A THESIS

AN ANALYSIS TEACHING STRATEGIES IN ENGLISH THROUGH ONLINE CLASSES DURING PANDEMIC COVID-19 AT UPT SMA NEGERI 4 PAREPARE

By

DIRGAYANTI INDAH FERNANDEZ
REG. NUMBER. 16.1300.094

ENGLISH PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE

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Submitted to the English Program of Faculty of State Islamic Institute of Parepare in Partial of Fulfilment of the Requirements for the Degree of Sarjana Pendidikan (S.Pd)

ENGLISH PROGRAM
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Skripsi

As Partial Fulfillment of the Requirement for the Attainment of the Degree

"SarjanaPendidikan(S.Pd.)"

English Program

Summited by:

DIRGAYANTI INDAH FERNANDEZ

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to

ENGLISH PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
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Name of the Student	:	Dirgayanti Indah Fernandez
The Tittle of Skripsi	:	An Analysis Teaching Strategies In English Teaching Through Online Classes During Pandemic COVID-19 At UPT SMA Negeri 4 Parepare
Student Reg. Number	:	16.1300.094
Department	:	Tarbiyah
Study Program	:	English Program
By Virtue of Consultant Degree	:	Num: 437.22/In.39.5/PP.00.9/02/2020
Has been legalized by		
Consultant	:	Drs. Abd. Rauf Ibrahim, M.Si (.....)
NIP	:	195812121994031002
Co- Consultant	:	Bahtiar, M.A. (.....)
NIP	:	19720505199803100

Cognizant of:
Tarbiyah Faculty,
Dean,

Dr. H. Saepudin, S.Ag.,M.Pd.
NIP. 1972-1216 199903 1 001

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Submitted by:

DIRGAYANTI INDAH FERNANDEZ

Reg. Num. 16.1300.094

Had been examined on Juny 21rd, 2021 and had been declared that it fulfilled the requirements

Approved by
Consultant Commissions

Consultant	:	Drs. Abd. Rauf Ibrahim, M.Si	(.....)
NIP	:	195812121994031002	
Co- Consultant	:	Bahtiar, M.A	(.....)
NIP	:	19720505199803100	

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Date of Graduation	:	Juny, 21rd 2021

Approved by Examiner Commissions

Drs. Abd. Rauf Ibrahim, M.Si	(Chairman)
Bahtiar, M.A	(Secretary)
Mujahida, M.Pd.	(Member)
Dr. Ahdar, M.Pd.i	(Member)

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Tarbiyah Faculty,
Dean,

Dr. H. Saepudin, S.Ag.,M.Pd.
NIP. 19721216 199903 1 001

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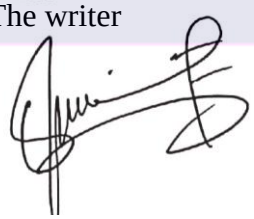
Parepare, March 10th 2021

The writer



DIRGAYANTI INDAH FERNANDEZ

Reg Num. 16.1300.094

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DECLARATION OF THE RESEARCH AUTHENTICITY

The writer who signed the declaration bellow:

Name	: Dirgayanti Indah Fernandez
NIM	: 16.1300.094
Birthday date and place	: Parepare, 23 Oktober 1998
Study program	: English
Faculty	: Tarbiyah Faculty
Thesis Title	: An Analysis Teaching Strategies In English Teaching Through Online Classes During Pandemic COVID-19 At UPT SMA Negeri 4 Parepare

Stated that herself conducted this skripsi, if it can be proved that is copied, duplicated or complied by other people, this skripsi and degree that has been gotten would be postponed.

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The writer

Dirgayanti Indah Fernandez
Reg Num. 16.1300.094

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ABSTRACT

Dirgayanti Indah Fernandez. *An Analysis teaching Strategies in English Teaching Through Online Classes During Pandemic COVID-19 Pandemic at UPT SMA Negeri 4 Parepare*, (Supervised by Drs. Abd. Rauf Ibrahim, M.Si and Bahtiar, M.A..)

Teaching strategy is a plan, method or series of activities designed for the following purposes achieve certain learning goals. teaching strategy designed to achieve specific goals. Which means from making a strategy is to achieve a goal. In this study the researcher want to see how the teacher's strategy in implementing the learning process, especially in managing the online class at UPT SMA Negeri 4 Parepare. This research focused on the teachers' strategies used in teaching English through online classes during the COVID-19 Pandemic.This study aimed at answering the following research questions: (1) How is the teachers' strategies in English teaching through online classes during COVID-19 pandemic UPT SMA Negeri 4 Parepare? (2) What are the obstacle of strategies in English teaching through online classes during COVID-19 pandemic at UPT SMA Negeri 4 Parepare? (3) How is the effectiveness of teachers' teaching strategy of teaching English during COVID-19 pandemic at UPT SMA Negeri 4 Parepare?

This type of research was field research with qualitative approach. Data collection techniques in this research are In-depth interview, observation checklis and documentation.

The result of study showed that (1) Monitor the student , Student Motivation (2) Online learning will continue must be done considering it's not finished yet Covid-19 outbreak in Indonesia and help preventing the spread of Covid-19 so that until now still not determined when to go back to school for face-to-face learning. Lack of facilities and infrastructure affected by economic factors and technological unpreparedness also become an obstacle in on going learning activities online. So that the learning outcomes given by students is not 100% smooth or effective.

Keywords: *Teaching Strategy, English teaching, Online classes during COVID-19 pandemic*

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BAB I

INTRODUCTION

A. Background

Learning foreign languages, especially English has been used as strategic tools and strategies from human resource development in various periods The history of education in this world. Indonesia education stipulates: Junior High, High School level students must pass English graduated from exam. It means learning English as a foreign language especially important in the field of education.

To learn a language, we need someone to teach us, someone th-at masters about the language. In Indonesia, English language as a Second language or English Foreign Language (EFL). As a teacher especially an English teacher, they should have strategies to teach their student, how to attract students' attention, especially during the Pandemic COVID-19.

In general, the strategies have the sense of the outline know to act in a affect to achieve specific targets.[1] In connected with learning activities it can be reviewed based on the understanding narrowly and boardly. Learning strategy narrowly defined as the means used to achieve the learning objectieves. In wide sense, learning strategy can be defined as the means used to achieve the learning objective, including the planning, implementation, and judging of the process, the result and the effect of learning activities.[2]

Nowadays the term strategy is widely used by the fields of science, including the field of science education. Relation to teaching and learning strategy, use of the term

[1] Syaiful Bahri Djamarah and Aswan Zain in Ahdar and H. Djamaluddin, *Strategi Belajar Mengajar* (Cet.I, Jakarta: PT Rineka Cipta, 1996), p.5

[2]H.D. Sidjana S. *Metode and Teknik Pembelajaran Partispatif*. (Cet.IV: Bandung : Falah Production, 2001), p. 5.

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of strategy, use of term of strategy is intended as a teacher effort in creatingan emvioronment system which allows the teaching process. It means that the purpose of teaching that has been formulated can be efficient and effective.[3]

The current pandemic condition, the government has issued a policy to make it better at home, even the education system has also been changed to a distance system (distance learning) so learning cannot be done face-to-face in class. This condition leads to educational institutions, especially teachers, to make innovations in the learning process online (online).

The COVID-19 virus pandemic in Indonesia and even the world has impacted many schools to stop the face-to-face learning process from becoming an online system by utilizing technology that has developed. Discussing technology in English learning is how face-to-face learning can answer problems that exist in English education in particular. In which the role of the teacher as an educator, motivator, and even as a facilitator remains in essence a teacher even without face-to-face learning. Because learning is an activity that requires encouragement from parents, teachers, friends, and others in order to remain enthusiastic in increasing student knowledge. Face-to-face learning is commonly done by teachers with various strategies and methods in order to achieve meaningful, enjoyable learning, and achieve the expected goals. However, with distance learning, of course, requires a special strategy so that learning remains fun and does not cause boredom. That is the demand of teachers, especially English teachers, to always have a way of teaching an online system so that learning remains active as usual[4].

[3]Abu Ahmadi and Joko Tri Prasetya, *Strategy Belajar Mengajar* (Cet. 1 : Bandung CV Pustaka Setia, 1997), p. 11

[4]https://www.oborkeadilan.com/2020/08/pembelajaran-bahasa-inggris-melalui.html (diakses pada Kamis, 1 Oktober 2020, pukul 21:28

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The experience of learning online from home of course is a new experience for core teachers and principals of the Partnership Program. Learning English must be made interesting and fun for students. It takes more effort and time to prepare than conventional. Online classes also depend heavily on an internet connection, and the quality of audio and video so that the material is conveyed properly.

It is undeniable that it is difficult for teachers to be able to know the real conditions of their students in the distance teaching and learning process because there is no direct interaction.

This is a challenge for the English teacher, especially in terms of teaching speaking. Even though learning online, learning English, especially in terms of speaking, must be done face-to-face even though using technology, such as zoom, meet, or cloudX so that English language skills continue to run smoothly.[5]

Currently, teachers have a lot of difficulties and difficulties in learning boldly, teachers who are usually always at the center of every lesson are now turning into students who become learners, even the role of parents who have to encourage and help in every learning process. This learning has been able to shift the strategies and methods commonly used in face-to-face learning and has almost diminished the function of a teacher as a facilitator, motivator, and mediator in the learning process.

Due to the pandemic situation and the rapid synchronization of the development of information technology, it is not uncommon for teachers/teachers to only provide material in the form of student english material and immediately give assignments without prior explanation in the form of video learning or otherwise. A teacher

[5]https://www.oborkeadilan.com/2020/08/tantangan-guru-bahasa-inggris-dalam.html (diakses pada Kamis, 1 Oktober 2020, pukul 21:42

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certainly wants to give the best to his students, and of course also wants to remain the center of learning for motivators, mediators, and facilitators for his students.[6]

As time goes on, we come to know that not everything we want will happen. Since the emergence of the outbreak in the form of this virus which we often call COVID-19 at the beginning of March, only a short period of time has caused many people to suffer from this virus, both in general health, finance, and even education, various policies have been carried out by the government so that learning must be carried out continuously remotely or online. With this policy, teachers must be smarter in finding strategies in learning so that students remain enthusiastic in learning and improve education in our country. Even in Parepare, especially in UPT SMA Negeri 4 Parepare have lessons at home. They used WhatsApp and Classroom apps for learning. Therefore, as educators must be able to make active learning by utilizing existing teachnology and adopt appropriate strategies.

Based on the problem stated above, to analyze English Teacher strategies the researcher wants to know what English teacher strategies are used and How the English teachers implement the strategies in teaching English at UPT SMA Negeri 4 Parepare.

B. Research Question

Based on the background of the research previously covered, the researcher formulated the problem statement as follow:

1. What are the obstacle of strategies in English teaching through online classes during pandemic COVID-19 at UPT SMA Negeri 4 Parepare?

[6]https://www.oborkeadilan.com/2020/08/penulis-nur-susi-anggriani-m-edia.html(diakses pada Kamis 1 Oktober 2020, pukul 22.15)

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2. How is the effectiveness of teachers' teaching strategy of teaching English during pandemic COVID-19 at UPT SMA Negeri 4 Parepare?

C. The Objective of the Research

Based on the questions above the researcher formulates the objective of the research as follow:

1. To find out the obstacle of strategies in English teaching through online classes during pandemic COVID-19 at UPT SMA Negeri 4 Parepare.
2. To determine the effectiveness of teachers' teaching strategy of teaching English during pandemic COVID-19 at UPT SMA Negeri 4 Parepare.

D. Significance of the Research

Basically, this research use also include some the following:

1. The result of this study are useful for writers as an extra insight and knowledge of the field of teaching.
2. As the foundation in further research.
3. The result of this study can be considered are can help educators in the field of teaching.

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BAB II

REVIEW OF RELATED LITERATURE

A. Review of Relevant Research Results

Some researchers had conducted researchers that focused on teachers strategy in Teaching English as follows:

Tari Putri Utami (2020) researched with the title "An analysis of teacher's strategies on English E-learning classes during COVID-19 pandemic" shes concluded that the teacher uses some strategies for teaching English such as Writing teacher used planning, drafting and editing, Through videos made by the teacher as a way of delivering material in e-learning classes during COVID-19 pandemic, and also deliver the task through WhatsApp group gradually and as attractive as possible, making students can easily capture material, and not quickly feel bored. For listening teacher used video-based learning , In the video, the teacher provides an explanation and stages of the process of increasing vocabulary through a song that students like.

Journal from Institut Agama Islam Negeri (IAIN) Curup, research with the tittle " The teachers strategies in online learning to increase students' interest in learning during COVID-19 pandemic" they concluded that the teacher uses some strategies. The first is giving students an understanding of the importance of learning any situation, either direcly or in collaboration with parents of students. Second, prepare learning materials that are short, clear, easy to understand and interesting. Third, choose learning media that is simple and attractive. Fourth, evaluate learning regulary and counstinously.

