AN UNDERGRADUATE THESIS

AN ANALYSIS OF TEACHER STRATEGIES IN ENGLISHLEARNING DURING ONLINE CLASS AT MA MA'ARIF 9 KOTAGAJAH

By:

LUTFIA NIKMATUL FAUZIAH

STUDENT NUMBER: 1801071031

ENGLISH EDUCATION DEPARTMENT

TARBIYAH AND TEACHER TRAINING FACULTY

STATE INSTITUE FOR ISLAMIC STUDIES METRO

1444 H / 2022 M

AN UNDERGRADUATE THESIS

AN ANALYSIS OF TEACHER STRATEGIES IN ENGLISH LEARNING DURING ONLINE CLASS AT MA MA'ARIF 9 KOTAGAJAH

Presented as a Partial Fufillment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd)
In English Education Department

By:
LUTFIA NIKMATUL FAUZIAH
STUDENT NUMBER: 1801071031

Tarbiyah and Teacher's Training Faculty
English Education Department

Sponsor : Syahreni Siregar, M.Hum

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1444 H / 2022 M

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.idE-mail: iainmetro@metrouniv.ac.id

APPROVAL PAGE

Title	: AN ANALYSIS OF TEACHER STRATEGIES IN ENGLISH LEARNING DURING ONLINE CLASS AT MA MA'ARIF 9 KOTAGAJAH
Name	: Lutfia Nikmatul Fauziah
Students Number	: 1801071031
Department	: English Education
Faculty	: Tarbiyah and Teacher Training

APPROVED BY:

To be discussed in the Skripsi (munaqosyah) in Tarbiyah Faculty of State Institute of Islamic Studies (IAIN) of Metro.

Metro, December 2022

The Head of English Education Department

Andianto, M.Pd
NIP.19871102 201503 1 004

Sponsor

Syahreni Siregar, M.Hum
NIP. 19871102 201503 1 004

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.idE-mail: iainmetro@metrouniv.ac.id

NOTA DINAS

Nomor :
Lampiran :
Perihal : **Mohon dimunaqosyahkan**
Saudari Lutfia Nikmatul Fauziah

Kepada yth,
Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Institut Agama Islam Negeri (IAIN) Metro

AssalamualaikumWr.Wb.

Setelah membaca dan mengadakan bimbingan serta perbaikan seperlunya maka Skripsi yang disusun oleh:

Name : Lutfia Nikmatul Fauziah
Students Number :1801071031
Judul Skripsi : AN ANALYSIS OF TEACHER STRATEGIES IN ENGLISH LEARNING DURING ONLINE CLASS AT MA MA'ARIF 9 KOTAGAJAH

Sudah kami dapat setujui dan dapat diajukan untuk diseminarkan, demikian harapan kami atas perhatiannya kami ucapkan terimakasih.

Wassalamu'alaikumWr.Wb.

Metro, December 2022

The Head of English Education Department

Andianto, M.Pd
NIP.19871102 201503 1 004

Sponsor

Syahreni Siregar, M.Hum.
NIP. 19871102 201503 1 004

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.idE-mail: iainmetro@metrouniv.ac.id

NOTIFICATION LETTER

Number :
Appendix : -
Matter : **In order to hold the munaqosyah of Lutfia Nikmatul Fauziah**

To:
The Honorable the Head of Tarbiyah Department
Of State Institute for Islamic Studies of Metro

Assalamu'alaikum, Wr. Wb.

We have given guidance and enough improvement to research script which is written by:

Name : Lutfia Nikmatul Fauziah
Students Number : 1801071031
Faculty : Tarbiyah and Teacher Training
Department : English Education
Title : AN ANALYSIS OF TEACHER STRATEGIES IN ENGLISH LEARNING DURING ONLINE CLASS AT MA MA'ARIF 9 KOTAGAJAH

It has been agreed so it can be continued to the Faculty of Tarbiyah and Teacher Training in order to be discussed on the munaqosyah. Thank you very much.

Wassalamu'alaikumWr.Wb.

Metro, December 2022

The Head of English Education Department

Andianto, M.Pd
NIP.19871102 201503 1 004

Sponsor

Syahreni Siregar, M.Hum
NIP. 19871102 201503 1 004

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

RATIFICATION PAGE

No. B-0027/In.28.1/D/PP.00.9/01/2023

An Undergraduate thesis entitled: AN ANALYSIS OF TEACHER STRATEGIES IN ENGLISH LEARNING DURING ONLINE CLASS AT MA MAARIF 9 KOTAGAJAH. Written by: Lutfia Nikmatul Fauziah, Student Number 1801071031, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Wednesday, December 28th, 2022 at 10.00-12.00 a.m

BOARD OF EXAMINERS:

Chairperson	: Syahreni Siregar, M.Hum	(.....)
Examiner I	: Dr. Widhiya Ninsiana, M.Hum	(.....)
Examiner II	: Linda Septiyana, M.Pd	(.....)
Secretary	: Eka Yuniasih, M.Pd	(.....)

The Dean of Tarbiyah and Teacher Training Faculty

Dr. Zuhairi, M.Pd
NIP. 19620612 198903 1 006

AN ANALYSIS OF TEACHER STRATEGIES IN ENGLISH LEARNING DURING ONLINE CLASS AT MA MA'ARIF 9 KOTAGAJAH

ABSTRACT

By:
LUTFIA NIKMATUL FAUZIAH

The purpose of this research is to find out the teachers strategies used by English teachers at MA Ma'arif 9 Kotagajah during online class, the obstacle faced by the teacher in implementation the learning strategies, and the impact of teacher strategies in online class for the students.

This research is a qualitative research. The methods used in collecting data are observation, interview, and documentation. The data analysis technique was data collection, data reduction, data display and drawing conclusion and verification. The subjects of this study were 3 English teacher and 15 students of MA Ma'arif Kotagajah.

The study found that during online class English teachers at MA Ma'arif 9 Kotagajah have various strategies in the process of teaching and learning activities, they are providing material by using online media, creating easy learning, checking students understanding, and giving assignment by using online platforms. Whatsapp is the most media used by the teacher in implementing their learning strategies during online class. There is obstacles faced by teacher in implementing the strategies during online class, they are internet connection, controlling student focus, time management, and students interest in learning. While, during an online class there are decrease of student interest in learning.

Keyword: English Learning, Online Class, Teacher strategies

ANALISIS STRATEGI GURU DALAM PEMBELAJARAN BAHASA INGGRIS PADA KELAS ONLINE DI MA MA'ARIF 9 KOTAGAJAH

ABSTRAK

By:
LUTFIA NIKMATUL FAUZIAH

Tujuan dari penelitian ini adalah untuk menemukan strategi yang diguanakan oleh guru bahasa inggris di MA Ma'arif 9 kotadajah selama kelas online.dan kendala yang dihadapi oleh guru dalam menerapkan strategi pmbelajaran, serta dampak dari strategi yang digunakan oleh guru terhadap siswa selama kelas online.

Penelitian ini adalah penelitian kualitatif.Metode yang digunakan dalam mengumpulkan data adalah observasi, interview, dan dokumentasi.Teknik analisis data yang digunakan adalah pengumpulan data, reduksi data, penyajian data, dan penarikan kesimpulan serta verivikasi.Subjek penelitian ini adalah 3 guru bahasa inggris dan 15 siswa MA Ma'arif 9 Kotagajah.

Pada penelitian ini ditemukan bahwa selama kelas online guru bahasa inggris di MA M'arif 9 Kotagajah memiliki bermacam strategi dalam proses kegiatan belajar mengajar, mereka adalah memberikan materi menggunakan media online, menciptakan pembelajaran yang mudah, memeriksa pemahaman siswa terkait materi pembelajaran, dan memberikan penugasan menggunakan platform daring.Whatsapp adalah media yang paling banyak digunakan oleh guru dalam menerapkan strategi pembelajaran selama kelas online.Ada pula kendala yang dialami oleh guru saat menerapkan strategi diatas adalah, sambungan internet, mengontrol fokus siswa, managemen waktu, dan minat siswa dalam belajar.Selama kegiatan pembelajaran online, siswa menunjukkan penurunan pada minat belajarnya.

Kata kunci: Pembelajaran Bahasa Inggris, Kelas Online, Strategi Guru

STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

Name	: Lutfia Nikmatul Fauziah
Student Number	: 1801071031
Department	: English Education Depatment
Faculty	: Tarbiyah and Teacher Training Faculty

State that this undergraduate thesis is originally the result of the researcehr's research. In exception of the certain parts which are excerpted from the bibliography mentioned.

Metro, December 7th 2022
The writer,

Lutfia Nikmatul Fauziah
SN. 1801071031

ORISINALITAS PENELITIAN

Yang bertanda tangan di bawah ini:

Nama	: Lutfia Nikmatul Fauziah
NPM	: 1801071031
Jurusan	: Tadris Bahasa Inggris
Fakultas	: Tarbiyah dan Ilmu Keguruan

Menyatakan bahwa skripsi ini secara keseluruhan adalah hasil penelitian saya kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, 7 Desember 2022
Penulis,

Lutfia Nikmatul Fauziah
SN. 1801071031

MOTTO

لَا يُكَلِّفُ اللّٰهُ نَفْسًا اِلَّا وُسْعَهَا

"*Allah does not impose upon any soul a duty to the extent of its ability…"*

(Al- Baqarah: 286)

"Allah tidak membebani seseorang melainkan dengan kesanggupannya"

Al – Baqarah: 286

DEDICATION PAGE

I highly dedicate this undergraduate thesis to:

Firstly, my beloved parents, Mr. Nawawi and Mrs. Eka Sumarni, who have been my inspiration in life, always pray for and support me for my success with their endless love. In addition, there is also my dear sister Lulu Alfina Fauziah who have always been my support system and my entire extended family.

Secondly, my lovely adviser Mrs. Syahreni Siregar, M.Hum who have sincerely guided the writer to accomplish this undergraduate thesis in time.Furthermore, my beloved lecturers of English Education Department, and my beloved campus IAIN Metro.

Thirdly, I also want to say big thanks to all my best friends who have always been there until now. They are Anita, Amalia, Dela, Indry, Irfan, Pucan, Sylva, Vivi and Yovi. They always help and support me to finish this undergraduate thesis.

Last but not least, I wanna thank me, for believing in me, for doing all this hard work, for having no days off, for never quitting, for to do more right than wrong, and for just being me at all the time.

ACKNOWLEDGEMENT

Praise thanks to Allah SWT, the lord of the worlds whom without His Mercy and Blessing, none of these would be possible. The writer is very grateful for the chance Allah has given her to accomplish this undergraduate thesis entitled "AN ANALYSIS OF TEACHER STRATEGIES IN ENGLISH LEARNING DURING ONLINE CLASS AT MA MA'ARIF 9 KOTAGAJAH". Sholawat is also sent to Prophet Muhammad SAW who had delievered the truth to human being in general and Muslim in particular.

In these opportunities, the researcher would like to express her deepest gratitude especially to:

1. Dr. Hj. Siti Nurjanah, M.Ag, as the Rector of IAIN Metro Lampung.
2. Dr. Zuhairi, M.Pd, as the dean of the Tarbiyah and Teacher Training Faculty of IAIN Metro Lampung.
3. Andianto, M.Pd, as the chief of English Education Department of IAIN Metro Lampung.
4. Syahreni Siregar, M. Hum as the advisor, thank you so much for kindness and valuable knowledge and for your support in finishing this undergraduate thesis.
5. All lecturers of the English Education Departmen of IAIN Metro Lampung who have given their thought and shared their experience to the researcher.

6. All of her friends in English Education Department of IAIN Metro part in support system, thanks for everything in helping to finish this undergraduate thesis.

The researcher do apologizes for all mistakes that she has made in writing and presentation items. All comment and criticizes are really welcomed to lighten up the quality of this a research. Hopefully, this undergraduate thesis can be a meaningful benefit for the researcher especially and for our campus and all readers generally.

Metro, December 7th 2022

The Writer,

LUTFIA NIKMATUL FAUZIAH

SN. 1801071031

TABLE OF CONTENTS

COVER ..... **i**

TITTLE PAGE ..... **ii**

APPROVAL PAGE ..... **iii**

NOTIFICATION LETTER ..... **v**

RATIFICATION PAGE ..... **vi**

ABSTRACT ..... **vii**

STATEMENT OF RESEARCH ORIGINALITY ..... **ix**

MOTTO ..... **xi**

DEDICATION PAGE ..... **xii**

ACKNOWLEDGEMENT ..... **xiii**

TABLE OF CONTENTS ..... **xv**

LIST OF TABLE ..... **xviii**

LIST OF APPENDICES ..... **xix**

CHAPTER 1 INTRODUCTION **1**

A. Background of Study 1

B. Research Question 4

C. Objectives and Benefits of the Research 4

D. Prior Research 6

CHAPTER II THEORITICAL REVIEW **9**

A. The Concept of Teacher 9

1. The Defibition of Teacher 9

2. The Role of Teacher 10

B. The Concept of Tecaher Strategies 12

1. Teacher Strategies 12

2. Teacher Strategies in Online Learning 14

C. The Concept of Online Learning 16

1. Definition of Online Learning....16
2. Media on Online Learning....17
3. Advantages and Disatvantages in Online Lesrning....20

CHAPTER III RESEARCH METHOD....22

A. The Types and Charachteristics of Research....22
B. Data Source....23
C. Data Collecting Technique....23
D. Data Analysis Technique....25

CHAPTER IV RESULT AND DISCUSSION....29

A. Descriptive of Research Setting....29
B. Result of the Research....33
C. Discussion....55

CHAPTER V CONCLUSION AND SUGGESTION....61

A. Conclusion....61
B. Suggestion....62

BIBLIOGRAPHY

APPENDICES

CURRICULUM VITAE

LIST OF TABLE

Table 4.1	Organisation Structture of MA Ma'arif 9 Kotagajah	30
Table 4.2	Educator and Education Staff St MA Ma'arif 9 Kotagajah	31
Table 4.3	Result of interview with teacher about teavher strategies in giving the material by using online media	33
Table 4.4	Result of interview with students about teacher strategies in giving material by using online media	34
Table 4.5	Result interview with teacher about teacher strategies in creating an easy learning for students	36
Table 4.6	Result of interview with students about teacher strategies in creating an wasy learning for students	….37
Table 4.7	Result of interview with teacher about teacher strategies in checking students understandning the material	39
Table 4.8	Result of interview with students about teacher strategies in checking students understandning the material	39
Table 4.9	Result of interview with teachers about teacher strategies in giving assignment by using online platforms	41
Table 4.10	Result of interview with students about teacher strategies in giving assignment by using online platforms	42
Table 4.11	Result of the analysis data interview with teachers and Studentsabout teacher strategies during online class	45

Table 4.12 Result of interview with teacher about the obstacles faced by the teacher during online learning 46
Table 4.13 Result of interview with students about obstacle in learning during online class..... 48
Table 4.14 Result of analysis data interview with teacher and students about the obstacles faced by the teacher in implementing the strategies..... 50
Table 4.15 Result of Interview with Teachers about the Impact of Strategies Used By Teacher during Online Class..... 51
Table 4.16 Result of Interview with Students about the impact of teacher strategies for students understanding the material..... 54
Table 4.17Result of Interview with Students about students interesting in learning..... 55
Table 4.18 Result of analysis data interview with teacher and students about the impact of teacher strategy for students..... 56

LIST OF APPENDICES

The Data of Observation 67

List of Question Teachers 69

List of Question Students 76

The Documentation of Observation 92

CHAPTER I
INTRODUCTION

A. Background of Study

English is a foreign language that has an imperative role in international communication. English helps establishing relationships in this era of globalization. In Indonesia, English is not the native language of the nation, and will be an obstacle for the nation's children in establishing an international communication.Therefore, English the mandatory category in subjects at school. For the more at the junior and senior high school.

In the teaching and learning process, the teacher has a role as a determinant of success in these learning activities. The teacher is the one who plays a role in developing and implementing a curriculum itself. In his role, the teacher has the task of implementing the curriculum, one of which is to design a lesson plan.Moreover, the teacher must evaluate the success or failure of the results of the teaching and learning activities carried out. Professional teachers are who have professionals in the teaching and learning process, such as professionals in managing classes, preparing and selecting media, explaining materials, and using language in the teaching and learning process.

The occurrences of the COVID-19 pandemic that was hit Indonesia for more than a year affect the educational environments. Restrictions on activities outside the home make the learning process at school abolished,

then replaced with a learning process through online class. It also happens in MA Ma'arif 9 Kotagajah, which do teaching and learning activities with an online system.

Online learning is a part of e-learning. Which is a learning method based on electronics or technology in the process of learning activities. Online learning uses applications or sites related to education. It is a breakthrough that has been around for a few years. However, it is only used by educational institutions that are already capable in terms of the readiness of resources and facilities.It makes some activities in the educational environment experience changes in their implementation. The changing learning system and activities that are usually done in the classroom must change, adjusting to the circumstances where all learning activities are carried out with online classes.

Furthermore, in online learning process, media online is a tool that supports learning activities to keep going. There are various media online can be used in implementing the learning process during online class. media online that many commonly use are whatsapp group, zoom, youtube, and google classroom. These media online can help the continuity of the learning process during online learning, including providing the material, conducting virtual learning, sharing videos, presenting material through power points, and collecting assignments.

In this case, the teachers' as the one of the main components in learning process. They have a role that is to determine the direction of the

existing learning process. Teachers must be able to master the current situation and conditions so they can continue to carry out their obligations by using available online technology facilities.Teachers have different strategies in managing their class. The strategy applied by the teacher in the process of learning activities is a key determinant of the success of the teaching and learning process.

This online learning situation is a big challenge that must be overcome by teachers. The limited experience of learning online which of course has advantages and disadvantages in its application. Teachers are required to be able to quickly adapt to the current circumstances.However, the teacher has been working with it with several kinds of learning strategies in online learning in the classroom. Both in the preparation of learning materials, learning support media, or activities in the learning process itself.

Based on the results of a pre-survey on March 1, 2022, at MA Ma'arif 9 Kotagajah by giving a questionnaire to second grade students and doing an interview with English teacher. It can be conclude that the learning activities through online learning at MA Ma'arif 9 Kotagajah have several obstacles in the implementation.It can be seen from the number of students who think that learning is easier to do face-to-face compared to using online learning and there are also some differences in understanding the material when learning through online learning.In implementing learning activities through online learning, theteachers also used media

online in providing their learning program. Teachers try to combine the strategi with media online in implementing the learning process during online learning.

Therefore, this research was conducted to find out what the strategies of teachers in the process of English learning during online class. It can be seen from the success or failure of the learning process that has been carried out. Therefore, researcher was held with a research entitled "AN ANALYSIS OF TEACHERS STRATEGIES IN ENGLISH LEARNING DURING ONLINE CLASS AT MA MA'ARIF 9 KOTAGAJAH".

B. Research Question

Based on the results of the background of the problem, it can be drawn several problems that can be discussed in this study including;

1. What are the strategies used by teachers in English learning during online class at MA Ma'arif 9 Kotagajah?
2. What are the obstacles faced by teachers at MA Ma'arif Kotagajah in implementing the strategies during class?
3. How are the impacts of strategies used by teachers during online class for students at MA Ma'arif 9 Kotagajah?

