers must speak more slowly and use movements and body language to convey information to pupils. The second is to make lessons visual, the strategies teachers must consider the visual aids that can help assist comprehension, how to refine the vocabulary of instruction, and how to provide a curriculum that is tailored to both students' English proficiency levels and grade-level material. Next, link new information, in this strategy the teacher must understand the schema that students carry to the classroom and relate instruction to the students' personal, cultural, and global experiences. Determine key concepts, teachers write down the main idea for a unit of study and post it in the classroom and at the end of the lesson, students could be asked if the goal was reached. Modify Vocabulary Instruction, teachers should also give opportunities for students to practice pronouncing new terms. Students need far more

⁴²Haynes, Judie et al, "Teaching English Language Learners: Across The Content Areas". Vancouver: ASCD (2010): 39, <https://www.ascd.org/books>



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exposure to unfamiliar expressions, vocabulary, idioms, and phrases than their English-fluent peers. Use Cooperative Learning Strategies, A cooperative strategy is a systematic pedagogical strategy that allows small groups of students to work together to achieve a common goal. The last strategy in writing skills is to modify testing, Content field testing and evaluations should be segregated for students and teachers should monitor students' knowledge of the lesson in the classroom. Remember that the students will not be able to take notes.

Based on the explanation above, several strategies can use by the teacher in teaching English. In addition, the teacher has to know the condition of the students and level knowledge students in English. When the teacher knows about the knowledge of the students, the teacher can choose the right strategy to apply in their class to achieve teaching goals.

6. Definition of Online Learning

Online learning is educational material that is presented on a computer. In addition, online instruction is described as a creative approach to providing instruction to a remote audience through the Internet. On the other hand, online learning may also be described as the use of the internet to access materials, communicate with content, teachers, and other students, and receive assistance in the learning process to acquire knowledge, make sense, and progress through the learning process⁴³. Then, Online learning is characterized as learning that takes place over the internet and is aided by electronic devices such as tablets, smartphones, laptops, and computers.

The phrase "online learning" refers to the use of several technologies to deliver education over computer networks, including the internet, email, chat, new groups and messages, and audio and video conferencing⁴⁴. On the other hand, online learning is a term used to

⁴³ Ally, M, *Foundations of Educational Theory*, 15-44.

⁴⁴ Sakshi, "Online Learning". *IERJ*. Vol.3. (August, 2017): 2. <https://www.researchgate.net/publication/332833360>.

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describe a new approach to learning that allows students to learn using innovative information and communication technology (such as Blackboard, Moodle, YouTube, Virtual Reality) either asynchronously or synchronously⁴⁵.

Asynchronous online learning is defined as characterized differently because of some components, its nature, and facilities that are common in some characteristics.⁴⁶ In addition, asynchronous e-learning is the most applied strategy for online education⁴⁷. Asynchronous environments give students promptly accessible material as audio/video lectures, handouts, articles, and PowerPoint presentations⁴⁸. In this strategy, students are not time-bound and they can respond when their spare time. Therefore, based on the asynchronous define researcher concludes that the asynchronous is approach leads to independent and student-centered learning.

A synchronous virtual classroom is a place for teachers and students to interact and work together progressively through utilizing webcams and class discussion features, similar to the traditional classroom but all participants access it remotely via the Internet⁴⁹. Synchronous sessions can bring about high levels of motivation to engage with e-tivities because of the educator and classmates' presence⁵⁰. Through synchronous the teacher can access classes easier, the teacher also can start the class when the teacher is in a different area with the

⁴⁵Kenneth C.C.Yang, "What Can College Teachers Learn From Students' Experiential Narratives in Hybrid Courses?: A Text Mining Method of Longitudinal Data" (2020): 9, doi: 10.4818/978-1-7998-1662-1.ch006.

⁴⁶Kenneth C.C.Yang, "What Can College Teachers Learn From Students", 11

⁴⁷ Parsad, B& Lewis, L, "Distance Education at Degree-Granting Postsecondary Institutions", Washington, DC: National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education.(Desember. 2008): 30. <https://nces.ed.gov/pubs2009/2009044.pdf>

⁴⁸ Ayesha, "Synchronous and Asynchronous E-Language Learning: A Case Study of Virtual University of Pakistan". Vol. 8.Issue. 1. (March 22, 2016): 1, DOI: <http://dx.doi.org/10.5944/openpraxis.8.1>

⁴⁹ Ayesha, "Synchronous and Asynchronous E-Language Learning", 2-3

⁵⁰ Yu-Fen Yang *Engaging students in an online situated language learning environment*, *Computer Assisted Language Learning*, Vol. 24, No. 2 (March 22, 2011): 4, DOI:10.1080/09588221.2010.538700. 2011

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students, and the students can follow the class everywhere in their area as long as the area has internet access. In addition, the teacher can still give students the chance to have class discussions.

Table 2.1. Asynchronous vs Synchronous

When, Why and How to Use Asynchronous vs Synchronous E-Learning		
	Asynchronous E-Learning	Synchronous E-Learning
When?	<ul style="list-style-type: none"> Reflecting on complex issues When synchronous meetings cannot be scheduled because of work, family and other commitments 	<ul style="list-style-type: none"> Discussing less complex issues Getting acquainted Planning tasks
Why?	<ul style="list-style-type: none"> Students have more time to reflect because the teacher does not expect an immediate answer 	<ul style="list-style-type: none"> Students become more committed and motivated because a quick response is expected
How?	<ul style="list-style-type: none"> Use asynchronous means such as e-mail, discussion boards and blogs 	<ul style="list-style-type: none"> Use synchronous means such as videoconferencing, instant messaging and chat and complement with face-to-face meetings.
Examples	<ul style="list-style-type: none"> Students expected to reflect individually on course topics may be asked to maintain a blog. Students expected to share reflections regarding course topics and critically assess their peers' ideas may be asked to participate in online discussion on a discussion board 	<ul style="list-style-type: none"> Students expected to work in groups may be advised to use instant messaging as support for getting to know each other, exchanging ideas, and planning tasks. A teacher who wants to present concepts from the literature in a simplified way might give an online lecture by videoconferencing.

Adopted by Hratinsky 2008

Finally, based on the arguments above online learning is defined as an implementation in the learning and teaching process, media that can be teachers used for online learning include laptops, computers,

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cellphones, etc.

7. Advantages of Online Learning

Online learning has several advantages in the teaching and learning process. Online learning is considered a boon due to the reasons given below :

1) Accessibility

Students can learn from anywhere in the world through online learning. This is particularly important for students planning to study in another country. It makes no difference where a student lives or what he wants to study; he can still find a suitable course or even a Degree Program that he can complete from home. The learning opportunities available to students are not limited by their geographical location.

2) Personalised Learning:

A student's learning style, content, objective, current knowledge, and individual skills can all be defined and processed using an online learning framework. As a result, individual learning styles may be used to provide person-specific education. Individuals can schedule and guide their learning with e-learning. It can inspire, build trust and self-esteem, overcome many of the challenges that learners face, personalize the learning experience, expand access, and enhance the learning experience, all while assisting people in developing their ICT skills.

3) Develops Cognitive Abilities:

With the click of a button, a student can access an endless amount of knowledge. Some of the most renowned universities from all over the world offer a variety of online programs. A student will enroll in an online course that will help him improve his cognitive abilities.

4) Cost-Effectiveness:

Cost-Effectiveness because less money is spent on travel, books, and college expenses, online learning is cost-efficient. This method of learning is less expensive than learning at a conventional institute because it can be done anywhere and there are no travel expenses.

5) Promotes Research:

When students produce work of exceptional quality, they are ecstatic to have it published. They post the work on the internet with their teachers' permission as examples for current and potential students. Publication of



student work leads to the development of a classroom legacy and archive of popular items.

6) BasicComputerSkills:

Students who want to learn online, both on and off-campus, can develop professional expertise through the use of information communication technology (ICT). These skills are likely to be useful in their professional lives and all possible ventures, and they may be marketable aspects of their education in and of themselves.

Equal Opportunity to All:

Students are classified equally regardless of caste, creed, color, sex, faith, disability, or other factors. Instead, Online Schooling is a blessing for learners who are disadvantaged who have trouble driving, as well as for those of community who live in rural areas where schools/colleges are far apart.

7) Self-Pacing:

Because of personality discrepancies, both students are unable to complete work/assignments in a timely manner, resulting in difficulties. Students will work and practice at their own speed through online learning because there are no time constraints. The Learner is able to finish the course work at his or her own pace, and he or she will take as much time as he or she needs without being labeled as lazy by his or her peers.

8) Globalization:

Geographical obstacles to schooling are being eroded by new technologies. The world has condensed into a little town, and we now have convenient access to knowledge about other countries. Since the Internet links people all around the world, it's critical to try out electronic learning scenarios in which students exchange ideas and tools, view current affairs and historical records, collaborate with experts, and use online libraries.

8. Disadvantages of Online Learning

In online learning process also has disadvantages. There are some

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of the disadvantages of online learning :

1) Poor communication:

Online learning removes the potential for face-to-face contact with the teacher, which is important for creating a relationship between the student and the teacher.

2) Feeling Isolated:

The social growth of a child has taken a back seat as a result of technical progress in the industrial period. Students use Whatapp, Instagram, and Facebook to connect with online peers who live far away, but they struggle to meet and greet someone who lives nearby. This inclination contributes to a sense of loneliness.

3) Lack of motivation:

Online students struggle to stay motivated when learning and they are easily overwhelmed by other items. For students who struggle with time control and procrastination, working at their own speed becomes a detriment. With the framework of formal schooling, these students are more likely to succeed.

4) Lack of Funds:

According to Galusha (1991), technology's pitfalls include expense, hardware problems, internet issues, course content development, and financial concerns. According to researchers, most educational institutions do not plan for access expenses, which can later become an obstacle to online learning.

5) Lack of Quality:

Online learning will sometimes lead to a lack of efficiency in the teaching and learning process. According to Galusha (1991), non-internet faculty have reservations about the credibility of online classes.

Very often, online teachers do not take their lesson preparations as seriously as they can, and this lack of dedication has a huge and detrimental influence on the level of online learning.

6) Poor accessibility in Remote Areas:

Hardware, applications, and internet access are all requirements for online teaching and learning. Without all of these, online learning would not be able to accomplish its target. Many people do not have easy access to a computer or an internet connection, and those who do have the necessary equipment are unsure how to use it.

Based on the explanation above, the researcher concludes there are some advantages and disadvantages in online learning process. Indira and Sakshi (2017) stated it's impossible to determine whether online learning is a good idea or a negative thing and we are well aware of the rewards of online learning, but the damage it causes to individuals or society as a whole must be questioned. However, online learning will be very useful in certain situations, such as during the current pandemic.



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9. Components of Effective Online Learning

There are several components of effective online learning in figure, as below :

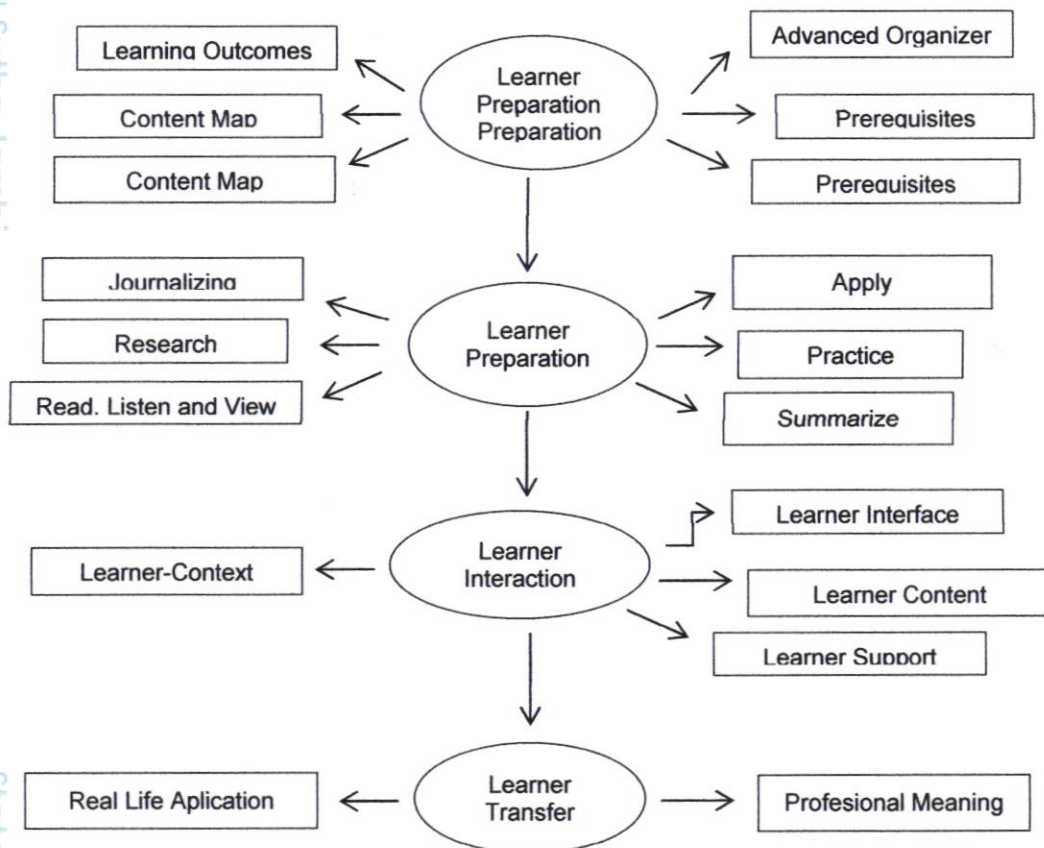


Figure 1. Adopted by Ally (2008)

1) Learner Preparation

Learners can be prepared for the specifics of the tutorial by participating in a range of pre-learning experiences that bind and inspire them to complete the online lesson. A justification should be given to justify why students should take the online course and how it would help them.

2) Learner Activities

To help students attain the lesson learning results and to respond to their individual needs, online learning can involve a range of learning experiences.

3) Learner Interaction

Learners will be engaged in a series of experiences as they complete the learning tasks. To access the online content, learners must communicate with the interface.

4) Learner Transfer

Learners should be able to apply what they've learned in the online lesson to real-life situations, allowing them to be imaginative and go beyond what was taught.

10. Online Teaching Problems

In this current era, everyone even teachers and students are expected to work and learn in their homes. However, motivation to learn in the home has less, making students feel lazier with online learning. Several factors cause online teaching problems⁵¹:

- a. The lack of good teaching skills in aspect of the knowledge problem of the students, so that it influences pupils' ability to solve problems
- b. The strategy used by the teacher in online classes is not appropriate, so the students feel bored in online classes.
- c. The lack of student motivation in the online learning process makes the students sometimes not understand what are the teacher explained

The teachers' strategy in understanding problem students in the online learning process is important to solving students so the teaching and learning process can succeed. In addition, there is also the teaching problem faced by the teacher when teaching learning online process⁵²:

- a) Teachers and students frequently use online learning programs and have access to the Internet (data package), while internet access sometimes has a bad connection in some locations.

⁵¹Nugraha, A.R.D., Negara, R.M. and Sanjoyo, D.D. 2018. High Availability Performance on OpenDayLight SDN Controller Platform (OSCP) Clustering and OpenDayLight with Heartbeat-Distributed Replicated Block Device (DRBD). JURNAL INFOTEL. 10, 3 (Aug. 2018), 149-156. DOI:<https://doi.org/10.20895/infotel.v10i3.389>.

⁵²Arizona, K., Abidin, Z., & Rumansyah, R. Pembelajaran Online Berbasis Proyek Salah Satu Solusi Kegiatan Belajar Mengajar Di Tengah Pandemi Covid-19. Jurnal Ilmiah Profesi pendidikan, 5(1), (2020) 64-70.

- b) Teachers' and students' internet access is limited, as well as a lack of comprehension of online learning.

Based on arguments above showed that there are many problems in online teaching in real life, such as Internet access, many locations having problems with internet access.

11. Media in Online Teaching

In the education, media is one of the important components that teachers can use to teach. The teacher can more than easier to teach when use the media in teaching process⁵³. The teaching process in pandemic era have effect to teaching and learning process, teaching and learning process has switch from face to face teaching to online teaching. There are some media can teacher use in online teaching process, such as: WhatsApp, Zoom and Google Classroom.

WhatsApp is the one of some media can teacher use to teaching online. WhatsApp is mostly use to send message and voice call, then WhatsApp developed its function like other social media such as the people can make a status and their friend who save their number can see that status⁵⁴. On the othe hand, WhatsApp is a free messenger application that works on various platforms such as iPhone and android phones, and this application is widely used among students to send multimedia messages such as photos, videos, audios along with simple text message⁵⁵. In online teaching WhatsApp have function to shared info to the class, the teacher make a group who the member of teh group is the students or students' parent, through the group the teacher share the activity about the class such as the task, the link to zoom and etc. On

⁵³Pitriana, The Use of Cartoon Movie as a Media in Teaching Vocabulary to Young Learners. Program Studi Pendidikan Bahasa Inggris. FBS Universitas Negri Padang. <http://ejournal.unp.ac.id/index.php/jelt/article/view/1281>, 2013

⁵⁴Thota,WhatsApp: WhatsApp an App! Indian Journal of Critical Care Medicine.https://www.researchgate.net/publication/279270428_WhatsApp_What_an_app, 2015

⁵⁵Gon. Effectivity of E-Learning through WhatssApp as a Teaching Learning Tool. Journal of Medical Sciences. https://www.researchgate.net/publication/317815716_Effectivity_of_E-Learning_through_Whatsapp_as_a_Teaching_Learning_Tool, 2017



using WhatsApp there are advantages and disadvantages such as⁵⁶ : 1) educators and students can ask questions or have casual discussions in WhatsApp groups without having to focus on educators, such as learning in the classroom, which frequently makes students feel guilty and ashamed; 2) educators can be inventive when it comes to giving additional content and assignments to pupils through WhatsApp media; 3) students can quickly resubmit their job performance in the form of direct remarks (chat groups), images, videos, or other learning-related soft files; 4) because it no longer utilizes hardcopy, the learning approach becomes ecologically benign using WhatsApp media (the use of paper to print or write student work achievements); 5) Thourgh WhatsApp media, you can become one of the educator solutions to provide extras as learning materials outside of the classroom. Beside, the disadvantages on WhatsApp are: 1)WhatsApp has limitation to face-to-face in the real time; 2) Not all of the students can follow the class according to the specified time; 3) WhatsApp not sufficient for sending large files.