From this study, there are similarity of focus with the research to carried out, which is related to teacher's strategies in teaching English through online classes during COVID-19 pandemic.

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B. Some Pertient Ideas

1. Teaching Strategies

The term strategy was originally used in the world military. Strategy comes from the greek world *stratogos* which means " General " or " Commander", so that strategy is considered a science general or clerical science. Strategy in a sence military this means the use of military force for achieve war goals. Understanding the strategy then applied in education, which can be interpreted as an art an science to built class such that the goals set can be achieved effective and efficient.[7]

In this study of educational technology, the strategy is concluded in the real of learning design. The development of strategy as a science has developed starting from the military world and then used in educating. In warfare, strategy is needed to obrtain victory. Likewise with the learning process, educators must identify all those related to the learning process that will be carried out. Edicator need to know who will be their student, how different level of inteligience, from what background they come from, how they are motivated, and so forth.

The term technique has been borrowed from military science. Agreeing Encyclopedia strategy is the science of craftsmanship of arranging and coordinating expansive military developments and operations. It alludes to the design of acts that serve to accomplish a certain result. . Strategy is that skill full planning of a working system by which the objectives can be achieved easily. Strategy changes according to the changing situation. Teaching strategy is the means to achieve learning objectives.[2]

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[7] Nanik Kusuma Wati dan Endang Sri Maruti, Strategy Belajar Mengajar Di Sekolah Dasar.(Magetan: CV AE MEDIA GRAFIKA, 2019),p.7

[2]Arvind Kr. Gill1 , Ph. D. & Kusum2 , Ph. D., *"Teaching, approaches, methods and strategy "* p. 6694.

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Teaching-learning strategies are one important aspect of the promotion of self-regulated learning. In today's constantly changing world with its requirements of lifelong learning, it is of high relevance to be capable to learn in a self-regulated way.[8]

"Strategy is an attempt to obtain success and success in achieving goals".[9]

Strategies are different ways of achieving the results of planting under different conditions.[10] Learning strategy is a plan that contains a series of activities designed to achieve educational goals certain.[11]

Teaching strategy is a teacher's plan in the teaching and learning process to achieve a purpose that has planed. In order words, teaching strategies are approaches to teaching students. The teacher has to apply the strategy to balance between the method which the teacher's used and the way of the teacher's used to apply the material.[12]

Therefore, based on the above understanding, the researchers draw the following conclusions: Teaching strategy is a general plan for lesson that includes a structure of desired learner behavior in term of instructional objectives an outline of the planned tactics required to implement the strategy. Teaching stratey refers to help students learn the lesson and be able to develop the achieve goals. Which means from making a strategy is to achieve a goal.

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[8] Kistner, Saskia; Rakoczy, Katrin; Otto, Barbara; Klieme, Eckhard; Büttner, Gerhard , "Teaching-learning strategies. The role of instructional context and teacher beliefs" p.177

[9] Mulyono, "*Strategi Pembelajaran."* (Malang: UIN Maliki Press,2012) ,hal. 8

[10] Wena, "*Strategi Pembelajaran Inovatif",* (Jakarta: Bumi Aksara, 2012),hal. 4-5

[11] Nana Sanjaya, *" Strategi Pembelajaran",* (Jakarta, Kencana,2008),hal.124

[12] Zakky, " Pengertian Strategi Pembelajaran Secara Umum dan Menurut Para Ahli", https://www.zonareferensi.com/pengertian-strategi-pembelajaran/, (diakses pada 23 September 2020, pukul 19.30).

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2. The Concep of Teaching Strategy

There is no one teaching method that is good for all teaching. Teaching and learning strategies that are effective to achieve certain goals depend on the conditions of each element involved in the teaching-learning process in fact. Students' abilities, teacher abilities, material characteristics, learning resources, teaching media, logistical factors, the goals to be achieved are the elements of teaching that vary in each place and time.

a. The basic strategy of any business includes the following four points:
b. Identification and determination of the specification and qualifications of objectives that must be achieved by taking into accaount and considering the aspirations of the people who need them.
c. Consideration and selection of the main approach that is considered effective in achieving the target.
d. Consideration and determination of the steps taken from the strating point of implementation to the and point where the target is achieved.
e. Consideration and determation of standard benchmearks to be used in regulating the level of business success.[13]

In general, strategy has the meaning of an outline of direction to act in an effort to achieve predetermined goals. Associated with teaching and learning strategies can be interpreted as general patterns of teacher and student activities in the realization of teaching and learning activities to achieve the goals outlined.[149]

[13] Ibid,hal. 37

[14 9] Syaiful Bahri Djamarah dan Aswan Zain, *Strategi Belajar Mengajar* (Jakarta: Ritena Cipta, 2010),hal. 5

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The term strategy has been borrowed by many other disciplines, including the field of education. In relation to teaching and learning, the use of the term strategy is intended as an effort to create an environmental system that allows the teaching process to occur. The point is that the formulated teaching objectives can be achieved powerfully and successfully to have such a teaching that there is a functional linkage between the teaching components in question.[15]

The implementation of the Strategy concept in these teaching and learning situations and conditions gives birth to the following notions:

a. Strategy is a concept of taking action from the teacher by using available educational skills and resources to achieve goals through an effective relationship between the environment and conditions that are most profitable.
b. Strategy is an outline of the direction of action in managing the learning process to achieve teaching goals effectively and efficiently.
c. The strategy in the teaching and learning process is a carefully prepared plan to achieve learning objectives.
d. Strategy as general patterns of teacher activities in the implementation of teaching and learning to achieve the goals outlined.

3. Online Class

The COVID-19 pandemic took the world by surprise. Globally everything has stooped. Projects have been delayed, workplace closed and schools shut down. The world seems to have ground to halt because of the novel coronavirus. However, a student in Indonesia continue their education through online learning using Zoom

[15] Abu Hamid dan Joko Tri Prasetya, Strategi Belajar Mengajar(Yogyakarta: Teras, 2009), p.36

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App, Google classroom, and WhatsApp, etc. the model is currently the best alternative as keeping schools open poses a safety risk for students.

Globally, many countries have adopted this approach. Different from Indonesia, schools in New York, the United State, Prepare for online learning by distributing gadgets to their students, ensuring they had access to learning materials. As of early April, education authorities distributed around 500,00 laptops and tablets to their students, allowing them to participate in classes online.

However in Indonesia when Presiden of Indonesia Jokowi Dodo announced in his speech said that *"With this condition, it is time for us to work from home, learn from home, workshop at home- this is the time to work together to help each other and mutual cooperation, we want this to become a community movement so that this problem is quickly resolved."* Many schools were not ready to apply for home learning programs yet. The online class implemented in Indonesia work differently from those in the US. This is due to a lack of preparation in this country.

As a student participating in the home-learning program, the online school was confusing to adjust to as we had not been prepared through simulations or practice beforehand. Students reported the home-learning program to be even more stressful than regular classrooms. Although the closing of schools does have a silver lining (home-learning programs where students are still able to learn), the true suffers from the government order of school closing are the student less fortunate situations and the students who are in schools that are not well-funded.

However, it is not only students who experience any problem in online learning. The teachers also face and also felt the difficulties of home-learning. To teach learning teachers are required to used strategies and methods in teaching. So the

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student can understand the lesson that has been given. The teacher must be able to recognize every class condition that they teach so that the strategy they use can work well. Sometimes, in face-to-face classroom learning, teachers have difficulty implementing strategies, especially in the present, which requires studying at home. The teachers must pay more attention to the strategies and methods they will use. So, students not only listen but also can understand the topics.

In particular, in teaching language, it is very difficult to make students understand what has been explained. One of them is learning English, it is very difficult to teach students without using strategies. Online school activities are carried out with several applications that provide face-to-face services in the form of audio and video, such as Zoom, Skype, Google Meet, Microsoft Teams, and WhatsApp Group. This activity is carried out while still paying attention to the effectiveness and achievement of the quality of the planned learning: Completeness of teaching materials from the teacher, when teaching offline, students need to look for various materials in libraries and bookstores. Unlike the current situation, the lecturer will prepare all lecture teaching and learning activity materials to make it easier for students to repeat teaching materials at home. However, the distance learning method also challenges lecturers to create more interactive, accessible, and creative material to help students learn more easily. Students more easily understand learning, One of the positive aspects of online learning is that students can easily understand textbooks. With the help of digital technology, students can watch teacher lectures, such as private lessons. You can see the large presentation screen directly from your laptop, computer or gadget. Compared with studying in class, this is undoubtedly

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advantageous. Sometimes some students sit too far away so that they cannot clearly capture and see the course materials.

Through online learning, students can understand the textbook more clearly and ask questions. This is different from offline teaching, where classroom performance can sometimes make it difficult for students to capture the material being taught.

The continuity of this online teaching and learning program still reaps pros and cons. Various positive and negative impacts are present from lectures which are conducted without face to face.

a. Advantages And Disadvantages of Online Learning

Online learning has advantages including:

1) Teachers and students can communicate easily via the internet anytime communication activities are carried out without being limited by distance, place and time.
2) Teachers and students can use regular teaching materials and scheduled via the internet.
3) Students can repeat the material at any time and anywhere if required. Students will find it easier to get additional information related to the teaching materials they learn by accessing the internet.
4) Teachers and students can conduct discussions via the internet that can followed by a large number of students.
5) Passive students can become active.
6) Learning becomes more efficient because it can be done anytime and anywhere especially for those who live further away.

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7) The advantages of online learning are also inseparable from the variety shortcomings, namely as follows:
8) The face-to-face interactions that occur between the teacher and students become or even among the students themselves.
9) Online learning is more into the business aspect than social and academic.
10) The learning that is carried out tends to be more the task given by the teacher through the book given.
11) Teachers are required to better master learning techniques using ICT (Information Communication Technology).
12) Students who lack learning motivation tend to fail.
13) Uneven internet facilities available in problem areas with electricity, telephone and computer.[16]

4. Teaching Strategies Through Online Classes During Pandemic COVID-19

During the COVID-19 pandemic, there was a change in the implementation of the learning process . The learning process previously was carried out in schools with a face-to-face system, but during the COVID-19 pandemic, the learning process was carried out from home through the online system by utilizing existing media. This is following the Circular of the Minister of Education and Culture Number 4, concerning Implementation of Education Policies in an Emergency for the Spread of Coronavirus Disease (COVID-19).

Learning activities from home using the online system began to be carried out a day after leaving the Circular of the Minister of Education and Culture and on the

[16] Suhery, Trimardi Jaya Putra, dkk. 2020. *Sosialisasi Penggunaan Aplikasi Zoom Meeting dan Google Classroom Pada Guru di SDN 17 Mata Air Padang Selatan*. Jurnal Inovasi Pendidikan. 1 (3).

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same day. The learning process during the COVID-19 pandemic continues by utilizing online media. In any situation, children must face learning even though the system is different from the usual. This is in line with the basic principles of learning, namely lifelong learning or long-life education.

Associated with implementing challenging classes, the use of technology in supporting learning depends on three pedagogical factors. Pedagogical approach which is the first factor including student-centered learning, the role of the teacher as facilitator, and knowledge integration. The second factor is the included learning design Learning, learning according to the individual needs of each student, according to context, social, learning process, and use of appropriate tools and technology. Factor to three is facilitating which includes clear expectations, appropriate questions, understanding and sensitivity to cultural issues, providing timely feedback; constructive; and details, as well as attitude and high commitment from students.[17]

Three major challenges in online learning at the time pandemic. First, teachers have very limited time in preparing and adapt offline learning material to online. Second, lack or limited opportunity teachers and students interact directly and freely during online learning resulting in disruption of the learning process. Third, the use of a pedagogical approach effective requires more effort in motivating and activating students in learning online.[18] Although school facilities are adequate National

[17] Carrillo, C., & Flores, M. A. (2020). COVID-19 and teacher education: a literature review of online teaching and learning practices. European Journal of Teacher Education, 43(4), 466–487. https://doi.org/10.1080/02619768.2020.1821184

[18] Huang, R., Tlili, A., Chang, T. W., Zhang, X., Nascimbeni, F., & Burgos, D. (2020). Disrupted classes, undisrupted learning during COVID-19 outbreak in China: application of open educational practices and resources. Smart Learning Environments, 7(1). https://doi.org/10.1186/s40561-020-00125-8

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curriculum promotes online learning well, The education each student gets is also due to family and family influence. Financial issues that affect the learning process.[19]

5. The Strategies That Teachers Must do in Teaching English During pandemic COVID-19

a. Preparing brief, clear, easy to understand

Preparing short, clear, easy-to-understand, and interesting learning materials to suit the media and learning system used can increase students interest in learning. Online system learning and face-to-face learning: in school , Students are free to directly ask questions about unclear and ununderstood topics; in online learning, students cannot freely ask questions about materials that have not yet been understood. The materials must be studied in a short, clear, interesting and easy-to-understand way to make Students' interest in learning remains high, and they will not be bored and enthusiastic about learning.