C. Objective and Benefits of Research

1. Objective

Based on the formulation of these problems, it can formulate several objectives to achieve in conducting this research, that is:

a. To find out the strategies used by teachers in English leraning during online class at MA Ma'arif 9 Kotagajah.
b. To determine the obstacles faced by teachers at MA Ma'arif 9 Kotagajah in implementing a strategies during online class.
c. To analyzeabout the impact of strategies used by teachers during online class for students at MA Ma'arif 9 Kotagajah.

2. Benefits in research

a. For teachers

For teachers, this research is expected to find out the strategies that are suitable to use in English learning through online class. It can be used as a reference in providing the learning by utilizing technological developments in the educational environment.

b. For students

For students, this research is expected to give a motivation for students to increase their interest in English learning and can be used as information regarding how to learn English to make it easier to understand.

c. For other researchers

This research serves as information for other researcher that interest to conduct research with the topic about tacher strategies in online learning during online class.

D. Prior Research

This research was conducted on several previous studies related to the existing discussion topics. The researcher will describe the scopes of the study such as objectives, methods, and results.

The first previous research was conducted by Sutarto, Dewi, and Irwan entitled "Teacher Strategies in Online Learning to Increase Students' Interest in Learning during COVID-19 Pandemic".[1] The research used qualitative research with phenomenological approach. They found the strategies used by teacher to increase students' interest in learning were to provide students with an understanding of the importance of learning to make learning material brief, clear and interesting, to use simple and interesting media, and to conduct regular and continuous evaluations. The subjects of this study are the teachers of SDIT Rabbi Radhiyya Curup.

The second research is conduct by Widarini, Putra, and Marsakawati in titled"Teachers Strategies in Online Learning During Covid Pandemic."[2] In their research, they use qualitative case study and the subjects of their study are three teachers of public junior high school in Tabanan. This study aims to investigate strategies and challenges faced by the teacher in delivering a material in online learning. It found that teacher used a various strategies, which include the use of google form, google

[1]Sutarto, et. al., "Teacher Strategies in Online Learning to Increase Students' Interest in Learning During COVID-19 Pandemic", *iiCET*, Vol. 8, No. 3, 2020

[2] Widarini, et.al., " Teachers Strategies In Online Learning During Covid Pandemic", *JPBII*, Vol. 9, No. 2, Sepetember 2021

meet, quizzes, and video. And the challenges fond by the teachers are they were internet connection, unresponsive students, and problems with the operation of the equipment at the beginning of the pandemic.

The third research was conduct by Firza, Sofian, and Zaitun with the title Analysis of English Teaching Activities During the Covid-19 Pandemic at Purnama Junior High School Jakarta[3]. This reference research has something in common with this research, namely that both studies are looking for learning activities during face-to-face learning activities with online activities.

In this study, they found that there are pronounced differences in activities between learning activities in general (before the pandemic) and online learning. The visible difference is how learning materials are delivered using the instructions provided, such as through Google Classroom, WhatsApp, YouTube, and other applications

The fourth research conducted by Devi, Adi, and Mahendrayana entitled "Teaching Strategies Used by English Teachers in Online Learning".[4] This study aimed to finding out the teaching strategies used by teacher and the subject of this study is English teachers at SMP Negeri 6 Singaraja. They found that English teachers at SMP Negeri 6 Singaraja used learning by doing and learning by reflection in the online learning.

[3] Firza, et. al., "An Analysis Of English Language Teaching Activities During Covid-19 Pandemic At SMP PURNAMA JAKARTA", *Journal Language and Language Teaching*, Vol. 9, No. 2, 2021

[4] Devi, et. al, "Teaching Strategies Used By English Teachers In Online Learning", *International Journal of Language and Literature,* Vol.5, No.2, 2021

They stated that there were five obstacles during learning through online classes.

The novelty of this research with the previous research is, in previous research it was explained only teacher strategies in online learning, but in this research the object will be discussed about teacher strategies in English learning during online class and the obstacles and the impact of strategies are used by teacher at MA Ma'arif 9 Kotagajah. And as for the data collection techniques in this research using observation, interview, and documentation.

CHAPTER II

THEORETICAL REVIEW

A. The Concept of Teacher

1. The Definition of Teacher

In the measure of education, the teacher is essentially someone who carries out his role to guide, assist and be responsible for educating. The teacher is an adult who has a role as a guide for a child towards maturity. A teacher is people who are responsible for the implementation of education.

The teacher is an important element in learning activities. According to Djamarah the teacher is someone who provides knowledge to students or professional staffsthat can make students plan analyze and conclude problems that occur[5]. Regarding Nawawi, teachers are adults, who are obliged to provide education to students[6].

The teacher is a designation for positions, and professions for someone who devotes himself to the field of education through educative interactions in a patterned, formal, and systematic manner. Dri Atmaka stated educators or teachers are people who are

[5] Sri Widayati, "Peranan Guru dalam Pembelajaran Bahasa",*Jurnal Elsa*, Vol.17, No.1, April 2019

[6] Wahyu Apri Ramadhan, Etika Guru Menurut Imam Nawawi dan Relevansinya Dengan UU RI NO.14. Th. 2005,*Universitas of Malang*, 2013

responsible for assisting students in both physical and spiritual development.

Based on the various definitions of teachers by the experts, it seems that the teacher is an educator who acts as a guide in the growth of students and evaluates students in formal education.

2. The Role of Teacher

Teachers have a very important role in the scope of education.According to Gurkan, Teachers who can guide students in achieving learning goals show the success of an education system because the success of service can be seen from what is produced.In addition, the role of teachers in education is increasingly challenging in this digital era. Teachers must adapt and improve their abilities in utilizing this evolving learning technology. Teachers must be able to be a model for their students

The role of the teacher in the scope of education from Sarabjeet can be stated as follows[7].

a. The Controller

At this point, the teacher has a full role in all activities in the classroom during the learning process, such as about what students do and what students say in the class.The teacher can give a warning if there are students who do something wrong in class.

[7] Sarabjeet Kaur, "Role of Teacher in Student Learning Process", *International Journal of Business and Management Invention*, Vol. 8, No. 1, P 42

b. The Prompter

The teacher acts as a figure that encourages students when they have problems when they want to express their opinions or channel their knowledge about something. Teachers can help students only when they need help.

c. The Resource

In education, teachers have a role as a central source of knowledge for students. As someone who acts as a resource person, the teacher must always be willing to offer and provide assistance if students experience difficulties in the learning process. Teachers must also guide students to use the internet as a source of wider and Eternals knowledge for themselves.

d. The Assessor

This role is own by teachers to find out how well the performance of their students. There are various ways that teachers can do to assess students. And this role provides opportunities for teachers to get to know students better, which must be accompanied by sensitivity and support for the students themselves so as not to cause counter-productivity.

e. The Organizer

Giving instructions plays an important role in determining the success of an activity. The teacher acts as the organizer of teaching and learning activities. Teachers play a role in creating

conducive learning conditions and providing feedback to students in order to achieve learning objectives.

f. The Participant

Separated from being a model, the teacher must be a part of activities to improve the classroom atmosphere. However, the teacher also must make students more interested in participating in the activities organized by the teacher.

g. The Tutor

In his role, the teacher acts as a coach when students undergo a work project or study independently by providing advice and guidance to students in the process and giving notes. The teacher must have a limit of only helping without interfering in the completion of the task. So, there is no dependence on students towards teachers who make students unable to evolve.

B. The Concept of Teacher Strategies

1. Teacher Strategies

According to Darmansyah, learning strategy is a component of a learning system[8]. In addition, Sanjaya said that the learning strategy is a plan, method, or activity carried out by teachers and students to

[8] Darmansyah, *Strategi Pembelajaran Menyenangkan Dengan Humor, (*Jakarta : Bumi Aksara, 2010)

achieve effective and efficient educational goals[9]. Effective and efficient learning is important for the success of learning. In addition, the teacher strategies are the effort made by the teacher in making the learning process run well.

The learning strategy includes everything related to the lesson plan that will be implemented. Such as preparing what material will be delivered, what learning methods are following the material to be delivered, and the form of evaluation and assessment of learning outcomes.

Furthermore, in determining a learning strategy the teacher has an important role in the planning and implementation process. The teacher's strategy is a learning plan created by the teaching teacher as a reference in the implementation of learning by preparing all the stages in learning, materials, and learning methods used during the learning process.

Based on the explanation from the expert, the researcher concludes that the learning strategy by the teacher is an effort made by the teacher by applying appropriate and sequential learning stages to achieve effective and efficient learning objectives.

[9] Sanjaya, *In Startegi Pembelajaran Berorientasi Standar Proses*, (Jakarta : Kencana Perdana Media Group, 2006)

2. Teacher Strategies in Online Learning

Currently, learning activities are carried out through electronic media or also be referred to as E-Learning. It is in response to the situation that exists during this pandemic. In the current, teachers are required to adapt to teaching through online methods. Teachers need to create online learning strategies as an instrument of delivering lesson plans in the process of teaching English.

Online learning strategy is the teacher's way of conveying a plan, method, learning to convey learning objectives by utilizing digital technology to address the current

Lestyanawati and Arif, are identifying and explaining that three teaching strategies can be applied by teachers during this situation, they are; 1) Online chat only. 2) Videoconferencing and mixing online chat and, 3) Video conference during the teaching and learning process[10].

The teacher is the one who plays a role in providing facilities when doing online learning and also preparing the structure because it will determine the learning outcomes of students. Mitchell mentions several online teaching strategies that can increase students' perceptions of involvement, increase student retention, and student

[10]Lestiyanawati and Arif, "Strategies and Problem Faced by Indonesian Teachers in Conducting E-Learning System During COVID-19 Outbreak", *CLLiENT Journal*, Vol. 2, No. 1, 2020

learning satisfaction[11].They are follows; 1) before the traditional class starts, it is better to open the course, at least one week before. 2) Post a brief introduction about yourself using a picture. 3) Provide links. 4) Discussions are held weekly, informally, orofficially. 5) Conduct an assessment in online discussions and assignments using the Rubrics. 6)Provide your syllabus, course schedule, and student expectations. 7) Must match online office hours. 8) Give students your campus office hours and e-mail.

In addition, Sutarto stated that there are strategies that teachers can use to increase students' interest in learning during online learning, as follows: 1) Strategies in growing student interest in online learning. 2) Provide learning motivation to students. 3) Prepare learning materials that are interesting, short, clear, and easy for students to understand. 4) Use simple learning media and attract students' interest in learning. 5) Conduct a final evaluation periodically and continuously[12].

In addition, mentioned from Angelo University, there are several strategies that can be applied from face-to-face learning to online learning, such as[13]:

[11]Mitchel, *ONLINE Course and Online Teaching Strategies in Higher Education.*5, 2017-2019.

[12] Sutarto, et.al, Teacher Strategies in Online Learning to Increase Students' Interest in Learning during COVID-19 Pandemic, *Institut Agama Islam Negeri (IAIN) Curup*.

[13] Angelo State Universisty, "Online Teaching Strategies and the Role Of The Online Teacher"' Section 1.7.

1) Disscussion/Forum

   This discussion forum is considered to be very helpful in the process of developing knowledge for students. Because in this forum, students can exchange ideas with one another..

2) Self-directed Learning

   This is a method which is carried out to increase knowledge, skills, and learning initiatives in students independently.

3) Small Group Work

   Learning through online classes can be grouped into small, organized and effective groups. In these groups students can exchange knowledge or ideas about learning.

Based on the strategies regarding teacher strategies in online classes, the researcher uses several types of strategies that can be used by teachers in online learning in implementing existing learning plans.

C. The Concept ofOnline Learning

1. Definition of Online Learning

Learning is an activity in developing knowledge and natural abilities that exist in students. Learning activities are formal activities carried out in the classroom or have reciprocal interactions between teachers and students.According to Hamalik, learning is a part of growth and change of individuals to be a new behavior as the result of

experience and practice[14]. In addition, learning is a development that is passed by individuals during the process of teaching and learning activities.Recently, the world of education was experiencing a change in the teaching and learning process system. Due to a pandemic phenomenon that has hit almost two years, the teaching and learning activities have been online since March 16, 2020[15].

Gartika stated,online learning is a learning process that is carried out remotely using the web or application in the process[16]. In other hand, online learning is an open and distributed learning system through the internet and network based technology to facilitate the information of learning process and knowledge.

Online learning is that students spend their time through online, working either directly through the internet or on computers connected to local internets. In addition, in online learning, all activities are carried out through digital technology, in delivering material.

2. Media in Online Learning

Nowadays, technological advances provide very good benefits in life, especially in the world of education. Rusman stated that learning media is a container that is used as an intermediary in the

[14] Oemar Hamalik, *Proses Belajar Mengajar*, (Jakarta : Bumi Aksara, 2001)

[15] Kemendikbud, "Pencegahan Penyebaran Covid-19 di Lingkungan Kemendikbud, *KEMENDIKBUD*, 2020

[16] Gartika, " Teachers' Encounter of Online Learning: Challenges and Support System", *Journal of English Education and Teaching, Vol. 5, No. 1, 2021*

learning process to stimulate students' thoughts, feelings, interests and willingness to achieve effective learning goals[17].

In the current situation, where school activities must be carried out online, of course, the role of this learning media plays an important role in achieving learning success. Romli in Pangestika stated that online media are types or format media that only accessed by internet connection, containg a text, video, photos, and sound.[18]Online learning media can assist teachers in distributing learning material information that should be given directly, but by using this online learning media everything related to the teaching and learning process can be done without being limited by distance.

The online learning media that are most often used today, there is several media can be used at online learning;

1) WhatsApp

This is one of the messaging applications that is currently used by almost the entire world population. Especially with the current situation.Whatsapp is a free messaging application that is widely used among students as a means of sending messages including photos, videos or audio[19].That makes WhatsApp the

[17] Tri, et.al, "The Important Of Learning Media Based on Illustarted Story Book For Primary School", *POICOCE UM Surakarta,* 2018

[18] Pangestika, "Analisis Faktor Penghambat Implementasi Pembelajarakan Daring Siswa SD Inpres 68 Kota Sorong", Jurnal Papeda, Vol.4 No1, Januari 2022

[19] Sonia and Alika, "Effectivity of E-Learning through Whatsapp as a Teaching Learning Tool", *MVP Journal of Medical Sciences,* Vol.4, 2017

most widely used media, because in its use WhatsApp does not require a lot of internet quota and is very easy to use.

2) Zoom

Zoom is a meeting service provider with a variety of existing service features. This app is for video conferencing. It the application can be installed with devices such as PCs withwebcams, laptops with webcams, as well as Android smartphones[20],This application is very helpful in the current situation, learning can still be carried out directly through video conferences without having a face-to-face meeting.

3) YouTube

YouTube is a very popular website in the world, where people can find various types of videos uploaded on the website.[21] In addition, YouTube has become a media that is often used because it is easy to use. YouTube in the world of education has a role in the implementation of the learning process. YouTube can be accessed anywhere and anytime.

[20] Afandi , "Potensi aplikasi zoom cloud meetings dalam pembelajaran di era digital", *Fakultas Keguruan dan Ilmu Pendidikan Universitas Tanjungpura, Pontianak,* 2019

[21]Sylphia, Dumaris, and Lydia. "Students' perception of Using YouTube as English Online Learning Media During Covid-19 Pandemic". *Journal Of Language Teaching.*

3. Advantages and Disadvantages of Online Learning

In practice, of course, this e-learning learning technique has its advantages and disadvantages. According to Valentina, the advantages and disadvantages of online learning[22] are:

a. Advantages of Online Learning

There are several advantages of online learning which are composed of several expert opinions. The advantages are;

1) Online learning makes it easier for students to access learning without adjusting the place and time at any time.
2) Online learning further enhances students' knowledge. It is because students are easier to access the information they want to know without existing limits.
3) The existence of a discussion forum, able to improve the relationship between students in exchanging knowledge.
4) Online learning is more cost-effective because it doesn't cost money to go to school.
5) Online learning considers the individual differences of students. In a sense, students are free to explore any knowledge and not rely on one person

.

[22] Valentina Arkorful, "The Role of E-Learning", 401-402

b. Disadvantages of Online Learning

Online learning, apart from the advantages it has in the scope of education, it also has some disadvantages. The disadvantages of online learning that are include:

1) In its implementation, online learning makes students have low interaction, so they feel isolated and experience contemplation.
2) Online learning is considered not to be effective in its implementation in the delivery of learning materials compared to traditional learning methods which are carried out face to face.
3) Online learning has a negative effect in the context of improving communication among students. They may have more excellent knowledge but are weak in conveying the knowledge they know.
4) The assessment carried out in online learning is a challenge for the teacher; because the teacher must choose an appropriate assessment system considering that the assessment process is not accompanied directly and has the risk of students cheating.
5) Online learning has a high chance of plagiarism in students because the ease of access tends not to be accompanied by the selection skills of students.

CHAPTER III
RESEARCH METHOD

A. The Types and Characteristics of Research

This study used qualitative research methods with descriptive approach which is this method aims to describe in detail the conditions of a context according to what is in the field of study.Qualitative research is a type of research that produces findings that cannot be achieved using other statistical procedures[23].

Qualitative research involves efforts, such as asking questions and procedures, collecting specific data from participants, analyzing data, and interpreting the results of data analysis[24].The methods that are usually used are interviews, observations, and use of documents.

In this case, the researcher desires to analyze the program and activities that occur during the learning process carried out by English teachers during onlinelearning by making an observation that comes from conducting interviews and data provided by the parties concerned directly.

[23] Farida Nugrahani, *Metode Penelitian Kualitatif: Dalam Penelitian Pendidikan Bahasa,* (Surakarta: Ttp, Tt), 4

[24] John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches,* (California: Sage publication, 2014), Fourth Edition: 5

B. Data Source

Data sources are data that contains existing information and materials to be searched for, observed, and then researched by the researchers. Edi Subroto stated that research data is information contained in everything that is the research target area. Data source can be extracted and collected through various data sources, such as documents sources, a person, events or activities, places or locations, and objects[25]. The source of data used in collecting the data needed in this research is to use data in the form of primary and secondary[26].

In this study, primary data were obtained from interviews, observations, and data obtained directly. Is to conduct interviews with third teacher and fifteen students at MA Ma'arif 09 Kotagajah about teacher strategies in English online learning class.

Meanwhile, secondary data is data that supports theories obtained from primary data. Such as, the script of interview, supporting research journals and pre-existing books.

C. Data Collection Technique

In the process of collecting data, researchers used several kinds of data collection techniques based on the topics discussed in this study. Sources of data used in this study are from interviews, observation, and documentation.

---

[25] *Ibid., 211-212*

[26] G. Anderson, *Fundamental Of Educational Research*, (USA: The Falmer Press, 2005), 12

1. Documentation

   The document is a data collection technique by utilizes notes, archives, pictures, films, photos, recordings, and other documents related to the problem and not just an estimate. In qualitative research, the document is secondary data that functions as a support and complement to research sources.

   Documentation in this study refers to the results of an in-depth interview script that done by the teachers and students at MA Ma'arif 09 Kotagajah.Recordings during the interview, complementary data provided by the resource person, and research reference books.

2. Observation

   Observation is an activity carried out to analyze individual behavior directly to obtain an overview of the research problem. In contrast to interviews, the object of this observation is not limited to people but can also be carried out on nature, objects, or an activity carried out by individuals or groups.

   In this research,the researcher doing an observation about the teachers method, media, and evaluation during online class.and then, the researchers conducted in-depth interviews with respondents or research subjects, researchers will review the results of the interviews. Checking the reliability of the data and then evaluating the results of interviews about the teacher's teaching strategies that have been carried out previously.

