

**AN ANALYSIS OF PROBLEMS AND STRATEGIES USED BY  
TEACHERS IN LEARNING ENGLISH DURING THE COVID 19  
PANDEMIC**

**A THESIS**



**NURHIKMAH**

**ENGLISH EDUCATION DEPARTMENT  
FACULTY OF TEACHER TRAINING AND EDUCATION  
MUSLIM MAROS UNIVERSITY**

**2022**

**AN ANALYSIS OF PROBLEMS AND STRATEGIES USED BY  
TEACHERS IN LEARNING ENGLISH DURING THE COVID 19  
PANDEMIC**

**SKRIPSI**

Diajukan pada Program Studi Pendidikan Bahasa Inggris Fakultas  
Keguruan dan Ilmu Pendidikan Universitas Muslim Maros  
untuk Memenuhi Sebagian Persyaratan Guna  
Memperoleh Gelar Sarjana Pendidikan

**NURHIKMAH**

**NIM: 1788203022**

**PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
UNIVERSITAS MUSLIM MAROS  
2022**

## HALAMAN PERSETUJUAN

Skripsi dengan judul **“An Analysis Of Problems And Strategies Used By Teachers In Learning English During The Covid 19 Pandemic”**.

Atas nama Mahasiswa

**Nama Mahasiswa : Nurhikmah**

**Nomor Induk Mahasiswa : 17 882030 22**

**Fakultas : Keguruan dan Ilmu Pendidikan**

**Program Studi : Pendidikan Bahasa Inggris**

Setelah diteliti dan diperiksa, maka Skripsi ini telah memenuhi syarat untuk disetujui.

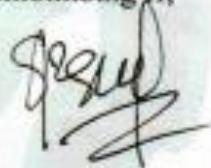
Maros, 8 Januari 2022

Pembimbing I,



Nuraeni, S.Pd., M.Pd

Pembimbing II,



Sitti Aisyah, S.Pd., M.Pd

Mengetahui,

Dekan Fakultas Keguruan dan Ilmu Pendidikan  
Universitas Muslim Maros,

  
Fitra Wahyudi, S.Pd., M.Hum

NIDN: 0926059001

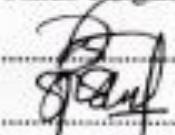
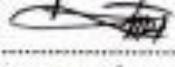
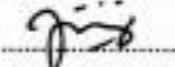
**HALAMAN PENGESAHAN**  
**SKRIPSI**  
**AN ANALYSIS OF PROBLEMS AND STRATEGIES USED**  
**BY TEACHERS IN LEARNING ENGLISH DURING**  
**THE COVID 19 PANDEMIC**

disusun oleh:

Nurhikmah  
1788203022

Telah diujikan dan diseminarkan  
pada tanggal 24 Februari 2022

**TIM PENGUJI**

Nama	Jabatan	Tanda Tangan
Nuraeni, S.Pd.,M.Pd.	Ketua	
Sitti Aisyah,S.Pd.,M.Pd.	Anggota	
Zul Astri,S.S.,M.Hum.	Anggota	
Novalia Tanasy,S.Pd.,M.Pd.	Anggota	

Maros, 9 Maret 2022  
Fakultas Keguruan dan Ilmu Pendidikan  
Universitas Muslim Maros

Dekan,

  
Fauziyah Lidi,S.Pd.,M.Hum.  
NIDN: 0926059001

## **MOTTO AND DEDICATION**

### **MOTTO**

“Strive not to be a success, but rather to be of value”

(Albert Einstein)

### **DEDICATION**

The researcher faithfully supports this thesis to:

1. To my family especially my mother and father,
2. Thank you to the two supervisor who has guided me.,

## ABSTRAK

**Nurhikmah. 2022.** An analysis of problems and strategies used by teachers in learning english during the covid 19 pandemic (dibimbing oleh Nuraeni dan Sitti Aisyah)

Penelitian ini bertujuan untuk menganalisis masalah dan strategi guru dalam pembelajaran bahasa Inggris selama pandemi covid 19. Metode yang digunakan dalam penelitian ini adalah deskriptif kualitatif. Penelitian ini berlokasi di tiga sekolah yang lokasinya yaitu SMPN 10 Bantimurung, SMP IT An-Nas Sikapaya dan MTS Darussalam Barandasi. Pengumpulan data dilakukan dengan wawancara, data tersebut direkam menggunakan handphone. Sampel penelitian ini adalah guru bahasa inggris di sekolah tersebut. Hasil penelitian menunjukkan bahwa pembelajaran selama pandemi covid 19 dilakukan secara online, adapun masalah yang didapatkan dalam hasil penelitian yaitu banyak siswa yang tidak mengerjakan tugasnya, masih ada yang belum memiliki handphone pribadi dan jaringan yang tidak mendukung, strategi yang digunakan guru tersebut adalah menghubungi satu persatu dan menanyakan apa saja yang kurang dipahami.

Kata Kunci : Masalah, Strategi Guru

## ABSTRACT

**Nurhikmah. 2022.** An analysis of problems and strategies used by teachers in learning english during the covid 19 pandemic (supervised by Nuraeni and Sitti Aisyah)

This study aims to analyze the problems and strategies of teachers in learning English during the covid 19 pandemic. The method used in this research is descriptive qualitative. This research is located in three schools, namely SMPN 10 Bantimurung, SMP IT An-Nas Sikapaya and MTS Darussalam Barandasi. The data was collected by interview, the data was recorded using a mobile phone. The sample of this research is the English teacher at the school. The results showed that learning during the covid 19 pandemic was carried out online, as for the problems obtained in the results of the study, namely many students did not do their assignments, there were still those who did not have personal cellphones and unsupported networks, the strategy used by the teacher was to contact one by one. and ask anything that is not understood.

Keywords: Teacher Problems, Strategies

## PERNYATAAN KEASLIAN

Yang bertanda tangan di bawah ini:

Nama : Nurhikmah  
NIM : 1788203022  
Tempat/Tanggal Lahir : Maros, 26 Oktober 1999  
Jurusan : Fakultas Keguruan Dan Ilmu Pendidikan  
Program Studi : Pendidikan Bahasa Inggris  
Alamat : Dusun Bontokappong, Desa Tukamasea,  
Kecamatan Bantimurung, Kabupaten Maros

Menyatakan dengan sebenarnya bahwa skripsi dengan judul “AN ANALYSIS OF PROBLEMS AND STRATEGIES USED BY TEACHERS IN LEARNING ENGLISH DURING THE COVID 19 PANDEMIC ” adalah benar asli karya **saya dan bukan jiplakan ataupun plagiat dari karya orang lain.**

**Jika kemudian hari terbukti bahwa pernyataan saya ini tidak benar, maka saya bersedia menerima sanksi akademik berupa batalnya gelar saya, maupun sanksi pidana atas perbuatan saya tersebut.**

**Demikian pernyataan ini saya buat atas kesadaran saya sebagai civitas akademik Fakultas Keguruan dan Ilmu Pendidikan Universitas Muslim Maros.**

Maros, 03 Januari 2022

Yang Membuat,

Materai  
6000

Nurhikmah

## PERSETUJUAN PUBLIKASI UNTUK KEPENTINGAN AKADEMIK

Sebagai civitas akademik FKIP UMMA, saya yang bertanda tangan di bawah ini:

Nama : Nurhikmah

NIM : 17 88203 022

Program Studi : Pendidikan Bahasa Inggris

Demi pengembangan ilmu pengetahuan, saya menyetujui untuk memberikan kepada STKIP YAPIM Maros **Hak Bebas Royalti Noneksklusif (Non-exclusive Royalty-Free Right)** atas skripsi saya yang berjudul:

**“AN ANALYSIS OF PROBLEMS AND STRATEGIES USED BY TEACHERS IN LEARNING ENGLISH DURING THE COVID 19 PANDEMIC”** beserta perangkat yang ada (jika diperlukan). Dengan Hak Bebas Royalti Noneksklusif ini FKIP UMMA berhak menyimpan, mengalih media/formatkan, mengelola dalam bentuk pangkalan data (*database*), merawat, dan mempublikasikan skripsi saya selama tetap mencantumkan nama saya sebagai penulis/pencipta dan sebagai pemilik Hak Cipta.

Demikian pernyataan ini saya buat dengan sebenarnya.

Dibuat di : Maros

Pada tanggal : 03 Januari 2022

Menyetujui

Pembimbing I,

Yang membuat pernyataan,

**(Nuraeni, S.Pd.,M.Pd)**

NIDN : 0913078003

**(Nurhikmah)**

NIM : 17 88203 022

## **ACKNOWLEDGMENT**

First, thanks for the presence of Allah SWT for his blessings so that the author can complete a proposal entitled "ANALYSIS OF PROBLEMS AND STRATEGIES USED BY TEACHERS IN LEARNING ENGLISH DURING COVID 19 PANDEMIC IN SMPN 10 BANTIMURUNG". Don't forget to send greetings and prayers to the Prophet Muhammad SAW who sent us from a life full of darkness to a life that is blessed by Allah SWT, insha Allah.

Second, the author would like to express my deepest gratitude to my parents, as well as my siblings who have given their sacrifices, trust, understanding, and prayers, so that researchers can complete this proposal. And don't forget to thank:

1. Prof. Nurul Ilmi Idrus, M.Sc., Ph.D., as the Rector of the Maros Muslim University.
2. Fitra Wahyudi, S.Pd., M.Hum as Dekan of the FKIP of the Muslim University of Maros.
3. Sitti Aisyah, S.Pd., M.Pd., As the Head of the English Language Education Study Program.
4. Nuraeni, S.Pd., M. Pd., As the first supervisor who always spends her time, energy and thoughts in guiding researchers so that this proposal can be completed on time.
5. Sitti Aisyah, S.pd., M.Pd., as the second supervisor who always provides directions and directions to the author in completing this proposal.

6. Ladies and gentlemen, Maros Muslim University lecturers who I cannot mention one by one who have provided their knowledge to researchers in their education.
7. As well as fellow students of English Language Education FKIP Maros Muslim University who assisted the author in completing this proposal. Thank you very much for your support and assistance. Researchers always remember the help and support that is always given to researchers, thank you.

Nurhikmah

## TABLE OF CONTENTS

<b>COVER .....</b>	<b>i</b>
<b>APPROVAL SHEET .....</b>	<b>ii</b>
<b>LEGALIZATION SHEET .....</b>	<b>iii</b>
<b>MOTTO AND DEDICATION.....</b>	<b>iv</b>
<b>ABSTRAK .....</b>	<b>v</b>
<b>ABSTRACT.....</b>	<b>vi</b>
<b>DECLARATION OF AUTHENTICITY .....</b>	<b>vii</b>
<b>APPROVAL OF PUBLICATION.....</b>	<b>viii</b>
<b>ACKNOWLEDGMENT .....</b>	<b>ix</b>
<b>TABLE OF CONTENTS.....</b>	<b>xi</b>
<b>LIST OF APPENDIX .....</b>	<b>xii</b>
<b>CHAPTER I INTRODUCTION.....</b>	<b>1</b>
A.Background of Study .....	1
B.Research Question .....	5
C.Research Objectives .....	5
D. Significance of Research .....	5
E. Definition of Term .....	6
<b>CHAPTER II RELATED OF LITERATURE REVIEW .....</b>	<b>8</b>
A. Theoretical Framework .....	8
B. Conceptual Framework.....	18
C. Previous Finding.....	18

<b>CHAPTER III METHODOLOGY .....</b>	<b>24</b>
A. Research type and design .....	24
B. Location and Time of Research.....	25
C.Population and Sample .....	25
D. Research Implementation Procedure.....	26
E. Research Instrument and Data Collection Techniques.....	27
F. Data Analysis Techniques.....	29
<b>CHAPTER IV RESEARCH RESULTS .....</b>	<b>31</b>
A. Research Result .....	31
B. Discussion.....	38
<b>CHAPTER V CONCLUSION AND SUGGESTION .....</b>	<b>43</b>
A. Conclusion .....	43
B. Suggestion.....	43
<b>REFERENCES.....</b>	<b>45</b>
<b>APPENDIX .....</b>	<b>50</b>

## **LIST OF APPENDIX**

<b>Appendix 1. Transcript.....</b>	<b>51</b>
<b>Appendix 2. Documentation .....</b>	<b>76</b>

## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of Study**

Starting in early 2020, the world was shocked by the outbreak of the Corona virus (COVID-19) which has almost infected all countries in the world. The world is included in a global emergency regarding this virus. The corona virus that attacks the respiratory system has recorded more than 28 million cases from 213 countries in the world that have been infected (WHO 2020). In Indonesia, positive cases of corona virus infection continue to increase in the spread of the COVID-19 virus. Furthermore, WHO, 2020 said that the number of cases exposed to Covid-19 in Indonesia until Monday, November 9 2020 reached 440,569 cases or 8 months after Covid-19 entered the country.

Due to the COVID-19 pandemic, all operating systems such as in the government, economy, and education in Indonesia have been disrupted.

As of March 11, 2020, the President of the Republic of Indonesia has implemented a policy to temporarily close the teaching and learning process in schools and universities which urges students to study at home, and replace it with online learning to break the chain of the spread of the corona virus.

Quoted from the WHO China Joint Mission on Coronavirus Disease report, 2019 sufferers of COVID-19 generally experience signs and symptoms, including mild respiratory symptoms and fever, an average of 5-6 days after infection (average incubation period of 5-6 days), range 1-14 days.

To reduce transmission of the covid 19 virus, the community is taking measures to limit social distance and also self-quarantine. According to Yuliana (2020) Social distancing is a term applied to certain actions taken by public health workers to stop or slow the spread of highly contagious diseases.

The Minister of Education and Culture of the Republic of Indonesia issued Circular Number 4 of 2020 concerning Education Policies in the Case of the Spread of Covid-19, which is a learning process carried out from home. The provisions are as follows: a. Home learning is done online / distance learning; b. Learning from home can focus on life skills education, including related to the Covid-19 pandemic; c. Home learning activities and assignments may vary between students, as seen from the interests and conditions of each student, including considering gaps in access / learning facilities at home; d. Learning outcomes from home are given qualitative feedback.

In educating students, teachers play an important role in school. The teacher in interactive teaching not only has educational and vocational roles but he must be a designer, programmer, diagnostic, researcher, organizer, manager, innovator, educator, and advisor (Illic, 1999). Moreover, during the Covid pandemic 19 teachers would have difficulty in the teaching process because of online learning. Problems will arise from online learning because some teachers are not used to it. According to Sugiyono (2009) a problem is defined as a deviation between what should be and what really

happens, between theory and practice, between rules and implementation, between plans and executors.

Teaching and learning English is not easy. With different skill levels and methods in each class, teachers must use effective strategies that allow students to learn the material. Teachers must be creative in choosing materials and be able to stimulate student interest. Therefore, teachers must manipulate several strategies to support the teaching and learning process. Strategies can make learning easier, faster, more fun, more independent, more effective, and easier to understand. (Oxford, 1990).

This is a challenge for all teachers, especially English teachers because language is learning that requires mastery of four skills. Learning English can be defined as the mastery of four skills. According to Richard & Schmidt (2002), skills in language teaching are how or how to use the language. The four language skills are listening, speaking, reading, and writing. The four skills are categorized into two categories, namely speaking and writing skills called active or productive skills, while reading and listening skills are called passive or receptive skills, Mohan (1986).