There are several ways that teachers can do in preparing distance learning material to make it easy to understand and interesting, namely summarizing the learning material on each theme and subject, accompanying the material by concrete examples, followed by practice questions, making powerpoints then explained via video learning .

b. Choosing a Simple and Attractive Learning Media

Teachers can create various classroom situations, determine the methods to be used in different situations and create a healthy emotional climate among students. Even this learning tool / media can then help, the teacher brings the outside world into the classroom. Thus abstract ideas and one (method) are concrete and easy for

[19] Byun, S., & Slavin, R. E. (2020). Educational Responses to the COVID-19 Outbreak in South Korea. SSRN Electronic Journal. https://doi.org/10.2139/ssrn.3652607

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students to follow. If the learning tools / media can be functioned properly and professionally, the learning process will run effectively.

The use of appropriate learning media, not only facilitates the delivery of material but can also increase the effectiveness in achieving learning goals, can increase interest and motivation to learn. In learning, clear learning tools or media are needed, because these learning tools / media have a large and influential role in the desired educational goals.

c. Conducting regular and continuous evaluations

Evaluation is an activity carried out to determine the level of progress or development of students after carrying out the learning process at a certain time. evaluation activities are carried out periodically and continuously. Evaluation activities are carried out not only to measure the level of progress and development of students after following the learning process but also to evaluatethe effectiveness of methods, media, learning strategies applied by teachers, to increase student interest and motivation.

By regular and continuous evaluations, students will always prepare themselves by reading books and learning materials that they have learned. This evaluation can be done by giving several questions to students after carrying out the learning process within a certain time, such as after finishing discussing a topic and theme, after students watching the learning video given by the teacher, every mid-semester, and at the end of the semester. Learning evaluation is very important to do. The main purpose of learning is to improve the quality of learning, both in terms of results and in terms of process.

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Changing of using the media, methods, strategies, and implementation of learning not only requirean increase in teacher competence and material development but also lead to the development of an evaluation instrument. Teachers are required to develop a learning evaluation instrument according to the criteria and changes and developments in the object to be evaluated. If this is not done, the evaluation instrument will not be able to measure the object being evaluated validly.[20]

6. The Effectiveness of Teaching Strategies through Online Class

The choice of strategy in learning is basically the most important things that must be understood by every teacher, given the learning process is a communication process between students, teachers, and the learning environment. Therefore learning must be arranged in such a way that the impact of learning will be obtained directly towards changes in behavior as formulated in learning objectives.

The learning strategy chosen by the teacher should be based on considerations according to the situation, conditions, and environment to be faced. Learning strategies are the methods that will be selected and used by a teacher to deliver learning material, so it will make it easier for students to achieve goals that are mastered at the end of learning activities.

7. Coronavirus Diseases-2019 (COVID-19)

These cases had a history of exposure to Huanan Seafood Wholesale Market where live animals were also on sale . The disease then rapidly spread from Wuhan to other areas. By the first week of Jan 2020, a novel coronavirus was identified by the

[20] Sutarto, et al., eds, *Teaching Strategies in online learning to increase students' interest in learning during COVID-19 pandemic*(Journal Konseling dan Pendidikan Vol. 8, No.3, 2020),p. 129-137

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Chinese centre for disease control and prevention (CDC) from the throat swab sample of these patients, and the virus was named 2019 novel coronavirus (2019-nCoV). Due to rapid global spread the World Health Organization (WHO) on January 30 declared the outbreak as a public health emergency of international concern. On 11 February 2020, WHO announced that "COVID19" (meaning coronavirus disease-2019) will be the official name of the disease.[21]

The best way to prevent the corona virus is not to spread it in the first place. There is a vaccine for COVID-19, but its quantity is limited and it is still unknown that it can be used by the general public. By performing the following steps, you can reduce the chance of catching or spreading viruses: Wash your hands well often. When you are not near soap and water, use hand sanitizer. Try not to touch your face. Wear a mask when going out. Please follow your community guidelines to stay home. When you go to public places, keep at least 6 feet away from others. If you feel bad, don't leave home. When coughing or sneezing, cover your mouth with your elbow or use a tissue. Clean and disinfect frequently touched places and objects.

Covid-19 is not an underestimated disease. The following are the dangers of coronavirus infection that need to be understood so that we can remain vigilant and take preventive measures appropriately: Covid-19 will cause various complications and even death. Some cases of Covid-19 have mild and moderate symptoms. However, some Covid-19 patients experience complications and should be noted. Respiratory diseases are the main complications caused by Covid-19, such as acute respiratory failure, pneumonia (inflammation of the lungs), and acute respiratory distress syndrome (ARDS). Coronavirus infection can also cause complications and

[21] Sheik Salahudin Ahmed, "The Corona Virus Deases 2019 (COVID-19): A Riview", p.2

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problems in other organs, such as liver damage, heart damage, acute renal failure, and secondary infections (subsequently infected by other microorganisms, such as bacteria).

Certain groups are more likely to suffer from Covid-19 . People of all ages who have certain medical conditions need to be more vigilant when treating this disease. People with these diseases include: Patients with moderate to severe chronic lung disease or asthma. People with severe heart disease. People with poor immune status, such as patients receiving cancer treatment, smokers, people who have undergone bone marrow transplantation or organ transplantation, immunodeficiency, people who are HIV or AIDS positive but not well controlled, and people who take corticosteroid drugs Extended. Severely obese people . Diabetic. People who have chronic kidney disease and are undergoing dialysis procedures. People with liver disease.

The disease is highly contagious. Thus, for the sake of everyone's goodness the government has closed down the place which is expected to invite a large number of people. elderly and children are very susceptible to transmission of this disease. in this situation, in order for children to continue their education, the government proposes online classes.

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[22] dr.Reni Utari, Kenali Gejala Virus Corona Yang Perlu Diwapadai, https://www.sehatq.com/artikel/bahaya-virus-corona-yang-membuat-kita-harus waspadaInfeksi-virus-

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C. Conceptual Definition

1. An analysis teaching strategies in English teaching through online classes

This study aims to determine on English teacher's teaching strategy, namely strategy/tactics that should be considered / planned by teachers to achieve thee objectives of teaching that has been set. This teaching strategy would look at the dimensions of the planning or the implementation of teaching.

Teachers play an important role in improving students' learning outcomes. Teachers can develop and plan effective and effective learning models so that students can meet the minimum integrity standards, improving the quality of education. It is the teacher's responsibility and obligation to create a learning that can maximize learning outcomes. In order to design learning activities that can stimulate the creation of more effective and efficient learning, strategies need to be adopted in the delivery process. The teacher must be able to provide students with opportunities to experience or do it themselves, follow the process, observe the object, analyze, prove and draw conclusions about the object.

In this study the researcher want to see how the teacher's strategy in implementing the learning process, especially in managing the online class, can increase student motivation to participate in learning so that later the objectives of the learning process can be achieved.

2. Online Classes During Pandemic COVID-19

The success of teachers in conducting online learning in the Covid-19 pandemic situation is the ability of teachers to innovate in designing and concocting materials, learning methods, and what applications are in accordance with the

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corona-juga-menimbulkan,-dapat-menimbulkan-kematian. Diakses pada Senin, 22 februari 2020 pukul 11.50

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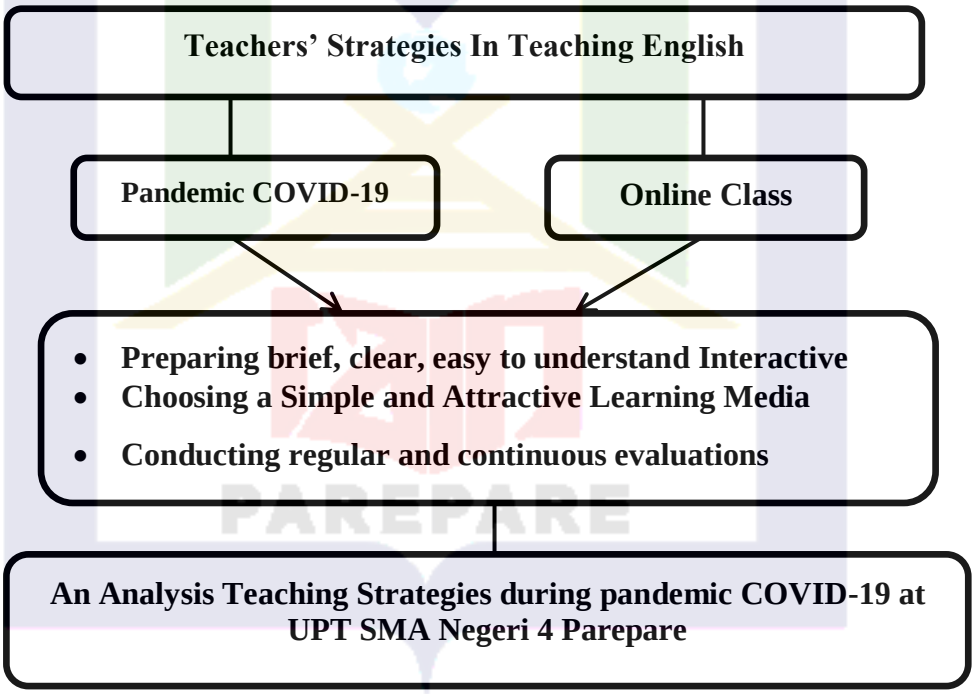
materials and methods. Creativity is the key to success for a teacher to be able to motivate students to stay enthusiastic about learning online and not become a psychological burden. In addition, the success of online learning during the Covid-19 period depends on the discipline of all parties.

D. Conceptual Framework

Framework is a picture of the pattern of relationships between concepts or variables in a horror manner which is a complete picture of the focus of research. The framework of thought is usually put forward in the form of a schematic chart.[23]

The conceptual framework of this research will be drawn as follows:



The research is done in order to know teachers' strategies in teaching English though online classes. There are several strategies that teachers can do in

[23] Isntitut Agama Islam Negeri, *Pedoman Penulisan Karya Ilmiah* (Parepare: Departemen Agama, 2013), p. 26.

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giving lessons but the situations and conditions faced by teachers are certainly different. so that the provision of strategies in teaching is certainly different. Therefore, the aim of this study was to analyze the teaching strategies of teachers in UPT SMA Negeri 4 Parepare.

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BAB III

RESEARCH METHODOLOGY

A. Research Design

The design of the study is qualitative research since this study is aimed to describe the qualities of teachers who teach English and teachers' strategies in teaching students in learning English at UPT SMA Negeri 4 Parepare through an online class. It is also aimed to describe the findings of the teacher using strategy in Learning English during Pandemic at the second-grade student of UPT SMA Negeri 4 Parepare.

Qualitative research is descriptive which means the data display in word form rather than a number.[24] In addition, qualitative research is the collection, analysis, and interpretation of comprehensive narrative and visual data in order to gain insight into a particular phenomenon.[25]

Based on the explanation above, this research aims to know the strategies that teachers used in teaching English trough online class, the research will use the interview in this research to answer the question about it.

B. Location and Duration of the Research

The location of the research was taken place in UPT SMA Negeri 4 Parepare and the duration of the research 2 months to collect the data and analyze the data.

[24] Sugiono, *Metode Penelitian Kuantitaif, Kualitatif, dan R&D,* (Bandung: Alfabeta, 2008). p.8

[25] Gay, L. R,. Mills, G. R, & Airasian, P. W. Education research: competencies for analysis and applications (Upper Saddler River, N.J.: Merril/Pearson 2009). Ed.9

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C. Population and Sample

The population and sample in this research was taken from all of the English teachers in UPT SMA Negeri 4 Parepare. There are five teachers in this school with different experiences and that degree of background knowledge. Because of that, the researcher considered all of them as the population and sample of this research. It does not compare their teachers but to get concrete information as much as possible about strategies in English Teaching. Besides, some students were chosen randomly for each class to get information about their responses toward their teacher's strategies in English teaching.

D. The Focus of the Research

This research was focus on the teaching strategies in learning Engling through online classes during pandemic COVID-19 at UPT SMA Negeri 4 Parepare.

E. Types and Data Source

Data sources are all information is obtaining from the respondent as well as those from documents either in the form of statistics or in other forms for the purpose of the study.[26] The data interpreted as facts or information obtained from what was heard, observed, felt, and thought by the researcher of the activity and place that was examined.[27] So, the data source is all data obtained directly from everything is related to research. The type of data used in the discussion of this proposals, are:

1. Data figures

Data figures , which is the data collected from the study site in the form of documentation.

