CASE STUDY OF TEACHERS' STRATEGIES IN ENGLISH ONLINE LEARNING DURING COVID 19 PANDEMIC AT SMA NEGERI 13 BANDAR LAMPUNG IN ACADEMIC YEAR 2021/2022

## A THESIS

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TARBIYAH AND TEACHER TRAINING FACULTY
RADEN INTAN STATE ISLAMIC UNIVERSITY
LAMPUNG
2023

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A THESIS

Submitted as Partial Fullfilment of The Requirements for S1-Degree

By :

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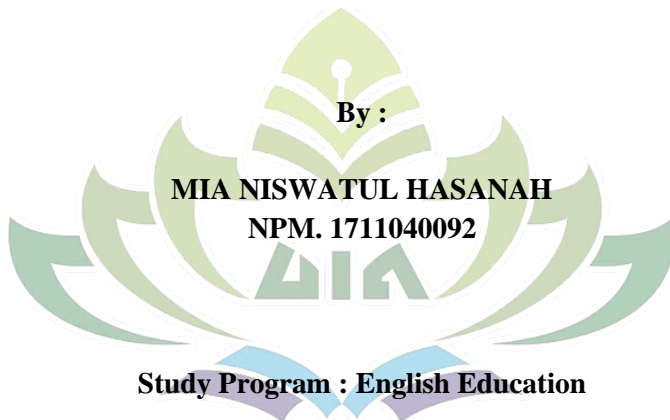
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2023

ABSTRACT

The COVID-19 pandemic caused a huge amount of disruption in the entire system that runs like a government, the economy, including education in Indonesia. As a result, the entire system of education is disrupted. The whole system is unable to meet the needs of students and teachers. The teachers in SMA Negeri 13 Bandar Lampung need a strategy to teach English writing skills and reading comprehension in online learning during the COVID-19 pandemic to make it easier to teach their students.

This research employed descriptive qualitative research by using interviews, observation, and documentation as a technique for collecting the data. Source and methodology triangulation were used to obtain the data from different sources with different methods. The subjects were English teachers of SMA Negeri 13 Bandar Lampung. The data analysis in this research, includes various processes or stages, including coding, data reduction, data display, and drawing conclusions or interpretations.

The results of the study show that (1) The teachers use different strategies because the expected skill output is different, for writing skills the teacher used Integrated art strategy and for reading comprehension, the teacher used QARs, or Question-Answer Relationships, were chosen by teachers for specific reasons, as indicated by the study's findings. Overall, teachers cited two primary motivations (1) to help students understand the text and (2) Strategies in English online Learning during the COVID-19 pandemic greatly assisted teachers and students in the teaching and online learning process to achieve learning goals.

Keywords: English Teaching, Online Learning ,Teaching Strategy.

DECLARATION

The researcher is a student with the following identity:

Name   : Mia Niswatul Hasanah
Students' Number   : 1711040092

This thesis, "CASE STUDY OF TEACHERS' STRATEGIES IN ENGLISH ONLINE LEARNING DURING COVID 19 PANDEMIC AT SMA NEGERI 13 BANDAR LAMPUNG IN ACADEMIC YEAR 2021/2022 " is completely my own work. I am fully aware that I had quoted some statements and ideas from various sources and all of which have been properly cited.

Bandar Lampung, 22th December 2023
Declared by

Mia Niswatul Hasanah

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A research thesis entitled: **"CASE STUDY OF TEACHERS' STRATEGIES IN ENGLISH ONLINE LEARNING DURING COVID 19 PANDEMIC AT SMA NEGERI 13 BANDAR LAMPUNG IN ACADEMIC YEAR 2021/2022"**, by **MIA NISWATUL HASANAH, NPM : 1711040092, Study Program : English Education,** was tested and defended in the examination session held on: Friday, December 22th 2023.

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MOTTO

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِيمِ

إِنَّ ٱللَّهَ لَا يُغَيِّرُ مَا بِقَوْمٍ حَتَّىٰ يُغَيِّرُوا مَا بِأَنفُسِهِمْ ۗ وَإِذَا أَرَادَ ٱللَّهُ بِقَوْمٍ سُوءًا فَلَا

مَرَدَّ لَهُ

" Allah never changes the condition of people unless they strive to
change themselves"
(Q.S Ar-Ra'du 13:11)[1]

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[1]Ministry of Religion, Al-Qur''an and its translation (Solo: CV. Penerbit Fatwa ,2016), p. 250

DEDICATION

Praise and gratitude be to Allah SWT for his abundant blessing for me, and from the depth of my heart, this thesis is dedicated to:

1. My beloved parents, The Late Mr. Kaswadi and Mrs.Sri Waspada, always support, love, and pray for my life. The enormous thanks to both of you that I can not posibly repay with a piece of paper.
2. My best brother Agus Setiadi and Haris Prihartono, Thank you for always giving me motivation and support to finish my thesis.
3. My beloved friends who always care of me.
4. All beloved lecturer, Almamater UIN Raden Intan Lampung, classmates of English Education Department at Tarbiyah and Teacher Training Faculty UIN Raden Intan Lampung who has invaluably contributed to the development of my academic skill and knowledgeover in the university.