The second media can teacher use in teaching online is Zoom, Zoom is a cloud-based service that allows users to have meetings and webinars while also sharing material and video conferencing. This enables English teachers, for example, gather their students together in a frictionless atmosphere to accomplish more. Zoom is a market leader in contemporary workplace video communications, offering a simple and dependable cloud platform for video and audio conferencing, collaboration, chat, and webinars on mobile, desktop, phone, and room systems⁵⁷. Zoom meeting has advantages and disadvantages, the

⁵⁶Ratnasari. Penerapan Aplikasi WhatsApp Terhadap Minat dan Prestasi Peserta Didik. Program Studi Pendidikan Matematika, FKIP, Universitas Pancasakti Tegal, Indonesia. <https://journal.uniku.ac.id/index.php/JESMath/article/download/3411/2154>, 2020

⁵⁷Guzacheva. Zoom Technology as An Effective Tool for Distance Learning in Teaching English to Medical Students. Бюллетень науки и практики /Bulletin of Science and Practice. <https://doi.org/10.33619/2414-2948/53/61> (2020; 258)

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advantages of Zoom is⁵⁸ : 1)Zoom is a free application that allows up to 100 people to participate in a meeting; 2) the arrange tool allows users to manage classes; 3) can record and spare recordings when learning takes out; 4)Zoom Cloud Assembly can work on Android, Ios, Windows, and Mac gadgets that can be supplanted. On the other hand, disadvantages of Zoom is⁵⁹ : 1) investing a part of credit or web information standard; it implies that the online learning handle utilizing this application is considered inefficient and very depleting our web information share. As we know presently the economy can be said to have diminished with the PSBB arrangement from the government and also spending to much quota package; 2)different family economies; That's , for guardians who can satisfy it may not be a issue, but what around guardians who are not able to satisfy it, as we know that each person's financial capacity is distinctive; 3) organize speed in rustic zones; Talking approximately the online learning prepare cannot be isolated from the speed and quality of the internet network, the online learning handle is more fitting to be connected in urban zones that are available to the internet network, since on the off chance that it is connected in regions that have not been come to or the internet network speed is still negligible, it'll as it were make understudies overpowered in foreseeing this. In a learning prepare, the conveyance ought to be clear, point by point and centered

The third media can teacher use in teaching online is Google Classroom. Google Classroom is an internet-based benefit given by Google as an e-learning framework⁶⁰. Google Classroom is a implies of encouraging inaccessible communication between the teacher and students, particularly in online classes. Means of learning together,

⁵⁸Mounica. Efektivitas Penggunaan Aplikasi Zoom Sebagai Media Pembelajaran Online Pada Mahasiswa Saat Pandemi COVID-19. Jurnal Communio: Jurnal Ilmu Komunikasi, Prodi. Ilmu Komunikasi dan Desain, Universitas ARS Bandung, Indonesia. <https://ejurnal.undana.ac.id/JIKOM/article/download/2416/2058> (2020; 38)

⁵⁹Setia. Efektivitas Proses Belajar Aplikasi Zoom di Masa Pandemi dan Setelah Pandemi Covid-19. Seminar Nasional Pascasarjana. Universitas Negeri Semarang. (2020; 525)

⁶⁰Alimin.The Effectiveness of Google Classroom as an Instructional Media: A Case of State Islamic Institute of Kendari, Indonesia. *Journal of Humanities and Social Sciences*. <https://www.researchgate.net/publication/3339-16331> (2019;242)

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getting and perusing materials, sending assignments remotely to showing the esteem of assignments in a straightforward way⁶¹. The teachers can make online classrooms, invite the students to lesson and after that make and convey assignments. In Google Classroom, teachers and students can talk about assignments and teachers can track understudy advance⁶². On the other hand, there are benefits of Google Classroom to teaching process, such as ⁶³: 1) simple setup, teachers can include students specifically or share the code with their lesson to join; 2) do not spend too much time to start the online class; 3) save time, paperless workflow lets teachers make survey and review assignments rapidly, in one place; 4) moves forward organization, students can see all their work on the assignments page, and all course materials are naturally spared to folders in Google Drive.

B. Previous Studies

Previous studies are very important to the researcher as a guide in concluding this research. Some previous studies are related to present this research. The first one is aimed to know the strategies on English e-learning classes during the COVID-19 pandemic⁶⁴. The researcher used theory from Stone and Morris (as quoted in Issac, 2010) "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". The research used descriptive qualitative research as the method. In collecting the data, the researcher used: observation, interview, and documentation. On the other hand, in

⁶¹Hapsari. Pemanfaatan Google Classroom Sebagai Media Pembelajaran Online di Universitas Dian Nuswantoro. *Jurnal Ilmiah Ilmu Komunikasi*. Universitas Dian Nuswantoro Semarang. <https://www.researchgate.net/publication/338221952> (2019; 231)

⁶²Okmawati, The Use of Google Classroom during Pandemic. *Journal of English Language Teaching*. English Language Teaching Study Program of FBS Universitas Negeri Padang. <http://ejournal.unp.ac.id/index.php/jelt/article/view/109293> (2020; 440)

⁶³Durahman. Pemanfaatan Google Classroom Sebagai Multimedia Pembelajaran Bagi Guru Madrasah Pada Diklat di Wilayah Kerja Kemenag Kabupaten Cianjur. *Jurnal Diklat Keagamaan*. Balai Pendidikan dan Pelatihan Keagamaan Bandung <https://moraref.kemenag.go.id/documents/article/98775960702159629/do> (2018; 217)

⁶⁴Utami. "An analysis of Teachers' Strategies on English E-learning Classes During COVID-19 Pandemic". (Tesis, Institute for Islamic Studies Salatiga, Salatiga. 2020). 57

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analyzing the data, the researcher used: coding, data reduction, data display, conclusion. The researcher also used a validator to validate the data. The research findings indicate that (1) teachers employ various strategies based on the expected ability output; for example, for writing skills, the teacher employs three strategies: preparation, drafting, and editing. In terms of listening skills, the teacher uses some strategies, from listening to music, composing album lyrics, mixing lyrics, and eventually singing a song. However, they both use a video-based learning model as well as interactive education through WhatsApp; (2) During the COVID-19 pandemic, strategies for teaching by e-learning courses significantly aided teachers in the teaching and learning process, allowing them to obtain learning goals.

On the other hand, the second previous studies aim of knowing the activities of learning English during the COVID-19 pandemic⁶⁵. The setting of this research at Junior High School 1 Doplang, Surakarta. The research subjects are the teacher and some of the students of Junior High School 1 Doplang. In this research, the researcher used the qualitative descriptive method. Next, in data collection, the researcher used interviews with the teacher, questionnaires to some of the students, and documentation. The findings indicate that learning during the pandemic varies greatly from typical (face-to-face) learning before the COVID-19 pandemic. The contrast is that the school system, which was once face-to-face, has gone entirely online to apps like WhatsApp, YouTube, and Google Forms.

The third previous research aims to examine teacher strategies in implementing distance learning during the COVID-19 pandemic⁶⁶. The research method employed a descriptive qualitative approach to case study research, as well as a phenomenological paradigm. The data

⁶⁵Rizqi, "An Analysis of English Teaching Activities in Pandemic Era at SMP N 1 Doplang" (Muhammadiyah University of Surakarta. 2020) 47

⁶⁶Erlina, et al, "Teacher Strategies in the Implementation of Distance Learning During the Covid-19 Pandemic". *Edunesia*. Vol.2. No. 1. (Januari, 2021): 8, <https://doi.org/10.51276/edu.v2i1.99>.

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collection technique in this research was carried out online through a questionnaire distributed via a google form, by asking several questions related to the problem to be studied. In this research, the researcher use theory by (Nindiati, 2020) "The distance learning process is carried out by carrying out the principles of learning with technology and e-Learning is learning that is structured to use an electronic or computer system so that it can support the learning process". The findings of this research revealed that teachers' distance learning strategies were predominantly effective and smooth during the pandemic. However, during the learning process, many challenges were discovered, including poor network connections and a lack of student motivation to participate in distance learning.

On the other hand, the fourth previous research aims to find out and describe the applied strategies and also problems faced by teachers in conducting e-learning during this COVID-19 outbreak⁶⁷. The theory researcher used in her research is from (Twigg, 2003) "Aligned with principles of andragogy, course redesign strategies support the use of interactive learning in online settings with the use of multimedia tools". The method researcher used is descriptive qualitative. The finding in her research showed the teachers used three teaching strategies in the online teaching and learning process: using just online chat, using video conference, and combining both online chat and video conference. Some of the problems, a total of six, also appeared during the e-learning process. The following problems occurred in the classroom: teachers' inability to use computers, school resources for e-learning, difficulty in explaining the curriculum, students' inability to use the internet, students' economically deprived family background, and parents' support system.

Whereas, the next previous studies aim to understand and explore the strategies used by teachers of SDIT Rabbi Radhiyya Curup to increase

⁶⁷ Istiyonawati et al. "Strategies and Problems Faced by Indonesian Teachers in Conducting E- Learning System During COVID-19 Outbreak". *CLLiENT Journal*. Vol. 2, No 1. (May 2020): 6, <https://ojs.unsiq.ac.id>



students' interest in learning and to express students' responses in Online learning during the COVID-19 pandemic⁶⁸. The method of his research is qualitative. The participants of this research are the teachers. In collecting the data, the researcher use semi-structured interviews. The research findings are the teacher's strategies for increasing students' interest in learning were to provide students with a sense of the importance of learning, to make learning content concise, simple, and meaningful, to use easy and interesting media, and to perform frequent and continuous assessments. Students get something fun in online learning, but they miss out on social contact with their classmates.

The last previous study in this research aims to explore the strategies and more specific the interaction with concept learning⁶⁹. The method researcher used in this research is a mixed-methods study was used to study LBD's teaching practice in depth. The data collection was complemented by questionnaire and interview data and students' learning outcomes (pre-and post-exam). The theory researcher used in this research from (Sjöberg and Schreiner 2010) ascertained a decreasing interest in and understanding of science and technology among juveniles, where the opposite is necessary to cope with the modern world. The result of this research is students reached medium overall learning gains where the highest gains were strongly task-related. Teacher handling was dominated by providing feedback and stimulating collaboration and only 13% of all teacher interventions concerned direct explication of the underlying science and especially these explicit teaching strategies were highly appreciated by students to learn about science.

The previous research above showed the result about problems in online learning and teaching strategy. Based on the previous above, the researcher compares with her research. The similarity in this research is

⁶⁸ Sutarto et al. "Teacher Strategies in Online Learning to Increase Students' Interest in Learning During COVID-19 Pandemic". 3

⁶⁹ Breukelen et al. "Teaching Strategies to Promote Concept Learning by Design Challenges", *Research in Science & Technological Education*, Vol. 35. No. 3 (July 04, 2017): 13, DOI: 10.1080/ 02635143. 2017. 1336707.



the researcher will find the strategy used by the teachers in teaching. In addition, the difference in this research are : (1) the researcher wants to know how the strategy used by the teacher in teaching English during a pandemic; (2) the researcher use the interview as an instrument; (3) teachers as an object and researching Junior High School.



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CHAPTER III

RESEARCH METHODOLOGY

A. Design of the Research

In this research, the researcher used qualitative research that focuses on the teachers' strategies on English teaching online and offline classes as design and also a narrative inquiry as approach. Qualitative research techniques use a different approach to academic inquiry than quantitative research methods. There are two viable ways to conduct qualitative studies : Narrative research and Phenomenological research. Narrative research is a humanities inquiry design in which the researcher investigates the lives of individuals and asks one or more of them to offer tales about their lives. On the other hand, phenomenological research is an inquiry design derived from philosophy and psychology in which the researcher recounts the lived experiences of persons as recounted by participants. In phenomenological there are three kinds method to conduct phenomenological : 1) grounded theory; 2) ethnography; and 3) case studies.

In this research the researcher used narrative inquiry as approach. A narrative is a kind of qualitative research that focuses on one person and collects data by collecting stories, presenting individual experiences, and discussing the meaning of those events for the individual⁷⁰. When analyzing data during the narrative research process, several characteristics must be understood, including⁷¹ : (1) Individual experiences, (2) Chronology of the experiences, (3) Collecting individual stories, (4) Restorying, (5) Coding for themes, (6) Context or setting, (7) Collaborating with participants.

In a conclusion, it can be inferred that qualitative is an attempt to explain a

⁷⁰ John W. Creswell, *Education Research : Planning, Conducting and Evaluating Quantitative and Qualitative Research Fourth Edition*, (Boston: Pearson Education, 2012), 502, [https://JohnW.Creswell_ResearchDesign_Quantitative Quantitative and Mixed Methods Approaches_SAGE Publications Inc_2012_%20\(1\).pdf](https://JohnW.Creswell_ResearchDesign_Quantitative%20andMixedMethodsApproaches_SAGEPublicationsInc_2012_%20(1).pdf)

⁷¹ Creswell, *Education Research*, 507.

social phenomenon using language. The primary goal of qualitative is to explain the current state of affairs. Simply put, this is an inquiry into the facts. Conclusions may be acknowledged in descriptive studies, but it does not establish a cause-and-effect relationship.

B. Setting of the Research

1. Research Place

The research location will be the coverage area on which the research is based. In this study, because of the existence of COVID-19, which requires learning activities to be online teaching and learning, so the researcher will conduct this research in terms of the teaching strategies of English teachers at a Junior High School 98 Jambi city with the offline method.

2. Research Time

This research was conducted from the beginning to the end of August 2021. The researcher was conducted this research by offline with interview the teachers in August 2021.

3. Participants of the Research

The subject of this research is the English teachers at Junior High School 98 Jambi City.

Table 3.1. Identity the Teacher

No	Initial Name	Teaching Experience	Grade
1	TS	11 Years	8
2	FD	16 Years	8 and 9
3	SF	25 Years	9
4	HA	7 Years	7 and 8
5	JH	17 Years	7

C. Source of the Data

Qualitative researchers generally collect many data types such as observation, interview, documentation, and audiovisual information instead of relying on a single source of information⁷². In this research, the researcher also was using observation, interview, and documentation. Whereas, in collecting the

⁷² Creswell, J. W. "Research Design". 234

data through the interview the researcher interview the EFL teachers at Junior High School 98 Jambi City.

D. Technique of Data Collection

In this research, the researcher will conduct the data using interviews and documentation.

1. Observation

Observation is one of the main strategies in qualitative research for data collection⁷³. Observation is one procedure of obtaining data to allow someone to experience and then comprehend the awareness of a phenomenon. The number of periods and length of time spent making measurements is determined by the form of data obtained. In this research, the researcher chooses the participant as an observer. The researcher observed through seen the teaching online process in Junior high school 98 Jambi city.

2. Interview

One of the easiest ways to understand or explore deep knowledge from anyone is through interviews. The researcher conducts face-to-face interviews, telephone interviews, or focus group interviews with six to eight individual participants in every group in qualitative interviews⁷⁴. Before doing the interview, the researcher asks permission first from the teachers and the researcher tells the teacher if their name will be disguised. The researcher uses the semi-structured interview. The interview will spend 15 minutes or more. To record the interview, the researcher use handphone.

⁷³ Creswell, J. W. *Research Design: Qualitative, Quantitative and Mixed Methods Approaches*: Third edition. Thousand Oaks, CA: Sage Publications (United State of America, 2013): 166, [https://JohnW.Creswell_ResearchDesign_Qualitative Quantitative and Mixed Methods Approaches_SAGEPublicationsInc_2013_%20\(1\).pdf](https://JohnW.Creswell_ResearchDesign_Qualitative Quantitative and Mixed Methods Approaches_SAGEPublicationsInc_2013_%20(1).pdf)

⁷⁴ Creswell, J. W. *Research Design* : Fourth edition., p.293



3.1. Interview Guide

Data Sources	Aspect	Indicator	Number of Instruments
Teacher	Teaching Strategy	Identity of Teacher	1 and 2
		Teaching Strategy Development	3, 4, 5,6,8,9, 13 and 16
	Teaching Problems	Teaching Problems	7, 11, 12, 14, and 15

3. Documentation

The researcher may gather qualitative documents during the research procedure. These can be public or private documents (e.g., newspapers, session records, official reports) (e.g., personal journals and diaries, letters, e-mails)⁷⁵. For this documentation, the researcher used the technique to gather information in the form of pictures and teacher documents, such as lesson plans and lists of students' outcomes.

E. Technique Analysis Data

The qualitative data collection methods were used in this research. Data collection is an essential aspect of any research project, whether it is written or not. The emphasis of the research problems required that the researcher perform a systematic, detailed, and substantive evaluation using a qualitative methodology.