With that, teachers inevitably have to apply and adapt to online-based or e-learning classes in delivering English language materials ranging from listening, speaking, reading, and writing so that the teaching and learning process can continue. According to Abbad (2009) e-learning refers to the use of information and communication technology to enable access to online learning or teaching resources.

From preliminary observations, the researcher got a teacher's admission that he had a little difficulty in implementing online-based classes because he rarely used it. With a short period of time and without training, teachers must apply it immediately. In addition, some information from the teachers got some problems in online learning, especially at SMPN 10 Bantimurung, SMP IT An-Nas Sikapaya and MTS Darussalam Barandasi due to a lack of facilities and a less strategic location for the network. So that learning becomes limited. Of course, here the teacher needs adaptation and also a strategy for teaching English. For this reason, teachers must use appropriate strategies to adjust online learning during the Covid 19 period. According to Brown (2000) Strategies are specific methods for approaching a problem or task, operating methods to achieve a specific goal, plans designed to control and manipulate certain information.

Based on the description above, author are interested in observing and finding out what problems and strategies the teacher used in teaching English in the COVID-19 pandemic situation where there are many limitations. Therefore, researchers became curious and tried to research it with research.

## **B. Research Questions**

1. What are the teacher's problems on English learning classes during the COVID-19 pandemic ?
2. What are the teacher's strategies on English learning classes during the COVID-19 pandemic ?

## **C. Research Objectives**

1. to find out the problems of teacher's in English learning classes during the COVID-19 pandemic
2. to find out the teacher's strategies in learning English during the COVID-19 pandemic

## **D. Significance of The Research**

Based on the research objectives to be achieved, this research is expected to provide benefits in the world of education, either directly or indirectly. The benefits of this research are as follows:

### a. Theoretical Benefits

Theoretically, this research is expected to be useful, namely:

- a. can contribute ideas for updating the curriculum in junior high schools according to student needs.
- b. make scientific contributions in junior high school education, namely the use of social media as a means of learning.
- c. As reference material for further research on the full use of social media during a pandemic.

## 2. Practical Benefits

In practical terms this research can be useful as follows:

a. For writers

Can add insight into knowledge and contribute thoughts on how to use social media as learning during the Covid-19 pandemic.

b. For educators

Can increase knowledge and contribute thoughts on how to use social media as a medium of learning during the Covid-19 pandemic.

c. For students

Students as research subjects are expected to get fun and appropriate learning so that they are interested in learning English even during the Covid-19 pandemic.

d. For school

As a consideration in developing appropriate learning programs to develop student knowledge.

## E. Definition of Terms

### 1. Teacher

According to Harmer (1998) There are many metaphors that describe teachers as teachers as actors because they are always on stage, teachers are orchestra conductors because they direct the construction and set the pace and pitch and lastly teachers are gardeners because they plant seeds and then watch them grow.

## 2. Teaching Problem

According to Hudojo (1990) A problem is a statement to someone that that person does not have certain rules or laws that can be used immediately to find answers to these questions.

## 3. Teaching strategy

According to Gerlach and Ely (1990) Strategy is the method chosen to deliver learning methods in a particular learning environment. While the learning strategy includes the nature, scope, and sequence of learning activities that can provide a learning experience to students.

## 4. Learning

Learning is a process to involve one's memory related to the information learned, for example saying greetings, using language rules, and vocabulary. (Tomlinson, 1998).

## 5. Covid 19

COVID-19 was first reported from Wuhan, Hubei province, China, in December 2019 (Li X et al., 2020; Liu et al., 2020). Elderly people and some people with comorbidities are at a higher risk of contracting COVID 19 (WHO, 2020).

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. Theoretical Framework**

##### **1. Teacher**

Etymologically in English there are many terms related to teachers including Educator, Teacher, Instructor, Tutor, and so on. All of these words have almost the same meaning as guru, only the pronunciation is different. The word teacher is defined as someone who teaches, educator is defined as someone who has the responsibility of a job educating others, teacher means someone who teaches, while tutor is a teacher who teaches students or can also be called a private teacher. (Mohammad Ahyan, 2018)

According to Harmer (1998) There are many metaphors that describe teachers as actors because they are always above or in front of students, teachers are those who give direction to students because they direct construction and set the pace and pitch and lastly teachers are gardeners because they plant seeds and then watch them grow. In addition, teachers are people who are given the responsibility to become educators in education and are entitled to education and teaching in formal educational institutions.

Furthermore, instructors are professional educators whose responsibilities include educating, teaching, directing, assessing, and evaluating pupils in a variety of settings, including elementary schools, junior high schools, high schools, and universities. They also have a responsibility to supervise the class. In the teaching and learning process, the teacher must

provide facilities to students so that the teaching and learning process becomes easier, more active and comfortable.

The teacher is likened to a student journey guide based on experience and responsibility, therefore teachers need to foster student motivation to obtain optimal student learning outcomes.

## **2. Teaching Problem**

Improving the quality of learning English can be achieved if the background of learning difficulties is known. Information about learning difficulties can be used as a basis for determining objectives, methods, strategies, and learning materials relevant to the needs of graduates. For that, it is necessary to study the background of learning difficulties in English.

Based on preliminary observations, there are indications that the quality of students' mastery of English is very low. Most of the most basic teacher expressions and instructions are difficult for most students to understand, including difficulties in developing competency skills in reading, listening, speaking, and writing skills at the elementary level. Based on this phenomenon, the authors analyzed the students' learning difficulties in English. which in turn can be used as an improvement in the quality of learning.

However, the implementation of e-learning is not always smooth and effective. During the COVID-19 outbreak, schools and universities are rapidly implementing e-learning. Therefore, schools that have limited or no experience with e-learning and schools that have not prepared e-learning

resources have difficulty, especially when teachers do not understand how to use online applications (Zaharah & Kirilova, 2020). The integration of e-learning in the teaching and learning process is a complex phenomenon; as a result, many teachers may face various difficulties or challenges. These difficulties are also known as 'barriers' (Schoepp, 2005). Furthermore, another definition of a barrier is put forward by (Schoepp 2005), namely "any condition that makes it difficult to make progress or to achieve a goal.

The following factors contribute to learning difficulties: (1) motivation to learn; (2) the role of teachers and students in learning, (3) infrastructure, (4) learning materials, and (5) learning environment.

### **3. Teaching Strategies**

The approaches chosen to impart learning processes in a certain learning environment are known as strategies. The nature, breadth, and sequencing of learning activities that can give students with learning experiences are included in the learning strategy (Gerlach and Ely, 1990)

Strategy is included in the realm of learning design in the study of educational technology. The development of strategy as a science has developed throughout the world, including from the military to the educational realm in Indonesia. According to Uhl Chamot, A., and El- Dinary, P. B. (1999) learning strategies are methods or techniques that individuals use to improve their understanding and learning of information. In warfare, a strategy is needed to achieve victory. Likewise with the learning process, educators must identify everything related to the learning process to be carried out.

Educators need to know who the students are, how different their intelligence levels are, what family background they come from and how they are motivated.

Teaching strategies are learning activities that must be carried out by teachers and students in order to achieve the desired learning objectives. According to Brown (2000) A strategy is a unique approach to a problem, a mode of operation for achieving specific objectives, or a deliberate design for controlling and manipulating certain data. According to Haidir and Salim (2012) strategy is usually defined as a technique or method, which is a way to convey messages in terms of subject matter or do something to students to achieve predetermined learning objectives.

According to Seels and Richey (1994) defines the strategy as a specification for selecting and ordering events or activities in the lesson. In addition, strategy is a learning activity carried out by the teacher using methods to solve problems to achieve certain or desired goals.

According to Djamarah and Zain (1997) In learning activities, there are four fundamental techniques that include:

- a. Identify and determine the specifics of projected changes in student behavior and personality..
- b. Choosing a community-based teaching and learning approach aspirations and outlook on life.

- c. Select and determine procedures, methods, and lessons techniques that are considered the most effective and most appropriate so that they can be used as guidelines by teachers in carrying out teaching activities.
- d. Establishing success norms and minimal limits, as well as criteria and standards of success, for teachers to utilize as guidelines in evaluating the outcomes of teaching and learning activities that will be used as feedback to improve learning.

In teaching learning process, there are some teaching strategies that can be applied in the classroom there are:

- a. Cooperative learning

According to Amri and Ahmadi (2010) Cooperative learning is a teaching and learning technique that stresses collective attitudes or behavior in an ordinary work group of two or more people, and cooperative learning is defined as a learning system as a work or learning system in a group structure. According to Trianto (2009) cooperative learning comes from the word cooperative, which means maximizing student learning to improve academic abilities and understanding both individuals and groups and helping each other.

In addition, cooperative learning improves students' learning abilities so that students can better understand the learning that has been given by the teacher both individually and in groups. Next Wena (2009) cooperative learning is a group learning model that has certain principles. The basic principle of cooperative learning is that students form small groups and

teach or help others to achieve common goals, even in this learning students who understand the material will teach students who do not or do not understand the material being taught without feeling disadvantaged. Cooperative learning is the ability of students to find out whether they are capable or not. According to Hamzah B. Uno, 2008 that the teaching strategy is a tool that teachers will use to choose learning activities for use in the classroom learning process To achieve the targeted learning objectives, consideration is given to the circumstances, learning resources, needs, and characteristics of student.

According to Fisher and Schumaker (1995) graphic organizers are direct display information designed to provide benefits to students who have difficulty organizing information. According to Bromley, Irwin-DeVitis, and Modlo (1995) Graphic organizers can be categorized in many ways according to how they organize conceptual, sequential, or cyclical information.

In addition, teacher strategies in online learning to increase student interest in learning during COVID-19 are as follows: 1) Teacher strategies in online learning to foster interest in learning. 2) Give understanding and attention to students in any situation so that they must continue to learn. 3). Prepare learning materials that are short, clear, easy to understand, and interesting. 4) Choose simple and interesting learning media. 5) Conduct periodic evaluations and continue to evaluate, (Sutarto et.al, 2020:133).

#### **4. Learning**

Learning is a cognitive process that incorporates a person's memory associated with the information being learnt, such as greetings, linguistic rules, and vocabulary, for example. (Tomlinson, 1998). Language learning can be in the form of knowledge about language systems (language usage) and language use (language use). Modern language learning involves institutions, teachers, learners, and teaching (Richards, 2001) and prioritizes learning experiences, self-esteem, emotional involvement, connectedness of learning with thinking power, (representation of thinking through the use of visual senses, emotional association, and the use of inner sound power), communicative use of language, and learning materials that encourage learner creativity (Tomlinson & Masuhara, 2004).

Learning a language means learning a new culture, new ways of thinking, feeling, and acting (Brown, 2007). In this case, English as a foreign language is not easily learned by students in countries where English is not the main language in everyday life. Every student has a different learning style. So, they have different techniques and approaches in dealing with their own language learning difficulties, specifically in the process of learning English. Therefore, teachers are required to know students' learning styles so that they can use the right approach or strategy in the learning process. So that the teaching process will be evenly distributed.

During the Covid 19 pandemic, learning in schools such as learning English was also carried out by e-learning. But many teachers get into trouble

because they rarely use it. So that this research emerged to find out the problems experienced by teachers and strategies that would be suitable for use in e-learning learning.

According to Koran and Jaya Kumar C. (2002) defines e-learning as teaching and learning that uses electronic circuits (LAN, WAN, or internet) to convey learning content, interaction, or guidance to students. According to Soekartawi, Haryono and Librero (2002) e-Learning is a general term for all technology-supported learning using a range of teaching and learning tools such as telephone, audio and videotape links, teleconferencing, satellite transmission, and the more commonly known web-based training or assisted instruction computers are also commonly referred to as online courses.

According to Allan J (2003), e-Learning can be defined as distance learning using the internet or computer technology. E learning is learning that is carried out indirectly which is assisted by the internet network and through various social media such as the WhatsApp application which is widely used by teachers as a means of communication today.

As for some of the benefits of e-learning according to Rohmah (2016) are:

- a. The existence of e-learning can shorten learning time and make study costs more economical.
- b. E-learning facilitates interaction between students, teachers and material.
- c. Students can share information with each other and can access learning materials at any time and can repeat it in such a condition that students can

further strengthen their mastery of the learning material that has been given.

- d. With e-learning the knowledge development process does not only occur in the classroom, but with the help of adequate computer and network equipment, students can be actively involved in the teaching and learning process.

## **5. Covid 19**

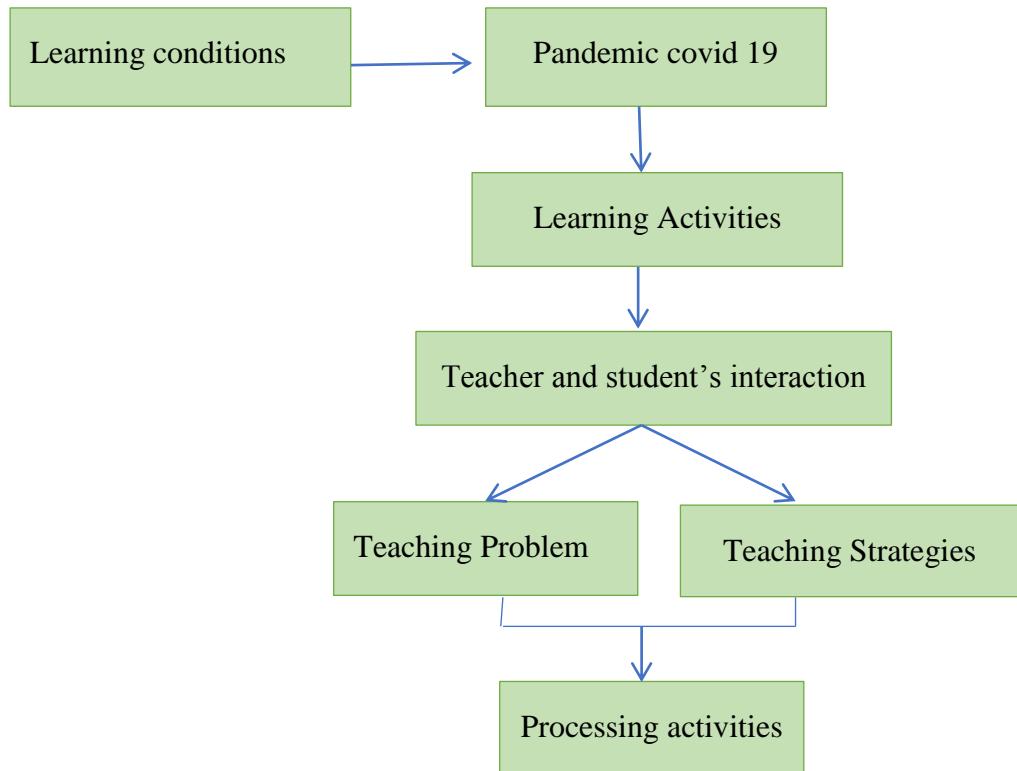
COVID-19 was first reported from Wuhan, Hubei province, China, in December 2019 (Li X et al., 2020; Liu et al., 2020). Elderly people and some people with comorbidities are at a higher risk of contracting COVID 19 (WHO, 2020). The rapid spread of the disease is accompanied by the addition of cases that are still increasing, including in Indonesia, and the variety of clinical manifestations of Covid19 has the potential for a collapse of the health system (Vollono et al., 2020).