CURRICULUM VITAE

Mia Niswatul Hasanah was born on August 7 th 1999 in Bandar Lampung. Mia is the third child of The Late Mr. Kaswadi and Mrs. Sri Waspada. Mia began her study at SDN 5 Jatimulyo, in 2005 and finished in 2011. Then Mia continued her study at MTSN 2 Bandar Lampung and finished in 2014. After that, she continued to SMAN 13 Bandar Lampung and completed it in 2017.After graduating from Senior High School, she continued her study at Raden Intan State Islamic University (UIN RADEN INTAN LAMPUNG) During her active years as a student, Mia joined the Student Activity Unit of Indonesian Red Cross (KSR PMI) at UIN Raden Intan Lampung. And then, she had the opportunity to teach at Al Azhar 6 Jatimulyo Kindergarten and also became a part of the tutoring institutions RUMI and ASA Education. From October to November 2020 She did the teaching Practice Program (PPL) at SMK PGRI 4 Bandar Lampung.
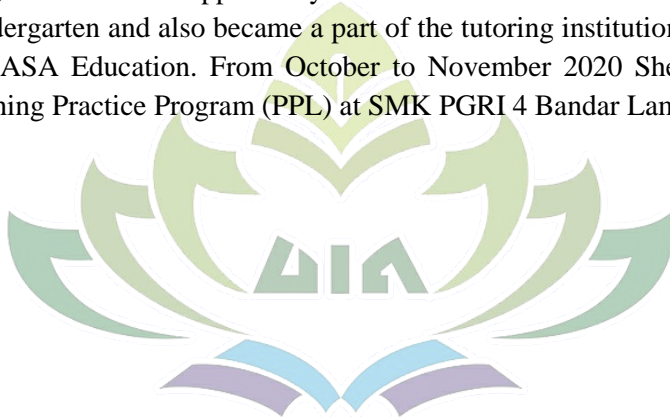
ACKNOWLEDGMENT

First of all, Praise to Allah SWT the Almighty for this Merciful and Beneficent, for blessing me with mercy and guidance to finish this thesis.Then, the best wish and salutation be upon the excellent messenger prophet Muhammad peace be upon him.
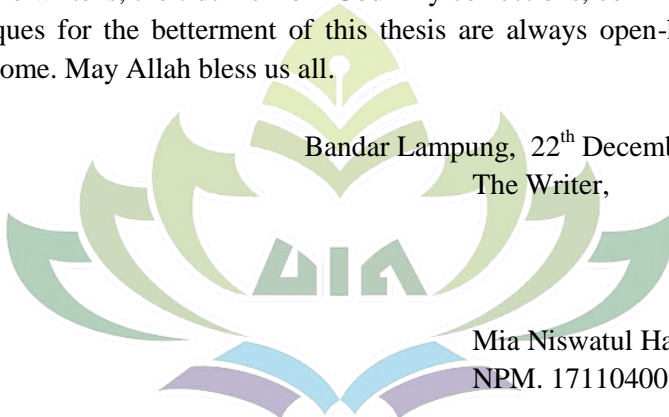
This thesis entitled "Case Study Of Teachers' Strategies In English Online Learning During Covid 19 Pandemic At SMA Negeri 13 Bandar Lampung In Academic Year 2021/2022" is presented to the English Education Study Program of UIN Raden Intan Lampung. Writing this thesis aims to fulfill students' partial fulfillment of the requirement to obtain S1-degree.

Then, I would like to thank the following people for their ideas, time, and guidance for this thesis:

1. Prof. Dr. Hj. Nirva Diana, M.Pd, the dean of Tarbiyah and Teaching Training Faculty, UIN Raden Intan Lampung, with all staff, who give the researcher opportunity to study until the end of this thesis composition.

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never quitting.

Finally, none or nothing is perfect, and neither in this thesis. The researcher apologizes for thesis errors and welcomes feedback. The research aims to help readers and guide future development. Mistakes are the writer's, the truth is from God Any corrections, comments, and critiques for the betterment of this thesis are always open-heartedly welcome. May Allah bless us all.

Bandar Lampung, 22th December 2023
The Writer,

Mia Niswatul Hasanah
NPM. 1711040092

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CHAPTER I
INTRODUCTION

A. Title affirmation

To avoid misunderstanding and to understanding the title of this research, the researcher needs to explain this research.

Analysis is the process to gain a better understanding of some topic or issue and split out a complex topic or substance into smaller parts in order. And this research focus on Qualitative Analysis where is concerned with which components are in a given sample or compound.

Teaching strategy is a method, technique, and tactic that can be used by a teacher to teach students in class. The teaching strategy is needed so that learning objectives can be improved, and the material can be delivered easily.

Online learning is learning that uses internet networks with accessibility, connectivity, flexibility, and the ability to bring up various types of learning interactions.

The researcher means by the title of the research about **Case Study Of Teachers' Strategies In English Online Learning During Covid 19 Pandemic At SMA Negeri 13 Bandar Lampung In Academic Year 2021/2022** The Case study focuses on teacher strategies online learning during the Covid-19 pandemic, and the extent to which these strategies help teachers in teaching English. This analysis is carried out on teachers at SMA Negeri 13 Bandar Lampung.

B. Background of the Problem

In educating students, the teacher plays an important role in the school. The teacher in interactive teaching does not have only educational and vocational roles but he/she has to be a designer, programmer, diagnostician, researcher, organizer, manager, innovator, educator, and advisor.

1

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

Up till today, there are more than 100 million people throughout the world exposed to corona based on world health organization (WHO)[1]. In Indonesia, the number of positive cases of coronavirus infection continues to grow. As a result of the COVID-19 pandemic, the entire system that runs like a government, the economy, including education in Indonesia are disrupted. On March 11, 2020, the president of the Republic of Indonesia adopted a policy of temporarily closing the teaching and learning process at schools and universities urged them to study at home and replace them with online learning to break the chain of viruses[2].

This is a precarious situation for all of the teachers in the world, especially English teachers because language is a study that requires mastery of four skills. Therefore, the teachers definitely have to apply and adapt to online learning classes in conveying English material from listening, speaking, reading, and writing for the teaching and learning process can keep going. Of course, the teacher requires adaptation and also a new strategies to teach English on reading and writing skills.

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[1] https://www.who.int/emergencies/diseases/novel-coronavirus-2019/global-research-on-novel-coronavirus-2019-ncov

[2] aharah, Z., Kirilova, G. I., & Windarti, A. (2020). Impact of corona virus outbreak towards teaching and learning activities in Indonesia. *SALAM: Jurnal Sosial dan Budaya Syar-i*, *7*(3), 269-282.

