

A THESIS
AN ANALYSIS OF LEARNING STRATEGIES ON ENGLISH
ONLINE LEARNING AT ELEVEN GRADE
SMK BUDI BANGSA PINRANG



BY:

RAFIDA R
REG NUM. 17.1300.046

ENGLISH EDUCATION PROGRAM
FACULTY OF TARBIYAH
STATE ISLAMIC INSTITUTE
PAREPARE

2022

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**RAFIDA R
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Submitted to the English Education Program of Tarbiyah Faculty of State Islamic
Institute of Parepare in Partial of Fulfillment of the Requirements
for the Degree of Sarjana Pendidikan (S.Pd.)

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English Education Program

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**ENGLISH EDUCATION PROGRAM
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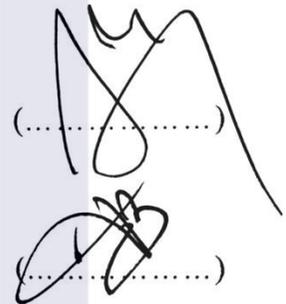
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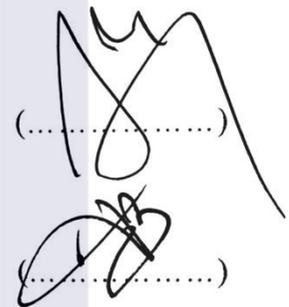
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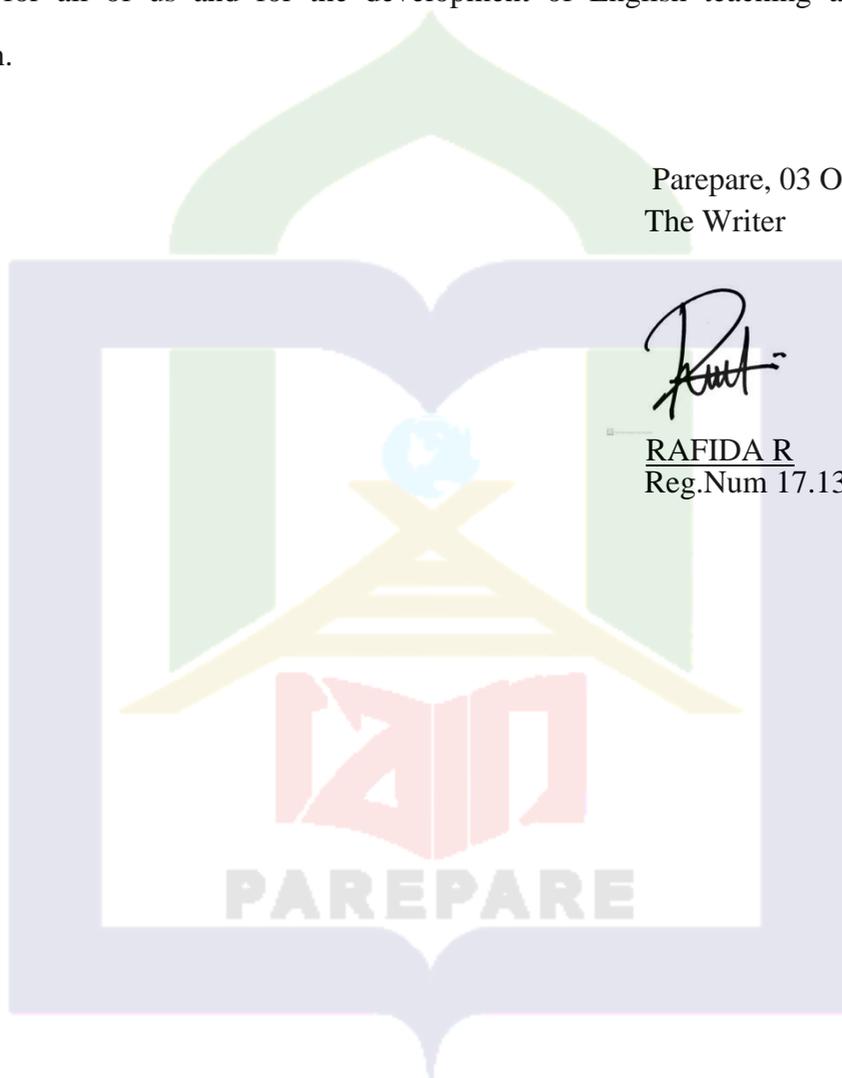
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ABSTRACT

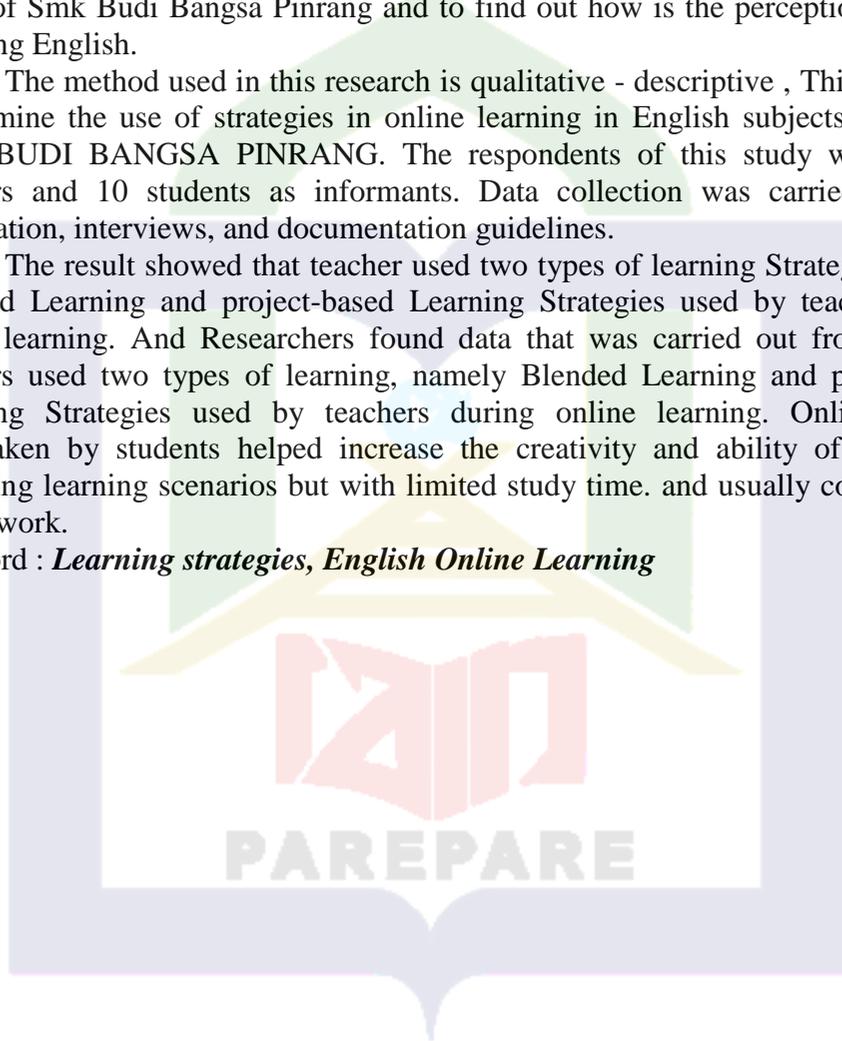
Rafida R. *An analysis of learning strategies on English online learning at eleven grade SMK BUDI BANGSA PINRANG* (Supervised by Ismail Latif and Mujahidah).

The pandemic situation that resulted in learning being shifted to online learning which then forced teachers to adapt new learning strategies. This study aims to find out what are the Online English Learning Learning Strategies in the eleventh grade of Smk Budi Bangsa Pinrang and to find out how is the perception of Online Learning English.

The method used in this research is qualitative - descriptive , This study aims to examine the use of strategies in online learning in English subjects in class XI SMK BUDI BANGSA PINRANG. The respondents of this study were English teachers and 10 students as informants. Data collection was carried out using observation, interviews, and documentation guidelines.

The result showed that teacher used two types of learning Strategies, namely Blended Learning and project-based Learning Strategies used by teachers during online learning. And Researchers found data that was carried out from data that teachers used two types of learning, namely Blended Learning and project-based Learning Strategies used by teachers during online learning. Online learning undertaken by students helped increase the creativity and ability of teachers in designing learning scenarios but with limited study time. and usually constrained in the network.

Keyword : *Learning strategies, English Online Learning*



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CHAPTER I INTRODUCTION

A. Background.

The need for education is very important and is the main element to improve human resources, as mandated in Law Number 20 of 2003 concerning the national education system in the learning and learning system.

Observing the understanding of the intent of this Law provides an illustration from the point of view of its implementation strategy, that education is a process in order to influence students to be able to adapt as best as possible to their environment and which will cause changes in themselves that allow analysis of its application to function according to its competence in people's lives.

Education is a conscious effort made by the family, community, and government through guidance, teaching, or training activities that take place at school and outside of school formally and non-formally. The obligation of students to have expertise in applying the material that has been learned and has established skills in suggesting solutions to problems and strategies for its implementation requires proper analysis to achieve maximum learning objectives. The emergence of the Covid-19 outbreak, which almost completely affected every country, affected every activity of daily human life, including the learning and teaching process.

The Covid-19 pandemic period began at the end of January 2020 due to the Coronavirus outbreak originating from the city of Wuhan, therefore all activities involving gatherings with many people were stopped and transferred to WFH or working from home to prevent the transmission and spread of Covid-19. This impact has resulted in a ban on activities outside the home (lockdown) so that activities that are directly related to someone are temporarily stopped.

The learning process is one of the activities affected so that the learning process is immediately stopped. In such a situation, a strategy for the teaching and learning process is needed.

The Minister of Education and Culture of the Republic of Indonesia through Permendikbud No. 4 of 2020 provides a policy regarding a series of learning in an emergency of the spread of Covid-19. Based on the government's decree, teaching and learning activities in schools are being transferred to online or online schools at their respective homes, these efforts are made so that learning continues even though it is done online.

Along with the provisions that require the online learning process, making the learning process initially directly switch to the online learning process, this process has a major impact on students' desire to learn but also influences the ability of educators to apply new patterns by online learning program strategy.

Rusdiana stated that the selection of learning program strategies must be appropriate to the lessons and abilities of students. To overcome these problems, teachers need to implement online learning by using several applications on the internet and android.¹

Analysis of the program that is applied through internet applications is expected that students can think more and easily understand the material presented so that this can encourage creativity to think broadly and deeply in the material being studied.

Heru Purnomo explained in his presentation that in the minds of the people, networks of remote learning activities use online learning methods by a teacher

¹Kholyssa Mauly, Yuka; Abidin, Zaenal. *Metode Pembelajaran Daring Menggunakan Aplikasi Online Pada Masa Pandemi Covid-19 Di Smpit Az-Zahra Sragen Tahun Pembelajaran 2019/2020*. 2020. Phd Thesis. Universitas Muhammadiyah Surakarta.

giving online assignments to students via the WhatsApp Group application or other applications that are considered effective during the current pandemic period.²

According to Ahari A teacher can carry out online learning at home in various ways, for example with online lectures, through learning videos delivered using the WhatsApp Group .³

Teaching and learning activities must continue through online learning or online with students. Teachers must be able to provide facilities for students to continue the material according to their respective school schedules that have been set. Online learning is a learning activity that uses technology.

One of the goals of online learning is to maximize the learning that has been presented to students online, providing knowledge about the correct answers and additional information that can be accessed at any time, this can benefit students who interact in online programs, one of which can increase understanding on learning outcomes. And the most prominent characteristic of online learning is that it provides convenience and flexibility for teachers and students, especially to determine online learning schedules by not prioritizing time and location, this is a phenomenon we found in our pre-study at Budi Bangsa Vocational High School in Pinrang.

Budi Bangsa Vocational High School is one of the private schools managed by a top-level advanced education foundation under the auspices of Kopertis Region IV South Sulawesi, which is located in Lasape, Pinrang Regency, also one that

²Kholyssa Mauly, Yuka; Abidin, Zaenal. *Metode Pembelajaran Daring Menggunakan Aplikasi Online Pada Masa Pandemi Covid-19 Di Smpit Az-Zahra Sragen Tahun Pembelajaran 2019/2020*. 2020. Phd Thesis. Universitas Muhammadiyah Surakarta.

³Arsiyanto, Adi Reza; Wanabuliandari, Savitri; Fajrie, Nur. Faktor-Faktor Hasil Pemahaman Konsep Matematis Dalam Pembelajaran Masa Pandemi Covid-19. *Jurnal Ilmiah P2m Stkip Siliwangi*, 2021, 8.1: 1-14.

implements the system online learning with various teaching strategies that have been implemented.

Observing the various findings in the pre-research, it was stated that information technology facilities greatly helped the online learning process or online during the Corona Covid-19 virus outbreak by him, all teaching and learning processes could be applied effectively and if this was related to the findings in the pre-study period. so in this study the researchers wanted to find out what learning strategies were used during online learning in English classes at SMK Budi Bangsa Pinrang and wanted to know whether the strategies used can help the learning process in the current situation which is done online.