According to Wu Wenjuan, a senior doctor at Wuhan Jinyintan Hospital, the first patient was an elderly person who was initially under medical treatment for Alzheimer's disease before being picked up by the Covid-19 virus and eventually died because there was no cure for Covid-19. The first patient does not mean he was the first to spread this virus. Like the case of the typhoid epidemic in New York in 1906. This plague attacked wealthy New York families from the results of the plague specialist doctors spread by Mary Mallon, an immigrant from Ireland who later in New York worked as a cook for wealthy families. Wherever Mallon works, that's where the type of disease

attacks his employers. And Mallon himself since the plague appeared until the outbreak of the plague, he did not have any symptoms associated with the typhoid fever outbreak. Similar to this case of Covid-19, patient zero, which is the starting point for its spread, can be done if scientists want. However, the Chinese government refused to carry out a search for patient zero, citing fears it would lead to disinformation about the disease or even victimization of patient zero.

According to Relman. E, (2020) At first, it was unclear whether or not this virus could be spread through humans. The number of instances continues to rise on a regular basis. Finally, it was established that pneumonia may be transmitted from person to person. According to Oktaria & Putra, 2020 The covid-19 outbreak requires everyone to keep their distance and the effects can be felt firsthand in life. So that students become one of the victims of the effects of the educational environment, they are given a day off and are replaced by learning from home.

## B. Conceptual Framework



## C. Previous Finding

Previously, in order to avoid unnecessary replication, researcher reviewed several studies related to this study. The researcher can make a comparison of the results of each strategy used by the teacher in the English e-learning classroom method, and also the researcher can conclude what strategies can help the teacher in the e-learning classroom.

Tari Putri Utami (2020) conducted a study entitled “An Analysis Of Teachers’ Strategies On English E-Learning Classes During Covid-19 Pandemic”. This research is a field research with a qualitative approach. Data collection techniques in this study were observation, documentation and interviews. The results showed that teachers used different strategies because

the expected output skills were different, for writing skills teachers used 3 strategies, namely planning, drafting, and editing. Teaching strategies through e-learning classes during the COVID-19 pandemic are very helpful for teachers in the teaching and learning process to achieve learning goals.

Ria Puji Lestari, Muhammad Asrori, and Hefy Sulistyawati (2019) had a study about teacher's strategies. The purpose of their study was to determine the strategies of teaching English applied in terms of teaching planning, teaching implementation, and teaching assessment. Student responses to knowing the implementation of teaching strategies. This research is a qualitative research with a case study involving English teachers in grades VII, VIII and IX. The participants of this study were English teachers. Data collection methods are observation and interviews

Furthermore, there was research from Sarjan (2017) entitled "An Analysis On The English Teachers Strategies In Teaching Reading Comprehension At The Second Grade Students of Junior High School 1 Of Wonomulyo". The subject of this research was English teacher in Junior High School 1 of Wonomulyo. The instrument of this research were observation ceklist and interview. The result of the research found that two strategies that the teacher used, Scaffolding and QARs ( Question Answer Relationship). Scaffolding strategy student can develop about idea which readable by the student. QARs ( Question Answer Relationship), the teacher able to know how far their students understand what the teacher has given to them.

Syathroh, Bachrudin Mustafa, and Pupung Purnawarman (2019)

Investigated Indonesian Teachers' Strategies of Teaching English In Mixed Ability Classes. This study examines the teaching strategies used by sepuluh English teachers in Cimahi as respondents. The questionnaire is used as an instrument. by using descriptive analysis, the research results show that most lecturers view english language teaching at MAC as providing both advantages and disadvantages. Most of them admit that MAC provides a greater opportunity to teach innovation and creativity so that they can develop themselves professionally. However, there are still many who experience obstacles in classroom management such as: controlling student discipline, maintaining student interest, carrying out effective learning, correcting mistakes and choosing class materials. Implementing teacher training programs, classroom action research and student placement tests is suggested to avoid a variety of mac.

Idham Syaputra (2014) Strategi Pembelajaran Bahasa Inggris Sebagai Bahasa Asing Dalam Meningkatkan Kemampuan Berbahasa Siswa (*Strategy Of Learning English As A Foreign Language In Increasing Student Language Abilities*). The purpose of this research is to identify and describe the strategies applied and the problems faced by teachers in conducting e-learning during the Covid-19 outbreak. The research results show that there are three teaching strategies applied by the teacher; namely: implementing online chat only, using video conferencing, and combining online chat and video conferencing in the online teaching and learning process. Some problems also appear during e-

learning, a total of 6 problems. Teaching problems that arise include: the inability of teachers to access technology, school facilities to support e-learning, difficulties in explaining material, student limitations in accessing the internet, family backgrounds of economically disadvantaged students, and the support system of parents. nevertheless, teachers express that the e-learning system eases their responsibilities in carrying out the teaching and learning process during the covid-19 outbreak.

Andi Asywid Nur (2020) *Problematika Guru Dalam Pembelajaran Daring Di Tengah Pandemi Covid-19 (Studi Kasus Guru Ips Smpn 3 Selayar)*  
*Teacher Problems In Online Learning In The Middle Of The Covid-19 Pandemic (Case Study Of Ips Teachers Smpn 3 Selayar)* The results of this study are (1) Inadequate internet network access survived the bold learning process. (2) The teacher is a "debt collector" that is, in carrying out the teaching and learning process boldly, the teacher only gives assignments individually continuously and collects the task at the specified time. (3) In the implementation of online learning, the teacher still stutters in mastering technology so that in the implementation of online learning it is still difficult to choose the relevant application and the teaching method is still varied. (4) The implementation of bold learning greatly affects the psychological condition of students where in learning the brave students experience boredom and are lazy to follow the lesson. The teacher's practical solution in implementing bold learning is by applying attractive learning by visiting from home to home

where in the offline learning process students are very active in the learning process.

Andri Anugraha (2020) Barriers, Solutions and Expectations of Online Learning During the Covid 19 Pandemic By Elementary School Teachers Having students who have cellphones have internet connections that do not support so hampered in sending tasks due to poor signal. The data even further explains that for some students they do not have their own cellphones, so they have to borrow and internet quota limitations and not all students' parents understand the use of cellphones. Students also have to wait for their parents to come home from work in order to collect their assignments. Parents are often impatient in accompanying their children to study there are also parents who accompany their children at night because they have to work first.

Rochyani Lestiyawati, Arif Widjantoro (2020) Strategies and Problems Faced by Indonesian Teachers in Conducting E-Learning System During COVID-19 Outbreak The online system impacted on the difficulty in explaining the materials, which was found as the third arisen problems in e-learning. There were a total of 85.7% of the teachers complaining the way they had to explain online. Some of the lessons had to be explained very clearly during the normal meeting. The teachers got frustrated in explaining them online for it was not easy to make sure that the students understood the explained materials. We could take the examples of chemistry, physics, and other numerical lessons which were not easy to be explained and understood by the students. As a result, in conducting e-learning, some of them only gave

assignments to students to do the task on books or other research. It was found that 44.7% of the teachers only gave the assignment, whereas 55.3% also explaining the materials online.

Furthermore, what distinguishes this study from previous research is that this study aims to analyze the problems and strategies used during the pandemic. The method used in this research is descriptive qualitative. This research is located at SMPN 10 Bantimurung. Data collection is done through interviews. The sample of this study were 3 English teachers.

## **CHAPTER III** **RESEARCH METHODOLOGY**

### **A. Research Type and Design**

#### **1. Research Type**

The author uses descriptive qualitative research that focuses on teacher strategies in online English classes in this study. This is an explanation of the teaching methods used at SMPN 10 Bantimurung, SMP It An Nas and MTS Darussalam Barandasi. Teachers in this online class use qualitative research to determine students' abilities. According to Sugiyono (2011), qualitative research methods are research methods based on the post positivism philosophy, used to examine the condition of natural objects, (as opposed to experiments) where the researcher is the key instrument, data sampling is done purposively and snowball, research techniques with triangulation (combined), data analysis is inductive or qualitative, and the results of qualitative research emphasize the meaning of generalization.

Therefore it can be concluded that descriptive qualitative attempts to define social phenomena. The main purpose of descriptive research is to clarify the current situation. Simply put, this is an investigation of evidence. Descriptive research results are certainly appropriate, but cause and effect relationships are not defined.

#### **2. Research Design**

This study uses a descriptive design because this research focuses on certain phenomena in the school environment. In this case, this phenomenon is a problem and the teacher's strategy in learning English in the Covid-19

condition so that learning is carried out online. Furthermore, the researcher observes and describes the phenomenon as clearly as possible without manipulation. Therefore, a suitable design to be used in conducting this research is descriptive research.

The research design consisted of two stages. The first is the observation of English teachers at SMPN 10 Bantimurung, SMP IT An Nas and MTS Darussalam Barandasi. The design of this research is descriptive qualitative with interviews and documentation.

## **B. Research Time and Place**

### 1. Research Time

This research will be carried out in June-July 2021 at SMPN 10 Bantimurung, SMP IT AN\_NAS Skapaya and MTS Darussalam because they have started school and learning will take place.

### 2. Research Place

This research will be carried out at the SMPN 10 Bantimurung school located in Bontokappong, Tukamasea Village, Bantimurung District, SMP IT AN-NAS Sikapayya located in Minasa Upa Village and MTS Darussalam located in Barandasi, Maros Regency.

## **C. Population and Sample.**

### 1. Population

The population in this study were three English teachers from different schools, SMPN 10 Bantimurung, SMP IT AN-NAS Attitude and MTS Darussalam Barandasi.

## 2. Samples

The sampling in this study was purposive sampling, namely English teachers at SMPN 10 Bantimurung, SMP IT AN-NAS Attitude and MTS Darussalam Barandasi.

## **D. Research Implementation Procedure.**

In general, the procedures in this study are as follows:

### 1. Research Preparation Stage.

- a. Applying for permission for preliminary observation at SMP Se-Maros District
- b. Initial observations
- c. Identification and selection of research problems
- d. Select procedures and sampling techniques to be used as informants
- e. Develop teacher interview questions collecting data
- f. analyze data
- b. make a research report
- me. make a conclusion.

### 2. Research Implementation Stage

#### a. Planning Stage

Ask permission and discuss it with the school and teachers concerned

#### b. Research Implementation Stage

- 1) Interviewing the English teacher at SMPN 10 Bantimurung
- 2) Record the interview
- 3) Documenting

- 4) Processing the results of the interview
  - c. Final round
    - 1) Provide conclusions based on validity that are processed from data processing
    - 2) Providing suggestions on aspects that need to be improved.

## **E. Research Instrument and Data Collection Techniques**

Research instruments are tools or facilities used by researchers to collect data. So that the research results are better, complete and systematic. So it's easy to work with. Instruments can be in the form of questionnaires, observations, interview guides, and tests. In this study, researchers used interview interview sheets and documentation.

### 1. Interview

Interviews are methods of data collection by asking informants questions and documenting or recording replies from informants. If the researcher wants to do a preliminary analysis to find the problem he wants to explore, and if the researcher wants to know more in-depth problems and the amount of people who have no details, interviews are used as a data collection tool. The interview approach used by the author is to use organize interviews.

According to Kvale (1996), interviewing is a dialogue that has the aim of gathering information in a phenomenon or a description of someone to be interviewed. In this study, wawancara dilakukan secara online karena aturan pembatasan di tengah pandemi covid 19interviews were conducted in the midst of the Covid 19 pandemic so they will be conducted online.

The interview is divided into three types, namely structured interviews, semi-structured interviews, and unstructured interviews.

In this study, the researcher used an unstructured interview technique and is one of the data collection techniques. This is based on research methods used by researchers largely depending on the researcher's understanding and the information data obtained from the interview.

## 2. Documentation

Documentation is derived from the word document, which refers to an item that has been well-written. Researchers analyze written materials such as magazines, notes, diaries, documents, minutes of meetings, regulations, and so on while using the documentation approach, (Arikunto, 2010).

The documentation strategy can be applied through (a) standard documentation that contains an overview or category for the material to be searched. (b) Researchers use check-list research with a documentation approach to obtain data in the form of images, which serve as evidence that the researchers conducted the right research. The documentation of this research is in the form of taking photos that the researcher has been thorough and the researcher writes the results of the interview for student learning activities, (Arikunto, 2010).

## **F. Data Analysis Techniques**

Data analysis is a very important part of research because analysis can provide meaning that is useful in solving problems in research. The meaning of As mentioned, data analysis is a procedure that officially details efforts to find themes and generate hypotheses (ideas) in order to provide assistance and themes ( Taylor 1975). Definition of analysis "data an attempt to locate and organize records of observations in a methodical manner, interviews, and others to improve Researcher's understanding of the case under study and presenting it as findings for others. Meanwhile, to increase understanding that analysis needs to be continued with effort looking for meaning", (Noeng Muhamad 1998)

### **1. Coding**

In qualitative research, data coding plays an important role in the process of analyzing data and determining research data. Code in qualitative research are words that symbolically summarize, highlight messages, capture the essence of some data, this coding can be based on language or visual data. In simpler language, code is a short word or phrase that contains the essence of a segment of data. analyze in more detail by encoding the data. Encoding is the process of processing material or information into written segments before interpretation (Rossman and Rallis, 1998). This step involves several stages, that is, the researcher will take written data or pictures that will be collected during the collection process, segment the sentences or images into categories

and then label the categories with certain terms which are often based on terms / languages that come from participants.

## 2. . Data Reduction

Reducing data means summarizing, choosing the main ones, focusing on the things that are important, and looking for themes and patterns. Thus the data that has been summarized will provide a clearer picture, and make it easier for researchers to conduct further data collection, and look for it if there is something needed by the researcher. Summarizing data can be assisted with equipment, such as computers, notebooks, cellphones and so on. In reducing data, researcher will be guided by what goals to be achieved. At this stage, the researcher obtained data from interviews with teachers that showed how the teacher's strategies were in the e-learning English class. In this step, the required data is entered while the irrelevant data is not used.

## 3. Conclusion

Conclusion is the final step in the data analysis process. In qualitative research, conclusions are new results that have never been found before. Findings can be descriptions of previously unknown things that become clear after further investigation. Conclusions can take the form of hypotheses or ideas, as well as casual or interactive interactions. At this point, the researcher is at the end of the process.

## **CHAPTER IV** **RESEARCH RESULTS**

### **A. Research Result**

The results of this study were obtained from observations and interviews, observations were made when the teacher was carrying out the learning process on Monday, June 28, 2021. Researchers conducted interviews with English teachers at SMPN 10 Bantimurung, SMP IT AN-NAS Attitude, and MTS Darussalam Barandasi. The researcher analyzed the strategies and problems of teachers in teaching English at SMPN 10 Bantimurung during the Covid-19 pandemic.

In qualitative research, analytical techniques are carried out simultaneously with data collection obtained from the field. In analyzing the data the researcher starts from coding the data, in coding this data the researcher tries to select the data or conclude the results obtained, then reduce the data, in reducing the data the researcher tries to select the data, focus and simplify and finally draw conclusions

The first data obtained by the researcher is observation data. Researchers made observations three times in each school, namely SMPN 10 Bantimurung, SMP IT AN-NAS Attitude and MTS Darussalam Barandasi. The results of the researcher interview will be explained as follows:

- a. The process of offline learning amidst the pandemic

Based on the findings of the interview that the author found that all the teachers conducted online learning during pandemic. Teachers 1 do English learning process online during pandemic. Teachers 2 conducted

online learning during pandemic and teachers 3 conducted online learning processes as well as pandemic. So, the questions asked by the author to 3 respondents have results in the same direction of their answers. Here is the answer to the question asked by the author about the learning process at the time of Pandemic:

“Proses pembelajaran bahasa inggris selama pandemic itu disekolah kami dilakukan secara online”. (*The process of learning English during the pandemic at our school was carried out online*).

