CHAPTER I

INTRODUCTION

1.1 Background of the Study

Learning foreign languages, especially English, has been used as a strategic tool and strategy for human resource development at various time in the history of education in this world. Indonesia education system obliging, students at junior high school and senior high school level must pass an English examination for graduating. That means learning English as a foreign language is very important especially in the world of education. This is also based on the explanation from Balan (2011:189) which states the importance of English as an international language whereby education and cultures are exchanged at all levels.

In educating students, the teacher plays an important role in the school. The teacher in interactive teaching does not have only educational and vocational roles but he/she has to be a designer, programmer, diagnostician, researcher, organizer, manager, innovator, educator, and advisor (Illic, 1999:141). More specifically, the teacher is the organizer of teaching and partner during the communication with his/her pupils.

Teacher strategy is constitutes teachers' classroom based practices such as teaching methods, student discipline and students' assessments. There is enough evidence to show that well-managed classrooms make students have a sense of responsibility and motivate teachers to teach their students with confidence and high esteem Jepketer et al (2015: 63–64). In other statement Sarode (2018: 58) Teaching strategies refer to methods used to help students learn the contents of the desired course and can develop goals that can be achieved in the future.

The teaching strategy identifies the various learning methods available to enable them to develop appropriate strategies for dealing with identified target groups. According to Brown (2000: 113). Strategies vary intraindividually each of us has a number of possible ways to solve a particular problem, and we choose one-or several in sequence-for a given problem. Based on the background, it is important to conduct the research because the researcher would like to know what the strategies are used by English teacher at SMP Bina Bersaudara The researcher hoped this study could inspire other teachers to create more interesting teaching strategies

Teaching English is not easy. The reseacher find the problem when researcher was practice field on seventh semester yesterday that many of students didn't like a learning process by online. because many of teacher only giving a material and after that giving the test or homework only, so from this we know that online learning is not interesting because the students didn't got the material clearly, but they were only received the task or homework. With different levels of skill in each class, teachers must use effective strategies that allow students to learn the material. Teachers must be creative in choosing materials and be able to stimulate student interest. Therefore, the teacher needs to manipulate several strategies to support the teaching and learning process. Strategies can make learning "easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations" (Oxford, 1990:8). . The teacher must apply interesting strategies in the classroom. So that, students understand well about what they are learned. Therefore, for teaching English in four skill speaking,

reading, listening and writing many English language teachers have the different strategies.

Atmojo & Nugroho (2020) Online learning means a set of learning activities in a subject delivered through network giving access and exchange of knowledge. This terminology has appeared specially to point out an approach of teaching and learning which involves internet technology. Besides that Hockly (2015) presents the term 'online language learning' to refer to language learning that takes place fully online, via the internet, with no face-to-face component, within the context of both formal language courses and more informal learning scenarios. In this case, the facilitator of an online course may provide many different functions such as, supporting students learning, delivering online teaching, student assessment and preparing learning materials (Ni She, et al, (2019). In other words, both teachers and students, during Covid '19, have to change their teaching and learning activity in which usually in the classroom into at home through some media such as mobile phone, laptop, internet, and so on and also suitable strategies, so that the teaching and learning objectives still can be obtained optimally. This is also a challenge for all the teachers, especially English teachers since teaching English use the appropriate strategy to teach English during online learning so that the teaching and learning process can run well.

This is a challenge for all of the teachers, especially English teachers because language is a study that requires mastery of four skills. English learning can be defined as mastery of four skills. According to Richard & Schmidt (2002:330), skills in language teaching are the mode or way in which the language is used. The four language skills are listening, speaking, reading, and writing. The

four skills are categorized into two categories namely speaking and writing are called active or productive skills, while reading and listening are called passive or receptive skills. Mohan (1986:32) explains that, in a segregated skill approach, the mastery of discrete skills, such as reading and writing, or reading and speaking are considered as the key to successful language learning and language learning is typically separated from content learning (Oxford, 2001).

With that, the teachers inevitably have to apply and adapt to e-learning classes in conveying English material from listening, speaking, reading, and writing so that the teaching and learning process can keep going. According to Abbad (2009:398) e-learning refers to the use of information an communication technologies to enable the access to online learning or teachinf resources. A teacher's confession that she experienced a little difficulty in implementing e-learning classes because she rarely used it. With a short time and without training, the teacher must directly apply it. Of course, here the teacher requires adaptation and also a strategy to teach English.