B. Research Question

The researcher is interested in examining various possible causes of the online presentation procedures used about the learning process strategy which is deemed necessary to analyze its application by stating several problem statements, including:

1. What are the Learning strategies on English Online Learning at eleven grade SMK Budi Bangsa Pinrang ?
2. How is the Perception about process in English Online at eleven grade SMK Budi Bangsa Pinrang?

C. Research objectives

1. To find out What are the Learning strategies on English Online Learning at eleven grade SMK Budi Bangsa Pinrang
2. To find out, the Perception about process in English Online learning at eleven grade SMK Budi Bangsa Pinrang

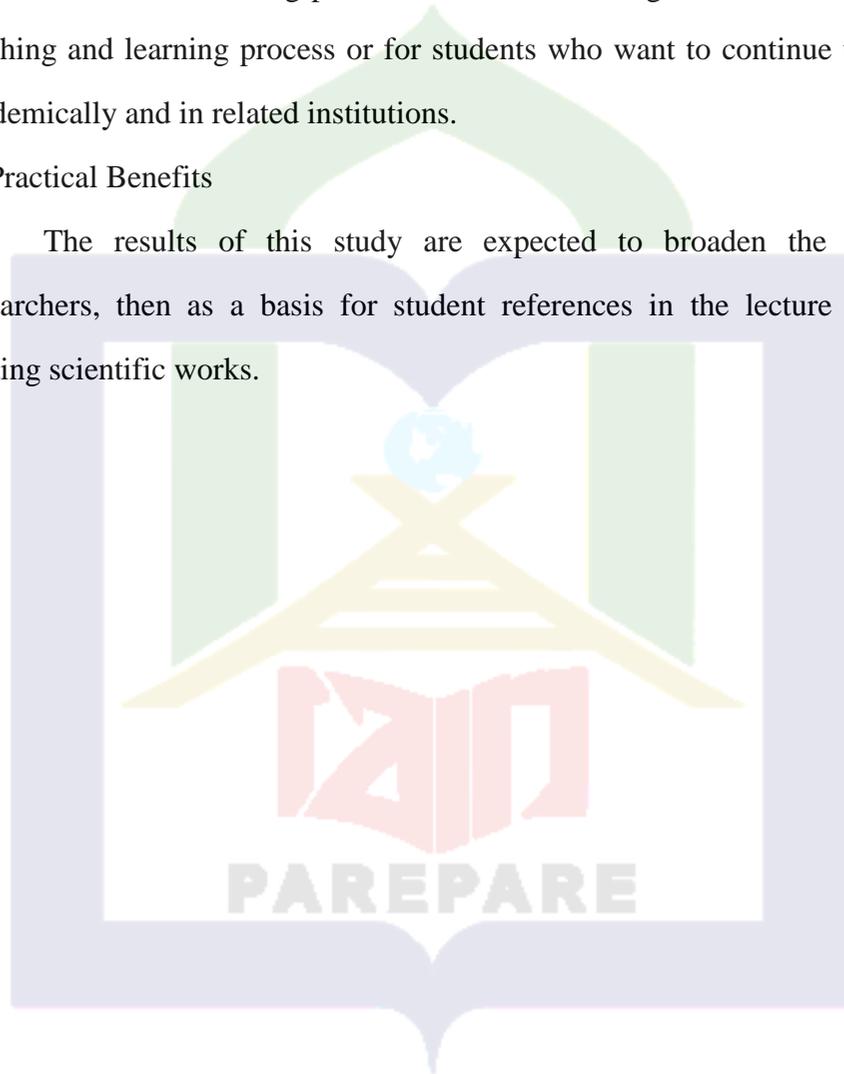
D. Significance of research

1. Theoretical Benefits

The results of this study are expected to be material for scientific studies for students in the learning process as well as learning reduction materials in the teaching and learning process or for students who want to continue this research academically and in related institutions.

2. Practical Benefits

The results of this study are expected to broaden the horizons of researchers, then as a basis for student references in the lecture process and writing scientific works.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Some Previous Related Findings

Dedeh Rohayati conducted study to describe This study aims to examine students' language learning strategies in learning English as a foreign language; This study uses a qualitative approach with a descriptive case study method involving 26 students of the Agri business Study Program, Faculty of Agriculture at a private university in West Java. They were selected randomly stratified (stratified random sampling). The instrument used is a set of questionnaires adapted from Oxford (1990). The results of the study show that students are not very aware of the use of language learning strategies in learning English as a foreign language because they rarely use it.

Matus Ganna. Conducted study to describe Teacher's strategies in teaching speaking (A Case Study of an English Teacher in SMA Negeri 1 Toraja Utara). This study is aimed at portraying teacher's strategies in teaching speaking to students at Senior High School and recognizing the impacts of strategies used by the English teacher by involving an English teacher and also the first grade students of the class CIBI which consist of 30 students. The result revealed that the strategies used by the teacher were discussion, simulation, and communication games.

Tari Putri Utami conducted study to describe The COVID-19 pandemic situation made the Government announce the learning activities into e-learning. This research focused on the teachers' strategies used in teaching English with e-learning classes during the COVID-19 pandemic. This type of research was field research with a qualitative approach. Data collection techniques in this study are observation, interview, and documentation. The results of the study show that (1) The teachers use

different strategies because the expected skill output are different, for writing skills the teacher uses 3 strategies namely planning, drafting, and editing.

Based on some of the studies above, it is different from this research because this research focuses on Learning strategies in online-based English learning, especially at Smk Budi Bangsa Pinrang at Eleven Grade. Tari Putri Utami conducted study to describe The COVID-19 pandemic situation made the Government announce the learning activities into e-learning. This research focused on the teachers' strategies used in teaching English with e-learning classes during the COVID-19 pandemic. This type of research was field research with a qualitative approach. Data collection techniques in this study are observation, interview, and documentation. The results of the study show that (1) The teachers use different strategies because the expected skill output are different, for writing skills the teacher uses 3 strategies namely planning, drafting, and editing.

Based on some of the studies above, it is different from this research because this research focuses on what learning strategies are used when learning to switch to online learning in learning English which makes it easier for teachers to make it easier for students to understand better during learning especially in SMK BUDI BANGSA PINRANG at Eleven Grade.

B. Pertinent Ideas.

1. An Analysis Theory

Definition of analysis in general is the ability to solve or describe a material or information into smaller components so that it is easier to understand. According to Gorys Keraf, analysis is defined as a process to break something down into interrelated parts. Then according to Wiradi, the notion of analysis is an activity that includes sorting, distinguishing something which is then classified and grouped

according to certain criteria and then looking for the meaning and relationship of each.⁴

There are three steps of theoretical analysis as follows :

a. Identification Phase

In this step, identification refers to the process of recognizing and naming discourse content such as form, function, structure, and other relevant language information used by native English speakers in their actual social interactions.⁵

b. Explanation Phase

The explanation phase refers to the process of clarifying the results of discourse analysis by telling a description of the relevant cultural components in both oral and written discourse.⁶

c. Classification Phase

This phase refers to the process of putting the results of the discourse analysis that have been identified into some information according to certain categories so that it is easier to understand.⁷

2. Learning Strategies on English Subject

a. Definition of Language Learning Strategy

According to Stern, Strategies are carried out for a range of broad objectives or all sorts of methods employed by language learners, which are technical words and correspond to observable learning behavioral results.⁸

⁴Harmailis, Pengertian Analisis menurut para ahli dan secara umum, 2020, (23 Agustus 2021)

⁵Andi Kaharuddin, Burhanuddin Arafah, Ismail Latif, “*Discourse Analysis for English Language Teaching*”, Lambert Academic Publishing: Makassar 2016. p. 95.

⁶Andi Kaharuddin, Burhanuddin Arafah, Ismail Latif, “*Discourse Analysis for English Language Teaching*”, Lambert Academic Publishing: Makassar 2016. p. 98.

⁷Andi Kaharuddin, Burhanuddin Arafah, Ismail Latif, “*Discourse Analysis for English Language Teaching*”, Lambert Academic Publishing: Makassar 2016. p. 103.

Rubin defines strategy as a technique or tool that learners can use to gain knowledge. He concludes that successful language learners have a strong desire to communicate, are willing to guess when unsure, and are not afraid of being wrong or appearing stupid.⁹

According to Brown, strategy is a specific method of approaching a problem or task, a mode of operation to achieve certain goals, a planned design for controlling and manipulating certain information.¹⁰

Also, Chamot said Given the linguistic and informational regions, learning strategies are tactics, approaches, or purposeful activities to enhance learning and Rubin said that Learning strategies include those that contribute to the development of a learner's linguistic system as well as those that directly impact learning.

In the field of learning strategies, Language Learning Strategy (LLS) plays an important role in the learning process. In recent language research, learning strategies are conscious, teachable, intentional, self-selected, and self-regulated thinking and actions for learning the target culture and language. Earlier than that, more definitions were added by O'Malley and Chamot, who described learning strategies as “special thoughts or behaviors that individuals use to help them understand, learn, or retain new ones”. Information". It is simply found that LLS

⁸Rohayati, Dedeh. Analisis Strategi Pembelajaran Bahasa Dalam Pembelajaran Bahasa Inggris Sebagai Bahasa Asing. *Mimbar Agribisnis: Jurnal Pemikiran Masyarakat Ilmiah Berwawasan Agribisnis*, 2018, 1.3: 269-280.

⁹Carol Griffiths; Language-learning strategies: Theory and research. AIS St Helens, *Centre for Research in International Education*, 2004. p. 2

¹⁰Firima Zona Tanjung, Language Learning Strategies In English As A Foreign Language Classroom In Indonesian Higher Education Context . *LLT Journal: A Journal on Language and Language Teaching*, 2018. Vol. 21. p. 51.

is what students think and do to achieve learning objectives in the learning process.¹¹

So the researchers concluded that the learning strategy is a way that helps teacher to approach and makes it easier for teachers to adjust the delivery of material to students.

b. Kinds of Learning Strategies

According to Newman and Logan, suggest four strategic elements of any business, namely:

- 1) Identifying and setting specifications and qualifications for results (outputs) and targets (targets) that must be achieved, taking into account the aspirations and tastes of the people who need them.
- 2) Define the most effective fundamental strategy to achieving the objective; evaluate and determine the actions to be followed from the beginning point to the target;
- 3) Consider and create benchmarks (criteria) and benchmarks (standards) to measure and analyze the level of business success (achievement).¹²

Based on Article Saskatchewan Educational there are several learning strategies such as:

- 1) Live Learning Strategy (direct instruction) Direct learning strategy is a strategy with the highest level of teacher-centeredness, and is most often used. This strategy includes lecture methods, didactic questions, explicit teaching, practice and exercises, and demonstrations.

¹¹ Dinda Hartina Mega Sartika, Asih Santihastuti, Eka Wahjuningsih, The Learning Strategies Used By Efl Students In Learning English *IJEE (Indonesian Journal of English Education)*, 2019, 6.1: p.11-20.

¹² Majid, Abdul. Strategi Pembelajaran, Bandung. *PT. Rosdakarya*, 2013.p.9-10

2) Indirect learning strategies (indirect instruction)

- a) Indirect learning shows a high form of student involvement in conducting observations, investigations, drawing inferences based on data, or forming hypotheses.
- b) In indirect learning, the teacher's role shifts from being a lecturer to being a facilitator, supporter, and resource person.
- c) The teacher designs the learning environment, provides opportunities for students to be involved, and if possible provides feedback to students when they conduct inquiries.
- d) Indirect learning strategies require the use of printed, non-printed materials, and human resources

3) Interactive Learning Strategy (interactive instruction)

- a) Interactive learning strategy refers to the form of discussion and sharing among students. Seaman and Fellenz suggested that discussion and sharing will provide opportunities for students to react to the ideas, experiences, views, and knowledge of the teacher or group, and try to find alternatives in thinking.
- b) Interactive learning strategies are developed in the range of grouping and interactive methods. In it there are forms of class discussions, small group discussions or group assignments, and student cooperation in pairs.

4) Learning Strategy through Experience (experimental learning)

- (a) Experiential learning strategies using inductive, student-centered, and activity-oriented sequences.
- (b) The emphasis in experiential learning strategies is on the learning process, and not the learning outcomes.

(c) Teachers can use this strategy both inside and outside the classroom.

5) Independent Learning Strategy

Independent learning is a learning strategy that aims to build individual initiative, independence, and self-improvement. The focus is on self-study planning by students with the help of teachers.¹³

The researcher concludes that Learning Strategies can be classified through several considerations and approaches to achieve and measure students' abilities and Learning Strategies are also divided into several types or classifications, namely direct instruction, indirect instruction, interactive instruction, experiential learning, and Independent Learning Strategy.

c. Teaching Approaches.

According to Bruce Joyce and Marsha Weil, there are several approaches to teaching, namely:

1) Expository Approach or Information Model

This approach departs from the view that classroom behavior and the dissemination of knowledge are controlled and determined by the teacher. The essence of teaching according to this view is to convey knowledge to students. Students are seen as objects who receive what the teacher gives.

Usually the teacher conveys information about the subject matter in the form of explanations and oral narratives, known as lectures. In this approach, students are expected to be able to capture and remember information that has been done by the teacher, as well as to reveal what they already have through the responses students give when the teacher asks questions. communication

¹³ MAJID, Abdul. Strategi Pembelajaran, Bandung. *PT. Rosdakarya*, 2013.p.11-12

used by teachers in their interactions with students using one-way communication or communication as an action.