3. Interview

The interview is an activity carried out by two people to exchange information and knowledge through a question and answer process[27]. In this research, the interview is the first step taken by the researcher in the process of obtaining information related to the research topic.

This research focuses on the teacher strategies in English learning during online class. Therefore, interviews were conducted with English teacher at MA Ma'arif 9 Kotagajah. It was done to obtain information needed in the research process and a way to understand how teacher strategies during online class.

In its implementation, the researchers used three teachers and fifteen students in third grade students at MA Ma'arif 9 Kotagajah. In interviews with teachers, researchers conducted direct interviews. While with students, researchers conducted interviews via whatsapp messages.

D. Data Analyze Technique

Data analysis is a step after the implementation of the data collection process. It is done to sort out the data that has been obtained and then choose between data not used. This analysis is carried out by interpreting the data, to find meaning and implications as a result of the research. Milles & Huberman divides data analysis into four components,

[27] Sugiyono, *Metode Penelitian Kualitatif, Kuantitatif, dan R&D,* (Bandung: Alfabeta, 2016), 231

there are; data collection, data reduction, data display, and drawing conclusion/ verification[28]

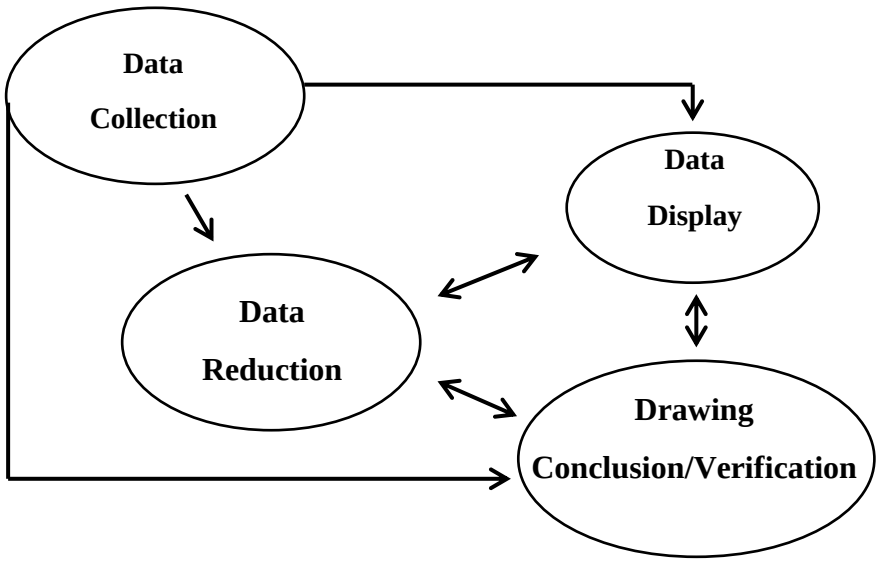


Figure 3.1
The Components of Data Analysis (Interactive Model) by Miles and Huberman

1. Data Collection

Data collection is the first step taken when analyzing the data that has been collected. In this process the researcher collects the data needed for research purposes.

In this study, the researcher collects data through doing observation of learning activity during online class. Firstly, researcher doing interviews with respondent. The respondents are English teacher and fifteen students at MA Ma'arif 9 Kotagajah.the sources that have been obtained.

[28] Mattew B. Miles, A, Michael Huberman, *Qualitative Data Analysis second edition,* (London: SAGE Publication, 1994), p.10-12

2. Data Reduction

In data reduction, selection, focusing, simplifications of all kinds are done to support the information obtained during the data research process in the field. It indicates that when data was collected the reduction step occurs like drawingconclusion, codification, and theme investigation, grouping, and writing a note.This process is done since the researcher selects the case to be studied, and is carried out continuously in conjunction with research.

In its implementation, researchers used several steps in reducing the information data obtained. First, the researcher made an interview script for the interviewees who had been done in-depth. Then the researcher sorts the data from the results of interviews that have been carried out according to the topic of the problem in the study. If the data is not needed, it will be removed so that the research discussion is in accordance with the research topic.

3. Data Display

Data display is a data presentation carried out after the data reduction process. In a study, data display of research results plays an important role in providing a clear picture of the research. Different to quantitative research, which presents data in the form of tables, graphs, phiechard and the like. In qualitative research, the presentation of the data is in the form of narrative text.

In this study, the data displayed are from the results of interviews conducted on research subjects, there are third teacher and fifteen students at MA Maarif 9 Kotagajah. The data presented is in the form of a narrative text about the results of the interviews.

4. Conclusion Drawing and Verification

Drawing conclusion is an interpretation of the result of data analysis and interpretation. Drawing conclusion was carried out after the implementation of the initial two steps of data analysis, that is data reduction and display data. It is done after the data obtained has been dug carefully, completely, and in-depth so that meaning is found in the resulting research. Especially in research using qualitative method. In the conclusion, it is necessary to carry out a verification process so that the meaning can be accounted.

The verification process for the conclusion can be carried out by repeating the research steps, including examining the data collected from the field. Reduction made, and temporary conclusions that have been formulate

CHAPTER IV
RESULTS AND DISCUSSION

A. Description of Research Setting

1. The Profile Of MA Ma'arif 9 Kotagajah

a. A Brief History Of MA Ma'arif 9 Kotagajah

MA ma'arif 9 Kota Gajah was founded by Kh. Aminan on July 16, 1990, chaired by Mr. Ngaliman Marzuki and as his deputy, Mr. Sugiyanto, BA. This Madrasah Aliyah was originally named Madrasah Aliyah Maarif 25 Purworejo which later on July 17, 1997 underwent a refinement to become Madrasah Aliyah 9 Kotagajah until now.

The madrasah was established on an area of 10,000m^2 and a registered certificate was granted by the Regional Office of the Ministry of Religion of the Republic of Indonesia on 13 November 1991 with Madrasah Statistics number 312180214038. Currently, Madrasah aliyah 9 Kotagajah is led by Mr. Didik Fitri Chayono, S.Si.

MA Ma'arif 9 Kotagajah is under the auspices of the Maarif Nu Educational Institution. MA Ma'arif 9 Kotagajah is located in Purworejo Village, Kotagajah District, Central Lampung Regency, Lampung Provinc

b. Vision and Mission of MA Maarif 9 Kotagajah

1) Vision

"Excellent in achievements based on faith, knowledge and noble character and able to actualize it in the person of society".

2) Mission

a) Organizing education in an active, innovative, creative, effective and fun way with the aim of Ahlusunnah Wal Jama'ah An Nahdliyah.

b) Develop language skills both Arabic and English.

c) Realizing an integrated information and communication technology facility

d) Organizing worship activities.

2. Organization Structure Of MA Ma'arif 9 Kotagajah

The organizational structure has their respective roles and responsibilities in the teaching and learning process in madrasas as well as in matters relating to the progress and development of madrasas, as follows:

Table 4.1
Organization Structure Of MA Ma'arif 9 Kotagajah

No	NAME	POSITION
1.	Drs. Hi. M. Baedlowi	chairman of the Maarif Nu Kotagajah educational institution foundation
2.	Didik Fitri Cahyono, S.Si	Head master

3.	Heri Santoso	Committee chairman
4.	Subandi S.E	Vice Head Of Curriculum and Public Relations
5.	Syafifah Handayani, S.Pd	Vice Head of student affairs and infrastructure
6.	Ayin Ashari, S.Pd.I	Librarian
7.	Rizki Tri Yulianti, S.Pd.I	head of administrative staff

3. The Conditions of Teachers and Official Employers in MA Ma'arif 9 Kotagajah

The condition of educators and education personnel describes the number of teachers and staff, status and education of teachers. In MA Ma'arif 9 Kotagajah itself, from the number of existing teachers up to this year, there are 37 teaching staff. to be clear, the following are the teaching staff at MA Ma'arif 9 Kotagajah.

Table 4.2
Educator and education staff at MA Ma'arif 9 Kotagajah

No	Name	Position
1.	Didik fitri cahyono, S.Si	Head master
2.	Drs. Usman gatri, M/Pd.I	Teacher
3.	S.Eko Nurono, BA	Teacher
4.	Moh. Samsul Hani	Teacher
5.	Drs. Hi. Muhbakir	Teacher
6.	Solekan	Treasurer
7.	Endang Martilawati, S.Pd	Teacher
8.	Sumardiyah, S.Pd	Teacher
9.	Drs. Prayitno	Teacher
10.	Hj. Wiwik Fitri Handayani, S.Pd	Teacher
11.	Mabrur Mustangin, S.Pd.I	Teacher
12.	Fitri Astuti, S.Pd	Teacher

13.	Sri Handayani, S.Pd.I	Teacher
14.	Susi Harnani, S.Si, M.Pd	Teacher
15.	Heroyogi Sulendra, S.kom	Teacher
16.	Mugiasih, S.Pd	Laboratory assistant
17.	Laila Rahmawati, M.Pd	Teacher
18.	Eko Marsono, S,Pd	Teacher
19.	Johan Dwi Wibowo, S.Pd	Teacher
20.	Winarsih, S.Pd	Laboratory assistant
21.	Warna Sari, S.Pd	Teacher
22.	Tabah Erma Damayanti, S.Pd	Teacher
23.	Imelda Savitri, S.Pd	Laboratory assistant
24.	M. Ikhwanuddin, M.Pd.I	Teacher
25.	M. Badaruddin, M.Pd.I	Teacher
26.	Maylisa Handayani, S.Pd	Teacher
27.	Indah Ansani Putri, S.Pd	Teacher
28.	Tika Fitriasih, S.Pd.i	Teacher
29.	Ade Siska Febriani, S.Pd.	Teacher
30.	Indah Yuni Wardani, S.Pd	Teacher
31.	Dwi Puspitasari, S.Pd	Laboratory assistant
32.	Burhanuddin, S.Pd	Teacher
33.	Siti Maisaroh, S.Pd	Teacher
34.	Nugroho Aji Pratomo, S.Pd	Teacher
35.	Andi Setiaji, S.Kom	Laboratory assistant
36.	Hermawan	Staff
37.	Solekan	Staff

B. Results of the Research

Based on research conducted at MA Ma'arif 9 Kotagajah regarding the strategies implemented by teachers in learning English during online class. Data obtained by observing and conducting in-depth interviews with the subject of research. The subject of this research were three English teacher and fifteen student at MA Ma'arif 9 Kotagajah.

In this research there are three objectives of study, the first is to find out the strategies used by teacher in online class. The second is to find out an obstacles faced by the teacher in implementing the strategy. And the third is the impact of the strategy on student during online class

1. Teacher strategies in English learning during online class

During the implementation of online learning activities at MA Ma'arif 9 Kotagajah, teachers experienced changes in their teaching patterns. The process of delivering material must use technology as an intermediary. At MA Ma'arif 9 Kotagajah, in online learning activities the teacher used several of strategies in implementing English learning.

The following are the findings from the results of interviews with English teachers and students at MA Ma'arif 9 Kotagajah obtained by researcher regarding the strategies used by teacher in learning English during online class, as follows:

a. Giving the material using media online

English learning during online class has changes in the process of teaching and learning activities.Especially, in the process of providing learning materials to students during online classes.the results of interviews with teachers, the teachers gave the following statement as follows.

Table 4.3
Result of interview with teachers about teacher strategies in giving the material using online media

No	Questions	Teachers responses
1.	*What do you do in the process of providing material during online class?*	T1: "…I use whatsapp to send the material to be discussed at the meeting…"
		T2: "…While online, I used whatsapp as a tool to communicate with students and a tool to transfer learning materials. Sometimes I also send learning videos on YouTube to the WhatsApp group…"
		T3: "…I used whatsapp and zoom meeting as means of providing learning materials during online class. Because I think student will be easier to understand the material…"

In light of the information above, the researcher can sump up that the teacher strategies at MA Ma'arif 9 Kotagajah in giving the material during online class used kinds of online media. During the online learning period, the learning activities are carried out without direct interaction. The teacher used online media in the

form of WhatsApp, YouTube, and Zoom as the learning media. The data shows, there are two teachers used WhatsApp as media learning. In practice, the teacher sends material via WhatApp in the form of documents or video links on YouTube related to learning material.

And one of them is using Zoom as Media learning in providing the material. She considered that students more understand the material presented by interacting directly via Zoom compared to just sending material in the form of documents.The statement form the teacher above is validated by the students, as follows.

Table 4.4
Interview result with students about teacher strategies in giving the material using online media

No	Question	Students responses
1	*How do teachers provide learning materials during online class?*	S1: "…the teacher gives the material via whatsapp group…"
		S2: "…the teachers send the youtube link to the whatsapp group, then the teachers tells us to watch the video…"
		S3: "…the teacher gives material through the whatsapp group, than explains it through a zoom meeting…"
		S4: "…teacher provides material via zoom meeting and whatsapp group.."
		S5: "…teacher provides material by sending documents or photos of material to the whatsapp group…"

		S6: "…rhe teacher sends material via whatsapp group…"
		S7: "…the teacher sends YouTube videos to the whatsapp group…"
		S8: "…the teacher will provide material through the zoom meeting…"
		S9: "…the teacher delivers material via whatsapp group…"
		S10: "…the teacher provides material by sending PPT to the whatsapp group…"
		S11: "…usually the teacher sends material to the whatsapp group…"
		S12: "…before starting the lesson, the teacher sends the material to whatsapp…"
		S13: "…sends material to whatsapp group…"
		S14: "…provide material at the time of x=zoom meeting…"
		S15: "…sends materials to whatsapp…"

The result of the interview above stated that teachers at MA Ma'arif 9 Kotagajah in the process of providing material during online classes using various online media. The media used are whatsapp, youtube, and zoom. However, based on students the online media most used by the teacher in providing material is whatsapp.

b. Creating an easy learning for students

The English teacher at MA Ma'arif 9 Kotagajah tries to make the English learning process run effectively. In his role, the teacher creates a learning atmosphere that makes students feel comfortable when participating in learning. Given the results of interview with the teachers, the teachers gave the validation as follows.

Table 4.5
Results of interview with teacher about teacher strategies in creating an easy learning for students

No	Question	Teachers responses
1	*What strategies do you use in teaching and learning process during online class?*	T1: "…In this online learning, every activity of learning is full of adaptations to its implementation. I personally, during the process of learning activities take place, I try to build a comfortable learning atmosphere. As in delivering material, giving assignment, it is different when online and not online learning. I usually ask students to material to be discussed first, then open a discussion forum on the WhatsApp group, then for assignments such as speaking skill I ask the student to make a conversation in pairs…"
		T2: "...I gave the material then explained the material. Then give them practice question about the material has been learned..."

		T3: "…I sent the material to the students, and then explained it. Uasually, I also open a discussion forums and doing an asking and answer activity with the students…"

In light of information above, in the process of learning activities during online class, the teacher applies learning activities that are considered capable of creating a good learning atsmosphere for students. The learning activity create by teacher are, the firstly is by giving the material for students, then students asked to study the material first independently. Secondly, the teacher will create discussion forum via whatsapp group, the students can do question and answer activities with the teacher, and thirdly the teacher will give assignments by making students into small groups to do the ssignmnets given by the teacher.The information above validated by the students, as follows.

Table 4.6
Results of interview with student about teacher strategies in creating an easy learning for students

No	Question	Students Responses
1	*Does the teacher explain learning material in an easy-to-understand way during online class?*	S1: "…teacher explains the material in a way that is easy to understand…"
		S2: "…yes, in explaining the material, teacher used a way that is easy to understand…"
		S3: "…I don't think so, because during online class, I didn't really understand the lessons conveyed by the teacher…"

		S4: "…yes, the teacher explains the material in an easy way to learn…"
		S5: "…during the online class, I had difficulty in understanding the material…"
		S6: "lI don't think so,because I don't understand the material presented by the teacher…"
		S7: "…the teacher doesn"t explain the material well…"
		S8: "…teacher makes the material easier to understand…"
		S9: "…teacher only gives the material;,,"
		S10: "…teachers explained the material in an easy-to understand way, by opening discuccion sessions on whatsapp groups, so we can ask if doesn't understand the material…"
		S11: "…the way the teacher explains the material is good.."
		S12: "…the teacher explains the material during online class quite easy to understand…"
		S13: "…yes, teacher explain the material well…"
		S14: "…teachers usually open discussion forums. So, I can better understand the material…"
		S15: "…teacher are good enough in explaining the material…"

In light of information above, students stated that during online class the teacher was able to provide learning in a way that was easily understood by the students. Students are able to receive the material during online learning. Howerver, there are students who find it difficult to receive material during oline class. It shows,

that the teacher strategies in creating easy learning for students still needs to be evaluated to reduce the failure rate of students understanding of learning materials.

c. Checking the students understanding

Checking students' understanding of learning materials has an effect on student learning outcomes. In this case, the teachers in MA Ma'arif 9 Kotagajah doing an checking students understanding after giving an explanation of learning material. So, they provide prom feedback to their students in online class. In the results of interviews with teachers, the teachers gave the following statement as follows.

Table 4.7
Result of interview with teacher about teacher strategies in checking students understanding the material

No	Question	Teachers Responses
1	*What is your strategy in asking for feedback on students' understanding of the material presented?*	T1: "…To get feedback, usually by asking questions after each explanation of the material, such as, do you have anything to ask? ..."
		T2: "…Usually, after explain the material I ask student if there is something is unclear? If there is, I will ask students to ask about it in the whatsapp group…"
		T3: "…At the end of the meeting, I usually review the previous material by giving time to do question and answers with students. Sometimes give a posttest to students…"

In light of the information above, the teachers at MA Ma'arif 9 Kotagajah always check students understanding of learning material during online class by asking students for feedback on learning activities that have been carried out. In asking for feedback the teacher gives questions like, do you have any question? Do you understand? Is there an explanation that is difficult to understand? Etc. The information above validated by the students, as follows.

Table 4.8
Result of interview with students about teacher strategies in checking students understanding the material

No	Question	Students Responses
1	*During online learning, what did your teacher do after the learning activities ended?*	S1: "…usually, at the end, the teacher gives us questions…"
		S2: "…usually, there is a question and answer session…"
		S3: "…the teacher gives questions relatef to the material besing discussed…"
		S4: "…there is a question and answer session and assignment from the teacher…"
		S5: "…giving assignment and asking question about the material…"
		S6: "…open a question and answer session…"
		S7: "…collect assignments…"
		S8: "…usually teachers open question and answer session…"
		S9: "…ask students whether they have understood the material or not…"
		S10: "…conducted a question and answer session…"
		S11: "…open question, if no one ask

		the teacher will giving question to us…"
		S12: "…conduct question and answer activities…"
		S13: "…opens the question and answer session…"
		S14: "…gicing assignment…"
		S15: "…gives question…"

In light of interview above, the data shows that during online learning in controlling the student understandin related to learning material, the teacher applies strategies in checking students understandning of the material. Students stated, after the learning activities were ended, the reacher gave questions related to students understanding. This strategy was implemented by teachers at MA Ma'arif 9 Kotagajah in seeking quality education during online learning.

d. Giving assignment using online platforms

In MA Ma'arif 9 Kotagajah, the teacher gives an assessment by using WhatsApp application. It is because, whatsapp is a communication application that is the easiest to use and does not absorb a lot of internet quota. In the results of interviews with teachers, the teachers gave the following statement as follows.