Based on the explanation above, the researcher is interested in observing and finding what strategies used by teachers' in teaching English with the e-learning method. Therefore, the researcher became curious and try to investigate this with a research entitled "TEACHER STRATEGIES in TEACHING ENGLISH ONLINE CLASS DURING COVID-19 PANDEMIC".

1.2 The Problems of the Study

Regarding to the background study above, the researcher formulated the statement of the problem, such as:

1.   What are the teacher's strategies on English e-learning classes during the COVID-19   pandemic at Bina Bersaudara Medan?

2.   To what extent do the strategies help the teachers in English e-learning at Bina Bersaudara Medan?

1.3 The Objectives of the Study

Based on the research problems above, the researcher had in mind to conduct this research wit the purposes in which to find out teachers strategies.

1.   To know the teaching strategies in English e-learning classes during the COVID-19 pandemic at Bina Bersaudara Medan.

2.   To know the extent of the strategies help the teachers in English e-learning classes during the COVID-19 pandemic at Bina Bersaudara Medan

1.4 The Scope and Limitation of the Study

In this research, the researcher limited the problem, especially to explore the teacher's strategy in teaching English using the e-learning during the COVID-19 pandemic that was in Indonesia. The subjects of this study were English teachers at SMP BINA BERSAUDARA.

1.5 The Significance of the Study

The results of this study are expected to give some beneficial for some parties, such as:

1. Theoretically

    the findings of this research are expected to give contribution to the education especially for adding the knowledge about the strategies which can be used by the teachers in teaching English in online classroom during Covid '19 pandemic. So that, those will help the readers more understand in applying appropriate strategies in teaching and also consider what should be done and what should be avoided in implementing those strategies.

2. Practically

    a) For teachers

    This present study can be used as a reference for the teacher in implementing the strategies especially in teaching English in online classroom during Covid '19. The teachers should select and apply the appropriate strategy that make the teaching and learning in online classroom more fun and interesting so that the learning objectives still can be gained optimally although they are in online learning

    b) For further researchers

    It can be also a reference for the further researchers who want to conduct a study on similar topic. In this case, it can also motivate the further researcher in doing the research related to teaching strategies used by teachers in teaching English during Covid '19 pandemic.

Besides that, the researcher also can develop the implementing teaching strategies with different subject or specific English skills even components in online learning during Covid '19. So that, it can give more information about education especially in teaching.

CHAPTER II

REVIEW OF RELATETURE

2.1 Teaching English

There are many kinds of language that are used to communicate. One of them is English. English as International Language has to be learned by people in the world. English as a foreign language is nowadays more a commodity than an advantage. As a global language it develops very fast and it is both studied and used everywhere in the world as an official language, a second or a foreign language. What people or children study in the classroom or at home can hardly be qualified as the language spoken by natives. So that's why English should be taught in early hood since it can give big beneficial for humans especially in facing the modern era.

Furthermore, teaching English plays an important role in position and success as foreign language. Students generally find only a small amount of English inside and outside the classroom because English is not used for teaching the language in the classroom, or as a communication tool during social interaction. It has been an important issue in countries where English is not their first language, so learning second language is difficult for L2 learners because they cannot speak English in real life situations, because they should learn sentence in textbooks not in a real environment. Therefore, teachers should always look for appropriate strategies to reduce the difficulties of teaching English language (Long, 1969; and Chen, 2007), and they have to deal with many challenges and often have question about the best ways to teach.

As it is known that teaching and learning are a complex yet necessary activity in which it is the process of transfer knowledge from the teacher to students. Teachers need to provide students with lessons that are not only well-structured but also interesting and enjoyable, as students who are interested in enjoy what they are studying and so it will make a better progress in students; learning. Furthermore, there also other matters that could affect the teaching learning process, such as the material, teaching strategy, teaching media, method of presenting material, classroom organization, students" motivation, etc. Various factors affect the classroom teaching and learning process, one of which is teaching strategy.

From the elaboration above, the researcher concluded that in teaching and learning process, especially in teaching English, the teacher has to use the appropriate strategies that can help the both the teacher and students do the learning process well. Besides, the teacher holds the big role during the learning process. So through selecting the best strategies for teaching and learning process, the teacher will be helped in explaining the material, managing the class via online, controlling the students' work, and also assessing the students' understanding of material.