“karna dimasa pandemic ini kan kita melakuakn pembalajaran daring”. (*because during this pandemic we will do online learning*).

“proses pembelajaran bahasa inggris selama pandemic dilaksakan secara online disekolah kami”. (*The process of learning English during the pandemic is carried out online at our school*).

According to Sunendar, et al. (2020), in the KBBI it is stated that the term offline is an acronym for 'outside the network', disconnected from the computer network.

b. Problem encountered by the teachers in online learning process

First, the problems faced by teachers in online learning. Teacher 1 In offline learning the teacher can find out who is active and inactive in the learning process and can also see which ones already understand and don't understand and all of that is difficult to do during a pandemic. as said by teacher 3 that teachers and students are in different locations when the learning process is carried out, the teacher teaches at school while the students are in their respective homes. So we don't see directly how

students already understand or vice versa. Meanwhile, teacher 3 obtained learning outcomes during the pandemic, which were different from before because some did not do their assignments for weeks because learning was done online.

Berdasarkan wawancara dengan subjek penelitian 3 guru diperoleh data sebagai berikut:

“Kami bisa mengetahui siapa yang aktif dan tidak aktif dalam pembelajaran dan kita bisa juga melihat mana yang mengerti dan yang tidak mengerti”.( *We can find out who is active and not active in learning and we can also see who understands and who doesn't understand*).

“adapula yang tidak mengerjakan tugas sampai berminggu minggu dan mereka harus dihubungi satu persatu oleh temannya”.( *as for those who don't do their assignments for weeks and they have to be contacted one by one by their friends*).

“guru dan siswa berada di lokasi yang berbeda, guru mengajar di sekolah sedangkan siswa dirumah masing-masing”.( *teachers and students are in different locations, teachers teach in schools while students are at home*).

Second, the problem that often arises in learning is that it is constrained by the network and some students who do not have cellphones. These two obstacles often appear in various schools. That is in line with the answers from teacher 1 and teacher 2 who said:

“mereka masih ada yang belum memiliki handphone”  
( *there are still those who don't have cellphones*).

“tidak semua punya hp dan yang kedua itu jaringan”  
(*not all have cellphones and the second is a network*”).

Andri Anugraha (2020) Barriers, Solutions and Expectations of Online Learning During the Covid 19 Pandemic By Elementary School Teachers Having students who have cellphones have internet connections that do not support so hampered in sending tasks due to poor signal. The data even further explains that for some students they do not have their own cellphones, so they have to borrow and internet quota limitations and not all students' parents understand the use of cellphones. Students also have to wait for their parents to come home from work in order to collect their assignments. Parents are often impatient in accompanying their children to study there are also parents who accompany their children at night because they have to work first.

The third problem is the strategy used can be effective or not in the process of learning English during the pandemic. Based on the results of interviews that have been carried out by the author in carrying out the process of learning English during the pandemic using different strategies in the previous time. Teacher 1 and teacher 3 use strategies that are quite effective in online learning. In online learning, teachers must use appropriate strategies so that the distance learning that is carried out is effectively accepted by students. The following are answers to questions asked by the author regarding the strategies used to effectively improve learning during a pandemic:

“lumayan efektif lebih bagus lagi jika bertatap muka langsung”. (*quite effective, even better if you meet face to face*).

“cukup efektif namun yah lebih efektif lagi jika bertatap muka langsung dengan siswa”. (*quite effective but even more effective if you meet face to face with students*).

Rochyani Lestiyawati, Arif Widayantoro (2020) Strategies and Problems Faced by Indonesian Teachers in Conducting E-Learning System During COVID-19 Outbreak The online system impacted on the difficulty in explaining the materials, which was found as the third arisen problems in e-learning. There were a total of 85.7% of the teachers complaining the way they had to explain online. Some of the lessons had to be explained very clearly during the normal meeting. The teachers got frustrated in explaining them online for it was not easy to make sure that the students understood the explained materials.

Fourth, the problem that occurs in the learning process is that the learning objectives are not fully achieved during this pandemic. Previous learning teachers were able to achieve their learning goals, but during this pandemic it was very minimal, as in teacher 3 learning, where the learning objectives were very minimal and it was completely unattainable. This is like the learning process for teacher 1 where some students do not understand what they learned before because different learning from this is done online, therefore learning is not achieved. Based on teacher 1 and teacher 3 interviews, the following data were obtained:

“tidak sepenuhnya tercapai karena masih ada beberapa siswa yang tidak paham akan materi tersebut”. (*not fully achieved because there are still some students who do not understand the material*).

“Actually sangat minim, mungkin sepenuhnya tidak tercapai”. (*Actually very minimal, maybe completely unattainable*).

c. Teacher’s techniques to overcome barriers in online learning

Based on the interview results from the question "Are there any efforts made to maximize the learning process?" it appears that all teachers are trying to contact their students one by one. This effort is made to see student understanding and find out students who are not active and also students who do not have cellphones so that they can work together with those who have cellphones. The following answers from the three respondents are as follows:

“perlu saya menghubungi mereka satu persatu bahwa mereka sudah paham atau belum”. (*I need to contact them one by one that they understand or not*).

“menghubungi temannya yang jarang kumpul tugas dan untuk yang nda punya hp memungkinkan untuk belajar bersama dirumah mereka”. (*contacting friends who rarely collect assignments and for those who don't have cellphones it is possible to study together at their homes*).

“melalui chat pribadi atau via telpon agar siswa bisa mengutarakan apa saja yang kurang di mengerti”. (*via private chat or via telephone so students can say anything they don't understand*).

Furthermore, there was research from Sarjan (2017) entitled “An Analysis On The English Teachers Strategies In Teaching Reading Comprehension At The Second Grade Students of Junior High School 1 Of Wonomulyo”. The subject of this research was English teacher in Junior High School 1 of Wonomulyo. The instrument of this research were

observation ceklist and interview. The result of the research found that two strategies that the teacher used, Scaffolding and QARs ( Question Answer Relationship). Scaffolding strategy student can develop about idea which readable by the student. QARs ( Question Answer Relationship), the teacher able to know how far their students understand what the teacher has given to them.

Next is a way to make students like lessons during the covid 19 pandemic. Teacher 1 seems to be thinking of interesting ways and in accordance with the learning objectives before doing online learning. It is also in line with teacher 3 who thinks of new strategies that can make students more interested in learning English. So the learning process during this pandemic, teachers should think more about new, more interesting ways or strategies to give to students so that the learning objectives can be achieved optimally.

Berdasarkan hasil wawancara guru 1 dan guru 3 diperoleh data sebagai berikut:

“sebaiknya guru lebih memikirkan lagi cara yang lebih menarik lagi untuk diberikan ke siswa agar tujuan pembelajaran itu tercapai”. (*teachers should think more about more interesting ways to give to students so that the learning objectives are achieved*).

“guru untuk memikirkan strategi baru yang bisa membuat siswa lebih tertarik dengan pembelajaran bahasa inggris”. (*teachers to think of new strategies that can make students more interested in learning English*).

Syathroh, Bachrudin Mustafa, and Pupung Purnawarman (2019) Investigated Indonesian Teachers' Strategies of Teaching English In

Mixed Ability Classes. This study examines the teaching strategies used by sepuluh English teachers in Cimahi as respondents. The questionnaire is used as an instrument. by using descriptive analysis, the research results show that most lecturers view english language teaching at MAC as providing both advantages and disadvantages. Most of them admit that MAC provides a greater opportunity to teach innovation and creativity so that they can develop themselves professionally. However, there are still many who experience obstacles in classroom management such as: controlling student discipline, maintaining student interest, carrying out effective learning, correcting mistakes and choosing class materials. Implementing teacher training programs, classroom action research and student placement tests is suggested to avoid a variety of mac.

## **B. Discussion**

This study focuses on problem analysis and teacher strategies in the online English learning process in three schools in Maros district. Researchers collected data by conducting observations and interviews with 3 English teachers. The results of this study, researchers found several problems and strategies used by teachers in teaching English online.

In this section, the researcher will explain in depth about the findings and delivery of research results regarding the problems and strategies used by teachers in the online English learning process. Based on the data that has been collected and the analysis that has been done, the researcher concludes that the teacher finds problems in learning English

and the strategies used by the teacher are, network connections, students do not do their assignments. sending interesting learning videos via whatsapp media.

This data is in line with the results of Andri Anugraha's 2020 research, students who have cellphones have internet connections that do not support so that they are hampered in sending assignments because of difficult signals. In fact, further data explains that some students do not have their own cellphones, so they have to borrow and internet quota limitations and not all students' parents understand the use of cellphones. Students also have to wait for their parents to come home from work in order to collect their assignments. Parents are often impatient in accompanying their children to study there are also parents who accompany their children at night because they have to work first. Students don't do assignments if the teacher gives them assignments, that's the first problem in online learning during the pandemic. From these problems the teacher uses a video delivery strategy so that students can understand the material given by the teacher. learning using video is often used in the teaching and learning process, this strategy is useful for motivating students to do assignments. train students to speak and become a class atmosphere so they do not get bored. This statement is also reinforced by Idham Syaputra (2014) Strategy of Learning English As A Foreign Language In Increasing Student Language Abilities which is about

strategies and problems, namely by using video, online chat and combine video with chat in the online teaching and learning process.

From the data obtained, there are obstacles in online learning during the pandemic, it is difficult to explain the material because it is only through whatsapp media and the teacher gives examples, if students understand then students are asked to do the tasks given. In this problem the teacher uses the teacher's strategy of sending interesting videos to students. This statement can be strengthened by Idham Syaputra's research on the Covid-19 outbreak in 2014. The results show that there are three teaching strategies applied by teachers; namely: implementing online chat only, using video conferencing, and combining online chat and video conferencing in the online teaching and learning process. Some problems also arise during e-learning, a total of 6 problems. Teaching problems that arise include: the inability of teachers to access technology, school facilities that support e-learning, difficulties in explaining the material, limitations of students in accessing the internet, family backgrounds of students who are economically disadvantaged, and parental support systems. However, the teachers revealed that the e-learning system eased their responsibilities in carrying out the teaching and learning process during the COVID-19 outbreak.

The data obtained by the researcher showed that not all students were active in online English learning, therefore the teacher contacted the students one by one. SMPN 3 Selayar) Teacher Problems in Online

Learning Amid the Covid-19 Pandemic (Case Study of Social Science Teachers at SMPN 3 Selayar) The results of this study are (1) Inadequate internet network access survives a daring learning process. (2) The teacher is a "debt collector" that is, in carrying out the teaching and learning process boldly, the teacher only gives individual assignments continuously and collects assignments at a predetermined time. (3) In the implementation of online learning, teachers still stutter in mastering technology so that in the implementation of online learning it is still difficult to choose relevant applications and varied teaching methods. (4) The implementation of bold learning greatly affects the psychological condition of students where in learning brave students experience boredom and are lazy to follow lessons. The teacher's practical solution in applying bold learning is to apply attractive learning by visiting from house to house where in the offline learning process students are very active in the learning process.

Compared with the results of the use of problems and strategies used by researchers in previous studies about the problems experienced by teachers and the strategies used to overcome these problems in learning English, namely many students do not do their assignments, teachers have difficulty in explaining the material and not all students are active. in study many students not doing assignments is the most common problem in learning English online during this pandemic. This is reinforced by previous research, Andri Anugraha 2020. From these problems the teacher

uses a video delivery strategy so that students can understand the material given by the teacher. learning using video is often used in the teaching and learning process, this strategy is useful for motivating students to do assignments. train students to speak and become a class atmosphere so they don't get bored.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

At present with the existence of Pandemic Covid 19 this learning must be done online but there are several teacher strategies and problems during online learning. The strategy used by the teacher at the SMPN 10 Bantimurung, SMP IT An-Nas Sikapaya and MTS Darussalam Barandasi is to provide separators to students if there are still those who have not been understood and how important it is to learn English, prepare material by making it interesting so students do not feel bored.

The problem is the lack of a network of tissue in the area, not understanding the material provided by the teacher and the use of technology that has not yet understood how to use it.

#### **B. Suggestions**

##### **1. Student**

Make the best use of time because time can not be repeated again. learn because nowadays online learning can be accessed anytime and anywhere.

##### **2. Teacher**

Use interesting learning methods so that students in learning do not feel bored and are more enthusiastic in learning english because english is a global language.

### 3. Researcher

In order to be able to further develop research strategies and teacher problems in learning English, especially at a time like now since the covid 19 virus.

### 4. Education

More responsible for the comfort of the younger generation so that they are more focused on the future and can achieve their goals and make the nation and country proud.

## REFERENCES

Abbad, M M, Morris, D. & de Nahlik, C. (2009). Looking under the Bonnet: Factors Affecting Student Adoption of E-Learning Systems in Jordan. *The Int. Review of Research in Open and Distance Learning*, vol. 10(2): 1-25.

Ahmadi, Abu and Prasetyo, Tri, Joko. (2005). *Strategi Belajar Mengajar*. Bandung: Pustaka Setia.

Ahyan, Mohammad. (2018). *Profesi Keguruan*. Gresik: Care Media Communication.

Allen J, et al. (2003) High-throughput classification of yeast mutants for functional genomics using metabolic traces. *Nat Biotechnol* 21 (6): 692-6

Arikunto, S. (2010). *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta.

Bahri, Syaiful Djamarah dan Aswan Zain. (1997). *Strategi Belajar Mengajar*. Jakarta: Rineka Cipta.

Bidabadi, F. S., & Yamat, H. (2011). The Relationship between Listening Strategies Used by Iranian EFL Freshman University Students and Their Listening Proficiency Levels. *English Language Teaching*, 4(1), 26-32.

Bromley, K., Irwin-De Vitis, L., and Modlo, M. (1995). *Graphic Organizers: Visual Strategies for Active Learning*. New York, Scholastic Professional Books

Brown, H. Douglas. (2000). *Principles of Language Learning and Teaching*. USA: San Francisco State University.

Brown, H. Douglas. 2001. Teaching by Principle. An Interactive Approach to Teaching. *Electronic Journal of Foreign Language Teaching*, Vol. 1, No.1, pp.13-26.

Chamot. (1987). *Language Learning Strategies: What Every Teacher Should Know*. New York. Newbury House Publishers.

Edwards, R., & Holland, J. (2013). What is Qualitative Interviewing?. A&C Black. Retrieved from [http://eprints.ncrm.ac.uk/3276/1/complete\\_proofs.pdf](http://eprints.ncrm.ac.uk/3276/1/complete_proofs.pdf)

Gilakjani, A. P., & Ahmadi, M. R. (2011). A Study of Factors Affecting EFL Learners' English Listening Comprehension and the Strategies for Improvement. *Journal of Language Teaching and research*, 2(5), 977.