Table 4.9
Results of interview with teacher about teacher strategies in giving assignment using online platforms

No	Question	Teacher Responses
1	*What are the strategies you use in giving assignments during online classes?*	T1: *"...For the assignments, after giving an explanation related to the material. Then I gave assignments via Whatsapp and then collected the result based on agreed deadline..."*
		T2: "…After sending the learning video, I gave questions related to the material via whatsapp group…"
		T3: "…Assignment depending on the material. Sometimes I take photo of the question on the questions in the student worksheets and then send it to whatsapp group. For the video too. Because whatsapp is easier to use than others…"

In light of the information above, it can be concluded in the assignment of teachers at MA Ma'arif 9 Kotagajah using the WhatsApp online platform. The teachers send questions, assignments, and so on to the whatsapp group. It is because whatsapp is the easiest application for the teachers and student to communicate during online class. The information above validated by the students, as follows.

Table 4.10
Result of interview with students about teacher strategies in giving assignment using online platforms

No	Question	Students Responses
1	What does your teacher do in giving assignments during online class?	S1: "…teacher gives assignments via whatsapp group…"
		S2: "…teacher sends list of questions in the form of photos to the whatsapp group…"
		S3: "…teacher usually sends assignments to the whatsapp group, then collects them via provate delivery to the twachers whatsapp…"
		S4: "…the teacher sends assignments via whatsapp…"
		S5: "…assignment are gave after learning has ended. The teacher sends assignmnents via whatsapp group. Assignmnets are usually in the form of photos of questions that must be done…"
		S6: "…teachers gave assignment by sending question phoyos to the whatsapp group…"
		S7: "///usually the teacher asks us to make video, for example a pair conversation…"
		S8: "…teacher gave assignments, then asked us to send them via whatsapp…"
		S9: "…teacher gave assignment during the zoom meeting…"
		S10: "…teachers prepared question related to the discussion…"
		S11: "…teachers asked to make summary…"
		S12: "…sending assignment via

		whatsapp…"
		S13: "…asks us to upload the work…"
		S14: "…make large or small groups according to the task…"
		S15: "…sending assignmnets via whatsapp…"

Th light of information above, whatsapp is the most online platform used by the teacher in the way in giving the assignment during online class. The teacher at MA Ma'arif 9 Kotagajah used whatsapp in their strategy in giving an assignment by sending quizzes or assignments in accordance with the discussion of the material.

Based on the results of the analysis of interview conducted by researchers, there are various strategies used by teacher at MA Ma'arif 9 Kotagajah in implementing English online learning. The various strategies are as follow.

Table 4.11
Result of the analysis of data interview with teachers and students at MA Ma'arif 9 Kotagajah

No	**Teacher Strategies**	**strategies implemented by English teachers in online class**
1.	Giving the material using online media	Using Whatsapp and Zoom as tool in delivering learning material.
2	Creating an easy learning for student	1. Self-directed learning 2. Discussion 3. Making small group work
3	Checking the student understanding the material	Asking for feedback
4	Giving assignment by using online platforms	Using whatsapp as online platforms

2. Obstacles faced by teacher in implementing strategy during online class

In implementing strategies in English learning during online class, the English teachers at MA Ma'arif 9 Kotagajah faced a several obstacles in the process of learning activities. The obstacles faced by teachers are external problem such as the internet network. And interna; problems encountered in the students itself. In the result of interview with the teachers, the teachers gave the following statement as follows.

Table 4.12

Results of interview eith teachers about the obstacles faced by teacher in implementing the strategies during online class

No	Question	Teacher responses
1	*In applying strategy in teaching English, do you faced any obstacles?*	T1: "…during the online learning period, I faced several obstacles when implementing learning strategies, the first obstacles is the internet connection. And the last is controlling student focus during the learning process…"
		T2: "…As for the obstacles in implementing the strategy, the first is on the students'. During online learning, the students' focus in learning is quite bad. There are indeed some students who still follow the learning activity well. But, those who do not focus on the class are also tolerable. I think because the teacher can't control the students directly when studying. The internet network also a major problem. Learning will not work if the internet is jammed. And also, an

		ineffective study in time. Sometimes it is delayed, but sometimes at the start of learning there are still students who have not appeared…"
		T3: "…The first obstacle is the internet network. How can the learning process run if the internet is difficult, right? So yes, they often complain that it is difficult to download material because the internet is slow. So yeah, that's the major problem for me. Second, the focus of students in learning when online is quite bad. They are more focused on other things. Then, student's interest in learning is enough to hinder the learning process. They tend to just follow what is going on, without understanding about the tecahers explanation…"

From the result of the interview above, in implementing learning strategies during online class, the teacher at MA Ma'arif 9 Kotagajah faced obstacles. The obstacles faced by teacher during online class such as, the first is internet connection. In online learning, the internet is the most important thing in supporting online learning activities. In this case, the teacher found that the main obstacle during online was an internet connection. This causes the process of learning activities during online to be less effective.

The second is student focus. Teachers revealed that students experienced a decreased focus on learning during online class. Students become more passive when participating in learning activities. It is becomes an abstacle to the success of the strategies implemented by

teachers during online class. The third is students' interest in learning. Learning activities carried out online affect students' interest in learning. Teachers found students' interest in learning during online class decreased. The decreased of students' interest in learning hinders the smooth learning process during online class.

And the last is time management. The online learning activities made teacher unable to fully supervise students during learning. Iy makes students become uncontrollable. Especially, at the time of learning students are often late in attending lessons and always give the same reason that is there are other meeds at home.The information above validated by the students, as follows.

Table 4.13
Results of interview with students about obstacle in learning during online class

No	Question	Students responses
1	*Do you face problems in participating in englis learning activities during online class?*	S1: "…my problrm is in the internet connection…"
		S2: "…the problrm during online class is the network and I also get bored easily…"
		S3: "…the problem is on the network, and often feel bored because of studying alone at home…"
		S4: "…on the internet, I find it difficult to access the material…"
		S5: "…online class require a lot of quota, so my problem is the cost of buying internet quota…"
		S6: "…my problem is in internet, sometime the internet connection is too bad, so I can not access the zoom application…"

		S7: "…problem with the internet connection…"
		S8: "…it's hard to focus when studying…"
		S9: "…signals…"
		S10: "…its easy to get bored because im study alone at home…"
		S11: "…the first is signlas and the second is quicly bored…"
		S12: "…internet signal is often lost so it is difficult to access the material…"
		S13: "…difficult to follow the lesson because the signals doesn't support…"
		S14: "…the learning time that interrupted and of course the signal…"
		S15: " becomes unfocused and easily focused on other things than learning material.."

In light of interview above, the data shows that students also face problems in following the learning process during online class. The most problrm faced by the students is the internet connection. A bad internet connection makes it difficult for students in participate the learning activities and in access learning materials. Furthermore, the students quickly get bored during online learning. This supports statements form teachers related to student focus and student interest in learning during online class.

Based on the data analysis above, the researcher find out a several obstacles faced by the teacher in implementing their strategies during online class, they were internet connection, student focus, student interest in learning, and time management.

Table 14
Result of analysis data interview about the obtacles faced by teacher during online class

No	The obstacle during online class	Obtacles faced by teacher at MA Maarif 9 Kotagajah in implementing strategy during online class
1.	Internet Connection	Teacher found it difficult in providing the material and in learning activities during online class.
2.	Controlling students focus	During online class, students focus in learning is bad. The students cannot focus on learning, but they are more focus on another application on their ponsel.
3.	Time management	Time management that is not run effectively. The students often late for learning activity.
4.	Students interest in learning	The students quickly felt bored so they are not interest in learning during online class

3. The Impact of teacher strategies for student during online class

Data was generated from observation and in-depth interviews with fifteen students and English teacher at MA Ma'arif 9 Kotagajah, interview were conducted to obtain information about the impact of the teacher strategies on student during online class.

Based on the results of interview with English teachers at MA Ma'arif 9 Kotagajahin implementing a learning strategies during online class, the teacher stated that the strategies applied had an impact on studenst learning, firstly on students understandning realated to the material presented during online class and secondly on students interest in

learning suring online class. In the result of interview with the teachers, the teachers gave the following statement as follows.

Table 4.15
Result of interview with teachers about the impact of the strategies on students during online class

No	Question	Teachers Responses
1	*How do you think the quality of students in learning during online class?*	T1: "…during the online class, for sure the decrease of students interest in learning. They become more passive during learning activities. They also get bored quickly, and do not follow the lesson well…"
		T2: "…students experience a decrease interest in learsing, but I think they still understand the material I convey during online class. They stull defend their scores on the final exam…"
		T3: "…I think the quality of students in understanding the material is quite good. And the concern is that suring learning activities they do not participate in learning to the fullest. They didn't seem interested in participating in this English learning during online class.

In light of interview above, teachers stated that the learning strategies they used were able to make students understand the material delivered by teachers during online class. This is supported by student learning outcomes during online class. Meanwhile, the learning strategies used by the teacher have not able to make students more interested in English learning during online class. Students feel bored easily and make

tem not participate in learning activities properly. It can be concluded, the impact of teacher strategies in English learning during online class they are, firstly on students understandning the material and seconly students interest in learning.

a. Students understanding in learning

The first impact is on students understanding of learning materials. The following is a table of the results of interview with students about their understanding of the material during online class.

Table 4.16
Result of interview with students about the impact of teacher strategies on students understanding the material

No	Question	Students Responses
1	*Do you understand the material delivered by the teacher during online class?*	S1: "…yes, I understand the material…"
		S2: "…I understand thematerial…"
		S3: "…I understand material delivered by the teacher…"
		S4: "…I can understand the teacher explanation about the material…"
		S5: "…I can not understand the material…"
		S6: "…I don't understand the material.."
		S7: "…during online class, Im difficult to understang the material…"
		S8: "…I understand the material.."
		S9: "…yes, I understand…"
		S10: "…I don't understand the teacher explanation while online class…"
		S11: "…Im difficult to understand

		the material during online class…"
		S12: "…yes, I can understand the material by the teacher…"
		S13: "…I didn't understand.."
		S14: "…I understand the material;.."
		S15: "…yes, I understand…"

In light of the interview above the data shows that nine of fifteen students at MA Maarif 9 kotagajah are able to understand the matrial delivered by the teacher during online learning. They stated that they received well the learning material presented by the teacher. Meanwhile, there are six of students can not understand the learning material during online class. Those who do not understand the learning material said that is difficult to accept learning material during online class.In conveying learning material during online, the teacher must be able to organize learning activities, so that they run effectively to achieve learning objectives in the strategy used by the teacher in delivering material during online class was good.

b. Students interest in learning

The second impact is on student interest in learning. Teachers have an important role in increasing student interest in learning. During the online learning period, students'interests in learning are decreased. At MA Ma'arif 9 Kotagajah, out of fifteen respondents, eight of them experienced a decrease in interest in learning. It is shown in this table as follows.

Table 4.17
Result od interview with students about students interest in learning

No	Question	Students Responses
1	*Do you enthusiastically participate in the learning during online class?*	S1: "…I don't think so, because studying online is make me feel bored…"
		S2: "…I don't, I don't like studying online…"
		S3: "…Im not enthusiastic, because studying online makes me feel bored quickly…"
		S4: "…online makes me feel lazy to learn…"
		S5: "…I am not enthusiastic, because I cannot understand the material…"
		S6: "…I don't. I think online is boring…"
		S7:"…no, online learning makes me not understand the material…"
		S8: "…yes I am. Because online learning makes me don't have to go to school…"
		S9: "… the teacher is good enough in learning activity, so I am quite enthusiastic in learning…"
		S10: "… I don't think so, studying online is boring…"
		S11: "…I quite like online class…"
		S12: "…no, because it's boring…"
		S13: "…I don't ;ike online class. I can't understand the material…"
		S14: "…yes, because usually the teacher give a game or something…"
		S15: "…no, online class are boring…"

In light of interview above shows that students at MA Ma'arif 9 Kotagajah have a bad interest in learning during onlinr learning. Students stated that during online learning, they were not enthusiastic in

learning. Students quickly get bored while participating in the process of online learning activities. It means, the teachers strategy in online learning has not had a good impact on students interest in learning during online class.

Table 18
The result of data analysis of interview with teachers and students about the impact of teacher strtaegies in English learning during online class for students

No	The Impact of teacher startegies in English online learning for students
1.	Students are still able to understand the English material provided by the teacher during online class.
2.	Students experienced a decline in interest in learning English during online class

C. Discussion

Based on data collection, the researcher sound the teachers strategy during online class, the obstacles faced by teacher, and the impact of the teacher's strategy on students at MA Maarif 9 Koatagajah. The displaying discussion as follows;

1. Teacher strategies in English learning during online class

   Based on the result of the research above, English teacher at MA Ma'arif 9 Kotagajah used various strategies in implementing English learning during online class. they are, giving the material by using online media, creating an easy learning for students, checking the

students understanding, and giving assignment by using online platforms. The strategy used by teacher is as follows.

a. Giving the material using online media

English teachers at MA Ma'arif 9 Kotagajah, in the process of teaching and learning activities during online learning using online media that is WhatsApp, YouTube, and Zoom meetings. Whatsapp is the most used by the teacher in learning process during online class. It is because whatsapp does not require a lot of internet quota and easy to use.

b. Creating an easy learning for student

During the Online learning period, teacher made various efforts to make teaching and learning activities run effectively as when learning face to face. The effort made by teacher is on organize the activities carried out during the process of online learning activities, according to Angelo University there is strategies that can be applied on online class at MA Ma'arif 9 Kotagajah, as follows,[29]

1) Self-Directed learning

At the time of learning, the teacher provide the material will be discussed. Then, the teacher gives time to student to study the material. Student can explore the material. This activity is

[29]Angelo State University, "online Teaching Strategies and The Role of The Online Teacher", Section 1.7

considered capable of making students easier to understand the material.

2) Discussion

In this activity, teachers provide a forum for students to be able to discuss the results of self-directed learning has been done before. This activity is expected to develop student knowledge.

3) Small group work

In this activity, teachers make a small group after doing discussion forum to evaluate the result of the learning. In addition, these activities also used in develop thinking skills on students, because in this activity students can exchange their idea and then combining the ideas they have.

c. Checking students understanding the material

The third strategy used by the teacher during online class is checking students understanding of the learning material. This activity carried out by the teacher after the teacher gives an explanation regarding the material has been studied, the teacher gives question to get feedback from students in online class. It means, the online learning activities, the teacher stives for students to understand the material conveyed through online media. Feedback is obtained by asking questions to students, such as *Do you have any question? Is there any material that is not clear?* Etc.

d. Giving assignment by using online platform

The last of strategies used by teacher in learning during online class is give assignments through online platform. To find out the extent of student knowledge regarding the material that has been given by the teacher during online class, the teacher needs to give assignments to students. In this case, the teacher gave assignments through the WhatsApp platform. Because student found it easier to access. This assignment carried out by teacher at the end of lesson.

2. The obstacles faced by teacher in implementing strategy during online class

Based on the finding of the research, English teachers at MA Ma'arif 9 Kotagajah faced obstacles in implementing strategies during online class.the statement of the teachers was validated by the students. The obstacles faced by the teacher as follows,

a. Internet connection

This online learning activity makes the internet a major component in online learning. Teachers find internet connection be the main obstacles in implementing learning strategies. During the learning process, the student find that they often have difficulty accessing material and participating in learning due to a weak of

internet connection. In addition, problems on the internet connection will hinder the learning process during online class.

b. Controlling student focus

During the online class, students focus on learning decreases. Its because the learning activities carried out in online makes teacher difficult on control students during the process of learning activities. In this case, the teacher must make more efforts so that students always participate in learning activities.

c. Time management

During online learning, teachers find it difficult to manage time. Students are often late in participating in learning activities. Also, in collecting assignments, students collect assignments past the limit of deadline. It makes teacher always limit attendance when learning.

d. Student interest in learning

Student is the one of the component in process of the teaching learning activities. During online class, teachers found student interest to be an obstacles in the occurrence of effective learning activities during online class. Students become more passive and do not follow the lesson enthusiastically.

3. Impact of teacher strategies for students during online class

In the research data, the strategies used by teachers during online class have an impact on students. The teacher strategies are a plan, method and efforts made by teacher to achieve efficient and effective objective of educational.[30]The following is the impact of teacher strategies in English learning during online class for student,

a. Students understanding of the learning material

Students understanding of learning material show the success or failure of the teachers' efforts in explaining the learning material. In this case, the data shows that most of the students understand the material provided by the teacher during online class. It validate with the interview with students, nine of fifteen students can understand the material delivered by the teacher in English learning during online class.

b. student interest in learning

During online learning, student showed decreased interest in learning. In this case, the strategy implemented by the teacher has not been able to build students interest in learning during online class, its because, most of student show their disinterest in learning during online class.

[30] Sanjaya, *In Strategi PembelajaranBerorientasi Standar Proses,* (Jakarta : Kencana Perdana Media Group, 2006)

CHAPTER V
CONCLUSION AND SUGGESTIONS

A. Conclusion

Based on the reluts of the research, the researcher concluded that English teachers at MA Ma'arif 9 Kotagajah have learning strategies during onlie learning. There are five strategies used by teacher, they are providing material by using online media such as whatsapp, youtube and zoom. And creating easy learning for students, then checking students understanding of the material, and the last is giving assignments using online platform. In the process of learning activities during online class, whatsapp is the most by English teachers as a medium in implementing their learning strategies. Teachers find it easier to provide learning bu using whatsapp compared to other media.

Moreover, in implementing the strategies above, the teacher at MA Ma'arif 9 Kotagajah encountered several obstacles. The following obstacle faced by teacher, such asinternet connecting, controlling student focus, time managemen, andstudent interest in learning.Internet connection is the main obstacle faced by teachers in implementing the learning strategies during online class.

The strategy implemented by teachers also has some impact on student. The following is the impact of the strategies used by teacher on student during online classes online, the firstly is Students understanding

ofEnglish material, the teacher strategies in English learning during online class at MA Ma'arif 9 Kotagajah have been able to maintain students understandning related to the learning material. It is supported by the students statement related to their understandning of the material during online class. Seconly is Students interest in learning. The strategies used by teachers at MA Ma'arif 9 Kotagajah in English learning during online class cannot. Increase students interest un the material during online class. It is because students are not focused on learning during online class.

B. Suggestion

1. English teachers in MA Maarif 9 Kotagajah

   At that time of teaching during online learning, the teacher must be able to create a comfortable learning so that learning process goes well and effectively. And clearly in delivering the learning material. Whereas in controlling the focus on students, it is better when learning activities insert a fun activity so that students don't get bored easily.

2. The students

   During online learning, students should use their free time to explore the material provided by the teacher by utilizing the features of the learning technology that exist today. Students are expected to be more focused when learning activities take place.

3. Other Researchers

This research is expected to be useful for researchers who want to conduct research by raising the same topic. Further researcher can conduct more in-depth research related to this researc

BIBLIOGRAPHY

Anderson, G.*Fundamental Of Educational Research*. (USA: The Falmer Press, 2005). 12

Angelo State Universisty. "Online Teaching Strategies and the Role Of The Online Teacher"' Section 1.7.