2) Inquiry / Discovery Approach

The inquiry approach is a teaching approach that seeks to lay the foundation and develop a scientific way of thinking. This approach places students more on their own learning, developing activeness in problem solving. students are really placed as learning subjects. the teacher's role in this approach is to guide learning and facilitate learning.

3) Social interaction approach

This approach emphasizes the formation of relationships between individuals/students with one another so that in a wider context there is a social-individual relationship with the community.

4) Approach Behavioral Approach

This approach emphasizes the theory of behavior, as an application of the learning theory of behaviorism. Individual behavior is basically controlled by the stimulus and response given by the individual. The most important aspect of this approach is to train students and strengthen the student's most appropriate response to the stimulus.¹⁴

Researchers can conclude that each approach has its own objectives starting from the expository approach, where the teacher is more dominant with one-way communication, then the inquiry approach to train students' ability to solve problems, the social interaction approach to build cooperation between students, then the approach behavior to train student responses.

¹⁴ Nunuk Suryani dan Leo Agung . Strategi Belajar Mengajar, Yogyakarta . Ombak, 2012. p24-28

d. Speaking Strategy.

In the classroom, a variety of speaking teaching techniques are employed in a variety of situations. Simulation, communication games, drilling, and conversation are some of the techniques used to teach speaking. Simulations are exercises in which students are instructed to play out different social situations and roles.¹⁵

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

- 1) Dialogue is a classroom technique used for practicing functions of language like greeting, agreeing, disagreeing, apologizing, suggesting, asking information, etc.
- 2) Role Play is a popular technique and is often used in class to practice speaking skills. There are three types of role play, i.e., with instructions, fully guided, and free type.
- 3) Opinion/Ideas When we ask for opinions on controversial topics or situations, a lot of discussion can be generated. The learners may be divided into groups who discuss and come out with their opinions. Here, students have a lot of language to communicate their ideas.
- 4) Dreams or Ambitions Every student must have their dreams and ambitions. This can be used as a good interaction. This activity ended openly which caused many students to speak.

¹⁵ Ganna, Matius. *Teachers' strategies In Teaching Speaking (A Case Study Of An English Teacher In Sma Negeri 1 Toraja Utara)*. 2018. Phd Thesis. Universitas Negeri Makassar.

- 5) Rhymes and Tongue Twisters This is a way of playing to acculturate English. We can teach students through poetry reading in a fun way. This can add value to speaking skills.
- 6) Songs The learners enjoy songs and it can be used for developing EFL speaking skills. There are key activities in which songs are used to promote speaking skills. Lindstromber propose some activities using songs in English, and Philips states that many English pop songs are well known even by the youngest learners, especially theme songs of films or television series.¹⁶

Researchers can conclude that through speaking the strategies that can be improved are ways of expressing ideas, refuting, and providing fun teaching through role play and song.

e. Listening Strategy

listening is considered as an important ability that has to be mastered. How well someone listens has a major impact on the quality of their relationship with others. It means that listening is the ability to understand the messages being expressed by the speaker through the song. One of the listening strategies is through song, as defined by Lynch almost everyone loves music, it is a part of our language and life from before birth onwards.

1) Listening Activity through Song

Harmer says that a song or a piece of music can change the atmosphere in the classroom. As defined by Ocak song is one of the important teaching tools in teaching EFL (English Foreign Language) because most teachers know

¹⁶ Tari Putri Utami , “ An Analysis of Teachers strategies on English E-Learning Classes During Covid-19 Pandemic”:skripsi Jurusan English Educational Department:Salatiga,2020

it, and Harmer says that music is a strong stimulus for students engagement is precisely because it speaks directly to our emotions while still allowing us to use our brains to analyze them and their effects if we so desire. A piece of music can change the atmosphere in the classroom or prepare students for a new activity.

Procedure for Applying Song To implement songs in the classroom, teachers must also plan song application sequence. In applying the song, the author offers two procedures suggested by Ur and Haycraft as follows:

- a) Preparation, select the recorded song so that you can sing. Prepare overhead transparencies (or posters/handouts) of the words of the song.
- b) The procedure is, first, play the song on a cassette or sing it yourself; second, show the words of the song; third, ask students to follow the words; fourth, sing while playing it again.

Some Suggested Activities when using Songs in Class Murphey suggests the following activities that teachers can do with students when teaching English through songs.

- a) Listen to the songs
- b) Sing without listening to any recording.
- c) Talk about songs
- d) Write songs.
- e) Perform songs

Responding to the various explanations above, the researchers concluded that songs can help stimulate students with these strategies, which can help increase student enthusiasm.

f. Reading Strategy

Psychologically, reading is viewed as an interactive process between language and thought. There are three kinds of activities involved in relation to the reading class activities: pre-reading activities, during reading activities, and post reading activities.

1) Pre-reading activities

Pre-reading activities are interactional activities carried out before students conduct the real reading activities. In pre-reading activities, activation is concerned with the student's background knowledge, objectives of reading class, learning activities, and motivating the students. In this stage, teachers try to activate the students' schemata related to the topic or explaining briefly the contents of the text. Pre-reading is to tell students the purpose of reading and learning.

Pre-reading is also to motivate the students. Motivation in reading attracts students; attention the text. The activities of pre-reading are activities aiming at facilitating the students' understanding about the reading text to motivate the students. Motivation in reading attracts students; attention the text. The activities of pre-reading are activities aiming at facilitating the students' understanding about the reading text.

2) During reading activities

During reading activities are the activities that reader does while reading take place. Mukhoji mentions that while reading includes: identify the main idea, finding details the text, following sequence, inferring from the text, and recognizing the discourse patterns.

During reading activities are instructional activities that are going on while reading activities are happening. Mukhroji , five activities to do while reading. The first, readers identify the main idea of the text and identifying topic sentence through skimming. Second, readers find the details in the text and find specific information. Third, readers follow a sequence by relating items in particular order or process. Fourth, readers infer from the text by trying to understand the text using their schemata and experience. Fifth, readers recognize the discourse patterns to understand the text holistically.

3) Post-reading activities

Post-reading activities are activities carried out by readers after reading. In post-reading activities, students do post-questions, feedback. Post-questioning is more active in incidental and objective understanding, as both greater and lesser important information is learned.

Post-reading activities are instructional activities that and the teacher did after reading took place. Mukhroji stated that post-question and answer, feedback, and group discussions and the whole class are activities that can be carried out in the post-reading activity phase. This activity serves to check students' understanding of the text read.

Post-class activity questions after reading are very important as larger and smaller important pieces of information are learned. In addition to asking questions, summarizing the content of the text also applies to students. Post-reading activities can also be in the form of discussions.

Thus discussions can be carried out in groups or in whole class discussions. Discussion may depend on class size, if the class is large, group

discussion is better. If the class is small, it will be better if the class discussion is carried out as a whole.

The researcher concludes that the strategy for reading skills is expected to not only understand from a textual perspective but also be able to understand what ideas are contained in the reading.

g. Writing Strategy

Booth & Swartz shared writing strategy offers an opportunity that allows the teacher to model good writing for his/her students, Shared writing is a joint writing strategy in which both tutor and learners contribute to the plan, the ideas, and the language of the text they construct together.

The teacher begins the teaching writing by gathering the students around an easel and starts a discussion about a shared experience, for instance, a topic they all are studying or know about. Afterward, the teacher then elicits information and leads a discussion based on the topic they have decided before.

Strategy procedure

- 1) Choose a writing assignment for a particular purpose and audience, and discuss it with the students. Explain that they will be writing individual texts but working in small groups, using a variety of resources, including the word wall, dictionaries, and thesauruses. Explain that they will read and respond to the writing of their groups and that you will be available to give guidance.
- 2) Divide students into small groups according to writing ability and needs. Ask them to begin composing.
- 3) Circulate around the room, prompting, coaching, and guiding students through the writing process. Encourage students to use the available

resources, and prompt them with open-ended questions. Encourage, accept, and expect approximations of spellings for new and unusual words. Expect conventional spelling of grade-appropriate words.

- 4) When students have finished composing, ask them to share what they have written with the other students in their groups. Readers should respond, making suggestions for revision in areas such as organization, word choice, spelling, and punctuation.
- 5) When everyone has shared his or her writing, have students incorporate suggestions and corrections as necessary.¹⁷

3. English Foreign Language

a. Definition of English Foreign Language

TEFL may also refer to a particular methodology for teaching people whose first language is not English, but who need to learn it for work or choose to learn it for leisure. These students may be adults or children. They may be paying for the courses themselves, or their employers or parents are paying for them. Many of them are highly motivated and literate, and already have an aptitude for language.

TEFL methodology is highly developed and the most up-to-date training courses turn out teachers who use a communicative approach and a student-centered style of teaching. In these key respects, TEFL courses are different from the way English is taught in most mainstream compulsory education.¹⁸

¹⁷ Capps, Lee; Stevens, Bruce B. *English Standards of Learning Enhanced Scope and Sequence for Grades K-5. Virginia Department of Education, 2004.*

¹⁸ Zuliati Rohmah, *Teaching English As a Foreign Language, Jakarta : Government of Indonesia*(Faculty of Letters and Humanities UIN Sunan Ampel Surabaya, 2013)p. 9

Based on the explanation above, the researcher can conclude that TEFL is a teaching activity to improve English language skills, especially for people who use English as a foreign language.

b. The English Foreign Language Method

1) The Grammar-Translation Approach

This approach was historically used in teaching Greek and Latin. The approach was generalized to teaching modern languages. Classes are taught in the students' mother tongue, with little active use of the target language.

2) The Direct Approach

This approach was developed initially as a reaction to the grammar-translation approach in an attempt to integrate more use of the target language in instruction. Lessons begin with a dialogue using a modern conversational style in the target language. Material is first presented orally with actions or pictures. The mother tongue is NEVER, NEVER used. There is no translation.

3) The Reading Approach

This approach is selected for practical and academic reasons. For specific uses of the language in graduate or scientific studies. The approach is for people who do not travel abroad for whom reading is the one usable skill in a foreign language.

4) The Audio lingual Method

This method is based on the principles of behavior psychology. It adapted many of the principles and procedures of the Direct Method, in part as a reaction to the lack of speaking skills of the Reading Approach. New material is presented in the form of a dialogue. Based on the principle that language learning is habit formation, the method fosters dependence on mimicry,

memorization of set phrases and over-learning. Structures are sequenced and taught one at a time.

5) Community Language Learning

This methodology created by Charles Curran is not based on the usual methods by which languages are taught. Rather the approach is patterned upon counseling techniques and adapted to the peculiar anxiety and threat as well as the personal and language problems a person encounters in the learning of foreign language. Consequently, the learner is not thought of as a student but as a client. The native instructors of the language are not considered teachers but, rather are trained in counseling skills adapted to their roles as language counselors.

6) The Silent Way

This method created by Caleb Gattegno begins by using a set of colored rods and verbal commands in order to avoid the use of the vernacular, to create simple linguistic situations that remain under the complete control of the teacher, to pass on to the learners the responsibility for the utterances of the descriptions of the objects shown or the actions performed. to let the teacher concentrate on what the students say and how they are saying it, drawing their attention to the differences in pronunciation and the flow of words.

7) The Communicative Approach

Communicative competence is the progressive acquisition of the ability to use a language to achieve one's communicative purpose, Communicative competence involves the negotiation of meaning between meaning between two or more persons sharing the same symbolic system, Communicative competence applies to both spoken and written language.

8) Total Physical Response

James J. Asher defines the Total Physical Response (TPR) method as one that combines information and skills through the use of the kinesthetic sensory system. This combination of skills allows the student to assimilate information and skills at a rapid rate. As a result, this success leads to a high degree of motivation.

9) The Natural Approach

The Natural Approach and the Communicative Approach share a common theoretical and philosophical base. The Natural Approach to L2 teaching is based on the following hypotheses:

- a) The acquisition-learning distinction hypothesis Adults can "get" a second language much as they learn their first language, through informal, implicit, subconscious learning. The conscious, explicit, formal linguistic knowledge of a language is a different and often non-essential process.
- b) The natural order of acquisition hypothesis L2 learners acquires forms in a predictable order. This order very closely parallels the acquisition of grammatical and syntactic structures in the first language.
- c) The monitor hypothesis Fluency in L2 comes from the acquisition process. Learning produces a "monitoring" or editor of performance. The application of the monitor function requires time, focus on form and knowledge of the rule.¹⁹

Based on the explanation above, the researcher concludes that there are several methods of English Foreign Language, namely The Grammar-Translation

¹⁹ Zuliati Rohmah, *Teaching English As a Foreign Language, Jakarta : Government of Indonesia*(Faculty of Letters and Humanities UIN Sunan Ampel Surabaya, 2013)p. 18-24

Approach, The Direct Approach, Reading Approach, Audio lingual Method, Community Language Learning, Silent Way, Communicative Approach, Total Physical Response, and Natural Approach.

4. Online Learning

a. Definition of Online Learning

Online learning is a system that can facilitate students to learn more broadly, more, and varied. Through the facilities provided by the system, students can study anytime and anywhere without being limited by distance, space and time. The learning materials studied are more varied, not only in verbal form, but also more varied such as visual, audio, and motion.²⁰

Richardson argues that the unique characteristic of online learning is that the right combination of asynchronous and synchronous voice, text and video can actually lead to enhanced or hyper communication.²¹

According to Chaney, online learning appeals to a diverse student population with a variety of academic needs that traditional education classes cannot or cannot meet. The demand for online courses stems from the drive to provide quality education to all students, regardless of location and time.