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[26] Joko Subagyo, *Metode Penelitian (Dalam teori praktek*), (Jakarta, Rineka Cipta: 2006). p.87

[27] Harum Rasyid, *Metode Penelitian Kualitaif Bidang Ilmu Sosial Agama* (Pontianak: STAIN Pontianak, 2000), p.36

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2. Qualitative Data

The data obtained in the form of information either orally and in writing. In this study, there are usually two types of data analyzing, namely primary data and secondary data. Data sources that will be used in this study are:

3. Primary Data

Primary data is data obtained directly from the source, observed, and recorded for the first time.[28] This data obtained directly from the object of the research, without being mediated by anyone. In this research, the primary data is obtained directly from the field either in the form observations or from the result of interviews about teaching strategies in learning English through online class during pandemic COVID-19 at UPT SMA Negeri 4 Parepare.

4. Secondary Data

It is data that includes official document for relevant agencies, books, research result that are in the form of reports, diaries, and other.[29] This obtained by researchers indirectly or from the other sources in the form of scientific books, journal, newspaper, magazines, and other that can support research to analyze teaching strategies in learning English through online class during pandemic COVID-19 at UPT SMAN 4 Parepare.

F. Data Collection Techniques

This research employs qualitative research, the main instrument was used in research is a human instrument. It means that the research herself, who remains the research focus chooses the informant as the research of source of data, collection data, evaluates the quality of the data, analyses the data, interprets the data, collects

[28] Marzuki, *Metodologi Riset*, (Yogyakarta: Hanindita Offset, 1983). p.55
[29] Sujono Soekarno, Pengantar Penelitian Hukum, (Jakarta: UI Press, 1986). p.12

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data, evaluates the quality of the data, analyze the data, interprets the data, and makes the conclusion of findings. The researcher used some supportive contents, they are

1. Observation

Observation is an activity observations (Data Collection) to capture how far the effect of the action is has reached the target. The observations made by the researcher were not directly observing the spaciousness but observations made in This research was conducted indirectly in the field, namely online.[30]

a. Non-participatory observation

Non-participatory observation is the observer does not participate in people's lives who will be observed, and are separately positioned as observers. In this case the observer only acts as an audience without having to participate go straight into the field.[31]

Observations in this research will be conducted by researchers through observation indirectly in the field, namely done online via WhatsApp with the right research object to obtain information or data relevant to the object of research. The observation took a very important role in this study since the researcher wants to find out how the teaching and learning of English through online classes are going in this school through observation, the researcher observed and took notes on the teaching and learning process in the classroom. The observation checklist was used during the observation process. It contained the report of teachers' and student activities and other events that occurred during the observation. They draw the qualities of the

[30] Kunandar. 2008. Langkah Mudah Penelitian Tindakan Kelas Sebagai Pengembangan Profesi Guru. Jakarta: Raja Grafindo Persada

[31] Bungin, Burhan. 20011. Penelitian Kualitatif. Jakarta: Kencana.

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teacher and teacher strategies when the teacher teaches preparation class for English learning.

2. In-depth Interview

In-depth interviews are normally carried out face to face so that a rapport can be created with respondents. Body language is also used to add a high level of understanding to the answers. Telephones can also be used by a skilled researcher with little loss of data and at tenth of the cost. The stlye of the interview depends on the interviewer. Successful in-depth interviews listen rather than talk. They have a clear line of questioning and use body language to build rapport. The interview is more of a guided conversation than a staccato question and answer session. The interview is conducted using a discussion guide which facilitates the flushing out of the respondent's views through open ended questioning. Projective techniques can be incorporated into the interview too.

An interview is a purposeful conversation. The conversation is between the interviewer and interview to gain some information. The research was equipped with an interview guide and audio recorder to get information from the English teacher about class activities concerning this study. The interview guide was used to help the process of the interview so that the intended purpose and information of the interview can be gained, in using the recorder, the questions are also recorder to show the right order of the answer. The most significant function of recorder data prevents data distortion.

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3. Documentation

Documentation method as a complement of interview and observasi, about the analysis teaching strategies in English teaching through online classes during pandemic COVID-19 at UPT SMA Negeri 4 Parepare.

G. The Technique of Data Analysis

The data gained was analyzed using qualitative analysis and reported descriptively. Data analysis is the process of systematically applying statistical and/or logical techniques to describe and illustrate, condense and recap, and evaluate data. While data analysis in qualitative research can include statistical procedures, many times analysis becomes an ongoing iterative process where data is continuously collected and analyzed almost simultaneously. The form of the analysis is determined by the specific qualitative taken (field study, ethnography content analysis, oral history, biography, unobtrusive research) and the form of the data (field notes, documents, audiotape, videotape).[32]

1. Coding

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

The researcher can analyze some data that is code such as meaning statements, behavior, events, feelings, action of the informant, and other depend on

[32]Ori.hhs.gov,"DataAnalysis",https://ori.hhs.gov/education/products/n_illinois_u/datamanagment/datopic.html, (diakses pada 28 September 2020, pukul 19.50).

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what contained in the data segment faced with. In this stage after obtaining data, researcher collected data by placing all units that have the same code. This would made it easier when reading data, in short with this coding researcher could be underling significant data that appropriate to the reseach topic.

Table 3.1

No.	Sources	Coding
1.	Teacher 1 / Teacher 2	T1/ T2
2.	Skill	SK
3.	Strategy	ST
4.	Material	MT
5.	Online class	OC

2. Data Reduction

There are so much data gained in the process to collect it. The researcher needs to reduce those data to find the important data which support to answer the research problem. Then, the data is sorted to be some categories depending.

3. Displaying Data

The next step in analyzing the qualitative data after reducing data is displaying data or presenting data. In qualitative research, the presentation of data can be done in the form of a brief description, chart, relationship, between categories, flowchart, and the like.

H. Conclution and Verification

The last step was concluding. In qualitative research, the beginning conclusion was still tentative. If it can be proven by the next findings, the conclusion was credible. Here, the conclusion was made to describe the qualities of teachers who teach English at UPT SMA Negeri 4 Parepare and teachers' strategies in preparing

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students for English teaching in UPT SMA Negeri 4 Parepare. The difficulties of teaching preparation in an online class for English teaching were also described to support the descriptions about the teacher's strategies.

I. Validity of Data

Triangulation is a term frequently referred to in qualitative study publications. Usually, scholars mention "triangulation" in discussions regarding how the "quality" or "validity" of a study can be guaranteed[33] , or triangulation defined as using more than one research method as an approach to assessing the validity and reliability of data-gathering methods in the social and behavioural sciences.[34] Validity is a characteristic that must be owned by the measurement instrument because it is directly related to whether the data can be trusted or not. In this study, researcher tried to acquire data validity. The researcher was chose triangulation to check the validity. The purpose of the data collection technique with triangulation is to find out the data obtained widespread, consistent, and certain.

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

[33] https://qualpage.com/2018/01/18/triangulation-in-qualitative-research/

[34] Pelto, P. J. (2017). *Mixed methods in ethnographic research: Historical perspectives*. New York & London: Routledge.

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BAB IV

RESEARCH FINDINGS

In this chapter the researcher present the result of the data presentation and finding the study itself. It present the strategies used by the English teacher in teaching English through online classes during pandemic COVID-19 at UPT SMA Negeri 4 Parepare and the result of an interview about the strategy in teaching English through online classes.

A. Data Presentation

Teachers' strategies in English teaching through online classes according to the results of observations and interviews that have been conducted with English teachers about the strategies used in teaching English classes during the COVID-19 pandemic there are several strategies used by the teacher in teaching according to the material used.

1. The Obstacle in Strategies in English Teaching Through Online Classes During Pandemic COVID-19

According to the result of observation and interviews that there are several strategies used by the teachers in teaching English according to the material used.

a. Strategies of Teacher 1

Table 4.1

No.	Coding	Information
1.	T1	Teacher 1 (BR/UN)
2.	Sk	Writing / Expression Sentence
3.	Mt	Matching expression and the purpose
4.	St	Saintifik Learning
5.	Em	WhatsApp

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BR as an English teacher at UPT SMA Negeri 4 said that there are some strategies used in teaching English through online classes during pandemic COVID-19

".....I don't use specific strategies in teaching, sometimes I give students the questions to be worked on, sometimes I also give videos, depending on the material.

After I interviewed Mr. Br, I just found out that at this time he did not teaching the class he taught, he was temporarily replaced by the field study service. Then I interviewed the field study service (UN)

"..... I use a scientific learning strategy.)

Following the syllabus is delivering material of expression sentence, After checking the attendance of students in the group and greeting and asking how the students are doing, UN immediately gives questions to students. Questions related to the material she described last week. These questions are in the textbook. The questions she gave were about expression sentences, to more precisely match expression sentences with their goals as written in the textbook on page 68. Thus, UN only directs students to open their textbooks and do the task and does not forget, UN determines the deadline for submitting assignments.

This strategy can help students write a sentence using English, students also know much about expression sentece and add vocabulary from sentence. But this strategy can not function properly if students do not take the world seriously. After students complete the assignment that has been given. students will take photos of their assignments and then send them in the group.

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b. Strategis of Teacher 2 (St of T2)

Table 4.2

No.	Coding	Information
1.	T2	Teacher 2 (KM)
2.	SK	Writing/ Conditional Sentence
3.	MT	Translate and find the meaning
4.	ST	CLT, GTM , etc.
5.	OC	Whatsapp

One of English techer at SMA Negeri 4 is KM . KM said strategies that she used to apply is CLT and Inquiry

".....I use several CLT, GTM, Direct Method and Inquiry strategies or sometimes I use the lingual method ... In teaching I use online book sources and compile the material that I will provide myself because the syllabus material is not listed in the book. . so I use strategies according to the learning and situation in class. "

Following the syllabus is delivering material of Conditional sentence . After checking attendance of students in the group and greeting and asking how the students are doing, KM continue her material and give the student more example so they can easly and remember the material that have been explain lask week.

KN explained the material again so that students could recall the lessons that were given last week, not forgetting that KM gave examples of conditional sentences. After that, KM gave the assignment to students an example of dialogue and asked the students to identify the conditional sentences of the text. Students who have finished working on the assignment will take a photo of their assignment and send it to the class group. After that KN closed the lesson on time but students who still haven't finished their assignment are still given time to be collected as soon as possible.

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This strategy can help student to understand the material, because the teacher use recall so the student can easly remember the material that they learn before.but again, the student can not function properly if student do not take the lesson seriously.

c. Strategies of Teacher 3 (St of T2)

Table 4.3

No.	**Coding**	**Information**
1.	T3	Teacher 3 (AT)
2.	SK	Writing
3.	MT	Conditional Sentence
4.	ST	Video, etc.
5.	OC	Whatsapp, Classroom

One of the English teachers who teaches grade twelve at SMA Negeri 4 Parepare is AT. in interviews with researchers, AT explained that the strategy she used was

"…… Usually I give story material or give my students interesting videos so that they can attract their learning attention and make it easy for them to understand. Usually after I give a video, they start to be active in asking questions, because they want to know more. However, well .. it depends on what material we study.

Following the syllabus in delivering the material, AT usually uses video in teaching, but it all depends on what material is discussed at the time. When using video, AT usually sharing the link of the video through the classroom, and instructing students to watch and understand the video for further assigments. If there are still students who don't understand the video, they usually ask questions or discuss it in the whatsapp group. AT uses Classroom and WhatsApp in teaching, usually classroom is used to provide material and WhatsApp is used as a place to ask and

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answer questions and to fill in attendance. After students understand the learning contained in the video , the students are given the task by AT. The assignment that have been done by students will be photographed and send it through the Classroom.

This web-based learning form of video can help students because they can think more broadly related to the material and learning through video can make students not get bored quickly in learning. But this strategy can not work well if students do not have a high motivation to learn.

d. Strategies of Teacher 4 (St of T4)

Table 4.4

No.	**Coding**	**Information**
1.	T4	Teacher 4 (AS)
2.	SK	Writing
3.	MT	Narrative Text
4.	ST	Books, Video
5.	OC	Whatsapp

This English teacher is AS. She taught in English in almost all grades eleven and ten. From the interview,s he explained that the strategy she used was

"...I don't have a specific strategy in teaching, because it's very difficult to guess the situation of students when we don't meet in person in class. But, usually I explain the material first, after the children understand, I will give them the assignment that is in a printed book, sometimes I also give a video to watch after that ask for their opinion.

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B. Data Analysis

In data analysis, the research discovery is regulated and presented in such a way that the reseach problem becomes the basis of reference to the arrangement and presentation.

According to the result of the interview conducted with and English teachers, strategy is important in learning as a way or method that makes students easier to learn.

a. Planning

For all teachers, of course they all do the planning before giving lessons. The teacher determines the planning by looking at the syllabus and seeing the conditions of the class. All of this is done so that the learning objectives can be achieved properly. By planning before learning it aims so that students can easily and understand the material.

b. Drafting

In this strategy teachers must be able to make concept. So, the teacher gives the student material according from syllabus , the teacher can give them from the book or material they have made.

c. Editing

In this strategy teacher asks students to do the task through Whatsapp grup and students are given a time limit in doing the task.

