

**THE TRANSFORMATION OF ENGLISH TEACHING STRATEGY  
DURING THE COVID-19 PANDEMIC**

**THESIS**



**BY  
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**STATE ISLAMIC INSTITUTE OF PALANGKA RAYA  
FACULTY OF TEACHER TRAINING AND EDUCATION  
DEPARTMENT OF LANGUAGE EDUCATION  
STUDY PROGRAM OF ENGLISH EDUCATION  
2021 G / 1443 H**

**THE TRANSFORMATION OF ENGLISH TEACHING STRATEGY  
DURING THE COVID-19 PANDEMIC**

**THESIS**

Presented to  
State Islamic Institute of Palangka Raya  
In partial fulfillment of the requirements  
For the degree of Sarjana in English Education



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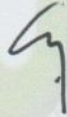
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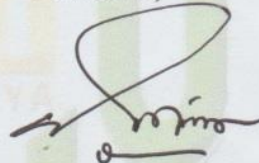
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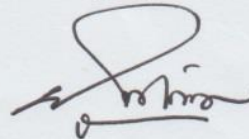
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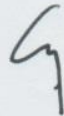
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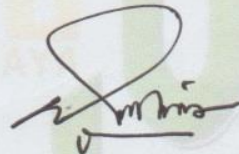
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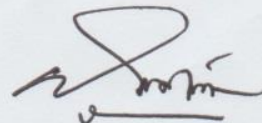
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Assalamu'alaikum Wr. Wb.

By reading and analyzing of this thesis, we think the thesis in the name of

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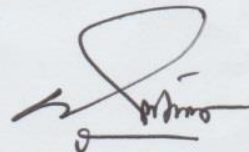
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
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## MOTTO AND DEDICATION

*“Pahami dulu baru tentukan sikap dan pilihan”*



This Thesis is dedicated to:

Myself and my beloved parent for their valuable endless love, prayer, patience, sacrifice, and support. Also to my special person who will be my partner in my entire life.



## DECLARATION OF AUTHORSHIP

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

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Herewith, I:

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Declare that:

1. This thesis has never been submitted to any other tertiary education institution for any other academic degree.
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Palangka Raya, September 2021

h Faithfully



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## ABSTRACT

Marlina, erlin, (2021). The Transformation of English Teaching Strategy during the Covid-19 Pandemic. Thesis, Departement of Language Education, Faculty of Teacher Training and Education, State Islamic Institute of Palangka Raya. Advisors: (I) Sabarun, M.Pd. (II) Akhmad Ali Mirza, M.Pd.

**Keywords:** *transformation, teaching strategy, covid-19 pandemic.*

Teaching strategies are the strategies that must be possessed by teachers in teaching which possible to facilitate teachers and students in the learning and teaching process. It is necessary for language learning activities that trigger students to display their enthusiasm for learning, language skills or abilities, changes in teaching strategies are also needed when learning media changes to suit students' circumstances.

This study aimed to investigate the transformation teaching strategy of English teachers at SMP Muhammadiyah Palangka Raya during online learning, and to describe how English teachers at SMP Muhammadiyah Palangkaraya implemented online learning strategies during the Covid-19 pandemic.

This study was a case study with qualitative approach. Three instruments were used to collect the data, those were: observation, interview and documentation. The subjects of this study were the English teacher in SMP Muhammadiyah Palangka Raya. They were determined by purposive sampling technique based on some criteria needed.

the results of this study, showed that there were four teaching strategies used by English teachers at SMP Muhammadiyah when teaching online during the Covid-19 pandemic, (1) Read / write learners (2) visual learners (3) text Drills (4) questions and answer. This was how the teachers implemented these strategies; (1) for read/write strategy the teacher send a text of story so the teacher order the students to read and analysed it and answer the question from the story given that prepare by the teacher; (2) for visual learners the teacher deliver the material by given the students videos or picture for the teaching strategy in order to make student easily understanding the subject material. 3) and for text drill strategy the teacher explain the material repeatedly through text messages, and send videos or photos as learning media; (4) for the question and answer strategy, the teachers asking questions related to the previous material and after explained new material than gave home work to the students.

## ABSTRAK

Marlina, Erlin.. 2021. Transformasi Strategi Pengajaran Bahasa Inggris Di Masa Pandemic Covid-19. Skripsi, Jurusan Pendidikan Bahasa, Fakultas Tarbiyah dan Ilmu Keguruan, IAIN Palangka Raya, Dosen Pembimbing: (I) Sabarun, M.Pd. (II) Akhmad Ali Mirza, M.Pd.

**Keywords:** *perubahan, strategi pengajaran, pandemic covi-19*

Strategi mengajar merupakan strategi yang harus dimiliki oleh guru dalam mengajar yang memungkinkan untuk memudahkan guru dan siswa dalam proses belajar mengajar. Untuk itu diperlukan kegiatan pembelajaran bahasa yang memicu siswa untuk menampilkan semangat belajar, keterampilan atau kemampuan berbahasa, perubahan strategi pengajaran juga diperlukan ketika media pembelajaran berubah sesuai dengan keadaan siswa.

Penelitian ini bertujuan untuk mengetahui transformasi strategi pengajaran bahasa Inggris di SMP Muhammadiyah Palangka Raya selama pembelajaran online, dan untuk mendeskripsikan bagaimana guru bahasa Inggris di SMP Muhammadiyah Palangkaraya menerapkan strategi pembelajaran online selama pandemi Covid-19.

Penelitian ini merupakan studi kasus dengan pendekatan kualitatif. Tiga instrumen yang digunakan untuk mengumpulkan data, yaitu: observasi, wawancara dan dokumentasi. Subjek penelitian ini adalah guru bahasa Inggris di SMP Muhammadiyah Palangka Raya. Penentuannya dilakukan dengan teknik purposive sampling berdasarkan beberapa kriteria yang dibutuhkan.

hasil penelitian ini, menunjukkan bahwa ada empat strategi pengajaran yang digunakan oleh guru bahasa Inggris di SMP Muhammadiyah saat mengajar online selama pandemi Covid-19, (1) pembelajar baca/tulis (2) pembelajar visual (3) teks Latihan (4) tanya jawab. Beginilah cara para guru menerapkan strategi ini; (1) untuk strategi baca/tulis dan visual peserta didik guru mengirimkan teks cerita sehingga guru memerintahkan siswa untuk membaca dan menganalisisnya serta menjawab pertanyaan dari cerita yang diberikan yang disiapkan oleh guru; (2) untuk pembelajar visual guru menyampaikan materi dengan memberikan video atau gambar kepada siswa untuk strategi mengajar agar siswa mudah memahami materi pelajaran.(3) dan untuk teks strategi drill guru menjelaskan materi secara berulang-ulang melalui pesan teks, dan mengirimkan video atau foto sebagai media pembelajaran; (4) untuk strategi tanya jawab, guru mengajukan pertanyaan terkait materi sebelumnya dan setelah menjelaskan materi baru kemudian memberikan pekerjaan rumah kepada siswa.

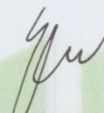
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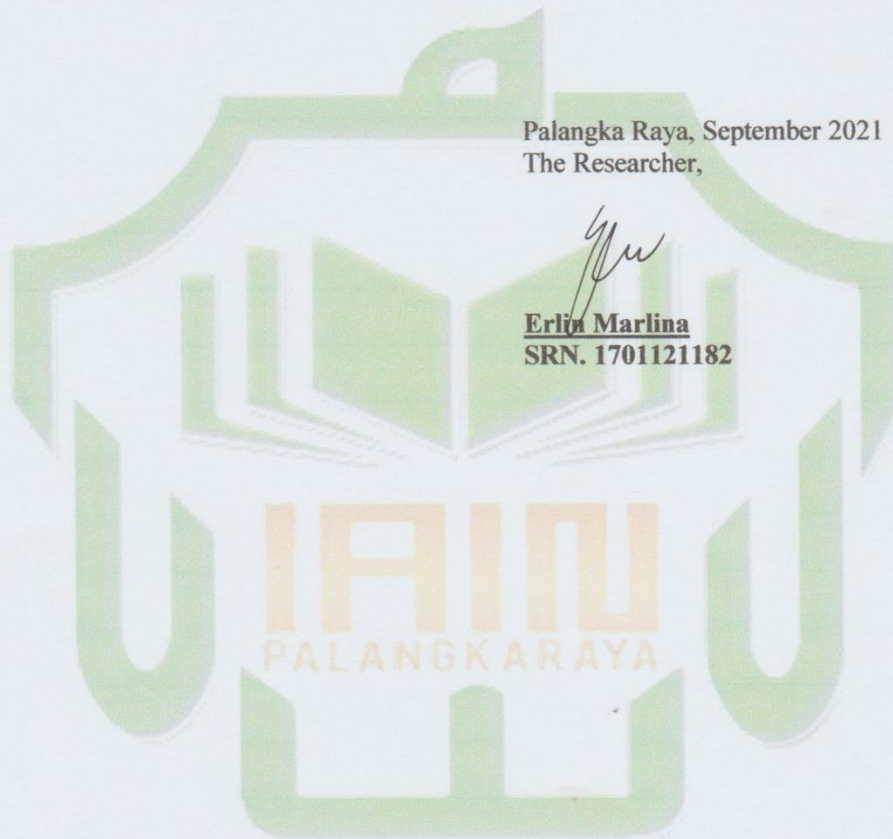
1. Dean of Faculty of Teacher Training and Education of the State Islamic Institute of Palangka Raya, Dr. Hj. Rodhatul Jannah, M.Pd., for her invaluable assistance both in academic and administrative matters.
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10. Her best friends, Rika Soraya.