Anggi, et.al."Potensi aplikasi zoom cloud meetings dalam pembelajaran di era digital".*Fakultas Keguruan dan Ilmu Pendidikan Universitas Tanjungpura. Pontianak.*2019

Apri, Wahyu Ramadhan."Etika Guru Menurut Imam Nawawi dan Relevansinya Dengan UU RI NO.14.Th.2005".*Universitas of Malang*. 2013

Creswell, Jhon W.*Research Design: Qualitative, Quantitative, and Mixed Methods Approaches.*(California: Sage publication, 2014), Fourth Edition: 5

Darmansyah.*Strategi Pembelajaran Menyenangkan Dengan Humor.(*Jakarta : Bumi Aksara, 2010)

Devi, et. al, "Teaching Strategies Used By English Teachers In Online Learning".*International Journal of Language and Literature.*Vol.5. No.2. 2021

Farida Nugrahani. *Metode Penelitian Kualitatif: Dalam Penelitian Pendidikan Bahasa.* (Surakarta: Ttp, Tt). 4

Firza, et. al.. "An Analysis Of English Language Teaching Activities During Covid-19 Pandemic At SMP PURNAMA JAKARTA".*Journal Language and Language Teaching.*Vol. 9,.No. 2. 2021

Gartika."Teachers' Encounter of Online Learning: Challenges and Support System".*Journal of English Education and Teaching.Vol.5.No. 1. 2021*

Hamalik, Oemar. *Proses Belajar Mengajar.*(Jakarta : Bumi Aksara, 2001)

Kaur, Sarabjeet."Role of Teacher in Student Learning Process".*International Journal of Business and Management Invention*. Vol. 8, No. 1

Kemendikbud."Pencegahan Penyebaran Covid-19 di Lingkungan Kemendikbud".*KEMENDIKBUD.* 2020

Lestiyanawati and Arif."Strategies and Problem Faced by Indonesian Teachers in Conducting E-Learning System During COVID-19 Outbreak".*CLLiENT Journal.*Vol. 2, No. 1. 2020

Mattew B. Miles, A, Michael Huberman.*Qualitative Data Analysis second edition.*(London: SAGE Publication, 1994).p.10-12

Mitchel.*ONLINE Course and Online Teaching Strategies in Higher Education.*5.2017-2019.

Pangestika.“Analisis Faktor Penghambat Implementasi Pembelajarakan Daring Siswa SD Inpres 68 Kota Sorong”. Jurnal Papeda. Vol.4 No1. Januari 2022

Sanjaya.*In Startegi Pembelajaran Berorientasi Standar Proses.* (Jakarta : Kencana Perdana Media Group, 2006)

Sonia and Alika.“Effectivity of E-Learning through Whatsapp as a Teaching Learning Tool”.*MVP Journal of Medical Sciences.*Vol.4. 2017

Sri Widayati.”Peranan Guru dalam Pembelajaran Bahasa”.*Jurnal Elsa*.Vol.17. No.1. April 2019

Sugiyono.*Metode Penelitian Kualitatif, Kuantitatif, dan R&D.*(Bandung: Alfabeta, 2016). 231

Sutarto, et. al.. “Teacher Strategies in Online Learning to Increase Students’ Interest in Learning During COVID-19 Pandemic”.*iiCET.*Vol. 8.No. 3. 2020

Sutarto, et.al.“Teacher Strategies in Online Learning to Increase Students’ Interest in Learning during COVID-19 Pandemic”.*Institut Agama Islam Negeri (IAIN) Curup*.

Sylphia, Dumaris, and Lydia. “Students’ perception of Using YouTube as English Online Learning Media During Covid-19 Pandemic”.*Journal Of Language Teaching.*

Tri, et.al. “The Important Of Learning Media Based on Illustarted Story Book For Primary School”.*POICOCE UM Surakarta.*2018

Valentina Arkorful. “The Role of E-Learning”. 401-402

Widarini, et.al.“ Teachers Strategies In Online Learning During Covid Pandemic”.*JPBII.*Vol. 9.No. 2. Sepetember 2021

APPENDICES

Blueprint of Observation

The observations were aimed at obtaining information and data about the types and processes of using teaching strategies during online classes by English teachers at MA Ma'arif 8 Kotagajah.

1. Teacher Strategies in English learning during online class

No	Indicator	Teacher Strategies	English Teacher at MA Ma'arif 9 Kotagajah		
			Subject 1 (IYW)	Subject 2 (IS)	Subject 3 (TED)
1	Teacher Method in Online Learning	Giving the material using online media	✓	✓	✓
		Creating an easy learning for student	✓		
		Checking the student understanding	✓	✓	✓
2	Teacher strategies in evaluation	Giving assignment by using online platform	✓	✓	✓

2. The Impact of Teacher Strategies in English Learning During Online Class

No	The Impact of Teacher Strategies Implemented in English Learning during Onine Class for Students				
	Subject	Students Understanding the material		Students Interest in Learning	
		Good	Not Good	Good	Not Good
1	BRP	✓			✓
2	M	✓			✓
3	NA	✓			✓
4	AF	✓			✓
5	MMM		✓		✓
6	RAM		✓		✓
7	NLM		✓		✓
8	KS	✓		✓	
9	YDM	✓		✓	
10	ANL		✓		✓
11	DS		✓	✓	
12	TU	✓			✓
13	YD		✓	✓	
14	NS	✓		✓	
15	FH	✓			✓
TOTAL		**9**	**6**	**5**	**10**

Blueprint of Interview

Name :

Day/date/year :

Place :

This interview sheet is intended to obtain information and data that will be used as a reference in the study of An Analysis Of Teacher Strategies In English Learning During Online Class. Therefore, we are asking you to be able to answer the following questions according to the facts.

List of Question for Teacher

No	Question	Answer
1	How do you prepare before starting learning during online classes?	
2	What strategies do you use in teaching English during online classes?	
3	What strategies do you use in explaining English material during online classes?	
4	Do you make your own learning media?	
5	Before doing the lesson, did you explain in advance the learning media used?	
6	In applying strategy in teaching English, do you faced any obstacles?	
7	What is your strategy in asking for feedback on students' understanding of the material presented?	
8	What are the strategies you use in giving assignments during online classes?	
9	How do you think the quality of students in learning during online class?	

LIST OF INTERVIEW TEACHER

Name : IYW

1. How do you prepare before starting learning during online classes?
   Answer: Pada saat memulai pembelajaran, saya biasanya meminta anak untuk melakukan absensi. Lalu memberikan materi yang akan dibahas. saya menyiapkan materi berupa link youtube ke grup whatsapp.

2. What strategies do you use in teaching English during online classes?
   Answer:Dalam pembelajaran daring ini, setiap kegiatan pembelajaran sarat dengan adaptasi pelaksanaannya. Saya pribadi, selama proses kegiatan belajar berlangsung, saya berusaha membangun suasana belajar yang nyaman. Seperti dalam penyampaian materi, pemberian tugas, berbeda ketika pembelajaran daring dan tidak daring. Saya biasanya meminta siswa untuk materi yang akan didiskusikan terlebih dahulu, kemudian membuka forum diskusi di grup WhatsApp, kemudian untuk tugas seperti keterampilan berbicara saya meminta siswa untuk melakukan percakapan secara berpasangan.

3. What strategies do you use in explaining English material during online classes?
   Answer: Saya menjelaskan materi dengan mngirimkan video penjelasan terkait materi yang dibahas pada saat itu. Biasanya juga membuatakn resume terkait materi pembelajaran.

4. Do you make your own learning media?
   Answer: Ya, saya membuat power point, juga video pembelajaran.

5. Before doing the lesson, did you explain in advance the learning media used?
   Answer: Selama online ini saya hanya menggunakan whatsapp, dimana saya rasa semua siswa sudah mampu mengoperasikan aplikasi tersebut. mungkin saya hanya akan menjelaskan terkait dengan materi, penugasan dan lainnya.

6. In applying strategy in teaching English, do you faced any obstacle?
   Answer: Selama masa pembelajaran online, saya menghadapi beberapa kendala dalam menerapkan strategi pembelajaran, kendala yang pertama adalah koneksi internet. Dan yang terakhir adalah mengontrol fokus siswa selama proses pembelajaran

7. What is your strategy in asking for feedback on students' understanding of the material presented?
   Answer: Untuk mendapatkan feedback, biasanya dengan mengajukan pertanyaan setelah setiap penjelasan materi, seperti ada yang ingin ditanyakan?

8. What are the strategies you use in giving assignments during online class?
   Answer: Untuk tugas, setelah diberikan penjelasan terkait materi. Kemudian saya memberikan tugas melalui Whatsapp dan kemudian mengumpulkan hasilnya berdasarkan deadline yang telah disepakati

9. How do you thing the wuality of studentin learning during online class?
   Answer: Selama kelas online, pastinya siswa mengalami penurunan terhadap minat belajar mereka. Mereka menjadi lebih pasif selama kegiatan belajar.Mereka juga cepat merasa bosan. Dan tidak mengikuti pelajaran dengan baik

LIST OF INTERVIEW TEACHER

Name : IS

1. How do you prepare before starting learning during online classes?
   Answer: Saya mengirimkan link youtube ke siswa lewat whatsapp grup. Atau biasanya file dokumen tentang materi.

2. What strategies do you use in teaching English during online classes?
   Answer: Strategi yang saya gunakan itu selama mengajar online saya menggunakna whatsapp untuk berkomnikasi dengan siswa. Melakukan kegiatan belajar dengan mengirimkan materidan juga soal.

3. What strategies do you use in explaining English material during online classes?
   Answer: Dalam menjelaskan materi, saya biasanya membuat video pembelajaran lalu menguploadnya ke youtube. Kemudian saya kirimkan link youtube tersebut ke grup kelas sehingga video tersebut dapat diakses kapan saja oleh siswa.

4. Do you make your own learning media?
   Answer: Ya, saya membuatkan video pembelajaran untuk siswa.

5. Before doing the lesson, did you explain in advance the learning media used?
   Answer: Sebelum mulai, biasanya saya memberitahu kepada siswa aplikasi apa yang akan dipakai. Tapi dalam pelaksanaannya whatsapp itu yang paling sering digunakan.Jadi ya tidak perlu dijelaskan kembali.

6. In applying strategy in teaching English, do you faced any obstacles?
   Answer: Adapun kendala dalam penerapan strategi tersebut, yang pertama adalah pada diri siswa. Selama pembelajaran daring, fokus siswa dalam belajar cukup buruk.Memang ada sebagian siswa yang masih mengikuti kegiatan pembelajaran dengan baik.Tapi, yang tidak fokus ke kelas juga lumayan.Saya pikir karena guru tidak bisa mengontrol siswa secara langsung ketika belajar.Jaringan internet juga menjadi masalah utama. Belajar tidak akan berhasil jika internet macet. Dan juga, studi yang tidak

efektif tepat waktu. Terkadang tertunda, namun terkadang pada awal pembelajaran masih ada siswa yang belum muncul

7. What is your strategy in asking for feedback on students' understanding of the material presented?
   Answer: Biasanya setelah menjelaskan materi saya bertanya kepada siswa apakah ada yang kurang jelas? Jika ada, saya akan meminta siswa untuk menanyakannya di grup whatsapp

8. What are the strategies you use in giving assignments during online class?
   Answer: Setelah mengirimkan video pembelajaran, saya memberikan pertanyaan terkait materi melalui whatsapp group

9. How do you thing the wuality of studentin learning during online class?
   Answer: Minat belajar pada siswa menurun. Tapi saya piker mereka masih mengerti dengan materi yang saya sampaikan selama kelas online.hal itu dibuktikan dengan nilai akhir mereka yang tetap baik

LIST OF INTERVIEW TEACHER

Name : TED

1. How do you prepare before starting learning during online classes?
   Answer: Saya menyiapkan materi sesuai dengan tema yang akan dibahaw, biasanya mengirim ke grup whatsapp kira-kira hari ini akna bahas lks halaman skian. Begitu

2. What strategies do you use in teaching English during online classes?
   Answer: Strateginya saya memberikan materi kepada siswa, menjelaskan juga, lalu memberikan tugas.

3. What strategies do you use in explaining English material during online classes?
   Answer: Saya menjelaskan materi menggunakan xoom meeting dengan menjelaskan secara langsung terkait dengan materi.

4. Do you make your own learning media?
   Answer: Untuk media pembelajaran, saya menyiapkan sendiri. Berupa video penjelasan, materi ppt, dan juga soal-soalpenugasannya.

5. Before doing the lesson, did you explain in advance the learning media used?
   Answer: Sebelum dimulainya kegiatan belajar, saya biasnya menginfokan kepada siswa, kalau missal hari ini akan menggunakan youtube. Saya akan meminta siswa untuk mempelajarinya.

6. In applying strategy in teaching English, do you faced any obstacles?
   Answer: Kendala pertama adalah jaringan internet. Bagaimana proses pembelajaran bisa berjalan jika internet susah ya Jadi ya mereka sering mengeluh susah download materi karena internet lemot. Jadi ya, itulah masalah utama bagi saya.Kedua, fokus siswa dalam belajar saat daring cukup buruk. Mereka lebih fokus pada hal lain. Kemudian, minat siswa dalam belajar cukup menghambat proses pembelajaran. Mereka cenderung hanya mengikuti apa yang terjadi, tanpa memahami penjelasan guru

7. What is your strategy in asking for feedback on students' understanding of the material presented?
   Answer: Diakhir pertemuan biasanya saya mereview materi sebelumnya dengan memberikan waktu untuk melakukan tanya jawab dengan siswa. Kadang-kadang memberikan posttest kepada siswa.

8. What are the strategies you use in giving assignments during online class?
   Answer: Tugas tergantung pada materi. Kadang-kadang saya mengambil foto soal yang ada di lembar kerja siswa kemudian mengirimkannya ke grup whatsapp.Untuk videonya juga. Karena whatsapp lebih mudah digunakan daripada yang lain

9. . How do you thing the wuality of studentin learning during online class?
   Answer: Saya pikir kualitas pemahaman materi pada siswa cukup baik. Yang menjadi perhatian adalah siswa tidak mengikuti pembelajaran dengan maksimal.Mereka terlihat tidak tertarik dalam berpartisipasi selama kelas online.

LIST OF INTERVIEW STUDENT

Name :

Direction :

No	Question	Answer
1	How do you know about English during online class?	
2	What do you know about English?	
3	How do teachers provide learning materials during online class?	
4	Does the teacher explain learning material in an easy-to-understand way during online class?	
5	During online learning, what did your teacher do after the learning activities ended?	
6	What does your teacher do in giving assignment during online class?	
7	Do you understand the material delivered by the teacher during online class?	
8	Do you enthusiastically participate in the learning during online class?	
9	Do you face problems in participating in English learning acticities during online class?	

LIST ON INTERVIEW STUDENT

Name : BRP-R1

1. How do you feel about learning English during online class?
   Answer: Belajar tidak nyaman dan tidak semangat, merasa bosan karena tidak ada teman selama pembelajaran.

2. What do you know about English?
   Answer: Proses penambahan ilmu bahasa asing yaitu bahasa inggris

3. How do teachers provide learning materials during online class?
   Answer: Guru memberikan materi melalui grup whatsapp

4. Does the teacher explain learning material in an easy-to-understand way during online class?
   Answer: Guru menjelaskan materi dengan cara yang mudah dipahami

5. During online learning, what did your teacher do after the learning activities ended?
   Answer: Biasanya, pada akhir pembelajaran guru memberikan pertanyaan

6. What does your teacher do in giving assignment during online class?
   Answer: Guru memberikan tugas melalui whatsapp group.

7. Do you understand the material delivered by the teacher during online class?
   Answer: Ya, saya memahami materi

8. Do you enthusiastically participate in the learning during online class?
   Answer: Saya rasa tidak, karena belajar online membuat saya merasa bosan

9. Do you face problems in participating in English learning activities during online class?
   Answer: Masalah saya adalah pada sambungan internet

LIST OF INTERVIEW STUDENT

Name : M-R2

1. How do you feel about learning English during online class?
   Answer: Cukup menyenangkan dan mudah dipahami.

2. What do you know about English?
   Answer: Pembelajaran bahasa inggris adalah sebuah pengembangan bahasa asing yaitu bahasa inggris terhadap siswa secara tertulis maupun tidak tertulis.

3. How do teachers provide learning materials during online class?
   Answer: Guru mengirimkan vlink video di youtube ke grup whatsapp kemudian guru meminta kita untuk menonton video tersebut

4. Does the teacher explain learning material in an easy-to-understand way during online class?
   Answer: Iya, menjelaskan materi guru menggunakan cara yang mudah dipahami

5. During online learning, what did your teacher do after the learning activities ended?
   Answer: Biasanya, ada sesi Tanya jawab

6. What does your teacher do in giving assignment during online class?
   Answer: Guru mengirimkan foto list pertanyaan ke grup whatsapp

7. Do you understand the material presented by the teacher during online class?
   Answer: Saya paham tentang materi

8. Do you enthusiastically participate in the learning during online class?
   Answer: Tidak, saya tidak suka belajar online

9. Do you face problems in participating in English learning activities during online class?
   Answer: Masalah pada saat belajar adalah jaringan dan saya mudah merasa bosa

LIST OF QUESTION STUDENT

Name : NA-R3

1. How do you feel about learning English during online class?
   Answer: Gaenak kalo harus belajar secara online

2. What do you know about English?
   Answer: Saya mengetahui tentang portatori, analytical, dan irregular

3. How do teachers provide learning materials during online class?
   Answer: Guru memberikan materi melalui grup whatsapp danmenjelaskannya lewat zoom

4. Does the teacher explain learning material in an easy-to-understand way during online class?
   Answer: Tidak, karena selama kelas online saya tidak benar-benar memhami matri yang disampaikan oleh guru

5. During online learning, what did your teacher do after the learning activities ended?
   Answer: guru memberikan pertanyaan terkait dengan materi yang dibahas.

6. What does your teacher do in giving assignment during online class?
   Answer: Guru biasanya mengirimkan tugas ke grup, kemudian mengumpulkan tugas tersebut secara probadi dengan guru

7. Do you understand the material delivered by the teacher during online class?
   Answer: Saya memahami materi yang diberikan oleh guru

8. Do you enthusiastically participate in the learning during online class?
   Answer: Saya tidak antusias, karena belajar online membuat saya cepat merasa bosan

9. Do you face problems in participating in English learning activities during online class?
   Answer: Masalhnya itu pada jjaringan, dan terkadang merasa bosan karena belajar sendiri di rumah

LIST OF INTERVIEW STUDENT

Name : AF-R4

1. How do you feel about learning English during online class?
   Answer: Sedikit membosankan dan cukup sulit untuk memahami materi

2. What do you know about English?
   Answer: Untuk memahami bahasa international

3. How do teachers provide learning materials during online class?
   Answer: Guru memberikan materi melalui pertemuan ataupun lewat whatsapp

4. Does the teacher explain learning material in an easy-to-understand way during online class?
   Answer: Ya, guru mrnjrlaskan materi dengan cara yang mudah dipahami

5. During online learning, what did your teacher do after the learning activities ended?
   Answer: Memberikan pertanyaan dan tugas

6. What does your teacher do in giving assignment during online class?
   Answer: Guru mengirim tugas lewat grup whatsapp

7. Do you understand the material delivered by the teacher during online class?
   Answer: Saya bisa memahami penejlasan dari guru tentang materi

8. Do you enthusiastically participate in the learning during online class?
   Answer: Online membuta saya menjadi malas untuk belajar

9. Do you face problems in participating in English learning activities during online class?
   Answer: Pada internet, saya sulit mengakses materi

LIST OF INTERVIEW STUDENT

Name : MMM-R5

1. How do you feel about learning English during online class?
   Answer: Saya merasa sulit ketika belajar bahasa inggris secara online.

2. What do you know about English?
   Answer: Bahasa inggris merupakan sebuah pembelajaran bahasa asing, yaitu bahasa inggris.