Teaching in a pandemic like this to determine strategies in teaching is very difficult, both physically and mentally. Teachers and students do not make eye contact during learning so that is also one of the reasons it is difficult to determine the right strategy in teaching. Teachers must be able to see the situation and condition of their students. One of the reasons why UPT SMAN 4 only uses the Whatsapp or

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classroom application to relieve students who are short of money to buy data. In the initial conversation of researchers and teachers, one teacher said, we only use zoom during certain lessons and use zoom when there are tests, be it daily tests, midterm tests or final tests.

1. **The Obstacle in Strategies in English Teaching Through Online Classes During Pandemic COVID**

a. External Factors

1) Internet Access

Internet connect people to communicate. Teacher and student connect each other through an internet connection. That need media as a tool. It can be smarth phone, tablet, or computer. Bellow conversation between researcher and teacher 2:

R: What obstacles do you face in teaching English through online learning?

T2: There are some students who do not have cellphones, they usually use cellphones from relatives to complete their assignments. Meanwhile, students who have cell phones are constrained by the signal because there are some students who return to their hometowns with a network that is not possible. some are constrained by quota or data package problems.

R: Are there any other obstacles you have faced?

T2 : In teaching online classes it is not like teaching in an ordinary class face-to-face or face-to-face. Online classes are not very effective in delivering material and we as teachers also have a little difficulty in giving grades to students because the teacher doesn't know whether their students are cheating or not while doing assignments.

2.) Students Find it Very Difficult to Focus on the Lesson

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There is a tendency to not seriously participate in learning activities due to the fact that during their studies students do other activities such as help with their parents' work , playing games, watching TV, listening to music, etc. like BR said that *……..'' I can only believe in students, when there are those who don't collect assignments or are slow to collect assignments, when they reason that they are busy helping their parents or the network is bad and the quota runs out. I can only trust them, because we can't really monitor students because at home the parents have to be more able to monitor.''*

3) Student Motivation

In online learning, students can become less active in convey their aspirations and thoughts, so that they can result saturating learning. A student who experiences inner saturation learning will result in progress in learning outcomes. The enthusiasm to learn can be owned by increasing learning motivation. Motivation Learning is a driving or impetus that makes someone interested to learning so that it will learn continuously. Low motivation can because low success in learning so it will be degrading student achievement.

b. Internal Factors

1) Monitor the Student

In principle, every student has the right to achieve satisfactory academic performance. However, in reality, every student has differences, including differences in intelligence (IQ), physical fitness, family background, habits, and learning methods used. These individual differences lead to different "learning behaviors" for each child. Therefore, the condition that students cannot learn correctly in accepting and absorbing courses is the so-called "learning difficulties". In other words, learning

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difficulties are an event / event, which indicates that many students have "difficulties" in fully mastering the materials or topics provided by the teacher when achieving the set learning goals.

Teaching through online classes are become so difficult because teacher can not always monitor they student while their study. Thus, teacher is really hard to give their student a score because they do not know are they student cheating or not. Like AS said that ‘’..*It is very difficult to guess the situation of students when we do not meet in person in class.*

The English teachers’ in UPT SMA Negeri 4 Parepare also provide the solution to the problem that faced in teaching online English subject. The solution provide by teachers. Bellow conversation between researcher and T2.

R : Do you have a solution in overcoming these obstacle?

T2 : My solution, even other teachers provide a solution by giving an extension of time but by limiting it. For example, I give assignments on Thursday, and I will extend the time for submitting assignments to Sundays no later than 12.00 p.m.

T3: Solution, give them an interesting video according to the material discussed.

2. The Effectiveness of Teachers’ Teaching Strategy in teaching English during pandemic COVID-19 at UPT SMA Negeri 4 Parepare

The success of teachers in conducting online learning in the Covid-19 pandemic situation is the ability of teachers to innovate in designing and conducting materials, learning methods, and what applications are in accordance with the materials and methods. Creativity is the key to success for a teacher to be able to motivate students to stay enthusiastic about learning online and not become a

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psychological burden. In addition, the success of online learning during the Covid-19 period depends on the discipline of all parties.

Observations, records and interviews show that teachers and students are facing challenges. Related to classroom and technical management, The teacher has limitations in interpreting the material. Learning is related to the various learning methods performed in regular class. In the past, teachers were creative, flexible and diverse in using different teaching methods. Adjust according to the material, task characteristics, learner characteristics, situation and environment study and so on. However, teachers' internal capabilities are limited explain, because learning is done online. This also gives teachers and students carry out learning activities. Activities are limited to shared materials Courses, videos, assignments, voice messages and related information with certain patterns limited interaction, namely from teacher to student and from student to teacher. Interaction between students is enough limited. Did not see group or paired work activities in the study, so activities that require student discussions and group discussions are still limited. Student-centered or student-centered learning cannot be completed because all materials, activities, questions, assignments and information that are teacher-centric or obtained from the teacher.

Teachers and students are also limited by the study time, they need to explain, it is difficult to strengthen, enrich learning materials and clarify materials. For example, some students do not understand a certain material during their studies. Determined to ask the teacher directly through the teacher's personal WA. The teacher also has limited time and methods or skills to provide explanations to students satisfactory because it is difficult to provide them online.

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The same thing happened student. It is very important to give students feedback, reinforcement, rewards and sanctions limited. Teachers usually provide corrections to students' assignments or projects collect, give language support and rewards, such as "good", Smart, enthusiastic " or provide symbols or similar emoticons. Stimulate the motivation of students to learn and participate. But for those No (not yet), or assignments submitted overdue cannot be automatically assigned. The only teacher can remind them every week so that they can collect homework quickly. As a result, other challenges arise, namely the limited ability to accommodate interests, learning styles, and student abilities vary because of limitations in student needs analysis evaluation of student learning processes and outcomes.

Character education also cannot be done privately maximum by the teacher considering that students are not directly with the teacher. They are for 7 days 24 hours are continuously under the guidance and supervision of their parents as this online learning takes place. Thus, character education is fully handed over to be the responsibility replied the parent or guardian of the student. The teacher can only try to insert a little Character education material into the material or assigned tasks such as responsibility, honesty, hard work, discipline, care, and cooperate.

We all realize that this is the beginning of a shift from offline mode to education to the network (online). We are also very clear that the Internet is a new thing. Although in education, especially in public primary schools across the country the fact is that some people do indeed mix it sometimes or completely mix it before the pandemic. We realize that we need to adapt to the new habits of the new era. Therefore, it is necessary to work together to provide education on ethics and digital

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literacy. So that teachers and students can use and utilize information and communication technology (ICT) Well, correctly and wisely.

WhatsApp is a social media and its name must not be used as a learning media or non-e-learning platform. Use WhatsApp group as a medium for internal sharing of information. There are several disadvantages to learning based on observations and records. Data Information, tasks and projects cannot be organized systematically and are often difficult to retrieve ,If it has delivered some constantly filled messages, media and other information, it is located at group chat. Document storage capacity is usually a burden of storage capacity device. So that users, teachers and students can delete homework documents or materials. In order to save the storage space of its equipment. This resulted in loss of document allocation and related materials that have not been downloaded by students or teachers, so they must communicate with the owner of the file, profile, and information source uploads it back to the group chat or WhatsApp class group. The use of a Learning Management System (LMS) or Learning Management System (SMB) is necessaryintroduced to teachers and students to overcome some weaknesses in using groups WhatsApp class is intended to create a learning process that is effective, efficient, systematic, measurable,and well documented. Technically, students also face the challenge of limited access obtain adequate English tutoring. This is related to availability tutoring institution, the location of the student's residence which is quite far from the intended facilities, limitations the family economy to pay for tuition, and a pandemic situation that does not allow students freely travel. Students at home only rely on the material distributed by the teacher, the supporting books they get from school, and the guidance of parents or guardians who have they are busy supporting their family and

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have a variety of educational backgrounds and knowledge about English. Even some students' parents / guardians do not understand English. This resulting in limited knowledge & ability of parents / guardians in facilitating children they study at home.

Online learning requires facilitation such as a Smartphone or laptop, but there are some students who do not have Smarthpnone or laptops plus again there is no internet quota to do this online learning becomes a big problem for both teachers and students. In addition, online learning teachers also become overwhelmed in applying what methods will be delivered in online learning so that students understand the material delivered because online learning is done not face to face live. Online learning is less effective for a reason students who have no network, no devices such as cellphones or laptop. Therefore, the teacher has difficulty in carrying out the learning process this online. Every student really wants to learn calmly and easily understood in the online learning process. But the teacher was also confused how online learning can be implemented without any obstacles as well not a burden for students. Need to realized that teachers and students are unprepared for online learning as well becoming a problem. Transfer of face-to-face learning systems to online systems very suddenly without careful preparation. But all of this must remain implemented so that the learning process can run smoothly and students are active keep up even in this pandemic condition.

Barriers to online learning will reduce the learning effect. Although online learning must be done in this pandemic situation. Online learning is visible, not just one or two schools, but it is very comprehensive in many regions of Indonesia. Essentials the online learning process (online) needs to be improved and perfected. First and the most important thing is a stable internet network, then equipment or

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computer Qualified and effective online social networking. So just this online learning must be continuously improved to overcome obstacles that occur so that learning is carried out online to be more effective and efficient.

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BAB V

CLOSURE

This chapter presents the conclusion and suggestion regarding result research. The conclusion are drawn from the findings of the previous chapter, then the suggestion direct further researcher who are interested in conducting similar research.

A. Conclusion

From the explanation above, it can be concluded that since the outbreak of the Covid-19 pandemic, all of them the learning process in various parts of the world has changed from face-to-face to fashion online. The application of this online mode always provides challenges and also convenience for all parties involved in it.

1. Planning, Drafting, Editing

Based on this study, planning, darfting and editing, researcher concluded that English Teachers' in UPT SMA Negeri 4 Parepare they using Direct Instruction and Individual Study these strategies are used by teacher in teaching because they are quite effective in teaching through online classes. In providing material through the WhatsApp group, it is certain that if the teacher gives assignments it will be shorter and will directly lead to learning goals. So, students can more easily grasp the material quickly. In short, this strategies make it easier for students and also the teacher.

How teachers teach English during COVID-19 The pandemic mainly adopts the teaching method and task-based learning method. This Teachers give lectures by providing photos in the following forms. Then use voice notes to verbally explain the material summary and send it to the whatsApp group. Teachers also use task-based learning methods. The teacher sent some tasks to the students in the WhatsApp

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group, and then the student completes the task and sends it to the WhatsApp group. There are two tasks Function, used for evaluation and absence.

1. The Obstacle in Teaching English through Online Classes

Based on the results of research on the obstacles faced by teaching teachers online during the Covid-19 pandemic at UPT SMA Negri 4 Parepare

1) Monitor the student

Teaching through online classes are so difficult beacause the teacher can not always monitor they student while their study. Thus, teacher is really hard to give their student a score because they do not know are they student cheating or not.

2) Student Motivation

In online learning, students can become less active in convey their aspirations and thoughts, so that they can result saturating learning. A student who experiences inner saturation learning will result in progress in learning outcomes. The enthusiasm to learn can be owned by increasing learning motivation. Motivation

Learning is a driving or impetus that makes someone interested to learning so that it will learn continuously. Low motivation can because low success in learning so it will be degrading student achievement.

2. The effectiveness of Teacher's Strategies in Teaching English through Online Classes During Pandemic COVID-19

In research for teacher strategies in teaching English through online classes at UPT SMA Negeri 4 Parepare cannot be said to be effective. As stated above, that the teaching strategy is said to be effective if teachers can innovate in designing and concocting materials, learning methods, and what applications are in accordance with the materials and methods. In short, teacher has to be more creative.

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In this case, the strategy of English teachers in teaching English in online classes has not been said to be effective because they only provide understanding of the material, after that give assignments. They also use videos but the videos they use usually they take from youtube, not from the video that the english teacher made the video for. it could be that the videos they provide are only monotonous videos. The better and more effective learning using videos will be when the English teacher himself makes the video and then gives it to the students, because as the teacher they must more or less know the nature of the students.

B. Suggestion

According to the result of the study, there are several suggestions presented for students, English teacher, and researcher.

1. **Students**

Through strategy used by teacher in teaching English through online classes, students must pay more attention to the learning that has been given by the teacher.

2. English Teacher

As a teacher, they must be more creative in providing learning to their students. a teacher must also be able to know the condition of students in order to increase student motivation in learning.

3. Future Researcher

The writis hopes that for future researcher who are interested in conducting similar research, it will contribute to understanding teaching strategies in teaching English through online classes. Besides, hopefully this research will provide inspiration and guidiance for futher researcher to be more careful in conducting

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research, so that the result are better than this. Therefore, the result will be more profitable and be applied in a larger area.

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APPENDICES

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INTERVIEW GUIDE
Teachers' in UPT SMA Negeri 4 Parepare

A. Identity of Teacher 1

1. Name : Baharudin S.Pd
2. Reliigion : Islam
3. Classes Suported : XI and XII
4. Day/date of Interview : Thurday, January 14, 2021.