2.1.1 Definition of Teaching Strategy

In the education, especially in teaching learning process, strategy is one of the important component that should be had by teachers. Since strategy is kinds of effort to get success in the goals that want to be reached. According to Gill & Kusuma (2017) "strategy is that skill full planning of a working system by which the objectives can be achieved easily. Strategy changes according to the changing

situation". It is in line with Haidir and Salim (2012) states strategy is often interpreted by technique or method, which is a way to convey a message in this case subject matter to students to achieve the stated learning goals. Thus, the word strategy is related to the way, tactics or methods to do something. In this case, strategy needs to be chosen carefully in order to contribute most effectively to student learning.

Besides that, Brown (2001) explained that strategies are specific methods of approaching a problem or task, modes of operation for achieving a particular end, planned designs for controlling and manipulating certain information. In other words, teaching strategy is a way to achieve learning objectives. It is kinds of method, concept or planning that the teacher uses or makes to reach the goal in teaching learning process. However, every teachers has their own strategy which sometimes it is different each other. It is in line with a strategy used by one teacher might be different with another teacher's. It depends on the need of their students or the learning objectives that they want to achieve (Inayah, 2012).

From the definition above it can be concluded that teaching strategies are approaches to teaching students. The teacher have to applied the strategy to balance between the method which the teacher's used and the way of the teacher's used to applied the material. Hence, the objectives of teaching and learning process in the classroom can be obtained optimally.

2.1.2 Kinds of Teaching Strategy

According to Picard (2004) strategies are specific suggestions for gaining knowledge about and practicing teaching skills, and a variety of activities are included. There are many kinds of teaching strategies that can be used by teacher

when preparing students and set their goal in learning process. A particular strategy may be modified to suit the needs of the principal and the teacher. A strategy may also be repeated. In this case, the teacher especially in junior high school usually teaches English in integration. It means that all of the English skills are explained in one theme. Moreover, the teacher have also to find out the strategy that can be used to teach integrated English skills. Here, Brown (2001) explained that there are some strategies, teaching strategies are classified into five parts, namely:

1) Direct Instruction teaching strategy

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

2) Indirect Instruction teaching strategy

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

an opportunity to involve in the environment. The advantages of Indirect instruction teaching strategies are:

a) Pushing interest and curiosity of the students

b) Creating the alternative and solving the problem

c) Pushing creativity and developing interpersonal skill and the other ability

d) Better understanding

e) Expressing understanding This strategy takes a long time, and the results are difficult to predict.

This strategy in not appropriate if students need a memory quickly.

3) Interactive teaching strategy

Interactive teaching strategy emphasizes on discussion and share between the learners. It will encourage of learner to create new an idea or concept, reacting on experiences, approach and developing 17 alternative mindset. The superiorities of interactive teaching strategy are students can improve their social skill and their ability, developing of rational argument. The weaknesses of this strategy is depend on the creativity of teacher to arrange and develop the group dynamics.

4) Experiential/ empirical teaching strategy

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

5) Independent teaching strategy

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

Here Brown (2021) also, explained that there are some strategies to teach integrating skill, below is the some strategies to teach integrating skill:

a. Content-based instruction: it integrates the learning of some specific subject-matter content with the learning of second language. This strategy also increases the intrinsic motivation that is so important in learning. It usually pertains to academic or occupational instruction over an extended period of time at intermediate to advanced proficiency levels. Some of materials that used this strategy are talking about renting an apartment, shopping in the next, getting a driver's license, and etc.

b. Theme-based instruction: it provides an alternative to what would otherwise be traditional language classes by structuring a course around themes or topics. Theme-based curricula can serve the multiple interests of students in a classroom and can offer a focus on content while still adhering to institutional needs for offering language course. In the classroom, students read articles or chapters, view video programs, discuss issues, propose solutions, and carry out writing assignments on a given theme. Usually theme-based instruction is suitable for English for Academic Purposes (EAP).

c. Experimental learning: it includes activities that engage both left- and right-brain processing such as contextualize language, integrate skills, and point toward authentic, real-world purposes. In this case, the teachers do not simply tell students how language works, but they give students opportunities to use language as they grapple with the problem-solving complexities of a variety of concrete experiences. Experiential learning tends to put an emphasis on the psychomotor aspects of language learning by involving learners in physical actions into which language is subsumed and reinforced. By using action, students are drawn into a utilization of multiple skills. Experiential learning techniques tend to be learner-centered such as nature project, small groups, research project, camps, dinner group, role plays, and also simulations. Moreover, the teacher usually use some techniques like props, realia, visual, playing games, singing, utilizing media and so on to control the students' work during learning process.