Palangka Raya, September 2021  
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**Erlia Marlina**  
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## LIST OF ABBREVIATION

1. SMP : SMP Muhammadiyah Palangkaraya
2. TW : Tri Waluyo
3. JM : Jaimah
4. NH : Nur Hayati



## **LIST OF APPENDICES**

1. Observation Guideline
2. Observation Transcript
3. Interview Guideline
4. Interview Transcript
5. Observation Photos
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7. Location Photos
8. Curriculum Vitae



## **CHAPTER 1**

### **INTRODUCTION**

This chapter consists of background of the study, problem of the study, objectives of the study, scope and limitation, significance of the study, and definition of the key term.

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

The world is in early, covid-19 pandemic have attacked Whole County in the world including Indonesia, this pandemic attack all kind of important sector in a country's travel. Sector attacked by this pandemic are the economic, social, legal and educational world. Mechanical advancement empower learning strategies to alter from conventional learning methods into strategies which are consider more present day.

Setiawan (2019) and Indonesian school and college began to change its learning model in early 2020 when the Covid-19 outbreak began to spread in Indonesia, the government immediately restricted all activities outside the home so as not to catch the virus, and online learning policies began because learning had to continue even though situation made it impossible to learn face-to-face, as another alternative, and it has been a year since online learning has been going because the Covid-19 outbreak has not gone extinct.

“There are many ways to extend learning materials” Damayanti, & Rachmah (2020) direct learning or face-to- face the classic way in learning

English method and it has been done century ago, learning at school then the teacher teach and explain the lesson directly assisted by the media of learning which is provide in a class in generally. But now days the pattern of learning is not the same such as what Damayanti and Rachmah stated there are may way to extend learning material it's true because that happened to our country now the teaching learning pattern are change to be online and used technology as media of learning and assisted by several application to be easier such as Whatsapp, Google classroom, zoom meeting, Google meet, Google form etc.

There can be several types of online learning: Knowledgebase, online support, asynchronous training, synchronous training, hybrid training. Knowledgebase type is a set of lessons that are published on the website and have general instructions of learning that a student has to follow, with no support available. Online support type is a modified version of the knowledge base, where the support is available so there is a discussion board, web forum or another communication way available to get support on some topics. Asynchronous training is the one where the lessons do not take place in real-time, but the students are provided with content regularly. Instructors are assigned and provide support through email or other communication platforms. Synchronous training is done in real-time with a live instructor and optional moderator. There is a pre-set time to log-in to the online education environment and participants can communicate directly with the teacher and other group members. Hybrid

training is a combination of online and in-person interaction. Basilaia, & Kvavadz (2020). The education system in Indonesia country is based on traditional and modern classroom education and requires the students to attend the school classes every day.

The situation in general education in the country has changed in the first semester of 2020, when the first case of coronavirus COVID-19 infection was detected in Indonesia. The World Health Organization (WHO) set the corona virus as a pandemic on March 11 2020. The status of a pandemic or global epidemic indicates that the spread of COVID-19 is taking place so fast that almost no country in the world can ensure that it is protected from the corona virus (Widiyani, 2020). Since Covid-19 was declared a pandemic the minister of education issued a policy of studying from home or studying online to break the chain of transmission of Covid-19.

The learning process in Indonesia was postponed from the beginning of February 2020 by the recommendation of the Ministry Education and Culture of Indonesia until the March (MEC 2020, the official statement of the Minister), which was later has prolonged to April 1. On April the country has announced a state of emergency for one month with restrictions. (Indonesian government, 2020)

In a situation where the students are not allowed to go to school, the alternative is to move from traditional to online education. In this case the

essential parts are the internet coverage, availability of computers or smartphones in the population. By the information of the National statistics office of Indonesia July of 2019 a total of 79.3% of the Indonesian homes are connected to the internet, where the city population of 86.1 has access and the villages have 69.9%. (Geostatic, Share of households with internet access, 2019).

There for the researcher search several related study as guide to do the research, first from Ahmad Hatip (2020) the Transformation of Learning During Covid-19 Pandemic Towards The New Normal Era, this research type of literature study research by finding theoretical references that are relevant to current problem in the world especially in Indonesia. Second from Fitri Yani (2016) conducted a research on analysis of teachers' teaching strategies and students' different learning styles in English teaching-learning process. The qualitative method was conducted with using questionnaire, documentation, observation, and interview for collecting data. Third from Basilaia, G, & Kvavadze, D (2020) Transition to Online Education in Schools during a SARS-CoV-2 Coronavirus (COVID-19) Pandemic in Georgia. The method used in this research is a case study. Fourth from Tien-Chi Huang, Mu-Yen Chen, Chun-Yu Lin (2017) Exploring the behavioural patterns transformation of learners in different 3D modelling teaching strategies. The method used in this research is Participants and experimental design. Fifth from Baran, Correia, & Thompson (2011) Transforming online teaching practice:

critical analysis of the literature on the roles and competencies of online teachers. This critical analysis of literature on online teacher roles and competencies began as a broad search for research on online teaching.

The researcher found the new research problem that has never been investigated before. All the study above describe about transformation of learning and after do deep analyse and made conclusion of these related study finally the researcher get new idea for the new research that is ; the transformation of English teaching strategy during pandemic covid-19, and the implementation of that strategy.

The researcher wants to investigate the transformation of teaching strategy during pandemic for several reason that are; first, because of the model of teaching and learning change from face to face to virtual learning or online learning, second the teacher's teaching strategy must have changed and here is the point the researcher want to find out what strategies that the researcher uses during online learning, and how the teacher's implementing the strategy that they use.

the researcher did investigation at SMP Muhammadiyah Palangkaraya, because this school is often use whats app for learning tools during pandemic covid-19, online teaching and learning running smoothly about a year during learning activity the teacher assisted with technology as media, the teacher used multiple application to facilitate the learning process such as whatsapp and sometime they use zoom meeting and Google class room to teach English and for examination usually the

teacher use Google form or PDF as media to share the examination questions. And this school has been doing online learning since 2020 until now, although the school used online learning but the teacher still have to teach from school and take care of school to keep it clean.

The main focus of the investigating is on teacher transformation strategies and how they implement the strategies that they use in teaching English during online learning to keep the learning interesting.

## **B. Research Problem**

Research questions addressed in this research includes:

1. What are the transformation strategies used by English teacher at SMP Muhammadiyah Palangkaraya in teaching English during pandemic?
2. How is implementation of the transformation strategies used by English teacher at SMP Muhammadiyah Palangkaraya in teaching English during pandemic?

## **C. Objective of The Study**

Object of the study in this research are:

1. To describe the transformation strategies used by English teacher at SMP Muhammadiyah Palangkaraya in teaching English during pandemic.



2. To describe the implementation of the transformation strategies used by English teacher at SMP Muhammadiyah Palangkaraya in teaching English during pandemic.

#### **D. Scope and Limitation**

This research has been conducted in SMP Muhammadiyah Palangkaraya and focus to investigate on English teacher who has been teaching during pandemic covid-19, in this study the researcher limits the investigation on teacher strategies and the implementation in teaching English during pandemic covid-19 at SMP Muhammadiyah palangkaraya.

#### **E. Significance of the Study**

There are theoretically and practical benefits from this research as follows;

1. Theoretical

This research can be useful as a source of reference for relevant research on online English learning and this research can be useful as input for increasing knowledge about online English learning in the Covid-19 pandemic at Senior High School.

2. Practical

- a. The English teachers possible implement the interesting strategies an online learning model that can make it efficient the learning process, and help facilitate students to improve learning outcomes.

- b. The researchers possible develop the knowledge and information about transformation English learning in the Covid-19 pandemic.
- c. The students possible add the knowledge about online-based learning in the Covid-19 pandemic.