Appendix 1. Interview Result Table

No.	**Pertanyaan (Question)**	**Hasil wawancara/ Interview Result**		**Keterangan (Information)**
		Guru 1/ (Teacher 1) (Baharuddin S.Pd)	**Mahasiswa PPL (Wahyuni Kumbani)**	
1.	Aplikasi apa yang bapak/ibu gunakan dalam melaksanakan kelas online?	*"Saya mengajar , menggunakan aplikasi Google Class Room, tapi lebih sering*	*" Saya menggunakan aplikasi whatsapp , saya menyesuaikan dengan aplikasi yang*	Guru 1 atau mahasiswa PPL menggunakan whatsapp dalam memberikan pelajaran

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		menggunakan aplikasi whatsapp".	*guru gunakan."*	kepada para peserta didik.
2.	Bagaimana proses kegiatan pembelajaran bapak/ibu menyajikan materi kepada peserta didik? Bagaimana cara bapak/ibu mengorganisasi peserta ke dalam bentuk belajar?	*"Baik , mengawali pembelajaran dengan salam, mengecek kehadiran siswa, kemudian mengawali pembelajaran dengan pendahuluan, kemudian masuk kepada inti pembelajaran, menyampaikan materi-materi pokok yang akan diajarkan, setelah itu akhir pembelajaran, 10*	*" Saya mengikuti Sillabus dan materi yang diberikan berdasarkan buku paket yang ada."* *" mengorganisasi siswa secara individu"*	Pembelajaran yang diberikan mengikuti dengan silabus , seperti melakukan pendahuluan, memberikan materi/isi , memberikan tugas dan mengakhiri pembelajaran.

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		menit sebelum mengakhiri pembelajaran saya berikan refleksi, seperti saya tanyakan sejauh mana pemahaman siswa setelah saya berikan pembelajaran tersebut. *" kemudian masalah pengorganisasian sayan mengorganisasi siswa secara individu"*		
3.	Bagaimana bapak/ibu memantau siswa dalam belajar diawal dan diakhir	*" yaa..untuk memantau, bisa dikatakan agak sulit ya , karena kita tidak ketemu langsung dengan*	*" Dengan keaktifan merespon didalam group"*	Guru maupun siswa yang mengajar, menghandalkan respon siswa dalam memantau

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	proses pembelajaran?	*siswa, jadi untuk memantau dari pembelajaran diawal dan diakhir, kia hanya bisa berpatokan kepada respon siswa.*		proses pembelajaran.
4.	Jenis tes (soal) apa saja Bapak/ibu berikan kepada para peserta didik?	*"Ya.. tergantung dari materinya, bisa dalam bentuk praktek, tes tertulis, dan terkadang juga bisa menyimak."*	*" Saat ini saya hanya memberikan tes tertulis"*	Dalam pemberian tes ataupun soal mereka menyesuaikan dengan materi yang pada saat itu disampaikan.
5.	Apakah bapak/ibu menggunakan media dalam mengajar? Kalau iya ,	*" Media?...., iya .. saya menggunakan Buku cetak, kadang juga video*	*" Media yang gunakan hanya buku cetak".*	Media yang dominan digunakan dalam pemberian

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	media apa saja bapak/ibu gunakan selama proses pembelajaran?	*dari Youtube".*		pembelajaran adalah media menggunakan buku cetak.
6.	Bagaimana respon siswa setelah bapak/ibu lakukan proses pembelajaran?	*" Ya, Saya rasa anak-anak merasa antusias dalam mengikuti pembelajaran secara virtual"*	*" Hanya beberapa saja siswa yang merespon"*	Dalam pembelajara bisa dikatakan minat belajar peserta didik tergantung kepada siapa yang mengajar.
7.	Menurut bapak/ibu , Metode pengajaran apa yang efektif atau efisien bapak/ibu lakukan kepada peserta didik?	*"CLL dan CLT"*	*" Metode drill"*	

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8.	Kesulitan apa saja yang Bapak/Ibu hadapi dalam mengajar bahasa inggris melalui pembelajaran daring?	*“ Kesulitannya , ketika siswa tidak bersamaan aktif . Sedikit susah diatur dan dipantau”*	*“ Siswa tidak terlalu mengerti saat belajar, dan pengumpulan tugas mereka juga tidak jarang mengumpulkannya ketika waktu yang saya tentukan habis. Contoh, saya berikan batas waktu sampai jam 23.00 malam, mereka bisa kumpul tugas besok atau 2 hari setelah itu.*	
9.	Apakah anda memiliki solusi dalam menangani kesulitan-kesulitan	*“Ya…mau dibilang solusi gimana, yah… untuk saaat ini saya*	*“saya hanya berikan nasehat kepada adik-adik agar bisa lebih*	

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	tersebut?	*hanya bisa percaya kepada siswa, ketika ada yang tidak mengumpulkan tugas atau lambat mengumpulkan tugas, ketika mereka beralasan dengan sibuk membantu orang tua ataupun jaringan jelek dan kuota habis. Saya hanya bisa mempercayai mereka , karena kita tidak bisa benar-benar memantau siswa karena saat dirumah orang tua-lah yang harus lebih bisa*	*fokus dan bisa mengumpulkan tugasnya tepat waktu"*	

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		memantau.		
10.	Strategi pembelajaran apa yang bapak/ibu laksanakan selama ini?	*"……. Saya tidak menggunakan strategi khusus dalam mengajar, yang saya gunakan untuk mengajar dengan bantuan penggunaan buku paket 80% dan 20% saya biasaya menciptakan sendiri pembelajaran , tergantung bagaimana situasi dikelas yang saya ajar selama pandemic ini*	*"……saya menggunakan strategi saintifik learning.*	

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11.	Apakah Bapak/Ibu menggunakan buku pedoman atau menciptakan/membua materi sendiri?	*“ mungkin 80% saya menggunakan buku manual dan 20% nya lagi saya create sendiri materinya”*	*“ Saya hanya menggunakan buku pedoman dari sekolah”*	

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B. Identity of Teacher 2

1. Name : Kamisnah S.Pd
2. Reliigion : Islam
3. Classes Suported : XI and XII
4. Day/date of Interview : Friday, January 15, 2021.

Appendix 1. Interview Result Table

No.	**Pertanyaan (Question)**	**Hasil wawancara/ Interview Result**	**Simpulan (Conclusion)**
		Guru 2/ (Teacher 2) (Kamisnah S.Pd)	
1.	Aplikasi apa yang bapak/ibu gunakan dalam melaksanakan kelas	*" Aplikasi WhatsApp adalah dasar , kemudian kita kombinasikan ke google class room, ruang guru, dan disaat ada materi yang membutuhkan zoom ,*	

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	online?	*kita menggunakan aplikasi zoom."*	
2.	Bagaimana proses kegiatan pembelajaran bapak/ibu menyajikan materi kepada peserta didik? Bagaimana cara bapak/ibu mengorganisasi peserta ke dalam bentuk belajar?	*" Kalau soal proses ya, lumayan. Siswa senang dan juga bangga ketika mampu mengirim tugas lewat aplikasi ini tapi kendalanya ketika jaringan kurang bersahabat utamanya yang berada di pelosok"*	
3.	Bagaimana bapak/ibu memantau siswa dalam belajar diawal dan diakhir proses pembelajaran	*" Diawal, menjadi hal yang harus diprioritaskan dalam hal persiapan. .... Kita cek absen 5 menit sebelum pelajaran dibuka, kalau ada siswa yang belum absen, kadang saya telfon ataupun harus minta teman lainnya agar memanggil teman yang belum aktif, dan ketika pembelajaran akan*	

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		berakhir saya absen lagi sehingga saya bisa tau siapa saja yang standby didalam group.	
4.	Jenis tes (soal) apa saja Bapak/ibu berikan kepada para peserta didik?	*" Jenis text seperti narrative, explanation, news item, descriptive, history.*	
5.	Apakah bapak/ibu menggunakan media dalam mengajar? Kalau iya , media apa saja bapak/ibu gunakan selama proses pembelajaran?	*"Iya, saya menggunakan media. Jika diperlukan. Maksudnya ttergantung materi apa yang kita bahas saat itu"*	
6.	Bagaimana respon siswa setelah bapak/ibu lakukan proses pembelajaran?	*" Ya, seperti yang adek lihat tadi, mereka berlomba-lomba memasukkan tugas dan absen terakhir, kadang di chat pribadi kalau mereka*	

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		sudah ada hasil belajar akhir"	
7.	Menurut bapak/ibu , Metode pengajaran apa yang efektif atau efisien bapak/ibu lakukan kepada peserta didik?	*"GTM (Grammar translation Method), biasanya saya pakai itu ketika KD text comprehensive , karena sasarannya harus memahami isi text dan struktur bahasanya, kadang juga Direct Method, ini saya gunakan ketika tugas mereka berupa dialog"*	
8.	Kesulitan apa saja yang Bapak/Ibu hadapi dalam mengajar bahasa inggris melalui pembelajaran daring?	*"Ada beberapa siswa yang tidak memiliki ponsel, ia biasanya menggunakan ponsel dari kerabat untuk menyelesaikan tugasnya. Sedangkan siswa yang memiliki ponsel terkendala dengan sinyal karena ada beberapa murid yang pulang kampung dengan jaringan yang tidak memungkinkan . ada juga yang terkendala dengan masalah kuota atau paket data.* *"Dalam mengajar kelas online tidaklah seperti*	

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		mengajar dikelas biasa yang tatap muka atau bertemu langsung. Kelas online tidak terlalu efektif dalam menyampaikan materi dan juga kita sebagai guru juga agak kesulitan dalam memberi nilai pada siswa karena guru tidak mengetahui siswanya melakukan kecurangan atau tidak saat mengerjakan tugas"	
9.	Apakah anda memiliki solusi dalam menangani kesulitan-kesulitan tersebut?	*"solusi saya , bahkan guru lain pun memberikan solusi dengan memberikan perpanjangan waktu tapi dengan membatasi. Misalnya , saya berikan tugas pada hari kamis, dan saya akan perpanjang waktu pengumpulan tugas sampai hari minggu paling lambat jam 12.00."*	
10.	Strategi pembelajaran apa yang bapak/ibu laksanakan	*".....Saya menggunakan beberapa strategy CLT , GTM, Direct Method and Inquiry atau kadang*	

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	selama ini?	*saya gunakan lingual method.*	
11.	Apakah Bapak/Ibu menggunakan buku pedoman atau menciptakan/membuat materi sendiri?	*"Dalam mengajar saya menggunakan sumber buku online dan meramu sendiri materi yang akan saya berikan dikarenakan materi yang disilabus tidak terkafer dalam buku.. jadi saya menggunakan strategi sesuai pembelajaran dan situasi dikelas."*	

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C. Identity of Teacher 3

1. Name : Hj. Atira S.Pd
2. Reliigion : Islam
3. Classes Suported : XI
4. Day/date of Interview : Thurday, January 14, 2021.

Appendix 1. Interview Result Table

No.	Pertanyaan (Question)	Hasil wawancara/ Interview Result	Simpulan (Conclusion)
		Guru 3/ (Teacher 3) (Hj. Atira, S.Pd)	
1.	Aplikasi apa yang bapak/ibu gunakan dalam melaksanakan kelas	*"Saya menggunakan aplikasi Google Classroom dan WhatsApp"*	

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	online?		
2.	Bagaimana proses kegiatan pembelajaran bapak/ibu menyajikan materi kepada peserta didik? Bagaimana cara bapak/ibu mengorganisasi peserta ke dalam bentuk belajar?	*" Baik, awalnya saya menyapa para siswa di group Whatsapp, kemudian saya memberi tahukan mereka bahwa mereka harus standby di google class room karena untuk absen , pemberian materi dan pemberian tugas saya lakukan di google class room"*	
3.	Bagaimana bapak/ibu memantau siswa dalam belajar diawal dan diakhir proses pembelajaran	*" Sangat susah memantau murid ya, karena kita tidak tatap muka secara langsung. Saya hanya memberikan waktu kepada siswa untuk mengumpulkan tugasnya sampai jam 4 sore."*	
4.	Jenis tes (soal) apa saja Bapak/ibu berikan kepada	*" pemberian tes tergantung pada materi ya, kadang tes, tertulis, menyimak atau bahkan*	

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	para peserta didik?	*membuat video."*	
5.	Apakah bapak/ibu menggunakan media dalam mengajar? Kalau iya , media apa saja bapak/ibu gunakan selama proses pembelajaran?	*"Iya, saya menggunakan media, kadang saya berikan mereka link untuk menonton video, video dari youtube ya, atau kadang juga saya berikan langsung video tersebut."*	
6.	Bagaimana respon siswa setelah bapak/ibu lakukan proses pembelajaran?	*" Good, they like it".*	
7.	Menurut bapak/ibu , Metode pengajaran apa yang efektif atau efisien bapak/ibu lakukan kepada	*" untuk masa pandemic seperti sekarang, apalagi kita tidak ketemu langsung dengan peserta didik. Sangat sulit menentukan metode yang harus digunakan, saya hanya memberikan mereka video*	

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	peserta didik?	*ataupun tugas yang berada pada buku cetak mereka."*	
8.	Kesulitan apa saja yang Bapak/Ibu hadapi dalam mengajar bahasa inggris melalui pembelajaran daring?	*" Ya, mereka sulit paham akan materi, pada kelas tatap muka saja mereka sulit memahami , apalagi pada saat kelas online begini".*	
9.	Apakah anda memiliki solusi dalam menangani kesulitan-kesulitan tersebut?	*" Solusi , memberikan mereka video yang menarik sesuai dengan materi yang dibahas."*	
10.	Strategi pembelajaran apa yang bapak/ibu laksanakan selama ini?	*"... biasanya saya memberikan materi cerita atau memberikan siswa saya video yang menarik agar dapat menarik perhatian belajar mereka dan agar mereka mudah memahami . Biasanya setelah saya*	

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		berikan video, mereka mulai aktif dalam bertanya , karena mereka ingin mengetahui lebih dalam lagi. Namun, yah.. tergantung dari materi apa yang kita pelajari."	
11.	Apakah Bapak/Ibu menggunakan buku pedoman atau menciptakan/membuat materi sendiri?	*" Saya mengikuti selabus ya, jadi saya lebih banyak menggunakan buku cetak, kadang juga dari buku tersebut saya mebuat soal sendiri".*	

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D. Identity of Teacher 2

1. Name : Asriani Suherman S.Pd
2. Reliigion : Islam
3. Classes Suported : XI
4. Day/date of Interview : Tuesday, January 19, 2021.