3. How do teachers provide learning materials during online class?
   Answer: Guru mengirim materi dengan mengirimkan dokumen atau foto dari materi ke grup whatsapp

4. Does the teacher explain learning material in an easy-to-understand way during online class?
   Answer: Selama kelas online, saya cukup kesulitan dalam memhami materi

5. During online learning, what did your teacher do after the learning activities ended?
   Answer: Sesi Tanya jawab dan tugas

6. What does your teacher do in giving assignment during online class?
   Answer: Tugas diberikan setelah pembelajaran selesai. Guru mengirimkan tugas melalui whatsapp. Tugas biasanya dalam bentuk atau soal yang harus diselesaikan

7. Do you understand the material delivered by the teacher during online class?
   Answer: Saya tidak memhami materi

8. Do you enthusiastically participate in the learning during online class?
   Answer: Saya tidak antusias, karena saya tidak paham materi

9. Do you face problems in participating in English learning activities during online class?
   Answer: Kelas online membutuhkan banyak kuota, jadi masalah saya ada pada harga kuota internet yang mahal

LIST OF INTERVIEW STUDENT

Name : RAM-R6

1. How do you feel about learning English during online class?
   Answer: Cukup mudah dimengerti.

2. What do you know about English?
   Answer: Yang saya ketahui yaitu siswa harus bisa menguasai kemampuan membaca, menulis, berbicara, juga menguasai materi yang diberikan.

3. How do teachers provide learning materials during online class?
   Answer: Guru mengirim materi lewat whatsapp

4. Does the teacher explain learning material in an easy-to-understand way during online class?
   Answer: Tidak, karena saya tidak paham materi yang disampaikan

5. During online learning, what did your teacher do after the learning activities ended?
   Answer: Membuka sesi Tanya jawab

6. What does your teacher do in giving assignment during online class?
   Answer
   Guru mengirimkan foto ke grup whatsapp

7. Do you understand the material delivered by the teacher during online class?
   Answer: Selama kelas online, saya kesulitan untuk memahami materi

8. Do you enthusiastically participate in the learning during online class?
   Answer: Tidak, online membosankan

9. Do you face problems in participating in English learning activities during online class?
   Answer: Masalah saya yaitu internet, kadang sambungan internet buruk, sehingga saya tidak bisa mengakses aplikasi

LIST OF INTERVIEW STUDENT

Name : NLM-R7

1. How do you feel about learning English during online class?
   Answer: Kurang dapat memahami materi pembelajaran yang diberikan oleh guru selama kelas online

2. What do you know about English?
   Answer: Bahasa inggris menrupakan sebuah alat berkomunikasi dalam lingkup international yang dipelajarai di sekolah.

3. How do teachers provide learning materials during online class?
   Answer: Guru mengirimkan video youtube ke grup whatsapp

4. Does the teacher explain learning material in an easy-to-understand way during online class?
   Answer: Guru tidak menjelaskan materi dengan baik

5. During online learning, what did your teacher do after the learning activities ended?
   Answer: Mengumpulkan tugas

6. What does your teacher do in giving assignment during online class?
   Answer: Biasanya guru meminta kita untuk membuat video seperti percapakan sepasang

7. Do you understand the material delivered by the teacher during online class?
   Answer: Saya paham materi

8. Do you enthusiastically participate in the learning during online class?
   Answer: Ya, karena menyenangkan

9. Do you face problems in participating in English learning activities during online class?
   Answer: masalah pada sambungan internet

LIST OF INTERVIEW STUDENT

Name : KS-R8

1. How do you feel about learning English during online class?
   Answer: Kurang paham tentang materi

2. What do you know about English?
   Answer: Bahasa inggris adalah bahasa asing yang dipelajari di sekolah.

3. How do teachers provide learning materials during online class?
   Answer: Guru akan mengirimkan materi pada saat pertemuan

4. Does the teacher explain learning material in an easy-to-understand way during online class?
   Answer: Guru membuat materi lebih mudah dipahami

5. During online learning, what did your teacher do after the learning activities ended?
   Answer: Biasanya guru membuka sesi Tanya jawab

6. What does your teacher do in giving assignment during online class?
   Answer: Guru memberikan tugas lalu meminta kita untuk mengirimkan melalui whatsapp

7. Do you understand the material delivered by the teacher during online class?
   Answer: Saya paham

8. Do you enthusiastically participate in the learning during online class?
   Answer: Ya, karena online membuat saya tidak harus pergi kesekolah

9. Do you face problems in participating in English learning activities during online class?
   Answer: Sulit untuk fokus selama belajar

LIST OF QUESTION STUDENT

Name : YDM-R9

1. How do you feel about learning English during online class?
   Answer: Belajar bahasa inggris pada saat online cukup sulit

2. What do you know about English?
   Answer: Bahasa inggris merupakan sebuah alat komunikasi asing yang digunakan oleh penduduk dunia sebagai bahasa internasional

3. How do teachers provide learning materials during online class?
   Answer: Guru mengirim materi lewat grup whatsapp

4. Does the teacher explain learning material in an easy-to-understand way during online class?
   Answer: Guru hanya memberikan materi

5. During online learning, what did your teacher do after the learning activities ended?
   Answer: Bertanya kepada siswa apakah paham materi atau tidak

6. What does your teacher do in giving assignment during online class?
   Answer: Guru memberikan tugas melalui zoom meeting

7. Do you understand the material delivered by the teacher during online class?
   Answer: Ya saya pagam

8. Do you enthusiastically participate in the learning during online class?
   Answer: Guru sudah cukup baik dalam kegiatan belajar, jadi saya cukup antusias dalam belajar

9. Do you face problems in participating in English learning activities during online class?
   Answer: sinyal

LIST OF INTERVIEW STUDENT

Name : ANL-R10

1. How do you feel about learning English during online class?
   Answer: Saya merasa kurang nyaman ketika belajar bahasa inggris melalui online class.

2. What do you know about English?
   Answer: Pembelajaran bahasa inggris adalah yang mempelajari tentang irregular dan analytical

3. How do teachers provide learning materials during online class?
   Answer: Guru memberikan materi dengan mengirimkan PPT lewat grup whatsapp

4. Does the teacher explain learning material in an easy-to-understand way during online class?
   Answer: Guru menjelaskan materi dengan cara yang mudah diahami,dengan membuka sesi diskusi di grup whatsapp sehingga kita bisa bertanya jika ada yang tidak faham

5. During online learning, what did your teacher do after the learning activities ended?
   Answer: Melakukan kegiatan sesi Tanya jawab

6. What does your teacher do in giving assignment during online class?
   Answer: Guru mrnyiapkan soal berdasarkan pembahasan

7. Do you understand the material delivered by the teacher during online class
   Answer: Saya tidak memhami materi selama kelas online

8. Do you enthusiastically participate in the learning during online class?
   Answer: Saya rasa tidak, belajar online membosankan

9. Do you face problems in participating in English learning activities during online class?
   Answer: Mudah merasa bosan karena belajar sendiri di rumah

LIST OF INTERVIEW STUDENT

Name : DS-R11

1. How do you feel about learning English during online class?
   Answer: Menurut saya, belajar bahasa inggris selama kelas online itu lumayan sulit, karena sebelumnya kita belajar secara tatap muka tetapi karena covid kita harus belajar secara online, sehingga kita harus menyesuaikan dengan system pembelajaran yang baru dan itu cukup membuat saya kesulitan dalam beradaptasi.

2. What do you know about English?
   Answer: Pembelajaran bahasa inggris adalah untuk mempelajari bahasa asing yang digunakan secara internasional yang harus kita kuasai sehingga kita dapat mengikuti perkembangan inetrnasional

3. How do teachers provide learning materials during online class?
   Answer: Biasanya guru mengirim materi ke grup whatsapp

4. Does the teacher explain learning material in an easy-to-understand way during online class?
   Answer: Cara guru dalam menjelaskan materi baik

5. During online learning, what did your teacher do after the learning activities ended?
   Answer: Memberi pertanyaan, jika tidak ada yang bertanya maka guru yang akan bertanya kepada siswa

6. What does your teacher do in giving assignment during online class?
   Answer: Guru meminta untuk membuat rangkuman

7. Do you understand the material delivered by the teacher during online class?
   Answer: Saya sedikit kesulitan dalam memahami materi selama kelas online

8. Do you enthusiastically participate in the learning during online class?
   Answer: Saya sedikit menyukai kelas online

9. Do you face problems in participating in English learning activities during online class?
   Answer :Yang pertama adalah sinyal yang kedua mudah merasa bosan

LIST OF INTERVIEW STUDENT

Name : TU-R12

1. How do you feel about learning English during online class?
   Answer: Yang saya rasakan cukup sulit, karena sinyal susah dan kurang mengerti tentang penjelasan dari guru.

2. What do you know about English?
   Answer: Bahasa inggris itu merupakan salah satu bahasa asing yang digunakan sebagai bahasa internasional sebagai alat komunikasi antar Negara berbeda

3. How do teachers provide learning materials during online class?
   Answer: Sebelum memulai belajar, guru mengirimkan materi ke grup whatsapp

4. Does the teacher explain learning material in an easy-to-understand way during online class?
   Answer: Guru menjelaskan materi dengan cara yang cukup mudah dipahami

5. During online learning, what did your teacher do after the learning activities ended?
   Answer: Melakukan kegiatan Tanya jawab

6. What does your teacher do in giving assignment during online class?
   Answer: Mengirim materi melalui whatsapp

7. Do you understand the material delivered by the teacher during online class?
   Answer: Ya, saya mnegerti materi yang disampaikan oleh guru

8. Do you enthusiastically participate in the learning during online class?
   Answer: Tidak, karena membosankan

9. Do you face problems in participating in English learning activities during online class?
   Answer: Sulit dalam mengikuti pembelajaran karena sinyal tidak mendukung

LIST OF INTERVIEW STUDENT

Name : YD-R13

1. How do you feel about learning English during online class?
   Answer: Saya terkadang merasa bosan dan tidak focus ketika belajar online

2. What do you know about English?
   Answer: Pembelajaran bahasa inggris merupakan pembelajaran yang membahas tentang bahasa aing dan memiliki empat aspek utama yaitu speaking, writing, listening dan reading.

3. How do teachers provide learning materials during online class?
   Answer: Mnegirim matri ke grup whatsapp

4. Does the teacher explain learning material in an easy-to-understand way during online class?
   Answer: Iya, guru menjelaskan materi dengan baik

5. During online learning, what did your teacher do after the learning activities ended?
   Answer:Open question and answer session

6. What does your teacher do in giving assignment during online class?
   Answer: Meminta kita untuk mengupload tugas

7. Do you understand the material delivered by the teacher during online class?
   Answer: Saya tidak memahami materi

8. Do you enthusiastically participate in the learning during online class?
   Answer: Saya tidak suka kelas online, saya tidak dapat memahami materi

9. Do you face problems in participating in English learning activities during online class?
   Answer: Waktu belajar terganggu dan itu karena sinyal

LIST OF INTERVIEW STUDENT

Name : NS-R14

1. How do you feel about learning English during online class?
   Answer: Saya merasa sulit memahami materinya. Karena bahasa inggris menurut saya cukup sulit karena merupakan bahasa asing.Jadi saya cukup kesulitan ketika belajar bahasa inggris pada saat online class.

2. What do you know about English?
   Answer: Bahasa inggris itu tentang bahasa asing dan bagaimana cara berbicara bahasa inggris secara baik dan benar. Dan bagimana menulis dengan bahasa inggris dengan baik.

3. How do teachers provide learning materials during online class?
   Answer: Memberikan materi pada saat zoom meeting

4. Does the teacher explain learning material in an easy-to-understand way during online class?
   Answer: Guru bisanya membuka forum diskusi, jadi saya dapat memahami materi dengan baik

5. During online learning, what did your teacher do after the learning activities ended?
   Answer: Memberikan tugas

6. What does your teacher do in giving assignment during online class?
   Answer: Membuat kelompok besar ataupun kecil berdasarkan tugas yang diberikan

7. Do you understand the material delivered by the teacher during online class?
   Answer: Ya saya mengerti

8. Do you enthusiastically participate in the learning during online class?
   Answer: Ya, karena biasanya guru akanmemberikan game atau semacamnya

9. Do you face problems in participating in English learning activities during online class?
   Answer: Sinyal internet sering menghilang jadi saya kesulitan untuk mengakses materi

LIST OF INTERVIEW STUDENT

Name : FH-R15

1. How do you feel about learning English during online class?
   Answer: Yang saya rasakan yaitu saya sering kesulitan karena bahasa inggris sulit dipelajari secara online dan saya sulit focus

2. What do you know about English?
   Answer: Bahasa inggris merupakan bahasa asing yang dipelajari di sekolah. Yaitu mempelajari tentang tata bahasanya, pengucapan dan juga kefasihan dalam pelafalannya.

3. How do teachers provide learning materials during online class?
   Answer: Guru mengirim materi dengan whatsapp

4. Does the teacher explain learning material in an easy-to-understand way during online class?
   Answer: Guru sudah cukup baik dalma menjelaskan materi

5. During online learning, what did your teacher do after the learning activities ended?
   Answer: Memberikan pertanyaan

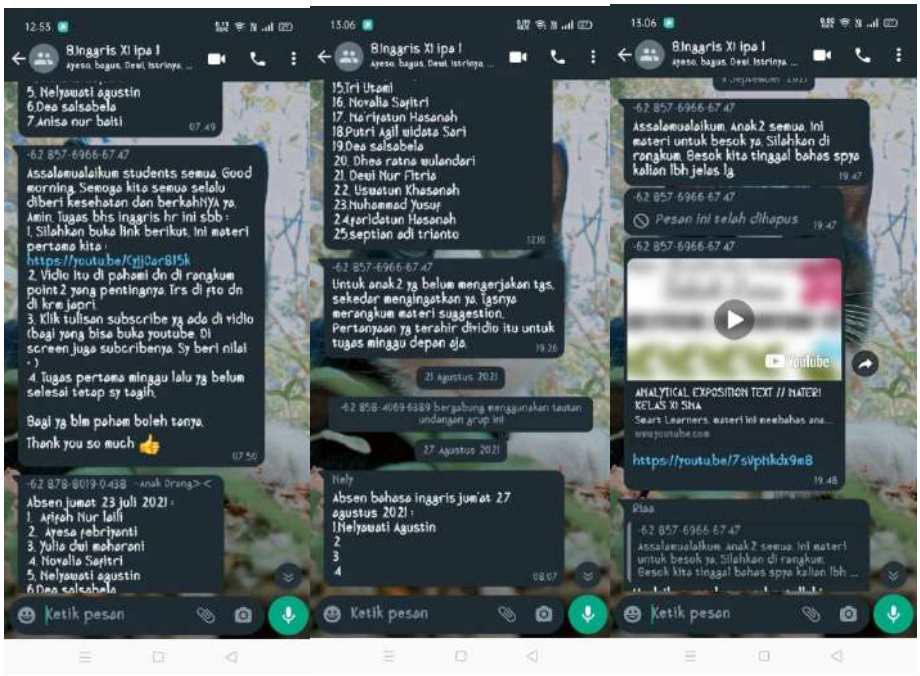
6. What does your teacher do in giving assignment during online class?
   Answer: Mengirim tugas melalui whatsapp

7. Do you understand the material delivered by the teacher during online class?
   Answer: Ya, saya memahami

8. Do you enthusiastically participate in the learning during online class?
   Answer: Tidak, online kelas membosankan

9. Do you face problems in participating in English learning activities during online class?
   Answer: Menjadi sullit fokus dan cepat mudah terkecoh oleh hal lain selain pembelajaran

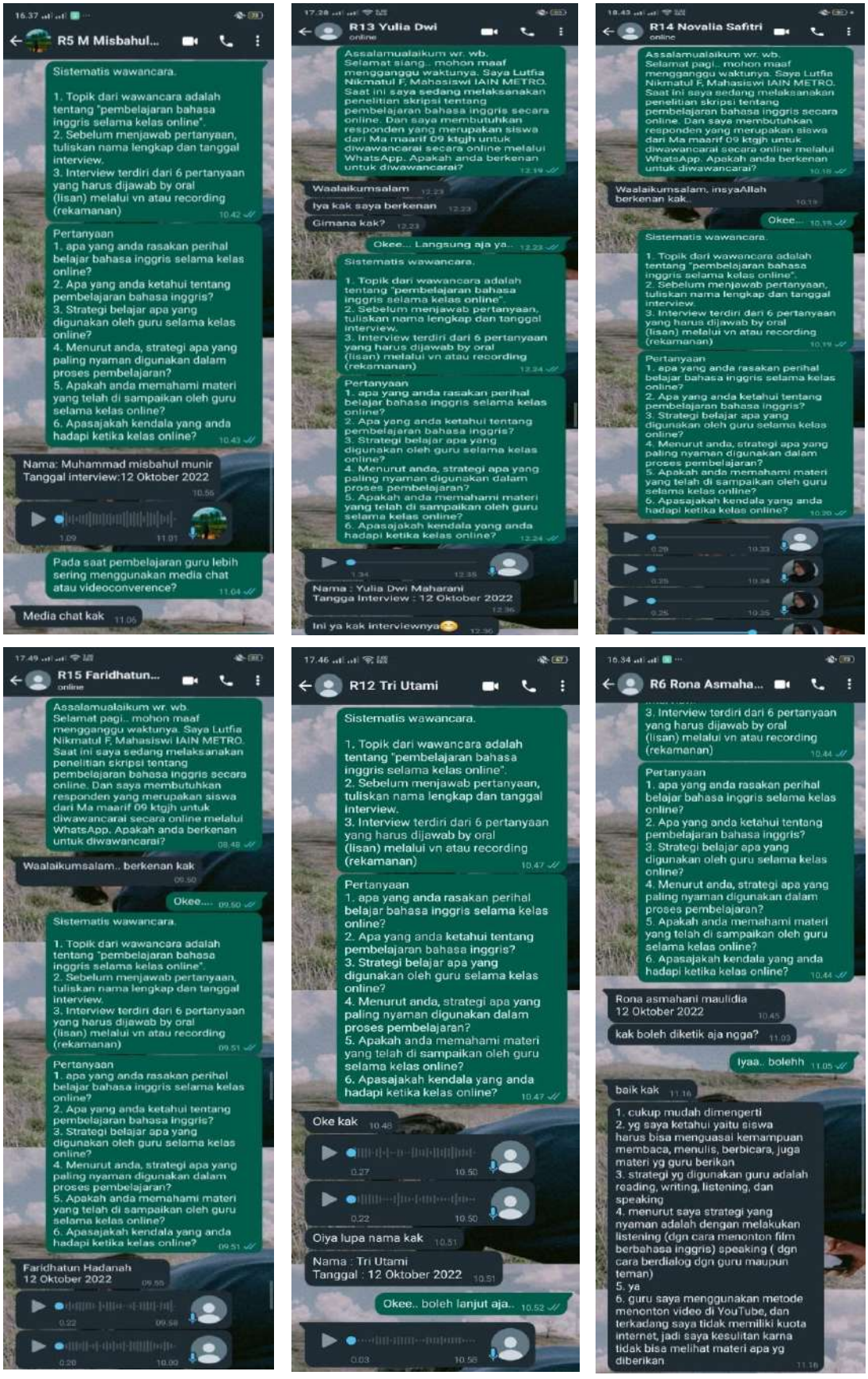
The Documentation of Obsrvation

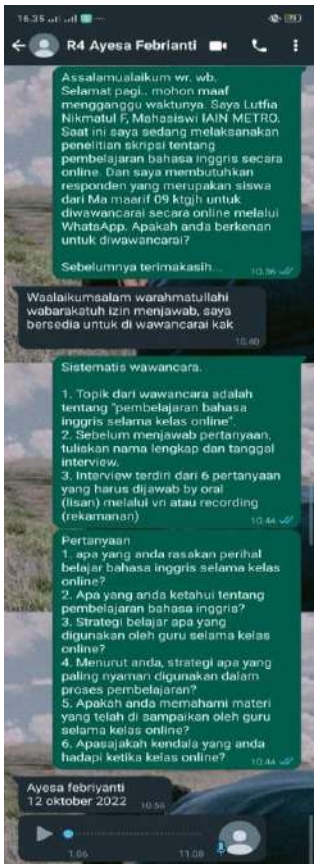


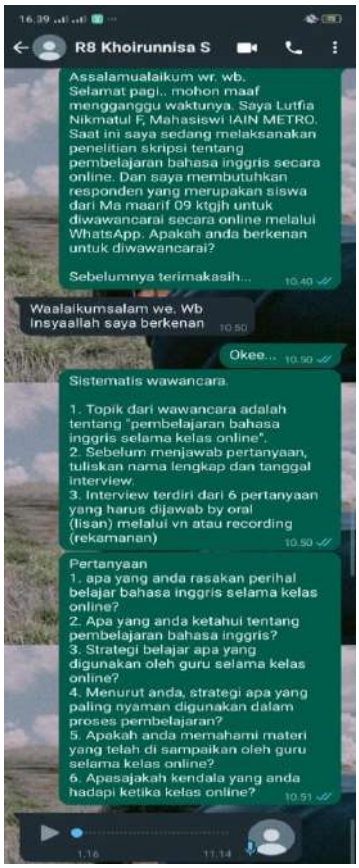
The Documentation of Interview by Teacher and Student At MA Ma'arif 9 Kotagajah

