ENGLISH TEACHER'S STRATEGIES IN USING ONLINE LEARNING PLATFORM DURING COVID-19 PANDEMIC

THESIS
Submitted in partial fulfillment of the requirement for the degree of Sarjana Pendidikan (S.Pd) in Teaching English

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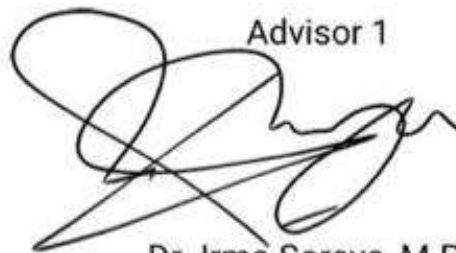Surabaya, 12 Juli 2021

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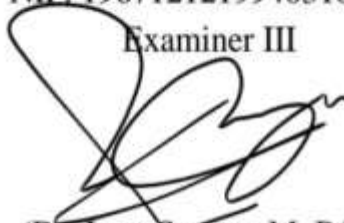(Drs. Muhtarom, M. Ed., Grad. Dipl. TESOL)
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ABSTRACT

Putri, Trisna Paramita (2021). *English Teacher's Strategies in using Online Learning Platform During Covid-19 Pandemic*. A Thesis. English Teacher Education Department, Faculty of Tarbiyah and Teacher Training, UIN Sunan Ampel Surabaya. Advisor: Dr. Irma Soraya, M. Pd and H.Mokhamad Syaifudin, M.Ed., Ph.D.

Keywords : *Strategy, Challenges, Online learning platforms*

During this Covid-19 Pandemic, teaching English through online learning is different from conventional classroom. Teaching online learning is not easy, many challenges faced by English teachers'. Therefore, the teachers should have the solutions to achieve the learning goals. This research aims to investigate the teachers' strategies in using online learning platform and the challenges in implementing their strategies during Covid-19 pandemic through online learning platforms. The design of this study was qualitative approach. This study involves four English teachers of SMP Alkhairiyah Surabaya as the participants. The data was collected through observation and interview. The result of this study indicates that the teachers use three strategies in teaching online learning, those are Active learning strategy, Problem-based learning and 3Ps strategy. In implementing these strategies, teachers face five challenges such as: teachers' explanation is unclear, students often make noises, teacher can not monitor students' movements, students lack of vocabulary, and technical challenges.

ABSTRAK

Putri, Trisna Paramita (2021). *English Teacher's Strategies in using Online Learning Platform During Covid-19 Pandemic*. Skripsi. Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, UIN Sunan Ampel Surabaya. Dosen Pembimbing: Dr. Irma Soraya, M. Pd and H.Mokhamad Syaifudin, M.Ed., Ph.D.

Kata kunci : *Strategi, Tantangan, Platfrom Pembelajaran Online*

Pada masa pandemi Covid-19 ini, mengajar Bahasa Inggris secara online ini berbeda dengan kelas offline. Mengajar secara online tidaklah mudah, banyak tantangan yang dihadapi oleh guru Bahasa Inggris. Oleh karena itu, guru hendaknya menemukan solusi untuk mencapai tujuan pembelajaran. Penelitian ini bertujuan untuk menyelidiki strategi guru dalam menggunakan platform pembelajaran online dan tantangan dalam menerapkan strategi ini selama pandemic Covid-19 melalui platform pembelajaran online. Desain penelitian ini adalah pendekatan kualitatif. Penelitian ini melibatkan empat guru Bahasa Inggris di Sekolah di SMP Alkhairiyah Surabaya sebagai partisipan. Pengumpulan data dilakukan melalui observasi dan wawancara. Hasil penelitian menunjukkan bahwa guru menggunakan tiga strategi dalam mengajar pembelajaran online, yaitu Active learning strategy, Problem-based learning dan 3Ps strategy. Dalam menerapkan strategi tersebut, guru menghadapi lima tantangan seperti: penjelasan guru tidak jelas, siswa sering membuat kegaduhan, guru tidak bisa memantau pergerakan siswa, siswa kekurangan kosakata, dan kesulitan teknis.

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LIST OF ABBREVIATION

ICT   : Information and Communication Technology

LMS   : Learning Management System

EFL   : English Foreign Language

PBL   : Problem-Based Learning

CAI   : Computer-Assisted Instruction

3PS   : Present, Practice, Produce Strategy

CHAPTER I

INTRODUCTION

A. Background of The Study

In the globalization era, the technological advancements have influenced every element of human life. It is undoubtedly true that technology is an important part of our daily lives. Various technologies, such as technology for housekeeping, education, social, and information technology, have been developed[1]. Thus, technology increased significantly to fulfill human needs. If technology used properly, it will be very useful for human. Technology has made our life significantly easier and better. However, if technology is used excessively, it might have a negative effect[2].

Technology in the field of education is one of the technological advancements that will be explored in this study. Nowadays, technology integration can be facilitated to support learning and teaching activities. Therefore, utilizing e-learning or online learning could be an option to support in the learning process both inside and outside classroom. As the Meidasari said that the students are able to get more information from technology that they use in their daily activity outside the classroom rather than what they get from their teacher[3]. Furthermore, we as educators must be able to follow technological advancements and also utilize technology to support education.

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[1] Koehler, M., & Mishra, P. (2009). What is Technological Pedagogical Content Knowledge? *Contemporary issues in Technology and Teacher Education*, 9(1), 60-70.

[2] Devita,Wafirotul Afkar (2019). *An Analysis Powtoon as Media for Teaching English for Junior High School*. UINSA

[3] Meidasari, Venny Eka., *Teaching English through New Digital Media* (University of Indraprasta PGRI and postgraduate student in State University of Jakarta)

1

By the existence of technology, learning English becomes interesting and very fun by combining education and online learning[4]. E-learning can be utilized in schools if they have ICT facilities and access to the internet. Alonso stated that e-learning is a new way to educate and learn[5]. Thus, e-learning allows students to access resources from anywhere and anytime while still linked to the internet. The use of e-learning gives a new atmosphere in learning process. According to Christ, implementing e-learning to teach students can provide students with options, allowing activities and formats to be customized for them[6]. Likewise, students are not bored in the classroom. Contents that are relevant to the learning objective; media elements that are used to deliver the contents, such as words and pictures; an instructional method that is used, such as practice and feedback; an assistant to help to build knowledge and skills, are some of the characteristics of e-learning[7]. The features outlines that teachers can provide content or lessons as effectively as possible through e-learning so that the learning process is not monotonous.

Since the Covid-19 pandemic has influenced the world, particularly in the education system, students continue their study through online learning with their teachers at home. Positively, this learning is really helpful during this pandemic. Teachers and students will remain safe in their home. Therefore, we need some Learning Management System (LMS) that is able to facilitate online teaching and learning activities.

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[4] Muklas Baydhowi, Mukhammad. (2017). *Using Blog for Digital Portofolio Assignments in CALL 2 Course*. UINSA

[5] Fernando Alonso, et.al., *"An instructional model for web-based e-learning education with a blended learning process approach"*, British Journal of Educational Technology, Vol 36 No 2 2005, 218.

[6] Christ, Hill, *Teaching with E-learning in the Life Long Learning*, (Great Britain: Learning matters Ltd, 2008), 28.

[7] Ruth Colvin Clark – Richard E. Mayer, *E-learning and the Science of Instruction*, Fourth Edition (Canada: Wiley, 2016),8.

Some teacher's belief there are various kinds of LMS which can be applied to assist teacher in teaching English. Learning Management System (LMS) is a type of platform that facilitates e-learning through various media. According to Nadire, Learning Management System (LMS) provides the virtual platform for e-learning which allowing for management, monitoring students, distributing resources, communicating, testing, scheduling, and tracking of learning[8]. LMS has become a powerful education platform for teaching and learning today. LMS integrates human resources management with the resources, learning and virtual learning[9]. Through LMS, learning management become increasingly flexible and efficient with varied functions. There are many LMS for learning, some of them are; Schoology, Moodle, *Quizizz*, *Nearpod*, etc.

In this study, the researcher choose SMP Alkhairiyah Surabaya because this school has achieved a license from Google Indonesia with the Google for Education program, so this school was categorized as a technology-standard school. Then, the researcher choose all English teachers who have taught English using online learning platforms and also use three different LMS for teaching, there are *Nearpod*, *Quizizz* and *Zoom*. All the platforms are great, depends on what users will use for. But, most of the problems faced by teachers are about technological aspects and when application does not work because the students are not proficient enough in using technology. Then, the teacher will not teach the next material if the students have not completed the assignments. English learning by online systems may confront a number of issues, including segregation of learners, lack of educator feedback, lack of learner collaboration in the learning process, and lack of learning process

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[8] Cavus. Nadire, *Distance Learning and Learning Management Systems*, (Procedia: Social and Behaviour Science 2015), 872-877.

[9] Bahar, Baran. British Journal of Educational Technology. 41, No. 6, 2010, page 146-149.

quality[10]. Thus, these problems can impact on both students and teachers. Based on the explanation above, English teacher must have some strategies for their students in order to make the class more structured and learning will be conveyed well.

Meanwhile, another similar research was done by Siti Maryam about the usage of Prezi with the KWL strategy to improve students' reading comprehension[11]. This study indicates that the KWL (Know, What, Learn) strategy is not only improving students' interest and reading comprehension but also improving students' speaking skill and self-confidence. This is in line with Muslaini, it is necessary for teachers to employ appropriate strategies based on the materials and the learning objectives, without an appropriate strategy the learning objectives will be difficult to achieve[12].

Ulum in her study observed about online learning activities can help students overcome their fear of learning English. The purpose of this study was to identified the relationship between online learning activities and their anxiety when learning English in an online or offline classroom, such as nervousness, shyness, stress and many more[13]. In addition, students' anxieties are not only about the application, but also by the environment in online discussions which can influence students' engagement[14].

The next study conducted by Nagwa, published in the form of journal focused on using e-learning to improve EFL students' language abilities and

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[10] Uden, L., Wangsa, T., & Damiani, E. (2007). *The Future of e-learning: E-Learning ecosystem.* In Paper presented at the digital EcoSystems and technologies conference, 2007. DEST'07. Inaugural IEEE-IES.

[11] Maryam. S.H. (2016). *The Use of Prezi with Know, Want and Learn (KWL) Strategy to enhance students Reading Comprehension.* State University of Makassar. ELT Worldwide Vol 3.

[12] Muslaini. (2017). *Strategies for Teaching Reading Comprehension.* Syiah Kuala University, Banda Aceh

[13] Sakinah, Ulum A. (2017) *Online Learning Activities as Strategy to Reduce Students Anxiety in Learning English.* State University of Sunan Ampel Surabaya.