There are several steps or stages in the analysis of the research with narrative approach, such as create and organize files for data, read through text, make (margin notes, form initial codes), describe the story or objective set of experiences and place it in a chronology, identify stories and contextual materials, interpret the larger meaning of the story, present narration (focusing on processes theories, and unique and general features of the life).⁷⁶

⁷⁵Creswell, J. W. *Research Design* : Fourth edition. p.240.

⁷⁶Creswell, J. W. *Research Design* : Third edition., p.190-191



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The Data Findings

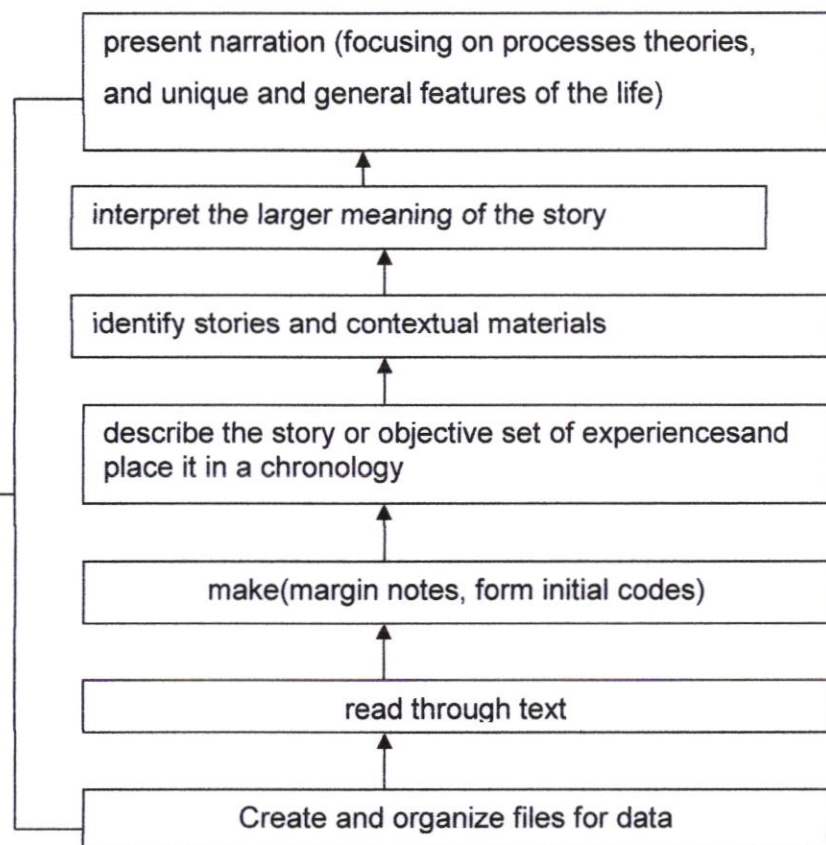


Figure 2 adapted from Crewell,2013

- 1) The first steps is create and organize the data. In these steps, the researcher prepares the data for analysis, the form of data obtained in this research is interview data by recording, and the form of data obtained in this study is interview data by recording. In addition, the documenting data in the form of photos, lesson plans, and a list of student outcomes.
- 2) The second step is to read through the text. In these steps, the researcher transcribing interview data was recorded into form a script. This step is to prepare to grouping the data.
- 3) The third step is make margin notes and form initial codes. In this step, the researcher make grouping for the data through give the codes to the data.

3.4. Question Qodes

No	Number of Question	Code
1	3, 4, 5,6,8,9, 13 and 16	TS (Teaching Strategy)
2	7, 11, 12, 14, and 15	TP (Teaching Problems

- 4) The next step is describe the story or objective set of experiences and place it in a chronology. After all of the data was coded and grouping, the researcher divides the data into several kind according to the similarity of the data to make it easier for researchers to analyze the data.
- 5) Identify stories and contextual materials. In this steps the reseracher start to identify and analyze the data.
- 6) Next steps is interpret the larger meaning of the story will be represented in the qualitative narrative. In this steps the researcher process of making sense out of a collection of data that has been processed, the researcher then described the data in a narrative to the data that had been obtained through interviews with English teachers and several junior high school students in 98p Jambi.
- 7) The last step in data analysis involves interpreting, in qualitative research is the findings or results⁷⁷. In this step, the researcher describes the results of the data that has been analyzed.

F. Trustworthiness

The researcher has to gain the validity of the findings, meaning that the researcher determines the credibility of the findings to make sure the findings and interpretations are accurate through several strategies such as triangulation.⁷⁸

In this study, the researcher will conduct a data triangulation technique. As a result, the researcher use the triangulation technique to double-check the research's validity. As a result, the reesearcher use triangulation technique to double-check the research's validity.

⁷⁷Creswell, J. W. Research Design, p.249

⁷⁸Creswell, J. W. Research Design: Third edition. 169

CHAPTER IV

FINDINGS AND DISCUSSION

The purpose of this research is to find out what are the strategies used by EFL teachers of online teaching during pandemic and to find the problems of online teaching during pandemic. In order to find out what strategies teachers use when teaching online during the pandemic, it is important to trace the real situations that teachers face when teaching online so that teachers can use these strategies. In this case, it will discuss the findings from field research related to the research question. The analysis in this section is based on qualitative information with a case study approach (Creswell, J. W. 2014).

The triangulation process can be carried out until finally getting the results of the triangulation test. The triangulation technique used in data collection by interview using triangulation techniques and source triangulation. This process is carried out in order to produce information that has a high level of credibility and can describe information that actually occurs in the interaction space. Triangulation techniques consist of observation, interviews, and documentation.

A. Demographic of the School

The existence of a process of developing education in schools is a conscious, organized and carried out effort to realize the quality of students in maintaining life and developing their potential. This school is a school that aims to improve the quality of its students. For information, this school opened the school on January 13, 1977 with the school statistics number 2011000401007 having its address at Jalan Jendral A. Thalib Pematang Sulur, Telanai Pura sub-district, Jambi City. Junior high school 98 did not directly stand without the people who contributed to the establishment of this school, the people who contributed include the names of the Principals from 1977 to the present:

Junior High School 98 has students who have won various





achievements both between schools, provinces and even nationally, this can be proven from the achievements made from the time of the establishment of this school until now, this school has the motto "This Junior High Schoolis The Best!".

After graduating from this junior high school , students continue their education in various schools inside and outside Jambi province, the percentages are below⁷⁹ :

Continue to Titian Teras High School : 10%

Continue to Favorite High School outside the City : 2%

Continue to SMA Negeri in the City : 24%

Continue to Favorite High School in the City : 60%

Continue to Favorite High School outside the Province : 2%

Continue to public high school outside the province : 2%

The extracurriculars at this Junior High School include Drumband, Scouts, PMR, PKS, Band, Dance Studio, Theater, English Club, Science Club, School Magazine and various competitions organized by OSIS. Junior High School 98 Jambi City has a vision and mission to develop schools to be the best. The vision of 98 Junior High School is "Towards a Superior School, Environmentally and Globally Insight, Moral, and Cultured". While the missions of this Junior High School include⁸⁰:

1. Improving graduation standards to be accepted in excellent schools at home and abroad
2. Develop the content of the 2013 Curriculum by enriching the culture of the Jambi Region and developed countries.
3. Improving the standard of scientific, character and ICT-based processes.
4. Improving the competence of educators and education personnel.
5. Improve educational facilities and infrastructure.
6. Improving the quality of institutions and school management.

⁷⁹ Documentation, Data of the Students at Junior High School 7 Jambi City

⁸⁰ Documentation, Profil at Junior High School 7 Jambi City

7. Improving education financing standards sourced from the government, community, parents and DUDI (Business and Industry).
8. Developing ICT-based assessment standards
9. Having character in behavior to develop Jambi Malay Culture.
10. Realizing a clean, healthy, and beautiful environment as part of the global environment.
11. Realizing the values of faith and piety as the basis in every activity of all school members

With the formation of the vision and mission, it is hoped that schools can develop by following the times that have been mixed with technology in all aspects, especially when the corona virus infects Indonesia, everything is done online, whether working, shopping and the teaching and learning process. Behind the students who excel there are great teachers. This junior high school have 60 teachers, the 60 teachers teach in each skills. The subjects in this junior high school include: English education, sports, Islamic education, mathematic, natural science, sosial science, christian religion, culture of art, computer science, counseling guidance, crafts, and Indonesia language. On the other hand, in this junior high school there are also have 21 member of educational which help the teaching and learning process to be carried out as it should.

Along with the development and addition of facilities and infrastructure, this junior high school has 26 study rooms with facilities⁸¹, there are :

1. Library Room

The library room is a storehouse of knowledge because the library is a place where books are placed, whether books on religion, social, natural knowledge, language, mathematics and so on. The library room at this junior high school is very comfortable to visit, because there are tables for students to read and also students can borrow the books they want by using a library membership card.

⁸¹Documentation, The Infrastructure at Junior High School 7 Jambi City

2. Student Council Room

The student council room is a room that functions for students who occupy positions as student council members for meetings regarding student council activities and so on.

3. Multimedia laboratory room

With the presence of new technology, it is felt that it helps a lot and brings changes towards quality, especially in the learning process. Teachers in secondary schools with the presence of multimedia feel that the difficulties of teaching and improving achievement include:

- 1) Become clearer in delivering material so that the material is more easily accepted and understood by students, and increases achievement
- 2) Interesting and less boring for students and more effective
- 3) Help overcome time constraints when the material is plentiful or in the surrounding environment is not available
- 4) Able to overcome not to bring in objects that are impossible to bring in. (such as material: capital market)
- 5) Closer to the real world
- 6) Easy for assessment.
- 7) Become a learning resource or library for students so that student achievement increases

This room also has a fairly large size with air conditioning facilities that can make students feel comfortable doing activities in the multimedia laboratory. The Multimedia Laboratory has a main function, namely for practical activities and UNBK. Supporting tools are also provided to support the function of this laboratory and the learning activities in it. Supporting tools provided include: Personal Computer, Router, Switch, Access Point, LCD Projector, White Board. In addition to tools, there is also software that has been installed on each computer such as: Microsoft Office, Adobe Photoshop, Corel Draw and similar software. This laboratory is also used for other academic activities.



4. Science-physics laboratory room

The science laboratory (physics, chemistry, biology) serves as a place for practical science learning activities that require special equipment that is not easily presented in the classroom. The science and physics lab also functions for students to conduct experiments.

5. Science-biology laboratory

The functions of the science laboratory are as follows:

- 1) strengthening understanding of science concepts, both students (research participants in the science laboratory) or science teachers;
- 2) growing interest, inspiration, motivation, and confidence in learning science;
- 3) strengthening imagination power students and all individuals who involved in activities in the science laboratory, sparking inspiration, and being able to develop the creativity of the participants in conducting experiments on science subject materials;
- 4) practice experimental skills;
- 5) develop the ability of researchers to make judgments (decisions) in theory testing or experimentation.
- 6) a vehicle for participants or students to create attitudes scientific experts such as science experts, especially in terms of science material
- 7) students or participants will get clarity of concepts, and visualization of concepts
- 8) as media to cultivate critical reasoning towards students in schools so that they are able to reason and think scientifically, so they will become future scientists of the world

6. Canteen

The school canteen serves as a source of buying food for students during recess. Various types of food are provided in the canteen, so students can choose the food they want, comfortable seats are also

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provided in the canteen.

7. Multipurpose Building

The multipurpose building at Junior High School 98 Jambi City serves as a sports hall for basketball, badminton and table tennis. Besides being used for sports, the multipurpose building also functions as a place for procuring art events, meetings with parents and other activities that require a closed room with a large enough scale. Furthermore, the building is also very useful for competitions held by the student council or other organizations in the school.

8. Language Lab

A language lab is a lab room where in the room there are audio and visual devices that can help every student when learning a language. There are several function of language lab :

- 1) All students can be directly directed to listen to the subject matter given by the teacher on one of the channels;
- 2) Students will have each type of conversation. The teacher will choose one student and two or more students to have a conversation. This function is carried out to train students' speaking skills when dealing with other people ;
- 3) The instructor delivers announcements or learning materials to all students and through room speakers;
- 4) Students can make calls for conversations with teachers as well as teachers can make calls for conversations with students

9. School health

The UKS room serves as a place for early handling of students who experience health problems at school. The purpose of UKS in general is to improve the quality of education and learning achievement of students by improving clean and healthy living behavior and the health status of students and creating a healthy environment. At Junior High Schools 98 Jambi city , there are facilities to support first aid for students who are sick or injured during school hours such as medicines, P3K, beds for patients

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to rest and there are also employees on duty at UKS.

10. Teachers Room

The teacher's room serves as a place for teachers to work to prepare themselves before teaching, such as preparing materials and others. Facilities in the teacher's room at junior high school 98 Jambi city in the form of fans, chairs, tables, cupboards and other things that are useful for teachers.

11. Headmaster Room

Headmaster room have function to the headmaster work.

12. Schoolyard

The school yard serves as a place for students to gather for an activity that is carried out in a large yard such as joint Yasinan, healthy gymnastics and other things that require a large yard.

13. Security Post

The security post functions as an office for security guards at work, the security post is located at the front gate of the school entrance.

A. Findings

There is data that researcher got from the English teacher at Junior High School 98 Jambi city on the problems in online teaching and the strategy used by English teacher context to interview data, the researcher interview five English teacher.

1. Teaching Strategies

a. Teaching Online Process

Teaching is the process of delivering information by a teacher to students, teaching has the aim of making students master as much information and knowledge as they get from the teacher. Online teaching is a new thing in the world of education in Indonesia, especially in Jambi, online teaching has been carried out since the corona virus attacked Indonesia and has taken place within the last 2 years, online teaching requires every teacher to be able and master the implementation such as using learning applications and other applications that support the



teaching process. Because this teaching is something new, every teacher has a different way of carrying out teaching.

1) Opening the Online Class

Based on the interview with EFL teacher at Junior High School 98 Jambi City, the researcher found some ways the teacher in opening class online, there are :

a. Opening the Online Class Through Greeting

Some of the EFL teacher at 98 Junior High School City opening the online class through greeting, as explained below :

..Starting class via WhatsApp, greeting them, asking how they are and praying for each other.⁸²

Other EFL teacher explained below :

..To start the class through Google Meet, I first remind and share the class link so that the children can access it. I usually give it the day before the class is held. Next, I said hello and asked how are they, after casually interacting with students, I started to check student attendance one by one, I called to see if they responded or just entered the link and left the laptop or cellphone.⁸³

..Next I opened the class with greetings, healthy greetings and asked how the children were that day to provoke students to participate in my class. Next, my attendance as usual is called by the names of students and must be on camera⁸⁴

..Start the class by opening the class, greeting and asking how they are⁸⁵

b. Opening the Online Class Through Greetings and Brainstorming

The researcher also found the teacher opening an online class with a little bit of greeting than giving the brainstorming to the students, as explained below:

..Online teaching is not much different from the offline teaching I used. Starting with making the class with greetings, asking how are you. Next, I did brainstorming and asked about the material in the previous meeting to

⁸² Interview with TS, Oktober 5, 2021

⁸³ Interview with FD, Oktober 5, 2021

⁸⁴ Interview with SF, Oktober 5, 2021

⁸⁵ Interview with JH, Oktober 5, 2021

*provoke students to be active in the learning process that day.*⁸⁶

2) Implementation the Online Class

In this research the researcher also found teacher ways in implementation in online teaching. There are :

1. Implementation Online Class Through the Question

Implementation of online class through the question mean the teacher asks the students about the last lesson before the teacher continues the material, the teacher also use application Canva to edit the video, as explained below :

*..Then go into the material, tell in advance the lessons that will be taught that day and tell the learning objectives to be achieved. After that, the teacher gives assignments. Furthermore, they can use Google Meet, so teachers can carry out the teaching process face-to-face even though they are 0online, but in Google Meet there are limited who can follow, so I decided to assign shifts to students. In addition to Google Meet, I also use the Canva application in the teaching process, on the Canva application I can send a creative video to students to watch as material for learning and it turns out that the student response is quite good with the application of the application*⁸⁷

On the other hand other teacher explained below :

*..I explain the material, when explaining the material occasionally I call the names of students to answer short questions that I ask about the material I am explaining, after that I answer whether their answers are correct or not than I continue ro explain about the material*⁸⁸

2. Implementation Online Class Through Power Point

Based on the interview with EFL teacher the teacher found that some of the EFL teacher implementation online class through power point, as explained below :

..starting to enter the material explanation by using the PPT share screen so they can see what I explain replacing the blackboard if the learning is face-to-face, after that ask a little about the explanation I convey for know

⁸⁶ Interview with HA, October 5, 2021

⁸⁷ Interview with TS, October 5, 2021

⁸⁸ Interview with HA, October 5, 2021

whether they have understood or not what I explained⁸⁹

While other teacher said :

..then I start to go into the material, for the process of explaining the material I do share screens, do share screens, sometimes use word, ppt and others according to material needs at that time. When I explained I continued to interact with students one by one in the form of direct questions that students could answer directly as a warm-up by asking questions about the material at the last meeting yesterday before starting the next material. Next I shared a video about the day's learning materials and I asked students what are the students get, I shared a video about that day's learning materials and I asked students what students thought about the video I shared earlier⁹⁰

The researcher also found:

..Then I started to enter the material that I wanted to convey, for the material itself I have summarized it into short material but still does not change the purpose of learning. Furthermore, after I finished explaining the material, I immediately asked several students at random to see if the students were following and listening to what I said, I shared a power point screen and I immediately asked students to answer the questions I had prepared in the power point⁹¹

3. Closing the Online Class

The EFL teachers in Junior High Scholl 98 Jambi city have some ways in closing online class.

a. Summarizing the Material

When teaching online class the teachers at Junior High School 98 Jambi City have some ways, especially in closing online class as explained bellow:

..After give students explanation about the material, I close my class with summarize the material. Before I summarize, I ask some students who can summarize to summarize the material. After some students summarize the material, I summarize the material⁹²

⁸⁹ Interview with JH, October 5, 2021

⁹⁰ Interview with SF, October 5, 2021

⁹¹ Interview with FD, October 5, 2021

⁹² Interview with TS, October 5, 2021

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Other teacher said :

..After finishing the question and answer, I started to conclude the lesson explained for the meeting and started to close the class⁹³

There are also teacher explained bellow:

..then if time still allows I will asking students for a summary of the day's material so that students can conclude it, this is an event to find out whether students have understood the material presented or not and finally I closed the class by concluding the day's material by summarizing the correct answers from students.⁹⁴

b. Closing Online Class Through give the Assignment

Besides close online class through summarize the material there also also the teacher close the class through give the assignment to the students as explained bellow:

..When close the class, If time allows I do quizzes on students and then close the class by concluding the material at the meeting and give the assignment for the students⁹⁵

In addition the are also the teacher said :

..I close the class when I online taching through the assignment for the students⁹⁶

b. The Teachers Ways to Build Good Relationships with Students During Online Teaching

Online teaching is not an easy thing to do, especially online teaching is a new thing. As a teacher, you must have the right way so that students can follow online teaching, one of which is by building good relationships with students with the aim that students can follow the teaching process according to the agreed rules, here are some of the efforts that teachers do to build relationships good with students.