C. Identification and limitation of the Problem

According to the background of the research above, the following problems can be found:

1. English teachers in SMA Negeri 13 Bandar Lampung need a strategies to teach English on reading and writing skills online learning during the COVID 19 pandemic to make it easier to teach their students.

2. The strategies helped teachers in teaching English on reading and writing skills online learning during the COVID 19 pandemic and these strategies have both advantages and disadvantages..

D. Focus and Subfocus of the Research

Based on the background of the problems above, this research focus on the teacher's strategies in teaching English on reading and writing skills using the online learning method during the COVID-19 pandemic at SMA Negeri 13 Bandar Lampung in the Academic Year 2021/2022. The subjects of this study are English teachers who taught in the middle of the COVID-19 pandemic that is the teachers of SMA Negeri 13 Bandar Lampung.

The sub focus of this research are the strategies used in teaching English on reading and writing skills in online learning, the media used to support these English learning strategies, the difficulties encountered in implementing these strategies.

E. Formulation of the Problem

Based on the limitation, the researcher formulates the formulation of the problem as follows:

1. What are the teacher's strategies in English Online learning during COVID 19 pandemics at senior high school?

2. To what extent do the strategies help the teachers in teaching English?

F. Objective of the Research

In line with the formulation of the problem above, the objectives of this research are:

1. To find out the teacher's strategies in English on reading and writing skills in on reading and writing skills in Online learning during COVID 19 pandemics at senior high school.

2. To find out the extent do the strategies help the teachers in teaching English on reading and writing skills in on reading and writing skills in.

G. Use of the Research

a. Theoretical Benefit

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

b. Practical Benefit

a. For the English teacher, the researcher hopes that the result of this study will be useful for the other teacher in applying strategies for teaching English with learning methods. So, the teacher can improve teaching and learning English to become more active, effective, and efficient even though learning methods.

b. For students, by using online learning methods and appropriate strategies, the researcher hopes that students will get enjoyable in the teaching and learning process. The students will not feel forced in

learning English but they will feel happy to learn since they are put in an enjoyable situation.

c. For the other researchers, this research may be useful to another researcher to procure references for future research and give the information related to teachers' strategies in English online learning during the pandemic

H. Relevance Studies

In relation to this research, there have been several studies related to In relation to the Case Study Of Teachers' Strategies In English Online Learning During Covid 19 Pandemic. There is Tari Putri Utami (2020) investigated the analyzing the teachers' strategies used in teaching English with e-learning classes during the COVID-19 pandemic She clarified that The teachers use different strategies because the expected skill output are different, for writing skills the teacher uses 3 strategies namely planning, drafting, and editing. As for listening skills, the teacher applies several strategies such as listening to songs, writing song lyrics, matching lyrics, and finally sing a songs. But both of them use the video-based learning model and also virtual education through WhatsApp. Strategies in teaching through e-learning classes during the COVID-19 pandemic greatly assisted teachers in the teaching and learning process to achieve learning goals.

Fitri Yani (2016) did the research on the analysis of teachers' teaching strategies and students' different learning styles in the English teaching-learning process. Her objective was to discover how the English teachers formulate and implement the teaching strategies in the English teaching-learning process regarding students' different learning styles.

According to the findings of this study, teachers used a variety of strategies to compensate for differences in students' learning styles. The strategies employed are based on the

character of the students, the learning objectives that the students will achieve, and the characteristics of the learning material.

I. Research Methodology

1. Research Design

Research design serves as the framework for integrating various components of research initiatives cohesively and logically. In this study, the qualitative research method was employed. According to Haris, qualitative research is an endeavor to gather and give shape to the inherent meaning that underlies our actions. It involves exploring, developing, and systematizing the significance of a recognized phenomenon, providing an illuminating depiction of the meaning related to a specific issue or problem.[3]

Bogdan and Biglen define qualitative research as descriptive research wherein data is collected in the form of speech or images rather than statistical figures, and the results are subjective. Data collection through methods such as quotations, data documentation, field notes, and interviews is employed in descriptive qualitative research.[4]

Sukmadinata considers descriptive qualitative research to be the most common type of study, aimed at describing or exemplifying existing phenomena, whether they result from nature or human engineering. [5]

According to Creswell Qualitative research is an approach to exploring and understanding the meaning individuals or groups ascribe to a social or human

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[3] Haris Herdiansyah. *Metodologi Penelitian Kualitatif untuk Ilmuilmu Sosial*. (Jakarta: Salemba Humanika, 2011), p. 8.
[4] Bogdan and Biklen. *Qualitative Research for Education,an Introduction to Theory and Methods,*(Boston: Allyn & Bacon ,1992),p.12- 19
[5] Sukmadinata, Nana Syaodih, metode penelitian pendidikan. Bandung : PT Remaja Rosdakarya,2007),p. 72

problem. Furthermore, according to Arikunto, the ultimate conclusion of a descriptive study should be expressed in words or sentences rather than numbers. So it can be concluded that descriptive qualitative research tries to describe a social phenomenon in the form of words. The writer gathered data, analyzed it, and concluded using this strategy.[6]

This research used qualitative research, that focused on the teacher's strategies for English Online Learning. It describes the strategies used by the teacher in Senior High School. Qualitative research is used to describe and analyze the abilities, forms, uniqueness, and variations of words produced by teachers in online learning. This type of research was inductive, where data at the location would be the main source of the phenomenon and problems in the observation process.

2. Research Subject

The objective of qualitative research is to deliberately choose individuals or locations (in the form of forms or graphic content) that most effectively aid the researcher in comprehending the issue and study questions. Mason defines sampling as the approach of identifying, selecting, and gaining access to informants and data sources. The subjects are decided on the basis of the case that chosen. The subjects of this research are someone related to English. Because this research has been analyzed the teacher's strategies in teaching English, and also teaching English using the online learning methodand strategies during the COVID-19 pandemic so in this research chosen is an English teacher Drs. Nurhamid, and Rindiawati, S.Pd, M.Pd, both are English teachers at SMA Negeri 13 Bandar Lampung, they are the research subjects.