## **F. Definition of Key term**

There is some key term of this study that should be clarified to avoid a false understanding as also:

### **1. Transformation, change and transfer**

According to Collin English dictionary transformation is the act of changing from one use or function or purpose to another. Or an event that occurs when something passes from one state or phase to another.

According to oxford learner's dictionary change is the process of replacing something with something new or different; a thing that is used to replace something. Change of something a change of address. a change of government.

According to Mariam Webster definition of transformation is to convey from one person, place, or situation to another.

### **2. Transformation of English teaching strategy**

In the world of education there are many teaching strategies to make it easier for teachers to convey new knowledge to students; the strategies used must be in accordance with the lessons to be conveyed. Likewise, in teaching English there are many fun strategies so that when teaching

students, they don't get bored easily teaching strategies that are commonly used in schools such as, grammar translation Method (GTM), audio lingual method, silent way, total physical respond.

but now the learning situation is not the same as before since Indonesia was infected with the Covid-19 outbreak, the minister of education decided that learning activities must be carried out at home called online schools, since this change in the way of teaching and learning there has also been a change in teaching strategies carried out by English teacher to suit the situation, and the definition of transformation in teaching strategy according to the author is a change in the way teachers transfer knowledge to students through digital media.

### 3. Teaching strategy and teaching method

The word strategy comes from the Latin *strategia*, which is defined as the art of using plans to achieve goals. Kemp Wina Senjaya (2008) suggest that teaching strategy is a teaching activity that must be done by teachers and students so that learning objectives can be achieved effectively and efficiently, Furthermore, citing the thoughts of J. R David, Wina Senjaya (2008) states that the learning strategy contains the meaning of planning. This means that the strategy is basically still conceptual about the decisions to be taken in an implementation of learning.

Learning method can be interpreted as a method used to implement plans that have been prepared in the form of real and practical activities to achieve learning objectives. There are several learning methods that can be used to implement learning strategies, including: (1) lectures; (2) demonstration; (3) discussion; (4) simulation; (5) laboratory; (6) field experience; (7) brainstorming; (8) debate, (9) symposium, and so on.

#### 4. pandemic covid-19

A pandemic is a large-scale outbreak that is easily transmitted even from human to human. The epidemic can be said to be worldwide because it affects almost all countries in the world, the pandemic that is now being felt among the world's citizens is the covid-19 pandemic or often called the corona virus.

## **CHAPTER II**

### **REVIEW OF RELATED STUDY**

This chapter presents the theoretical framework of the related literature that related to the topic. Definition of transformation, teaching theory, teaching strategy, characteristic of teaching, teaching approach, online learning, characteristic of online learning, advantages and disadvantages of learning.

#### **A. Related Study**

The researcher takes some related studies as comparison and guidance of this research to maintain a strategic distance from pointless replication, the author review several study that have connected with this study. Analysed can make comparison of the result of each procedure used by the teacher within the e-learning lesson strategy, and also the researcher can conclude what extend the strategy helps the teacher in e-learning classes.

First, (Ahmad Hatip,2020) the Transformation of Learning during Covid-19 Pandemic towards the new Normal Era, this research type of literature study research by finding theoretical references that are relevant to current problem in the word especially in Indonesia. The results of this reference can be used as a strong basis and a main tool for further research in the field. The similarities of the study is equally discuss transformation in term of education and teaching during pandemic while the difference

this study focus on the learning transformation a change to something new. Transformation is seen as a process of transition from one form to a new form.

Second Anh Nguyen V (2017). The Impact of online learning activities on student learning outcome in blended learning course, the method used in this study is Quantitative analytical; results indicated that student–student interaction has a greater impact on student learning outcomes. These learning activities are used for interactive activities as suggestions for teachers to design and implement learning activities for blended learning courses. The similarities of this study determine the impact of online learning activities on learning outcomes of students who participated in the blended learning course while in other hand there is difference of the study such this study focused on the impact of online learning to the student outcomes.

Third, Fitri Yani (2016) conducted a research on analysis of teachers' teaching strategies and students' different learning styles in English teaching-learning process. The qualitative method was conducted with using questionnaire, documentation, observation, and interview for collecting data. Her objective of the study was to know how the English teachers formulate and implement the 44 teaching strategies in the English teaching-learning process regarding students' different learning styles. Based on the result this study showed that the teachers used some strategies for covering the differences in students' learning styles. The

strategies used upon the consideration of students' character, the learning objectives would be achieved by student and the characteristic of learning material. Teaching strategies used by the teacher such as demonstration, videos, reading text, lecturing/storytelling, cooperative learning, discussion, and games. In other words it can be concluded that the use of the strategy used is based on the consideration of different learning preferences and styles. The teacher accommodates student learning styles by giving different instructions for each learning style. From this study, there is a similar it of focus with the research to be carried out, which is related to teachers' strategies in the English learning, while the difference in the study examines the teachers' strategies in teaching English through online classes.

Fourth Basilaia, G,& Kvavadze, D (2020) Transition to Online Education in Schools during a SARS-CoV-2 Coronavirus (COVID-19) Pandemic in Georgia. The method used in this research is a case study, Results confirm that the quick transition to the online form of education went successful and gained experience can be used in the future. The experience and studies can be useful for other countries that have not found the ways of transition yet. The lesson learned from the pandemic of 2020 will force a generation of new laws, regulations, platforms and solutions for future cases, when the countries, government and population will be more prepared than today. The similarities of the study search for

how is transformation in education during pandemic. And the difference is this research focuses on the transition education system platform.

Fifth Marison Astrid (2020) online teaching placement during the COVID-19 pandemic in Chile: challenges and opportunities. The method used in this research is case study aiming at exploring the challenges and opportunities of this virtual teaching experience. The result indicate that factor such as the lack of direct interaction with learners and the sudden change of setting were among those most strongly affected the participants' own learning process. The similarities in this research is online teaching during pandemic and the difference is this research focus on the teacher placement while my research focus on teacher strategies in teaching English during pandemic.

Six Tien-Chi Huang, Mu-Yen Chen, Chun-Yu Lin (2017) Exploring the behavioural patterns transformation of learners in different 3D modelling teaching strategies. The method used in this research is Participants and experimental design, Educational scenario, and Lag sequential analysis. 3D modelling is the core technique and the basis of 3D printing which becomes popular in 2010s. To respond the growing needs of industrial community, this study apply the cognitive-apprenticeship strategy using various teaching materials, including three-view diagram and tangible 3D materials, in the 3D modelling course. The lag sequential analysis and interviews are adopted to explore the pattern transformation of the learners' meta-cognition behaviour during the problem-solving



tasks. The results show that different teaching methods and materials lead to differentiated metacognitive behaviours. Moreover, comparing to traditional instruction strategy, using 3D tangible object in cognitive apprenticeship instruction stimulates more meta-cognition behaviours, further leads to successful problem-solving P. The similarities in this research are the transformation of model strategies and the difference this research focus on 3D modelling teaching strategies.

Seventh Baran, Correia, &Thompson (2011) Transforming online teaching practice: critical analysis of the literature on the roles and competencies of online teachers. This critical analysis of literature on online teacher roles and competencies began as a broad search for research on online teaching. After the identification of key articles and related frameworks, the search was narrowed down to the topics of online teacher roles and competencies. The transformation of the search topic into the search language was an on-going effort to find the key terms in the field in order to locate the desired literature. The results indicate that while research about online teacher roles and competencies guides the development of teacher preparation and training programs, it lacks in terms of addressing the issues of empowerment of online teachers, promoting critical reflection, and integrating technology into pedagogical inquiry. An alternative perspective is suggested that considers teachers as adult learners who continuously transform their meaning of structures related to online teaching through a continuous process of critical

reflection and action. The similarities of this study is the transforming online teaching practice and the difference is this study focus on critical analysis of the literature on the roles and competencies of online teachers.

Different from those studies, the study will investigate the transformation of English teaching strategies during pandemic covid-19. The novelty of this study is the researcher investigates the strategy used by English teacher when teaching English during online, and the researcher investigates how good the teacher implements the strategy that they prepare for teaching through online learning.

## **B. Definition of transformation**

The word transformation comes from the Latin "transformer" meaning to change form. Etymology is a change in form or structure. The scientific dictionary explains that transformation is: transformation, transfiguration. (Partono, Al Barry, 2010)

Transformation is change that is profound, radical, and sustainable; change that fundamentally and indelibly alters the very nature of something (Gass, 1212) not all change is or should be transformational. There is also incremental, transitional, gradual and developmental change. In education, transformation is focused on changing the rules of the game in terms of aspects, practices, and educational institutions that are responsible for transmitting knowledge.

a. Transformative Learning Theory

Transformative learning theory see Mezirow (2013) addresses this common teaching challenge. The theory describes the conditions and processes necessary for students to make the most significant kind of knowledge transformation: paradigm shift, also known as perspective transformation. Mezirow (2013) describes perspective transformation as: the process of becoming critically aware of how and why our assumptions have come to constrain the way we perceive, understand, and feel about our world; changing these structures of habitual expectation to make possible a more inclusive, discriminating, and integrating perspective; and finally, making choices or otherwise acting upon these new understandings.