Gorman, G.E. and Clayton, P. (2005) Qualitative Research for the Information Professional: A Practical Hand Book. 2nd Edition, Facet Publishing, London, Accessed on [https://www.scirp.org/\(S\(vtj3fa45qm1ean45vvffcz55\)\)/reference/ReferencesPapers.aspx?ReferenceID=2442270](https://www.scirp.org/(S(vtj3fa45qm1ean45vvffcz55))/reference/ReferencesPapers.aspx?ReferenceID=2442270)

Hadir & Salim. 2012. *Strategi Pembelajaran*. Medan: Perdana Publishing

Henderson, Allan J. 2003. *The E-learning Question and Answer Book*. New York: American Management Association.

Hudojo, Herman. 1998. *Mengajar Belajar Matematika*. Jakarta: Deparfemen Pendidikan dan Kebudayaan.

Koran, jaya Kumar C. (2002), Aplikasi E-learning dalam Pengajaran dan pembelajaran di Sekolah Malaysia.

Kvale, S. (1996), *Interviews: An Introduction to Qualitative Research Interviewing*. Sage Thousand Oaks, CA

Made, Wena. (2009). *Strategi Pembelajaran Inovatif Kontemporer: Suatu Tinjauan Konseptual Operasional*. Jakarta: PT. Bumi Aksara.

Mardiana (2017). An Analysis on the English Teachers Strategies in Teaching Reading Comprehension Smp 1 Of Wonomulyo, (Vol 3, 02)

Mohan, B. A. (1986). *Language and Reading Content*, MA: Addison-Wesley.

Oxford, R. (2001). Language Learning Styles and Strategies. In M. Celce-Murcia (Ed.), *Teaching English as a Second or Foreign Language*. Boston, MA: Heinle and Heinle.

Ria Puji Lestari, Muhammad Asrori, Hefy Sulistyawati (2019), The English Teaching Strategies for Young Learners in an International Primary School in Surakarta

Richards, Jack C and Richard Schmidt (2002), *Longman Dictionary of Language Teaching and Applied Linguistics*, 3rd Ed. London: Pearson Education Limited.

Richards, Jack C. 2001. *Curriculum and Materials Development for English Teaching*. Cambridge: Cambridge University Press.

Rijali, A. (2019). Analisis data kualitatif. *Alhadharah: Jurnal Ilmu Dakwah*, 17(33), 81-95. Rijali, A. (2019). Analisis data kualitatif. *Alhadharah: Jurnal Ilmu Dakwah*, 17(33), 81-95.

Rochyani Lestyanawati & Arif Widayantoro, (2020). Strategies and Problems Faced by Indonesian Teachers in Conducting ELearning System During COVID-19 Outbreak, *CLLiENT*, Vol.2, No. 1

Rohmah, L., (2016). Konsep E-Learning dan Aplikasinya pada Lembaga Pendidikan Islam. *An-Nur*, 3(2).

Rossman, G. B., & Rallis, S. F. (1998). Learning in the Field : An Introduction to Qualitative Studies. *Jurnal of Qualitative Studies*, 2 (31-60).

Schoepp, K. (2005). Barriers to Technology Integration in a Technology-rich Environment. *Learning and Teaching in Higher Education: Gulf Perspectives*, 2(1), 1-24.

Seels, B.B. & Richey, R.C. (1994). *Instructional technology: the definition and domains of the field*. (Terjemahan Yusuf Hadi Miarso, Dewi S Prawiradilaga & Raphael Rahardjo. IPTPI, Unit Percetakan UNJ).

Setiawardhani (2013). Pembelajaran Elektronik (E-Learning) Dan Internet Dalam Rangka Mengoptimalkan Kreativitas Belajar Siswa. Accessed on <https://media.neliti.com/media/publications/271687-pembelajaran-elektronik-e-learning-dan-i-6d446601.pdf>, pada tanggal 24. 12:45

Sugiyono. (2008). *Metode penelitian kuantitatif, kualitatif dan R&D*. Bandung: Alfabeta

Sutarto, S., Sari, Dewi P., Fathurrochman, I. (2020). Teacher Strategies in Online Learning to Increase Students' Interest in Learning during COVID-19 Pandemic. *Journal Konseling dan Pendidikan*. Institute Agama Islam Negeri (IAIN) Curup, Indonesia. <https://jurnal.konselingIndonesia.com>

Syaiful Bahri Djamarah & Aswan Zain. (1997). *Strategi Belajar Mengajar*. Jakarta: PT. Rineka Cipta.

Tari Putri Utami (2020), An Analysis of Teachers' Strategies On English E-Learning Classes During Covid-19 Pandemic

Tomlinson, Brian. (1998). *Materials Development in Language Teaching*. Cambridge: Cambridge University Press.

Trianto. (2009). *Mendesain Model Pembelajaran Inovatif Progresif*. Jakarta : Kencana Predana Media.

Uhl Chamot, A., & El- Dinary, P. B. (1999). Children's learning strategies in language immersion classrooms. *The Modern Language Journal*, 83(3), 319-338

Ulya, H. (2016). Profil Kemampuan Pemecahan Masalah Siswa Bermotivasi Belajar Tinggi Berdasarkan Ideal Problem Solving. *Jurnal Konseling Gusjigang*, 2(1).

Update Corona 8 April: 2.956 Kasus, 240 Meninggal, 222 Sembuh. (2020, April 3). Retrieved from CNN Indonesia (<https://m.cnnindonesia.com>, accessed April 12 2020).

World Health Organization (2020), WHO Director-General's Opening Remarks at the Media Briefing on COVID-19 - 11 March 2020 Retrieved from <https://www.who.int/director-general/speeches/detail/who-director-general-s-opening-remarks-at-the-media-briefing-on-covid-19---11-march-2020>

Sarjan (2017)\_An Analysis on the English Teachers Strategies in Teaching Reading Comprehension at the Second Grade Students of Junior High School 1 Of Wonomulyo

Syathroh, Bachrudin Musthafa, & Pupung Purnawarman (2019) Investigating Indonesian Teachers' Strategies Of Teaching English In Mixed Ability Classes ELTIN Journal, Volume 7/II.

Idham Syaputra (2014) Strategi Pembelajaran Bahasa Inggris Sebagai Bahasa Asing Dalam Meningkatkan Kemampuan Berbahasa Siswa. *Jurnal Penelitian sosial keagamaan*, Vol.17, No.1

Utami, Tari Putri. (2020). An Analysis of Teachers' Strategies on English E-learning Classes during COVID-19 Pandemic. A Graduating Paper. English Education Department. Teacher Training and Education Faculty. State Institute for Islamic Studies (IAIN) Salatiga.

Relman, E. (2020). Business insider Singapore. Cited Jan 28th 2020. Available on: <https://www.businessinsider.sg/deadly-china-wuhan-virus-spreading-human-to-human-officials-confirmed-2020-?r=US&IR=T>.

Hamzah Uno. (2008). *Perencanaan Pembelajaran*. Jakarta: Bumi Aksara

Oktaria, R., & Putra, P. (2020). Pendidikan Anak dalam Keluarga sebagai Strategi Pendidikan Anak Usia Dini Saat Pandemi Covid-19. *Jurnal Ilmiah PESONA PAUD*, 7(1), 41–51.

Zaharah, Z., & Kirilova, G. I. (2020). Impact of Corona Virus Outbreak Towards Teaching and Learning Activities in Indonesia. *SALAM*:

*Jurnal Sosial dan Budaya Syar-i*, 7(3). <https://doi.org/10.15408/sjsbs.v7i3.15104>

# APPENDIX

## Appendix 1 : Transcript interview

### Research Question 1

Researcher : Bagaimana proses pembelajaran bahasa inggris selama pandemi covid 19 ini ? (*How is the process of learning english during the covid 19 pandemic ?*)

R 1 : Proses pembelajaran bahasa inggris selama pandemi itu di sekolah kami dilakukan secara online dan luring, kami memberikannya materi secara online atau melalui media whatsapp dan ketika luring itu mereka ke sekolah untuk mengumpulkan tugas sambil menjelaskan materi yang mereka belum pahami. (*The process of learning English during the pandemic at our school was carried out online and offline, we gave the material online or through whatsapp media and when it was offline they went to school to collect assignments while explaining the material they did not understand* ).

R 2 : Nah kalo di tanya masalah proses pembelajaran di waktu yang seperti ini pasti berbeda dengan waktu yang sebelumnya. Karna di masa pandemi ini kan kita melakukan pembelajaran daring sesuai dari dinas pendidikan. Dan itu susah menurut saya karena kita harus menggunakan hp sebagai pembelajaran dan masalahnya disini adalah tidak semua siswa memiliki hp. (*So, when asked about the problem of the learning process at a time like this, it must be different from the previous time. Because during this pandemic, we are doing online*

*learning according to the education office. And that's difficult in my opinion because we have to use cellphones for learning and the problem here is that not all students have cellphones).*

R 3 : Proses pembelajaran bahasa inggris selama pandemi dilaksanakan secara online dan disekolah kami, kami mengajar meenggunakan media whatsapp dengan cara memberikan materi melalui whatsapp dan tugas juga diberikan melalui media whatsapp. Jika perlu saya juga mengirimkan video pembelajaran kepada siswa agar siswa lebih mudah mengerti atau memahami pelajaran yang diberikan. (*The process of learning English during the pandemic is carried out online and at our school, we teach using whatsapp media by providing material via whatsapp and assignments are also given via whatsapp media. If necessary, I also send learning videos to students so that students can more easily understand or understand the lessons given*).

Researcher : Menurut anda apakah ada perbedaan antara mengajar sebelum dan selama masa pandemi covid 19 ini ? (*In your opinion, is there any differences between teaching before and during this covid 19 pandemic?*)

Teacher 1 : Kalau soal perbedaan itu pasti memiliki perbedaan, adapun perbedaannya yaitu sebelum masa pandemi kami para guru bisa melihat perkembangan siswa kami secara langsung dan kami bisa mengetahui siapa yang aktif dan tidak aktif ddalam pembelajaran dan kita bisa juga melihat mana yang mengerti dan yang tidak mengerti. (*When it comes to differences, there must be differences, as for the*

*difference, before the pandemic, our teachers could see the progress of our students directly and we could find out who was active and not active in learning and we could also see who understood and who didn't understand ).*

Teacher 2 : Sudah pasti ada bedanya, karena ketika pembelajaran sebelum pandemi itu kita bisa melihat semua perkembangan siswa dan bisa memotivasi siswa jika ada yang tidak mengumpulkan tugas contohnya begitu tapi sekarang karna kita belajar dari rumah kita tidak semua siswa yang merespon di group pembelajaran. Ada pula yang tidak menegnjakan tugas sampai berminggu minggu. Dan mereka harus di hubungi satu persatu oleh temannya. ( *There is definitely a difference, because during learning before the pandemic we could see all student progress and could motivate students if someone did not submit assignments, for example, but now because we are learning from home, not all students respond in the learning group. There are also those who do not carry out their duties for weeks. And they must be contacted one by one by their friends ).*

Teacher 3 : Kalau di tanya tentang perbedaan antara mengajar sebelum dan selama masa pandemi yang tentu saja sangat berbeda. yang pertama di masa pandemi ini dari segi lokasi, guru dan siswa berada dilokasi yang berbeda, guru mengajar disekolah sedangkan siswa dirumah masing-masing. Sedangkan sebelum pandemi guru dan siswa bisa saling bertemu dan menerima pembelajaran secara langsung.

Kemudian yang kedua sebelum pandemi guru bisa dengan mudah memantau siswa serta bisa menemukan kendala apa yang dihadapi siswa sedangkan di masa pandemi dirasa sangat sulit menemukan dan memantau kendala apa yang dihadapi siswa sehingga sulit untuk memecahkan masalah yang dihadapi siswa. (*When asked about the difference between teaching before and during the pandemic, which of course is very different. the first in this pandemic period in terms of location, teachers and students are in different locations, teachers teach in schools while students are at home. Whereas before the pandemic, teachers and students could meet each other and receive direct learning. Then, before the pandemic, teachers could easily monitor students and find out what obstacles students faced, while during the pandemic it was very difficult to find and monitor what obstacles students faced, making it difficult to solve problems faced by students* ).

Researcher : Apakah Anda menemukan kendala? Apa itu? Bisa sebutkan kendalanya ? (*Do you find any obstacles? What are those? Can you mention the obstacles?* )

Teacher 1 : Disini saya memiliki kendala dalam proses pembelajaran selama pandemi yaitu, yang pertama itu koneksi jaringan karena di sekolah kami memberikan mereka materi nah disekolah tersebut jaringannya kurang bagus apalagi banyak siswa yang tinggal dekat gunung, yang kedua itu mereka masih ada yang belum memiliki handphone dan

harus menggunakan handphone milik orang tuanya, dan yang ketiga itu mereka kesulitan untuk memahami materi tersebut dan tugas-tugas mereka banyak yang tidak mengumpulkannya dan mereka ada juga yang mengirimkannya tetapi mereka menjawabnya asal-asalan. (*Here I have a problem in the learning process during the pandemic, namely, the first is a network connection because at our school we provide them with material, now the network is not good, especially since many students live near the mountains, the second is that they still don't have cellphones and they have to use their parents' cellphones, and thirdly, they have difficulty understanding the material and many of their assignments do not collect it and some of them send it but they answer it carelessly* ).

Teacher 2 : Kendalanya banyak sekali, paling utama itu kendalanya di hp karna tidak semua punya hp dan yang kedua itu jaringan. Kuota juga kalo tiba2 habis pada saat pembelajaran meet berlangsung itu sangat mengganggu. (*There are so many obstacles, the main thing is the problem on cellphones because not all have cellphones and the second is the network. If the quota suddenly runs out during the meeting, it's very disturbing* ).

Teacher 3 : Kendala dalam proses pembelajaran selama pandemi : yang pertama itu saya merasa sulit untuk memberikan materi secara panjang lebar mengingat media yang digunakan hanya media whatsapp, sebenarnya saya ingin menggunakan media google meet, namun kendalanya ada

pada siswa yang masih belum tahu menggunakan media google meet, yang kedua yaitu ketika siswa diberikan tugas, mereka malas mengerjakan dan hanya sebagian yang rajin mengerjakan tugas. (*Obstacles in the learning process during the pandemic: first of all, I find it difficult to provide material at length considering the media used is only whatsapp media, actually I want to use google meet media, but the problem lies in students who still don't know how to use google meet media Second, when students are given an assignment, they are lazy to do it and only some are diligent in doing the assignment ).*

Researcher : Menurut Anda, mengapa masalah atau kendala tersebut terjadi? (*In your opinion, why those problems or obstacles occur?* )

Teacher 1 : Masalah itu terjadi mungkin karena mereka mengira guru tidak memeriksa tugasnya dengan baik dan mereka merasa tidak diperhatikan. (*The problem occurred maybe because they thought the teacher did not check their work properly and they felt that they were not being cared for* ).

Teacher 2 : Kendala itu terjadi kan dari faktor pandemi yang mengharuskan kita belajar daring jadi kita harus menggunakan media untuk belajar dari rumah. (*The obstacle is due to the pandemic factor which requires us to study online so we have to use the media to learn from home* ).

Teacher 3 : Masalah itu terjadi karena siswa merasa tidak terpantau karena tidak bertemu langsung dengan gurunya, dan juga karena media yang digunakan hanya whatsapp dan juga siswa sulit diberikan motivasi karena terkadang mereka juga tidak membuka whatsapp mereka. ( *The problem occurred because students felt unmonitored because they did not meet directly with the teacher, and also because the media used was only whatsapp and it was difficult for students to be motivated because sometimes they also didn't open their whatsapp* ).