d. The episode hypothesis: it goes well beyond simple "meaningful" learning. The way episode hypothesis contributes are related to the integrated-skills teaching. It is because of some possible ways such as presenting interesting material and natural language, presenting the strategy in either written or spoken form, providing stimulus for spoken or written questions which need students' respond, and also encouraging to write the students own episode or completing a episode like conversation.

e. Task based learning: it needs the learners to do with the English language in terms of target tasks and organized a series of pedagogical tasks intended to reach learning goals. In this strategy, the priority is not the bits and

pieces of language but rather the functional purposes for which language must be used. It also focuses on a whole set of real-world tasks themselves.

2.1.3 Teaching Approach

Teaching approach based on Gill & Kusuma (2017) is like the form of the way the teachers teach or how the teachers do it in teaching learning process. Furthermore, there are many kinds of approaches that can be applied during teaching learning process. Those are:

a. Teacher centered approach: It refers to the approach which focuses on the teacher as instructor.

b. Student centered approach: It refers to discovery learning, inductive learning, or inquiry learning which take much stronger emphasis on the students' role in the learning process.

c. Inductive and Deductive approach: In inductive approach students moves towards specified (example) to general (rules).

d. Herbartian approach: This approach is given by John Fredric Herbart which refers to the teaching that should be planned actively if the teachers intend to make it. This approach is based on appreciative mass theory of learning.

2.1.4 Teaching Methods

According to Hui, Shih, & Chien (2010) in the early 19th century the teaching methodologies have been deducted and created as pedagogies of teaching English such as grammar translation method, natural approach, direct method, situational language teaching, constructive analysis, audio-lingual method, total physical response, students-centered learning, total communication, interactive

approaches, and also computer assisted language learning. Therefore, those strategies can help the teacher in delivering material as well as managing the class during teaching and learning process.

Where as, teaching method, according to Gill and Kusuma (2017), is kind of activity that the teachers use in order to teach. Method refers to the procedure within an approach. The term method covers both strategy and techniques of teaching. Method is related to the nature of content of a subject to be taught. In other words, teaching method is a style of presentation of content in classroom. There are two main types of teaching method which are non-participatory method and participatory method.

a. Non-Participatory method: In these type of methods teacher casts himself/herself in the role of being a master of the subject matter.

b. Participatory methods: This refers to the way in which teachers and students are in constant interaction, active involvement and continuous exchange of views and ideas in the overall teaching and learning.

2.2 Online Learning

2.2.1 The Definition of Online Learning

Online learning is the newest and most popular form of distance education today. Within the past decade it has had a major impact on postsecondary education and the trend is only increasing. According to Dhull & Sakshi (2017) "online learning encompasses a range of technologies such as the worldwide web, email, chat, new groups and texts, audio and video conferencing delivered over computer networks to impart education". Besides that, Rapanta, Botturi, Goodyear, Guardia & Koole (2020) also defined that

the term 'online learning' is widely used but with a variety of meanings. For the purposes of this article, online learning refers to learning that is mediated by the Internet. It helps the learner to learn at their own pace, according to their own convenience. Online Education requires a great deal of resources and careful planning. In addition Gilbert (2015) "online learning is appealing to a range of learners and is becoming more commonplace in settings from elementary schools to high school and into post-secondary education". This online learring has advantages and disadvantages such as stated by Dhull and Sakshi (2017). The advantages by applying this online learning are accessibility, personalized learning, develops cognitive abilities, cost-effectiveness, and promotes research, basic computer skills, equal opportunity to all, self-pacing, and globalization. Whereas, online learning also has some disadvantages like poor communication, feeling isolated, lack of motivation, lack of funds, lack of quality, poor accessibility in remote areas. Furthermore, Matchell (2014) also revealed that online courses often lack face-to-face interaction, peer interaction, faculty feedback and the lack of community. Moreover Gilbert (2015) explained that "online courses offer an excellent way for students to broaden their educational opportunities and stay competitive in the ever demanding realm of education. Students embarking on the path of higher education through online coursework need tobe self-motivated, independent, and responsible learners".