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[6] Creswell, J,*Research design Qualitative, quantitative, and mixed methods approaches (3rd ed.). (*Thousand Oaks, CA Sage,2018),p.41

3. Instrument and Data Collection

a. Instrument

An instrument for gathering data is interviewing the teacher and asking a series of questions. This document consist of teachers' strategies for online learning to teach English.

b. Data Collecting Technique

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

1. Observation

Marshall stated through observation, the researcher learns about behavior and the meaning attached to that behavior. Observation is one method of gathering data to allow someone to feel and comprehend the understanding of a phenomenon. The number of periods and length of time spent making observations is determined by the data collection type. This research observed the way the teacher teaches English in WhatsApp group, teachers have been used to teach the students during online learning..

2. Interview

According to Esterberg interview is a meeting of two persons to exchange information and ideas through questions and responses, resulting in communication and joint construction of meaning about a particular topic. Furthermore, Esterberg stated that interview is divided there are three types of general interviews; structured, semi-structured, and unstructured interviews. In this research, the interviews were done during a pandemic by face-to-face interviews when the teacher gets a picket schedule at school. This interview was

conducted to get an oral response from English teachers. The interview design and the expression of questions affected the depth and freedom of the subject in response. Several interviews encourage long and detailed reports while others are designed to obtain a short and specific response. In this research, the writer used structured interviews with English teachers at SMA Negeri 13 in the academic year 2021/2022 Interviews were conducted to obtain accurate responses and information about the strategies used in teaching online learning and also to check the data and ensure that the data is truly valid.

The list of pre-research interview questions:

1. *Bagaimana pendapat Ibu/bapak tentang pembelajaran daring?*

   (What do you think about online learning?)

2. *Apakah materi yang disampaikan masih sama dengan KI dan KD pembelajaran tatap muka?*

   (Did the material presented still the same as the KI and KD face-to-face learning?)

3. *Strategi apa saja yang ibu/bapak lakukan/gunakan untuk mengajar bahasa Inggris terkai kemampuan mendengarkan, berbicara, membaca, dan menulis dengan metode pembelajaran daring?*

   (what strategies did you use to teach English regarding to the listening,

   speaking, reading, and writing skills with e-learning classes method?)

4. *Sejauh mana strategi yang digunakan Ibu/bapak dapat membantu dalam mengajar bahasa Inggris dengan pembelajaran daring?*

    (to what extent did the strategy you use help in teaching English with elearning classes?)

5. *Apakah ada kendala yang ibu/bapak temui dalam strategi pembelajaran daring yang digunakan?*

    (Are there any obstacles that you have encountered in the online learning strategies used?)

6. *Apakah strategi tersebut bisa digunakan dalam waktu panjang? [strategi tersebut bisa digunakan setelah pembelajaran daring berakhir]*

    (Can this strategy be used in the long term? [the strategy can be used after the online learning ends])

7. *Apakah ibu/bapak menggunakan media atau aplikasi lain untuk membantu strategi pembelajaran daring tersebut.*

    (Did you use media or other applications to help with the online learning strategy?)

8. *Bagaimana bentuk penilaian/evaluasi yang ibu lakukan dalam pembelajaran daring?*

(What is the form of assessment/evaluation that you do in online learning?)

The list of Research Interview questions:

1. *Apa strategi yang digunakan Bapak/Ibu dalam mengajar Reading and writing skill selama pembelajaran online?*

   (What strategies do you use in teaching reading and writing skills during online learning?)

2. *Bagaimana Bapak/Ibu mengaplikasikan strategi untuk mengajar reading and writing skill dalam pembelajaran jarak jauh tersebut?*

   (How do you apply strategies to teach reading and writing skills in distance learning?)

3. *Bagaimana pendapat Bapak/Ibu terkait siswa yang menemukan kesulitan dalam pembelajaran online?*

   (What do you think about students who find difficulties in online learning?)

4. *Apa saja kelebihan dalam menerapkan strategi tersebut selama pembelajaran online?*

   (What are the advantages of implementing these strategies during online learning?)

5. *Apa saja kelemahan dalam menerapkan strategi tersebut selama pembelajaran online?*

(What are the disadvantages of implementing these strategies during online learning?)

3. Documentation

As Mahmud indicated, documentation serves as a data collection method that does not directly involve the research subject but relies on documents. Arikunto explains that the documentation method can be applied through (a) guidelines for documentation, which include outlines or categories for sourcing data, and (b) a checklist research approach. In this documentation method, the researcher utilizes a checklist to capture data in the form of photos, serving as evidence of the proper conduct of the research.

4. **Technique of Data Verification**

The triangulation technique was used to validate the data for this research. This research employed data triangulation. Data triangulation was performed in this study by comparing the outcomes of observation analysis, interviews, and documentation. According to Moleong, Triangulation is a method of data validation that uses some form of theory, sources, and more. [7] and also according to Sugiyono Triangulation is defined as a data collecting approach that integrates different data collection techniques and existing data sources[8] In other words, an instrument is deemed to have high validity if it can be used as a tool to precisely measure something. Validity is a property that the measurement equipment

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[7] Moleong, Lexy. Metodologi Penelitian Kualitatif. (Bandung: PT. Remaja Rosdakarya: 2011),p.330

[8] Sugiyono, D. (2013). Metode penelitian pendidikan pendekatan kuantitatif, kualitatif dan R&D., p.83

must possess because it directly relates to whether the data can be trusted or not. The researcher attempted to obtain data validity in this study. To test the validity, the researcher used triangulation. In addition, the study employed data triangulation. Triangulation was performed on this data by comparing the outcomes of observation analysis, interviews, and documentation.