## Research Question 2

Researcher : Apakah ada upaya yang dilakukan untuk memaksimalkan proses pembelajaran? Apakah mereka? ( *Are there any efforts to do to maximise the learning process? What are they?* )

Teacher 1 : Yah upaya yang saya lakukan itu dengan memantau mereka dari group whatsapp yang telah dibuat dan kalau perlu saya menghubungi mereka satu persatu bahwa mereka sudah paham atau belum. ( *Well, the effort I made was by monitoring them from the whatsapp group that had been created and if necessary I contacted them one by one that they understood or not* ).

Teacher 2 : Yah kalo untuk memaksimalkan pembelajaran seperti yang saya tadi katakan saya mneyuruh siswa menghubungi temannya yang jarang kumpul tugas dan untuk yang nda punya hp dan memungkinkan untuk

belajar bersama dirumah mereka, yah mereka belajarnya berkelompok agar semua tugas dan pembelajaran tersampaikan ke mereka. Kalo untuk penjelasan materi agar mereka bisa paham biasanya saya buat video sesekali jika materinya yang saya bawakan susah. Tapi saya jarang membuat video karna melihat dari kuota anak anak yang terbatas. (*Well, to maximize learning, as I said earlier, I asked students to contact their friends who rarely get assignments and for those who don't have cellphones and allow them to study together at their homes, well they study in groups so that all assignments and learning are conveyed to them. When it comes to explaining the material so they can understand, I usually make videos once in a while if the material I bring is difficult. But I rarely make videos because I see from the limited quota of children* ).

Teacher 3 : Upaya yang saya lakukan yang salah satunya mendekati siswa bisa melalui chat pribadi atau via telefon agar siswa bisa mengutarakan apa saja yang kurang dimengerti. (*The efforts that I made, one of which was approaching students, could be through private chat or via telephone so that students could express anything they didn't understand* ).

Researcher : Bagaimana cara ibu untuk membuat siswa menyukai pelajaran yang ibu berikan selama pandemi covid 19 ? (*How do you make students like the lessons that you give during the covid 19 pandemic ?*)

Teacher 1 : Cara yang saya lakukan itu dengan mengirimkannya video tentang materi tersebut yang mudah untuk mereka pahami dan menyuruh mereka mentranslate perkata atau membuka internet sebagai referensi agar mereka mudah memahaminya. (*The way I do that is by sending them a video about the material that is easy for them to understand and asking them to translate the words or open the internet as a reference so they can easily understand it* ).

Teacher 2 : Kalo untuk itu yah tergantung dari materinya sih, kalo materinya susah yah siswa tidak suka. Jadi biasanya saya sebelum masuk materi saya kasi pengantar sehari2 yang bisa membuat mereka paham dan termotivasi masuk belajar. Saya itu menyederhanakan materi agar tidak terlalu banyak agarsiswa tertarik belajarnya. (*For that, it depends on the material, if the material is difficult, the students don't like it. So usually, before entering the material, I give a daily introduction that can make them understand and be motivated to study. I simplify the material so that it is not too much so that students are interested in learning* ).

Teacher 3 : Cara agar siswa menyukai pelajaran yang diberikan yaitu dengan memberikan materi dengan cara yang menarik, misalnya mengirimkan materi dengan gambar-gambar yang bisa menarik perhatian siswa.

*(The way to make students like the lessons given is to provide material in an interesting way, for example sending material with pictures that can attract students' attention ).*

Researcher : Menurut anda apakah cara atau strategi yang digunakan efektif meningkatkan bahasa inggris siswa selama pandemi covid 19 ini ? *(Do you think the method or strategy used is effective during the covid 19 pandemic ?)*

Teacher 1 : Menurut saya lumayan efektif karena saya mengirimkannya video yang menarik untuk mereka tonton tetapi lebih bagus lagi jika bertatap muka langsung. *(I think it's quite effective because I send them interesting videos for them to watch but it's even better if they meet face to face ).*

Teacher 2 : Strategi apa yah, pada saat pandemi ini saya cuman bisa menjelaskan lewat group dan sesekali membuat video pembelajaran yang sederhana agar siswa bisa paham. *(What strategy, during this pandemic I can only explain through groups and occasionally make simple learning videos so students can understand ).*

Teacher 3 : Menurut saya cukup efektif namun yah lebih efektif lagi jika bertatap muka langsung dengan siswa. *( In my opinion, it is quite effective, but it is even more effective when you meet face-to-face with students ).*

Researcher : Apakah upaya tersebut berhasil mencapai tujuan pembelajaran Anda? *(Are the efforts success to achieve your learning objectives ?)*

Teacher 1 : Tidak sepenuhnya tercapai karena masih ada beberapa siswa yang tidak paham akan materi tersebut, secara langsung saja mereka tidak paham apalagi secara daring. (*Not fully achieved because there are still some students who do not understand the material, they just don't understand it directly, especially online* ).

Teacher 2 : Sejauh ini sih berhasil hanya saja memang ada 1 3 4 orang siswa yang memang tidak aktif di pembelajaran daring ini. (*So far, it's been successful, it's just that there are 1 3 4 students who are not active in this online learning* ).

Teacher 3 : Kalau ditanyakan apakah upaya tersebut berhasil mencapai tujuan pembelajaran yah, actually sangat minim, mungkin tidak sepenuhnya tercapai. (*When asked whether these efforts succeeded in achieving the learning objectives, well, actually very minimal, maybe not fully achieved* ).

Researcher : Apakah ada yang ingin Anda tambahkan atau saran untuk guru yang memiliki masalah yang sama? (*Is there anything you want to add or advice for teachers who have the same problem?*)

Teacher 1 : Saran dari saya yaitu sebaiknya guru lebih memikirkan lagi cara yang lebih menarik lagi untuk diberikan ke siswa agar tujuan pembelajaran itu tercapai. (*My suggestion is that the teacher should think about more interesting ways to give to students so that the learning objectives are achieved* ).

Teacher 2 : Yah mungkin kalo ada masalah yang sama mungkin kalo siswanya memungkin kan menirima file ppt bisa mungkin membuat materi menarik di ppt tapi siswa saya tidak bisa menerima file ppt jadi saya hanya rekaman video atau rekaman suara biasanya. (*Well, maybe if there is the same problem, maybe if the students allow them to receive ppt files, they can make interesting material in ppt but my students can't receive ppt files so I just record videos or sound recordings usually* ).

Teacher 3 : Tambahan atau saran dari saya, ini juga sebagai motivasi untuk diri saya pribadi jika menghadapi masalah ini perlu kiranya kita sebagai guru untuk memikirkan strategi baru yang bisa membuat siswa lebih tertarik dengan pembelajaran bahasa inggris. (*Additional or suggestions from me, this is also a motivation for myself personally if we face this problem, it is necessary for us as teachers to think of new strategies that can make students more interested in learning English*).

Tema	Subtema	Pertanyaan	Guru 1	Guru 2	Guru 3
The process of offline learning amidst the pandemic	1. The Process	Bagaimana proses pembelajaran bahasa inggris selama pandemi covid 19 ini ? <i>(How is the process of learning english during the covid 19 pandemic ?)</i>	Proses pembelajaran bahasa inggris selama pandemi itu di sekolah kami dilakukan secara online dan luring, kami memberikannya materi secara online atau melalui media whatsapp dan ketika luring itu mereka ke sekolah untuk mengumpulkan tugas sambil menjelaskan materi yang mereka belum pahami. <i>(The process of learning english during the pandemic at our school was carried out online and offline, we gave the material online or through whatsapp media and when it was offline they went to school to collect</i>	Nah kalo di tanya masalah proses pembelajaran di waktu yang seperti ini pasti berbeda dengan waktu yang sebelumnya. Karna di masa pandemi ini kan kita melakukan pembelajaran daring sesuai dari dinas pendidikan. Dan itu susah menurut saya karena kita harus menggunakan hp sebagai pembelajaran dan masalahnya disini adalah tidak semua siswa memiliki hp. <i>( So, when asked about the problem of the learning process at a time like this, it must be different from the previous time. Because during this pandemic, we are doing online</i>	Proses pembelajaran bahasa inggris selama pandemi dilaksanakan secara online dan disekolah kami, kami mengajar meenggunakan media whatsapp dengan cara memberikan materi melalui whatsapp dan tugas juga diberikan melalui media whatsapp. Jika perlu saya juga mengirimkan video pembelajaran kepada siswa agar siswa lebih mudah mengerti atau memahami pelajaran yang diberikan. <i>(The process of learning English</i>

			<i>assignments while explaining the material they did not understand).</i>	<i>learning according to the education office. And that's difficult in my opinion because we have to use cellphones for learning and the problem here is that not all students have cellphones).</i>	<i>during the pandemic is carried out online and at our school, we teach using whatsapp media by providing material via whatsapp and assignments are also given via whatsapp media. If necessary, I also send learning videos to students so that students can more easily understand or understand the lessons given).</i>
Problem encountered by the teachers in online learning process	1. Offline and Online learning	-Menurut anda apakah ada perbedaan antara mengajar sebelum dan selama masa pandemi covid 19 ini ? <i>(In your opinion, is there any differences between teaching</i>	Kalau soal perbedaan itu pasti memiliki perbedaan, adapun perbedaannya yaitu sebelum masa pandemi kami para guru bisa melihat perkembangan siswa kami secara langsung dan kami bisa mengetahui siapa	Sudah pasti ada bedanya, karena ketika pembelajaran sebelum pandemi itu kita bisa melihat semua perkembangan siswa dan bisa memotivasi siswa jika ada yang tidak mengumpulkan tugas contohnya begitu tapi sekarang karena kita	Kalau di tanya tentang perbedaan antara mengajar sebelum dan selama masa pandemi yang tentu saja sangat berbeda. yang pertama di masa pandemi ini dari segi lokasi, guru dan siswa berada

		<p><i>before and during this covid 19 pandemic?)</i></p> <p>- Apakah Anda menemukan kendala? Apa itu? Bisa sebutkan kendalanya ? <i>(Do you find any obstacles? What are those? Can you mention the obstacles? )</i></p> <p>- Menurut anda apakah cara atau strategi yang digunakan efektif meningkatkan bahasa inggris siswa selama pandemi covid 19 ini ? <i>(In your opinion, are the methods or strategies used effective in</i></p>	<p>yang aktif dan tidak aktif dalam pembelajaran dan kita bisa juga melihat mana yang mengerti dan yang tidak mengerti.</p> <p><i>(when it comes to differences, there must be differences, as for the differences, before the pandemic, our teachers could see the progress of our students directly and we could find out who was active and not active in learning and we could also see who understood and who didn't understand)</i></p> <p>- Disini saya memiliki kendala dalam proses pembelajaran selama pandemi yaitu, yang pertama itu koneksi jaringan karena di</p>	<p>belajar dari rumah kita tidak semua siswa yang merespon di group pembelajaran. Ada pula yang tidak mengerjakan tugas sampai berminggu minggu. Dan mereka harus di hubungi satu persatu oleh temannya. <i>(there is definitely a difference, because during learning before the pandemic we could see all student progress and could motivate students if someone did not submit assignments, for example, but now because we are learning from home, not all students respond in the learning group. There are also those who do not carry out their duties for weeks. And they must be contacted one by one by their friends).</i></p>	<p>dilokasi yang berbeda, guru mengajar disekolah sedangkan siswa dirumah masing-masing. Sedangkan sebelum pandemi guru dan siswa bisa saling bertemu dan menerima pembelajaran secara langsung. Kemudian yang kedua sebelum pandemi guru bisa dengan mudah memantau siswa serta bisa menemukan kendala apa yang dihadapi siswa sedangkan di masa pandemi dirasa sangat sulit menemukan dan memantau kendala apa yang dihadapi siswa sehingga sulit untuk memecahkan masalah yang</p>
--	--	--	---	--	---

		<p><i>improving students' English during the COVID-19 pandemic?)</i></p> <p>- Apakah upaya tersebut berhasil mencapai tujuan pembelajaran Anda?  <i>(Were these efforts successful in achieving your learning objectives?)</i></p>	<p>sekolah kami memberikan mereka materi nah disekolah tersebut jaringannya kurang bagus apalagi banyak siswa yang tinggal dekat gunung, yang kedua itu mereka masih ada yang belum memiliki handphone dan harus menggunakan handphone milik orang tuanya, dan yang ketiga itu mereka kesulitan untuk memahami materi tersebut dan tugas-tugas mereka banyak yang tidak mengumpulkannya dan mereka ada juga yang mengirimkannya tetapi mereka menjawabnya asal-asalan.  <i>( Here I have a problem in the</i></p>	<p>- Kendalanya banyak sekali, paling utama itu kendalanya di hp karna tidak semua punya hp dan yang kedua itu jaringan. Kuota juga kalo tiba2 habis pada saat pembelajaran meet berlangsung itu sangat mengganggu.  <i>(There are so many obstacles, the main thing is the problem on cellphones because not all have cellphones and the second is the network. If the quota suddenly runs out during the meeting, it's very disturbing ).</i></p> <p>- Kendala itu terjadi kan dari faktor pandemi yang mengaharuskan kita belajar daring jadi kita harus menggunakan media untuk belajar dari</p>	<p>dihadapi siswa.  <i>(When asked about the difference between teaching before and during the pandemic, of course it is very different. the first is during this pandemic in terms of location, teachers and students are in different locations, teachers teach at schools while students are at home. Whereas before the pandemic, teachers and students could meet each other and receive direct learning. Then, before the pandemic, teachers could easily monitor students and find out what obstacles</i></p>
--	--	--	---	--	--

			<p><i>learning process during the pandemic, namely, the first is a network connection because at our school we provide them with material, now the network is not good, especially since many students live near the mountains, the second is that they still don't have cellphones and they have to use their parents' cellphones, and thirdly, they have difficulty understanding the material and many of their assignments do not collect it and some of them send it but they answer it carelessly ).</i></p> <p>- Masalah itu terjadi mungkin karena mereka mengiranya</p>	<p>rumah. (<i>The obstacle occurred because of the pandemic factor that required us to study online, so we had to use the media to learn from home</i>).</p> <p>- Strategi apa yah, pada saat pandemi ini saya cuman bisa menjelaskan lewat group dan sesekali membuat video pembelajaran yang sederhana agar siswa bisa paham. (<i>What's the strategy, during this pandemic I can only explain through groups and occasionally make simple learning videos so students can understand</i>).</p> <p>- Sejauh ini sih berhasil hanya saja memang ada 1 3 4 orang siswa yang</p>	<p><i>students faced, while during the pandemic it was very difficult to find and monitor what obstacles students faced, making it difficult to solve problems faced by students</i>).</p> <p>- Kendala dalam proses pembelajaran selama pandemi : yang pertama itu saya merasa sulit untuk memberikan materi secara panjang lebar mengingat media yang digunakan hanya media whatsapp, sebenarnya saya ingin menggunakan media google meet, namun kendalanya</p>
--	--	--	--	---	---