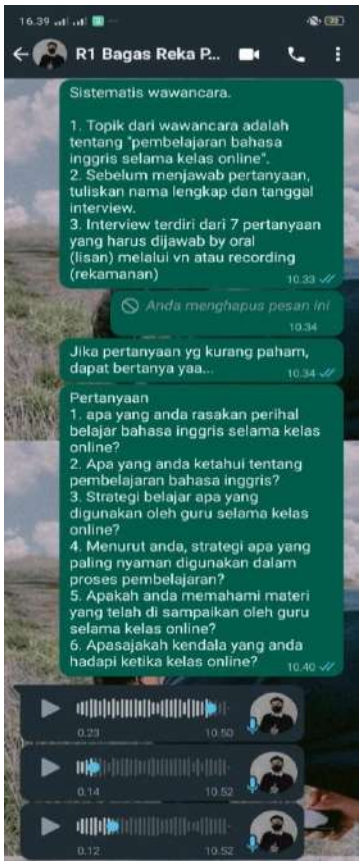
1. **Interview with teacher at MA Ma'arif 9 Kotagajah**

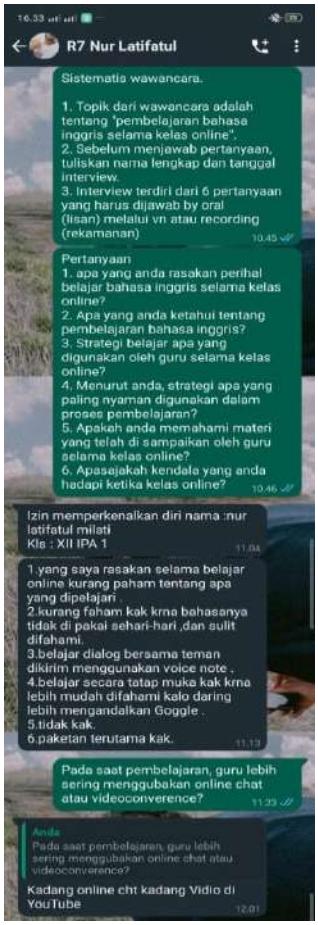
2. Interview with Student by WhatsApp

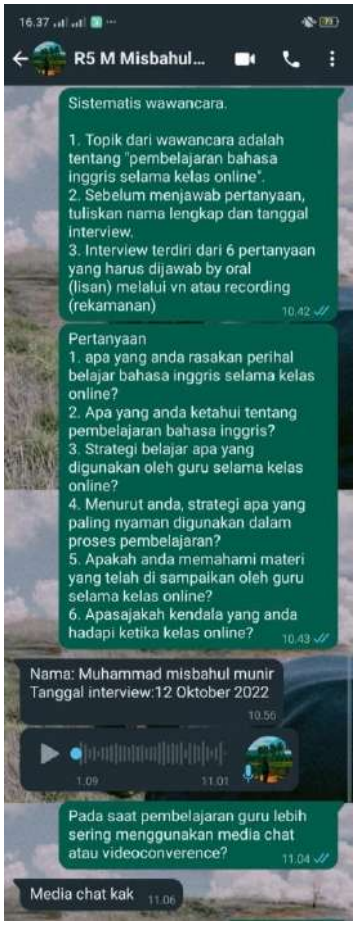


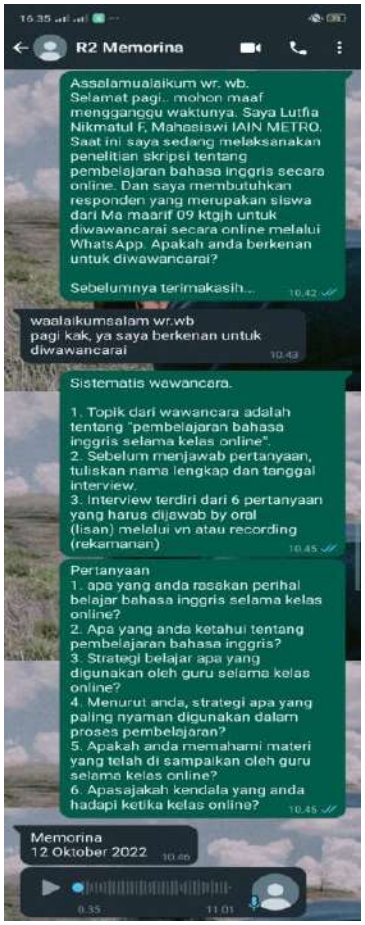

R4 Ayesa Febrianti
Assalamualaikum wr. wb.
Selamat pagi.. mohon maaf mengganggu waktunya. Saya Lutfia Nikmatul F, Mahasiswi IAIN METRO. Saat ini saya sedang melaksanakan penelitian skripsi tentang pembelajaran bahasa inggris secara online. Dan saya membutuhkan responden yang merupakan siswa dari Ma maarif 09 ktgjh untuk diwawancarai secara online melalui WhatsApp. Apakah anda berkenan untuk diwawancarai?
Sebelumnya terimakasih...
Waalaikumsalam warahmatullahi wabarakatuh Izin menjawab, saya bersedia untuk di wawancarai kak
Sistematis wawancara.
1. Topik dari wawancara adalah tentang "pembelajaran bahasa inggris selama kelas online".
2. Sebelum menjawab pertanyaan, tuliskan nama lengkap dan tanggal interview.
3. Interview terdiri dari 6 pertanyaan yang harus dijawab by oral (lisan) melalui vn atau recording (rekamanan)
Pertanyaan
1. apa yang anda rasakan perihal belajar bahasa inggris selama kelas online?
2. Apa yang anda ketahui tentang pembelajaran bahasa inggris?
3. Strategi belajar apa yang digunakan oleh guru selama kelas online?
4. Menurut anda, strategi apa yang paling nyaman digunakan dalam proses pembelajaran?
5. Apakah anda memahami materi yang telah di sampaikan oleh guru selama kelas online?
6. Apasajakah kendala yang anda hadapi ketika kelas online?
Ayesa febriyanti
12 oktober 2022

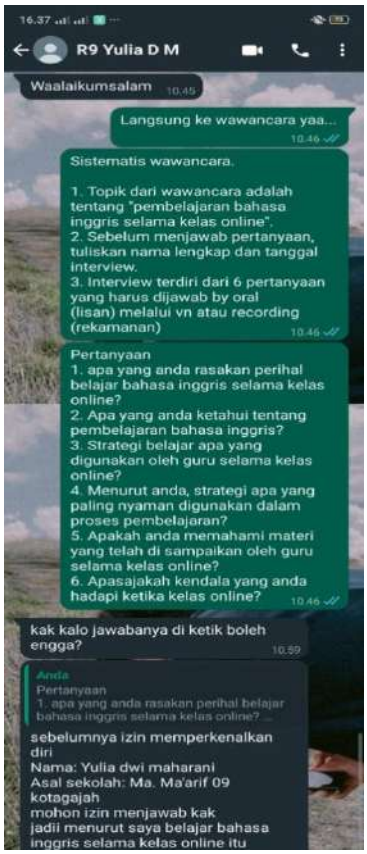

R8 Khoirunnisa S
Assalamualaikum wr. wb.
Selamat pagi.. mohon maaf mengganggu waktunya. Saya Lutfia Nikmatul F, Mahasiswi IAIN METRO. Saat ini saya sedang melaksanakan penelitian skripsi tentang pembelajaran bahasa inggris secara online. Dan saya membutuhkan responden yang merupakan siswa dari Ma maarif 09 ktgjh untuk diwawancarai secara online melalui WhatsApp. Apakah anda berkenan untuk diwawancarai?
Sebelumnya terimakasih...
Waalaikumsalam we. Wb
Insyaallah saya berkenan
Okee...
Sistematis wawancara.
1. Topik dari wawancara adalah tentang "pembelajaran bahasa inggris selama kelas online".
2. Sebelum menjawab pertanyaan, tuliskan nama lengkap dan tanggal interview.
3. Interview terdiri dari 6 pertanyaan yang harus dijawab by oral (lisan) melalui vn atau recording (rekamanan)
Pertanyaan
1. apa yang anda rasakan perihal belajar bahasa inggris selama kelas online?
2. Apa yang anda ketahui tentang pembelajaran bahasa inggris?
3. Strategi belajar apa yang digunakan oleh guru selama kelas online?
4. Menurut anda, strategi apa yang paling nyaman digunakan dalam proses pembelajaran?
5. Apakah anda memahami materi yang telah di sampaikan oleh guru selama kelas online?
6. Apasajakah kendala yang anda hadapi ketika kelas online?

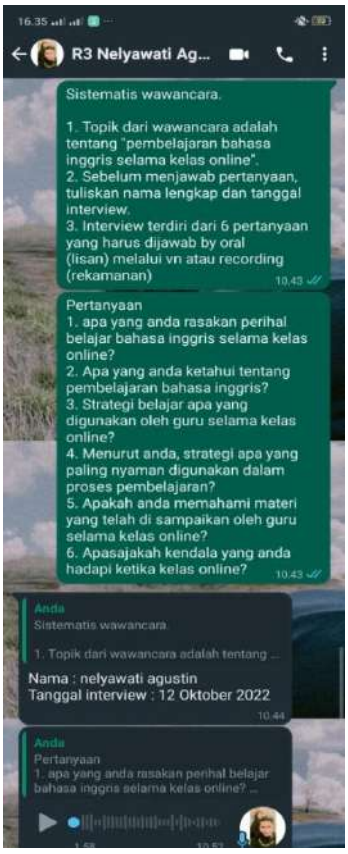

R1 Bagas Reka P...
Sistematis wawancara.
1. Topik dari wawancara adalah tentang "pembelajaran bahasa inggris selama kelas online".
2. Sebelum menjawab pertanyaan, tuliskan nama lengkap dan tanggal interview.
3. Interview terdiri dari 7 pertanyaan yang harus dijawab by oral (lisan) melalui vn atau recording (rekamanan)
Anda menghapus pesan ini
Jika pertanyaan yg kurang paham, dapat bertanya yaa...
Pertanyaan
1. apa yang anda rasakan perihal belajar bahasa inggris selama kelas online?
2. Apa yang anda ketahui tentang pembelajaran bahasa inggris?
3. Strategi belajar apa yang digunakan oleh guru selama kelas online?
4. Menurut anda, strategi apa yang paling nyaman digunakan dalam proses pembelajaran?
5. Apakah anda memahami materi yang telah di sampaikan oleh guru selama kelas online?
6. Apasajakah kendala yang anda hadapi ketika kelas online?

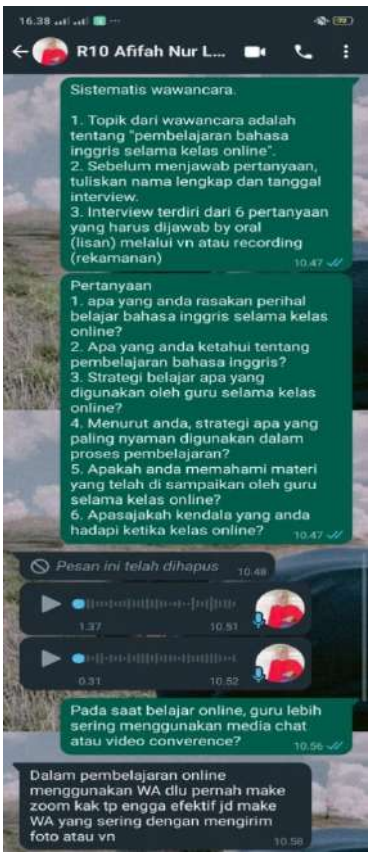

R7 Nur Latifatul
Sistematis wawancara.
1. Topik dari wawancara adalah tentang "pembelajaran bahasa inggris selama kelas online".
2. Sebelum menjawab pertanyaan, tuliskan nama lengkap dan tanggal interview.
3. Interview terdiri dari 6 pertanyaan yang harus dijawab by oral (lisan) melalui vn atau recording (rekamanan)
Pertanyaan
1. apa yang anda rasakan perihal belajar bahasa inggris selama kelas online?
2. Apa yang anda ketahui tentang pembelajaran bahasa inggris?
3. Strategi belajar apa yang digunakan oleh guru selama kelas online?
4. Menurut anda, strategi apa yang paling nyaman digunakan dalam proses pembelajaran?
5. Apakah anda memahami materi yang telah di sampaikan oleh guru selama kelas online?
6. Apasajakah kendala yang anda hadapi ketika kelas online?
Izin memperkenalkan diri nama :nur latifatul milati
Kls : XII IPA 1
1.yang saya rasakan selama belajar online kurang paham tentang apa yang dipelajari .
2.kurang faham kak krna bahasanya tidak di pakai sehari-hari ,dan sulit difahami.
3.belajar dialog bersama teman dikirim menggunakan voice note .
4.belajar secara tatap muka kak krna lebih mudah difahami kalo daring lebih mengandalkan Goggle .
5.tidak kak.
6.paketan terutama kak.
Pada saat pembelajaran, guru lebih sering menggubakan online chat atau videoconverence?
Anda
Pada saat pembelajaran, guru lebih sering menggubakan online chat atau videoconverence?
Kadang online cht kadang Vidio di YouTube


R5 M Misbahul...
Sistematis wawancara.
1. Topik dari wawancara adalah tentang "pembelajaran bahasa inggris selama kelas online".
2. Sebelum menjawab pertanyaan, tuliskan nama lengkap dan tanggal interview.
3. Interview terdiri dari 6 pertanyaan yang harus dijawab by oral (lisan) melalui vn atau recording (rekamanan)
Pertanyaan
1. apa yang anda rasakan perihal belajar bahasa inggris selama kelas online?
2. Apa yang anda ketahui tentang pembelajaran bahasa inggris?
3. Strategi belajar apa yang digunakan oleh guru selama kelas online?
4. Menurut anda, strategi apa yang paling nyaman digunakan dalam proses pembelajaran?
5. Apakah anda memahami materi yang telah di sampaikan oleh guru selama kelas online?
6. Apasajakah kendala yang anda hadapi ketika kelas online?
Nama: Muhammad misbahul munir
Tanggal interview:12 Oktober 2022
Pada saat pembelajaran guru lebih sering menggunakan media chat atau videoconverence?
Media chat kak


R2 Memorina
Assalamualaikum wr. wb.
Selamat pagi.. mohon maaf mengganggu waktunya. Saya Lutfia Nikmatul F, Mahasiswi IAIN METRO. Saat ini saya sedang melaksanakan penelitian skripsi tentang pembelajaran bahasa inggris secara online. Dan saya membutuhkan responden yang merupakan siswa dari Ma maarif 09 ktgjh untuk diwawancarai secara online melalui WhatsApp. Apakah anda berkenan untuk diwawancarai?
Sebelumnya terimakasih...
waalaikumsalam wr.wb
pagi kak, ya saya berkenan untuk diwawancarai
Sistematis wawancara.
1. Topik dari wawancara adalah tentang "pembelajaran bahasa inggris selama kelas online".
2. Sebelum menjawab pertanyaan, tuliskan nama lengkap dan tanggal interview.
3. Interview terdiri dari 6 pertanyaan yang harus dijawab by oral (lisan) melalui vn atau recording (rekamanan)
Pertanyaan
1. apa yang anda rasakan perihal belajar bahasa inggris selama kelas online?
2. Apa yang anda ketahui tentang pembelajaran bahasa inggris?
3. Strategi belajar apa yang digunakan oleh guru selama kelas online?
4. Menurut anda, strategi apa yang paling nyaman digunakan dalam proses pembelajaran?
5. Apakah anda memahami materi yang telah di sampaikan oleh guru selama kelas online?
6. Apasajakah kendala yang anda hadapi ketika kelas online?
Memorina
12 Oktober 2022


R9 Yulia D M
Waalaikumsalam
Langsung ke wawancara yaa...
Sistematis wawancara.
1. Topik dari wawancara adalah tentang "pembelajaran bahasa inggris selama kelas online".
2. Sebelum menjawab pertanyaan, tuliskan nama lengkap dan tanggal interview.
3. Interview terdiri dari 6 pertanyaan yang harus dijawab by oral (lisan) melalui vn atau recording (rekamanan)
Pertanyaan
1. apa yang anda rasakan perihal belajar bahasa inggris selama kelas online?
2. Apa yang anda ketahui tentang pembelajaran bahasa inggris?
3. Strategi belajar apa yang digunakan oleh guru selama kelas online?
4. Menurut anda, strategi apa yang paling nyaman digunakan dalam proses pembelajaran?
5. Apakah anda memahami materi yang telah di sampaikan oleh guru selama kelas online?
6. Apasajakah kendala yang anda hadapi ketika kelas online?
kak kalo jawabanya di ketik boleh engga?
Anda
Pertanyaan
1. apa yang anda rasakan perihal belajar bahasa inggris selama kelas online? ...
sebelumnya izin memperkenalkan diri
Nama: Yulia dwi maharani
Asal sekolah: Ma. Ma'arif 09 kotagajah
mohon izin menjawab kak
jadii menurut saya belajar bahasa inggris selama kelas online itu


R3 Nelyawati Ag...
Sistematis wawancara.
1. Topik dari wawancara adalah tentang "pembelajaran bahasa inggris selama kelas online".
2. Sebelum menjawab pertanyaan, tuliskan nama lengkap dan tanggal interview.
3. Interview terdiri dari 6 pertanyaan yang harus dijawab by oral (lisan) melalui vn atau recording (rekamanan)
Pertanyaan
1. apa yang anda rasakan perihal belajar bahasa inggris selama kelas online?
2. Apa yang anda ketahui tentang pembelajaran bahasa inggris?
3. Strategi belajar apa yang digunakan oleh guru selama kelas online?
4. Menurut anda, strategi apa yang paling nyaman digunakan dalam proses pembelajaran?
5. Apakah anda memahami materi yang telah di sampaikan oleh guru selama kelas online?
6. Apasajakah kendala yang anda hadapi ketika kelas online?
Anda
Sistematis wawancara.
1. Topik dari wawancara adalah tentang ...
Nama : nelyawati agustin
Tanggal interview : 12 Oktober 2022
Anda
Pertanyaan
1. apa yang anda rasakan perihal belajar bahasa inggris selama kelas online? ...