From some of the explanations above, the researcher draws the conclusion that online learning is learning that is carried out even though it is limited by distance and time to improve higher quality learning.

b. Competence of Students and Educators in Online Learning

Initial competencies must be possessed by students in online learning:

²⁰ Cepi Riyana, *Konsep Pembelajaran Online* ‘ Modul pembelajaran Online ,2020.p. 14

²¹ M. Amrul Jayadi , “An Analysis Of Students Difficulties In Online Learning Process Through Whatsapp Media In English Department At Muhammadiyah University Of Mataram ”, (University Of Muhammadiyah Mataram; Faculty Of Teacher Training And Education, 2020). p. 8.

- 1) Independent, in distance learning students are required to be more independent than face-to-face learning, this is because in distance learning students only meet face-to-face with educator during learning evaluations, or at certain times. Therefore, if students want to better master the material and understand the learning material, students must try to get it yourself if the teacher doesn't give it.
- 2) Ability to use technology, Delivery the material is carried out via the internet, discussions are synchronously via video conference/web camp (or maybe face to face occasionally) and asynchronously through various features such as e-mail, mailing-lists, comments, and so on. Therefore, an online learning or e-learning learner must have the ability to be able to operate and understand various types of information existing computer technology facilities.
- 3) Personality, mentality of a learner in online learning must be really firm and sturdy. Firm in his stance to learn and seek knowledge through online learning, as well as strong motivation and purpose in studying to become a better human being in the future. So that it is not easily tempted and disturbed by things that can damage his mentality to learn.
- 4) Learning responsibility, a student in Online learning is an individual who is able to complete all learning activities or activities according to their abilities. prioritize everything that must be done in online learning, in accordance with the decisions that have been taken to take online learning, such as; do assignments on time and do them according to their abilities, study the available materials, must have a passion for learning, and be able to control themselves.

- 5) High motivation, without high motivation and far from Under the supervision of educators, an online learning student will be carried away by various game or entertainment features and facilities that guarantee to diminish his learning motivation. So they are required to have high motivation, so that they can learn without other people telling them to.
- 6) Interactive, although the learning process carried out asynchronously or synchronously, students must be able to collaborate and exchange ideas and discuss questions and answers with friends and lecturers through the various feature facilities provided. So that the online learning process continues to provide challenges and responses that can improve knowledge construction.
- 7) Creative and innovative, it takes creativity and innovation from students in carrying out online learning activities.²²

According to Dewi S.P. and Evelin S., Independent Learning Process Proses changing the role of the teacher into a facilitator, namely helping students overcome learning difficulties or learning partners, and designing the learning process, namely processing the material into a format according to independent learning. By understanding this role, several competencies that are expected to exist in an online learning educator can be analyzed, including:

- 1) Mastering and updating the development of the internet. The purpose of updating and mastering the internet here is that educators must be able to utilize and follow technological developments. Because in online learning, educators are required to be able to operate the software and hardware that forms the basis of online learning.

²² Deni Hardianto, “ *Karakteristik Pendidik Dan Peserta Didik Dalam Pembelajaran Online* “(*Majalah Ilmiah Pembelajaran*) Vol. 8.2, 2012. p. 5-7

- 2) More mastery of basic science and companion science. Educators must master the basic knowledge of what will be delivered, so that when the learning process takes place when problems arise, it can be solved with the logic mastered by the educator. Companion knowledge is needed because in online learning, educators are not only required to master the material they master, but also must have other knowledge which certainly helps in teaching.
- 3) Creative and innovative in conveying and presenting material. Educators must have a creative and innovative spirit so that the material delivered is meaningful and deep for students. The creativity of educators can also give a good impression on students so that they are not monotonous in the learning that is followed. The innovation referred to here is that educators do not have to teach according to their knowledge, but are always open to new insights.
- 4) Able to motivate students to continue learning even though it is limited by distance and time.
- 5) Ability to plan and design online learning designs.
- 6) Ability to manage online learning systems.
- 7) Accuracy in the selection of teaching materials and online learning evaluation programs
- 8) Ability to control the course of the learning process²³

According to researchers, the competencies that must be mastered by students and educators for online learning are the ability to master the internet and be more creative and creative in designing learning.

²³ Deni Hardianto, 'Karakteristik Pendidik dan Peserta didik dalam Pembelajaran Online' ,

c. Characteristics of Online Learning

Hardjito revealed that the internet can be used in classroom learning settings because it has distinctive characteristics, namely:

- 1) as an interpersonal medium and also as a mass media that allows one-to-one and one-to-many communication to occur.
- 2) has an interactive nature.
- 3) allows the occurrence of synchronous and delayed communication so as to allow the implementation of the three types of communication which are a requirement for the implementation of a learning process.²⁴
 - a) The students' capture of learning material does not depend on the instructor/teacher, because students construct their own knowledge through teaching materials delivered through the website interface;
 - b) The source of knowledge is everywhere and can be easily accessed by everyone. This is due to the global nature of Internet media and can be accessed by anyone connected to it;
 - c) Teachers / educational institutions function as mediators / mentors;
 - d) Restructuring is needed for education system, curriculum, and management policies that can support the utilization of Information and Communication Technology for optimal education.

d. Roles of The Teacher and The students in Online Learning

Goodyear, Salmon, Spector, Steeples, and Tickner developed a model that includes eight online teacher roles, namely:

²⁴ Waryanto, Nur Hadi. Online Learning Sebagai Salah Satu Inovasi Pembelajaran. *Pythagoras*, 2006, 2.1: 10-23.

Role	Task Areas
Content facilitator	Facilitate the learners understanding of the content ('In-course' activity)
Technologist	Making technology choices to improve the online environment
Designer	Designing worthwhile learning task ('Pre-course' activity)
Manager/administrator	Administration and record keeping
Process facilitator	Welcoming, establishing ground rules, creating community, managing communication, modeling social behavior, establishing own identity
Adviser/counselor	Providing students with advice or counseling on a one to one basis
Assessor	Provides grades and feedback
Researcher	Creation of new knowledge relevant to content

According to Palloff & Pratt said students need to take an active approach to learning if they are to be successful online learners. Consequently students need to be involved in discussions, be prepared to speak out, develop solutions, and work within minimal guidelines. Further, generating deeper levels of understanding requires students to work collaboratively.

Quek and Wong warn that being successful in an online environment requires students to understand the purpose and function of online learning. This needs to be made explicit and involves giving teachers and students time to feel comfortable using the tools provided in the online environment.²⁵

²⁵ Annemieke Craig, Annegret Goold, Jo Coldwell, and Jamie Mustard, 'Perceptions of Roles and Responsibilities in Online Learning', *Journal of E-Learning and Learning Objects*, 4 (2008).

e. Advantages and Disadvantage of Online Learning

According to L. Tjokro , Online learning has many advantages, namely:

- 1) It is easier to absorb, meaning that it uses multimedia facilities in the form of images, text, animation, sound, and also videos.
- 2) There are many effective in costs, meaning that there is no need for an instructor, no need for a minimum audience, anywhere, and so on.
- 3) There are several concise, meaning that it does not contain a lot of class formalities, directly into a subject, subjects that fit your needs.
- 4) Available in 24 hours per day, meaning that mastery in a material depends on enthusiasm and also the absorption of students, can be monitored, can be tested by e-test.

The disadvantages of Online Learning described by Nursalam include the following:

- 1) The lack of interaction between learners and students or also even between students themselves.
- 2) This tendency can ignore academic aspects as well as social aspects and vice versa make the growth of aspects of business or also commercial.
- 3) The teaching and learning process tends towards training rather than education itself.
- 4) Changing a learning role from the original masters of conventional learning techniques is now also required to be able to know the learning techniques using ICT (information, communication, and also technology).
- 5) Not all internet facilities are available in all places.
- 6) The lack of a human resource that understands the internet
- 7) Lack of mastery in computer languages.

- 8) Access on an adequate computer can be a problem for students.
- 9) These students may be frustrated if they cannot access graphics, images, and videos because of inadequate equipment (software and hardware).
- 10) Availability of an infrastructure that can be fulfilled.
- 11) This information varies in quality and also accuracy so guidance and also question features are needed.
- 12) These students can feel isolated.²⁶

From the opinions above the researchers concluded that online learners that can be roamed with the use of the technology with more therapy feature it still has a shortage for the rechargeable area is a network quality

The impact of the Corona virus disease 2019 (Covid-19) pandemic is now starting to penetrate the world of education. This is done as an effort to prevent the spread of Covid-19. It is hoped that all educational institutions will not carry out activities as usual; This can reduce the spread of Covid-19. The same thing has been done by various countries exposed to this disease, a lockdown or quarantine policy is carried out in an effort to reduce the interaction of many people who can provide access to the spread of Covid-19.

The spread of Covid-19 has had a profound impact on the world's economy, which has begun to fade, but now the impact is being felt by the world of education. The policies taken by many countries, including Indonesia, by canceling all educational activities, have forced the government and related

²⁶ Hasnidar, "Student's Perception of Using Online Learning Materials":skripsi Jurusan English Educational Department: Muhammadiyah University of Makassar,2020

agencies to present alternative educational processes for students and students who are unable to carry out the educational process in educational institutions.²⁷

C. Conceptual Review

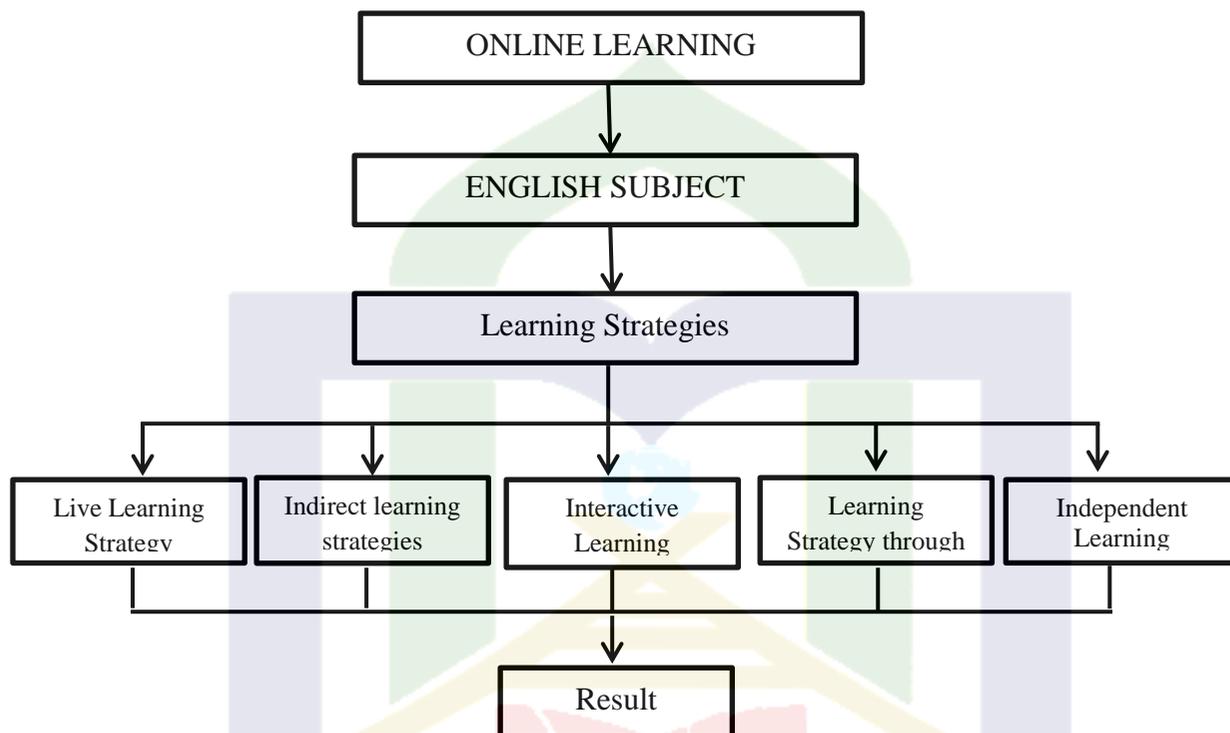
Based on the theories described above the researcher can conclude as follows:

1. Teaching strategy is a method or approach taken by the teacher to deliver learning material and the teacher first determines then classifies and apply what strategy will be suitable to be applied. There are five types of learning strategies, namely: Direct Instruction Strategy.), Indirect Learning Strategy (indirect instruction), Interactive Learning Strategy (interactive instruction), Interactive Learning Strategy (interactive instruction) and Independent Learning Strategy.
2. Online learning is learning that is carried out using the help of an internet connection that can be accessed anywhere by utilizing technological advances that make lessons more interesting and more innovative, The characteristics of online learning are teachers who act as mentors, where students rearrange the material that has been sent by the teacher, easily accessible sources of knowledge, then with a curriculum that supports the use of technological advances as a learning tool.
3. English foreign language for teaching English as a foreign language for people who do not use English as their first language where approaches and methods are needed in teaching them, and there are several methods in English Foreign Language, namely The Grammar-Translation Approach, The Direct Approach,

²⁷A Abidah , H N Hidaayatullaah , R M Simamora , D Fehabutar , L Mutakinati. The impact of covid-19 to indonesian education and its relation to the philosophy of “merdeka belajar”. *Studies in Philosophy of Science and Education*, 2020, 1.1 p.38

The Reading Approach, The Audio lingual Method, Community Language Learning.