1) Give the Students Assignments

Through the giving students assignment, the teacher makes the students communicate with the teachers. The assignment is to create a

⁹³ Interview with FD, October 5, 2021

⁹⁴ Interview with SF, October 5, 2021

⁹⁵ Interview with HA, October 5, 2021

⁹⁶ Interview with JH, October 5, 2021

creative video about the theme teacher give, through that assignment the students can text their teacher to ask about the assignment, as explained below :

..To build a good relationship with students so that they have an interest in learning English online, I give assignments to these students, for example, in a meeting I gave an assignment with the Present Tense theme, I shared a video of native speakers having a dialogue, so to see if they understand or not what is meant in the video, it turns out that they understand what is meant in the dialogue, with the student's response I made several questions where students can answer some of these questions in several ways, such as video, oral or written . It turns out that students are more interested in answering my questions through videos that they edit themselves through several applications such as Canva, in fact I also didn't think that the results were much better than I thought, it turns out that they are more interested if I teach using things that can develop students' talents in learning. arts fields such as creating creative videos. In the video, students re-explain the material being taught and they edit it using some very interesting animations so that it attracts the audience to watch the video they have made.⁹⁷

2) Communication with Students

Besides giving students assignment the teachers way in building good relationship with the students that researcher found through the interview are communication and discussion with the students as explained below:

..The way I create a good relationship with students is by keeping them in relaxed discussions in class but if the situation is serious such as an exam or when I'm giving an explanation then I will be serious, I often joke with students so that the teaching process is not boring but still within limits between teacher and student. I think having a good relationship has an impact on students' interest in learning, because if students don't like or don't feel comfortable when they are with a teacher, it will be difficult for students to accept what the teacher has said.⁹⁸

In addition to trying to communicate with students, there are also teachers who try to build good relationships with students by starting from

⁹⁷ Interview with TS, October 5, 2021

⁹⁸ Interview with FD, October 5, 2021

themselves first such as being not boring, being friendly and so on as explained below:

In building good relationships with students in this online teaching, there are several things I do. First, I am enthusiastic and passionate about teaching, I think this enthusiasm and enthusiasm is contagious, so with my enthusiasm and enthusiasm in teaching students, they can accept me as a teacher. Next, I try not to be a boring teacher, by being boring I think students are not interested in communicating with me. third, I always try to treat students as well as possible, because I believe if I treat people well, then that person will treat me well too. I think that's the way I've been doing so far to build a good relationship with students, not only in online teaching but I also apply it in offline teaching⁹⁹

There are also teachers who take an emotional approach to building good relationships with students, as explained below:

To build good relationships with students so that they feel comfortable learning, I approach emotionally with students, one example of which is often inviting students to communicate, asking if there are any obstacles during the online teaching process. students face, that way students can tell something that might hinder them from understanding the material if they don't feel comfortable talking to their teacher.¹⁰⁰

After that there are also teachers who communicate to build good relationships with students, who are believed to be able to support success in achieving learning goals if they have good relationships with students, as explained below:

..My efforts as a teacher to build good relationships with students through communication, I try to communicate with students so that they feel comfortable with me so that when I teach they don't hesitate to ask if they don't understand, before starting the class at the first meeting I discuss the class rules together students, such as: how should they behave in the WA group so as not to interfere with each other, I give students the opportunity to make a list of rules that must be followed, so for the rules in the class the students decide for themselves, so they are responsible over what they

⁹⁹ Interview with SF, October 5, 2021

¹⁰⁰ Interview with HA, October 5, 2021

want for themselves.¹⁰¹

c. The Teachers Ways to make students active During Online Teaching Process

In general, online teaching is very different from face-to-face teaching, this online teaching allows students not to actively participate in the teaching process, as a teacher should have special ways to invite students to actively participate in the online teaching process. According to the condition of each student, because it cannot be generalized. Here are some ways that teachers can do to make students play an active role in online teaching:

1) Interesting Question

The one of some teaches ways in make students active in online class is give the students interesting questions, as explained below :

..this online teaching is different from face-to-face teaching, so the teacher does as much as possible to ensure that his students are always active in the teaching process so that learning objectives can be achieved, the efforts I make to make students active in the online teaching process that I do by building interactions who are active with each student, I give them interesting questions and ask some students to answer, from several meetings I can judge which students are active and which are not, so as much as possible I prioritize the questions I give to students who are not active so that they can be active in My class¹⁰²

2) Called the Students Name

Based on the researcher found when interview with EFL teachers, the teacher have some ways in make students active in online class process, one of them is called students after the teacher give explanation, as explained below:

The way I do in making students actively participate in the online teaching process that I do is by involving students in every explanation process that I do, starting from me interacting at the beginning of class by asking how they are, then when I explain I ask them if they are understand or not? if you don't understand what you don't understand? then i gave a question

¹⁰¹ Interview with JH, Oktober 5, 2021

¹⁰² Interview with TS, Oktober 5, 2021





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*directly to some random students about my explanation*¹⁰³

In addition, there are teachers who interact by giving questions to several students at random, such as the following:

*In this online teaching, one of the ways that I do to make students active in the online teaching process is by continuing to invite students to interact in the teaching process, for example when I am in the teaching process and I explain the material, I continue to randomly call students to ask questions. the material that I convey, or just asking if they understand or not, after that I also ask some students to conclude the results of the meetings that are held alternately with the aim that they try to focus on the teaching process that I do.*¹⁰⁴

In addition to trying to maintain interaction with students, there are also teachers who do quizzes to make students actively participate in online teaching, as follows:

*In making students active in the online teaching process, I try to continue to involve students during the teaching process, starting from giving brainstorming as I said earlier, then calling students when they are quiet and giving questions spontaneously to random so students prepare themselves to answer questions from me, so that students try to focus during the teaching process and I also give quizzes where the scores come out right away, so students compete to follow my class*¹⁰⁵

There are also teachers who call students randomly to re-explain what the teacher has explained, as follows:

*To invite students to participate directly in online classes when I teach I invite them to interact such as calling their names randomly and suddenly and I sometimes ask them to read or repeat what I just explained*¹⁰⁶

d. The Teachers Ways to Overcome the Problem in Online Teaching

In online teaching conducted by a teacher, many new things are found and learned, including problems found by the teacher both from the students themselves or problems in the technical implementation of the online class. Some teachers at Junior High School 7 Jambi City found

¹⁰³ Interview with FD, October 5, 2021

¹⁰⁴ Interview with SF, October 5, 2021

¹⁰⁵ Interview with HA, October 5, 2021

¹⁰⁶ Interview with JH, October 5, 2021

problems that were found related to student learning motivation, lack of facilities and limited time from the problems found, some of these teachers tried several ways to minimize these problems in several ways, such as which is explained below:

1) Internet Access

In solving the problem in internet access EFL teacher at Junior High School 7 Jambi city have some ways, one of them is when the students have bad signal so the students can not join in the class the teacher give students assignments, as explained below:

...one of my efforts to minimize the obstacles that I have encountered, when my network is unstable or does not allow me to teach in the Google Meet application I give them assignments so they keep reading and try to understand the material, sometimes when there are students who are very difficult arranged to take a class like his other friends I immediately reported it to his homeroom teacher.¹⁰⁷

Other teacher also said:

...to overcome the problem that I found, classes were not implemented or there were some children who did not attend classes, I still gave assignments in Google Classroom, I gave a deadline to do them too, so the children would still learn.. they will keep trying to understand the material given so that they can do the task on time according to what I have determined.¹⁰⁸

2) Facilities of the Students

In this research the researcher also found that some of the students do not have facilities to follow online class like laptop and handphone, each of them share the facilities to online learning with their sister or brother so the teacher post the material in Google Classroom that teacher give when online class process through Google Meet, as explained below:

...when students can't join google meet because they don't have a quota or the facilities are being used by My brother or sister will continue to provide explanations in my Google Classroom, so that the student can study independently, but because it is online, we cannot directly confirm whether

¹⁰⁷ Interview with TS, October 5, 2021

¹⁰⁸ Interview with SF, October 5, 2021



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the student is really learning or just sees and ignores it. So I added an assignment regarding the material, so students would not want to read and study the material that I had given through google classroom earlier, although it was still difficult to be sure but I think it has greatly minimized students from not reading the material that I have given¹⁰⁹

While, other teacher said :

..for student facilities, I provide assignments and explanatory materials through Google Classroom which they can access at any time, although it is still within the deadline for submitting assignments that I have given.¹¹⁰

3) Overcomes when Students have Lack in Motivation

In online class the students sometimes lazy to follow the class, based on the interview with the EFL teacher the researcher found that the students lazy because they do not have much motivation to leaning online, as explain below :

..because the problem I faced was student motivation, I tried to minimize these problem by contacting their homeroom teacher first, telling the homeroom teacher that the student rarely took the classes I did through Google Meet, after that I asked the homeroom teacher to be able to contacting the student's parents, I did this because online learning is done at home, so only the student's parents can directly control the student, so as a teacher, I and the homeroom teacher try to coordinate and work together so that students can continue to follow This online learning process is through Google Meet¹¹¹

In addition, other teacher said :

..in online class, sometimes the students have lack in motivation, my way to motivate students to learn, I continue to build good communication with students, as I have said before, I ask if they are having difficulties or what is the reason they cannot follow the online learning process.¹¹²

e. Teacher Ways in Help Students to Understand Materials

As teacher should have the ability in all things in teaching both online and offline. The teacher also should have some ways in make teaching

¹⁰⁹ Interview with FD, October 5, 2021

¹¹⁰ Interview with JH, October 5, 2021

¹¹¹ Interview with HA, October 5, 2021

¹¹² Interview with JH, October 5, 2021

online success to make students understand the materials. There are some ways the teacher to help students to understand the materials as explained below :

1) Give the Task for the Students

In online teaching sometimes the students not understand what are the teacher explain. The teacher have to find the ways that can help the students to understand the material in online teaching process. In this research the researcher found one of some ways the teacher through give the task for the students as explained bellow:

..Because each student's ability is different, I am looking for ways to make students who have poor English skills able to balance students who have good English skills by giving them the task of making a creative video according to their respective abilities and creativity, that way they will be busy to become the best video creators, so they try their best to master the theme of the assigned task, of course if they try hard to understand the material they will certainly understand what they are doing, that's my effort to help these students can understand the material that I teach by not burdening the students themselves because they try according to their abilities and desires. Moreover, the video is uploaded in Google Classroom, so he will see each other what they have been working on¹¹³

Other teacher said:

..when students have good English background, we can let them go, for children whose English background is low standard I will give them direction how to do it, for example in making videos for skills assessment they will be asked to speak in English without reading text, but for children I have not been able to give dispensation to make videos using mixed language, but they are still not allowed to read the text. But more than that, I always remind students to ipush their self to always trying their best. So I help students to understand the material that I teach in this online teaching by giving them an assignment where they will be fully involved in the task such as making a video that I have presented before.¹¹⁴

2) Chatting in WhatsApp

Too much ways the researcher found in interview with the teacher to

¹¹³ Interview with TS, October 5, 2021

¹¹⁴ Interview with SF, October 5, 2021

help the students understand the material, one of them is by personal chat, the teacher give students chance to chat the teacher directly through WhatsApp if the students do not understand the material, as explained below:

*..in my class, if there are students who still don't understand the material I explain, I give students the opportunity to directly ask me via private chat, in each class I choose student status as coordinator, so anyone who has a question will be listed first one by one through the coordinator who will be conveyed to me, from the coordinator's report I answered the questions and later the coordinator will share the answers with his friends who ask.*¹¹⁵

3) Improve Teacher Skills

In help the students to understand the material in online class one of some EFL teacher at Junior High School Jambi City improve her skills in online teaching, especially in using technology to online teaching such as Zoom Meeting, Google Meet, Google Class Room, WhatsApp and etc. As explained below :

*..As a teacher I always try to give the best I can in teaching to students, especially in online teaching, I always try to improve my teaching skills in using technology, I always try to design learning as interesting as possible so that students don't get bored during the online teaching process. which I do and I am always looking for the latest applications that can be used in online teaching. In helping students understand the material I convey online, I post the material I teach in the form of PPT or Word files on the Google Classroom application so they can see and review the material I have conveyed and I give them the opportunity to ask questions if they still don't understand*¹¹⁶

4) Take Advantages of the Online Class App

In online teaching online class app will be one of some important. The teacher have to be master in using technology, in this research the researcher found that the teacher using Google Classroom to help the students in understand the material, as explained below :

..The things I do to help students understand what I'm doing is by giving a

¹¹⁵ Interview with FD, October 5, 2021

¹¹⁶ Interview with HA, October 5, 2021

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*video explaining the material they don't understand in Google Classroom so they can repeat it over and over again until they understand.*¹¹⁷

f. The Ways to Build Students Motivation in Learning Online

Online teaching is something new in pandemic era. In online teaching not only the teachers should to adapt their own self in teaching, the students also have to adapt their own self in learning. In online teaching and learning students rarely have lack in motivation. They rarely lazy to follow online classes with some reason, such as late to join, bad signal and etc. To build their motivation in learning online, the teacher trying some ways as explained by the teacher below :

1) Enthusiastic Students'

Teacher way in build students motivation in learning online is through students enthusiasms. The teacher give the assignment to the students, the task that can make students enthusiastic like make TikTok video with theme education, as explained below:

*During this pandemic period, I realized that students' interest in learning or motivation had decreased compared to face-to-face learning, perhaps this was due to the fact that the students themselves were not ready to accept the circumstances that they must inevitably face at this time. That way I think, to increase the motivation of students I must make them enthusiastic in following my class, for example I give them assignments, where assignments can spur students to give their best to be excellent*¹¹⁸

Other teacher said :

*..If for students' motivation in learning I improve by triggering students to be active and always try to collect assignments quickly, I tell the students in advance who collects assignments first will get an added value and also for students who are late in submitting assignments will be deducted.*¹¹⁹

..It is true that students' learning motivation in online learning has decreased, especially in learning English which is a foreign language. I make efforts that can provoke students' interest in learning such as telling them that if they don't submit assignments, I will not give them grades so

¹¹⁷ Interview with JH, October 5, 2021

¹¹⁸ Interview with TS, October 5, 2021

¹¹⁹ Interview with SF, October 5, 2021

*they inevitably have to study the material that I have distributed because the assignments I give are in the form of making videos that they can't possibly be able to do. take it from the internet because in the video there must be them.*¹²⁰

2) Using Platform Trand

In online teaching, the teacher build students motivation through the platform that tranding in this Era, such as TikTok, YouTube and etc, as explained below :

*..As a teacher I try to increase the student's learning motivation by trying to give the best to students, I always try to update my skills so that when I teach they don't feel bored, I always try to try new things that are hot among them so that I stay motivated. I can follow their development, I can know how I should teach with the character of children who currently really depend on cellphones, I always look for ways how children's habits in playing cellphones have a good impact on learning, not just for playing games and other platforms such as IG and Tiktok, therefore I also upload my explanation video in my YouTube account, because not a few of them now like to watch YouTube, maybe even television they don't watch anymore because on cellphones now everything can be searched and accessed easily, only with a quota.*¹²¹

Other teacher said :

*..There are some of my efforts in increasing student learning motivation, among others: I try to improve my quality as a teacher, maximize the applications that I use in online teaching, try to choose the right method in online learning so that students don't feel bored and take advantage of media through technology that there is.*¹²²

g. Advantages in Online Teaching

In online teaching that has been carried out in the last 2 years caused by the corona virus, there have been many pros and cons in education in Indonesia. There are several advantages of online teaching that are researcher found by English teachers at Junior High School 7 Jambi City, including those as described below:

¹²⁰ Interview with FD, October 5, 2021

¹²¹ Interview with HA, October 5, 2021

¹²² Interview with JH, October 5, 2021

1) Improve Teachers' Skill

Online teaching is something new in education Indonesia in this Era. Through online teaching the teacher can improve their skills in using technology especially to teaching online, as explained bellow :

..The advantages in online learning after I've been through it for some time are quite a lot, including: I'm learning more about applications that can be used to teach online, because so far teaching is only done offline so I really feel there is something new what was found with the current conditions, then I can give videos about learning to students freely so that students can repeat the video to master the material given, because nowadays we really can't avoid technology I feel interested in learning new applications I met someone like Canva, because it is not only useful for the teaching process but also for others such as making invitation flyers and so on, basically, I have learned a lot of new things that are very useful for me through online teaching.¹²³