			<p>guru tidak memeriksa tugasnya dengan baik dan mereka merasa tidak diperhatikan. <i>(The problem occurred maybe because they thought the teacher did not check their work properly and they felt that they were not being cared for).</i></p> <p>- Menurut saya lumayan efektif karena saya mengirimkannya video yang menarik untuk mereka tonton tetapi lebih bagus lagi jika bertatap muka langsung. <i>(I find it quite effective because I send them videos that are interesting for them to watch but even better face to face).</i></p>	<p>memang tidak aktif di pembelajaran daring ini. <i>(So far, it's been successful, it's just that there are 1 3 4 students who are not active in this online learning).</i></p>	<p>ada pada siswa yang masih belum tahu menggunakan media google meet, yang kedua yaitu ketika siswa diberikan tugas, mereka malas mengerjakan dan hanya sebagian yang rajin mengerjakan tugas. <i>(Obstacles in the learning process during the pandemic: firstly, I found it difficult to provide material at length considering the media used was only whatsapp media, actually I wanted to use google meet media, but the problem was with students who still didn't know how to use google</i></p>
--	--	--	---	--	--

			<p>- Tidak sepenuhnya tercapai karena masih ada beberapa siswa yang tidak paham akan materi tersebut, secara langsung saja mereka tidak paham apalagi secara daring. (<i>Not fully achieved because there are still some students who do not understand the material, they just don't understand it directly, especially online</i>).</p>		<p><i>meet media, which the second is when students are given assignments, they are lazy to do and only some are diligent in doing assignments).</i></p> <p>- Masalah itu terjadi karena siswa merasa tidak terpantau karena tidak bertemu langsung dengan gurunya, dan juga karena media yang digunakan hanya whatsapp dan juga siswa sulit diberikan motivasi karena terkadang mereka juga tidak membuka whatsapp mereka. (<i>This problem occurs because students feel unmonitored</i></p>
--	--	--	---	--	---

					<p><i>because they do not meet directly with the teacher, and also because the media used is only whatsapp and students are also difficult to motivate because sometimes they also don't open their whatsapp).</i></p> <p>- Menurut saya cukup efektif namun yah lebih efektif lagi ika bertatap muka langsung dengan siswa. <i>(I think it's quite effective, but it's even more effective when you meet face-to-face with students).</i></p> <p>- Kalau ditanyakan apakah upaya tersebut berhasil</p>
--	--	--	--	--	---

					<p>mencapai tujuan pembelajaran yah, actually sangat minim, mungkin tidak sepenuhnya tercapai.</p> <p><i>(When asked whether these efforts succeeded in achieving the learning objectives, well, actually very minimal, maybe not fully achieved).</i></p>
Teacher's techniques to overcome bariers in online learning	<ol style="list-style-type: none"> <li>1. Teacher's techniques</li> <li>2. Berries in Online learning</li> </ol>	<p>- Apakah ada upaya yang dilakukan untuk memaksimalkan proses pembelajaran? Apakah mereka? <i>(Are there efforts made to maximize the learning process? Were they?)</i></p>	<p>Yah upaya yang saya lakukan itu dengan memantau mereka dari group whatsapp yang tealh dibuat dan kalau perlu saya menghubungi mereka satu persatu bahwa mereka sudah paham atau belum.</p> <p><i>(Well, the effort I made was by monitoring them from the whatsapp group)</i></p>	<p>Yah kalo untuk memaksimalkan pembelajaran seperti yang saya tadi katakan saya mneyuruh siswa menghubungi temannya yang jarang kumpul tugas dan untuk yang nda punya hp dan memungkinkan untuk belajar bersama dirumah mereka, yah mereka belajarnya berkelompok agar</p>	<p>Upaya yang saya lakukan yang salah satunya mendekati siswa bisa melalui chat pribadi atau via telefon agar siswa bisa mengutarakan apa saja yang kurang dimengerti.</p> <p><i>(One of the efforts I made was to approach students through private chat or via telephone so</i></p>

	<p>3.Solutions to online learning problems</p>	<p>- Menurut Anda, mengapa masalah atau kendala tersebut terjadi? (<i>In your opinion, why did these problems or constraints occur?</i>)</p> <p>- Bagaimana cara ibu untuk membuat siswa menyukai pelajaran yang ibu berikan selama pandemi covid 19? (<i>How do you make students like the lessons you give during the COVID-19 pandemic?</i>)</p> <p>- Apakah ada yang ingin Anda</p>	<p><i>that had been created and if necessary I contacted them one by one that they understood or not).</i></p> <p>- Cara yang saya lakukan itu dengan mengirimkannya video tentang materi tersebut yang mudah untuk mereka pahami dan menyuruh mereka mentranslate perkata atau membuka internet sebagai referensi agar mereka mudah memahaminya. (<i>The way I do it is by sending them a video about the material that is easy for them to understand and asking them to translate the words or go to the internet as a reference so they can</i></p>	<p>semua tugas dan pembelajaran tersampaikan ke mereka. Kalo untuk penjelasan materi agar mereka bisa paham biasanya saya buat video sesekali jika materinya yang saya bawakan susah. Tapi saya jarang membuat video karna melihat dari kuota anak anak yang terbatas.</p> <p><i>(Well, in order to maximize learning, as I said earlier, I asked students to contact their friends who rarely collect assignments and for those who don't have cellphones and allow them to study together at their homes, well, they study in groups so that all assignments and learning are conveyed to them. As for the</i></p>	<p><i>that students could express anything they didn't understand).</i></p> <p>- Cara agar siswa menyukai pelajaran yang diberikan yaitu dengan memberikan materi dengan cara yang menarik, misalnya mengirimkan materi dengan gambar-gambar yang bisa menarik perhatian siswa.</p> <p><i>(The way to make students like the lessons given is to provide material in an interesting way, for example sending material with pictures that can attract students' attention).</i></p>
--	--	---	---	--	--

		<p>tambahkan atau saran untuk guru yang memiliki masalah yang sama?  <i>(Is there anything you'd like to add or suggestions for teachers having the same problem?)</i></p>	<p><i>easily understand it).</i></p> <p>- Saran dari saya yaitu sebaiknya guru lebih memikirkan lagi cara yang lebih menarik lagi untuk diberikan ke siswa agar tujuan pembelajaran itu tercapai.  <i>(My suggestion is that the teacher should think about more interesting ways to give to students so that the learning objectives are achieved).</i></p>	<p><i>explanation of the material so they can understand, I usually make videos once in a while if the material I bring is difficult. But I rarely make videos because I see from the limited quota of children).</i></p> <p>- Kalo untuk itu yah tergantung dari materinya sih, kalo materinya susah yah siswa tidak suka. Jadi biasanya saya sebelum masuk materi saya kasi pengantar sehari2 yang bisa membuat mereka paham dan termotivasi masuk belajar. Saya itu menyederhanakan materi agar tidak terlalu banyak agarsiswa tertarik belajarnya.  <i>(For that, it depends on the material, if the</i></p>	<p>- Tambahan atau saran dari saya, ini juga sebagai motivasi untuk diri saya pribadi jika menghadapi masalah ini perlu kiranya kita sebagai guru untuk memikirkan strategi baru yang bisa membuat siswa lebih tertarik dengan pembelajaran bahasa inggris.  <i>(An addition or suggestion from me, this is also a motivation for myself personally, if we face this problem, it is necessary for us as teachers to think of new strategies that can make students</i></p>
--	--	--	--	--	--

				<p><i>material is difficult, students don't like it. So usually, before entering the material, I give a daily introduction that can make them understand and be motivated to study. I simplify the material so that it is not too much so that students are interested in learning).</i></p> <p>- Yah mungkin kalo ada masalah yang sama mungkin kalo siswanya memungkin kan menirima file ppt bisa mungkin membuat materi menarik di ppt tapi siswa saya tidak bisa menerima file ppt jadi saya hanya rekaman video atau rekaman suara biasanya. <i>(Well maybe if there is the same problem,</i></p>	<p><i>more interested in learning English).</i></p>
--	--	--	--	--	---

				<i>maybe if the students are able to receive ppt files, maybe they can make interesting material in ppt but my students can't receive ppt files so I just record videos or sound recordings usually).</i>	
--	--	--	--	---	--

Pertanyaan	Guru 1	Guru 2	Guru 3	Kesimpulan
Bagaimana proses pembelajaran bahasa inggris selama pandemi covid 19 ini ? <i>(How is the process of learning English during this COVID-19 pandemic?)</i>	<p>Proses pembelajaran bahasa inggris selama pandemi itu di sekolah kami dilakukan secara online dan luring, kami memberikannya materi secara online atau melalui media whatsapp dan ketika luring itu mereka ke sekolah untuk mengumpulkan tugas sambil menjelaskan materi yang mereka belum pahami.</p> <p><i>(The process of learning English during the pandemic at our school was carried out online and offline, we gave it material online or through WhatsApp media and when it was offline they went</i></p>	<p>Nah kalo di tanya masalah proses pembelajaran di waktu yang seperti ini pasti berbeda dengan waktu yang sebelumnya. Karna di masa pandemi ini kan kita melakukan pembelajaran daring sesuai dari dinas pendidikan. Dan itu susah menurut saya karena kita harus menggunakan hp sebagai pembelajaran dan masalahnya disini adalah tidak semua siswa memiliki hp.</p> <p><i>(So, when asked about the problem of the learning process at this time, it would be different from the previous time.</i></p>	<p>Proses pembelajaran bahasa inggris selama pandemi dilaksanakan secara online dan disekolah kami,</p> <p>kami mengajar meenggunakan media whatsapp dengan cara memberikan materi melalui whatsapp dan tugas juga diberikan melalui media whatsapp. Jika perlu saya juga mengirimkan video pembelajaran kepada siswa agar siswa lebih mudah mengerti atau memahami</p>	<p>Proses pembelajaran selama pandemi itu dilakukan secara online.</p> <p><i>(The learning process during the pandemic was carried out online.)</i></p> <p><b>(The process of online learning amidst the pandemic)</b></p>

	<i>to school to collect assignments while explaining the material they did not understand.)</i>	<i>Because during this pandemic, we are doing online learning according to the education office. And it's difficult in my opinion because we have to use cellphones for learning and the problem here is that not all students have cellphones.)</i>	<i>pelajaran yang diberikan. (The process of learning English during the pandemic is carried out online and at our school, we teach using WhatsApp media by providing material via WhatsApp and assignments are also given via WhatsApp media. If necessary, I also send learning videos to students so that students can more easily understand or understand the lessons given.)</i>	
Menurut anda apakah ada perbedaan antara mengajar	Kalau soal perbedaan itu pasti memiliki	Sudah pasti ada bedanya, karena	Kalau di tanya tentang	- Guru tidak bisa mengetahui siswa

<p>sebelum dan selama masa pandemi covid 19 ini?  <i>(In your opinion, is there a difference between teaching before and during this COVID-19 pandemic?)</i></p>	<p>perbedaan, adapun perbedaannya yaitu sebelum masa pandemi kami para guru bisa melihat perkembangan siswa kami secara langsung dan <b>kami bisa mengetahui siapa yang aktif dan tidak aktif dalam pembelajaran</b> dan kita bisa juga melihat mana yang mengerti dan yang tidak mengerti.  <i>(When it comes to differences, there must be differences, as for the difference, namely before the pandemic, our teachers could see the progress of our students directly and we could find out who was active and not active in learning and</i></p>	<p>ketika pembelajaran sebelum pandemi itu kita bisa melihat semua perkembangan siswa dan bisa memotivasi siswa jika ada yang tidak mengumpulkan tugas contohnya begitu tapi sekarang karna kita belajar dari rumah kita tidak semua siswa yang merespon di group pembelajaran. <b>Ada pula yang tidak mengerjakan tugas sampai berminggu minggu. Dan mereka harus di hubungi satu persatu oleh temannya.</b>  <i>(There's definitely a difference, because during learning before the pandemic we could see all</i></p>	<p>perbedaan antara mengajar sebelum dan selama masa pandemi yang tentu saja sangat berbeda. yang pertama di masa pandemi ini dari segi lokasi, <b>guru dan siswa berada dilokasi yang berbeda, guru mengajar disekolah sedangkan siswa dirumah masing-masing.</b>  <i>Sedangkan sebelum pandemi guru dan siswa bisa saling bertemu dan menerima pembelajaran secara langsung. Kemudian yang kedua sebelum</i></p>	<p>aktif dan tidak dan bisamengetahui mana yang mengerti dan tidak  <i>(The teacher cannot know which students are active and not and can know which ones understand and which ones do not)</i>  - Ada siswa yang tidakmengerjakan tugasnya sehingga harus dihubungi satu persatu  <i>(There are students who don't do their assignments so they have to be contacted one by one)</i>  - Lokasinya berbeda, guru mengajar di sekolah sedangkan siswa dirumah masing-masing.  <i>(The location is different, the teacher teaches at the school</i></p>
--	---	--	--	---

	<p><i>we could also see who understood and who didn't understand.)</i></p>	<p><i>student progress and could motivate students if someone didn't submit assignments, for example, but now because we're learning from home, not all students are responding in the learning group. There are also those who don't do their homework for weeks. And they must be contacted one by one by their friends.)</i></p>	<p>pandemi guru bisa dengan mudah memantau siswa serta bisa menemukan kendala apa yang dihadapi siswa sedangkan di masa pandemi dirasa sangat sulit menemukan dan memantau kendala apa yang dihadapi siswa sehingga sulit untuk memecahkan masalah yang dihadapi siswa. (When asked about the difference between teaching before and during the pandemic, of course it is very</p>	<p><i>while the students are at home.)</i></p> <p><b>problems encountered by the teachers in online learning process)</b></p>
--	--	---	--	---

			<p><i>different. the first is during this pandemic in terms of location, teachers and students are in different locations, teachers teach at schools while students are at home. Whereas before the pandemic, teachers and students could meet each other and receive direct learning. Then, before the pandemic, teachers could easily monitor students and find out what obstacles students faced, while during the</i></p>	
--	--	--	---	--

			<i>pandemic it was very difficult to find and monitor what obstacles students faced, making it difficult to solve problems faced by students.)</i>	
Apakah Anda menemukan kendala? Apa itu? Bisa sebutkan kendalanya ? <i>(Did you find any obstacles? What's that? Can you name the problem?)</i>	Disini saya memiliki kendala dalam proses pembelajaran selama pandemi yaitu, yang pertama itu <b>koneksi jaringan</b> karena di sekolah kami memberikan mereka materi nah disekolah tersebut jaringannya kurang bagus apalagi banyak siswa yang tinggal dekat gunung, yang kedua itu <b>mereka masih ada yang belum memiliki handphone</b> dan harus menggunakan handphone milik	Kendalanya banyak sekali, paling utama itu kendalanya di hp karna <b>tidak semua punya hp dan yang kedua itu jaringan.</b> Kuota juga kalo tiba2 habis pada saat pembelajaran meet berlangsung itu sangat mengganggu. <i>(The obstacles are many, the main thing is the problem on cellphones because not all have cellphones and the second is the network. If the quota</i>	Kendala dalam proses pembelajaran selama pandemi : yang pertama itu saya merasa sulit untuk memberikan materi secara panjang lebar mengingat media yang digunakan hanya media whatsapp, sebenarnya saya ingin menggunakan media google meet, namun	Koneksi jaringan yang kurang memadai dan masih ada siswa yang tidak memiliki hp <i>(Inadequate network connection and there are still students who don't have cellphones)</i> <b>problems encountered by the teachers in online learning process)</b>