D. Conceptual Framework



Based on the conceptual framework above, Online Learning is learning by utilizing technological advances that can be accessed by teachers and students which is also used in learning English subjects in the current COVID-19 pandemic situation. In teaching teachers need strategies by paying attention to students' abilities, there are several learning strategies such as Direct Learning Strategies, Indirect Learning Strategies, Interactive Learning Strategies, Learning Through Experience Strategies, and Independent Learning Strategies

CHAPTER III

METODOLOGY OF THE RESEACRH

A. Research Design.

The researcher used Descriptive Qualitative. Descriptive Qualitative research is research that is directed to provide symptoms, facts, or events in a systematic and accurate manner, regarding the characteristics of a particular population or area. Qualitative research is research that is directed to provide symptoms, facts, or events in a systematic and accurate manner, regarding the characteristics of a particular population or area. Qualitative research is characterized by the production of descriptive data in the form of speech or writing, as well as the behavior of participants.

The purpose of this study to examine or analyze strategies that teacher used in the learning process at SMK Budi Bangsa Pinrang. The researcher want to know are the strategies can help the teacher to use in learning process.

B. Duration and Location

This research located in SMK Budi Bangsa Pinrang. The researcher took 1 month in this research such as (Observation, Interview, and Documentation) include the analysis data. The location that researcher observed at SMK BUDI BANGSA PINRANG.

C. Subject of Research

The focus of the research is on the strategies used by teachers in learning English at Budi Bangsa Vocational School, therefore the main data source of this research is English teachers in class XI . This study wants to know what strategies are used by teachers in online learning, especially for English subjects. The researcher

interviewed the English teachers of class XI and 10 students at SMK Budi Bangsa Pinrang. Researchers conducted offline interviews.

D. Types an Sources of Data

Data types and sources used in this studied include:

1. Primary data refers to information obtained directly from the person being studied, in this case the English Teachers at SMK Budi Bangsa Pinrang in grade XI.
2. Secondary data in this studied refers to information gathered from a variety of sources, such as paperwork and associated materials.

E. Technique of Collecting Data

1. Observation.

Researchers used observation in collected data because observation is a data collection method in which researchers or collaborators record information as they witnessed during the studied. The purpose of this technique is to make it easier for researchers to get and be able to see, hear, feel information directly. Through observation, researchers learn about behavior and the meaning of that behavior.

Researchers used non-participant observation. Non-participant observation is an observation that makes researchers as spectators or witnesses of the symptoms or events that become the research topic. In this type of observation, the researcher sees or listens to a particular social situation without active participation in it.

So in this studied researchers observed what the process of learning English online is like and what strategies they used and the extent to which these strategies can help teachers in learning English online.

2. Interview

An interview is a direct question and answer between two or more people or a conversation with a specific purpose. The conversation is carried out by two parties, namely the interviewer (interviewer) who asked questions and the interviewee (the interviewee) who provides answers to these questions. Interviews conducted offline. The researcher gave several questions to the informants about the used of learning strategies.

In this study, interviews were conducted with teachers. The focus of the interviews in this research is to find out what strategies they used and the extent to which these strategies can help teachers in learning English online.

The researcher used a structured interview type where a structured interview is an interview where the interviewer determines the problems and questions asked by the interviewer and where the questions asked are in the form of open interviews where these interviews are conducted by asked questions that are not limited to answers, meaning that the questions invite open answers.

3. Documentation

In this studied, one of the data collection methods documentation. This method is a manner of gathered data that results in essential comments on the subject under investigation, allowing for complete data rather than estimates.

Documenting events and actions linked to the problems examined used a camera or screenshots, and documenting all learning papers such as lesson plans,

annual programs, and semester programs are examples of ways to gather data by record and exploiting data in the field.

F. Technique of Data Analysis

In here the researcher used technique that Miler & Huberman develop, that is data reduction, data display, drawing conclusions, here the technique as follows:

1. Data reduction.

In written field notes, data reduction refers to the process of determining the target of simplification of abstraction and transformation of raw data. The purpose of data reduction is to sharpen, classify, direct, and dispose of unneeded data, as well as organize it so that conclusions may be reached. During this procedure, researchers are look for data that are actually valid.

The data for this studied was derived from interviews with teachers, and the information gathered by the researchers was used to find answers to the difficulties in Chapter One. what strategies they employ, and how effective these strategies are in assisting instructors in learning English online.

2. Data Display

A systematic collection of data that allows you to draw conclusions and take action is known as data presentation. Narrative text, matrix visuals, networks, and charts are examples of presentation types. Its goal is to make it easier to read and develop conclusions. As a result, it must be well organized.

The information presented in this studied come from interviews with teachers, and the information presented by researchers aims to provide answers to the issues raised in the first chapter, namely, what strategies they use and how effective these strategies are in assisting instructors in learning English online.

3. Draw conclusions.

Drawing conclusions is just one aspect of a larger task that involves putting together a complete set of conclusions throughout the study. The truth and suitability of the meanings that emerge from the data must continually be evaluated to ensure their validity.

In this studied, researchers present good data from interviews with teachers in order to get answers and descriptions of problems in chapter one, both research questions and research objectives about, what strategies they use, and how effective these strategies are in assisting instructors in learning English online.

As a result, qualitative research results may or may not be able to answer the difficulties posed at the outset, because the problems and research questions in qualitative research are still transient and evolve after field study.

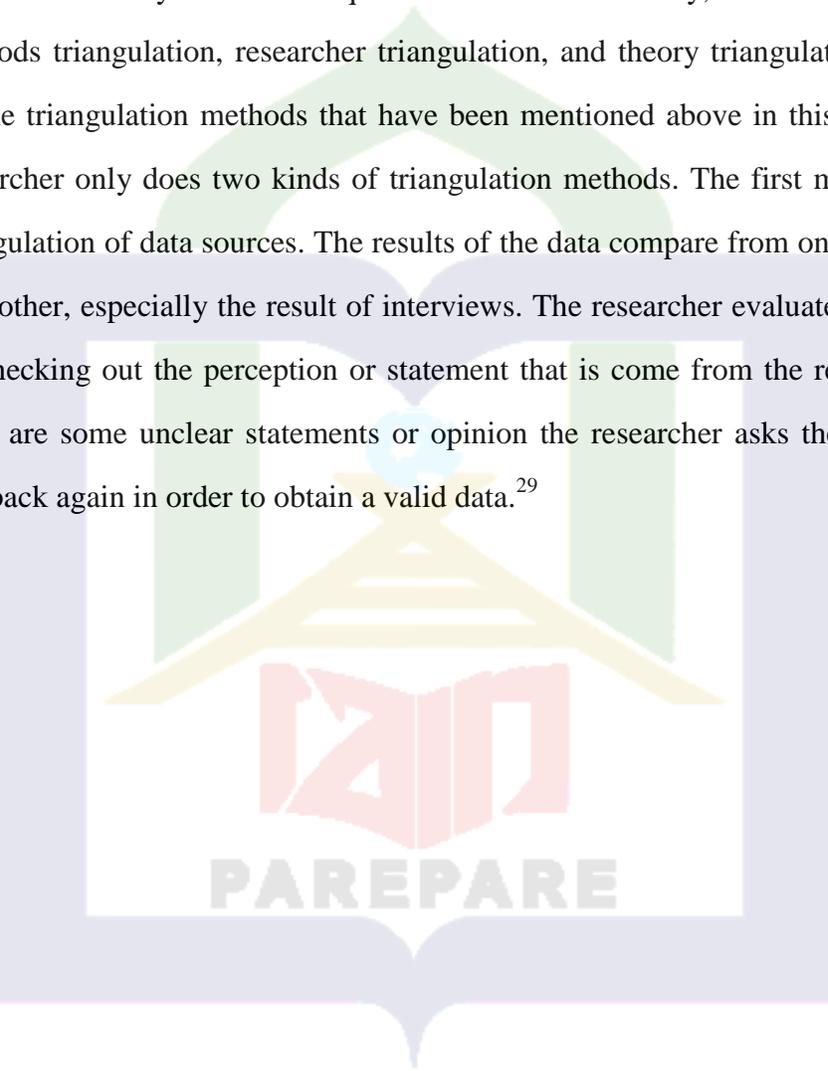
G. Data Validity Test.

1. Triangulation.

To increase the accuracy of a triangulation studied, qualitative research triangulation across diverse data sources is the process of strengthening different individuals, such as teachers and students, and types of data, such as field notes, observations, and interviews.

So, in this studied, the researcher used the source triangulation technique, which compares the validity level of data and information obtained from various sources, such as comparing the results of interviews with observations, comparing the results of interviews with information submitted personally, and comparing the results of interviews with existing documents.

Sugiyono mentions three kinds of triangulation methods for qualitative research namely, source triangulation, technique triangulation and time triangulation. On the other hand, Moleong emphasizes four kinds of triangulation methods that may be used in qualitative research namely, source triangulation, methods triangulation, researcher triangulation, and theory triangulation.²⁸ Based on the triangulation methods that have been mentioned above in this process the researcher only does two kinds of triangulation methods. The first method is the triangulation of data sources. The results of the data compare from one respondent to another, especially the result of interviews. The researcher evaluates the results by checking out the perception or statement that is come from the respondent, if there are some unclear statements or opinion the researcher asks the respondent feedback again in order to obtain a valid data.²⁹



²⁸ Sugiyono. Memahami Penelitian Kualitatif. Bandung: Alfabeta. P. 369

²⁹ Moleong, Lexy J. 2009. Metodologi Penelitian Kualitatif. Bandung: PT. Remadja Rosdakarya. 330

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

The purpose of research finding is going to answer the problem statement that formulated in the first chapter. This chapter is also showing the data findings of An Analysis of Learning strategies on English Online Learning Classes at SMK BUDI BANGSA Pinrang. The object of this research was Learning strategies and the subject are Teacher's and student's . This research used qualitative descriptive and present the result of qualitative data, which representative data were Teacher and 10 student's

1. The Learning strategies use by the Teachers on English Online Learning classes at SMK Budi Bangsa Pinrang

1) Blended learning and Project Based Learning Strategy

Based on interview, the researcher asked the Teacher about their opinion about Learning strategies use by the Teachers on English Online Learning classes but the researcher will summary same statement and here several answer:

(AP) Stated that :” *The learning strategy that I apply in online learning is where I use a blendid learning strategy where I combine classical face-to-face learning and online learning. As for the implementation of learning, students will receive material online using Google Classroom, using Zoom or using Google Meet, but it is adjusted to the conditions of the students, so initially I identified which students liked which they felt comfortable and easy for them to access. . so after that I implemented an application, namely using Google Classroom, where students felt more comfortable using Google Classroom in the learning process then after two*

weeks of online learning I did Classical learning with face-to-face learning, so here I gather students at school and then explain the material in class .”

Based on the teacher's answer above that the teacher uses a blended learning strategy where blended learning is a combination of online learning with classical learning, this method is applied to help teachers clarify material that students do not understand well.

I also apply project-based learning strategies, for example in Introduction material so I direct students to make a video then they introduce their mother to this project-based strategy students can produce products in the form of videos and there is also interaction between students and their parents, with activities like this can also make students closer to their parents. Besides that, like in narrative text material, students retell or do story telling that they like, whether it's recount text, fairy tales, legends or fairy tales. I give students the freedom to choose the type of Narrative Text they like, then they retell the story accordingly with their desire whether to use property or use media then they make it in the form of a video then upload it on their social media so students will feel more comfortable feeling comfortable and they can recognize more about technology. By making this video it can increase their creativity in using video editing application".

Based on the teacher's answer above that the teacher uses a blended learning strategy where blended learning is a combination of online learning with classical learning, this method is applied to help teachers clarify material that students do not understand well.

a. Teacher preparation before teaching in class

1) Lesson Plan

Based on interview, the researcher asked the Teacher's about their opinion about Learning strategies use by the Teachers on English Online Learning classes but the researcher will summary same statement and here several answer:

(AP) Stated that : *“The preparation that I did before teaching, of course, I made a lesson plan first which covered the learning strategies used by learning methods that were suitable for students and before that I did the mapping first whether this learning strategy could improve the ability of students then I prepared media such as make learning videos that I share in Google Classroom besides that I also make material in power point which I also send in Google Classroom then two weeks later I do face-to-face with some students to explain again and to do a review and provide feedback on what has not been done. they understand by doing other strategies then I prepare media that is adapted to the material being taught that day.”*

Based on the answers above, the researcher found that before teaching the teacher first prepared a lesson plan that became the teacher's reference in teaching where the lesson plane was made by taking into account the needs of students, as well as the interests of students.

b. Classroom teaching activities

1) Individuals and groups

(AP) Stated that : *“What I do when I teach in class is usually a group learning strategy and then individually practice in front of the class after a group to see*

teamwork, students are able to learn with a team and are able to learn individually by appearing in front of the class.”