[14] Nuril, Rosyidah. (2016*) Participation in Online Discussion during CALL Course at English Teacher Education Department UIN Sunan Ampel Surabaya.* UINSA

promote independent learning. The advantages of e-learning with Moodle and its function in improving students' language abilities and autonomous learning were examined in this study[15]. The finding proved that Moodle is being effectively used in the British University in Egypt to teach English for Academic purposes.

As explained above, the similarities between this research and previous studies are that this study focused on designing by using applications for teaching English. Meanwhile, my research focuses on the strategies and problems faced by the teachers when teaching English during the Covid-19 pandemic. Hence, this study will try to seek the teachers' strategies in using online learning platform and the challenges in implementing their strategies during COVID-19 pandemic through *Nearpod*, *Quizizz* and *Zoom* application.

B. Research Questions

In relation with the research background described above, the research questions will be as follows:

1. What are the teachers' strategy in teaching using online learning platform during COVID-19 pandemic in SMP Alkhairiyah Surabaya?
2. What are the challenges that teachers face in applying their strategies during COVID-19 pandemic in SMP Alkhairiyah Surabaya?

C. Objectives of The Study

1. To analyze the teachers' strategy in teaching using online learning platform during COVID-19 pandemic in SMP Alkhairiyah Surabaya.
2. To find out the teacher challenges in implementing their strategies during COVID-19 pandemic in SMP Alkhairiyah Surabaya.

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[15] Soliman, Nagwa A. (2014) *Using E-learning to Develop EFL Students' Language Skills and Activate Their Independent Learning,* Creative Education, 5, 2014, 752-757.

D. Significances of The Study

The result of this study are expected to be beneficial to ELT teachers, students, and future researchers.

1. For ELT teachers

   This study will provide information for ELT teachers about strategy to teaching English using *Nearpod*, *Quizizz* and *Zoom* application and the teacher challenges in implementing their strategies when they teaching at home. In addition, this study will improve teachers' knowledge to develop teaching and learning by using e-learning.

2. For students

   This study will stimulate students' interest in the learning process and encourage their enthusiasm to learn English. Students also retain information better when they are having fun while learning because the activity is enjoyable.

3. For further researchers

   This study's results may provide new knowledge about the strategies to teaching English through *Nearpod*, *Quizizz* and *Zoom* as e-learning platform and also how to overcome with the challenges that faced by the English teachers. Students are more likely to participate when teachers use activities that make learning interesting and fun. Moreover, this study can be used as a model for future research and can motivate researchers to create something new from this study.

E. Scope and Limit of the Study

This scope of the study is on the teachers' strategies for teaching using online learning platforms during Covid-19 Pandemic and the teacher challenges in implementing their strategies. The selection of this study is limited into the English teachers of SMP Alkhairiyah Surabaya. Then, there are four English

teachers as the participants who have been using online learning platforms to teach English.

F. Definitions of Key Terms

The researcher clarifies the terms used in this study in order to have the same idea and concept throughout the study, as follows:

1. Teachers' strategies

    According to Woods, strategies are essentially approaches of achieving goals and objectives[16]. Strategy is the way the teacher uses to educate and influence students in order to help them learn the materials easily. In this study, strategy refers to how teachers use online learning platforms to attain the required English skills.

2. Online Learning Platforms

    An online learning platform is a combination of interactive online services that provide information, tools, and resources to trainers, learners, and others involved in education in order to support education delivery and management[17]. In this research, the teacher is using e-learning platforms to delivering the material by online.

3. Teacher Challenges

    Challenges mean something difficult that requires a lot of effort and dedication, something that tests strength, and ability[18]. Meanwhile, in this research teacher challenges mean difficulties faced by English teachers in applying their strategies in teaching utilizing an online learning platform, which need a significant amount of effort to complete successfully.

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[16] Woods, P. (Ed.). *Teacher Strategies: Explorations in the Sociology of the School* Vol. 2018. (New York: Routledge. 2011).

[17] Potes, Maria. *Developing an E-Learning Platform: A Reflective Practitioner Perspective*. University of Aveiro, Portugal. 2016.

[18] Arnold Tonybee, *A Study of History*, (London: Oxford University Press, 1987). 125

4. COVID-19 Pandemic

The global pandemic of Coronavirus has affected on educational systems around the world, forcing schools, universities and institutions to close almost entirely[19]. The closing of schools does not mean that learning process also stops. In this study, researcher intends to learn about teacher strategies and challenges in teaching English during Covid-19 pandemic using online learning platforms.

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S U R A B A Y A

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[19] Mustofa, Nasir (2020) International Journal of Health Preferences Research.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. Teacher Strategy

Based on the perception by Brown, strategy is a certain techniques for resolving a problem or completing a task, along with modes of operation for achieving a goal, or the design for manipulating and controlling certain information[20]. Then, strategy means the way to find the teaching solution inside the learning process to encourage effective learning outcomes. Chamot also stated that strategies can be highly effective when strategies are combined in the right way[21]. According to the explanation, it can be said that strategy is a technique used by the teacher to encourage and influence the students in order to help students to learn the materials easily.

According to some experts, there are several strategies that English teachers can use, those are:

a. Computer-Assisted Instruction

Computer-Assisted Instruction (CAI) is an interactive instructional methodologies that incorporate computers to convey and deliver instructional material to students, as well as monitor their progress[22]. It explains that the effects of technology advancement are intended for students in order to help them in using computer and online resources correctly.

b. Active Learning strategy

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[20] H. Douglas Brown, *Principle of Language Learning and Teaching,* (San Fransisco:Longman, 2000).
[21] Kindsvatter, Richard, William Wilen and Margaret Ishler. *Dynamics of Effective Teaching*. (New York: Longman Publishers USA,1996)p.196.
[22] Rowland, Elisabeth Libby *"Instructional Strategy*" 1 SPED 4340.

9

Active learning involves students in the learning process through activities and discussion in class, rather than simply listening to an instructor. It emphasizes higher-order thinking and often involves group work[23].

In active learning, teacher is not more dominating than the students, but both should be active and dominant in the class. As a result, in the teaching and learning process the teacher and student must be balanced.

c. Problem Based Learning

Complex, real-world problems are employed in the Problem-based learning to encourage students to discover and learn the concepts and principles they will need to solve the problems. Students work in small groups to acquire, communicate, and integrate information[24]. In otherwise, it reveals this strategy is student centered-approach in which students learn how to define a problem and capable of affecting their ability to solve problems in real life. The goal of PBL is to assist students in the development of critical thinking and problem-solving skills.

d. Cooperative Learning

Cooperative learning is a learning model based on grouping system or small groups of four to six students with a range of academic abilities, gender, race, and ethnicity[25]. In this strategy, students are expected to involve in small groups to discuss and work together to accomplish shared goals. The learning process will be more effective because cooperative learning can trigger the students to help each other.

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[23] Freeman et al., (2014)

[24] Duch, Barbara J, Susan E. Groh, and Deborah Allen. *The Power of Problem-Based Learning*. (Sterling, VA: Stylus, 2001).

[25] Sanjaya,Wina (2008). *Strategi Pembelajaran Berorientasi Standar Proses Pendidikan*. Jakarta: Kencana Persada Media Group 1

Thereby, working with peers is a main feature of cooperative learning or sometimes also called collaborative learning.

e. Questioning strategy

The flexibility of the questioning strategy is characterized by the teacher's ability to adjust the questions based on the responses of the students in order to engage them in higher order thinking[26]. The teacher will know what they are going to ask to measure the students' understanding when they use this strategy. The teacher used questioning strategy in order to promote classroom interaction, build a closer communication with the students, design homework assignments, and for increase students' attention. Moreover, the questioning strategy must be interesting in order to motivate students to learn English.

2. Online learning platform

a. Definition of online learning platform

Online learning or e-learning is an interaction delivered via all electronic medias such as internet, intranet, extranet and hypertext document[27]. According to Maria, E-learning platform has been defined as an integrated set of collaborative online services that provide information, tools, and resources to support in the delivery and management of teaching and learning process[28]. From those explanation above, it can be said that e-learning enables students to obtain resources and access it anywhere and anytime as long as they are linked to the internet. Students can learn through e-learning without attending any

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[26] Chin, C. *Teacher Questioning in Science Classroom*. Journal of Research in Science Teaching, vol. 44 No. 6 (2007)

[27] Govindasamy, *Successful Impelemntation of E-learning Pedagogical Consideration.* The Internet and Higher Education, 4 (2002), 287-299.

[28] Potes, Maria. *Developing an E-Learning Platform: A Reflective Practitioner Perspective*. University of Aveiro, Portugal. 2016.

face-to-face classes. Therefore, e-learning can be a useful tool for facilitating learning both inside and outside of the classroom.

b. **Characteristic of E-learning**

According to Rusman, here are some of the characteristics of e-learning as follows: (1) Interactivity, refers to the availability or additional communication channels, perhaps directly (synchronous) including chatting or messaging, or indirectly (asynchronous) including a forum or mailing list. (2) Independency, is defined as the ability to provide flexibility in terms of time, place, teacher, and resources. As a result, learning becomes more student-centered. (3) Accessibility, learning resources are more easily accessible through internet networking with broad access that learning resources in conventional learning. (4) Enrichment, it is accomplished by enrichment activities, learning activities, and the presentation of materials. It enables the use of technological devices including live streaming, simulations, and animations[29].

c. **The Implementation of E-learning**

To build learners' competence in learning online and face to face, there are five components to determine how students or participants might benefit from online learning and what the e-moderator needs to make it successful[30]. Hence, the model proposed by Gilly Salmon supports this process which includes the stages listed below[31]:

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[29] Rusman et al., Pembelajaran Berbasis Teknologi Informasi dan Komunikasi: *Mengembangkan professional guru*. (Jakarta: Rajawali Pers, 2013), p. 264.
[30] G. Salmon, E-tivities: *The key to active online learning*. (London: Kogan Page), 2002.
[31] *Ibid*

1) Access and Motivation

The stage of access and motivation is concerned with gaining access to the learning content and the LMS that we used. In this stage, teacher has to ensure students know how to access the online course. The teacher should make sure that the guidelines are clear during learning process. Then, motivation is the teacher's activity to dealing with bad feelings and emotions when students feel upset by technological constraints[32]. The teachers who lose the motivation to manage an online classroom, will have an impact on the learning process. Moreover, if the students may face a lot problem in using e-learning platforms, teacher should capable to solve its problem and giving motivation during online learning process.