Furthermore, in online teaching and learning, there are several kinds of online learning that can be applied for the teaching in explaining the material. Those are Knowledgebase, online support, asynchronous training,

synchronous training, hybrid training. Knowledgebase type is a set of lessons that are published on the website and have general instructions of learning that a student has to follow, with no support available. Online support type is a modified version of the knowledge base, where the support is available so there is a discussion board, web forum or another communication way available to get support on some topics. Asynchronous training is the one where the lessons do not take place in real-time, but the students are provided with content regularly. Instructors are assigned and provide support through email or other communication platforms. Synchronous training is done in real-time with a live instructor and optional moderator. There is a pre-set time to log-in to the online education environment and participants can communicate directly with the teacher and other group members. Hybrid training is a combination of online and in-person interaction (Basilaia & Kvavadze, 2020).

2.2.2 Teacher's Role in Online Learning

The teacher's role in online learning is still same with the face to face learning even in this case the teacher need extra role in managing and controlling their students from long distance. According to Mitchell (2014) teacher's role in online learning is to facilitate online discussions and providing structure. Learning outcomes for the student is essential. There are online teaching strategies that could enhance a student's perception of engagement, increase retention, and satisfaction. Moreover, educating our students via online format is expected in many colleges today especially in this pandemic era. Teachers need to take the time to develop courses that

utilize the most current technology that enhances the students learning. By following teaching strategies, this will enhance the online learning environment and provide student engagement, retention, and satisfaction will increase.

Furthermore, Pushpanathan (2012) also pointed out that the teacher becomes as much a part of the learning process as their students as they learn to work in a facilitative and collaborative e-learning environment. There are three main activities that small group teachers have to manage simultaneously: managing the group, managing activities and managing the learning. In many small group teaching situations, the role of the teacher is that the hardware and software are falling, often there are other costs that have often not been factored into the deploy ment of e-learning ventures. The most important of these include the costs of infrastructure support and its maintenance, and appropriate training of staff to enable them to make the most of the technology. Therefore, He also stated that teacher needs to be able to adopt a range of roles and skills to suit specific situations, often during the same teaching session. Other roles that may be adopted include that of: the instructor, who imparts information to students, the neutral chair, the consultant from whom learners can ask questions, the devil's advocate, the commentator, the wanderer, such as in a larger workshop, and the absent friend.

From the elaboration above, the researcher concluded that in teaching and learning process, especially in online learning, the teacher has to use the appropriate strategy. Not only that, the teacher must apply the best

teaching approach and teaching method. Since in online learning, the teacher holds the big role during the learning process. So through selecting the best strategy, approach, and method, the teacher will be helped in explaining the material, managing the class via online, and controlling the students' work.

2.3 Covid '19 Pandemic

McAleer (2020) in Atmojo & Nugroho (2020) explained that Coronavirus disease 2019 (COVID-19) originating from Hubei Province of the People's Republic of China has become a current pandemic over the world. Many countries have been affected by this virus. In late January 2020, a global health emergency state was announced by the WHO Emergency Committee as COVID-19 confirmed cases have been increasing internationally. Furthermore, recently it becomes a big disaster since the spreading of this virus was wider and wider. This virus does not only attack the human body but also it affects to the situation and condition, since most of the country published a new law in which the people must stay at home, work from home and also school from home using online learning.

It is in line with Inter-agency Network for Education in Emergencies/INEE (2020) that COVID-19 impacts education sector stakeholders living in conflict-affected contexts. Besides that, Rapanta, et al (2020) In the Covid-19 emergency situation, teachers have, almost overnight, been asked to become both designers and tutors, using tools which few have fluently mastered. This paper sheds some light on pedagogical knowledge that new online teachers

need, in order to design worthwhile learning activities and flourish in this unfamiliar space.

Therefore, the use of online learning is one of the alternative way in this era in which the country has big pandemic. It aims the learning activity can be still continued although without face to face explanation in the classroom. Besides that, the students will not be at the tail of the lesson or the information about the world.

2.4 Previous Studies

In this recent research, the researcher find out some previous studies related to the title of the study in order to give strengthen about the teaching strategies and also to know the novelty of the study. Furthermore, the first previous study came from Keristina, Arbain, and Fitriana (2019) with the title "teachers' strategies in managing a large class in teaching English at SMP Bina Bersaudara. This study applied qualitative research with the subject of this study were the teachers at SMP Bina Bersaudara. The instrument used to collect data was Observation, Interview and Documentation. Moreover, the findings of the study revealed that teachers mostly organize students into group during lesson, walk around classroom to check students work, set particular seating arrangement, address misbehavior and using variety of teaching method such as discussion, group work and group project to make students active during class. In addition, there is a significant relationship between teachers' strategies and students' performance in learning English from students' perception. The finding also showed that teachers has Independent Teaching strategies in managing their class and the students enjoyed the method used by teachers during English lesson.