According to transformative learning theory, paradigm shift/perspective transformation is the result of several conditions and processes:

1. An activating event that exposes the limitations of a student's current knowledge/approach;
2. Opportunities for the student to identify and articulate the underlying assumptions in the student's current knowledge/approach;

3. Critical self-reflection as the student considers where these underlying assumptions came from, how these assumptions influenced or limited understanding;
4. Critical discourse with other students and the instructor as the group examines alternative ideas and approaches;
5. Opportunities to test and apply new perspectives.

b. Transformation to emergency remote teaching

In this study, the process of shifting the instructional delivery mode from face-to-face to ERT, Emergency remote teaching is defined as a sudden interim shift of instructional delivery to an online delivery mode as result of an immense catastrophe, in contrary to the online courses which are initially planned and designed to be delivered virtually (Hodges C, Moore S, Lockee B, Trust T, Bond A, 2020).

ERT comprises ultimate exploitation of the available remote teaching tools for delivering the curriculum or educational materials that would normally be delivered physically or as hybrid or blended courses.

c. curriculum transformation

Forming the model in this circular shape will permit the students to obtain the information and penetrate the cycle from any point without missing the information. Intuitively, the instructional delivery starts from the online lecture which can be conducted utilizing the available platforms (MS Team and MS Lecture Note). Through these online lectures, detailed

explanation about the topic is given and the students will get the opportunity to raise their doubts about the relevant issues to the topic or overall module.

Meantime, these online teachers are recorded and shared to the students on the school platform (Moodle) and on the social media (MS Kaizala). The recorded teachers will grant the students who face Internet connections disturbance or limited bandwidth a second follow-up chance. However, in some cases, downloading the complete lecture will remain as an eternal issue due to availability of the Internet quota/data. Thus, Voice over PowerPoint slides was used to provide concise hints about the lecture at each slide.

#### d. Perspective Transformation

Perspective transformation is a critically understanding process that we notice and understand our assumptions, how and why we limit our feeling methods. To change these habits, improve and differentiate them enable integration in perspective (Imel, 1998). Perspective transformation explains how adults review their meaning structures (Taylor, 1998). According to Habermas, perspective transformation includes concepts such as liberating actions that Mezirow states that perspective transformation is noticing structure of cultural assumptions critically and a process of liberating one's meaning structure (Biase, 2011), Perspective transformation brings out when one adopt and take others' perspective. Taking perspective requires an individual to be cognitive about difference

between old and new perspectives, thus, adapt to new perspective and demand it because it's more valuable (Biase, 2011). Perspective transformation explains how adults' meaning structures transferred throughout the lifetime (Taylor, 1998; Imel, 1998)

Perspective transformation is started with increase of basic information, improved problem solving skills or experiences unable to overcome with competencies. In other words, in the first step there are new matters that may not be solved with previous approaches. Challenging against existing perspective is end up with transformation. A big challenge against status quo perspectives is required for transformation. Support and help are needed to sustain new meaning perspective resolutely (Biase, 2011).

### **C. Kind of transformation**

#### **1. Technology Transformation And Learning Media**

WHO and IFRC in COVID-19 Prevention and control in schools (March 2020) say that as the virus spreads faster, schools must be closed and the education process must continue. Takes place through online learning activities using various media, the education world then "forced" itself to change the way of learning based on face-to-face meetings in online learning. This forced digital transformation is the surest way to stop the spread of the epidemic caused by the

corona virus. Therefore, the right of students to education remains a priority without neglecting mental health and safety.

Educators must ensure that teaching and learning activities continue, even if students are at home. The solution, educators are required to think of learning media as an innovation using online media. This is in accordance with the Minister of Education and Culture of the Republic of Indonesia concerning circular no. 4 of 2020 concerning the implementation of educational policies during the emergency period of the spread of Corona virus (Covid-19). Under these circumstances, a learning transformation takes place. Initially learning that is often monopolized face to face directly in the classroom by relying on blackboards, LCD screens and projectors was changed into a learning system using personal computing devices (PCs) or portable computers that are connected to an internet network connection and produced with learning, distance learning or learning virtual.

In using online or distance learning, educators can learn together at the same time using a variety of platforms to choose from, such as social media groups such as WhatsApp (WA), telegram, instagram, zoom applications or other media as learning media. (N. Septantiningtyas,2019) The simplest thing a teacher can do is to use WhatsApp Group. The WhatsApp application is suitable for beginner online teachers, because this operation is very simple and

easily accessed by students. As for online teachers who are more enthusiastic, they can improve their skills by using various online learning applications. So educators can make sure students learn at the same time, even in different places. Educators can also provide measurable assignments according to the purpose of the material given to students. Further research using Whatsapp groups as learning aids was carried out by (Kartikawati and prtama,2017), which stated that the results showed that the use of Whatsapp Messenger as an integrated learning method of group investigation was effective to be applied in the learning process to improve students' critical thinking ability.

## 2. Transforming Learning Designs

Distance learning needs to be designed carefully so as to facilitate optimal student learning. Many teaching design principles are available in the literature to do this. In this article we will offer the principle of 'teaching as interaction' as a framework for designing distance learning. Why this principle? This principle recognizes that teaching involves a complex process between learning actors. Learning actors depend on each other. Furthermore, this principle can provide an overview of the interactions between teach agents that occur in distance learning. Finally, this principle also provides opportunities for modern learning approaches that require interaction between students in an online learning environment, for example computersupported collaborative



learning (CSCL). According to (Mulatazam,&Gunawan,2018) states that collaborative learning is a general term for various educational approaches that involve intellectual efforts by students or students and teachers simultaneously. There are 6 (six phases passed in collaborative learning namely 1) assessing collaborative abilities; 2) creating various abilities; 3) Practicing collaborative learning; 4) Capture and disseminate learning; 5) creating value; and 6) Increasing interdependence (mutual need). During this pandemic, collaborative learning uses computer aids. Students can continue to collaborate with the help of computer technology that is connected to each other. Therefore, to design effective distance learning, it is necessary to think about and design various strategies to facilitate interaction between educators and learning content, students with learning content, students with educators, and students with other students.

### 3. Transforming Learning Models

After educators are able to master a variety of online learning tools, this will create reflections on more diverse learning methods and models that have never been developed by educators. For example, the teacher creates creative video content as educational material. In this case, the teacher is more persuasive because it makes students more interested in the material provided by the teacher through creative videos. Students will certainly be able to understand what is explained by the teacher through creative videos created by the teacher. So by

applying the learning model at home, students do not feel bored participating in online learning. The use of technology in students' homework performance can also lead to students' creativity in developing the knowledge they already have. With a variety of teacher learning methods, they can create creative learning products that can develop thinking through their own analysis, without leaving the subjects delivered by the teacher. While e-learning will provide greater opportunities to explore the material to be taught, teachers must be able to choose and limit the various materials and applications that are suitable for the learning materials and methods used. Project-based learning is a learning model that can be achieved during the Covid-19 pandemic. Project-based learning according to Mansoor and Moss in (Ramadhani, 2017) argue that projectbased learning is a collaborative approach to learning and teaching that places students in situations where they use authentic language to achieve certain goals. As part of the process, students plan projects, work on complex assignments, and assess their performance and progress. A project is designed around problems, questions, or needs identified by students.

#### **D. Teaching strategy**

##### **a. Definition of teaching strategy**

In the study of educational technology, the strategy is involved in the realm of learning design. The development of strategy a science has

developed starting from the military world and then used in education. In warfare, strategy is needed to obtain victory. Likewise with the learning process, educators must identify all those related to the learning process that will be carried out. Teachers have to know who will be their students, how different levels of intelligence, from what background they come from, how they are motivated, and so on. (Haidir,&Salim,2012) states the word strategy is often interpreted by technique or method, which is a way to convey a message in this case, subject matter to students to achieve the stated learning goals. Thus, the word strategy is related to the way, tactics or methods to do something.