2) Online socialization

Socialization is the process of establishing interaction with other people, and it requires the development of a self-aware, knowledgeable, and skilled[33]. In this stage, socialization goes well if the interaction between the students and teachers are also good. It is also constructed into successful online learning's curriculum, instruction, technology, and extracurricular activities. Successful online learning community are a good illustration of collaborative learning since they practice over a long distance and under more difficult conditions[34]. From this stage, the students can share ideas and exchanging any information within online learning.

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[32] Afrizah, Nur (2018). *The Implementation of YukBlajar as E-learning platform in English Learning at SMP Islam Al-Azhar 13 Surabaya Academic Year 2016/2017*. UINSA.

[33] Giddens A., Dunier M., & Appelbaum R., W. W., Introduction to Sociology 5/e. (Norton & Company, Inc.).

[34] Irwin. Christoper, *Socialization in the Online Classroom*, University of Maryland Baltimore Country 2006.

3) Information exchange

On this stage, learning objectives become the main focus. Information exchange is a process in which the teacher facilitates the use of learning resources by the students[35]. The students gather and discuss learning materials and resources, ask questions about the topic and compose their own perspectives on problems. Thus, students are facilitated to exchange information by their teacher.

4) Knowledge construction

Knowledge construction has the same meaning as students' critical thinking will be stimulated through an online discussion activity[36]. Moreover, the teacher provide more open e-tivities in order to make students think critically and useful for improving individual learning.

5) Development

Development is a stage in which teachers guide and provide feedback to the students after learning process is complete. In this stage, students try to learn and measure their thinking by developing new cognitive skills. Therefore, teachers encourage students to improve their skills and also help them in achieving students' learning objectives.

3. **E-Learning Platform**

a. **A brief about *Nearpod***

Nearpod is a platform that makes it simple for teachers to create, distribute, and deliver interactive courses to students using any device[37].

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[35] G. Salmon, E-tivities: The Key to Active Online Learning. (London: Kogan Page, 2006), 26.
[36] Food and Argiculture Organization, E-learning Methodologies: *A Guide for Designing and Developing E-learning Course.* (United Nation: Rome, 2011).
[37] www.appsource.microsoft.com

Nearpod is also a presenting tool that allows users to synchronize with other devices.

The process is divided into four steps, those are: 1) The teacher prepares the presentation by combining slideshows, quizzes, references, videos, polls and etc. 2) The teacher distributes the presentation to the students through email, social media applications, web links, and Google classroom using specified auto-generated code. 3) Students log in and load the presentation after receiving a code. Students will either have a "live" session, in which they all move through the slideshow as the teacher changes the slides or "homework" session, in which students interact with the topic at their own pace depending on the teacher's decision. 4) Finally, after the work is completed the teacher can analyze the students' responses and provide feedback to them[38].

b. The benefits of using *Nearpod*

There are some benefits which have been summed up by Mageswaran and Anurita[39]:

1. *Nearpod* was presented as a teaching and learning approach, particularly in large class settings, to enhance student engagement and promote self-directed learning.

2. This platform makes students active in learning with the PowerPoint presentation feature.

3. Activities that are available in *Nearpod* are quizzes, polls, drawing function, collaborate and open-ended questions that can be used as formative assessment.

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[38] Shahrokni Seyed A. The Electronic Journal for English as a Second Language. February 2017 – volume 20, Number 4.

[39] Mageswaran S., Anurita, Bavani & Kean Lee "*Use of Nearpod as Interactive Learning Method*". The University of Nottingham Malaysia Campus. 2019

4. This platform offers a *Nearpod* lesson library or repository with a wide range of topics and exercises for students of all ages and competence levels.

5. *Nearpod* availability for a variety of resource and assessment tools allows the teacher to appeal to a variety of learning styles and abilities.

6. The other benefit or *Nearpod* is the ability to receive real-time results, which is particularly useful for Quizzes. The teacher can view every student's answer and identify which question need more explanation.

Figure 2.1
Portal for Public

c. **A brief about *Quizizz***

      Quizziz is gamified tool that allows students to evaluate their knowledge and progress[40]. The quiz is consists of multiple choices and true false questions, with each multiple choice having two or more answers. Before starting the quiz, students need enter the code. Teachers can use Quizizz to provide homework or extra practice for students. Additionally, in other words, *Quizizz* is a user-friendly online formative

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[40] Advance in Social Science and Humanities Research, vol 254 "*The Use of Quizizz in Improving Students' Grammar Understanding through Self-Assessment*".

assessment application that allows teachers to examine students' language skills as well as their understanding of the curriculum[41].

Quizizz's main features include instant feedback, a review section, the ability to repeat a test, and the ability to start a new quiz. Some teacher's belief this platform is useful to encourage students' motivation and improve their knowledge. Besides, the result of online quiz will be a reflection for both teacher and students for next proceeding.

d. **The benefits of using *Quizizz***

According to Medvedoska, et.al, there are several benefits which have given by studies include the following[42]:

1. *Quizizz* offers certain unique features that are not available in most free gamification tools. *Quizizz* is intended to be used by students rather than teachers.

2. The teachers make interactive quizzes with more than four options and which included images with the questions.

3. Each student's question arrangement is randomized in *quizizz*. Teachers also provide homework to give extra practice for their students.

4. *Quizizz* allows students to complete the question while listening to music and viewing humorous "right" or "incorrect" pictures from the media. After a question has been answered, they are displayed to show whether the answer is correct or incorrect.

5. This platform can provide direct feedback that is beneficial to students. Then, the teachers can display a student progress

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[41] B Bury, Testing goes mobile: Web 2.0 in pixel (Eds.),ICT for language learning: 10th conference proceedings (pp.87-91). 2017

[42] Medvedoska, D., Yulia, S., & Tamara, T. "*Integrating Online Educational Applications In The Classroom*". European Humanities Studies Journal. 2016

dashboard on the projector in order to see how many questions the class answered right/wrong.

6. Once the quiz is completed, the teacher gets access to analyze and results, as well as an easy way to evaluate the students' reading abilities. Thus, *Quizizz* can have an impact on reading comprehension.

Figure 2.2
Portal for Public

e. **A brief about *Zoom***

Zoom is an easy to use platforms that integrates video conferencing, online meetings, and in-conference group chat information into one simple tool that is great for online classes and group work. Zoom Cloud Meeting is efficient for those traveling or unable to attend a meeting with range of barriers, beginning time, distance, and circumstances with mobile devices or android[43]. Besides, this platform supports *High Definition* (HD) picture and sound quality.

Interestingly, Zoom also has a large storage capacity and also following users for free meeting with up to 100 participants. Therefore,

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[43] Suardi M, "The Effectiveness of Using the Zoom Cloud Meetings Application in the Learning Process".

Zoom is a very valuable and successful platform for both teachers and learners since learners collaborate to develop students' language skills[44].

f. The benefits of using *Zoom*

According to Radisya and Tine, Zoom Cloud Meeting provides several main features, including the following[45]:

1. *Schedule and join a meeting*. The users can schedule a meeting with zoom for a certain time and day. Shares meeting link or password broadly through public.

2. There are several additional features such as mute and unmute, chat, record, and virtual whiteboard. Whiteboards have advantages to display Powerpoint, PDF publication, and so on.

3. *Screen and application sharing*. With this feature, users can share their desktop for all participants. This feature is useful to make presentation in front of other zoom users.

4. *Breakouts room*. Breakouts room enable hosts to divide meetings into smaller groups and assign attendees to each group. In this room, we can see the list of people who are in the waiting room or breakouts room.

5. *Virtual Background*. Virtual background allows users to change the background and also use a photo from their gallery.

6. *Recording tab feature*. The ability to record meetings is very useful, so users can record and rewatch the recordings. Additionally, the recordings can be saved on computer or uploaded to user's drive.

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[44] Junita Monica, Dini F., *"Efektivitas Penggunaan Aplikasi Zoom Sebagai Media Pembelajaran Online Pada Mahasiswa Saat Pandemi Covid-19.* Universitas ARS Bandung, Indonesia. 2020.

[45] Radisya Eka.,Tine Agustin "*Pemanfaatan Aplikasi Zoom Cloud Meeting Sebagai Media E-learning Dalam Mencapai Pemahaman Mahasiswa Di Tengah Pandemi Covid-19"*. Universitas Komputer Indonesia. 2020.

7. *Chat feature.* Users can send a message notification of your situation to everyone while in a meeting or use the drop-down and choose a participant to send a private message to.

Figure 2.3
Portal for Public

4. Teacher Challenges

Challenge is described as a difficult problem that requires work, skill, and strength in order to succeed[46]. In this study, challenges are teachers' difficulties in teaching English utilizing online learning platforms that requires strategy or problem-solving solution to solve. There are some teacher challenges during the implementation of online learning platform as follow as below:

a. Technical issues

The essential requirements for conducting an online teaching are internet access and a network connection. Many students are not provided with the strong internet connection that online education requires. In the rural areas where the network has not been upgraded to the 4g, may experience bad network connection. The teachers

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[46] Tumer, Derick. (2017). *"Problem VS Challenge: The Real Meaning Behind Your Words".*

emphasized that technical issues have the greatest impact on the process of online teaching[47].

b. Less of interaction

Students missing online sessions of failing to complete required work were the most common complaints from teachers. Consequently, it is difficult for teachers to review students' assignments on a daily basis, give score and provide feedback. Another challenges are teaching and assessing students. Teachers primarily raised concern about the lack of students' engagement and the difficulty in collecting students' work during an emergency remote teaching session[48].

c. Lack of teaching experience with ICT

In the process of applying technologies, there will be significant problems for the teacher to deal with. This will commonly happen if the teachers do not understand how to use the technology. If teachers are familiar and understand the technology, they will use it effectively. In reality, innovative ICT use may support student-centered learning[49]. Hence, they must understand the essential role of technology in education.

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[47] Elis, Muhammad. (2021). *EFL Teachers' Challenges and Opportunities of Emergency Remote Teaching During the Covid-19 Pandemic.* UNDIKSHA

[48] Mouchantaf, M. (2020). The COVID-19 Pandemic: *Challenges faced and lessons learned regarding distance learning in Lebanese higher education institutions*. Theory and Practice in Language Studies.

[49] Drent, M. (2008). Which factors obstruct or stimulate teacher educators to use ICT innovatively?" *Computers & Education* 51 (1), 187-199.

5. **COVID-19 Pandemic**

The world is becoming too severe pandemic crisis named COVID-19 with thousands of deaths every day, and many serious issues. A pandemic also known as global spread, is a condition in which the entire world's population is exposed to an infection and a large number of them becomes infected[50].