Based on interviews, the researcher asked the teacher about what activities the teacher did in teaching in the classroom, while what the researchers found was about the activities carried out by the teacher, namely first forming several groups to see teamwork, and to build students' self-confidence, the teacher also familiarizes students to dare to appear alone in public, so in addition to having good teamwork, students can also build their self-confidence.

c. Efforts to improve teacher learning strategies

1) Webinar

(AP) Stated that : *“The efforts that I have made so far during learning about covid are many, including I learned a lot on webinars related to appropriate learning strategies during covid. I also studied on youtube. I studied in the Pinrang learning community and Alhamdulillah, I also participated in the Teacher Motivator program so I learned a lot here. through discussions with teachers who participated in the teacher mover program, of course I learned a lot of teacher driving learning strategies, namely using what kind of learning Differentiation is, now this is independent learning, learning where in this Differentiation learning we conduct mapping first to find out student profiles, student readiness , talent or what they demand . so I learned a lot during online learning not only from the Webinar but I also learned from the Motivating Teacher Community related to learning strategies. ”*

Based on interviews that have been conducted by researchers, researchers found that the efforts made by teachers to improve their learning strategies such as

participating in Webinar related to learning strategies that are suitable for use during covid, not only that teachers learn through YouTube and join the Pinrang learning community to update strategies owned by teacher.

2. The Effectiveness Strategies That use by Teacher on English Online Learning at Smk Budi Bangsa Pinrang

a. Teacher Perception

1) Application of learning strategies

a.) Important

(AP) Stated that : “It is very necessary, so that learning carried out in class can be delivered more effectively, thus requiring suitable learning strategies according to the conditions of the students, learning strategies are very important and to create more effective learning so that students are more interested in learning and understanding learning. . However, the learning strategy applied must be student-centered so that all students can be covered in class. Of course, with good learning strategies students can learn comfortably in class and students are also active in the learning process if there are learning strategies used in class.”

Based on the research that has been done, the researchers found that the application of learning strategies is very important to be applied to students, because if the strategies used by the teacher are interesting, the learning process will also run effectively. and of course students are enthusiastic in learning.

b.) Teacher learning strategies can improve learning abilities

1) Improved ability in designing learning scenarios

(AP) Stated that :” My learning strategy, of course, improved during the COVID-19 conditions, forcing teachers to change their learning strategies. so it is very different

from the previous face-to-face learning apart from that the teacher also has to learn a lot of learning strategies that are suitable for online learning so that student learning can understand the material while still feeling comfortable and happy in learning, of course the lesson plans or learning scenarios that are made must change so that the learning strategy My ability has definitely improved in compiling and designing learning Scenarios.”

In this case the researcher found that covid forced the teacher to change his learning strategy, here the teacher adjusted the conditions of the students to stay comfortable and active in the learning process.

c.) Obstacles in improving learning strategies

1) Time Management

(AP) Stated that :” The obstacle I face is time management, so time management between families and then learning and management for children, families, the way to overcome my obstacles is to manage my time well between family and study or improve my abilities.”

In this study, researchers found that in learning strategies, teachers were constrained in time management, where teachers had difficulty in dividing teaching time and other activities such as household matters. so online learning greatly affects teachers in the learning process, which researchers found that teachers cannot focus on only one activity, namely teaching without any other disturbing factors.

d.) Suggestions for using teacher strategies in learning

1) can't stop learning

(AP) Stated that :” My advice about the use of teacher strategies in learning is a lot of learning, ladies and gentlemen, because actually teachers should not stop learning

as long as they still want to teach, so now it is possible that later students can be smarter than their teachers because information systems can now be accessed easily. Our students can not only get learning from books but they can also get a lot of information from the internet.

Don't let students know and understand the material better because if we look at the current situation that is happening among students, especially for high school or vocational school, they get viral information faster than teachers, my advice is don't stop learning about it. a suitable strategy for our students so that they can understand the material well they can be comfortable and happy in learning and learn a lot, ladies and gentlemen, both from webinars and the learning community community at school with learning communities outside and learning a lot on youtube and the internet because the learning strategy really determines the understanding of our students with a well-designed strategy, our students can understand the lessons we teach them and learn a lot ladies and gentlemen with this differentiation learning strategy which is booming right now which is being echoed by a very passionate ministry. t is effective in my opinion because it is adapted to the needs of our students and the needs of our school.”

As for what the researchers found regarding suggestions for using teacher strategies, namely a teacher must continue to add to their knowledge, so that later students can be more skilled at what the teacher has taught.

e.) The success of learning strategies in online learning

1) Varied learning

(AP) Stated that :” Alhamdulillah, the varied learning strategies that I apply to my students starting from blended learning, project learning, differentiation learning

strategies really help the learning process, students can be happier when learning is more comfortable, of course they understand the material. so according to their needs. the most important thing is that from this reflection we can find out and understand the extent of their understanding and whether the learning methods or strategies in the classroom can make them better understand the material we teach.”

Based on the teacher's statement that the varied learning strategies used during online learning can help teachers and students understand the learning material

b. Student’s Perception

(1) The online learning process in English subjects

Most students said that the learning process was carried out through the Google Classroom application. One of them:

(NH) stated that : *“The teacher gives a learning video or a link in google classroom”*

(AM) and (AA) stated that : *“In the learning process the teacher gives an explanation video”*

The student above said that in the learning process the teacher gave an explanation through video

(K) and (S) stated that : *“We learn to use cellphones”*

The student above said that the online learning process is where students learn to use cellphones.

(2) Evaluation given by the teacher

Most students said that the evaluation given by the teacher was in the form of giving assignments. One of them:

(AA) stated that : *“Teachers often give us assignments, be it video or written assignments.”*

(N) stated that : *“Usually, if there is no assignment, the teacher immediately asks in Google Classroom if there is something you don't understand”*

The above student said that even though there was no assignment, the teacher would still provide opportunities for students to clarify things they did not understand.

(AR) stated that : *“The teacher gives assignments and daily tests”*

The student above said that in addition to giving assignments, the teacher also usually held daily tests.

(3) Students' opinions about the online learning process in English subjects

Most students, most students say that the online learning process in English subjects. One of them:

Most of student stated that : *“I think it is good because the learning process is smooth.”*

(NH) stated that : *“Good enough because the teacher has explained quite well”*

(IW) stated that : *“It is good because in the learning process the teacher provides material that is appropriate and easy to understand”*

(4) Things that need to be improved from the way teachers teach when learning online

Most students said they wanted more study time: (M) stated that :” Additional study time”

(AM) stated that : *“limited time”*

(F) stated that : *“There is not enough study time, so it is better to increase the teaching hours.”*

Some students also said that the way the teacher delivered material needed to be improved:

(K) Stated that: *“How to teach teachers because sometimes I don't understand”*

(N) Stated that: *“The presentation of the material is still lacking in explanation”*

(AR) Stated that: *“The way the teacher explains the material”*

(5) Obstacles that students experience during online learning

Most students answered that they had problems with the network, one of which was:

(DR) Stated that : *“Sometimes there are problems in the network”*

(AR) Stated that : *“videos shared by teachers require a lot of storage”*

The student above said that a lot of storage is needed for each learning video

B. Discussion

1. The Learning strategies use by the Teacher on English Online Learning classes at SMK Budi Bangsa Pinrang

In this section, the researcher focuses on learning strategies use by the Teacher on English online learning. Based on the results of interviews, there are two types of learning strategies used by teachers, namely Blended Learning Strategies and project-based learning strategies. where for Blended learning the teacher combines online learning with classical learning with intermediary time every two weeks to help students better understand the material where the teacher can clarify the material that has been taught online through the Google Classroom application, as for project-based learning strategies directing students to produce a product or work in the form of videos that are adapted to materials such as Introduction and Narrative text materials, students are required to make videos that show students' ability to speak and teachers want to increase students' creativity and ability to use technology.

The researcher also looked at the preparation of the Teacher before teaching in class, first the teacher makes a learning implementation plan in which there are learning strategies and learning methods that are suitable to be applied, where the teacher adjusts based on the needs of students and the learning situation, then the teacher makes a learning video and Power point which is then sent to Google Classroom. for learning activities carried out by teachers, namely making individual and group activities where for individuals it is expected that students' independence in solving problems is expected and for group work to form cooperation between fellow students and share information or knowledge of each in completing the tasks given by the teacher.

During the pandemic situation and learning that switched to online learning, many efforts were then made by teachers to improve their abilities regarding strategies in learning such as attending Webinar which discussed learning strategies that were suitable to be applied during covid and also studying on YouTube and joining the Pinrang learning community and following Motivator teacher program that teaches a lot about differentiation learning where mapping is needed first before choosing the learning strategy you want to apply, the need to pay attention to student profiles, student readiness, talents or what they are interested in.

2. The Effectiveness Strategies That use by Teacher on English Online Learning at Smk Budi Bangsa Pinrang

a. Teacher Perception

The use of strategies in the learning process is very important to help teachers make the delivery of material more effective, so learning strategies are needed that are suitable for the situation and conditions of the students. To attract students' attention and interest in learning and also be able to understand the material being taught. learning strategies must be student-centred so that all students can be covered in class. Of course, with a good learning strategy students can learn comfortably and happily in class and students can also be more active in the learning process with the learning strategies used in class.

During online learning, which requires teachers to change learning strategies which then also affects the ability of teachers to design learning scenarios, the obstacles that teachers face are the many other activities that must be carried out by teachers while teachers also have the task of teaching not as usual for face-to-face learning. The face that does provide classes and the time that is really spent on

teaching while for online learning the teacher teaches at home, of course, on the other hand as a housewife, then the teacher realizes the obstacles that are usually experienced, therefore the teacher begins to get used to managing time well between studying, teaching, and family time.

The advice given by the teacher related to the use of strategies in learning is that a teacher must continue to learn as long as they still have the desire to teach because it is possible for students to also have broader insights with the help of technological advances that make it easier for students to access and find out more about learning and not just fixated on textbooks.

Regarding the learning strategies used by teachers during various online learning, namely Blendid learning which combines online learning with classical learning, project-based learning strategies that require students to produce a product such as a learning video, and Differentiation learning is given to increase students' potential in accordance with readiness to learn, and student interest.

b. Student perception

Based on the results of interviews, researchers found student opinions on how the online learning process most students said that learning was carried out using the Google classroom application as a forum for teachers to send learning materials and videos at every meeting, while other students' opinions said that online learning was learning that was carried out using assistance. One of the technological tools is using mobile phones that can facilitate students in learning.

At every meeting the teacher will provide an evaluation based on the results of research, most students say that the type of evaluation usually carried out by teachers is in the form of giving assignments, whether it's an assignment to make a

learning video or an assignment in written form that is collected or sent to Google Classroom, some students also said that although the teacher does not give the teacher the task of continuing to evaluate by providing opportunities for students to ask questions about material that is still considered wrong or not understood and usually the teacher holds daily tests.

In this interview, the researcher also found several student opinions regarding the learning process during online learning, most students said that the learning process had gone well because the teacher's way of delivering subject matter had been conveyed well and the material or lessons provided could be accepted and understood by students easily. .

Based on the results of the interviews, the researchers also found some suggestions from students regarding the teacher's way of teaching, most students felt limited by learning time when online learning they wanted additional study time, in this case some students also answered that the teacher's way of explaining material still needed corrected so that students feel more understand what is conveyed or explained by the teacher.

It is undeniable that in online learning there must be obstacles faced by students. Based on the results of interviews, most students said that they were constrained on the internet network which usually experienced disturbances during the learning process, an unsupported network resulted in learning which certainly experienced obstacles. related to problems or constraints experienced by other students also said that the size of the learning videos sent by the teacher required a large amount of capacity or storage space

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings and discussion of the data in previous chapter, the conclusion of the findings and suggestion:

1. The learning strategies use by the Teacher on English Online Learning, in this case The teacher uses two types of learning strategies, namely Blended learning and project-based learning strategies, which help teachers during online learning. Before teaching the teacher prepares lesson plans and teaching materials such as learning videos and PPT. Then the teacher also usually divides into individual and group activities.

2. The Effectiveness Strategic That Use by Teacher on English Online Learning

Teachers assume that the use of strategies in the learning process is very important. During online learning the teacher's ability to design learning scenarios increases. The teacher suggests that you always update your knowledge by not stopping learning and participating in activities related to learning strategies. With varied learning strategies that teachers apply to help improve students' abilities and potential.

B. Suggestion

Based on the research and discussion, there are some suggestions that can be taken as consideration for English Teacher, Students, Future Researcher:

1. For the English teacher, the feature of Learning strategies can help on learning process
2. Language Learning especially in this Pandemic. Hopefully, the teacher can develop their learning process so the learning process to make students more understand and catch the meaning of the material in the learning process.

3. For the students, in English Learning Process in distance learning, it is suggested that the students should make the best use of the learning process in the classroom and give a positive contribution, so they get effective learning. On the other hand, the students also need to pay attention to their teacher, so they can be easy to understand the materials.
4. For the future researcher, the findings of this study are hoped to be utilized in future studies to evaluate other objects with educational implications; by reading and comprehending the findings of this study, they will be able to do better research than this study.