Other teacher said :

..My own advantage as a teacher is that I am more motivated to learn new things that I have not previously learned, especially in the field of technology, yes, as we know today technology has an important role in life, children from a young age have been given cellphones by their parents It's good just to listen to songs whose purpose is to learn or play games, so if the teacher doesn't participate in balancing students then I'm worried that there will be a gap in communication regarding knowledge, so I can operate applications such as Google Classroom and Google Meet, it turns out to be fun also if you have started to operate it. Furthermore, the teacher can use other media such as youtube for learning, the teacher can give students the task of watching youtube and concludes what they are listening to, of course the video is in English, yes.. Another advantage can be seen Yes, from teaching materials, students can access new teaching materials repeatedly until they can understand the material by studying on their own. and the last advantage that I can see in online learning is the use of google classroom, in google classroom students collect assignments with a predetermined deadline, so students can be motivated in doing assignments because students can see the assignments that their

¹²³Interview with TS, October 5, 2021



friends have collected first. formerly.¹²⁴

2) Unlimited Time

Based on the interview with EFL teacher at Junior High School 7 Jambi City the researcher found that some of the teacher felt free in sharing material in Google Classroom, the teacher can sharing video that can used by the students to learning again if they do not understand about the material, as explained below :

..The advantages in online learning after I've been through it for some time are quite a lot, including: I'm learning more about applications that can be used to teach online, because so far teaching is only done offline so I really feel there is something new what was found with the current conditions, then I can give videos about learning to students freely so that students can repeat the video to master the material given, because nowadays we really can't avoid technology I feel interested in learning new applications I met someone like Canva, because it is not only useful for the teaching process but also for others such as making invitation flyers and so on, basically, I have learned a lot of new things that are very useful for me through online teaching.¹²⁵

In addition, other teacher said :

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¹²⁴Interview With FD, October 5, 2021

¹²⁵Interview with TS, October 5, 2021





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use of google classroom, in google classroom students collect assignments with a predetermined deadline, so students can be motivated in doing assignments because students can see the assignments that their friends have collected first. formerly.¹²⁶

The researcher also found the teacher have advantages in online teaching as explained below :

..The advantages in online teaching after I taught online for a period of approximately 2 years, among which I as a teacher can freely share videos with children about English material or videos related to the material presented, then the children can comment directly in posting the video on Google Classroom and also the video can be material for them to study over and over again if they do not understand the material I convey, so when they feel they do not understand they do not bother looking for it on the internet, because sometimes I personally I can't answer all students' questions if I can't understand the material I've taught outside of class, because I don't just teach in one class, I share time with children in other classes, prepare my teaching materials and prepare everything needed for the smooth running of the online teaching process. Furthermore, as a teacher who is old enough, I am required to learn technology that I have not previously studied, such as operating Google Meet, Google Classroom and so on, I also have to always find out how, even though teaching is done online, students can still receive whatever they want. what I said, so yes I continue to learn for it. Maybe if there is no online teaching, I will not necessarily be able to operate an application that can be used to teach online¹²⁷

3) Interesting Media

In online teaching the teacher can use much media, because online teaching through technology the teacher can found much media to teaching online, such as Moodle, TikTok and etc, as explained below:

..After I taught online for approximately 2 years, I found advantages in online teaching including, the material provided can be more interesting because it uses technology, for example I use moving images in online teaching through share screens on Google Meet, such as What we all know that children are generally very interested in colors or pictures, so

¹²⁶Interview With FD, October 5, 2021

¹²⁷Interview with SFi, October 5, 2021

when I use moving pictures they can become the focus, because I give them a moving picture and I ask them what are they doing? Then they will answer using present tense sentences, whereas in direct class it is a bit difficult, except using infocus, or if you ask students to demonstrate directly, the focus will be divided because they laugh with each other, especially this is language learning, so by using technology, I think the learning is can be more real, yes, children can all learn through applications that speak English indirectly¹²⁸

In addition, other teacher said :

..Everything always has advantages and disadvantages. When it comes to online learning, the advantages that I feel as a teacher are that I can develop my skills and abilities in teaching, before I had never taught students online, but with this pandemic I was met with online teaching so that I became in mandatory to develop my teaching skills online.¹²⁹

2. Teaching Problem

Teaching online is very different from teaching online because teaching online is new situation who the teachers are far from the students, the teacher teaching with use the platform like Zoom Meeting, Google Meet, Google Classroom, Moodle and etc. Teaching online is something new in education, since the COVID-19 attack Indonesian people every life aspect are change, especially in education, the teacher must to teaching with this situation, the teacher who don't have experiences in teaching with platform is required to teach, have to adapt with new technology, have to learn something new. Especially in teaching English, as we know, English is a foreign language in Indonesia, especially having a different English background. As explained by several junior high school teachers in junior high school 7 Jambi city regarding the difficulties that teachers encounter when teaching English online:

1) The Difficulties in Teaching English Online

Based on the interview with EFL teacher at Junior High School 7 Jambi City the researcher found that the teachers have some difficulties

¹²⁸Interview with HA, October 5, 2021

¹²⁹Interview with JH, October 5, 2021

online teaching as explained below:

a. Internet Access

In online teaching, internet access will be one of some important thing, to success in online teaching process both of students and teacher have to good in internet access, but in real life when teaching online, the teacher found some of the students have bad in internet access as explained below:

..During this online teaching I encountered several obstacles in the teaching process, one of which was from the network, the network in online teaching is very important in my opinion, because I teach using applications that depend on the network, so when teaching sometimes my network is good, sometimes not, so that is the most difficult factor that I have faced so far, because if the network is not good I will find it difficult to provide the material that I have prepared before, while I not only teach in 1 class, but there are several other classes that are taught, so when 1 class cannot be carried out, it will affect the next meeting, that is if only my signal is not good, sometimes there are some students who experience that bad signal, so I find it difficult to control the student in understanding the material I teach, therefore I always give assignments at every meeting so that they stay trying to find out the material in each meeting, then I encountered problems when correcting student assignments because I teach in 6 different classes so I have a little difficulty in correcting their assignments so that I can still give my grades on time, why do I give assignments every meeting even though it's so inconvenient? Because if it's not like that, students will be indifferent to every meeting that is held, they will not repeat the material presented because of low learning motivation, that's why I give them assignments which of course are also not too long and burdensome for students, just to help them to recall the material that I have conveyed.¹³⁰

While other teacher said :

..There are several problems that I found, including my signal and that of students, as we know not all homes install wifi for their internet needs, so for students who do not install wifi in their homes, his house is sometimes constrained by the quota which causes him not to be able to attend

¹³⁰Interview with TS, October 5, 2021



classes.¹³¹

2) Students Facilities

The facilities of the students also will be one of important thing in success online teaching and learning process because if the students or the teacher do not have facilities in online teaching and learning both of them can not follow and start the online class as explained below:

*...the facilities are still divided, some students take turns using cellphones with their siblings to do online classes. Furthermore, unexpected conditions such as the lights go out, there is wifi, there is a laptop but the lights are off, it's the same as not being able to take class. So those are some of the obstacles I encountered while teaching online.*¹³²

3) Students Motivation

Based on the interview with EFL teacher at this Junior High School Jambi City the researcher found that one of the problems teachers is students motivation. The motivation of the students have influence for online teaching and learning success, at this Junior High School there are some of the students have lack in motivation as explained below:

*...While the obstacles from the students themselves that I found in online teaching were their lack of learning motivation, so it was difficult to create an active class with less learning motivation, I required on camera when doing classes through the Google Meet application so that I could be helped in control the students whether they really listen when I explain or they just sleep and let the class run to the end. In addition, I also found that there was minimal time constraint in delivering materials when teaching online, because as I explained earlier, I also thought about the student quota when I had to give classes with long durations, while they had to attend many classes every day.*¹³³

Other teacher said :

..There are several problems that I face in teaching online, one of which is students who are difficult to control, I have provided a link for google meet but some are not attending class, maybe the cause is the lack of quotas that students have, facilities that are shared with his brother or sister or

¹³¹Interview with SF, October 5, 2021

¹³²Interview with HA, October 5, 2021

¹³³Interview with TS, October 5, 2021



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*maybe even the student is a little motivated to learn English online.*¹³⁴

*..The main problems for me when teaching online is the motivation of students to learn, because if learning is done online, they are in their respective homes, yes, so sometimes they can't get up in the morning, eventually they can't take class, some are learning. Google Meet is in progress, turning off the camera and not responding at all, so because they study from home, even though they use Google Meet, they are still carried away by the atmosphere of the house, yes, as we know, at home, maybe many are lazy, don't take a shower in the morning and are sleepy. , so their focus is less on studying*¹³⁵

*..The biggest problems I face lies in the students, the students' motivation is lacking and some students do not have the facilities to take part in online learning such as laptops, cellphones and quotas.*¹³⁶

4) Adjustment Teacher

In online teaching the teacher have a lack in early online teaching start, because this situation is new in education Indonesia. The teacher have to found the right way to approach with the students in online because the students so far with the teacher. As explained below :

*..There are several things that I find difficult in this online teaching process, firstly I can not face to face with the child so I can not know what the students character is because online is very different from offline, the final assessment is less subjective because only judging from the assignment, because even though the class is conducted online through the google meet application, it still cannot directly assess how the student's ability is due to time constraints and things that greatly affect the smoothness of online classes such as signals and quotas and also some children are very negligent in doing assignments which has been determined.*¹³⁷

On the other hand there are also the teacher have lack in adjustment in technology in the first time do online teaching, as explained below :

At first it was a little difficult but after living it over time I got used to it and finally started to find new things that made online teaching feel interesting. Especially because I'm a teacher who can be considered quite senior, so I

¹³⁴ Interview with FD, October 5, 2021

¹³⁵ Interview with HA, October 5, 2021

¹³⁶ Interview with JH, October 5, 2021

¹³⁷ Interview with FD, October 5, 2021

*have to learn a lot about this technology, I practice a lot on how to use online learning applications, both from Google Classroom and Google Meet. Because like it or not I have to be able to operate the application so that the teaching process continues even though it is online. So the difficulty I encountered was that I had to adapt slowly to the online teaching application itself.*¹³⁸

b. The Influence Online Teaching to Students Ability in English Study

Teaching in online especially in teaching English is not easy because the teacher must to know the situation and condition of the students, the teacher must know what are the teacher want in learning process, the teacher must to know how make the students interest in English online learning process. Because online teaching is a new thing in Indonesian education, teachers must also be able to choose the right way so that the learning objectives are achieved. After going through some time teaching online, teachers can assess whether online teaching has an impact on students' abilities, as explained by the following teachers:

*..I think online learning has an impact when it comes to students' abilities, because the teaching process that is far away from students, I can't freely judge whether the student actually understands or not. If teaching online is explaining, giving assignments and then giving assessments, sometimes children don't focus on what the teacher explains, sometimes when asked directly when explaining they can look for answers on the internet, no one knows.*¹³⁹

There are teachers who feel the impact of online teaching on students' abilities due to the lack of online teaching, as explained below :

*..In this online teaching, I think it is very impactful, because as we all know, online teaching cannot meet in person and is very limited, limited time, limited quota and even limited facilities because there are students who share learning facilities, it is like a cellphone and laptop with a brother or sister so that it has an impact on the student in understanding the material being conveyed, so online teaching is not optimal in my opinion.*¹⁴⁰

there are also teachers who feel that online teaching does not have a

¹³⁸ Interview with SF, October 5, 2021

¹³⁹ Interview with TS, October 5, 2021

¹⁴⁰ Interview with FD, October 5, 2021

negative impact on students' learning abilities, as explained below:

From what I have experienced in online teaching, online teaching does not really affect students' ability to understand the material, because from what I give they can answer correctly, to evaluate the students' abilities themselves I apply quizzes every meeting, so I give them 30 minutes to work on the questions that I have given online and also when I give them the daily test I look for free time online to correct their answers together, I give them the opportunity to answer then in score together, for the assessment I use the grade from each student's answer because I give the questions in the form of an essay, the lowest score is counted as 2 as their effort in answering and the most accurate is 5, so when they still get the top score what they do they won't think that they are can't, they can but it's not quite right.¹⁴¹

In addition, there are also teachers who feel that online teaching has a bad impact on students who do not take part in the online teaching process, when there are online classes they do not participate. As described below:

..Ofcourse this has an impact on online teaching, it has an impact on students who do not take classes through Google Meet, if those who take classes through Google Meet they understand what is explained, it can be seen from the evidence of their daily scores, if students do not take classes through Google Meet of course they will not understand the material I explain, because they don't hear directly what I explain, even though I regularly upload explanation videos about the material I explain I see the viewers of the video, it turns out that there are not as many students as I teach, so the impact of this online learning that I felt immediately was a decreased student response when compared to face-to-face learning.¹⁴²

Furthermore, there are teachers who feel that technology cannot replace the role of teachers in the teaching process, such as educational applications that provide some learning materials that will not be able to explain what the teacher explains, as stated below:

..Technology cannot directly feel how students feel and what students need in the learning process, very different from teachers, if teachers are able to

¹⁴¹ Interview with SF, October 5, 2021

¹⁴² Interview with HA, October 5, 2021

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*understand various kinds of student characters so that students can accept what the teacher says easily. So, for the ability of students, it must have an effect because the teacher cannot meet directly with students. As for the character, I think it is very influential, yes, where students who usually go to school early in the morning wake up at dawn, but with this online, children are lazy to wake up early and children are now controlled by Android to play games.*¹⁴³

c. Disadvantages of Online Teaching

In online teaching that has been carried out in the last 2 years caused by the corona virus, there have been many pros and cons in education in Indonesia. There are several disadvantages of online teacher researcher found by English teachers at this Junior High School, including those as described below:

1) Lack of Quota Package

In online teaching quota is one of some important thing to success in online teaching process, while the researcher found that some of students lack in quota , as explained bellow :

*On the other hand, there are also some disadvantages that I encountered when teaching online, one of which was reduced teaching time, less teaching effectiveness because sometimes unstable signals were found and it was a little difficult to understand the character of students.*¹⁴⁴

2) Facilities

In addition, there are also teachers who find the shortcomings of online teaching in the form of learning facilities, as explained below:

..The disadvantages in online teaching include: Limited quotas, as we know quotas greatly affect the operation of online applications, especially if I hold classes using the Google Meet application, indeed some students have received free quotas from the government, but quotas are distributed online. the free quota is still not able to meet the needs of students as a whole in taking all subjects online, so the free quota alone does not meet the needs of students, moreover because they are in different places when learning because it is done from their respective homes, therefore

¹⁴³ Interview with JH, October 5, 2021

¹⁴⁴ Interview with TS, October 5, 2021



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sometimes some students cannot attend class, sometimes there are those who can attend class but in the middle of class suddenly the network is interrupted, or the electricity goes out. The next drawback is that sometimes students share facilities with their families, so students sometimes can't take classes as set. Furthermore, when carrying out teaching the time is very limited, so I find it difficult to allocate time to hold games like I do when the class is offline, so during this online class I can only provide material and occasionally ask some students to train students to focus on listening my explanation. From the students themselves, I think that while I was teaching online, I found that some students were less motivated to study online, maybe because it was done at home so they were lazy to get up early and so on.¹⁴⁵

...the disadvantages in online teaching are mostly technical, yes, such as Signal, Hp and Circumstances. As for the students themselves, at least they are less enthusiastic in participating in class, they must be provoked first so that they are enthusiastic and interested in learning. From myself as a teacher I found difficulties when I first adjusted to the situation that required online teaching, right, I have to be more creative in teaching because online learning can't meet directly with students, so I have to find ways how students stay controlled in class implementation even though they are in different places.¹⁴⁶

3) Students Lack in Motivation

Besides that there are also teachers who find the drawback of this online teaching is that it makes learning motivation and student interest in learning very minimal, so students are lazy to take online classes. Ss explained below:

...The disadvantages of online teaching that I found in my experience the presence of students is the most important weakness in this online learning process, because their motivation is very minimal so their enthusiasm in participating in the learning process is very low because of that some of them do not attend class or if attend classes but do not focus on learning, because they are in different places and far from me as the teacher, yes I am very difficult to control them if they do not cooperate with their parents, sometimes some parents of students also work, so it is difficult to

¹⁴⁵ Interview with FD, October 5, 2021

¹⁴⁶ Interview with SF, October 5, 2021



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*communicate with their children directly when the learning process should be done. Sometimes they even get lazy to do assignments, they have been billed by the new homeroom teacher and they will collect it, but because this situation is still new, the school understands it, the school agrees that for children who do not have online learning facilities, they may come directly to school and will taught directly by the teacher in question, but it is still being selected whether they really do not have the facilities to study online or just an excuse.*¹⁴⁷

besides that there are also teachers who find the drawbacks of online teaching is that it is difficult to control students directly because students who are far away from the teacher must include parents to help children to keep following the online teaching process at their respective homes, as explained below :

*Behind the advantages there are definitely disadvantages, the drawbacks in online teaching that I found as a teacher is that I have a little difficulty in controlling students in the learning process and not all students can takeonline classes, so it is not effective in my opinion.*¹⁴⁸

B. DISCUSSION

This part presents the discussion of the research findings. There are two research question in this research. The discussion focuses on the finding of the two research questions. The first discussion is about the strategies that are applied by teachers in online teaching. Meanwhile, the second discussion focuses on teaching problems in online teaching.