The 2019-2020 Coronavirus pandemic has affected educational systems worldwide, leading to the near-total closures of schools, universities and colleges[51]. The closing of schools does not mean that learning process also stops. Consequently, Covid-19 Pandemic has switched the teaching and learning process to online learning. Moreover, this study is expected to explore about teacher strategies and the difficulties in teaching English utilizing online learning platforms during the Covid-19 Pandemic.

B. **Review of Previous Studies**

Other researchers that focused on online learning conducted studies that were relevant to this study. The following are examples:

The first study was conducted by Ulum, "Online Learning Activities as Strategy to Reduce Students Anxiety in Learning English". The researcher investigated individual differences online learning experiences, learning strategies, and learning outcomes. The purpose of this study was to identified the relationship between online learning activities and their anxiety when learning English in an online or offline classroom, such as nervousness, shyness, stress and many more. The result revealed that all respondents were nervous in class while learning English[52].

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[50] www.Unicef.org/learningfromhome
[51] Mustofa, Nasir (2020) International Journal of Health Prefernces Research.
[52] Sakinah, Ulum A. (2017) *Online Learning Avtivities as a Strategy to Reduce Students Anxiety in Learning English*. State University of Sunan Ampel Surabaya.

Based on the research by Paul Lam, Jack Lee, M.Chan, and Carmel McNaught entitled "Students' use of E-learning Strategies and Their Perceptions of eLearning Usefulness". The purpose of this study was to determine students' attitudes toward the use of technology in teaching and learning, along with their prior experience with technology. The result demonstrated that students who had more experience utilizing technology in their daily lives were more enthusiastic to learn about e-learning strategies[53].

Ulfiatu, in her study entitled "The Implementation of SchoolingMe as Elearning: A Case Study at Sekolah TOEFL Online". The aim of the study was to examine on how teachers used SchoolingMe as an e-learning platform in Sekolah TOEFL online, which included the major tutor and 41 students at randomized. Moreover, this study found that the teacher has completed all five steps of the e-moderating implementation process, and students have perspective that SchoolingMe is effective in Sekolah TOEFL and also has influenced students to use in their TOEFL lessons[54].

The third similar study was done by Siti Maryam titled "The use of Prezi with Know, Want and Learn (KWL) Strategy to Enhance Students Reading Comprehension". The purpose of the study is to maximize students' creative skills, independence, and awareness of technology in the classroom. The findings of this study revealed that all of the students' activity in using Prezi and the KWL strategy to improve their reading comprehension greatly improved[55].

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[53] Paul Lam, Jack Lee, Mavis Chan & Carmel McNaught *"Students' use of E-learning Strategies and Their Perceptions of eLearning Usefulness".* Centre for Learning Enhancement And Research. 1379-1388

[54] Rochmah, Ulfiatu. (2019). *The Implementation of SchoolingMe as Elearning: A Case Study at Sekolah TOEFL Online.* UINSA

[55] Maryam. S.H. (2016*). The use of Prezi with Know, Want and Learn (KWL) Strategy to Enhance Students Reading Comprehension.* State University of Makassar. ELT Worldwide Vol 3.

Rohmatulloh, in his study "English Teacher Strategies in Assisting Ninth Grade At-risk Students of MTsN 2 Surabaya", stated that students' who are afraid to make mistakes, have poor English efficiency, uncomfortable learning English, do not like English, lose effort, have less support from parents and other students, all are indicators of at-risk students. The results indicated that the teacher's strategy for assisting at-risk students is acceptable to be used in English learning, but the problem is that the teacher does not trust at-risk students to convey their opinions, understanding, and knowledge[56].

Additionally, the previous studies and my research have similarities to discuss about the teacher strategies. Meanwhile, each of the previous studies had a different focus, subject, and research object. However, this study is different from previous studies because it focuses on teacher strategies and the challenges in implementing their strategies in teaching English during COVID-19 pandemic. This research also describes the benefits of those two platforms comparing to the other platforms regarding its use in online learning. In conclusion, in order to support this research, the researcher can compare with the previous studies.

UIN SUNAN AMPEL
SURABAYA

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[56] Rohmatulloh, Muhammad Bayu. (2019). *English Teacher Strategies in Assisting Ninth Grade At-risk Students of MTsN 2 Surabaya*. UINSA

CHAPTER III

RESEARCH METHOD

A. Research Design

The design of the study used in this research is descriptive qualitative. Qualitative research uses a descriptive approach in the form of words to allow the researcher comprehend the phenomena of the research subject, such as behavior, perception, motivation, and performance[57]. In other words, descriptive is applied to discover about a phenomenon that occurs as a result of the research subject's written description[58]. In addition, observations and interviews are used as research instruments to collect the data.

In this context, the researcher is interested to learn more about the teacher's strategies by using online learning platforms, along with the challenges that teachers face throughout the Covid-19 Pandemic.

B. Subject and Setting of Research

This study takes place in SMP Alkhairiyah Surabaya. It is located at Sultan Iskandar Muda street Number.36, Ujung, Semampir, Surabaya. The school was chosen because this school has achieved a license from Google Indonesia with the Google for Education program. Besides, this school was accredited as a technology-standard school, and the teachers are experienced in the use of technology. *Nearpod*, *Quizizz,* and *Zoom* are used by the teachers at this school to deliver material for teaching English. Then, the researcher also asked about the teacher's decision to use *Nearpod*, *Quizizz* and *Zoom* as instructional tools. The subject of this study are four English teachers of SMP Alkhairiyah Surabaya during the 2019/2020 academic year. The consideration in selecting these participants because the teacher teaches three classes of

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[57] John W. Creswell, "*Educational Research Planning, Conducting and Evaluating Qualitative and Quantitative Research" 4th Edition*" (Boston: Pearson Education, Inc., 2010).

[58] Donald, Ary Et All, "*Introduction To Research In education*", (USA: Nelson Education, Ltd.,2010).

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seventh and eighth grade and also there are only four teachers using three different platforms for teaching English. Thus, this study needs to discover the teacher's strategies and the challenges in implementing their strategies using online learning platform during Covid-19 pandemic. However, due to the pandemic which requires students to study at home, the teacher must use a different media to teach English. Moreover, the researcher is curious to learn more about the teacher's strategy and technology that applied by the teacher.

C. Data and Source of Data

The researcher will use the following two types of data in this study, those are:

1. Data

   The data will be gained from the teacher by doing observation and interview. This interview will be about the teachers' strategies and challenges in implementing their strategies. Based on the observation and interview that researcher conducted, the researcher will be able to learn about the strategies used by the teacher and the challenges in teaching by using online learning platforms during Covid-19 pandemic.

2. Source of Data

   The researcher will obtain the data source in order to supporting the data. This data will be collected from research journals, books and articles relevant to this study, and also the researcher connected the teachers' strategy with the theory in the journals or book.

D. Data Collection Technique

The researcher applied Creswell theory to collect the data in this study. He claimed that there are several methods for gathering qualitative data, included observation, interviews, documentation, and audio-visual recordings[59]. In this study, the data will be gathered through observation and

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[59] John Creswell. 2012. *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. Pearson 4th Edition.

interview. In addition, the researcher chose all teachers who teaches English in SMP Alkhairiyah Surabaya. The researcher asked for permission to the teacher before collecting the data. Due to the pandemic that requires learning at home, the researcher will do observation with the teachers who are teaching through online meeting at their home. After the teaching process is complete, the researcher will interview and will record to make the data deeper and more credible.

E. Research Instrument

The research instrument was selected to obtain the data in order to answer first and second research questions. Therefore, the instruments employed in this study were observation and interview.

1. Observation checklist

Observation is the selecting and recording of people's activities in their environments, this process is effective for providing detailed descriptions of organizations or events[60]. In this study, the researcher applied observation checklist to find out the data about teacher techniques used in teaching through online learning platforms. Due the pandemic that requires learning at home, the researcher will observe the teachers who are teaching through online meeting at their home. The researcher will gain a detailed understanding and perspective on the entire teaching and learning process, including the activities occurred during the online classroom. From beginning to the end, the researcher observes everything that the English teacher does in relation to the teacher strategies that the teacher uses in online classroom. The researcher also recorded the teaching activities to assist the researcher in completing the observation checklist. In this observation checklist, the researcher will adopt from Alan Crawford, and Gilly Salmon theories. These observation checklist were also followed by

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[60] Wahyuni, Qualitative Research Method: *Theory and Practice*, (Jakarta: Salemba Empat, 2015), p. 25

three predetermined response categories, those are always, sometimes, and never.

2. Interview

In relation to the research problems, the instrument for this study will be open-ended questions for interview. As described by Creswell, interview is a method for gathering information that involves asking questions in a face-to-face interaction to discover the meaning structures which respondents use to organize their experiences to make sense of their reality[61]. The researcher prepared some questions related to the teacher strategies and challenges in implementing their strategies. In this interview, the researcher will adopt from the theories mentioned by Freeman and Rusman et al, in the literature review. The researcher interviewed four English teachers, it has become the instrument used to strengthen about teacher strategies and challenges in implementing teaching English using online learning platform.

F. Data Analysis Technique

The researcher will gather the data for this study through observation and interview. The information will be anaylized using a descriptive qualitative design. Creswell's theory is applied in this study by doing the following steps[62]:

1. Collecting the data

The researcher will gather all data, including the results of the observation checklist and the interview.

2. Reading all of data

The researcher obtained the data during this process. The researcher reads all of the data in order to obtain the relevant information for this study.

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[61] Creswell, John W. 2013. *Qualitative Inquiry and Research Design Choosing among five approaches. Third edition*. United States of America: SAGE Publication Ltd.

[62] Creswell, John W. 2013. *Qualitative Inquiry and Research Design Choosing among five approaches.* Third edition. United States of America: SAGE Publication Ltd.

The researcher gave sign the important data needed. Then, the researcher competed the necessary information.

3. Preparing and organizing

The data was organized by the researcher based on the information. The information was classified into many categorized based on teacher strategies for using online learning platforms during the Covid-19 pandemic.

4. Coding the data

The researcher analyzed all of the information gathered in this step. The researcher underlined the most relevant aspects of the interview, then organized the primary data that had already been highlighted.

5. Interpreting the findings

Finally, the researcher analyzed the data into findings in an organized format, and then communicated the findings using the theories supplied. Afterwards, the researcher presents the findings of the investigation as a result.

G. Research Stages

The researcher will use several procedures suggested by a qualitative expert in implementing this study. The procedures are, selecting a research topic, analyzing literature review, defining a research objective, collecting data, analyzing and interpreting data, and the last is reporting and assessing the research data.