	<p>orang tuanya, dan yang ketiga itu mereka kesulitan untuk memahami materi tersebut dan tugas-tugas mereka banyak yang tidak mengumpulkannya dan mereka ada juga yang mengirimkannya tetapi mereka menjawabnya asal-asalan.</p> <p><i>(Here I have a problem in the learning process during the pandemic, namely, the first is a network connection because at our school we provide them with material, now the network is not good, especially since many students live near the mountain, the second is that they still don't</i></p>	<p><i>suddenly runs out during the meeting, it's very disturbing.)</i></p>	<p>kendalanya ada pada siswa yang masih belum tahu menggunakan media google meet, yang kedua yaitu ketika siswa diberikan tugas, mereka malas mengerjakan dan hanya sebagian yang rajin mengerjakan tugas.</p> <p><i>(Obstacles in the learning process during the pandemic: firstly, I found it difficult to provide material at length considering the media used was only whatsapp media, actually I</i></p>	
--	---	--	---	--

	<p><i>have cellphones and have to use them. their parents' cellphones, and thirdly, they had difficulty understanding the material and many of their assignments did not collect it and some of them sent it but they answered carelessly.)</i></p>		<p><i>wanted to use google meet media, but the problem was with students who still didn't know how to use google meet media, which the second is when students are given assignments, they are lazy to do and only some are diligent in doing assignments)</i></p>	
Menurut Anda, mengapa masalah atau kendala tersebut terjadi? <i>(In your opinion, why did these problems or constraints occur?)</i>	<p>Masalah itu terjadi <b>mungkin karena mereka mengiranya guru tidak memeriksa tugasnya dengan baik</b> dan mereka merasa <b>tidak diperhatikan</b>. <i>(The problem occurred maybe because they thought</i></p>	<p>Kendala itu terjadi kan dari faktor pandemi yang mengharuskan kita belajar daring jadi kita harus menggunakan media untuk belajar dari rumah. <i>(This obstacle</i></p>	<p>Masalah itu terjadi karena <b>siswa merasa tidak terpantau karena tidak bertemu langsung dengan gurunya</b>, dan juga karena media yang</p>	<p>Mereka merasa tidak di perhatikan atau di pantau oleh gurunya <i>(They feel unnoticed or monitored by the teacher)</i></p> <p><b>problems encountered by the teachers in online learning process)</b></p>

	<i>the teacher did not check their work properly and they felt that they were not being cared for.)</i>	<i>occurs because of the pandemic factor that requires us to study online so we have to use the media to learn from home)</i>	digunakan hanya whatsapp dan juga siswa sulit diberikan motivasi karena terkadang mereka juga tidak membuka whatsapp mereka. <i>(This problem occurs because students feel unmonitored because they do not meet directly with the teacher, and also because the media used is only whatsapp and students are also difficult to motivate because sometimes they also don't open their whatsapp.)</i>	
Apakah ada upaya yang dilakukan untuk	Yah upaya yang saya lakukan itu dengan	Yah kalo untuk memaksimalkan	Upaya yang saya lakukan yang	Guru tersebut menghubungi satu persatu siswanya

<p>memaksimalkan proses pembelajaran? Apakah mereka? (Are there efforts made to maximize the learning process? Wre they?)</p>	<p>memantau mereka dari group whatsapp yang tealh dibuat dan kalau <b>perlu saya menghubungi</b> mereka satu persatu bahwa mereka sudah paham atau belum.</p> <p>(Well, the effort I made was by monitoring them from the whatsapp group that had been created and if necessary I contacted them one by one that they understood or not.)</p>	<p>pembelajaran seperti yang saya tadi katakan saya mneyuruh siswa <b>menghubungi temannya</b> yang jarang kumpul tugas dan untuk yang nda punya hp dan <b>memungkinkan untuk belajar bersama dirumah mereka</b>, yah mereka belajarnya berkelompok agar semua tugas dan pembelajaran tersampaikan ke mereka. Kalo untuk penjelasan materi agar mereka bisa paham biasanya saya buat video sesekali jika materinya yang saya bawakan susah. Tapi saya jarang membuat video karna melihat dari</p>	<p>salah satunya mendekati siswa bisa <b>melalui chat pribadi atau via telefon</b> agar siswa bisa mengutarakan apa saja yang kurang <b>dimengerti</b>.</p> <p>(One of the efforts I have made is to approach students via private chat or via telephone so that students can express anything they don't understand)</p>	<p>(The teacher contacted the students one by one)</p> <p><b>(Teachers' techniques to overcome bariers in online learning)</b></p>
---	---	---	---	--

		<p>kuota anak anak yang terbatas. <i>(Well, in order to maximize learning, as I said earlier, I asked students to contact their friends who rarely collect assignments and for those who don't have cellphones and allow them to study together at their homes, well, they study in groups so that all assignments and learning are conveyed to them. As for the explanation of the material so they can understand, I usually make videos once in a while if the material I bring is difficult. But I rarely make videos because I see from the limited</i></p>		
--	--	--	--	--

<p>Bagaimana cara ibu untuk membuat siswa menyukai pelajaran yang ibu berikan selama pandemi covid 19  <i>(How do you make students like the lessons you give during the covid 19 pandemic)</i></p>	<p>Cara yang saya lakukan itu dengan mengirimkannya video tentang materi tersebut yang mudah untuk mereka pahami dan menyuruh mereka mentranslate perkata atau membuka internet sebagai referensi agar mereka mudah memahaminya  <i>(The way I do it is by sending them a video about the material that is easy for them to understand and asking them to translate the words or open the internet as a reference so they can easily understand it.)</i></p>	<p>Kalo untuk itu yah tergantung dari materinya sih, kalo materinya susah yah siswa tidak suka. Jadi biasanya saya sebelum masuk materi saya kasi pengantar sehari2 yang bisa membuat mereka paham dan termotivasi masuk belajar. Saya itu menyederhanakan materi agar tidak terlalu banyak agarsiswa tertarik belajarnya.  <i>(For that, it depends on the material, if the material is difficult, students don't like it. So usually, before entering the material, I give a daily introduction</i></p>	<p>Cara agar siswa menyukai pelajaran yang diberikan yaitu dengan memberikan materi dengan cara yang menarik, misalnya mengirimkan materi dengan gambar-gambar yang bisa menarik perhatian siswa.  <i>(The way to make students like the lessons given is to provide material in an interesting way, for example sending material with pictures that can attract students'</i></p>	<ul style="list-style-type: none"> <li>- Mengirimkan video tentang materi tersebut  <i>(Submit a video about the material)</i></li> <li>- Sebelum masuk guru tersebut memberikan pengantar sehari-hari agar mereka termotivasi untuk belajar  <i>(Before entering the teacher gave a daily introduction so that they were motivated to learn)</i></li> <li>- Memberikan materi yang menarik dan gambar-gambar yang menarik perhatian siswa  <i>(Provide interesting material and pictures that attract students' attention)</i></li> </ul> <p><b>(Teachers' techniques to</b></p>
---	--	---	--	---

		<i>that can make them understand and be motivated to study. I simplify the material so that it is not too much so that students are interested in learning.)</i>	attention.)	<b>overcome barriers in online learning</b>
Menurut anda apakah cara atau strategi yang digunakan efektif meningkatkan bahasa inggris siswa selama pandemi covid 19 ini ? <i>(In your opinion, are the methods or strategies used effective in improving students' English during the COVID-19 pandemic?)</i>	Menurut saya <b>lumayan efektif</b> karena saya mengirimkannya video yang menarik untuk mereka tonton tetapi <b>lebih bagus lagi jika bertatap muka langsung.</b> <i>(I find it quite effective because I send them videos that are interesting for them to watch but even better face to face)</i>	Strategi apa yah, pada saat pandemi ini saya cuman bisa menjelaskan lewat group dan sesekali membuat video pembelajaran yang sederhana agar siswa bisa paham. <i>(What's the strategy, during this pandemic I can only explain through groups and occasionally make simple learning videos so students can understand.)</i>	Menurut saya <b>cukup efektif namun yah lebih efektif lagi jika bertatap muka langsung dengan siswa.</b> <i>(I think it's quite effective, but it's even more effective when you meet face-to-face with students.)</i>	Menurut guru tersebut tidak efektif dan menurut guru lebih efektif jika tatap muka langsung <i>(According to the teacher, it is not effective and according to the teacher it is more effective if face-to-face)</i>  <b>(problems encountered by the teachers in online learning process)</b>
Apakah upaya tersebut berhasil	<b>Tidak sepenuhnya</b>	Sejauh ini sih	Kalau ditanyakan	Tujuan pembelajaran

<p>mencapai tujuan pembelajaran Anda? (Were these efforts successful in achieving your learning objectives?)</p>	<p>tercapai karena masih ada beberapa siswa yang tidak paham akan materi tersebut, secara langsung saja mereka tidak paham apalagi secara daring. (Not fully achieved because there are still some students who do not understand the material, they just don't understand it directly, especially online.)</p>	<p>berhasil hanya saja memang ada 1 3 4 orang siswa yang memang tidak aktif di pembelajaran daring ini. (So far, it's been successful, it's just that there are 1 3 4 students who are not active in this online learning.)</p>	<p>apakah upaya tersebut berhasil mencapai tujuan pembelajaran yah, actually sangat minim, mungkin tidak sepenuhnya tercapai. (When asked whether these efforts succeeded in achieving the learning objectives, well, actually very minimal, maybe not fully achieved.)</p>	<p>tersebut tidak sepenuhnya tercapai (The learning objectives are not fully achieved)  <b>(problems encountered by the teachers in online learning process)</b></p>
<p>Apakah ada yang ingin Anda tambahkan atau saran untuk guru yang memiliki masalah yang sama? (Is there anything you'd like to add or suggestions for teachers having the same problem?)</p>	<p>Saran dari saya yaitu sebaiknya guru lebih memikirkan lagi cara yang lebih menarik lagi untuk diberikan ke siswa agar tujuan pembelajaran itu tercapai. (My suggestion is that</p>	<p>Yah mungkin kalo ada masalah yang sama mungkin kalo siswanya memungkinkan menirima file ppt bisa mungkin membuat materi menarik di ppt tapi</p>	<p>Tambahan atau saran dari saya, ini juga sebagai motivasi untuk diri saya pribadi jika menghadapi masalah ini perlu kiranya kita sebagai guru</p>	<p>Memikirkan lagi strategi apa atau cara apa yang bisa membuat siswa tertarik untuk belajar bahasa Inggris (Think again what strategies or ways can make students interested in learning English)</p>

	<p><i>the teacher should think about more interesting ways to give to students so that the learning objectives are achieved.)</i></p>	<p>siswa saya tidak bisa menerima file ppt jadi saya hanya rekaman video atau rekaman suara biasanya.  <i>(Well maybe if there is the same problem, maybe if the students are able to receive ppt files, maybe they can make interesting material in ppt but my students can't receive ppt files so I just record videos or sound recordings usually.)</i></p>	<p>untuk memikirkan strategi baru yang bisa membuat siswa lebih tertarik dengan pembelajaran bahasa inggris.  <i>An addition or suggestion from me, this is also a motivation for myself personally, if we face this problem, it is necessary for us as teachers to think of new strategies that can make students more interested in learning English.)</i></p>	<p><b>(Teachers' techniques to overcome barriers in online learning)</b></p>
--	---	--	--	--

## Appendix 2 : Documentations

Bring a research permit to school



When interview English teacher



Conducting research paper at home



Conducting research paper at library





Conducting research paper at coffee shop



## School SMPN 10 Bantimurung



School SMP IT AN-NAS Sikapayya



School MTS Darussalam Barandasi



# UNIVERSITAS MUSLIM MAROS

## FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Kampus 1: Jalan Dr. Ratulangi No.62 Maros Sulawesi Selatan, e-mail : umma.yapim.2015@gmail.com, Kode Pos 90511  
Kampus 2: Jalan Kokoa – Pamelakkang Jene Kelurahan Allepolea Kecamatan Lau kabupaten Maros



بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Nomor : 149/UL/FKIP-UMMA/VI/2021  
Lampiran : 1 (satu) exemplar  
Perihal : Permohonan Izin

Kepada yang terhormat :  
**Kepala Sekolah SMPN 10 Bantimurung**  
di-

Maros

*Assalamu Alaikum Warahmatullahi Wabarakatuh.*

Dengan hormat,  
Disampaikan kepada Bapak/Ibu bahwa mahasiswa di bawah ini:

**Nama** : Nurhikmah  
**NIM** : 1788203022  
**Program Studi** : Pendidikan Bahasa Inggris

Bermaksud mengadakan Penelitian dalam rangka penyelesaian pendidikan Program Sarjana  
FKIP Universitas Muslim Maros.  
Adapun judul Penelitian yaitu :

**“AN ANALYSIS OF PROBLEMS AND STRATEGIES USED BY TEACHERS IN  
LEARNING ENGLISH DURING THE COVID 19 PANDEMIC AT SMPN 10  
BANTIMURUNG”**

Dosen Pembimbing : 1. Nuraeni, S.Pd.,M.Pd  
2. Sitti Aisyah, S.Pd.,M.Pd

Sehubungan dengan maksud tersebut mohon kiranya kepada Bapak/Ibu berkenan memberikan  
Izin kepada yang bersangkutan untuk melakukan penelitian di tempat Bapak/Ibu Atas bantuan  
dan kerja sama Bapak/Ibu yang baik diucapkan terima kasih.

Maros, 24 Juni 2021

Wakil Dekan I,  
Bidang Akademik Kemahasiswaan dan Alumni



**Tembusan Kepada Yth.:**  
1. Ketua Program Studi  
2. Yang bersangkutan  
3. Pertinggal



**PEMERINTAH KABUPATEN MAROS  
DINAS PENDIDIKAN  
UPTD SMPN 10 BANTIMURUNG**

Alamat : Jln. Pendidikan Desa Tukamasea Kecamatan Bantimurung Kab. Maros

SURAT KETERANGAN TELAH SELESAI  
MELAKSANAKAN PENELITIAN  
Nomor : 095/I06.1/SMPN.10/KP/2021

Yang bertanda tangan di bawah ini :

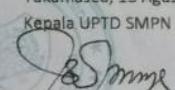
Nama : IRWAN,S.Pd  
NIP : 19730322 199501 1 001  
Jabatan : Kepala Sekolah

Menerangkan Bahwa :

Nama : NURHIKMAH  
NIM : 1788203022  
Fakultas : Keguruan dan Ilmu Pendidikan  
Program Studi : Pendidikan Bahasa Inggris  
Judul Penelitian : "An Analysis Of TProblems And Strategies Used By Teachers In Learning English During The Covid 19 Pandemic At SMPN 10 Bantimurung".

Benar telah melakukan penelitian di Sekolah SMP Negeri 10 Bantimurung mulai tanggal 28 Juni s/d 28 Juli 2021.

Demikian surat keterangan kami berikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Tukamasea, 13 Agustus 2021  
Kepala UPTD SMPN 10 Bantimurung  
  
IRWAN, S.Pd  
NIP.19730322 199501 1 001

## CURRICULUM VITAE



**Nurhikmah.** The name of the researcher is Nurhikmah. She was born in Maros on October 26, 1999. She is the second child from two siblings. Her father's name is Mr. Mr. Muksin and mother's is Mrs. St. Mulyati. Her educational background, when elementary school she studies at SDN 39 Inpres Bontokappang and graduated in 2011. She continued her study at SMPN 10 Bantimurung and graduated in 2014. Then, in 2014 she entered MA Darul Ulum Ammesangeng and she graduated from that school in 2017. In 2017, she was accepted to be students in English Education Study Program of Teacher Training Faculty at University of Muslim Maros. In 2022, she finished her research paper entitled "An Analysis of Problems And Strategies Used by Teachers in Learning English During The Covid 19 Pandemic"