Patton stated four triangulation techniques[9]:

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

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

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

4. Triangulation of theoretical is carried out by researchers using more than one theory in discussing the problems studied.

As part of this study, the researcher gathered data through an interview, observation, and documentation with English teachers at SMAN 13 Bandar Lampung while using triangulation of sources and methodological triangulation.

5. Technique of Data Analysis

Data analysis in qualitative research is often carried out together with data collection. Susan Stainback state

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[9] H. B. Sutopo. Pengantar Penelitian Kualitatif. (Surakarta: Universitas Sebelas Maret Press, 2002), 78-82

that data analysis is critical to the qualitative research process. it is to recognize, study, and understanding of interrelationships and concepts in your data that hypotheses and assertions can be developed and evaluated. The data analysis in this research, according to Sirajuddin, includes various processes or stages, including coding, data reduction, data display, and drawing conclusions or interpretations. As follows, in more detail:

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 results. Codes in qualitative research are short words or phrases that symbolically summarize, highlighting the message, capturing the essence of a portion of data, this encoding can be based on language or visual data. With simpler language, codes are short words or phrases that contain the essence of a data segment.

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

Table 1 Coding of teacher and strategy

No.	Code	Information
1.	T1	Teacher 1
2.	T2	Teacher 2
3.	CS	Class
4.	SK	Skill
5.	ST	Strategy
6.	MT	Material

2. Data Reduction

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

3. Data Display

After the data is reduced, the next step is presenting data. According to Miles and Huberman, the most frequently used to present data in qualitative research is with narrative text. With the presentation of data, it make it easier to understand what is happening and plan the next work based on what has been done understood. In this study, the researcher display data using an essay, this is the most commonly use display in qualitative research.

4. Drawing Conclusion

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

J. Systematic Discussion

The researcher discussed the research in the structure as follows:

Chapter I: The researcher needed to convey the general description of the research and the purpose of the research. That was why the researcher presented the introduction, which consisted of title affirmation, background of the problem, focus and sub-focus of the research, identification of the problem, formulation of the problem, objective of the research, uses of the research, relevance studies, research methodology, and systematic discussion.

Chapter II: The researcher needed to convey the related literature of the research and the theories that the researcher used to do research as the base of the research. That was why the researcher presented the theories of teachers' strategies and online learning.

Chapter III: The researcher needed to convey the description of the research to clarify the research. That was why the researcher presented the general description of what the teachers' strategies in English online learning were.

Chapter IV: The researcher needed to convey the results of findings from the research. That was why the research presented the results of what the teachers' strategies in English online learning were, consisting of the analysis of research data and research findings.

Chapter V: The research needed to convey the conclusion of the research and the recomendations. That was why the researcher presented the conclusion and suggestion of the research..

CHAPTER II
LITERATURE REVIEW

A. Frame of Theory

1. Teaching Strategies

The strategy is included in the field of learning design when it comes to educational technology. Strategy as a science arose from the military and has since been applied to education. In order to win a battle, a strategy is required. Educators must also identify all those who will be involved in the learning process. Educators must know who their students will be, what their levels of intelligence will be, where they will come from, how they will be motivated, and so on.

Haidir and Salim state the word strategy is often interpreted by technique or method, which is a way to convey a message in this case subject matter to students to achieve the stated learning goals.[10]

Thus, the word strategy is related to the way, tactics, or methods perhaps technique to reach the goals. David strategy is a method, plan, or series of activities designed to achieve particular educational goals.

If define broadly, the strategy can include, among others:

1) methods, 2) approaches, 3) the election of sources including the media used in learning, 4) grouping students, and 5) measurement of success" [11]

According to Djamarah and Zain writes there are four basic strategies in learning activities that include in the following:

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[10] Haidir, & Salim. (2012). *Strategi Pembelajaran.* Medan: Perdana Publishing

[11] *Ibid*

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

b. Choosing a teaching and learning approach system based on people's aspirations and views of life.

c. Choosing and determining the procedures, methods, and learning techniques that are considered the most appropriate and effective so that they can be used as a guide by the teachers in carrying out their teaching activities.

d. Establishing norms and minimum limits of success or criteria and standards of success so that it can be used as a guide by the teachers in conducting, evaluating the results of teaching and learning activities which will then be used as feedback to improve learning.

Whereas teaching is a series of events experienced by a teacher to present and want change in students' behavior. It brings changes in thinking, feeling, and student actions. This helps them to adapt to their environment.

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

1) An agent, a source, human, or material that tries to produce learning.

2) The objectives to be achieved through the teaching process.

3) Intervening variables consisting of teaching and learning situations.

This may involve physical or human material conditions and teaching

methods.[12]

From some of the definitions explained above, a conclusion can be drawn that a teaching strategy is a method, technique, and tactic that can be used by a teacher to teach students in class. The teaching strategy has been bypassed before, and this is needed so that learning objectives can be improved, and the material can be delivered easily.

2. Kinds of Teaching Strategies

a. Cooperative Learning

Cooperative learning is one of a group learning model that has rules certain.

Amri and Ahmadi state that cooperative learning teaching system as a work or learning system structured group and cooperative learning is a teaching and learning strategy that emphasizes attitude or shared behavior in regular workgroups, that is consisting of two or more people.[13] Furthermore, Cooperative learning is a model that emphasizes student cooperation in order to attain learning objectives.

Cooperative learning can foster interdependence among students, so students' learning resources include not only professors and textbooks, but also their peers.

b. Inquiry Based-Learning

In this case, Haidir and Salim defined the inquiry as aprocess of teacher and student interaction at a very high level, between teacher, student, subject matter, and the environment is very needed.[14] The inquiry learning process can

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[12] *Ibid*

[13] Hardan, A. A. (2013). Language Learning Strategies: A general Overview. *International Conference on New Horizons in Education* (pp. 1712-1726). Iraq: Elsevier Ltd.