H. Checking Validity of Findings

The researcher will validate the results of the study after analyzing the data. The aim of assessing the validity of findings is to ensure the completeness of this study. According to Creswell theory, these were triangulation, member checking, and auditing[63]. Creswell claims that triangulation is the process of gaining evidence from various individuals, types of data, data collection in

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[63] John W. Creswell. *Educational Research Planning, Conducting and Evaluating Quantitative and Qualitative Research, 4th edition.* (Boston: Pearson Education, Inc., 2010, 259

qualitative research themes, and member checking to determine whether or not the findings with research participants are valid or not by evaluating their interview transcripts[64]. In this study, the triangulation technique using sources will be used in this study. The data from observations and interviews will be compared by the researcher.

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[64] *Ibid*

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

In this chapter, the researcher describes the findings and discussions that are consistent with the theories and answer the research questions. The findings will be above teacher's strategies and the challenges in using online learning platform during Covid-19 pandemic. The discussion will concentrate on the relevance of the study's primary findings and relate them to the theories presented in chapter two. The following is the detailed information on these two topics as follows:

A. Research Findings

This chapter discusses the findings based on the study's two research topics. What are the teachers' strategies in teaching using online learning platform during the Covid-19 Pandemic, was the first research question. The second research question was, what are the teacher challenges in applying their strategies? This research findings will be discussed in this chapter as follows:

1. **Teachers' strategies in teaching using online learning platforms during Covid-19 pandemic**

   According to some experts, there are several strategies that English teachers could use, those are: Active learning strategy, Problem-based learning, and 3Ps strategy. The observation questions i made were categorized based on the learning strategy's characteristics. Therefore, the result of the observations can summarize about the strategies used by teacher. After observing four teachers while they were teaching online, the strategies and the activities are explained such as:
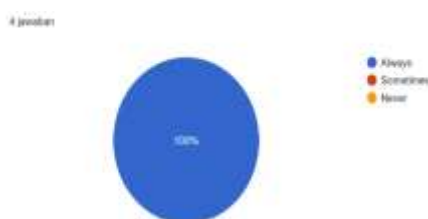
   1.1 Teacher starts the class with greeting

Figure 4.1 Teacher starts the class with greeting

This figure 4.1 indicates that all the teachers begin online class by greeting the students and checking the students' condition.

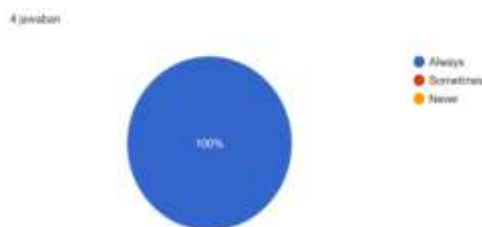1.2 Teacher checks students' attendance before starting the class

Figure 4.2 Teacher checks students' attendance before starting the class

This figure 4.2 demonstrates that all teachers check students' attendance before beginning class as usual.

1.3 Teacher gives brainstorming or reviews the previous the material
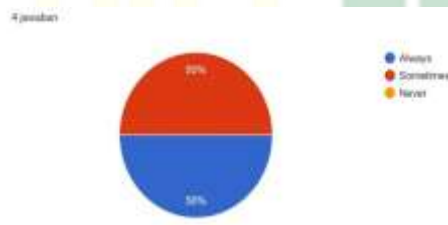

Figure 4.3 Teacher gives brainstorming and reviews the previous material to the students

This figure 4.3 indicates that 2 teachers (50%) gives brainstorming or reviews the previous material, the others (50%) does not give brainstorming or review the previous material. In this context, there is no tendency of the teacher to always give brainstorming or reviews the previous material before teacher explains the new material. Thus, there is still teacher who does not give brainstorming or review the previous material before starts the new material.

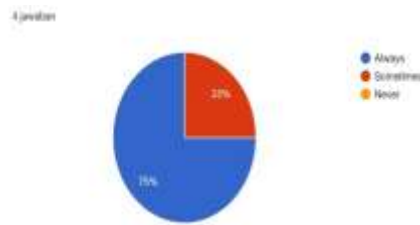1.4 Teacher introduces the topic before start teaching

Figure 4.4 Teacher introduces the topic before start teaching

This figure 4.4 shows that 3 teachers (75%) always introduces the topic before start teaching, 1 teacher (25%) sometimes does not introduce the topic before start teaching.

1.5 Teacher explains what the students are expected to do and what the teacher expects on assignments
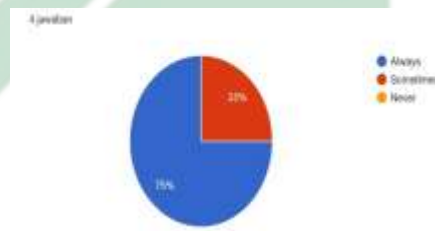

Figure 4.5 Teacher explains what the students are expected to do and what the teacher expects on assignments

This figure 4.5 shows that 3 teachers (75%) explains what the students do and 1 teacher (25%) sometimes does not explain clearly what the students are expected to do and what the teacher expects on assignments.

1.6 Teacher gives clear instruction using whiteboard/screen sharing.

Figure 4.6 Teacher gives clear instruction using whiteboard/screen sharing

This figure 4.6 shows that 4 teachers (100%) always give clear instruction using whiteboard/screen sharing provided by the platform to explain more. Teachers also use the whiteboard/screen sharing to clarify points or give

additional information to students who are difficult to understand the material.

1.7 Teacher provides picture, PowerPoint or link that contains video from YouTube to facilitate students' understanding.
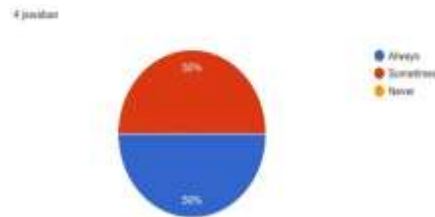

Figure 4.7 Teacher provides media to facilitate students' understanding.

This figure 4.7 shows that 2 teachers (50%) always provide picture, PowerPoint or link that contains video from YouTube, and the others (50%) sometimes does not provide picture, PowerPoint or link that contains video from YouTube to facilitate students' understanding. Some of the teachers have been prepared those media in order to make their students interested and enthusiastic.

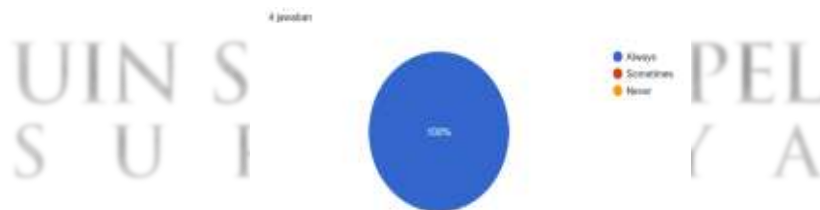1.8 Teacher demonstrates good communication skill

Figure 4.8 Teacher demonstrates good communication skill

This figure 4.8 shows that all of the teacher always demonstrate good communication skill during teaching and learning process. Furthermore, teachers should interact more with their students in order to actively involve them in online learning.

1.9 Teacher stimulates students about what they think and asking question to the students.
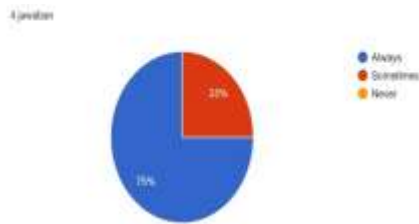

Figure 4.9 Teacher stimulates students about what they think and asking question to the students.

This figure 4.9 demonstrates that most of the teachers (100%) always stimulate students about what they think and ask questions to the students to build their critical thinking.

1.10 Teacher uses English in teaching and has good pronunciation

Figure 4.10 Teacher uses English in teaching and has good pronunciation

This figure 4.10 shows that 2 teachers (50%) always use English in teaching and have good pronunciation, while the others (50%) sometimes use code mixing in teaching and does not have good pronunciation.

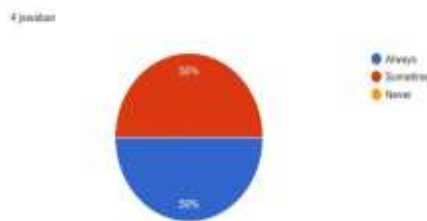1.11 Teacher enhances motivation in learning process

Figure 4.11 Teacher enhances motivation in learning process

This figure 4.11 shows that 3 teachers (75%) always enhance motivation in learning process, while 1 teacher (25%) sometimes does not enhance motivation in learning process.

1.12 Teacher gives instructional materials easily to understand
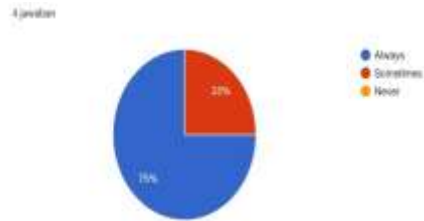
Figure 4.12 Teacher gives instructional materials easily to understand

This figure 4.12 shows that 3 teachers (75%) always give instructional materials and 1 teacher (25%) sometimes does not give instructional materials easily to understand by the students.

1.13 Teacher can make students to speak actively in online learning

Figure 4.13 Teacher can make students to speak actively

This figure 4.13 shows that 3 teachers (75%) always make students to speak actively in online learning, and 1 teacher (25%) sometimes does not make students to speak actively in online learning.

1.14 Teacher should not be more dominating than the students.
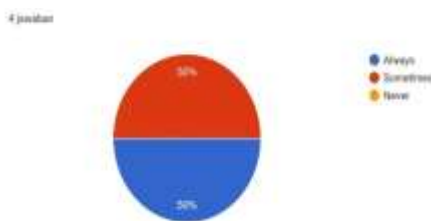
Figure 4.14 Teacher should not be more dominating than the students

This figure 4.14 shows that 2 teachers (50%) always not more dominant than the students, and the others (50%) sometimes dominant than the students during learning process.
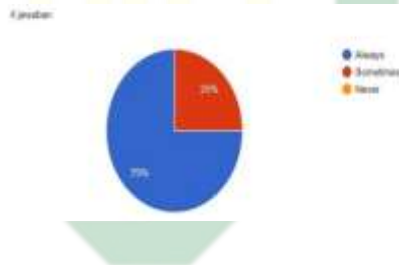
1.15 Teacher supports student-centered learning
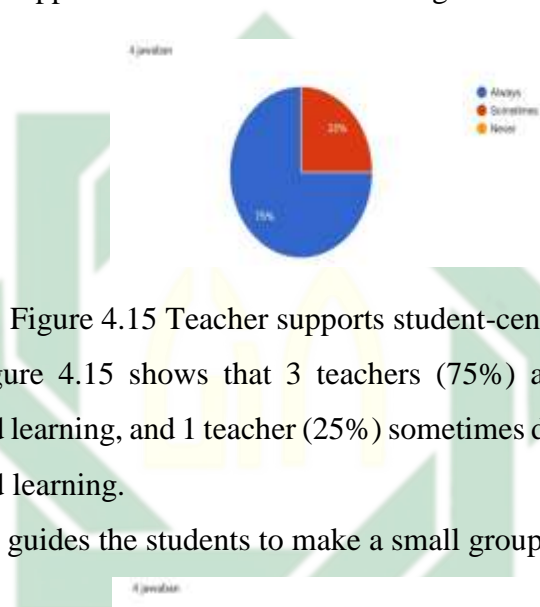
Figure 4.15 Teacher supports student-centered learning

This figure 4.15 shows that 3 teachers (75%) always support student-centered learning, and 1 teacher (25%) sometimes does not support student-centered learning.