Appendix 1. Interview Result Table

No.	**Pertanyaan (Question)**	**Hasil wawancara/ Interview Result**	**Simpulan (Conclusion)**
		Guru 4/ (Teacher 4) (Asriani Suherman S.Pd)	
1.	Aplikasi apa yang bapak/ibu gunakan dalam melaksanakan kelas	*" Saya menggunakan Aplikasi WhatsApp"*	

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	online?		
2.	Bagaimana proses kegiatan pembelajaran bapak/ibu menyajikan materi kepada peserta didik? Bagaimana cara bapak/ibu mengorganisasi peserta ke dalam bentuk belajar?	*"Saya berisalam dulu, menanyakan kabar adik-adik bagaimana, setelah itu saya absen, setelah absen saya memberikan penjelasan materi, memberikan contoh, ketika masih ada waktu saya berikan tugas, kalau waktu habis, pertemuan berikutnya baru saya berikan tugas."*	
3.	Bagaimana bapak/ibu memantau siswa dalam belajar diawal dan diakhir proses pembelajaran	*" Saya melihat siapa yang sangat aktif dalam merespon pembelajaran."*	
4.	Jenis tes (soal) apa saja Bapak/ibu berikan kepada	*" Untuk tes, tergantung ya… tergantung materi. Kadang saya suruh buat video, atau saya suruh*	

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	para peserta didik?	*kerjakan soal yang ada dibuku."*	
5.	Apakah bapak/ibu menggunakan media dalam mengajar? Kalau iya , media apa saja bapak/ibu gunakan selama proses pembelajaran?	*" Media?, hmm… iya terkadang saya kasi adik-adik video.*	
6.	Bagaimana respon siswa setelah bapak/ibu lakukan proses pembelajaran?	*"Respon mereka bagus, namun masih saja ada siswa yang malas atau bahkan tidak ada respon dalam group itu"*	
7.	Menurut bapak/ibu , Metode pengajaran apa yang efektif atau efisien bapak/ibu lakukan kepada	*" memberikan tugas atau menyimak video*	

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	peserta didik pada saat kelas online?		
8.	Kesulitan apa saja yang Bapak/Ibu hadapi dalam mengajar bahasa inggris melalui pembelajaran daring?	*" Kesulitannya yaa itu, ada beberapa siswa kurang respon, sehingga mereka tidak memahami pembelajaran, ada juga yang jarang kumpul tugas."*	
9.	Apakah anda memiliki solusi dalam menangani kesulitan-kesulitan tersebut?	*" Solusinya ya sabar saja, dan memberikan mereka teguran ataupun nasihat ."*	
10.	Strategi pembelajaran apa yang bapak/ibu laksanakan selama ini?	*"... Saya tidak memiliki strategi kusus ya dalam mengajar, karena sangat susah menebak keadaan siswa ketika kita tidak ketemu langsung dikelas. Tapi , biasanya saya menjelaskan materi terlebih*	

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		dahulu , setelah anak-anak paham, mereka akan saya berikan tugas yang berada di buku cetak, kadang juga saya kasih video untuk diamati setelah itu meminta pendapat mereka.	
11.	Apakah Bapak/Ibu menggunakan buku pedoman atau menciptakan/membuat materi sendiri?	*" Iya, saya menggunakan buku, kadang buku paket yang dari sekolah, kadang juga buku bahasa inggris lain, kadang juga saya ambil materi memalui internet, yang penting sesuai dengan pembahasan di silabus dek".*	

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Appendix 2

OBSERVATION CHECLIST

Day/Date : 21 Januari 2021

Material : Expression

Teacher's Name : Wahyuni Kunbanie

No.	Activity	Indikator	Option		Description
			Yes	No	
1.	Opening	Teachers Open the lesson by greeting the student	√		
		Teacher checks the students attendance list		√	
		Teachers tells the aim of the subject that will be reached		√	
2.	Main Activity	Teacher explain the material	√		
		The Teacher begin a lesson with a discusstion		√	
		The teachers use a guide book	√		
		The teacher divides students into several groups		√	
		The teacher use active learning	√		
		The Teachers use media		√	

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		Make the students thinking about the meaning of the lesson		√	
3.	Closing	Teacher give an opportunity for student to ask their difficulties	√		
		Tell the student to do exersice in their books	√		
		Closing the activity		√	

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Appendix 2

OBSERVATION CHECLIST

Day/Date : 28 Januari 2021

Material : Expression and the purpose

Teacher's Name : Wahyuni Kunbanie

No.	Activity	Indikator	Option		Description
			Yes	No	
1.	Opening	Teachers Open the lesson by greeting the student	√		
		Teacher checks the students attendance list	√		
		Teachers tells the aim of the subject that will be reached		√	
2.	Main Activity	Teacher explain the material	√		
		The Teacher begin a lesson with a discusstion		√	
		The teachers use a guide book	√		
		The teacher divides students into several groups		√	
		The teacher use active learning	√		
		The Teachers use media		√	

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		Make the students thinking about the meaning of the lesson		√	
3.	Closing	Teacher give an opportunity for student to ask their difficulties	√		
		Tell the student to do exersice in their books	√		
		Closing the activity		√	

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Appendix 2

OBSERVATION CHECLIST

Day/Date : 22 Januari 2021

Material : Supposition Sentence

Teacher's Name : Kamisnah, S.Pd (Teacher 2)

No.	Activity	Indikator	Option		Description
			Yes	No	
1.	Opening	Teachers Open the lesson by greeting the student	√		
		Teacher checks the students attendance list	√		
		Teachers tells the aim of the subject that will be reached	√		
2.	Main Activity	Teacher explain the material	√		
		The Teacher begin a lesson with a discusstion		√	
		The teachers use a guide book	√		
		The teacher divides students into several groups		√	
		The teacher use active learning	√		
		The Teachers use media		√	

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		Make the students thinking about the meaning of the lesson		√	
3.	Closing	Teacher give an opportunity for student to ask their difficulties	√		
		Tell the student to do exersice in their books	√		
		Closing the activity	√		

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Appendix 2

OBSERVATION CHECLIST

Day/Date : 29 Januari 2021

Material : Supposition Sentence

Teacher's Name : Kamisnah, S.Pd (Teacher 2)

No.	Activity	Indikator	Option		Description
			Yes	No	
1.	Opening	Teachers Open the lesson by greeting the student	√		
		Teacher checks the students attendance list	√		
		Teachers tells the aim of the subject that will be reached	√		
2.	Main Activity	Teacher explain the material	√		
		The Teacher begin a lesson with a discusstion		√	
		The teachers use a guide book	√		
		The teacher divides students into several groups		√	
		The teacher use active learning	√		
		The Teachers use media		√	

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		Make the students thinking about the meaning of the lesson		√	
3.	Closing	Teacher give an opportunity for student to ask their difficulties	√		
		Tell the student to do exersice in their books	√		
		Closing the activity	√		

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Appendix 2

OBSERVATION CHECLIST

Day/Date : 21 Januari 2021

Material :Conditional Sentence

Teacher's Name : Hj. Atira S.Pd

No.	Activity	Indikator	Option		Description
			Yes	No	
1.	Opening	Teachers Open the lesson by greeting the student	√		
		Teacher checks the students attendance list	√		
		Teachers tells the aim of the subject that will be reached	√		
2.	Main Activity	Teacher explain the material	√		
		The Teacher begin a lesson with a discusstion		√	
		The teachers use a guide book		√	
		The teacher divides students into several groups		√	
		The teacher use active learning	√		
		The Teachers use media		√	

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		Make the students thinking about the meaning of the lesson		√	
3.	Closing	Teacher give an opportunity for student to ask their difficulties	√		
		Tell the student to do exersice in their books		√	
		Closing the activity	√		

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Appendix 2

OBSERVATION CHECLIST

Day/Date : 28 Januari 2021

Material :News Item Text

Teacher's Name : Hj. Atira S.Pd

No.	Activity	Indikator	Option		Description
			Yes	No	
1.	Opening	Teachers Open the lesson by greeting the student	√		
		Teacher checks the students attendance list	√		
		Teachers tells the aim of the subject that will be reached	√		
2.	Main Activity	Teacher explain the material	√		
		The Teacher begin a lesson with a discusstion		√	
		The teachers use a guide book	√		
		The teacher divides students into several groups		√	
		The teacher use active learning	√		
		The Teachers use media	√		

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		Make the students thinking about the meaning of the lesson		√	
3.	Closing	Teacher give an opportunity for student to ask their difficulties	√		
		Tell the student to do exersice in their books		√	
		Closing the activity	√		

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Appendix 2

OBSERVATION CHECLIST

Day/Date : 28 Januari 2021

Material :News Item Text

Teacher's Name : Hj. Atira S.Pd

No.	Activity	Indikator	Option		Description
			Yes	No	
1.	Opening	Teachers Open the lesson by greeting the student	√		
		Teacher checks the students attendance list	√		
		Teachers tells the aim of the subject that will be reached	√		
2.	Main Activity	Teacher explain the material	√		
		The Teacher begin a lesson with a discusstion		√	
		The teachers use a guide book	√		
		The teacher divides students into several groups		√	
		The teacher use active learning	√		
		The Teachers use media		√	

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		Make the students thinking about the meaning of the lesson		√	
3.	Closing	Teacher give an opportunity for student to ask their difficulties	√		
		Tell the student to do exersice in their books		√	
		Closing the activity	√		

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Appendix 2

OBSERVATION CHECLIST

Day/Date : 28 Januari 2021

Material :News Item Text

Teacher's Name : Hj. Atira S.Pd

No.	Activity	Indikator	Option		Description
			Yes	No	
1.	Opening	Teachers Open the lesson by greeting the student	√		
		Teacher checks the students attendance list	√		
		Teachers tells the aim of the subject that will be reached	√		
2.	Main Activity	Teacher explain the material	√		
		The Teacher begin a lesson with a discusstion		√	
		The teachers use a guide book	√		
		The teacher divides students into several groups		√	
		The teacher use active learning	√		
		The Teachers use media		√	

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		Make the students thinking about the meaning of the lesson		√	
3.	Closing	Teacher give an opportunity for student to ask their difficulties	√		
		Tell the student to do exersice in their books		√	
		Closing the activity	√		

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SRN IP0000011

PEMERINTAH KOTA PAREPARE
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

Jalan Veteran Nomor 28 Telp (0421) 23594 Faximile (0421) 27719 Kode Pos 91111, Email : dpmptsp@pareparekota.go.id

REKOMENDASI PENELITIAN

Nomor : 12/IP/DPM-PTSP/1/2021

Dasar : 1. Undang-Undang Nomor 18 Tahun 2002 tentang Sistem Nasional Penelitian, Pengembangan, dan Penerapan Ilmu Pengetahuan dan Teknologi.

2. Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian.

3. Peraturan Walikota Parepare No. 7 Tahun 2019 Tentang Pendelegasian Wewenang Pelayanan Perizinan dan Non Perizinan Kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu.