R10 Afifah Nur L...
Sistematis wawancara.
1. Topik dari wawancara adalah tentang "pembelajaran bahasa inggris selama kelas online".
2. Sebelum menjawab pertanyaan, tuliskan nama lengkap dan tanggal interview.
3. Interview terdiri dari 6 pertanyaan yang harus dijawab by oral (lisan) melalui vn atau recording (rekamanan)
Pertanyaan
1. apa yang anda rasakan perihal belajar bahasa inggris selama kelas online?
2. Apa yang anda ketahui tentang pembelajaran bahasa inggris?
3. Strategi belajar apa yang digunakan oleh guru selama kelas online?
4. Menurut anda, strategi apa yang paling nyaman digunakan dalam proses pembelajaran?
5. Apakah anda memahami materi yang telah di sampaikan oleh guru selama kelas online?
6. Apasajakah kendala yang anda hadapi ketika kelas online?
Pesan ini telah dihapus
Pada saat belajar online, guru lebih sering menggunakan media chat atau video converence?
Dalam pembelajaran online menggunakan WA dlu pernah make zoom kak tp engga efektif jd make WA yang sering dengan mengirim foto atau vn

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

Nomor : B-0638/In.28/J/TL.01/02/2022
Lampiran : -
Perihal : **IZIN PRASURVEY**

Kepada Yth.,
KEPALA MA MAARIF 09
KOTAGAJAH
di-
Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami, atas nama :

Nama	:	**LUTFIA NIKMATUL FAUZIAH**
NPM	:	1801071031
Semester	:	8 (Delapan)
Jurusan	:	Tadris Bahasa Inggris
Judul	:	AN ANALYSIS OF TEACHER CREATIVITY STRATEGIES IN APPLYING A LESSON PLAN IN ENGLISH LEARNING DURING E-LEARNING CLASESS

untuk melakukan prasurvey di MA MAARIF 09 KOTAGAJAH, dalam rangka meyelesaikan Tugas Akhir/Skripsi.

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya prasurvey tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 22 Februari 2022
Ketua Jurusan,

Andianto M.Pd
NIP 19871102 201503 1 004

LEMBAGA PENDIDIKAN MA'ARIF NU
MA. MA'ARIF 9 KOTAGAJAH
TERAKREDITASI DENGAN NILAI B (84) NOMOR : 1347/BAN-SM/SK/2021
Jln. Pendidikan No. 07 Purworejo, Kec. Kotagajah Telp. (0725) 8003326
Website:www.ma-maarif9kotagajah.sch.id

Nomor : MA-h/ / 113/III/ 2022
Lampiran : -
Perihal : **SURAT BALASAN IZIN PRA-SURVEY**

Kepada Yth
Ketua Jurusan Tadris Bahasa Inggris IAIN Metro Lampung
di-
Tempat

Assalamualaikum Wr. Wb

Salam ta'zim dan silaturahim, teriring Do'a semoga kita selalu dalam petunjuk dan Ridho-Nya. Berdasarkan Surat Izin Prasurvey nomor : B-0638/ In.28/ J/ TL.01/ 02/ 2022, Tentang ini kami Kepala Madrasah Aliyah Ma'arif 9 Kotagajah Kabupaten Lampung Tengah menerangkan bahwa :

Nama	: **LUTFIA NIKMATUL FAUZIAH**
NPM	: 1801071031
Semester	: 8 (Delapan)
Jurusan	: Tadris Bahasa Inggris
Judul	: **AN ANALYSIS OF TEACHER CREATIVITY STRATEGIES IN APPLYING A LESSON PLAN IN ENGLISH LEARNING DURING E-LEARNING CLASESS**

Nama tersebut diatas telah diizinkan melaksanakan Pra-Research/ Pra-Survey di Madrasah Aliyah Ma'arif 9 Kotagajah dimulai pada 28 Februari 2022 sampai dengan selesai, guna untuk menyelesaikan Tugas Akhir / Skripsi .

Demikian Surat ini dibuat, semoga dapat dipergunakan sebagaimana mestinya.

Wallahulmuafiq Illa Aqwamithorieq
Wassalamualaikum Wr. Wb

Kotagajah, 04 SYA'BAN 1443 H
08 MARET 2022 M
Kepala Madrasah

DIDIK FITRI CAHYONO, S.Si

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

Nomor : B-2473/In.28.1/J/TL.00/06/2022
Lampiran : -
Perihal : **SURAT *BIMBINGAN SKRIPSI***

Kepada Yth.,
Syahreni Siregar (Pembimbing 1)
(Pembimbing 2)
di-
Tempat
Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

Nama	:	**LUTFIA NIKMATUL FAUZIAH**
NPM	:	1801071031
Semester	:	8 (Delapan)
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	Tadris Bahasa Inggris
Judul	:	AN ANALYSIS OF TEACHERS STARTEGIES IN TEACHING ENGLISH LEANING DURING ONLINE CLASS

Dengan ketentuan sebagai berikut :
1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
   a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
   b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 13 Juni 2022
Ketua Jurusan,

Andianto M.Pd
NIP 19871102 201503 1 004

Dokumen ini telah ditandatangani secara elektronik. Untuk memastikan keasliannya,silahkan scan QRCode.

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

Nomor : B-3895/In.28/D.1/TL.00/08/2022
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA MA MAARIF 09
KOTAGAJAH
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-3894/In.28/D.1/TL.01/08/2022, tanggal 16 Agustus 2022 atas nama saudara:

Nama	:	**LUTFIA NIKMATUL FAUZIAH**
NPM	:	1801071031
Semester	:	9 (Sembilan)
Jurusan	:	Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di MA MAARIF 09 KOTAGAJAH, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF TEACHER STRATEGIES IN TEACHING ENGLISH LEARNING DURING ONLINE CLASS".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 16 Agustus 2022
Wakil Dekan Akademik dan
Kelembagaan,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

LEMBAGA PENDIDIKAN MA'ARIF NU
MA. MA'ARIF 9 KOTAGAJAH
TERAKREDITASI DENGAN NILAI B (84) NOMOR : 1347/BAN-SM/SK/2021
Jln. Pendidikan No. 07 Purworejo, Kec. Kotagajah Telp. (0725) 8003326 *Website: maarif9kotagajah.sch.id*
Email. maarif9kotagajah@gmail.com

Nomor : MA-h/ 079/ IX/ 2022
Lampiran : -
Perihal : **BALASAN SURAT IZIN RESEARCH**

Kepada Yth
Ketua Jurusan IAIN Metro Lampung
di-
Tempat

Assalamualaikum Wr. Wb

Salam ta'zim dan silaturahim, teriring Do'a semoga kita selalu dalam petunjuk dan Ridho-Nya. Berdasarkan Surat Izin dengan nomor : B-3895/In.28/D.1/TL.01/08/2022, Dengan ini kami Kepala Madrasah Aliyah Ma'arif 9 Kotagajah Kabupaten Lampung Tengah menerangkan bahwa :

Nama	: **LUTFIA NIKMATUL FAUZIAH**
NIM	: 1801071031
Semester	: 9 (Sembilan)
Jurusan	: Tadris Bahasa Inggris
Dengan Judul	: "*An Analysis Of Teacher Strategies In Teaching English Learning During Online Class*"

Nama tersebut diatas telah diizinkan melaksanakan Research/Survey di Madrasah Aliyah Ma'arif 9 Kotagajah pada tanggal 26 September s.d 12 Oktober 2022 M, guna untuk menyelesaikan Tugas Akhir/ Skripsi.

Demikian Surat ini dibuat, semoga dapat dipergunakan sebagaimana mestinya.

Wallahulmuafiq Illa Aqwamithorieq
Wassalamualaikum Wr. Wb

Kotagajah, 26 Shafar 1444 H
23 September 2022 M
Kepala Madrasah

DIDIK FITRI CAHYONO, S.Si

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

SURAT TUGAS

Nomor: B-3894/In.28/D.1/TL.01/08/2022

Wakil Dekan Akademik dan Kelembagaan Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama	:	**LUTFIA NIKMATUL FAUZIAH**
NPM	:	1801071031
Semester	:	9 (Sembilan)
Jurusan	:	Tadris Bahasa Inggris

Untuk :

1. Mengadakan observasi/survey di MA MAARIF 09 KOTAGAJAH, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF TEACHER STRATEGIES IN TEACHING ENGLISH LEARNING DURING ONLINE CLASS".
2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal : 16 Agustus 2022

Mengetahui,
Pejabat Setempat

MADRASAH ALIYAH MA'ARIF 9 TERAKREDITASI (B) KOTAGAJAH

Wakil Dekan Akademik dan Kelembagaan,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Lutfia Nikmatul Fauziah
NPM : 1801071031

Jurusan : TBI
Semester : 8

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Dosen
1	14 Februari 2022	Syahreni Siregar, M.Hum.	- Perbaiki research question - Melengkapi referensi	
2	07 Maret 2022	Syahreni Siregar, M.Hum.	- Memperbaiki hasil data pra-survey pada bab 1 - Juga pada teknik pengumpulan data	
3	14 Maret 2022	Syahreni Siregar, M.Hum.	- Acc Seminar Proposal	

Mengetahui
Ketua Jurusan TBI

Andianto, M.Pd
NIP.19871102 201503 1 004

Dosen Pembimbing

Syahreni Siregar, M.Hum.
NIP.19760814 200912 2 004

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Lutfia Nikmatul Fauziah
NPM : 1801071031

Jurusan : TBI
Semester : 8

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Dosen
1.	Senin, 23 Mei 2022	Syahreni Siregar, M.Hum.	- Acc APD	

Mengetahui
Ketua Jurusan TBI

Andianto, M.Pd
NIP.19871102 201503 1 004

Dosen Pembimbing

Syahreni Siregar, M.Hum.
NIP.19760814 200912 2 004

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Lutfia Nikmatul Fauziah
NPM : 1801071031

Jurusan : TBI
Semester : 9

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Dosen
1	Monday 14/11 2022	1	Revise chapter IV (analyze the teacher's strategy) do observation!	
2	Monday 28/11 2022	1	- Revise the data (interview). - Conclusion	
3	Monday 05/12 2022	1	- Revise the abstract - Revise the conclusion - tidy up your typing.	
4	Monday 19/12 2022	1	Acc	

Mengetahui
Ketua Jurusan TBI

Andianto, M.Pd
NIP.19871102 201503 1 004

Dosen Pembimbing

Syahreni Siregar, M.Hum.
NIP.19760814 200912 2 004

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN
Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iain@metrouniv.ac.id

SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-1424/In.28/S/U.1/OT.01/11/2022

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama	: Lutfia Nikmatul Fauziah
NPM	: 1801071031
Fakultas / Jurusan	: Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2022 / 2023 dengan nomor anggota 1801071031

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 23 November 2022
Kepala Perpustakaan

Dr. As'ad, S. Ag., S. Hum., M.H., C.Me.
NIP. 19750505 200112 1 002

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

SURAT KETERANGAN BEBAS PUSTAKA

Yang bertanda tangan di bawah ini, Ketua Jurusan Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Institut Agama Islam Negri (IAIN) Metro menerangkan bahwa:

Nama : Lutfia Nikmatul Fauziah

NPM : 1801071031

Jurusan : Tadris Bahasa Inggris

Telah melakukan administrasi perpinjaman buku pada Jurusan/Prodi Tadris Bahasa Inggris. Demikian surat keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Metro, Desember 2022

Ketua Jurusan TBI

Andianto, M.Pd

NIP.198711022015031004

AN ANALYSIS OF TEACHER STRATEGIES IN ENGLISH LEARNING DURING ONLINE CLASS AT MA MA'ARIF 9 KOTAGAJAH

by Lutfia Nikmatul Fauziah 1801071031

Submission date: 20-Dec-2022 09:02AM (UTC+0700)
Submission ID: 1984797078
File name: 75._Lutfia_Nikmatul_F_1801071031.docx (143.46K)
Word count: 11941
Character count: 65039

AN ANALYSIS OF TEACHER STRATEGIES IN ENGLISH LEARNING DURING ONLINE CLASS AT MA MA'ARIF 9 KOTAGAJAH

ORIGINALITY REPORT

18%	17%	6%	5%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

1	repository.unikama.ac.id Internet Source	2%
2	etheses.iainponorogo.ac.id Internet Source	2%
3	ecampus.iainbatusangkar.ac.id Internet Source	2%
4	Submitted to IAIN Metro Lampung Student Paper	2%
5	etheses.uin-malang.ac.id Internet Source	1%
6	repository.uin-suska.ac.id Internet Source	<1%
7	eprints.walisongo.ac.id Internet Source	<1%
8	repository.radenintan.ac.id Internet Source	<1%
9	jurnal.konselingindonesia.com Internet Source	<1%

10	digilib.uinkhas.ac.id Internet Source	<1 %
11	ojs.umada.ac.id Internet Source	<1 %
12	repository.uinjambi.ac.id Internet Source	<1 %
13	ejournal.undiksha.ac.id Internet Source	<1 %
14	karyailmiah.unipasby.ac.id Internet Source	<1 %
15	repository.unmuhjember.ac.id Internet Source	<1 %
16	Salman Alfarisi, KHONSA ROFIDAH. "MENTORING MODEL AINUL YAKIN THERAPY ISLAMIC BOARDING SCHOOL IN IMPLEMENTING ISLAMIC VALUES IN THE COMMUNITIES OF KARANGTENGAH, TEPUS, GUNUNGKIDUL", Jurnal Bina Ummat: Membina dan Membentengi Ummat, 2022 Publication	<1 %
17	repository.iainbengkulu.ac.id Internet Source	<1 %
18	eprints.umm.ac.id Internet Source	<1 %
19	Submitted to Suleyman Demirel University	

	Student Paper	<1%
20	prosiding.unipma.ac.id Internet Source	<1%
21	Agus Sufyan, Didin Nuruddin Hidayat, Amany Lubis, Ummi Kultsum, Maya Defianty, Fadhilah Suralaga. "Implementation of E-Learning During a Pandemic: Potentials and Challenges", 2020 8th International Conference on Cyber and IT Service Management (CITSM), 2020 Publication	<1%
22	Anuradha Nayak, Akanksha Dubey, Mrinalini Pandey. "Work from home issues due to COVID-19 lockdown in Indian higher education sector and its impact on employee productivity", Information Technology & People, 2022 Publication	<1%
23	sipeg.unj.ac.id Internet Source	<1%
24	talenta.usu.ac.id Internet Source	<1%
25	Submitted to California State University, Sacramento Student Paper	<1%

26	ejournal2.undiksha.ac.id Internet Source	<1 %
27	mathnesia.org Internet Source	<1 %
28	Patrisius Anggri Prassetyo, Yuyun Yulia. "Teacher Strategy in Online Teaching and Learning: A Case Study in a Private Junior High School at Bantul", Tamansiswa International Journal in Education and Science, 2022 Publication	<1 %
29	jurnal.uisu.ac.id Internet Source	<1 %
30	repository.ar-raniry.ac.id Internet Source	<1 %
31	Rahmatika Kayyis. "STRUGGLE AND STRATEGIES FACED BY VOCATIONAL HIGH SCHOOL DURING THE COVID-19", ENLIT Journal, 2022 Publication	<1 %
32	repository.unisma.ac.id Internet Source	<1 %
33	Neolita Glasi Putri, Sri Rahayu, Yanti Sri Wahyuni. "PERAN GURU SOSIOLOGI MENINGKATKAN MOTIVASI BELAJAR SISWA SETELAH PEMBELAJARAN DARING DI SMA	<1 %

NEGERI 1 X KOTO KABUPATEN TANAH DATAR", Jurnal Pendidikan Sosiologi dan Humaniora, 2022
Publication

34	www.journal.staihubbulwathan.id Internet Source	<1%
35	Jamiludin Jamiludin, Darnawati Darnawati. "E-learning on History learning: Aspect of material, teacher, learning environment, and student", International Journal of Evaluation and Research in Education (IJERE), 2022 Publication	<1%
36	Submitted to Badan Pengembangan dan Pembinaan Bahasa Kementerian Pendidikan dan Kebudayaan Student Paper	<1%
37	Submitted to Hong Kong Baptist University Student Paper	<1%
38	Sutarto Sutarto, Dewi Purnama Sari, Irwan Fathurrochman. "Teacher strategies in online learning to increase students' interest in learning during COVID-19 pandemic", Jurnal Konseling dan Pendidikan, 2020 Publication	<1%
39	Submitted to Sriwijaya University Student Paper	<1%

jurnal.ideaspublishing.co.id

40	Internet Source	<1%
41	jurnaledukasia.org Internet Source	<1%
42	repo.uinsatu.ac.id Internet Source	<1%
43	Mardiah Mardiah, Askar Askar, Rustina Rustina. "Teachers' Strategy in Improving Students' Learning Achievement of Al-Qur'an and Hadits at Madrasah Tsanawiyah", INTERNATIONAL JOURNAL OF CONTEMPORARY ISLAMIC EDUCATION, 2020 Publication	<1%
44	dokumen.pub Internet Source	<1%
45	eprints.uny.ac.id Internet Source	<1%
46	media.neliti.com Internet Source	<1%
47	repository.uinbanten.ac.id Internet Source	<1%
48	repository.uinjkt.ac.id Internet Source	<1%
49	e-journal.undikma.ac.id Internet Source	<1%

50	ejournal.iainbengkulu.ac.id Internet Source	<1 %
51	hrmars.com Internet Source	<1 %
52	jett.labosfor.com Internet Source	<1 %
53	journal.ikipsiliwangi.ac.id Internet Source	<1 %
54	Submitted to The University of Manchester Student Paper	<1 %
55	doczz.net Internet Source	<1 %
56	e-journal.iainpekalongan.ac.id Internet Source	<1 %
57	ejournal.uin-suka.ac.id Internet Source	<1 %
58	ojs.fkip.ummetro.ac.id Internet Source	<1 %
59	proceeding.unnes.ac.id Internet Source	<1 %
60	repository.uhn.ac.id Internet Source	<1 %
61	riset.unisma.ac.id Internet Source	<1 %

62	seajbel.com Internet Source	<1%
63	ASTUTI Astuti. "MANAJEMEN PENGEMBANGAN SUMBER DAYA MANUSIA DI SEKOLAH", Adaara: Jurnal Manajemen Pendidikan Islam, 2018 Publication	<1%
64	ejournal.unib.ac.id Internet Source	<1%

Exclude quotes	On	Exclude matches	Off
Exclude bibliography	On		

CURRICULUM VITAE

Lutfia Nikmatul Fauziah was born in Nambah Dadi, October 12, 2000. She is the first daughter of Mr. Nawawi and Mrs. Eka Sumarni. She lives in Kota Sari I, Kotagajah, Lampung Tengah, Lampung. She graduate from SDN 3 Kotagajah in 2012. She continued her education at MTS Ma'arif 2 Kotagajah and graduated in 2015. She studied at SMAN 1 Tulang Bawang Tengah and graduated in 2018. After the school period, the writer continued her education at the undergraduate level at IAIN Metro Lampung by taking a concertation in the English Education Department, until now.