1.16 Teacher guides the students to make a small group/working with peers
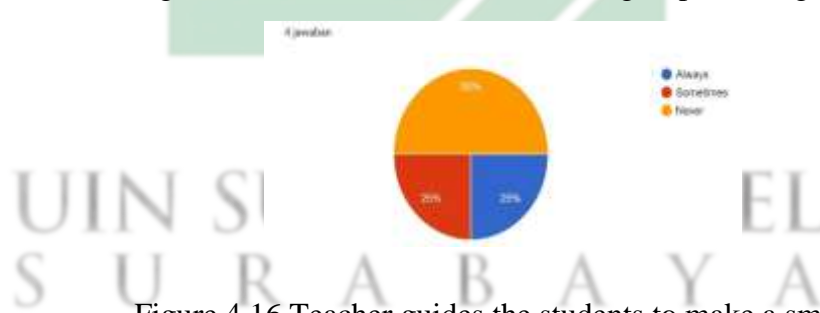
Figure 4.16 Teacher guides the students to make a small group or working with peers

This figure 4.16 shows that 1 teacher (25%) always guides the students to make a small group or working with peers, 1 teacher (25%) sometimes guides the students to make a small group or working with peers, and 2 teachers (50%) never guide the students to make a small group or working with peers.

1.17 Teacher uses discussion, gives questions and answers session to gauge students understanding and make the class more alive
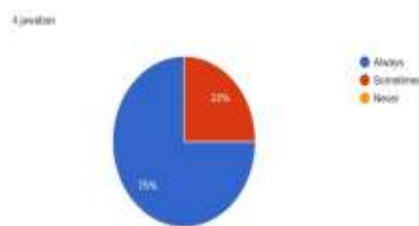
Figure 4.17 uses discussion, gives questions and answers session to gauge students understanding and make the class more alive

This figure 4.17 shows that 3 teachers (75%) always use discussion, gives questions and answers session to gauge students understanding and make the class more alive, and the others (25%) sometimes use discussion, gives questions and answers session to gauge students understanding and make the class more alive.

1.18 Teacher helps students in the development of critical thinking and problem-solving skills
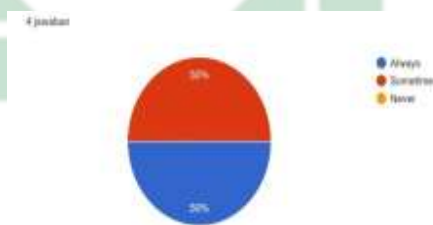
Figure 4.18 Teacher helps students in the development of critical thinking and problem-solving skills

This figure 4.18 shows that 2 teachers (50%) always support students for developing critical thinking and problem-solving skill, and 2 teachers (50%) sometimes support students for developing critical thinking and problem-solving skill.

1.19 Teacher knows and uses students' name to attract students' attention

Figure 4.19 Teacher knows and uses students' name to attract
students' attention

This figure 4.19 indicates that the majority of teachers (100%) are
constantly aware of their students' names and use it in order to attract
students' attention. This strategy could make teacher and students to get
closer.

1.20 Teacher connects activities/assignments/discussion to the real-world
applications
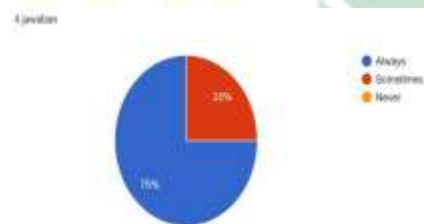
Figure 4.20 Teacher connects activities/assignments/discussion to
the real-world applications

This figure 4.20 shows that 3 teachers (75%) always connect activities,
assignments or discussion to the real-world applications, and 1 teacher
(25%) sometimes does not connect activities, assignments or discussion to
the real-world applications.

1.21 Teacher creates challenging tasks in which students are required to solve
difficulties or identify something (e.g. quizzes, online test)
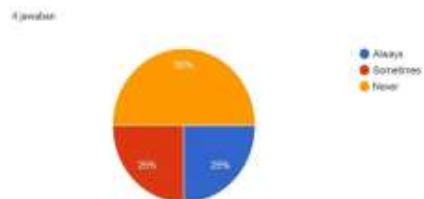
Figure 4.21 Teacher creates tasks challenging

This figure 4.21 indicates that 2 teachers (50%) always create task challenging by including some activities that require students to solve difficulties or discover something, 1 teacher (25%) sometimes creates task challenging by including some activities that require students to solve difficulties or discover something, and 1 teacher (25%) never creates task challenging by including some activities that require students to solve difficulties or discover something.

1.22 Students do discuss, arguing and assessing to each other's current knowledge
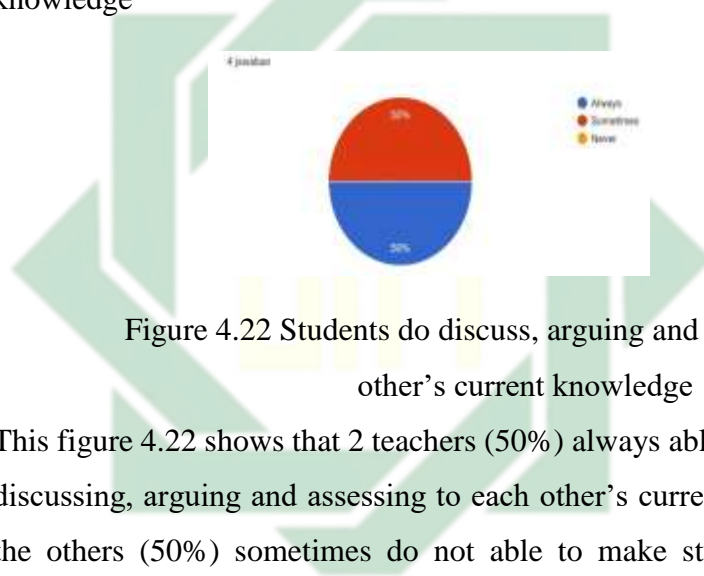
Figure 4.22 Students do discuss, arguing and assessing to each other's current knowledge

This figure 4.22 shows that 2 teachers (50%) always able to make students discussing, arguing and assessing to each other's current knowledge, and the others (50%) sometimes do not able to make students discussing, arguing and assessing to each other's current knowledge.

1.23 Teacher leaves students enough time to consider the answer
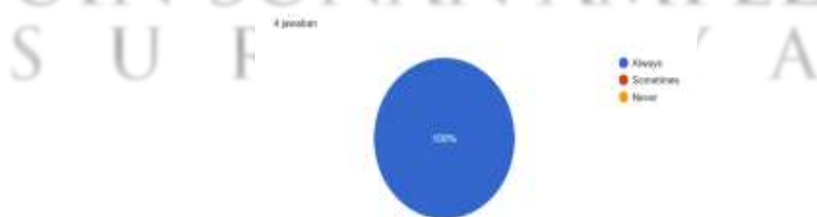
Figure 4.23 Teacher leaves students enough time to consider The answer

This figure 4.23 shows that 4 teachers (100%) always leaves students enough time to consider about the answer when the teachers ask something to the students during learning process.

1.24 Students make a product related to the topic or practice their work.
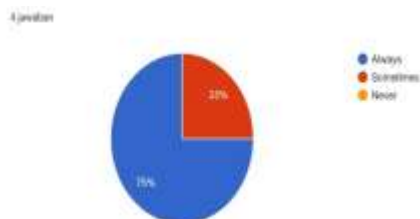
Figure 4.24 Students make a product related to the topic

This figure 4.24 shows that 3 teachers (75%) can ask students to make a product related to the topic or practice their work, and 1 teacher (25%) sometimes cannot ask students to make a product related to the topic or practice their work.

1.25 Teacher shows warmth and enthusiasm either verbal or non-verbal

Figure 4.25 Teacher shows warmth and enthusiasm either verbal or non-verbal

This figure 4.25 shows that 4 teachers (100%) always show warmth and enthusiasm either verbal or non-verbal. The teacher praises the student by saying "good", "exactly", "how great you are", good job, "excellent", "smart" and so on.

1.26 Teacher uses body language to communicate meaning

Figure 4.26 Teacher uses body language to communicate meaning

This figure 4.26 indicates that all teachers (100%) always manage body language to communicate meaning, for example if the students speak actively and show the vocabulary improvement the teacher will give claps, thumb up, and give smile to their students. This strategy able to generate and maintain students' motivation in the learning process.

1.27 Teacher can give positive reinforcement includes praises, scores, and stars if the students submitting assignments on time.
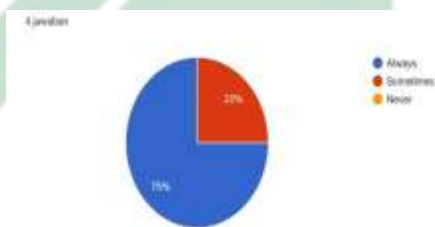
Figure 4.27 Teacher can give positive reinforcement

This figure 4.27 shows that 3 teachers (75%) always give positive reinforcement includes praises, scores, and stars if the students submitting assignments on time, and 1 teacher (25%) sometimes does not give positive reinforcement includes praises, scores, and stars if the students submitting assignments on time.

1.28 Teacher responds students' lack of knowledge/understanding respectfully.

Figure 4.28 Teacher responds students' lack of knowledge/understanding respectfully.

This figure 4.28 shows that 4 teachers (100%) always responds students' lack of knowledge or understanding respectfully. In my observation, if

students do not understand, they will raise their hands and teacher shows warmth & enthusiasm. Thus, if students do not understand what the teacher has explained, they will not be intimidated.