The next previous study was conducted by Amjah (2014) with the title of the research "a study of teachers' strategies to develop students' interest towards learning English as a second language". The purpose of this study is to investigate teachers' strategies on how to attract students' interest in learning English as a second language. Survey questionnaires as the instrument are distributed to English Language teachers and year 4 students in a few primary schools in Brunei Darussalam. Furthermore, the result of the study showed that there are a few strategies that were mostly applied by teachers in developing students' interest towards English language learning such using ICT, music and media. As for students, they are more preferred to learn English with the support of using computer and music. Regarding to the findings, hopefully teachers will be able to stimulate more students' interest and enhance academic achievement in learning the English language

The last previous study was researched by Aini and Azizah (2019) with the study entitled "English teachers' strategy in English teaching learning at the fourth grade of SD Negeri Kowel 3 Pamekasan in 2013 curriculum. The aims of this study were to know how the English teacher formulate the strategy in English teaching-learning and how the implementation of it while English is not one of Core Curriculum in 2013 Curriculum at the SMP Bina Bersaudara Medan. This research is qualitative descriptive research with the instruments such as interview, observation, and documentation. Furthermore, the findings of the study pointed out that the English teacher used the previous curriculum, School-Based Curriculum (SBC), as the basis of the English teaching-learning process when the subject is not in the 2013 curriculum. Moreover, the English teacher develops the

lesson plan from the English material book following School-Based Curriculum format which is different from the lesson plan format of 2013 Curriculum. While the implementation is the English teacher commonly used Audio Lingual Method (ALM) through repetition drill at the beginning of the class.

As a result, these previous studies contribute theories, ideas and instrument in conducting this present study. The researcher intend to find out the teaching strategies used by teachers in teaching English especially in online learning during Covid '19 in junior high school. In addition, these previous studies above are used as references for conducting this research. There are some differences appeared between the previous study and the research carried by the researcher such as the sample of the study which is taken from different school, and the instruments for instance, the researcher use the interview sheet and documentation about teachers' teaching strategy in online learning in junior high school. The last difference is in term of the focus study. In this research, the researcher intend to focus on the strategies mostly used in online teaching and learning especially English lesson in junior high school.

2.5 Conceptual Framework

Based on the ellaboration and some previous studies, teaching English needs some improvement in order to make the classroom atmosphere more interesting and also fun. The improvement is not only for the teachers but also for the teaching and learning requirements such as teaching strategy, teaching technique, teaching media and so on. In this pandemic era, the teacher should choose the appropriate strategies in order to support their teaching and learning activity which is done through online form. It is required since the strategies used by the

teachers in holding their classroom in face to face sometimes is quite different with in online form.

Implementing appropriate strategies in the classroom also help both the teachers as well as the students in obtaining the learning goals. In this case, the teachers will be helped by teaching strategies in delivering their material so the students can easly understand it. However, applying teaching strategies is not easy as the teachers think. The teachers also get some difficulties in choosing the strategies that suitable with the students' needs and also encounter some troubles in applying them if they do not have enough experience with technology or even the schools do not provide good facilities enough because the activity is done in online classroom. Therefore, this study wants to know the strategies that implemented by the teachers in online learning especially in teaching English and how they implement the strategies in online classroom. The following is the conceptual framework of this study in order to make the readers easy to understand what the study conducted.
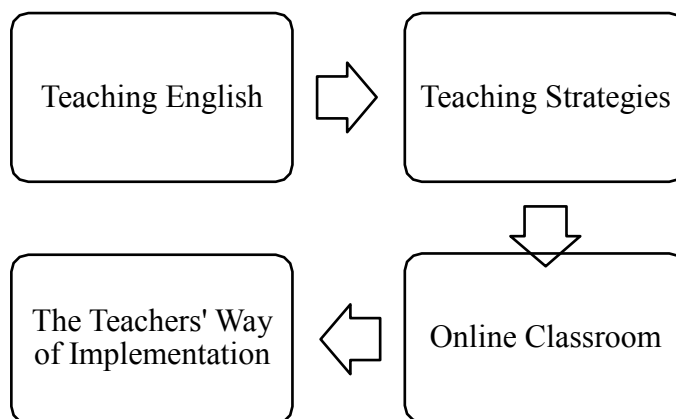