MacDonald, (2001) states strategy as the art of carrying out a plan skilfully. Strategy is the art of doing something skilfully. Seals, & Richey (2000) states strategy as specifications for selecting and sequencing events and activities within a lesson. In line with this opinion, David, 1976 as quoted in Sanjaya (2006) strategy is a method, plan, or series of activities designed to achieve a particular educational goals. Meanwhile, if interpreted broadly, “the strategy can include, among others: 1) methods, 2) approaches, 3) the election of sources including the media used in learning, 4) grouping students, and 5) measurement of success” (Haidir,&Salim, 2012). According to Djamarah, & Zain, (2001) writes there are four basic strategies in learning activities that include in the following:

- a. Identify and determine the specifications and qualifications of the behaviour and personality changes of students as expected.
- b. Choosing a teaching and learning approach system based on people's aspirations and views of life.
- c. Choosing and determining the procedures, methods, and learning techniques that are considered the most appropriate and effective so that they can be used as a guide by the teachers in carrying out their teaching activities.
- d. Establishing norms and minimum limits of success or criteria and standards of success so that it can be used as a guide by the teachers in conducting, evaluating the results of teaching and learning activities which will then be used as feedback to improve learning.

Whereas teaching is a series of events experienced by a teacher to present and want change in students' behaviour. It brings changes in thinking, feeling and student actions. This helps them to adapt to their environment. Brown (2000) states that teaching means guiding and facilitating learning, enabling the learner to learn, setting the condition of learning. Teaching can be done without a teacher. They can use anything such as nature, books, teaching machines, etc., which can act as teachers. (Smith, 1963), consider teaching as a Tripoli process which involves: 1) an agent, a source, human or material that tries to produce learning. 2) The objectives to be achieved through the teaching process. 3) Intervening

variables consisting of teaching and learning situations. This may involve physical or human material conditions and teaching methods. From some of the definitions above, it can be concluded that the teaching strategy is a method, technique, and tactic used by a teacher to teach students in the class. Teaching strategies have been designed before, and this is very necessary so that a learning goal can be achieved, and the material can be delivered easily.

#### **b. Kind of teaching strategy**

##### **1. Cooperative Learning**

Cooperative learning comes from the word cooperative it means maximizing students learning to improve academic and understanding both individuals and groups as well as helping one another (Trianto, 2009). Cooperative learning models is one of supportive learning contextual learning.

(Amri,&Ahmadi,2010) defines cooperative learning teaching system as a work or learning system structured group and cooperative learning is a teaching and learning strategy that emphasizes attitude or shared behaviour in regular workgroups, that is consisting of two or more people. Furthermore, (Wena, 2009) cooperative learning is one of a group learning model that has rules certain. The basic principle of cooperative learning is students form small groups and teach others to achieve common goals, even in these learning smart students teach students who are not smart without feeling disadvantaged.

Cooperative learning is also a model that prioritizes cooperation among students to achieve learning goals. Cooperative learning, this learning can also create interdependence between students, so learning resources for students are not just teachers and textbooks but also fellow students.

## 2. Inquiry Based-Learning

In this case Haidir,&Salim (2012) defined the inquiry as a process of teacher and student interaction at a very high level, between teacher, student, subject matter, and the environment is very needed. An important part of the inquiry process is that between the teacher and the students both are questioners, seekers, interrogators, answerers, and also as an analyst (Orlihch, 2000). The inquiry learning process can be marked by the emergence of differences in views as a result of students' creative thinking in studying something. Steps in inquiry learning: 1) Observing (observation) 2) Classifying using numbers (classify facts) 3) Space-time relationship (connect the time) 4) Predicting (make estimates) 5) Inferring (temporary conclusions) 6) Defining operationally (formulate an operational definition) 7) Formulating hypothesis (make temporary conjectures) 8) Interpreting data (interpret data) 9) Controlling variables (control variables) 10) Experimenting (try out) 11) Communicating (communicating the results or findings obtained).

### 3. Graphic Organizer

Graphic organizers are information with a visual display that is designed to benefit students who are having difficulties in organizing information (Fisher,&Schumaker,1995). Graphic organizers are also referred to as concepts, cognitive maps, or web content, which have the same goal: Graphs the organizers are intended to help students visualize clearly how ideas are organized in a text or surround a concept. Through the use of graphic organizers, students have a structure for abstract ideas. Graphic organizers can be categorized in many ways according to how they organize information: hierarchical, conceptual, sequential, or cyclical (Bromley, Irwin-DeVitis, & Modlo, 2003).

Types of graphic organizer:

- 1) Concept map
- 2) Flow diagram or sequence chart
- 3) Compare/contrast or Vena diagram
- 4) Cause and Effect diagram
- 5) Main idea and details chart
- 6) Attribute chart
- 7) Story map

### 4. Differentiated Instruction

Differentiation is a guide to teaching life. Many teachers practice some form of differentiation for various proactive student needs. At the same time, differentiation is a complex endeavour that requires a

variety of sophisticated skills develop over time and with practice. This handbook provides teachers at all levels of expertise with insights and tools for their professional growth.

According to (Hamruni, 2009), teaching strategies are classified into five parts, namely:

1) Direct Instruction teaching strategy

Direct instruction teaching strategy is teaching directed by the teacher directly. This strategy is effective to determine information or to build a skill step by steps. The direct instruction usually has deductive character. The superiority of Direct Instruction Teaching Strategy is this strategy so easy to be planned and used, while the core important weakness in the developing ability, the process and the attitude that needed in critical idea and interpersonal relation also learn.

2) Indirect Instruction teaching strategy

Indirect instruction teaching strategy often referred as inquiry, inductive, problem solving, decision making and invention. Contrary to direct instruction teaching strategies, indirect instruction teaching strategies put students as centres, even though both of them can complement each other. In this strategy the role of the teacher moves from the speaker to the facilitator. The teacher manage learning environment and give



the students an opportunity to involve in the environment. The advantages of indirect instruction teaching strategies are:

- a. Pushing interest and curiosity of the students
- b) Creating the alternative and solving the problem
- b. Pushing creativity and developing interpersonal skill and the other ability
- c. Better understanding
- d. Expressing understanding

This strategy takes a long time, and the results are difficult to predict. This strategy not appropriate if students need a memory quickly.

### 3) Interactive teaching strategy

Interactive teaching strategy emphasizes on discussion and share between the learners. It will encourage of learner to create new an idea or concept, reacting on experiences, approach and developing alternative mind-set. The superiorities of interactive teaching strategy are students can improve their social skill and their ability, developing of rational argument. The weaknesses of this strategy are depending on the creativity of teacher to arrange and develop the group dynamics

### 4) Experiential/ empirical teaching strategy

Empirical teaching strategies have orientation in inductive activities. In this case students as the centre, Self-reflection about

their experience, is a planning formulation to achieve implementation based on context. The advantages of this strategy are able to increase student participation, as well as increase in student analytic aspects. While the disadvantages of this strategy are a high cost, and takes a long time.

#### 5) Independent teaching strategy

The purposes of independent teaching strategy are developing of individual initiative, able to develop themselves and students must be active in learning. The advantage of this strategy is creating student respect, while the disadvantage is that implementation is difficult for young students.

### **E. Characteristics of Teaching**

The characteristics of teaching are as follows:

1. Teaching is an effective interaction between teacher and students.
2. Teaching is both arts as well as science. Teaching is an art as it calls for the exercise of talent and creativity. Teaching as science involves a repertoire of techniques, procedures and skills that can be systematically studied, described and improved. A good teacher is one who adds creativity and inspiration to the basic repertoire.
3. Teaching has various forms, like formal and informal raining, conditioning or indoctrination, etc.
4. Teaching is dominated by the skill of communication.

5. Teaching is a Tripoli process; the three poles are, educational objectives, learning experiences and change in behaviour.
6. Teaching should be well planned, and the teacher should decide the objectives, methods of teaching and evaluation techniques.
7. Teaching is suggesting and not dictating.
8. Good teaching is democratic, and teacher respects the students, encourages them to ask questions, answer questions and discuss things.
9. Teaching provides guidance, direction and encouragement to the students.
10. Teaching is a cooperative activity and teacher should involve students in different classroom activities, such as organization, management, discussion, recitation and evaluation of results.

#### **F. Teaching Approach**

According to (Arvind, 2013) there are various approaches which are used in teaching learning process. The following are the main approaches of teaching learning:

##### **a. Teacher centered approach**

Teacher centered approaches are more traditional in nature, focusing on the teacher as instructor. They are sometimes referred to as direct instruction, deductive teaching or expository teaching, and are typified by the lecture type presentation. In these methods of teaching,

the teacher controls what is to be taught and how students are presented with the information that they are to learn.

b. Student centered approach

Student centered approaches (sometimes referred to as discovery learning, inductive learning, or inquiry learning) place a much stronger emphasis on the learner's role in the learning process. When you are using student-centered approaches to teaching, you still set the learning agenda but you have much less direct control over what and how students learn.

c. Inductive and Deductive approach

In inductive approach students move towards specified (example) to general rules. At first many examples are put forward to student and then he draws out a conclusion on the basis of these examples. Deductive approach is opposite to inductive approach because in first a principle or rule is put in front of students and then it is clarified by giving examples.