[14] Haidir, & Salim. (2012). *Strategi Pembelajaran.* Medan: Perdana Publishing

be marked by the emergence of differences in views as a result of

students' creative thinking in studying something. Steps in inquiry

learning:

1) Observing (observation)
2) Classifying using numbers (classify facts)
3) Space-time relationship (connect the time)
4) Predicting (make estimates)
5) Inferring (temporary conlusions)
6) Defining operationally (formulate an operational definition)
7) Formulating hypothesis (make temporary conjectures)
8) Interpreting data (interpret data)
9) Controlling variables (control variables)
10) Experimenting (try out)
11) Communicating (communicating the results or findings obtained)

c. Graphic Organizer

Graphic organizers are information with a visual display that is designed to benefit students who are having difficulties in organizing information. Graphic organizers are also referred to as concepts, cognitive maps, or web content, which have the same goal: Graphs the organizers are intended to help students visualize clearly how ideas are organized in a text or surround a concept. Through the use of graphic organizers, students have a structure for abstract ideas. Graphic organizers can be categorized in many ways according to how they organize

information: hierarchical, conceptual, sequential, or cyclical.[15]

d. Differentiated Instruction

Hockett (2018) differentiation is a guide to teaching life. According to Hamruni teaching strategies are classified into five parts, namely:

1) Direct Instruction teaching strategy
2) Indirect Instruction teaching strategy
3) Interactive teaching strategy
4) Experiential/ empirical teaching strategy
5) Independent teaching strategy

a. Speaking Strategy

Faucette states that speaking strategies can be seen as the ways in which an individual speaker manages to compensate for this gap between what she wishes to communicate and her immediately available linguistics resources. It can thus be assumed that they play a predominantly reactive role by helping learners to deal with problems with getting their messages across in the course of communication. However, in the case of communication classes, the available student environment is surrounding the mother tongue, therefore teaching and learning strategies must be different. [16]

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[15] Bromley, K. D. A., Irwin-DeVitis, L., & Modlo, M. (1995). *Graphic organizers: Visual strategies for active learning*. Scholastic Professional Books.

[16] RUSANDI, M., Jannah, S. R., & Mahmudah, F. (2021). *AN ANALYSIS OF TEACHERS'STRATEGIES IN TEACHING SPEAKING ENGLISH ON ONLINE LEARNING CLASS AT SMP N 7 MUARO JAMBI* (Doctoral dissertation, UIN Sulthan Thaha Saifuddin Jambi)

According to Kumari, a variety of activity and taskbased functions can be used to develop the speaking skills given below[17]:

1) Dialogue

2) Roleplay

3) Opinions/idea

4) Dreams or ambitions

5) Rhymes and Tongue Twisters

6) Songs

b. Listening Strategy

Hidayat state that listening is considered as an important ability that has to be mastered. How well someone listens has a majorr impact on the quality of their relationship with others. It means that listening is the ability to understand the messages being expressed by the speaker through the sond.[18]

Murphey suggests the following activities that teachers can do with students when teaching English through songs.[19]

1) Listen to the songs.

2) Sing without listening to any recording.

3) Talk about songs.

4) Write songs.

5) Perform songs.

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[17] Kumar, P. (2012). *Advanced Methods of Teaching* (First Edition ed.). India: Himalaya
Publishing House Pvt. Ltd.

[18] Hizbar, J. J. (2020, March). Developing Listening Skills through Lesson Study at Gagas Ceria Elementary School, Bandung Indonesia. In *International Conference on Elementary Education* (Vol. 2, No. 1, pp. 1217-1223).

[19] Dewi, S. R. (2015). Teaching listening by using English pop song. *Getsempena English Education Journal*, *2*(1), 93-107.

c. Reading Strategy

In teaching reading, teachers are required to be creative in applying strategies for achieving the objectives of the reading process in class. Several strategies are usually used by teachers such as visualization strategies or highlighting strategies, The following explains in detail:

a. Visualization Strategy

Paris states that visualization is a strategy that can help

students in turning words into higher concepts, and improving student focus, as well as attention to independent reading skills. In short, this strategy helps students to improve their understanding of ideas and easily find everything students want to read.[20] Here are some of the steps proposed by Antonacci by using the visualization strategy[21]:

1) Introduces the topic to the students The teacher provides topics through brainstorming activities.

2) Model analysis of the text features The teacher analyzes the text before reading it hard, there are no maps and visual aids. The selected vocabulary is served in context and discussed.

3) Read aloud selected passage The teacher reads hard the selected part and directs students to sketch their ideas when listening.

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[20] Muhammad, K. I. (2017). The Alternative Strategies For Teaching Reading Skill For EFL Students. *Komposisi: Jurnal Pendidikan Bahasa, Sastra, dan Seni*, *18*(1), 107.
[21] *Ibid*

4) Discuss the version of an illustration Students share the image and discuss variations between them. The teachers ask students to record patterns throughout images such as scenes, objects, and emotions.

5) Facilitate students' application to text Teachers ask students to write summaries based on discussion.Then students read text using the visualization strategy to process information.

Based on several descriptions above, it can be concluded that the visualization strategy is one of the strategies that can be applied by the teacher to help students in reading. This can make students easily find important information without reading stories so often. This strategy can also, help students develop their ideas and imagination in the story and also help students increase their understanding of reading. In short, this strategy can help students increase their understanding of ideas.

b. Highlighting Strategy

According to Cerveny et al, highlighting is a strategy that uses highlighting the main idea to help teachers teach students to increase students in reading. This means that this strategy can make students will easily find important information in the text and make students understand the text too. To run this strategy, some of the following procedures can be considered as proposals by Hervey et.al

1) Pay attention carefully to the first row and the last row of each paragraph: important information is often contained there.

2) Only required words and phrases, not all sentences.