Figure 2.1 Conceptual Framework

CHAPTER III

RESEARCH METHOD

3.1 Research Design

In this research, the researcher uses a qualitative Research that focuses on teachers' strategies on English E-learning classess. It describes what kinds of strategies used by teachers in teaching English during online teaching and learning in SMP Bina Bersaudara. Qualitative research is used to describe and analyze the abilities, forms, uniqueness, and variations of words produced by teachers in online classes. It is in line with Creswell (205) qualitative research is a research with an approach to understanding the meaning of individual or group and exploring social or human problems.

Furthermore, in this study the researcher uses case study as a research design. According to Leedy and Ormrod (2005) case study is a research related to a particular individual, program, or even which is studied in depth for a defined period of time. In this case the researcher focuses on a single case, perhaps because its unique or exceptional qualities can promote understanding or inform practice for similar situation.

So it can be clarified that the researcher in this study analyzed the teachers' strategies used in teaching English during online learning and teaching. The researcher wants to know whether the teachers have different strategies used in teaching and learning both in class and online learning or same. Furthermore, after analyzing the teaching strategy used by teacher, the researcher interpretred the data   descriptively.

3.2 Subject and Object

The researcher would conducted at SMP Bina Bersaudara. These schools was chosen since the researcher wanted to know the teachers' strategies in Teaching English during Covid '19 pandemic in which the teaching and learning is done through online. Therefore, the researcher conducted the research by online since the enactment of WFH (Work from Home). In this study, there are two teachers of English in that school which will be a participants that analyzed by the researcher. The subject taken are someone related to English. Because, this study will analyze the teachers' strategies in teaching English especially in online learning. Therefore, the researcher wants to know what the teachers' strategies in teaching English, how the teachers choose the strategies and implement them in teaching and learning online during Covid '19 especially in teaching English.

3.3 Source of The Data

1. Data

Data is interpreted as a representation of information or notes on a collection of facts in the form of text or numeric forms (sequence of numbers, letters, images, etc.). According to Mohajan (2016:31) normally, data is structured but does not cover any information for using it in certain contexts. Data in this research were in the form or written text in the field notes, and interview transcipt. Data is an important aspect in conducting qualitative descriptive research. From these data, researcher obatined information about the teacher's strategy in teaching English using elearning classes at SMP Bina Bersaudara.

Data source is a person, something, or a place that provides information related to research. According to Moleong (1989:97) the primary data sources in qualitative research is words and actions. More than that is additional data such as documents and other. The primary data sources in this research were interview and WhatsApp chat from English teachers at SMP Bina Bersaudara.

3.4 The Instrument of Collecting Data

The instrument of this research is the researcher herself because the research is the qualitative research. The researcher has the main role in looking for the data or information related to teachers' strategies in teaching English on online learning class that researcher focused on. The researcher also uses some supporting instruments;

a. Observation

    The Researcher has observed to the school several times and saw the teacher teaching through zoom, the researcher used file note when the learning process took place and documented it.

b. Interview

    The Researcher has conducted interviews with 2 English teachers and recorded what the teacher said.

c. Documentions

    The Researcher also did documentation and file note to strengthen the data.

3.5 The Techique of Colleting Data

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

1. Observation

According to Ary (2010:431) it means that observation is the basic method for obtaining qualitative data. The qualitative researcher's objective is a complete description of behavior in a particular setting, not a numerical summary of the occurrence or duration of observed behavior. this observation activity, the status of a phenomenon is determined by observing not by asking. In this observation, the researcher observes the teacher while teaching in the e-learning class and finds out how the teacher applied the teaching strategies in teaching English. In this research , the researcher used an observation sheet that lists activity that m was ay appear in the e-learning class. The observation sheet used by the researcher a checklist (Yes/No) and was recorded to describe e-learning class activities.