## **G. Online Learning**

Online learning implies a learning process that uses electronics as a learning medium. According to Onno W Purba (2002), online learning is a form of information technology that is applied in the field of education in the form of virtual schools.

In online learning technology all teaching and learning processes that are normally done in the classroom are done live but virtual means at the

same time a teacher teaches in front of a computer that is in one place, while students follow the lesson from other computers in different places. Course material can be obtained free of charge in the form of files that that can be downloaded, while interactive teachers and students in the form of assignments or discussions can be done intensively in the form of discussion forums and emails.

From the description above shows that the basic concept of online learning is to provide new classes equivalent to conventional classes in existing schools so far. Therefore, the construction of a virtual institution must provide results that are more or less the same as the aspiration to establish a conventional educational institution. In other words, online learning is a form of conventional learning as outlined in digital format through internet technology.

According to (Cisco,2001) explaining the philosophical online learning as follows:

- a. Online learning is the delivery of information, communication, education, training online.
- b. Online learning provides a set of tools that can enrich the value of conventional learning (conventional learning models, studies of textbooks, CD-ROMs and computer-based training) so that they can answer the challenges of the development of globalization.

Online learning demands changes in management of learning. If in ordinary learning, management is done more so that the teacher can

present the material or learning material directly, and how students can absorb learning material comfortably, then in online learning the management of learning is directed at how students can learn information in accordance with the topic. Thus management is directed at the learning process. A similar statement was made by (Nada Dabbagh&Brenda Bannan-Ritland,2005) who explained that today technological advances, especially in the field of the Internet, have radically changed traditional learning with face-to-face learning (direct instruction) into individualized learning (individual learning) through online learning.

Before deciding to build a virtual classroom in the form of an online learning system, we need to study more thoroughly. It is hoped that this decision-making process will not be caused by merely following the trend of internet technology to be considered modern but must consider the following matters:

- a. Budget cost needed.
- b. Any material that is prioritized is included in the online learning model according to the characteristics and needs.
- c. Switching from conventional to online learning can be done alone or requires cooperation with other parties.
- d. How to implement these changes so that the objectives can be achieved effectively and efficiently.

## H. Teaching strategies of award-winning online instructor

Ralph Michael (2020), the spring of 2020 has brought a sudden shift for many classrooms into an online setting. Teachers are trying to adjust their instruction quickly, and many are doing remote teaching for the first time. Experience matters, and it can be frustrating trying to help our students in this new way with everything else happening right now, there are five online teaching strategies.

### **Authentic and relevant course material**

Asking students to analyse and interpret primary materials and timely content can boost their critical thinking and engagement. The teachers interviewed in the study gave some examples:

Snippets of recordings from a radio show aired weekly that was related to course topics, and which students were required to discuss in an online forum, “Videos from courtrooms and recorded interviews with prosecutors about specific aspects of legal cases.”

“Recorded podcasts with experts on the course topics to model their thinking and provide authentic material to the students.”

### **A variety of multimedia resource**

Speaking of external media, it's also important to provide material in a variety of formats. Providing video, audio, reading, and interactive content can make a course more engaging. It also improves the accessibility of a course: Students who may struggle with particular medium-students with a

reading barrier such as dyslexia or a video barrier such as hearing or attention problems are at a major disadvantage if that medium is the only way to engage with material.

### **Student creation of content**

Students can show their engagement with the rich instructional materials described above by creating similarly rich products. The things students create should include opportunities to work together and to express themselves individually. The instructors in the study describe several examples:

- Students created digital stories using technologies such as Photo Story or PowerPoint after choosing a topic of their choice that related to their subject-matter expertise and that connected course content to their lives.”
- “Students were required to read critical articles or text and create short (2–3 minute) presentations as podcasts.”

#### **1. Student reflection on online learning**

Reflection and metacognition are essential to learning in any setting, and in an online setting teachers must be intentional about helping students reflect. The study authors emphasize that the reflection activities of their teachers went beyond assessing understanding-such activities interwove quizzes, discussion posts,



podcasts, and papers with prompts to help students reflect on their learning.

## 2. Explanation of purpose

Students should also look forward in order to understand how their coming work will build upon what they've already done. Teachers may not want to share all the details of their lesson plans, but every student should have a sense of how they are trying to grow. The interlinking of our course material can be lost in the online format, so the connections between activities should be stated (and restated) so students can see how they all fit together.

### **I. The characteristic of online learning**

Based on the explanation above, there are several characteristics of online learning as follows:

1. In online learning students no longer need a special place and time to study, but students can learn anywhere and anytime according to the opportunities each student has individually.
2. In the learning process students no longer only have access to textbooks and other printed learning resources, but to digital information sources, which can be accessed through cyberspace?
3. Students and teachers can enhance classroom learning improve classroom learning by accessing information from a unity of sources (databases, libraries, special interest groups), communicating via

computer with other students or with experts in special subject areas, and exchanging information/data .

4. Teachers and students can access electronic documents to enrich their learning. Students can actively participate because online learning provides an interactive learning environment. Students can connect electronic information to their projects and papers, making it a "living" document with a hypertext button.
5. Because computers have the ability to send information on a variety of media (print, video, and sound and music recordings) computers have become libraries without limits. As students can communicate quickly with text, images, sound, data and video can change the role of teacher and student.
6. Online learning allows teachers to be geographically separated from students, they can learn with other students in classrooms throughout the world.

#### **J. Type of online learning**

According to (Haughey,2000), there are three possibilities in the development of internet-based learning systems, namely as follows;

1. Web course, is the use of the internet for educational purposes, in which students and instructors are completely separate and there is no need for face-to-face contact. All teaching materials, discussions, consultations, assignments, exercises, exams, and other learning

activities are fully delivered via the internet. In other words this learning model uses a distance system.

2. Web centric course, is the use of the internet that combines distance learning and face-to-face (conventional). Some material is delivered via the internet, and some through face-to-face. Its functions are complementary. In this model the instructor can give instructions to students to learn the material through the web that has been made. Students are also given directions to look for other sources from relevant websites. In the face-to-face session, students and instructors discuss more about the findings of the material that has been learned through the internet.
3. Web enhanced course, is the use of the internet to support the improvement of the quality of learning carried out in class. The function of the internet is to provide enrichment and communication between students and teachers, fellow students, group members, or students with other sources. Therefore, the role of the instructor is to master the technique of finding information on the internet, guiding students to find and find sites that are relevant to learning materials, present material through the web that is interesting and desirable, serving guidance and interesting web communication and interest, providing guidance and communication via the internet, and other skills needed.

The development of online learning is not merely about online subject matter, but it must be communicative and interesting. The subject matter is designed as if students learn in front of the teacher through a computer screen that is connected through the internet network. To be able to produce interesting and attractive online learning, (Onno W Purba,2002) requires three things that must be fulfilled in online learning design, which are "simple, personal, and fast".

#### **K. The advantages of online learning**

Online learning has several advantages as follows:

- a. Learning is not limited by place and time so that anytime students can access the learning process.
- b. Students in this learning process must be active so that the online learning process is a student-centered process.
- c. Save on education costs (infrastructure, equipment, books, and official travel).
- d. Train students to be more independent in gaining knowledge.
- d. Professional online help.

#### **L. The disadvantages of online learning**

Online learning has several disadvantages as follows:

- a. Dissemination of information that is not appropriate, the internet makes it possible to present material or material that is inappropriate

for students to enjoy because it does not fit their level of development, for example cigarette and alcohol advertisements or topics that may be too high for their understanding and too mature for their viewing, thus the need for strict control and supervision. There is no organization or agency that controls activities on multiple computer networks. Control is on each individual. This is where the role of the teacher is needed; the teacher must indicate which sites contain information that is really useful for students so that they must be "visited".

- b. Copyright, because information is so easily accessed, it's so easy for someone to download files quickly. Therefore, students can make a paper or project by violating someone's copyright that is not their work.
- c. Very fast website growth, it is estimated that several thousand new websites add to the internet every day. This growth makes finding information really difficult. To help search for information, several commercial companies and universities provide search engines that follow the web network and reply to search results that match what is sought.
- d. Support, good technical support must be available. Without that support and good management, computer networks can die quickly. Problems with a network can cripple a laboratory or even shut down an entire school and company. Technical supervisors are needed to build and maintain networks.
- e. Lack of quality control, users must be

critical thinkers and readers who know how to value information. Everything that is sent on the internet is not a "teaching". Anyone can post anything on the web, including information that is not important, wrong, or incorrect.