Setelah memperhatikan hal tersebut, maka Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu :

M E N G I Z I N K A N

KEPADA

NAMA	: **DIRGAYANTI INDAH FERNANDEZ**
UNIVERSITAS/ LEMBAGA	: **INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE**
Jurusan	: **FAKULTAS TARBIYAH / PENDIDIKAN BAHASA INGGRIS**
ALAMAT	: **JL. PANORAMA TIMUR**
UNTUK	: melaksanakan Penelitian/wawancara dalam Kota Parepare dengan keterangan sebagai berikut :
JUDUL PENELITIAN	: **AN ANALYSIS TEACHING STRATEGIES IN ENGLISH TEACHING THROUGH CLASSES DURING PANDEMIC COVID AT SMA NEGERI 4 PAREPARE**
LOKASI PENELITIAN	: **KANTOR CABANG DINAS PENDIDIKAN WILAYAH VIII PAREPARE (SMAN 4 PAREPARE)**
LAMA PENELITIAN	: **06 Januari 2021 s.d 29 Januari 2021**

a. Rekomendasi Penelitian berlaku selama penelitian berlangsung
b. Rekomendasi ini dapat dicabut apabila terbukti melakukan pelanggaran sesuai ketentuan perundang - undangan

Dikeluarkan di: **Parepare**
Pada Tanggal : **07 Januari 2021**

KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU KOTA PAREPARE

Hj. ANDI RUSIA, SH.MH
Pangkat : Pembina Utama Muda, (IV/c)
NIP : 19620915 198101 2 001

Rp. 0,00

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KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBIYAH
Alamat : Jl. Amal Bakti No. 08 Soreang Parepare 91132 ☎ (0421) 21307 Fax.24404
PO Box 909 Parepare 91100, website: www.iainpare.ac.id, email: mail@iainpare.ac.id

SURAT KELAYAKAN MENGIKUTI UJIAN MUNAQASYAH
NOMOR : B.888/In.39.5.1/PP.00.9/03/2021

Yang bertanda tangan di bawah ini, Wakil Dekan I Fakultas Tarbiyah Institut Agama Islam Negeri Parepare menyatakan bahwa :

Nama : Dirgayanti Indah Fernandez
NIM : 16.1300.094
Semester : X (Sepuluh)
Fakultas : Tarbiyah
Prodi : PAI~~/PBA/PBI~~*

Yang bersangkutan telah menempuh Seminar Proposal dan Ujian Komprehensif dan dinyatakan **LULUS** dengan nilai sebagai berikut:

NO	KEGIATAN	NILAI		TANGGAL PELAKSANAAN
		Angka	Huruf	
1	Seminar Usul Penelitian/Proposal	81.73	A	25 Nopember 2020
2	Ujian Komprehensif	78.00	B	19-22 Oktober 2020

Oleh karena itu, yang bersangkutan dinyatakan layak mendaftar untuk mengikuti ujian munaqasyah skripsi setelah memenuhi syarat-syarat administrasi lain yang ditetapkan.

Demikian surat ini diberikan kepada yang bersangkutan untuk digunakan sebagaimana mestinya.

Parepare, 22 Maret 2021
Wakil Dekan I,

Muh. Dahlan Thalib

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Appendix 3

DOKUMENTATION

PAREPARE
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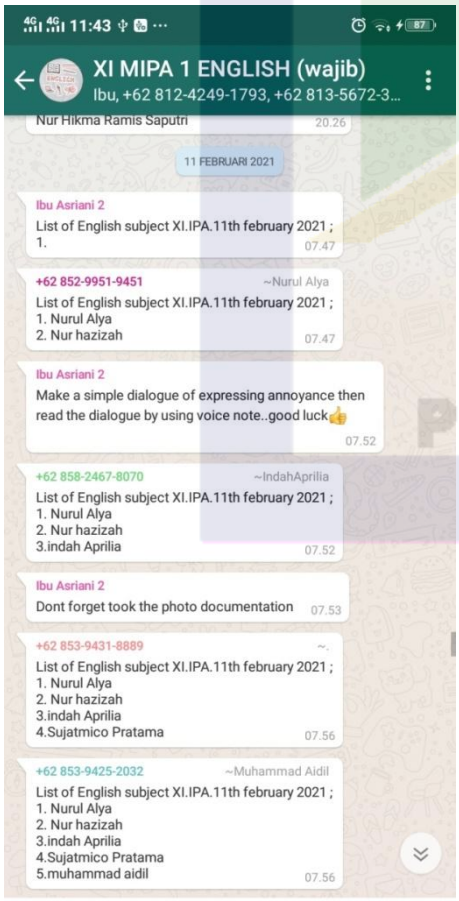
Anda tidak dapat mengirim pesan ke grup ini karena Anda bukan lagi peserta.

Anda tidak dapat mengirim pesan ke grup ini karena Anda bukan lagi peserta.

Anda tidak dapat mengirim pesan ke grup ini karena Anda bukan lagi peserta.



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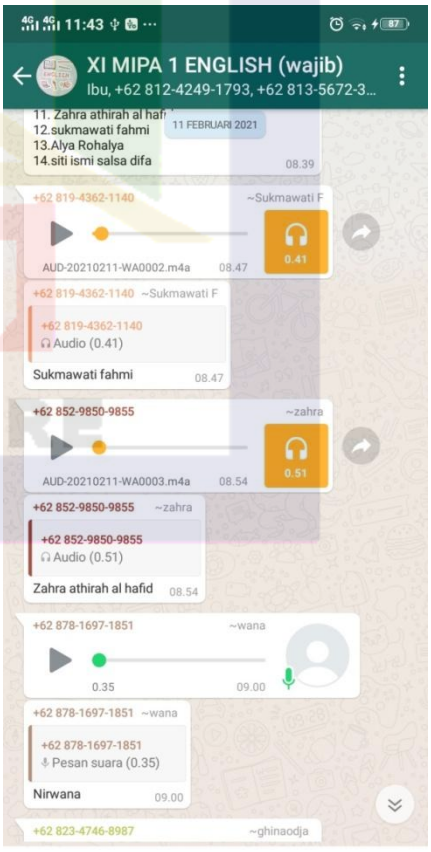

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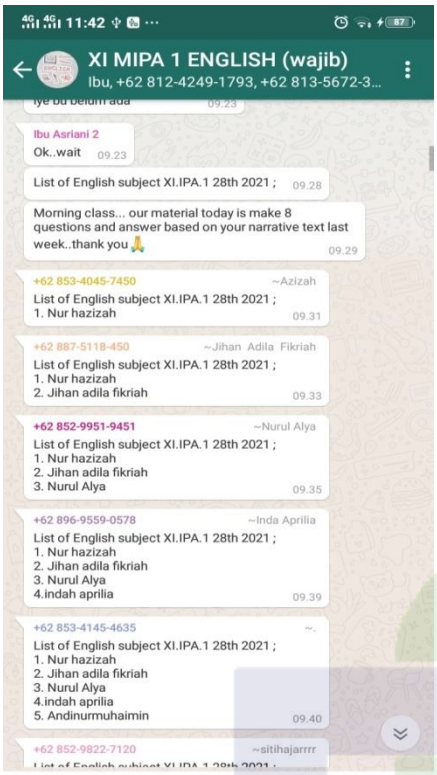

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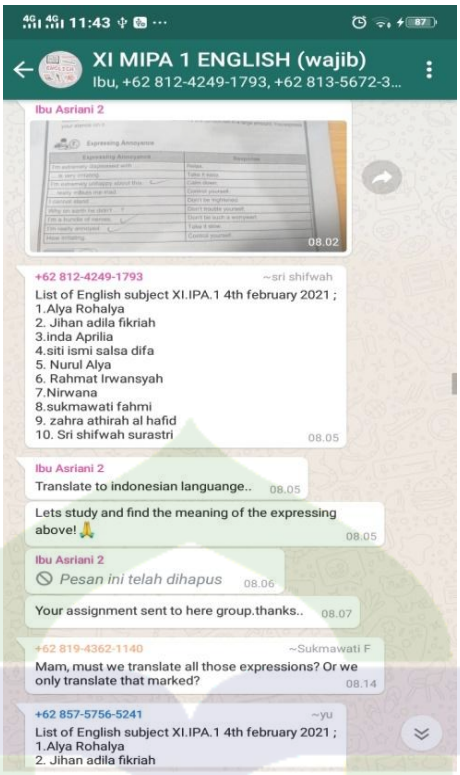

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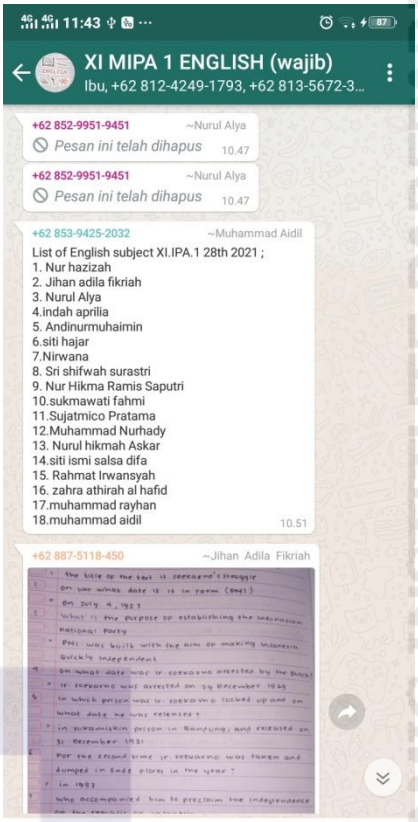

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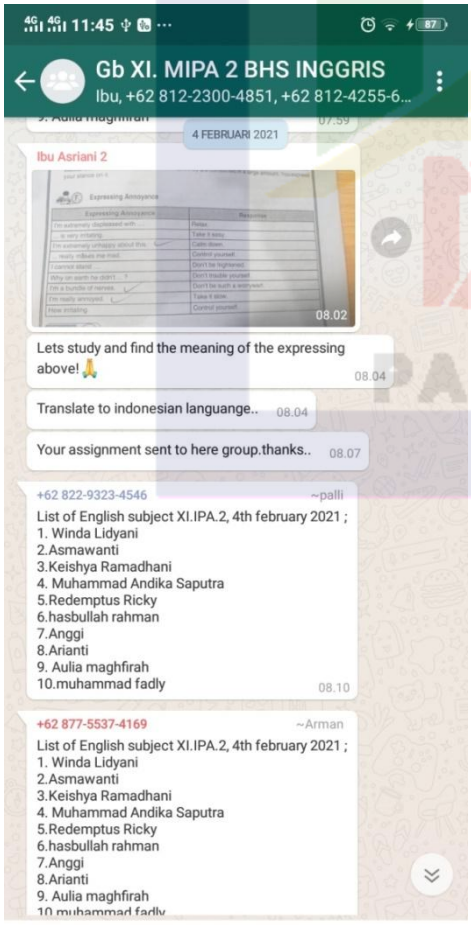

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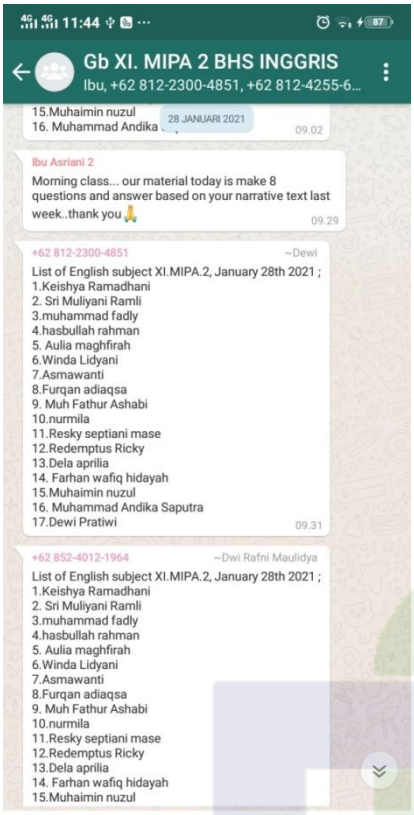
Anda tidak dapat mengirim pesan ke grup ini karena Anda bukan lagi peserta.

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE



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CURRICULUM VITAE

Dirgayanti Indah Fernandez, the writer was born on October 23rd 1998 in Parepare. She is youngest child from fourth children in her family. From the couple, D. Fernandez and Hasnah HS, she has two brothers and one sister, the first brother name is Hendro Syaputra Fernandez, and the second brother is Rezky Fernandez and his sister name is Indri Syaputri Fernandez. She began her study in Elementry School 44 in Parepare and graduate on 2010. In the same year, she continued her study in junior high school. She decided to continue her study at SMP Muhammadiyah Parepare and finished her Junior High School on 2013. After that, she is registered as a student in UPT SMA Negeri 4 Parepare and graduate on 2016. In the same year she continues her study at State Islamic College (STAIN) Parepare but now it was changed become State Islamic Institute (IAIN) Parepare. On 2021 she completed her skripsi with the title "An Analysis Teaching Strategies in English Through Online Classes During Pandemic COVID-19 at UPT SMA Negeri 4 Parepare."

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