2. Interview

For a study, interviews or question and answer sessions are one of the best ways to learn or explore profound information from someone. An interview is a conversation that aims to gather information in a description of the life of the person being interviewed in connection with the interpretation of the meaning of the 'described phenomena' (Kvale, 1996:174). Furthermore, Schostak (2006:54) adds that interviews are extended conversations to get in-depth information about a particular topic or subject, and through which phenomena can occur and be interpreted in the sense of meaning carried by the person being interviewed. In this case, the interview was done in the middle of a pandemic by face to face interviewwhen the teacher got a

picket schedule at school. This interview was conducted to get an oral response from English teachers. The interview design and the expression of questions will affect the depth and freedom of the subject in response. Several interviews encourage long and detailed reports while others are designed to obtain a short and specific response. Based on (Edwards & Holland, 2013; Stuckey, 2013; Gill et al., 2008; Jamshed, 2014; DiCicco-Bloom & Crabtree, 2006), there are three types of general interviews including; structured, semi-structured, and unstructured interviews. In this case, the researcher used structured interviews with English teachers SMP Bina Bersaudara. Interviews were conducted to obtain accurate responses and information about the strategies used in teaching using the e-learning class method. The function of the interview in this study is to check the data and ensure that the data is truly valid. The list of interview questions:

a) Bagaimana pendapat bapak tentang pembelajaran e-learning?

b) Apakah materi yang disampaikan masih sama dengan silabus yang lama atau tidak?

c) Strategi apa saja yang bapak lakukan/gunakan untuk mengajar bahasa Inggris terkait kemampuan mendengarkan, berbicara, membaca, dan menulis dengan metode kelas e-learning

d) Sejauh mana strategi yang digunakan bapak membantu dalam mengajar bahasa Inggris dengan kelas e-learning?

3. Documentation

Documentation comes from the word documents, which means goodswritten items. In carrying out the documentation method, researchers investigate written objects such as magazines, notes, diaries, documents, minutes of meetings, regulations and so on (Arikunto, 2010:201). Furthermore, Arikunto (2010:274) writes the documentation method can be implemented

by (a) Guidelines for documentation which contains the outlines or categories for which you want to look up data. (b) Check-list research using this documentation method was used by the researcher to obtain data in the form of photos which would be evidence that the researcher properly conducts the research. In this case, the researcher made a note, took photographs, and took a screenshoot chat as proof of teaching learning activity.

3.6 The Technique of Analyzing Data

In this study, the researcher used techniques of data analysis based on Ary (2001:465) which is involving three steps: organizing the data, summarizing the data, and interpreting the data

1. Organizing

The first step in analyzing qualitative data involves organizing the data. Bogdan and Biklen in Ary (2001 :465) suggest that the researcher can actually begin some data analysis in the field, while collecting the data. Here, the researcher used interview to collect the data. Organizing is done firstly by categorizing the data from the interview transcripts, observation sheet and the documents. The data having the same categorized rewritten in the form of paragraph.

2. Summarizing

The next step is summarizing. Here the researcher begins to see what is in the data. Examining the same categories and then connected among categories further integrates the data (Ary 2001:469). Here, the researcher did summarizing the categories in the earlier   step.

3. Interpreting

The last step is interpreting the data. According to Ary (2001:470) Interpreting involves reflecting on the study participants' words and actions, and abstracting their essential understanding. Interpreting is done by describing the interview results, observation note clearly and understandably, and also clear documents. After interpreting, it can be found and stated clearly about the teacher strategies in teaching English toward E-Learning at SMP Bina Bersaudara Medan.

3.7 Validity

Validity refers to the ability of data collection instruments to measure what has to be measured, to get data relevant to what is being measured (Dempsey, 2002:79). In other words an instrument is considered to have validity high if the instrument can be used as a tool to measure something precisely. Validity is a characteristic that must be owned by the measurement instrument because it is directly related to whether the data can be trusted or not. In this study, researcher tried to acquire data validity. The researcher was chose triangulation to check the validity. Triangulation is interpreted as a data collection technique that combines various data collection techniques and existing data sources (Sugiyono, 2012:83). The purpose of the data collection technique with triangulation is to find out the data obtained widespread, consistent, and certain. According to Patton on (Sutopo, 2002:78-82) stated that there were four triangulation techniques, namely:

1. Triangulation of data is the same or similar data. It will be more steady the truth when excavated from several different data sources.

2. Triangulation researchers are the results of research both data or conclusions about certain parts or as a whole can be tested for validity from several researchers.

3. Triangulation methodology is carried out by a researcher by collecting similar data but by using different techniques or data collection methods.

4. Triangulation of theoretical is carried out by researchers using more than one theory in discussing the problems studied. In this study, the researcher used data triangulation. In this data triangulation was carried out by comparing the results of observation analysis, interviews, and also documentation.