### M. Framework of research

The framework of research is show in figure 2.1

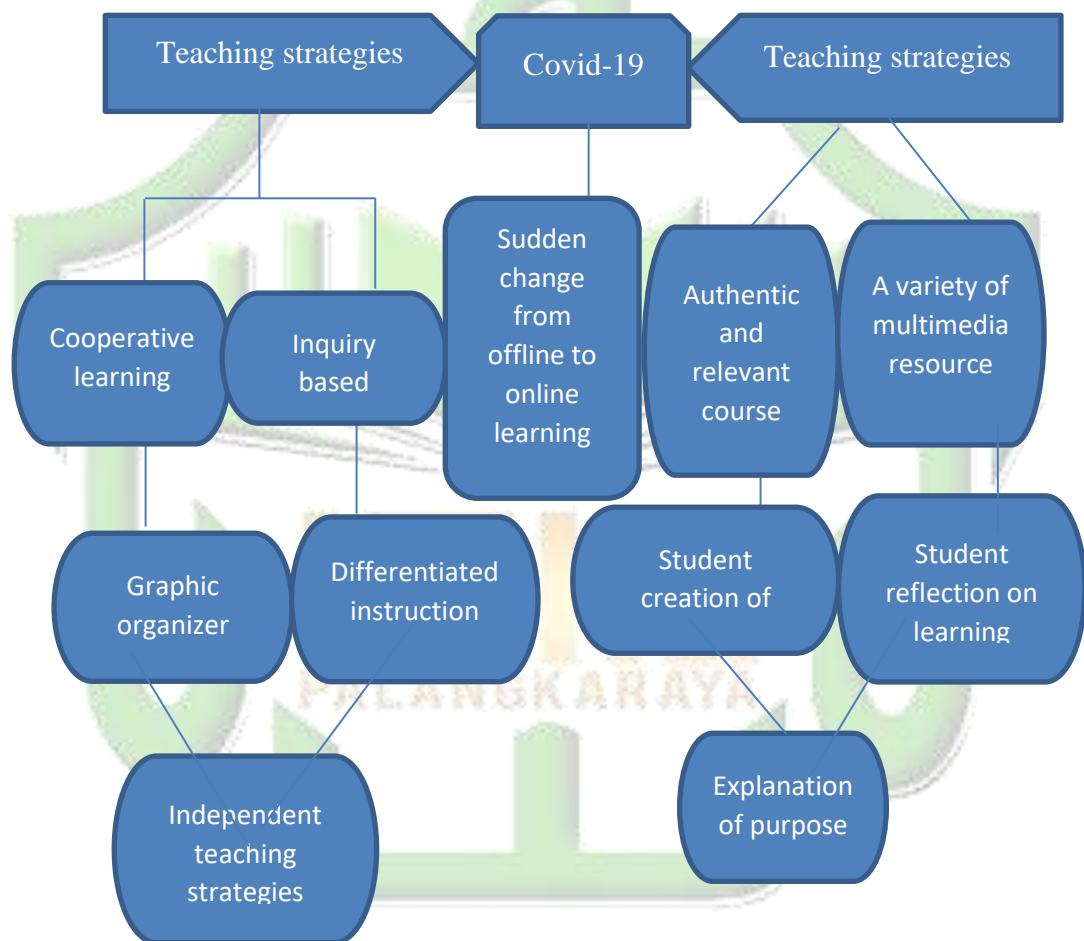


Figure 2.1 the framework of thinking

## **CHAPTER III**

### **RESEARCH METHOD**

This chapter presented research design, subject of the research, research instrument, data collection and data analysis:

#### **A. Research Design**

The design of this research was qualitative. This study focused on transformation of English teaching strategies during pandemic covid-19. According to Cresswell, J W. (2010), a qualitative study is defined as an inquiry process of understanding and studying a social or human problem, based on building a complex, holistic picture, formed with words, reporting detailed view of informants and conducted in a natural setting. The previous explanation is in line with Fraenkel, & Wallen (2012) that qualitative is a study that investigates the quality of relationships, activities, situations, or materials infrequently referring to qualitative research. It is in line with Sugiyono, (2013), who argued that the qualitative method is focused on a natural object. That was, the main instrument is the writer, the data were inductive, and the result focused on the meaning rather than generalization. The research type of this study was a case study. Ary (2010) said that a case study is a focus on a single unit to produce an in-depth description that is rich and holistic.

As indicated, the case study provides an in-depth description of a single unit

The “unit” can be an individual, group, a site a class, a policy, a program, a process, an instruction, or community. The case study can answer the descriptive question (what happened) or attempt to describe the subject’s entire range of behaviour and relationship of the behaviour to the subject’s history and environment. In a case study, the writer attempts to examine an individual or unit in-depth.

### **B. Subject of the research**

The subject of the study is also called as a research participant. A research participant or subject was a person who participated in research by being the target of observation. English teachers who teach during online learning were the subjects of this study. The teachers were uncivil servant and civil servant who were recruited. For gaining permission to teach into the school, they must accomplish year training. The teachers who taught at SMP Muhammadiyah Palangka Raya at least two years had teaching experience and selected by headmaster. The headmaster believed that within the period, the teachers had a lot of experiences in teaching English. Because of this school was applied online learning from the beginning issuance of the online learning policy until now the school has never applied face to face learning. Then, the object of this study was the transformation of teaching strategies and the implementation of the transformation strategy used by the English teacher in teaching online learning during pandemic covid-19. The sampling technique used by the researcher is purposive. According to Creswell (2010), in purposeful



sampling, the researcher intentionally selects individuals and sites to learn or understand the central phenomenon.

Based on Ary et al. (2010) qualitative studies more typically used non-random or purposive selection techniques based on particular criteria. The standard used in choosing participants and sites is whether they are “information-rich.” Sugiyono (2010) said that purposive is a technique for determining research samples with certain considerations so that the data obtained can be more representative. Semiawan (2010) mentioned that sampling in qualitative research tends to purposive, which means suitable for its purpose.

The sample of the qualitative method was not emphasized the number or representation but for information quality, credibility, and wealth of information given by the informant or participant. Sample, which in large quantities, would had no meaning if they were not qualified or the information is not credible. The sample must be compatible with the context.

### **C. The Data Source of study**

The source of the data in this study was English teachers’ of SMP Muhammadiyah Palangka Raya.

#### **D. Research Instrument**

The researcher used three types of instruments in this research included observation, interview, and documentation:

##### **1. Observation**

According to Ary (2002), observation is a basic method for obtaining data in qualitative research. Qualitative observations rely on narrative or word to describe the setting, the behaviors, and the interactions. The goal is to understand complex interactions in a natural setting.

The researcher did the observation for collecting data, and the English teacher of SMP Muhammadiyah was be participant in the observation because of researcher want to describe the transformation of teaching strategies that used by the teacher when teaching during online classes. And the researcher was joined the online class in order to know what kind of strategies that used by teacher.

##### **2. Interview**

The interview is a conversation with a particular purpose. The conversation is between two persons. The interview is a technique of collecting data through the interview process that went in one direction; that was the question came from the interview and answer gave by those interviewed. Frankle (as cited in Siti Nurul Huda, 2010) said the purpose of interviewing people was to find out their minds, what they think thought or how they felt about something. The

interview has a single of form, including individual, face-to-face interviews, and face-to-face group interviewing (Hilmiah, 2016).

The researcher use face to face interview for interviewing English teacher at SMP Muhammadiyah Palangka Raya, so that interview is more in-depth and to avoid miss communication between interviewee and English teacher during interview.

**Table 3.1the Topic of Interviews on English Teacher**

<b>Indicator</b>	<b>Name of question</b>
Teaching strategy	4
Teaching implementation	3

### 3. Documentation

*Documentation* was the evidence provided for information and ideas borrowed from others. That evidence includes both primary sources and secondary sources.

In this research, some pictures used as data to answer the research problems which was took from the observation. The researcher was collected the documentation as the evidence that the researcher did the research and to support the observation and interview. Here, the documents was include picture during observation. These pictures ware as the secondary data.

## E. Data Collection Procedure

In collected data the researcher applied the producers as follows:

### 1. Data collection procedures for observation:

- a. The researcher asked permission to the teachers first in order to join in the online class.
- b. The researcher joined the online class through WhatsApp while the teacher began the subject.
- c. The researcher was observes the strategy used by teachers in teaching English in online classroom.

The researcher did the first observation on 25<sup>th</sup> may 2021, the second observation was on 27<sup>th</sup> may and the third observation was 1<sup>st</sup> Jun 2021 the class observation has been done in SMP Muhammadiyah Palangkaraya trough whatss App group, because of covid-19 pandemic teaching and learning process change to be online learning.

### 2. Data Collection Procedures for interview

- a. The researcher made some questions for the teacher who selected as the subject of this research.
- b. The researcher was interview the teacher face to face and recorded their answer.
- c. The researcher collected the data about the strategy used by English teacher in teaching English through online during pandemic covivid-19.