3) Jot notes in the margin or on the stick notes to consecrate information.

4) Do not be disturbed by interesting details. Even though they are interesting, they often obscure important information.

5) Make notes on the margin to emphasize the words or phrases that have been highlighted.

6) Signal words record: they are always followed by important information.

7) Pay attention to a variety of significant nonfiction features.

8) After completion, check to see that no more than half a paragraph is highlighted. As a reader becomes more proficient, a third paragraph is a good size to highlight.

Teaching reading comprehension

A strategy in teaching reading comprehension may be different among teachers. It depends on some related factors: learning goal, students need, facilities, and so on. Teaching reading comprehension activities do not only help students to be easier to comprehend the text but also avoid obstacles in reading. Generally, there are three phases of teaching reading comprehension concerning classroom activities proposed by Kawabata (2007). This includes the pre-reading phase, while-reading phase, and post-reading phase.

Strategies in teaching reading comprehension

There are some scholars proposed some strategies that teachers in teaching reading comprehension can be applied as follows:

a. **Translating and SQ3R**

Translating, or well-known as Grammar Translation Method (GTM), is considered old fashioned in teaching English nowadays. Even so, translating strategies is still reliable to be implemented in teaching reading comprehension for teachers. Beltran (2006) pointed out that translating and related exercises are beneficial for foreign language learner as follows: (1) expanding learner's vocabulary in the second language, (2) expanding language style, (3) improving understanding of how language work and (4) enhancing comprehension in the second language.

Using translation in foreign or second language learning has also saved time (Alrefaai, 2013). He also added that translation in English class provides enough time to exercise using English more since the comprehension is already acquired earlier. Besides, he also added that concerning text comprehension, most language learners use mental translation to encounter constraints, especially the new vocabulary and sentence structure.

SQ3R is a systematic reading strategy to help students organize the reading process into manageable units. It was developed by Robinson (Baier, 2011). It contains five steps: Survey, Question, Read, Recite, and Review. The first step, survey (S), is surveying through the title, pictures, introductory paragraph, headings, subheadings, and concluding paragraph to construct the text's

b. Question-answer relationship (QARs)

Bos and Vaughn (1994) stated that Question-Answer Relationships (QARs) is a reading strategy through understanding and analysis of questions. In other words, this strategy guides students to understand the questions to get a piece of information in reading itself. Bos and Vaughn (1994) also categorized the types of Questions:

1. right there. Words used to create the question and words used for the answer are in the same sentence. In other words, it is a textually explicit question, and the answer is textually explicit written in the text. The questions of this type can be as "Who is the main character? where is the setting of the story?"

2. Think and search. The answer is in the text, but words used to create the question and appropriate answers would not be in the same sentence. In other words, it is a textually implicit question, and the students need to rearrange the words from the text to answer the question. The questions of this type can be as "What is the problem and How is it resolved? What are the important events?"

3. Author and you. The answer is not in the text. Readers need to think about what they already know, what the author tells you in the text, and how it fits together. In other words, it is an implicit question and needs students' relevant prior knowledge and the information from the text to answer the question. The questions of this type can be as "From the title or illustration, what might this text talk about? What is the moral lesson of the story?"

4. On my own. The answer is not in the text. The reader can even answer the question without reading the text. Readers need to use their own experience. This question could help the teacher activate students' prior knowledge to be familiar. The questions could be "From the picture/ title of the text, what do you know about….?"

d. Writing Strategy

Writing assist students to develop their independence, smoothness, and inventiveness in writing; learning these writing skills will allow students to communicate more effectively in a variety of ways so that others can grasp their thoughts.

Richards describes the process of teaching writing approaches have four basic stages namely planning, drafting, editing the final draft.[22]

Writing skills can be interpreted as a complex intellectual task, that involves several components. Some of the students may face some difficulties, and some of the students may partially master it. The components are as follows :

1. Reading comprehension
2. Analytical skills
3. Writing skills, including :
    a. Writing mechanics: grammar, sentence structure, and spelling
    b. Planning a writing strategy
    c. Communicating ideas clearly and concisely

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[22] Sadapotto, A., Asrifan, A., & Natsir, N. Q. (2019, April). Application of clustering technique in writing analytical exposition text. In *PROCEEDINGS OF THE 65th TEFLIN INTERNATIONAL CONFERENCE* (Vol. 65, No. 01).

d. Constructing marshaling evidence and using sources appropriately

e. Organizing ideas effectively

According to Istiqomah integrated art is a strategy that allow students to brainstorm their writing ideas through picture and drawings or just add them to their stories[23]. Here the integrated art strategy is more often used because with integrated art studentswill more understand easily. The goal is to use their cognitive thinking skills to express their ideas. Whether it is on paper or through oral, the point is to get students to express their thoughts without hesitation.

There are 7 (seven) strategies which are listed by Judie Haynes and Debbie Zacarian that can used by teacher in teaching writing[24]:

a. Make lesson visual: that learners first see what they are expected to know. Use visual representations of new vocabulary and use graphs, maps, photographs, drawing and charts to introduce new vocabulary and concept.

b. Determine key concepts: teachers write the key concept for a unit of study in students-friendly language and post it in the room.

c. Link new information: the teacher always asks how the students doing are, how the students feeling are, and what the students' trouble are, so that the teacher can understand character of students in learning process and provide solutions to their difficulties.

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[23] Sari, N., Chaira, S., & Qamariah, H. (2021). An Analysis of Teachers' Strategies in Teaching Writing Skill Through E-learning During Covid-19. *Jurnal Ilmiah Mahasiswa Pendidikan*, *2*(1).