1. Online Teaching Strategies

The phrase "online learning" refers to the use of a number of technology to deliver education over computer networks, including the internet, email, chat, new groups and messages, audio and video conferencing . On the other hand, online learning is a term used to describe a new approach to learning that allows students to learn using innovative information and communication technology (such as

¹⁴⁷ Interview with HA, October 5, 2021

¹⁴⁸ Interview with JH, October 5, 2021

Blackboard, Moodle, YouTube, Virtual Reality) either asynchronously or synchronously. In this research, the researcher found that the English teacher using synchronous strategy in online teaching, the teacher using platforms such as Zoom Meeting, Google Classroom, Google Meet and WhatsApp. The teacher using Zoom Meeting and Google Meet, when the teacher direct teaching, in Zoom Meeting and Google Classroom, the teacher can discuss with the students and the teacher can ask students directly about the material when the students not understand with the explanation the teacher. In addition, Google Classroom used to have the teacher post the material, announcement to link Zoom or Google Meet and post the assignment to the students than the students collect the assignment. While on WhatsApp the teacher can communicate with the students about the class. In online teaching, the teacher also uses platforms like Canva and YouTube in teaching. Platform Canva to edit the video and pamphlet, while platform YouTube to post the video.

A strategy is a plan, approach, or set of actions aimed at achieving a certain educational goal¹⁴⁹. In addition, the teachers have the strategies in some situation such as : to build good relationship with students, to make students active in online learning process, to build students motivation in online learning and to help the students understand the material through online learning.

1) Strategies to Build Good Relationship with the Students

In teaching the students and the teacher have related in making online teaching process success, that's why teachers must to have good relationship with students. In making good relationship with students the English teacher at this junior high school have some strategies there are : the teacher give the assignment that can make students interested like make a video, through that assignment the students can make interaction with the teacher, the second is the teacher build the communication with the students in teaching process and the teacher also trying to improve

¹⁴⁹Sanjaya, W. *Strategi Pembelajaran*, 10

skills in teaching online to make students do not boring in teaching and learning process in online.

2) Strategies to Make Students Active in Online learning Process

In general, online teaching is very different from face-to-face teaching, this online teaching allows students not to actively participate in the teaching process, as a teacher should have special ways to invite students to actively participate in the online teaching process. according to the condition of each student because it cannot be generalized. The teacher strategies to make students active in online learning process are :make interactions with students when teaching such as ask students directly when give explanation and give brainstorming when teaching, brainstorming can make their think about the material. As the teacher also have to active in the class to make the students active in the class. The rresearcher found that the teacher ask the students in random when the teacher explanation the material. While there are the teacher give brainstorming when teaching, brainstorming to make the students thinking with fast about the material so the students active in online learning process. Some of the benefits of brainstorming for students include assisting students in solving problems, assisting students in benefiting from the thoughts of others by growth and building on them, and assisting students in maintaining their solidarity and building relationships within themselves as well as assessing the views of others.¹⁵⁰ So the teacher choose the right strategies for the start the class online.

3) Strategies to Build Students Motivation in Online Learning Process

Online teaching is something new in pandemic era. In online teaching not only the teacher should to adapt their own self in teaching, the students also have to adapt their own self in learning. In online teaching and learning students rarely have lack in motivation. They rarely lazy to follow online classes with some reason, such as late to join, bad signal

¹⁵⁰Tumanggor, M. Investigating the Teacher's Strategies. 2

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and etc. To build students motivation in learning online, the teacher have some strategies there are : the teacher trying to make the class online be interesting through media in teaching such as power point, Canva and etc. That media make students Interested in online class, the researcher found with Canva and YouTube the students make video or pamflet in English language so the students enthusiastic in online learning. In addition, power point make the teacher easy in explanation the material, not only for the teacher but also for the students, the teacher share the power point in google classroom or whatsapp so the students can use the power point to learning with their own self.

4) The Teachers ways to help the Students Understand the material

As teacher should have the ability in all things in teaching both online and offline. The teacher also should have some ways in make teaching online success to make students understand the materials. There are some ways that the researcher found in this research to help students to understand the materials that are teacher give the students to ask the teacher directly through the platform message like whatsApp, in whatsApp the students can ask the material that their not understand yet and the teacher can give the explanation about the questions. There are also the teacher always try to design learning as interesting as possible so that students don't get bored during the online teaching process, through the creative strategies in teaching the students can interested in online classes.

2. Teaching Problems

Online teaching is new thing in education. The teacher have to improve their skill in technology. When working with pupils who are only available online, there are several difficulties. Teachers' teaching strategies have had to develop in order to deal with the present teaching technique. 'Attention' is one of the most significant problems that instructors confront nowadays when teaching online. When taking online lessons, children have the freedom to silence their microphones (and talk

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to anyone they choose), and some youngsters are prone to getting up and wandering away from their class. The main problems is how to properly engage pupils online. In addition, the previous research found the problems in online teaching are ¹⁵¹: a) the lack of good teaching skills in aspect of knowing problem of the students, so that it has an influence on pupils' ability to solve problems; b) The strategy used by the teacher in online classes is not appropriate, so the students feel bored in online calsses; and c) The lack of studnets' motivation in online learning process that make teh students sometimes not understand what are the teacher explained.

In addition, the are also the problems in teaching online that researcher found in other reserach ¹⁵²: teachers' inability to use computers, school resources for e-learning, difficulty in explaining the curriculum, students' inability to use the internet, students' economically deprived family background, and parents' support system. Based on the arguments above, there are some problems in online teaching, such as : Internet acess, teacher skills in using platform, students motivation and parents' support.

On the other hand, in this research the researcher found some problems in online teaching at this Junior High School. The first problems is the teacher have difficult in operate platform to teaching online because teaching online is new in education Indonesia so the teacher have to improve their knowledge and skills in operate computer. The second is students motivation, motivation is one of the important things in learning and teaching because the motivation from the students have influence to success in teaching goals. The motivation students is influence in teaching and learning online process, the students who do not have motivation in learning can not understand what are the teacher

¹⁵¹ Nugraha, A.R.D., Negara, R.M. and Sanjoyo, D.D. "High Availability Performance on OpenDayLight SDN Controller Platform (OSCP) Clustering and OpenDayLight with Heartbeat-Distributed Replicated Block Device" (DRBD). *JURNAL INFOTEL*. Vol. 10, No. 3 (Aug. 2018): 149-156. DOI: <https://doi.org/10.20895/infotel.v10i3.389>.

¹⁵² Lestiyawati et al. Strategies and Problems. 6

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explain about the topics and their rarely follow online class because less motivations. The third problems in online teaching is internet access, internet access also important go achieve teaching goals, because this is online classess so internet access is important, if the internet access is bad so the online class can not start, in some area internet access is bad. The next problems in internet package (quota) and facilities of the students, the researcher found some of the students have less in quota because not all of the students is rich and not all of the students get free quota from goverment. There are also the students do not have facilities to online learning such as laptop and handphone, sometimes the students have to shared that facilities with their sister or brother, this situation make the students can not learning online, so the students can not understand the material who explain by the teacher, this is biggest problems. Finally the last but no least problem in online teaching at this Junior High School is the students not have same abilities in English language, the differences abilities the students make the teacher more difficult in online teaching, because in online teaching the teacher can not communication freely with the students because limited time, the students have to imprrove their skills in teaching especially teaching with platform and also the teacher have to choose the right strategies in teaching depend on students condition and situation.

Besides, the researcher also found that online teaching have some influences to abilities the students, through the online teaching with some problems there are bad influence to abilities the students because the teaching process is far from the students, the teacher can not freely communication with the teacher and than the teacher can know the students character with fast like face to face teaching.

The problem in online teaching have related with disadvantages on online teaching. The disadvantages on online teaching arepoor communication, feeling isolated, lack of motivations, lack of funds, lack of



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communication, feeling isolated, lack of funds, lack of online teaching. The disadvantages on online teaching are for students character with fast like face to face teaching. The problem in online teaching have related with disadvantages on teaching depend on students condition and situation. Besides, the researcher also found that online teaching have some influences to abilities the students through the online teaching with some problems there are bad influence to abilities the students because of teaching process is far from the students, the teacher can not freely communication with the teacher and then the teacher can know the students character with fast like face to face teaching.

Junior High School is the students not have same abilities in English problems. Finally the last but no least problem in online teaching at this situation make the students can not learning online, so the students can students have to shared that facilities with their sister or brother, this to online learning such as laptop and handphone, sometimes the quota from government. There are also the students do not have facilities because not all of the students is rich and not all of the students get the students, the researcher found some of the students have less in quota. The next problems in internet package (quota) and facilities of the bad so the online class can not start in some area internet access is bad. online classes so internet access is important, if the internet access is internet access also important go achieve teaching goals, because this motivations. The third problems in online teaching is internet access, explain about the topics and then rarely follow online class because

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quality and poor accessibility in remote areas.¹⁵³ Based on the explanation above the researcher found the disadvantages in online teaching faced by the teacher at Junior high School 7 Jambi City are lack of quota package, lack of students motivations, limited time in teaching and not effective.

On the other hand, the reseracher found that the teacher at Junior High School 7 Jambi city have some ways to overcome the problems they get in online teaching. The first way in lack of internet access, in lack of internet access that can make some of the students can not join online class the teacher post in aplication Google Classroom, so the students who do not join when online class through Google Meet also can learning about the material that explain by the teacher. The second in lack of facilities, in lack of facilities the teachergive the students chance to come directly to school. The teacher can teach the students face to face who the students do not have facilities to follow online class. The next is the way to overcome the problems on students motivation, in problems on students motivation the teacher do communication with students parents to help the teacher control the students, the parents can remember the students to follow online class.

¹⁵³Sakshi. "Online Learning".2



BAB V

CONCLUSSION AND SUGGESTION

This chapter showed two points there are conclusion and suggestion. Suggestion is present based on the result of the data that description of previous chapter, while the suggestion are given related implementation of this research.

A. CONCLUSSION

Based on research problems, objectiveness and findings the resarcher concluded the clonclusion below :

1. The teacher strategies in teaching online is synchronous strategies. The teacher used platform WhatsApp, Google Classroom and Google Meet to online classes. In addition, to create the task the teacher give chance to the students to used other platform such as Canva, Youtube, Video Maker and etc. On the other hand, the teacher have some strategies to overcome the problems when teaching online, such as when the students have problem in follow class online through platform Google Meet, the teacher shared the material in Google Classroom. Than, in students motivation the teacher do team work with students' parents in control the students at home.
2. The researcher found some problems in online teaching. The first problem is internet access, the internet access is very important to determine whether the online class can take place or not, some students are in places where internet access is not yet fully adequate so students sometimes cannot attend classes. The second problem is limited time in teaching, in online teacher the teacher have limited time to tell the material for the students, the teacher should be smart in make a part in teaching to opening the class, explain the material and closing the class because in Google Meet or Zoom have a limited time. The third is lack of quota package, in this era not all of the students get quota assistance



from the government, while taking classes using zoom and google meet requires a large quota, plus when they have to activate the camera feature this causes some students to not be able to take full advantage of online classes. The fourth problems in teaching online is lack of students' motivation, the motivation of the students' is very important to make the class success, the teacher can more easier explaining the material in online if the students have motivation to follow online class, the students can be more active in online class if their have motivation to learning. The next problem in online teaching is lack of students' facilities, the facilities of the students also important to make the online teaching success, the some the students have to sharing their facilities to their sister. The last problem is background English of the students' not same, not all of the students at this junior high school have background English knowledge, there are the students' do not have English background knowledge at their Elementary School and do not follow English courses, that caused the teacher have to make some strategies that can make all of the students can understand about explanation the teacher.

B. Suggestion

Based on the the results of this study, the researcher wants to provide some suggestions as follows:

1. English Teacher

Based on the finding that researcher found at Junior High School 7 Jambi city, the researcher suggest for the teacher to always improve their skills in teaching online especially in using platform for teaching and make lesson plan who can make the students interest to follow the online class. Next, the researcher suggest for the students to have much strategies to overcome the problme in online teaching.

2. The Students

The researcher sugested for the students to be active in online class.



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follow the rules in class and always keep spirit in every situation in learning both of online or offline learning.

3. Further Reseracher

The teacher give suggested for further researcher to make research in deep about online teaching especially in overcome the problem faced by the teacher in online teaching



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APPENDIX

@ Hak cipta milik UIN Sutha Jambi

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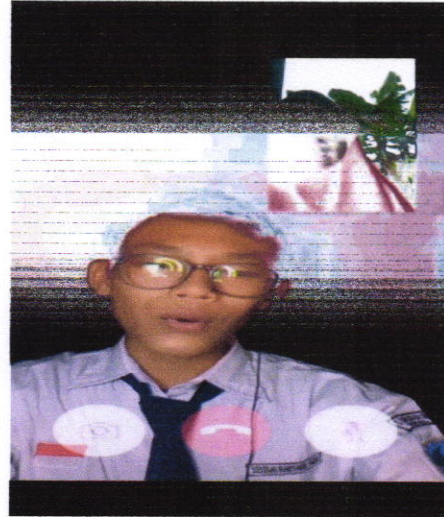
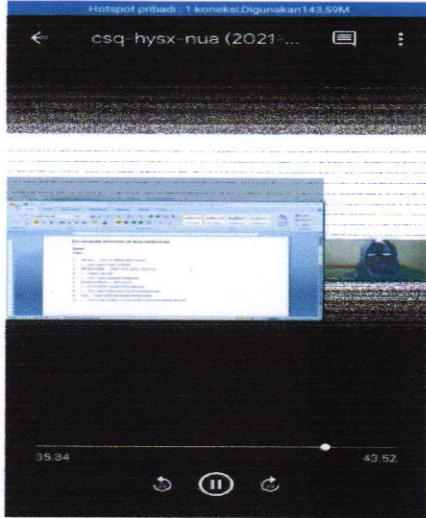
UNIVERSITAS ISLAM NEGERI
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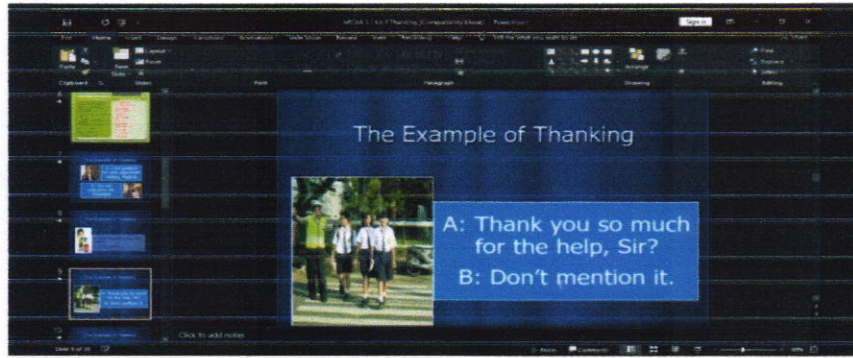
Appendix 1. Online Observation

Appendix 2. Online Teaching Process

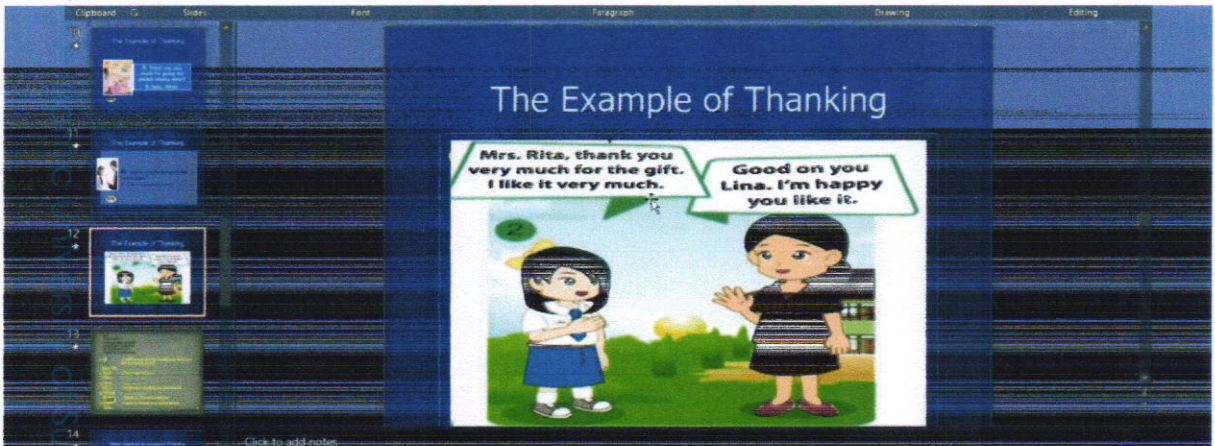


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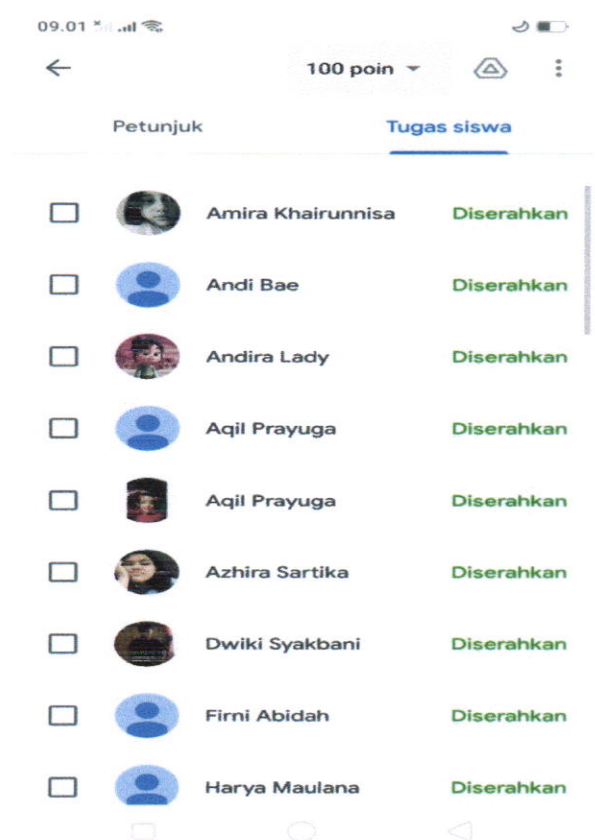
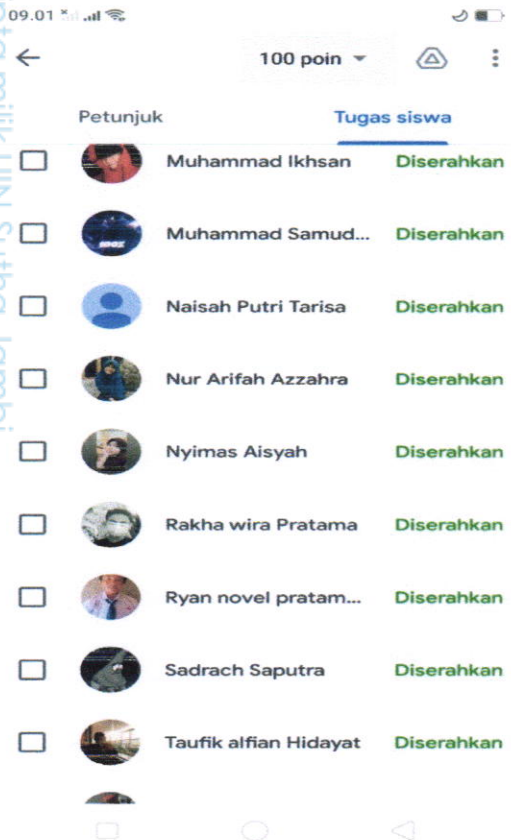