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APPENDICES



INSTRUMENT FOR TEACHER

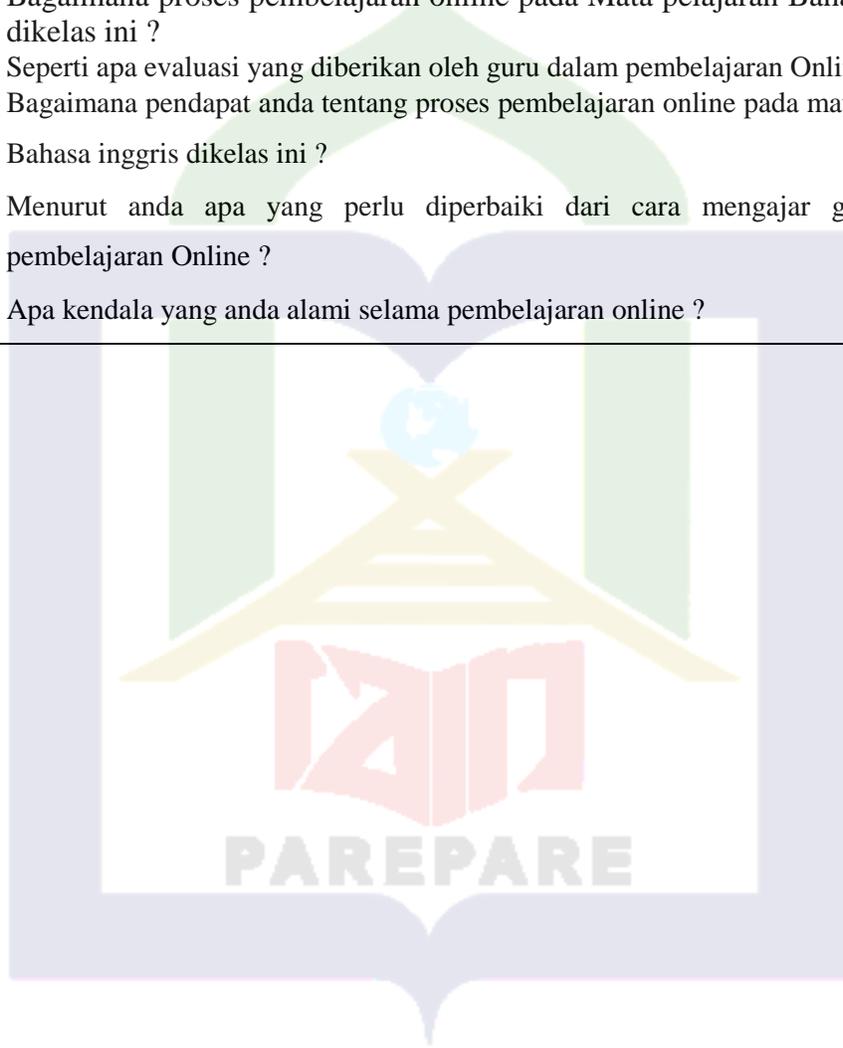
1. Nama/Name :
2. Jenis Kelamin/
Gender :

Question for Teacher

- 1) Apa pendapat bapak/ibu tentang strategi belajar siswa dalam pembelajaran?
- 2) Apakah Penerapan strategi belajar itu perlu menurut bapak/ ibu?
- 3) Strategi apa saja yang ibu lakukan/gunakan untuk mengajar bahasa Inggris pada online learning ?
- 4) Apakah dengan Strategi pembelajaran guru bahasa Inggris yang anda miliki selama ini dapat meningkatkan kemampuan anda dalam menyusun dan merancang skenario pembelajaran bapak/ibu?
- 5) Persiapan apa saja yang bapak/ibu biasa lakukan sebelum mengajar dikelas?
- 6) Apa yang biasa bapak/ibu lakukan ketika mengajar dikelas?
- 7) Upaya apa yang telah anda lakukan selama ini guna meningkatkan dan mengembangkan strategi guru dalam pembelajaran bapak/ibu sebagai seorang pendidik ?
- 8) Adakah kendala yang bapak/ibu alami atau jumpai selama ini dalam upaya bapak ibu mengembangkan dan meningkatkan strategi pembelajaran yang bapak dan ibu terapkan ?
- 9) Apa saran bapak/ibu tentang penggunaan strategi guru dalam pembelajaran?
- 10) Sejauh mana strategi yang digunakan guru dalam membantu proses pembelajaran bahasa Inggris secara online?

INSTRUMEN FOR STUDENT

Question for Teacher
1) Bagaimana proses pembelajaran online pada Mata pelajaran Bahasa inggris dikelas ini ?
2) Seperti apa evaluasi yang diberikan oleh guru dalam pembelajaran Online ?
3) Bagaimana pendapat anda tentang proses pembelajaran online pada mata pelajaran Bahasa inggris dikelas ini ?
4) Menurut anda apa yang perlu diperbaiki dari cara mengajar guru ketika pembelajaran Online ?
5) Apa kendala yang anda alami selama pembelajaran online ?



A. Interview Teacher

<p>1. What is your opinion about student learning strategies in learning?</p>	<p>So the student learning strategy in learning really determines the achievement of the results of the students so that a student will get a satisfactory achievement if he is aware of, is responsible for, and knows how to learn efficiently by way of When students know the strategies to manage their time, repeat and recall lessons and how students repeat the subjects they have studied or read if with the right strategy the students can achieve the desired achievement or students will show their potential</p>
<p>2. Is the application of learning strategies important according to you?</p>	<p>It is very necessary, so that learning carried out in class can be delivered more effectively, thus requiring suitable learning strategies according to the conditions of the students, learning strategies are very important and to create more effective learning so that students are more interested in learning and understanding learning. . However, the learning strategy applied must be student-centered so that all students can be covered in class.</p> <p>Of course, with a good learning strategy students can learn comfortably in class and students are also active in the learning process if there are</p>

	learning strategies used in class.
<p>3. What strategies do you use / use to teach English in online learning?</p>	<p>The learning strategy that I apply in online learning is where I use a blended learning strategy where I combine classical face-to-face learning and online learning. As for the implementation of learning, students will receive material online using Google Classroom, using Zoom or using Google Meet, but it is adjusted to the conditions of the students, so initially I identified which students liked which they felt comfortable and easy for them to access. . so after that I implemented an application, namely using Google Classroom, where students felt more comfortable using Google Classroom in the learning process then after two weeks of online learning I did Classical learning with face-to-face learning, so here I collect students from school and then explain the material in class . I also apply project-based learning strategies, for example in Introduction material so I direct students to make a video then they introduce their mother to this project-based strategy students can produce products in the form of videos and there is also interaction between students and their parents, with activities like this</p>

	<p>can also make students closer to their parents. Besides that, like in narrative text material, students retell or do story telling that they like, whether it's recount text, fairy tales, legends or fairy tales. I give students the freedom to choose the type of Narrative Text they like, then they retell the story accordingly with their desire whether to use property or use media then they make it in the form of a video then upload it on their social media so students will feel more comfortable feeling comfortable and they can recognize more about technology. By making this video it can increase their creativity in using video editing application.</p>
<p>4. Can the English teacher learning strategies you have so far improve your ability to compose and design your own learning scenario?</p>	<p>My learning strategy, of course, improved during the COVID-19 conditions, forcing teachers to change their learning strategies. so it is very different from the previous face-to-face learning apart from that the teacher also has to learn a lot of learning strategies that are suitable for online learning so that student learning can understand the material while still feeling comfortable and happy in learning, of course the lesson plans or learning scenarios that are made must change so that the learning strategy My ability has definitely improved in compiling and designing learning Scenarios.</p>

<p>5. What preparations do you usually do before teaching in class?</p>	<p>The preparation that I did before teaching, of course, I made a lesson plan first which covered the learning strategies used by learning methods that were suitable for students and before that I did the mapping first whether this learning strategy could improve the ability of students then I prepared media such as make learning videos that I share in Google Classroom besides that I also make material in power point which I also send in Google Classroom then two weeks later I do face-to-face with some students to explain again and to do a review and provide feedback on what has not been done. they understood by doing other strategies then I prepared media that was adapted to the material being taught that day.</p>
<p>6. What do you usually do when you teach in class?</p>	<p>What I do when teaching in class is usually a group learning strategy and then individual practice in front of the class after a group to see teamwork, students are able to learn with a team and are able to independently learn individually by appearing in front of the class.</p>
<p>7. What efforts have you made so far to improve and develop teacher strategies in your learning as an educator?</p>	<p>The efforts that I have made so far during learning about covid are many, including I learned a lot on webinars related to appropriate learning strategies during covid. I also studied on youtube. I studied in the Pinrang learning community and Alhamdulillah, I also</p>

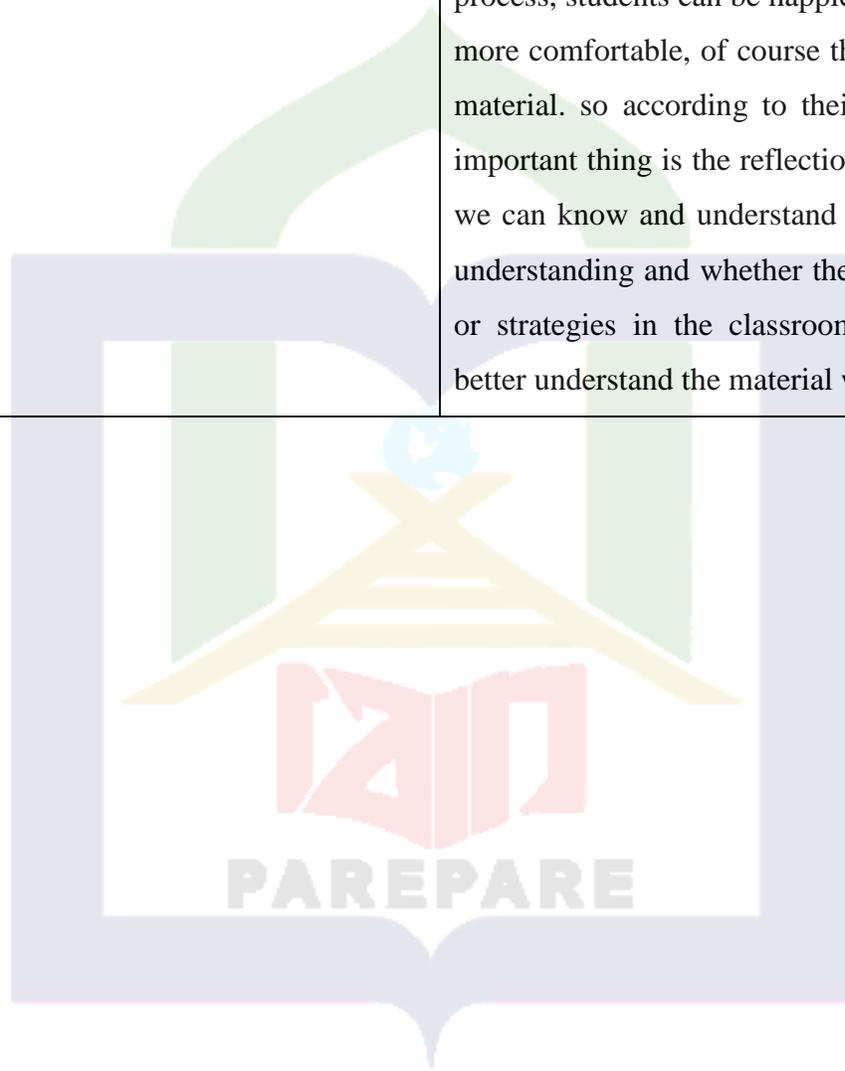
	<p>participated in the Teacher Motivator program so I learned a lot here. through discussions with teachers who participated in the teacher mover program, of course I learned a lot of teacher driving learning strategies, namely using what kind of learning Differentiation is, now this is independent learning, learning where in this Differentiation learning we conduct mapping first to find out student profiles, student readiness , talent or what they demand . so I learned a lot during online learning not only from Webinars but I also learned from the Motivating Teacher Community related to learning strategies</p>
<p>8. Are there any obstacles that you have experienced or encountered so far in your efforts to develop and improve the learning strategies that you apply?</p>	<p>The obstacle I face is time management, so time management between families and then learning and management for children, families, how to overcome my obstacles is to manage my time well between family and study or in improving my abilities.</p>
<p>9. What are your suggestions regarding the use of teacher strategies in learning?</p>	<p>My advice about the use of teacher strategies in learning is a lot of learning, ladies and gentlemen, because actually teachers should not stop learning as long as they still want to teach, so now it is possible that later students can be smarter than their teachers because information systems can now be accessed easily Our students can not only get learning from books but they</p>

can also get a lot of information from the internet.

Don't let students know and understand the material better because if we look at the current situation that is happening among students, especially for high school or vocational school, they get viral information faster than teachers, my advice is don't stop learning about it. a suitable strategy for our students so that they can understand the material well they can be comfortable and happy in learning and learn a lot, ladies and gentlemen, both from webinars and the learning community community at school with learning communities outside and learning a lot on youtube and the internet because the learning strategy really determines the understanding of our students with a well-designed strategy, our students can understand the lessons we teach them and learn a lot ladies and gentlemen with this differentiation learning strategy which is booming right now which is being echoed by a very passionate ministry. t is effective in my opinion because it is adapted to the needs of our students and the needs of our schools.