1.29 Teacher provides students with constructive feedback and review today's material

Figure 4.29 Teacher provides students with constructive feedback and review today's material

This figure 4.29 shows that in the end of the class, 4 teachers (100%) always give students with constructive feedback and review today's material.

1.30 Teacher is able to make students to master the online platform that they used

Figure 4.30 Teacher is able to make students to master the online platform that they used

This figure 4.30 shows that 4 teachers (100%) always able to make students to be master in operating the online platform that they used.

From these observation checklist that has been done, it concludes that teachers use active learning strategy, problem-based learning and combined with 3Ps (Present, Practice, Produce) strategy to teach students through online meeting.

2. The challenges in implementing the strategies during Covid-19 pandemic

E-learning systems, such as Learning Management Systems (LMS), provide a learning platform that allows users to engage in interactive learning at anytime and anywhere as long as they have access to the internet. However, the implementation of online learning raises many problems such as:

Table 4.2.1. The teacher's challenges in online learning

1. Teachers' explanation is unclear
2. Students often make noises
3. Teacher cannot monitor the students' movements
4. Students lack of vocabulary during the online meeting
5. Technical challenges

According to the findings of the interview, the implementation of online learning poses a number of issues, including students looks like bored, teacher cannot monitor the students' movements, students make noise, students lack of vocabulary during the online meeting and also technical challenges to operate applications (see table 4.2.1).

a. Teachers' explanation is unclear

Students are more interested and faster to absorb knowledge through face-to-face setting. One teacher believed that online learning does not improve the quality of students in learning and understanding the material. This statement corresponded with T4:

T4: *"When I explained to the students, the material must be repeated, because I have to make sure every student really understand my explanation"*.

From the statement, it is hard for the teacher who has previously taught in a face-to-face setting to teach online. Consequently, before do the online meeting, teacher should give the additional material through Nearpod so they can prepare it before the online class starts. Besides, teacher also use Zoom to communicate with their students with real-life interaction while they are discussing a language material presented in PowerPoint.

b. Another problem is students often make noises. This situation happened because they are bored with activities that the teacher given. The longer they learn through online meeting, they lose their enthusiasm for learning. According to the data, most of teachers have the same problem. As experienced by T1 and T3:

T1: *"If we are too monotonous in using the platform, students will be bored. Hence, sometimes students turn off the camera or sound and also leave the class before class ends".*

T3: *"Students feel bored when they do online meeting, it also can decrease other student's motivation and this causes student's noise".*

To overcome this problem, the teacher must use variety of platforms, as an example this week they are already using platform A, then the teacher tries to make it different by using different platform for the following week. Along with that, teacher should provide them with fun activities, gamification or question and answer session to motivate students to learning and following the lesson. As an example, teacher uses Quizziz to show the casual formative assessment with provide the picture or animation inside it to make students interested. Furthermore, Quizziz will provide information about who needs further work and who has completed the online class satisfactorily.

c. The third difficulty is students' movements.

The most frequently problem for teachers is that they are unable to monitor their students' movements while they are learning. This also stated by T3:

T3: "*I am unable to manage the students' movements because we are not meeting face to face. Besides, students are also busy doing another things that can distract their focus."*

However, to deal with this problem the teacher calls out the names of the students to get their attention. After that, teacher is allowed to ask them what has been discussed. This may also give rise to a sense of responsibility for the students.

d. Students lack of vocabulary.

The significant difficulty covers the vocabulary. When the teacher explains and gives instruction some students are just silent and confused. Since students do not understand the explanation, teaching and learning process can be disrupted. As mentioned by T1:

T1: *"I need to use English for about 50 percent, because some students lack of vocabulary when I speak too fast or more than five sentences in a row".*

This problem can be solved by using code-mixing with Indonesian to ensure that students understand what is being explained. Additionally, for the homework teacher should allow students to use dictionary to understand and engage in the project.

e. Technical challenges

In this situation, students must be able to operate the platform in order for online learning will run smoothly, yet there are still several students who do not know how to operate the platforms. The teacher 2 served an idea or solution to its problem. As stated by T2:

T2: *"As for the platform, i create a tutorial video or give them links to certain useful tutorial video on the internet".*

The next challenge is, not every student has a personal gadget that can be used for online learning. During the Covid-19 outbreak, some of them have to share the smartphones and laptops with their parents, brother or sister. Consequently, they could not participate in online classes on time. This problem might interfere with students' performance. This also in line with the teacher's statement:

T4: *"Some of them do not attend the online class because they do not have smartphone or laptop".*

To address this problem, the teacher allows students to join their classmates to do online class. Moreover, if the students are unable to use their smartphones or laptops, they are permitted to submit their assignments into teachers' homes.

B. Discussion

The researcher examines the findings in this chapter by reflecting on a several theories. The section will discuss the main finding about teachers' strategies in teaching utilizing online platforms and the challenges in implementing their strategies during COVID-19 pandemic.

1. **Teacher's strategies in teaching using online learning platforms during Covid-19 pandemic**

   According to the research's definition of strategy provided in chapter two, strategy is a certain techniques for resolving or completing a task, along with modes of operation for achieving a goal, or the design for manipulating and controlling certain information[65]. In this study, the term "strategy" refers to the technique used by the teacher to encourage and influence the students in order to help students to learn the materials easily. Based on the finding of this study, it can be explained that the teachers use three strategies to assist them in online learning activities. The brief explanations discussed as follows:

   a. Active learning strategy

   In my observation, some of the teacher have shown that they encourage students by giving activities to involve them to speak actively in online class, besides teachers also develop their critical thinking. This is in line with Freeman et al, active learning involves students in the learning process through activities and discussion in class, rather than simply listening to an instructor. It emphasizes higher-order thinking and often involves groups work[66].

   As mentioned by Ali, the characteristics of active learning are; Teacher is not more dominant than students, teacher encourages students to be active

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[65] H. Douglas Brown, *Principle of Language Learning and Teaching,* (San Fransisco:Longman, 2000).
[66] Freeman et al.,2014

in learning process, and students show their interest and need[67]. By implementing this strategies, they can construct, interpret, and share their own understanding of the course material through interactions and apply it in meaningful and authentic ways. It can be seen from activities that given by the teachers. As an example, teacher may begin brainstorming or by introducing the topic before start teaching, uses discussion, questions and answers session to make the class more alive, and so on. In this process, students are required to take actions rather than passively listen to teachers.

This is in line with study by Reese, small groups, debates, and discussions are some of the strategies which can be used to enhance active learning and student engagement[68]. These activities help students and teachers to build connections while the teacher interacts with a particular topic covered in class. Moreover, it is a successful instructional strategy not only in a conventional classroom setting, but also in an online setting.

b. Problem-based learning

The teachers also applied Problem-based learning in providing the English material. This strategy is student-centered approach in which students learn how to define a problem and capable of affecting their ability to solve problems in real life. According to Rusmono, PBL is an innovative learning method that enables students to engage in active learning while being exposed to real-world problems[69]. Therefore, the goal of PBL is to assist students in the development of critical thinking and problem-solving skills.

The finding of my observation shows that the researcher discovers several characteristics that the teacher employs in online class. *First,* teacher connects activities and assignments to the real-world applications. *Second*, teacher creates challenging tasks in which students are required to

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[67] Ali, Muhammad "Guru dalam Proses Belajar". (Jakarta: Sinar Baru Alegsindo,1998).p 65

[68] Reese-Durham, N. F. (2014). A Discussion Strategy for an Online Class. College Teaching, 62(1), 42-43.

[69] Rusmono. 2012. Strategi Pembelajaran dengan Problem Based Learning itu Perlu. Bogor: Ghalia Indonesia.

solve their difficulties or identify something. *Third*, students do discussing, arguing and assessing to each other's current knowledge. *Fourth*, teacher stimulate students about what they think and asking questions to the students. *Fifth*, students make a product related to the topic or practice their work.

In the last characteristic, the teacher who teaches in seventh grade sometimes asks their students to make a product. For example, students are asked to make simple mind mapping about descriptive text, then they are asked to take a picture of their work and uploaded it in LMS. Thus, student-centered learning should be promoted by teachers.

This also confirmed by Rusman on his journal, Project-based learning is a pedagogical strategy in which students produce a product related to a topic[70].

Furthermore, the general concept of PBL is that real-world concerns engage students' interest and stimulate serious thinking as they obtain and apply new knowledge in a problem solving setting.

c. PPP or 3Ps strategy

The findings of the study indicate that PPP strategy is adopted the PPP strategy because they recognize that some students have difficulties understanding the vocabulary. As a consequence, if students find it difficult to learn vocabulary, teaching and learning can take a long time and they are unable to follow the material being taught.

According to Achilleas, Presentation, Practice, and Production are all ashortened as PPP. PPP is a strategy for teaching foreign language structures (such as grammar or vocabulary) that encourages students to speak. PPP is separated into three stages, progressing from tight teacher control to increasing learner freedom, as the name suggests[71]. Hence, the

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[70] Rusman, *Model-model Pembelajaran*, ed.2, Jakarta: Rajagrafindo Persada, 2010.

[71] Kostoulas, Achilleas. 2012. *Presentation, Practice and Production (PPP).*

teacher use PPP for familiarize the students with sentence structure and formation.

When i am observing, teacher use three stages to teach those are; First, teacher presents dialogues or videos to convey real-life contextual use to students. Here, teacher has discussions to comprehend the vocabularies, meaning, and sentence structure. The purpose is to make sure students understand the context. Then, move to the Practice session teacher uses pairing by mentioning two students to practice the students and play sentence games (matching questions, True or False, jumbled words, role play, or filling the gap). During the practice stage, students use the language in a controlled way. The last one is Produce, where students train themselves to reproduce certain expressions in English taught to them through Zoom application in order to make students to be fluent in English. This related to the previous study conducted by Fitin, PPP can not only be used to teach grammar and vocabulary, but it can also be used to develop speaking skills[72]. Moreover, PPP could be considered an effective technique to teach in general which focuses on a progress from presentation to controlled practice and production.