[24] Lubis, F. F. (2021). Teacher's Strategies in Teaching Writing Descriptive Text at Senior High School (Doctoral dissertation, Universitas Negeri Medan).

d. Provide comprehensible input: teachers need to speak more slowly, use gestures and body language to get across the meaning to students.

e. Modify vocabulary: teachers need to tie new vocabulary to prior learning and use visual to reinforce meaning.

f. Use cooperative learning strategies: systematic pedagogical strategy that encourages small groups of students to work together for the achievement of a common goal.

g. Modify testing teachers should allow alternative types of assessment oral, drawing, physical response, and mampulative as well as modification to the test.

According to Styati, a picture is a teaching method that can enhance a student's writing performance. Sesrica & Jismulatif added that using pictures in language teaching can improve students' motivations, and also students' interests and attitudes[25]

According to Hamalik there are several important reasons in the use of picture as a media in teaching, such as[26]:

a. Picture is concrete

Thus, by using picture, students can clearly see something that is being discussed regarding to the picture used in the learning process.

b. Picture overcomes space and time

This means that picture is a miniature of original objects that may not be touched and seen directly. Thus, with the help of pictures,

[25] Styati, E. W. (2016). Effect of YouTube Videos and Pictures on EFL Students' Writing
Performance. Dinamika Ilmu, 16(2), 307–317
[26] Leonardo, P., Saragih, D., Sibatuara, R., & Silaen, M. (2022). Teaching Writing Through Picture for Junior High School Students. *REVIEW OF MULTIDISCIPLINARY EDUCATION, CULTURE AND PEDAGOGY*, *1*(2), 9-18.

students can learn something without having to see objects or original forms of something.

c. Pictures overcomes human's senses weakness

This means that with picture, students can see the picture of objects clearly, which may only be seen directly at a glance. Small objects that cannot be seen by human eyes, if interpreted in a picture can become bigger and more clearly, so students can find out the picture of the small object easily

d. Picture as a media of explanation

Picture is a media that can be used to explain a problem. Thus, educators or teachers can use picture media to explain problems or events that occur based on pictures used during the learning process.

e. Picture is easy to get This means that it is to get a picture, an educational agency or teacher and students do not need to spend large funds. Pictures can be purchased at low prices, so they can be profitable and ease the burden on those who need pictures as a medium of teaching

f. Picture is efficient

Pictures is teaching that can be easily used by teachers and students A picture can be seen by many people, for example when the image is put on the school 'mading", the entire people in the school can see it, so it can be concluded that picture is a very efficient and useful media for many people

Writing by using pictures is one of the teaching strategies that have been proven by other researchers The use of pictures for writing can improve students writing skills, especially for writing using English

3. Online Learning

Online learning is learning that uses internet networks with accessibility, connectivity, flexibility, and the ability to bring up various types of learning interactions.[27]

The use of the internet and multimedia technology is able to overhaul the way of delivering knowledge and can be an alternative learning that is carried out in traditional classrooms Online learning in its implementation requires the support of mobile devices such as smartphones, tablets and laptops that can be used to access information anywhere and anytime. [28]

The use of mobile technology has a major contribution in the world of education, including the achievement of distance learning goals.[29] Various media can also be used to support the implementation of online learning. For example virtual classes use Google Classroom, Edmodo, and Schoology services[30] and instant messaging applications such as WhatsApp.[31] Online learning can even be done through social media such as Facebook and Instagram.[32]

At the moment the world's development particularly in the field of information and communication technology, has encouraged various educational institutions around the world to conduct online learning. and online learning has a system

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[27] J. L. Moore, C. Dickson-Deane and K. Galyen, "E-Learning, online learning, and distance learning environments: Are they the same?", The Internet and Higher Education, vol. 14, no. 2, (2011), pp. 129-135.

[28] J. Gikas and M. M. Grant, "Mobile computing devices in higher education: Student perspectives on learning with cellphones, smartphones & social media", The Internet and Higher Education, vol. 19, (2013), pp. 18-26.

[29] A. T. Korucu and A. Alkan, "Differences between m-learning (mobile learning) and e-learning, basic terminology and usage of m-learning in education", Procedia- Social and Behavioral Sciences, vol. 15, (2011), pp. 1926

[30] S. Iftakhar, "Google classroom: what works and how', Journal of Education and Social Sciences, vol. 3, no. 1, (2016), pp. 12-18.

[31] S. So, "Mobile instant messaging support for teaching and learning in higher education", The Internet and Higher Education, vol. 31, (2016), pp. 32-42.

[32] V. Kumar and P. Nanda, "Social media in higher education: A framework for continuous engagement", International Journal of Information and Communication Technology Education (IJICTE), vol. 15, no. 1, (2019), pp. 97-108.

to increase the level of effectiveness and efficiency in learning,

Because online learning materials can be accessed at any time, from any location, and the materials can be supplemented with a variety of multimedia learning resources.

Online learning is the delivery of learning materials to students, anywhere, and at any time through the use of various technologies, information and communication, an open, flexible, and efficient learning environment, and so on.

Furthermore, the terms online and flexible learning refer to students' freedom in accessing various materials, such as time, place, speed, material content, learning style, evaluation type, collaborative or independent learning.

According to some of the definitions of online learning provided above, it can be concluded that online learning can be done anywhere, and at any time by using available technology, information, and communication so that students can access anything they want to know.
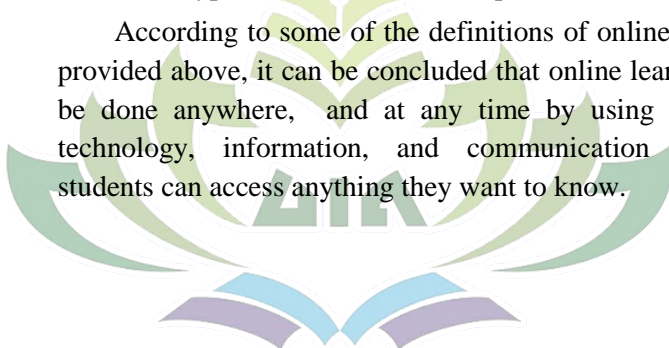
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