10. To what extent are the strategies used by teachers in helping the process of learning English online?

Alhamdulillah, the varied learning strategies that I apply to my students starting from blended learning, project learning, differentiation learning strategies really help the learning process, students can be happier when learning is more comfortable, of course they understand the material. so according to their needs. the most important thing is the reflection of this reflection we can know and understand the extent of their understanding and whether the learning methods or strategies in the classroom can make them better understand the material we teach.



B. Interview Student's

NUR HALIZAH

1) Bagaimana proses pembelajaran online pada Mata pelajaran Bahasa Inggris dikelas ini ?	Guru memberikan video pembelajaran atau link yang ada di google classroom
2) Seperti apa evaluasi yang diberikan oleh guru dalam pembelajaran Online ?	Dengan memberikan tugas
3) Bagaimana pendapat anda tentang proses pembelajaran online pada mata pelajaran Bahasa Inggris dikelas ini ?	Cukup baik karena guru telah menjelaskan dengan cukup baik
4) Menurut anda apa yang perlu diperbaiki dari cara mengajar guru ketika pembelajaran Online ?	Penambahan waktu belajar
5) Apa kendala yang anda alami selama pembelajaran online ?	Jaringan yang tidak stabil

PAREPARE

ANDI MEYLITA SALAM

1. Bagaimana proses pembelajaran online pada Mata pelajaran Bahasa Inggris di kelas ini ?	Pada proses pembelajaran guru memberikan video penjelasan
2. Seperti apa evaluasi yang diberikan oleh guru dalam pembelajaran Online ?	memberikan tugas untuk membuat video
3. Bagaimana pendapat anda tentang proses pembelajaran online pada mata pelajaran Bahasa Inggris di kelas ini ?	Cukup bagus karena guru menjelaskan sesuai materi
4. Menurut anda apa yang perlu diperbaiki dari cara mengajar guru ketika pembelajaran Online ?	waktu yang terbatas
5. Apa kendala yang anda alami selama pembelajaran online ?	Biasanya gangguan jaringan

FATMAWATI

1. Bagaimana proses pembelajaran online pada Mata pelajaran Bahasa Inggris dikelas ini ?	Guru membawakan materi terkait pembelajaran Bahasa Inggris , kemudian siswa memperhatikan, setelah itu guru memberikan tugas .
2. Seperti apa evaluasi yang diberikan oleh guru dalam pembelajaran Online ?	Berupa tugas dan Tanya jawab .
3. Bagaimana pendapat anda tentang proses pembelajaran online pada mata pelajaran Bahasa Inggris dikelas ini ?	Menurut saya bagus karena materi yang diberikan guru juga menarik.
4. Menurut anda apa yang perlu diperbaiki dari cara mengajar guru ketika pembelajaran Online ?	Kurang nya waktu belajar yang diberikan , jadi sebaiknya tambah jam ajarnya.
5. Apa kendala yang anda alami selama pembelajaran online ?	Terkendala jaringan, harus punya kuota untuk belajar.

IRMA WULANDARI

1. Bagaimana proses pembelajaran online pada Mata pelajaran Bahasa inggris dikelas ini ?	Kita belajar dengan aplikasi google classroom biasa juga di grup whatsapp ibu mengirim materi atau biasa menggunakan zoom untuk menjelaskan
2. Seperti apa evaluasi yang diberikan oleh guru dalam pembelajaran Online ?	Ibu biasanya bertanya ketika kita belum terlalu memahami kemudian ada pemberian tugas yang dikumpulkan dengan cara mengirimkan ke ibu lewat google classroom atau whatsapp
3. Bagaimana pendapat anda tentang proses pembelajaran online pada mata pelajaran Bahasa inggris dikelas ini ?	Sudah baik karena pada proses pembelajaran guru meberikan materi yang sesuai dan mudah untuk di pahami
4. Menurut anda apa yang perlu diperbaiki dari cara mengajar guru ketika pembelajaran Online ?	Tidak ada
5. Apa kendala yang anda alami selama pembelajaran online ?	Ada beberapa materi yang terlewatkan

KAHARUDDIN

1. Bagaimana proses pembelajaran online pada Mata pelajaran Bahasa inggris dikelas ini ?	Seperti biasa ji kak cuman yang beda itu kita belajar lewat Hp
2. Seperti apa evaluasi yang diberikan oleh guru dalam pembelajaran Online ?	Biasanya nakasiki ulangan atau tugas setiap pertemuan
3. Bagaimana pendapat anda tentang proses pembelajaran online pada mata pelajaran Bahasa inggris dikelas ini ?	Biasa saja kak
4. Menurut anda apa yang perlu diperbaiki dari cara mengajar guru ketika pembelajaran Online ?	Cara mengajar guru karna kadang saya tidak mengerti
5. Apa kendala yang anda alami selama pembelajaran online ?	Kurang mengerti pelajaran

NUGRAH

1. Bagaimana proses pembelajaran online pada Mata pelajaran Bahasa Inggris dikelas ini ?	Kita belajar menggunakan hp
2. Seperti apa evaluasi yang diberikan oleh guru dalam pembelajaran Online ?	Biasanya jika tidak ada tugas guru langsung bertanya di google classroom kalau ada yang belum dimngerti
3. Bagaimana pendapat anda tentang proses pembelajaran online pada mata pelajaran Bahasa Inggris dikelas ini ?	Berjalan dengan lancar dan baik
4. Menurut anda apa yang perlu diperbaiki dari cara mengajar guru ketika pembelajaran Online ?	Pembawaan materinya masih kurang penjelasannya
5. Apa kendala yang anda alami selama pembelajaran online ?	Masih ada beberapa materi yang tidak saya pahami

DEVI RATNASARI

1. Bagaimana proses pembelajaran online pada Mata pelajaran Bahasa Inggris dikelas ini ?	Saya hanya mengirim tugas di google classroom
2. Seperti apa evaluasi yang diberikan oleh guru dalam pembelajaran Online ?	Guru memberikan tugas
3. Bagaimana pendapat anda tentang proses pembelajaran online pada mata pelajaran Bahasa Inggris dikelas ini ?	Proses pembelajaran berlangsung kurang bagus karena jaringan yang tidak stabil
4. Menurut anda apa yang perlu diperbaiki dari cara mengajar guru ketika pembelajaran Online ?	Tidak ada kak
5. Apa kendala yang anda alami selama pembelajaran online ?	Terkadang terkendala di jaringan

ABDUL RAHIEM

1. Bagaimana proses pembelajaran online pada Mata pelajaran Bahasa inggris dikelas ini ?	Guru menjelaskan materi kemudian siswa menyimak materi yang diberikan
2. Seperti apa evaluasi yang diberikan oleh guru dalam pembelajaran Online ?	Guru memberikan tugas serta ulangan harian
3. Bagaimana pendapat anda tentang proses pembelajaran online pada mata pelajaran Bahasa inggris dikelas ini ?	Menurut saya baik karena Proses pembelajarannya lancer
4. Menurut anda apa yang perlu diperbaiki dari cara mengajar guru ketika pembelajaran Online ?	Cara guru menjelaskan materi
5. Apa kendala yang anda alami selama pembelajaran online ?	video yang dibagikan oleh guru membutuhkan banyak penyimpanan

ANDIKA ARGARIADI

1. Bagaimana proses pembelajaran online pada Mata pelajaran Bahasa inggris dikelas ini ?	Guru memberikan materi dalam bentuk file atau video pembelajaran yang kemudian ibu kirim di google classroom
2. Seperti apa evaluasi yang diberikan oleh guru dalam pembelajaran Online ?	Guru sering memberikan kami tugas baik itu tugas video ataupun tertulis
3. Bagaimana pendapat anda tentang proses pembelajaran online pada mata pelajaran Bahasa inggris dikelas ini ?	Pembelajaran berlangsung dengan baik hanya saja minimnya waktu yang diberikan
4. Menurut anda apa yang perlu diperbaiki dari cara mengajar guru ketika pembelajaran Online ?	Tidak ada kak
5. Apa kendala yang anda alami selama pembelajaran online ?	Tidak ada kak

SANTI

1. Bagaimana proses pembelajaran online pada Mata pelajaran Bahasa inggris dikelas ini ?	Kita belajar menggunakan aplikasi Google classroom
2. Seperti apa evaluasi yang diberikan oleh guru dalam pembelajaran Online ?	Ibu biasanya memberikan tugas
3. Bagaimana pendapat anda tentang proses pembelajaran online pada mata pelajaran Bahasa inggris dikelas ini ?	Menurut saya baik kak proses pembelajaran
4. Menurut anda apa yang perlu diperbaiki dari cara mengajar guru ketika pembelajaran Online ?	Kadang kadang kita tidak focus ketika jaringan putus putus
5. Apa kendala yang anda alami selama pembelajaran online ?	Saya terkadang tidak terlalu mengerti

C. Documentation







PEMERINTAH KABUPATEN PINRANG

DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU UNIT PELAYANAN TERPADU SATU PINTU

Jl. Jend. Sukawati Nomor 40. Telp/Fax : (0421)921695 Pinrang 91212

KEPUTUSAN KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU KABUPATEN PINRANG

Nomor : 503/0568/PENELITIAN/DPMPTSP/11/2021

Tentang

REKOMENDASI PENELITIAN

- Menimbang : bahwa berdasarkan penelitian terhadap permohonan yang diterima tanggal 18-11-2021 atas nama RAFIDA. R, dianggap telah memenuhi syarat-syarat yang diperlukan sehingga dapat diberikan Rekomendasi Penelitian.
- Mengingat :
1. Undang – Undang Nomor 29 Tahun 1959;
2. Undang – Undang Nomor 18 Tahun 2002;
3. Undang – Undang Nomor 25 Tahun 2007;
4. Undang – Undang Nomor 25 Tahun 2009;
5. Undang – Undang Nomor 23 Tahun 2014;
6. Peraturan Presiden RI Nomor 97 Tahun 2014;
7. Peraturan Menteri Dalam Negeri Nomor 64 Tahun 2011 sebagaimana telah diubah dengan Peraturan Menteri Dalam Negeri Nomor 7 Tahun 2014;
8. Peraturan Bupati Pinrang Nomor 48 Tahun 2016; dan
9. Peraturan Bupati Pinrang Nomor 38 Tahun 2019.
- Memperhatikan :
1. Rekomendasi Tim Teknis PTSP : 1021/R/T.Teknis/DPMPTSP/11/2021, Tanggal : 18-11-2021
2. Berita Acara Pemeriksaan (BAP) Nomor : 0568/BAP/PENELITIAN/DPMPTSP/11/2021, Tanggal : 18-11-2021

MEMUTUSKAN

- Menetapkan :
KESATU : Memberikan Rekomendasi Penelitian kepada :
1. Nama Lembaga : INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE
 2. Alamat Lembaga : JL. AMAL BAKTI NO. 08 SOREANG
 3. Nama Peneliti : RAFIDA. R
 4. Judul Penelitian : AN ANALYSIS OF LEARNING STRATEGIES ON ENGLISH ONLINE LEARNING CLASSES AT SMK BUDI BANGSA PINRANG

- 5. Jangka waktu Penelitian : 1 Bulan
- 6. Sasaran/target Penelitian : GURU BAHASA INGGRIS DAN SISWA SMK BUDI BANGSA PINRANG
- 7. Lokasi Penelitian : Kecamatan Duampanua

KEDUA : Rekomendasi Penelitian ini berlaku selama 6 (enam) bulan atau paling lambat tanggal 18-05-2022.

KETIGA : Peneliti wajib mentaati dan melakukan ketentuan dalam Rekomendasi Penelitian ini serta wajib memberikan laporan hasil penelitian kepada Pemerintah Kabupaten Pinrang melalui Unit PTSP selambat-lambatnya 6 (enam) bulan setelah penelitian dilaksanakan.

KEEMPAT : Keputusan ini mulai berlaku pada tanggal ditetapkan, apabila dikemudian hari terdapat kekeliruan, dan akan diadakan perbaikan sebagaimana mestinya.



Ditandatangani Secara Elektronik Oleh :
ANDI MIRANI, AP.,M.Si
NIP. 197406031993112001

Diterbitkan di Pinrang Pada Tanggal 18 November 2021

Biaya : Rp 0,-



Balai Sertifikasi Elektronik



ZONA HIJAU



OMBUDSMAN REPUBLIK INDONESIA

Dokumen ini telah ditandatangani secara elektronik menggunakan sertifikat elektronik yang diterbitkan BSrE

CURRICULUM VITAE



Rafida R , the writer was born in Sokang, 14th August 1999 South Sulawesi. She have One brother in her family. His father's name is Rodding and his mother's name is Maryam. She is a student of English Education Department in Faculty of Tarbiyah at State Islamic Institute (IAIN) Parepare. His Education Background, he began his study on 2004-2005 at TK Raudatul Athfal DDI Kaballangang , and continued in MI DDI Sokang 2005 and. Continued her study at SMPN 3 Duampanua from 2011-2014. Then continued her study in SMAN 2 Parepare from 2014-2017. The continued his study at State Islamic Institute of Pinrang, Faculty of Tarbiyah, English Education Department and completed her study with the title "An Analysis of Learning Strategies on English Online Learning at Eleven Grade SMK Budi Bangsa Pinrang".