2. **The Challenges that faced by the teacher**

The majority of them face the challenge of dealing with technical challenges such as:

a. Teachers' explanation is unclear

Due to this Covid-19 outbreak teacher should teach the material through online meeting, as the way to have success in teaching online both teachers and students should have appropriate and convenient work environment. But in my observation, teacher feel the explanation is unclear. It is proven when the teacher asked the students a question, the students were just

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[72] Saroh, Fitin W. 2014. *The Use of Presentation Practice and Production (PPP) Method to Improve Students' Speaking Ability*. Muhammadiyah University of Jember.

silence. Moreover, teacher must be repeated the material to ensure them to understand. Besides, teachers provide visual resources such as pictures, videos, or Powerpoint slides to help students absorb the topic easily. This is in line with Sun and Cheng in their study, the most essential aspect of e-learning is the ability to include several types of media, such as images, audios, and videos, into instructional material[73]. This can be used by teachers to motivate students and increase their desire to learn. Additionally, before doing the online meeting teacher should give the additional material through Nearpod so students can prepare it before the online class starts and teacher also use Zoom to communicate with their students with real-life interaction while they are discussing a language material presented in PowerPoint. This goal is intended to make teacher's explanation is clearer.

b. The second challenge is when students get bored, they will make noises during online meeting. When students are not affectively engaged, they are likely to show boredom, stress or anxiety. To overcome this problem, the teacher must use variety of platforms to deliver the material. In accordance with Boettche, the wide range of activities currently available online makes it easy to create many kinds of effective learning environments[74]. Using various activities can enhances the interest and excitement so that students do not get bored during online class. Besides, the researcher found that the teachers give the students with fun activities, gamification or question and answer session to motivate students to learning and following the lesson. This is in line with previous study by Huyen and Nga that the effectiveness of games is students were found to learn more quickly and memorize materials better in a stress-free and comfortable atmosphere[75]. Additionally,

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[73] Sun, P., Cheng, H.K., 2005. The Design of Instructional Multimedia in e-learning: *A Media Richness Theory-based Approach*. Computers & Education, 49(3), pp.662-676

[74] Boettcher, J. V., & Conrad, R. M. (2010). The Online Teaching Survival Guide: *Simple and Practical Pedagogical Tips(1 ed.).* San Fransisco: Jossey Bass.

[75] Nguyen, & Nga, K.T.T. 2003. *The Effectiveness of Learning Vocabulary through Games*. The Asian EFL Journal

it is highly recommended for teacher to use games to make students pay attention and participate more in learning.

c.   Teacher cannot monitor students' movements

The disadvantages of online class is teacher cannot monitor students' movements. While teacher is talking, some of them are doing another things that can reduce their concentration. To deal with that, the researcher found that teacher calls out the names of the students to get their attention. According to Gagne and Driscoll, the attention of the students is one of the aspects required for teaching[76]. Thus, students are likely to be engaged if they feel respected by the teachers. After that, teacher is allowed to ask them what has been discussed. If they are not paying attention, they will miss out on what is said and they do not get the explanations of the lesson. This strategy may also give rise to a sense of responsibility for the students.

d.   Students lack of vocabulary during the online meeting

When students could not understand what the teacher explains about, the process of teaching and learning can be disrupted. The teacher can use code-mixing with Indonesian to ensure that students understand what is being explained. This is in line with Zainudin in his study that the code-mixing helps students to strengthen their English vocabulary and familiarize students when interacting with teachers or friends[77]. Teacher also give students a new vocabulary word and share its meaning with them. Based on the observation, the researcher found that by using code-mixing can make students feel more comfortable and engaged to the teacher. It is showed when they understand and actively answered the teacher's instructions.

Additionally, for the homework teacher permits students to use dictionary to help them understand and engage in the assignments.

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[76] Gagne, R. & Driscoll, M. (1998). *Essentials of Learning for Instruction (2nd Ed.),* Englewood Cliffs, NJ: Prentice Hall.

[77] Muh. Mahrup, Bambang Widi, Pegiawan B., (2019). Journal of Education and Learning: *How Daily Code Mixing becomes a New Strategy for Teaching Vocabulary Mastery*. Universitas Ahmad Dahlan, Indonesia.

Although using a dictionary is a traditional strategy, it is an effective way to provide guidance for both students and teachers. Moreover, the majority of students learn vocabulary by using e-dictionaries on their mobile phones. As described by Lew, e-dictionaries provide interactive ways to find word definitions in compared to traditional disctionaries[78]. Hence, by using e-dictionaries students simply put the words into their phones and the words will quickly display on the screen. It is quite simple to use this e-dictionaries for students.

e. Technical challenges

Based on the observations, researcher discovered that some students are still confused to operate the platform that they used. They often asked about the platforms and sometimes it can waste time. Therefore, the teacher create useful tutorial video to help them to operate the platforms. As mentioned by Revermann that a tutorial video can be considered a learning object because it can be used in variety of contexts that are reusable[79]. In addition, tutorial videos can be played as many times as needed, with sequences being stopped, repeated, and skipped over. The videos can be posted as simple files for download to an LMS or streamed through web pages of relevant courses such as from YouTube. By watching tutorial videos students can be guided in operating the platforms and can save time during learning activities.

The next obstacle is about gadget shortage. Students who have smartphones or gadgets are few in number. They are do not have smartphones or laptops to attend online classes because some of them have to share the smartphones or laptops with their parents, brother or sister. In accordance with Eileen, we must also examine the level of technological expertise and support available at home. Occasionally, the devices we send

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[78] Lew, R. (2010). Multimodal Lexicography: *The representation of meaning in electric dictionaries. Lexikos Journal,* 290-306.

[79] Revermann, C., 2009. European Knowledge Society: *Potentials of e-Learning*. Berlin: Trafo Verlag.

home are the only ones that a family has[80]. Consequently, the lack of gadget still hinders distance learning as the pandemic continues. This problem might interfere with students' performance. As confirmed by Gabriel, ICT gadgets need be provided to students because without those resources, E-learning cannot be run[81].

To address this problem, the teacher allows students to join their classmates to do online class. Moreover, if the students are unable to use their smartphones or laptops, they are permitted to submit their assignments into teachers' homes.

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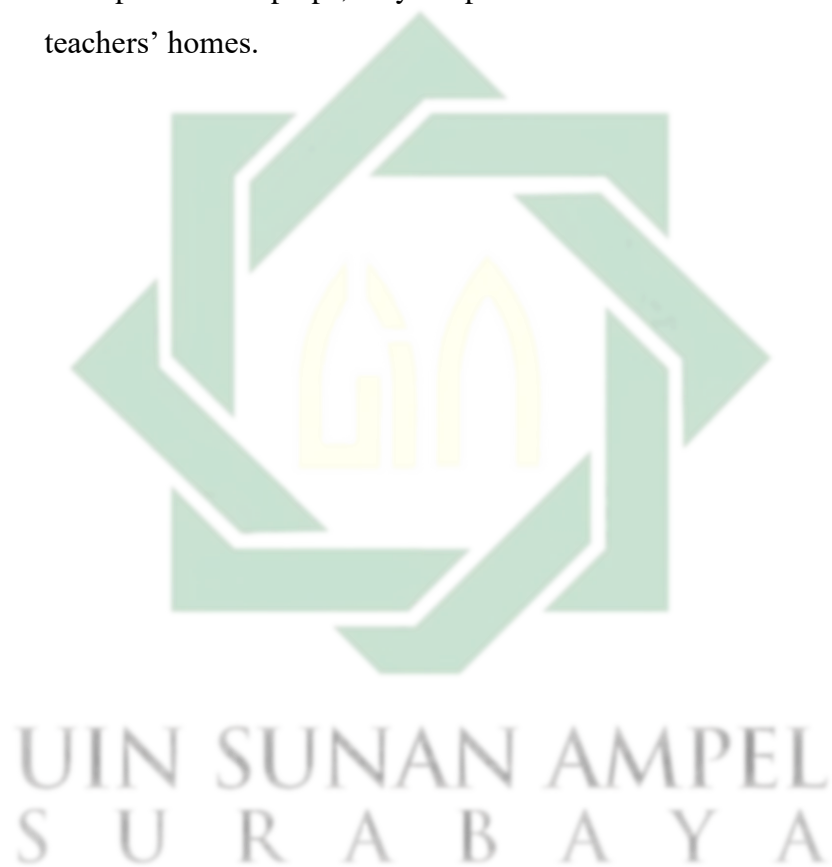
[80] Eileen Belastock, 2020. Academic Technology for Mount Greylock (Mass), Regional School District.

[81] Gabriel B., 2020. Jurnal of Humanities and Education Development: *Challenges in Using ICT Gadgets to Cope with Effects of COVID-19 on Education*. University of Rwanda

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter provides the conclusion, which summarizes the findings of this study. Some suggestions are also presented for certain aspects of this study.

A. Conclusions

The implementation of online classroom during Covid-19 needs huge attention to achieve the learning goal. An online classroom offers students with not only access on instructional resources, but also a live, contextual, and interactive environment. Here, teachers are facing many problems during online classroom. As a result, teachers require the appropriate strategy to ensure online learning runs successfully.

Based on the findings and discussion, the strategies that applied by the teachers when doing online meeting are Active learning strategy, Problem-based learning and 3Ps strategy. These strategies have their own characteristics and have been effectively utilized in online learning setting. In active learning strategy, teachers develop students' critical thinking and students are required to take actions rather than passively listen to teachers. Here, active learning strategy involves a variety of activities that encourage students to think about and engage on the English materials they are learning. In Problem-based learning, teacher creates challenging tasks in which students are required to solve difficulties or identify something. Thus in this strategy, encourages students to think critically as they acquire and apply new knowledge in a problem-solving setting. The last strategy is known as 3Ps which stands for Presentation, Practice, and Production. This method applicable for teaching foreign language structures (such as grammar or vocabulary) that encourages students to speak in online classroom.

However, since teachers applied these kind of strategies teachers face a lot of challenges, those are; Teachers' explanation is unclear, students often make noises, teacher cannot monitor students' movements, students lack of vocabulary, and technical challenges that includes gadget shortage and unable to operate the platforms. Fortunately, teachers can overcome these challenges using the strategies discussed in the previous chapter. These strategies can support teachers in creating a positive learning environment during online class. Therefore, the students will easily understand the lesson presented by the teacher, because students' understanding is the purpose of the learning process.

B. Suggestions

As a result of this study, the researcher provides several points suggested as follows:

1. For English teachers

   The findings of this study will be valuable for teachers considering that teaching virtual classroom is not easy. Teachers can well-prepare for the learning activity through virtual classroom. It would be great if teachers focused not only on the strategy that will be applied in the online class, but also on the solutions to the learners' problems that the teachers discovered during the online class. Thus, teacher strategies must be used because this is how the teacher determines learning objectives in the learning process.

2. For future researcher

   This study is able to give inspiration and guidance for further researchers who want to study about teacher strategy in using online learning during Covid-19 Pandemic, it will much better if they expanded on the challenges that teachers experience and the solutions during online learning. In addition, the study's weakness could be some references for future researchers.

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