Appendix 3. Media in Online Teaching

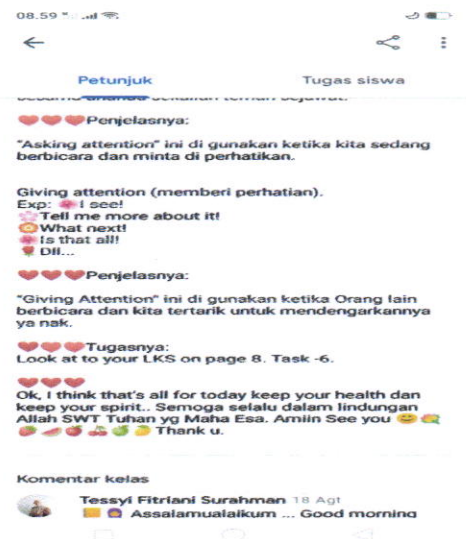
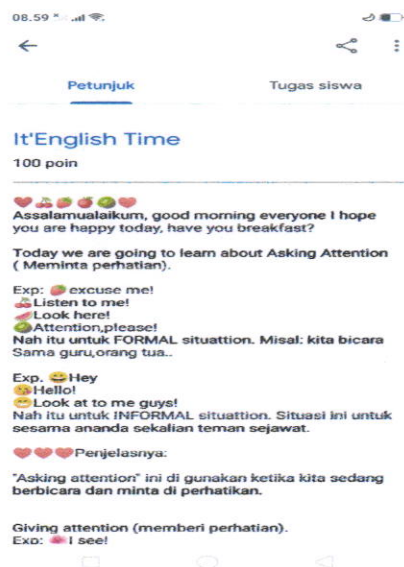


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Appendix 4. Platform in Online Teaching



Appendix 5. Teacher Explanation in Google Classroom

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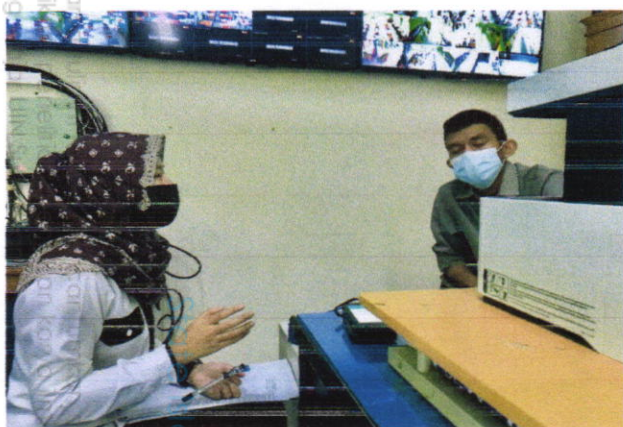
Student	Submitted	Correct	Incorrect	Time
Adziza meysyarahul ikhlas	11:02 - 30 Sep 2021	7	3	2:05
M.Haykal Al Fathir P.	11:03 - 30 Sep 2021	9	1	2:19
Nabil Rizki Fadhlullah	11:03 - 30 Sep 2021	3	7	1:48
Allya nalla arifah	11:04 - 30 Sep 2021	2	8	2:02
Aqila khanza	11:05 - 30 Sep 2021	9	1	2:34
Salsabila	11:05 - 30 Sep 2021	2	8	1:42
Puti amisa rahmania	11:06 - 30 Sep 2021	10	0	1:39
Raini Zahira	11:14 - 30 Sep 2021	10	0	1:06
Memey ZULIA YANA	11:22 - 30 Sep 2021	3	7	42.2
Neysta alruhyen	11:22 - 30 Sep 2021	5	5	3:42
Muhammad Rizqi Ramadhan	11:35 - 30 Sep 2021	7	3	4:28
M.barack izadi	11:37 - 30 Sep 2021	7	3	1:21
Atthariq ahmad	11:43 - 30 Sep 2021	10	0	34.0
alfia	12:02 - 30 Sep 2021	8	2	1:29
Rafie mukhtar rofin	12:29 - 30 Sep 2021	4	6	1:11

Appendix 6. Students Score in Online Quiz



Appendix 7. Video Maker Task

Appendix 8. Documentation Interview



Appendix 9. Instrument of the Research

No	Research Question	Theory	List of Question
1	How are the strategies used by teacher EFL in online and offline teaching during pandemic?	Brown (2001) Specific ways of solving a problem or task, modes of action for achieving a specific goal, and planned designs for managing and exploiting specific information are all examples of strategies.	<p>Sudah berapa lama bapak/ibu mengajar bahasa Inggris?</p> <p>Di kelas berapa bapak/ibu mengajar bahasa Inggris?</p> <p>Apakah menurut bapak/ibu mengajar bahasa Inggris secara daring itu sulit? Mengapa?</p> <p>Selama pandemi, bagaimana langkah-langkah bapak/ibu mengajar bahasa Inggris? (dari membuka kelas hingga mengakhiri kelas)</p> <p>Bagaimana cara bapak/ibu mengajak/ membuat siswa ikut berpartisipasi saat proses pembelajaran?</p> <p>Bagaimana cara bapak/ibu menciptakan hubungan yang baik dengan siswa?</p> <p>Apakah pembelajaran bahasa Inggris secara online berdampak pada kemampuan siswa dalam memahami materi? Alasannya dan contoh nya?</p> <p>Bagaimana cara bapak/ibu untuk membantu siswa memahami materi yang di ajarkan secara online?</p> <p>Bagaimana cara bapak/ibu mengetahui apakah siswa tersebut telah faham dengan materi yang diajarkan?</p> <p>Ketika sudah di jelaskan tetapi murid masih tidak mengerti materi yang di jelaskan, apa yang bapak/ibu lakukan?</p>
2	What are the problems of online teaching during pandemic?	Ally (2008) online learning may also be described as the use of the internet to access materials, communicate with content, teachers, and other students, and receive	<p>Apakah terdapat kendala ketika mengajar bahasa Inggris secara online? Apa saja?</p> <p>Bagaimana cara mengatasi kendala yang didapati selama mengajar bahasa Inggris</p>

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assistance in the learning process in order to acquire knowledge, make sense, and progress through the learning process.

secara online? Baik dari sarana maupun prasarana?

Ketika mengajar bahasa Inggris secara online, apakah terdapat siswa yang tidak mengikuti kelas atau aturan yang sudah di sepakati?

Ketika siswa tidak mengikuti proses pembelajaran yang telah di tetapkan atau tidak membuat tugas apakah akan mendapatkan sanksi? Apa sanksi nya?

Menurut bapak/ibu apakah terdapat kelebihan dan kekurangan dalam proses pengajaran secara online? Jika ada apa saja?

Bagaimana cara bapak/ibu meningkatkan motivasi atau minat belajar siswa dalam bahasa Inggris secara online?



Coding

1. Personal Data (PD)

No	Data	Initial Name
1	R : Sudah berapa lama ibu mengajar bahasa Inggris? MT : Saya mengajar bahasa Inggris sudah 11 tahun R : Saat ini ibu mengajar pada lokal mana saja? MT : Saya mengajar di kelas 8, 8 E, F, G, H, I dan J	MT
2	R : Sudah berapa lama ibu mengajar bahasa Inggris ? MF : saya sudah mulai mengajar sejak tahun 2005 hingga saat ini, jadi bisa dihitung sudah 16 tahun masa pengabdian saya dalam dunia pendidikan.. R : Pada masa pandemi ini ibu mengajar di kelas mana saja? MF : saya mengajar di kelas 8 dan 9, kalo kelas 8 saya mengajar di kelas k, sedangkan di kelas 9 g, h, i, j dan k..	MF
3	R : Sudah berapa lama ibu mengajar bahasa Inggris? MS : Saya mengajar bahasa Inggris sudah 25 tahun.. R : Sudah benar-benar lama ya bu.. saat ini ibu mengajar di lokal mana saja bu? MS : Iya begitulah, sudah sangat lama memang saya mengajar.. Saat ini saya mengajar di kelas 9	MS
4	R : Sudah berapa lama bapak mengajar bahasa Inggris di SMP ? MH : Saya mengajar bahasa Inggris dari tahun 2014, berarti sudah terhitung 7 tahun. R : Sudah cukup lama ya pak.. Bapak mengajar di lokal mana saja pak? MH : Saya mengajar di kelas 7 dan 8. Kalau di kelas 7 saya mengajar di 2 kelas, yaitu kelas 7 g dan h, kalau kelas 8 saya 4 kelas, dari 8 a sampai 8 d.	MH
5	R : Sudah berapa lama bapak mengajar bahasa Inggris? MJ : Saya sudah mengajar bahasa Inggris sudah 17 tahun, namun sebelum saya mengajar di SMP ini saya sebelum nya mengajar di Universitas, namun tetap mengajar bahasa Inggris R : Kita kan baru saja menghadapi musibah yaitu diserang oleh virus COVID-19, ini baru berlangsung sekitar 2 tahunan, menurut bapak apakah merasakan kesulitan dalam mengajar bahasa Inggris secara online ini pak?	MJ

2. Step in Teaching (ST)

No	Data	Initial Name
1	Starting class via WhatsApp, greeting them, greeting them asking how they are and praying for each other. Then go into the material,	MT

	<p>tell in advance the lessons that will be taught that day and tell the learning objectives to be achieved. After that, the teacher gives assignments. Furthermore, they can use Google Meet, so teachers can carry out the teaching process face-to-face even though they are Online, but in Google Meet there are limited who can follow, so I decided to assign shifts to students. In addition to Google Meet, I also use the Canva application in the teaching process, on the Canva application I can send a creative video to students to watch as material for learning and it turns out that the student response is quite good with the application of the application.</p>	
2	<p>To start the class through google meet, I first remind and share the class link so that the children can access it, I usually give it the day before the class is held. Next, I said hello and asked how he was. After casually interacting with students, I started to check student attendance one by one, I called to see if they responded or just entered the link and left the laptop or cellphone. Then I started to enter the material that I wanted to convey, for the material itself I have summarized it into short material but still does not change the purpose of learning. Furthermore, after I finished explaining the material, I immediately asked several students at random to see if the students were following and listening to what I said, I shared a power point screen and I immediately asked students to answer the questions I had prepared in the power point. After finishing the question and answer, I started to conclude the lesson explained for the meeting and started to close the class</p>	MF
3	<p>The first thing I told in the WhatsApp group was the Google Meet schedule, an hour before the class took place I had already shared what material would be taught, then 10 minutes before class started I was standing by in Google Meet waiting for the students to enter class one by one . Next I opened the class with greetings, healthy greetings and asked how the children were that day to provoke students to participate in my class. Next, my attendance as usual is called by the names of students and must be on camera, then I start to go into the material, for the process of explaining the material I do share screens, do share screens, sometimes use word, ppt and others according to material needs at that time. When I explained I continued to interact with students one by one in the form of direct questions that students could answer directly as a warm-up by asking questions about the material at the last meeting yesterday before starting the next material. Next I shared a video about the day's learning materials and I asked students what students thought about vs. I shared a video about that day's learning materials and I asked students what students thought about the video I shared earlier, then if time still allows I will asking students for a summary of the day's material so that students can conclude it, this is an event to find out whether students have understood the material presented or not and finally I closed the class by concluding the day's material by</p>	MS

	summarizing the correct answers from students.	
4	Online teaching is not much different from the offline teaching I used. Starting with making the class with greetings, asking how are you. Next, I did brainstorming and asked about the material in the previous meeting to provoke students to be active in the learning process that day. Next I explain the material, when explaining the material occasionally I call the names of students to answer short questions that I ask about the material I am explaining, after that I answer whether their answers are correct or not, if time allows I give them a quiz so that the class is not like that monotonous and can get crowded because the quizzes are answered right away, then the answers are discussed together, if the answer is wrong justifies the answer, if it is correct it is explained why it can be right, after closing the class, after the class is closed I give assignments to students via google classroom and I give a deadline for the collection of assignments.	MH
5	I remind students that tomorrow morning there will be a class in Google Classroom with the following meeting link. Before starting the class I prepare learning materials in PPT form. Next, start the class by opening the class, greeting and asking how things are, then starting to enter the material explanation by using the PPT share screen so they can see what I explain replacing the blackboard if the learning is face-to-face, after that ask a little about the explanation I convey for know whether they have understood or not what I explained. If time allows I do quizzes on students and then close the class by concluding the material at the meeting. Those are the steps I take when doing online classes. For students who can't take online classes because they don't have facilities or there are important things, I give them assignments in Google Classroom with a deadline for submitting assignments, so that they will still learn even if they try on their own, I also share PPT material on Google Classroom.	MJ

3. Good Relationship with Students (GR)

No	Data	Initial Name
1	To build a good relationship with students so that they have an interest in learning English online, I give assignments to these students, for example, in a meeting I gave an assignment with the Present Tense theme, I shared a video of native speakers having a dialogue, so to see if they understand or not what is meant in the video, it turns out that they understand what is meant in the dialogue, with the student's response I made several questions where students can answer some of these questions in several ways, such as video, oral or written . It turns out that students are more interested in answering my questions through videos that they edit themselves through several applications such as Canva, in fact I also didn't think that the results were much better than I thought, it turns out that they are more interested if I teach using things that can develop students'	MT

	talents in learning. arts fields such as creating creative videos. In the video, students re-explain the material being taught and they edit it using some very interesting animations so that it attracts the audience to watch the video they have made.	
2	The way I create a good relationship with students is by keeping them in relaxed discussions in class but if the situation is serious such as an exam or when I'm giving an explanation then I will be serious, I often joke with students so that the teaching process is not boring but still within limits between teacher and student. I think having a good relationship has an impact on students' interest in learning, because if students don't like or don't feel comfortable when they are with a teacher, it will be difficult for students to accept what the teacher has said.	MF
3	In building good relationships with students in this online teaching, there are several things I do. First, I am enthusiastic and passionate about teaching, I think this enthusiasm and enthusiasm is contagious, so with my enthusiasm and enthusiasm in teaching students, they can accept me as a teacher. they. Next, I try not to be a boring teacher, by being boring I think students are not interested in communicating with me. third, I always try to treat students as well as possible, because I believe if I treat people well, then that person will treat me well too. I think that's the way I've been doing so far to build a good relationship with students, not only in online teaching but I also apply it in offline teaching	MS
4	To build good relationships with students so that they feel comfortable learning, I approach emotionally with students, one example of which is often inviting students to communicate, asking if there are any obstacles during the online teaching process. students face, that way students can tell something that might hinder them from understanding the material if they don't feel comfortable talking to their teacher.	MH
5	My efforts as a teacher to build good relationships with students through communication, I try to communicate with students so that they feel comfortable with me so that when I teach they don't hesitate to ask if they don't understand, before starting the class at the first meeting I discuss the class rules together students, such as: how should they behave in the WA group so as not to interfere with each other, I give students the opportunity to make a list of rules that must be followed, so for the rules in the class the students decide for themselves, so they are responsible over what they want for themselves.	MJ

4. Invite Students to be Active

No	Data	Initial Name
1	This online teaching is different from face-to-face teaching, so the teacher does as much as possible to ensure that his students are always active in the teaching process so that learning objectives can	MT

	be achieved, the efforts I make to make students active in the online teaching process that I do by building interactions who are active with each student, I give them questions and ask some students to answer, from several meetings I can judge which students are active and which are not, so as much as possible I prioritize the questions I give to students who are not active so that they can be active in My class	
2	The way I do in making students actively participate in the online teaching process that I do is by involving students in every explanation process that I do, starting from me interacting at the beginning of class by asking how they are, then when I explain I ask them if they are understand or not? if you don't understand what you don't understand? then i gave a question directly to some random students about my explanation	MF
3	In this online teaching, one of the ways that I do to make students active in the online teaching process is by continuing to invite students to interact in the teaching process, for example when I am in the teaching process and I explain the material, I continue to randomly call students to ask questions. the material that I convey, or just asking if they understand or not, after that I also ask some students to conclude the results of the meetings that are held alternately with the aim that they try to focus on the teaching process that I do.	MS
4	In making students active in the online teaching process, I try to continue to involve students during the teaching process, starting from giving brainstorming as I said earlier, then calling students when they are quiet and giving questions spontaneously to random so students prepare themselves to answer questions from me, so that students try to focus during the teaching process and I also give quizzes where the scores come out right away, so students compete to follow my class	MH
	To invite students to participate directly in online classes when I teach I invite them to interact such as calling their names randomly and suddenly and I sometimes ask them to read or repeat what I just explained	MJ

5. Influence Online Teaching (IOT)

No	Data	Initial Name
1	I think online learning has an impact when it comes to students' abilities, because the teaching process that is far away from students, I can't freely judge whether the student actually understands or not. If teaching online is explaining, giving assignments and then giving assessments, sometimes children don't focus on what the teacher explains, sometimes when asked directly when explaining they can look for answers on the internet, no one knows.	MT
2	In this online teaching, I think it is very impactful, because as we all know, online teaching cannot meet in person and is very limited,	MF

	limited time, limited quota and even limited facilities because there are students who share learning facilities, it is like a cellphone and laptop with a brother or sister so that it has an impact on the student in understanding the material being conveyed, so online teaching is not optimal in my opinion.	
3	From what I have experienced in online teaching, online teaching does not really affect students' ability to understand the material, because from what I give they can answer correctly, to evaluate the students' abilities themselves I apply quizzes every meeting, so I give them 30 minutes to work on the questions that I have given online and also when I give them the daily test I look for free time online to correct their answers together, I give them the opportunity to answer then in score together, for the assessment I use the grade from each student's answer because I give the questions in the form of an essay, the lowest score is counted as 2 as their effort in answering and the most accurate is 5, so when they still get the top score what they do they won't think that they are can't, they can but it's not quite right.	MS
4	Of course this has an impact on online teaching, it has an impact on students who do not take classes through Google Meet, if those who take classes through Google Meet they understand what is explained, it can be seen from the evidence of their daily scores, if students do not take classes through Google Meet of course they will not understand the material I explain, because they don't hear directly what I explain, even though I regularly upload explanation videos about the material I explain I see the viewers of the video, it turns out that there are not as many students as I teach, so the impact of this online learning that I felt immediately was a decreased student response when compared to face-to-face learning.	MH
5	Technology cannot directly feel how students feel and what students need in the learning process, very different from teachers, if teachers are able to understand various kinds of student characters so that students can accept what the teacher says easily. So, for the ability of students, it must have an effect because the teacher cannot meet directly with students. As for the character, I think it is very influential, yes, where students who usually go to school early in the morning wake up at dawn, but with this online, children are lazy to wake up early and children are now controlled by Android to play games.	MJ

6. Teacher Trouble in Teaching1 (TT1)

No	Data	Initial Name
1	In online teaching, the beginning was honestly difficult, because this is a new atmosphere where the teacher must be qualified in applying several applications that are used to learn online and also when teaching online the teacher cannot see directly the response of the	MT

	child when learning English, where the child can understand the material or not, because if you study face-to-face, the teacher can immediately feel whether the child really understands what the teacher is conveying or not, besides that by learning online it is difficult for teachers to assess student motivation in learning. However, over time, teachers have started to become proficient in using applications and have begun to understand how to discuss with students online, there are fun things. The communication itself is usually done through the Google Meet and Canva applications, it turns out that students enjoy using these applications for online classes.	
2	There are several things that I find difficult in this online teaching process, firstly I can't face to face with the child so I can't know what the child's character is because online is very different from offline, the final assessment is less subjective because only judging from the assignment, because even though the class is conducted online through the google meet application, it still cannot directly assess how the student's ability is due to time constraints and things that greatly affect the smoothness of online classes such as signals and quotas and also some children are very negligent in doing assignments which has been determined.	MF
3	At first it was a little difficult but after living it over time I got used to it and finally started to find new things that made online teaching feel interesting. Especially because I'm a teacher who can be considered quite senior, so I have to learn a lot about this technology, I practice a lot on how to use online learning applications, both from Google Classroom and Google Meet. Because like it or not I have to be able to operate the application so that the teaching process continues even though it is online. So the difficulty I encountered was that I had to adapt slowly to the online teaching application itself.	MS
4	Jika sulit bagi saya sebagai seorang guru, tidak terlalu sulit, karena saya telah mengikuti beberapa kursus pelatihan, seperti cara mengoperasikan aplikasi dan lain sebagainya. Saat ini ditemukan kesulitan pada saat pelaksanaannya, saat melaksanakan kelas melalui Google Meet kehadiran siswa kurang dari 30% sehingga proses pengajaran online kurang efektif, karena proses pengajaran tidak akan terjadi jika tidak ada siswa yang hadir. diajarkan, jadi kehadiran siswa sangat penting bagi saya sebagai guru	MH
5	Personally, to be honest, I don't find it difficult, in fact I feel very challenged because this is a new thing for me, teaching using applications and being away from the students being taught so I try to improve my abilities and skills in the field of technology so that I don't get left behind.	MJ

7. Teaching Problem 2 (TB2)

No	Data	Initial Name
1	<p>During this online teaching I encountered several obstacles in the teaching process, one of which was from the network, the network in online teaching is very important in my opinion, because I teach using applications that depend on the network, so when teaching sometimes my network is good, sometimes not, so that is the most difficult factor that I have faced so far, because if the network is not good I will find it difficult to provide the material that I have prepared before, while I not only teach in 1 class, but there are several other classes that are taught, so when 1 class cannot be carried out, it will affect the next meeting, that is if only my signal is not good, sometimes there are some students who experience that bad signal, so I find it difficult to control the student in understanding the material I teach, therefore I always give assignments at every meeting so that they stay trying to find out the material in each meeting, then I encountered problems when correcting student assignments because I teach in 6 different classes so I have a little difficulty in correcting their assignments so that I can still give my grades on time, why do I give assignments every meeting even though it's so inconvenient? Because if it's not like that, students will be indifferent to every meeting that is held, they will not repeat the material presented because of low learning motivation, that's why I give them assignments which of course are also not too long and burdensome for students, just to help them to recall the material that I have conveyed. While the obstacles from the students themselves that I found in online teaching were their lack of learning motivation, so it was difficult to create an active class with less learning motivation, I required on camera when doing classes through the Google Meet application so that I could be helped in control the students whether they really listen when I explain or they just sleep and let the class run to the end. In addition, I also found that there was minimal time constraint in delivering materials when teaching online, because as I explained earlier, I also thought about the student quota when I had to give classes with long durations, while they had to attend many classes every day.</p>	MT
2	<p>There are several obstacles that I face in teaching online, one of which is students who are difficult to control, I have provided a link for google meet but some are not attending class, maybe the cause is the lack of quotas that students have, facilities that are shared with his brother or sister or maybe even the student is a little motivated to learn English online.</p>	
3	<p>There are several problems that I found, including my signal and that of students, as we know not all homes install wifi for their internet needs, so for students who do not install wifi in their homes, his house is sometimes constrained by the quota which causes him not to be able to attend classes. Furthermore, the facilities are still</p>	MS

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	divided, some students take turns using cellphones with their siblings to do online classes. Furthermore, unexpected conditions such as the lights go out, there is wifi, there is a laptop but the lights are off, it's the same as not being able to take class. So those are some of the obstacles I encountered while teaching online.	
4	The main problems for me when teaching online is the motivation of students to learn, because if learning is done online, they are in their respective homes, yes, so sometimes they can't get up in the morning, eventually they can't take class, some are learning. Google Meet is in progress, turning off the camera and not responding at all, so because they study from home, even though they use Google Meet, they are still carried away by the atmosphere of the house, yes, as we know, at home, maybe many are lazy, don't take a shower in the morning and are sleepy. , so their focus is less on studying	MH
5	The biggest obstacle I face lies in the students, the students' motivation is lacking and some students do not have the facilities to take part in online learning such as laptops, cellphones and quotas.	MJ

8. Ways to Overcome the Problem (WOP)

No	Data	Initial Name
1	One of my efforts to minimize the obstacles that I have encountered, when my network is unstable or does not allow me to teach in the Google Meet application I give them assignments so they keep reading and try to understand the material, sometimes when there are students who are very difficult arranged to take a class like his other friends I immediately reported it to his homeroom teacher.	MT
2	With some of the obstacles that I encountered during this online teaching, I kept trying to find a way to keep this online teaching running as it should even though with some shortcomings, for example when students can't join google meet because they don't have a quota or the facilities are being used by My brother or sister will continue to provide explanations in my Google Classroom, so that the student can study independently, but because it is online, we cannot directly confirm whether the student is really learning or just sees and ignores it. So I added an assignment regarding the material, so students would not want to read and study the material that I had given through google classroom earlier, although it was still difficult to be sure but I think it has greatly minimized students from not reading the material that I have given.	MF
3	To overcome the obstacles that I found, classes were not implemented or there were some children who did not attend classes, I still gave assignments in Google Classroom, I gave a deadline to do them too, so the children would still learn.. they will keep trying to understand the material given so that they can do the task on time according to what I have determined. In addition, to minimize the unpreparedness of students in online classes, I have	MS

	told them 1 day before class starts that tomorrow there will be a class, so students are asked to prepare everything that is used in the implementation of online classes.	
4	Because the obstacle I faced was student motivation, I tried to minimize these obstacles by contacting their homeroom teacher first, telling the homeroom teacher that the student rarely took the classes I did through Google Meet, after that I asked the homeroom teacher to be able to contacting the student's parents, I did this because online learning is done at home, so only the student's parents/guardians can directly control the student, so as a teacher, I and the homeroom teacher try to coordinate and work together so that students can continue to follow This online learning process is through Google Meet.	MH
5	My way to motivate students to learn, I continue to build good communication with students, as I have said before, I ask if they are having difficulties or what is the reason they cannot follow the online learning process. As for student facilities, I provide assignments and explanatory materials through Google Classroom which they can access at any time, although it is still within the deadline for submitting assignments that I have given.	MJ

9. Advantages of Online Teaching (AOT)

No	Data	Initial Name
1	The advantages in online learning after I've been through it for some time are quite a lot, including: I'm learning more about applications that can be used to teach online, because so far teaching is only done offline so I really feel there is something new what was found with the current conditions, then I can give videos about learning to students freely so that students can repeat the video to master the material given, because nowadays we really can't avoid technology I feel interested in learning new applications I met someone like Canva, because it is not only useful for the teaching process but also for others such as making invitation flyers and so on, basically, I have learned a lot of new things that are very useful for me through online teaching.	MT
2	My own advantage as a teacher is that I am more motivated to learn new things that I have not previously learned, especially in the field of technology, yes, as we know today technology has an important role in life, children from a young age have been given cellphones by their parents It's good just to listen to songs whose purpose is to learn or play games, so if the teacher doesn't participate in balancing students then I'm worried that there will be a gap in communication regarding knowledge, so I can operate applications such as Google Classroom and Google Meet, it turns out to be fun also if you have started to operate it. Furthermore, the teacher can use other media such as youtube for learning, the teacher can give students the task of watching youtube and concludes what they are listening to, of	MF

	course the video is in English, yes.. Another advantage can be seen Yes, from teaching materials, students can access new teaching materials repeatedly until they can understand the material by studying on their own. and the last advantage that I can see in online learning is the use of google classroom, in google classroom students collect assignments with a predetermined deadline, so students can be motivated in doing assignments because students can see the assignments that their friends have collected first. formerly.	
3	The advantages in online teaching after I taught online for a period of approximately 2 years, among which I as a teacher can freely share videos with children about English material or videos related to the material presented, then the children can comment directly in posting the video on Google Classroom and also the video can be material for them to study over and over again if they do not understand the material I convey, so when they feel they do not understand they do not bother looking for it on the internet, because sometimes I personally I can't answer all students' questions if I can't understand the material I've taught outside of class, because I don't just teach in one class, I share time with children in other classes, prepare my teaching materials and prepare everything needed for the smooth running of the online teaching process. Furthermore, as a teacher who is old enough, I am required to learn technology that I have not previously studied, such as operating Google Meet, Google Classroom and so on, I also have to always find out how, even though teaching is done online, students can still receive whatever they want. what I said, so yes I continue to learn for it. Maybe if there is no online teaching, I will not necessarily be able to operate an application that can be used to teach online.	MS
4	After I taught online for approximately 2 years, I found advantages in online teaching including, the material provided can be more interesting because it uses technology, for example I use moving images in online teaching through share screens on Google Meet, such as What we all know that children are generally very interested in colors or pictures, so when I use moving pictures they can become the focus, because I give them a moving picture and I ask them what are they doing? Then they will answer using present tense sentences, whereas in direct class it is a bit difficult, except using infocus, or if you ask students to demonstrate directly, the focus will be divided because they laugh with each other, especially this is language learning, so by using technology, I think the learning is can be more real, yes, children can all learn through applications that speak English indirectly	MH
5	Everything always has advantages and disadvantages. When it comes to online learning, the advantages that I feel as a teacher are that I can develop my skills and abilities in teaching, before I had never taught students online, but with this pandemic I was met with	MJ



10. Disadvantages of Online Teaching

online teaching so that I became in mandatory to develop my teaching skills online.	
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No	Data	Initial Name
1	On the other hand, there are also some disadvantages that I encountered when teaching online, one of which was reduced teaching time, less teaching effectiveness because sometimes unstable signals were found and it was a little difficult to understand the character of students.	MT
2	The disadvantages in online teaching include: Limited quotas, as we know quotas greatly affect the operation of online applications, especially if I hold classes using the Google Meet application, indeed some students have received free quotas from the government, but quotas are distributed online. the free quota is still not able to meet the needs of students as a whole in taking all subjects online, so the free quota alone does not meet the needs of students, moreover because they are in different places when learning because it is done from their respective homes, therefore sometimes some students cannot attend class, sometimes there are those who can attend class but in the middle of class suddenly the network is interrupted, or the electricity goes out. The next drawback is that sometimes students share facilities with their families, so students sometimes can't take classes as set. Furthermore, when carrying out teaching the time is very limited, so I find it difficult to allocate time to hold games like I do when the class is offline, so during this online class I can only provide material and occasionally ask some students to train students to focus on listening my explanation. From the students themselves, I think that while I was teaching online, I found that some students were less motivated to study online, maybe because it was done at home so they were lazy to get up early and so on.	MS
3	The disadvantages in online teaching are mostly technical, yes, such as Signal, Hp and Circumstances. As for the students themselves, at least they are less enthusiastic in participating in class, they must be provoked first so that they are enthusiastic and interested in learning. From myself as a teacher I found difficulties when I first adjusted to the situation that required online teaching, right, I have to be more creative in teaching because online learning can't meet directly with students, so I have to find ways how students stay controlled in class implementation even though they are in different places.	MS
4	The disadvantages of online teaching that I found in my experience the presence of students is the most important weakness in this online learning process, because their motivation is very minimal so their enthusiasm in participating in the learning process is very low because of that some of them do not attend class or if attend classes but do not focus on learning, because they are in different places	MH

	on learning, not just for playing games and other platforms such as IG and Tiktok, therefore I also upload my explanation video in my YouTube account, because not a few of them now like to watch YouTube, maybe even television they don't watch anymore because on cellphones now everything can be searched and accessed easily, only with a quota.	
5	There are some of my efforts in increasing student learning motivation, among others: I try to improve my quality as a teacher, maximize the applications that I use in online teaching, try to choose the right method in online learning so that students don't feel bored and take advantage of media through technology that there is.	MJ

12. Teacher Ways in Help Students to Understand Materials

No	Data	Initial Name
1	Because each student's ability is different, I am looking for ways to make students who have poor English skills able to balance students who have good English skills by giving them the task of making a creative video according to their respective abilities and creativity, that way they will be busy to become the best video creators, so they try their best to master the theme of the assigned task, of course if they try hard to understand the material they will certainly understand what they are doing, that's my effort to help these students can understand the material that I teach by not burdening the students themselves because they try according to their abilities and desires. Moreover, the video is uploaded in Google Classroom, so he will see each other what they have been working on.	MT
2	in my class, if there are students who still don't understand the material I explain, I give students the opportunity to directly ask me via private chat, in each class I choose student status as coordinator, so anyone who has a question will be listed first one by one through the coordinator who will be conveyed to me, from the coordinator's report I answered the questions and later the coordinator will share the answers with his friends who ask.	MF
3	When students have good English background, we can let them go, for children whose English background is low standard I will give them direction how to do it, for example in making videos for skills assessment they will be asked to speak in English without reading text, but for children I have not been able to give dispensation to make videos using mixed language, but they are still not allowed to read the text. But more than that, I always remind students to ipush their self to always trying their best. So I help students to understand the material that I teach in this online teaching by giving them an assignment where they will be fully involved in the task such as making a video that I have presented before.	MS
4	As a teacher I always try to give the best I can in teaching to students, especially in online teaching, I always try to improve my teaching skills in using technology, I always try to design learning as	MH

	interesting as possible so that students don't get bored during the online teaching process. which I do and I am always looking for the latest applications that can be used in online teaching. In helping students understand the material I convey online, I post the material I teach in the form of PPT or Word files on the Google Classroom application so they can see and review the material I have conveyed and I give them the opportunity to ask questions if they still don't understand	
5	The things I do to help students understand what I'm doing is by giving a video explaining the material they don't understand so they can repeat it over and over again until they understand.	MJ

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