The researcher did the interview with the teachers in several days for the first interview with Mr. TW on 18th may 2021, second interview with Miss. JM on 28th may 2021, and the last interview with Miss NH on 9th July 2021. The researcher did the interview face to face in SMP Muhammadiyah Palangkary, the researcher did the interview by recording so that the interviewee's answers be able heard again when the researcher made research results.

### 3. Data collection for Documentation

The researcher took picture when doing observation and interview, for the observation section has been done on 25<sup>th</sup> may 2021 for the first observation, than the second observation was on 27<sup>th</sup> may and the third observation was 1<sup>st</sup> Jun 202, the class observation has been done in SMP Muhammadiyah Palangkaraya trough whatss App group so the researcher screen shoot teaching and learning process for the documentataion, because of covid-19 pandemic teaching and learning process change to be online learning.

And for the interview section the researcher did for the first interview with Mr. TW on 18th may 2021, second interview with Miss. JM on 28th may 2021, and the last interview with Miss NH on 9th July 2021 and take a picture after interview.

While during the observation and interview the researcher conducted only on two teachers for observation and three teachers

for interview that because of the time for observation closed to national exam, than the writer conduct the observation in class VII and class VIII, the writer joined class observation three time in the course of three week for observation and two week for interview.

## **F. Data Analysis Procedure**

In this model there were four analysis components, named data collecting, data reduction, and data display and data conclusion. The four activities in interactive model analysis explained as follows:

### **1. Collecting the Data**

In collecting the data, the researcher analyzed all of the data gotten in the field and concluded the data that can be understood. In this case, the data collected was from English teacher at SMP Muhammadiyah Palangka Raya.

### **2. Data reduction**

In the redaction process, the researcher selected and chose the data that relevant to the study, focused on the data that directed to solved the problems, or to answered the research problems

### **3. Data display**

In data display, the result of the data redaction was systematically reported, which can be understood and reasonable of the data that got in the field by the researcher.

#### 4. Data Conclusion

In this case, the researcher made conclusion from all of the data to make it clear and understandable for the reader.

### G. Data Endorsement

Throughout the process of data collection analysis, the researcher needed to confirm the findings and interpretation were accurate. According to Ary, (2009), to determine the accuracy or credibility of the data, it requires teacher strategy.

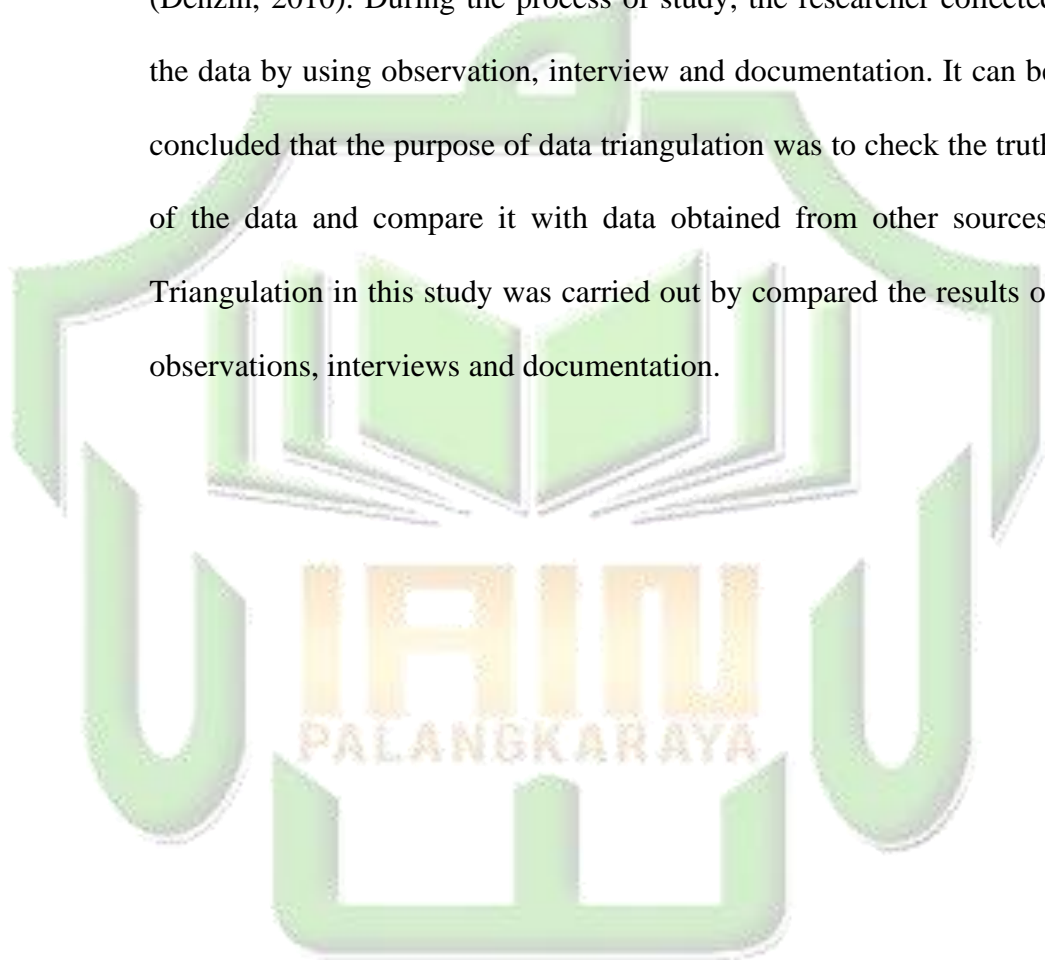
#### 1. Credibility

Credibility in qualitative research concerned the truthfulness of the inquiry's finding. Credibility or truth value involved how well the researcher had established confidence the found based on the research design, participants, and context. Based on Sugiyono, (2013), triangulation was one of several ways in testing credibility.

#### 2. Triangulation

Triangulation refers to the used of multiple methods or data sources in qualitative research to develop a comprehensive understanding of phenomena. Triangulation also viewed as a qualitative research strategy to test validity through the convergence of information from different sources (Carter, 2014). There were four types of triangulation: (a) method triangulation, (b) investigator triangulation, (c) theory triangulation, and (d) data source

triangulation. In this study, the researcher used the method triangulation. It is the used of multiple methods to study a situation or phenomenon. The intention was to decrease the deficiencies and biases that come from any single method. In other words, the strengths of one method may compensate for the weaknesses of another (Denzin, 2010). During the process of study, the researcher collected the data by using observation, interview and documentation. It can be concluded that the purpose of data triangulation was to check the truth of the data and compare it with data obtained from other sources. Triangulation in this study was carried out by compared the results of observations, interviews and documentation.





## CHAPTER IV

### RESEARCH FINDINGS AND DISCUSSION

#### A. Data Presentation

The data need that has been found should be presented in this part were the transformation strategies and the implantation of transformation strategies used by English teachers at SMP Muhammadiyah Palangka Raya when teaching English through e-learning courses during COVID-19 pandemic, the writer collected data by observation and interview the results of first observation found the strategy used were self-correction, text Drill, read/ write and visual as teaching strategy see in appendix (table 4.2) than the strategy used in second observation were Question and Answer, read/ write and visual see in appendix (table 4.3) and the strategy used in the last observation were Question and Answer, read/ write and visual as teaching strategy see in appendix (table 4.4) all data of observations and interviews detail were in the appendix, while the writer did the observation and interview ended on 8<sup>th</sup> July 2021 at SMP Muhammadiyah Palangka Raya.

#### B. Research finding

After analyzed the data above the writer found the result to answer the research question which presented previously. The result of the study would be described on the research problem as follows:

### **1. Strategy Used by the English Teachers in Teaching English subject during covid-19 pandemic at SMP Muhammadiyah Palangkaraya.**

The source data of this research was taken from the participants. The researcher chooses English teachers as participant. The teachers used their teaching strategy based on their preferences in English teaching during pandemic. While the researcher analysed their strategic used based on their awareness about the differences of students learning styles especially visual, auditory, and kinaesthetic learners. Relating to the purpose of this research, the research describes the strategy and implementation of the teaching strategies that used by English teacher during online class consider to their awareness about the transformation of learning styles. So, the researcher had chosen three different English teachers from different class or graduate to accomplish the research.

In line with the observation and interview, the researcher found the Strategy used by English Teachers in Teaching English subject during covid-19 pandemic at SMP Muhammadiyah Palangkaraya. There were read/ write and visual strategy, text drill, and question and answer, and self-correction. In this case, the entire teacher used whatsapp more often than zoom meeting as an online learning media due to the limitations of student technology facilities and the teacher's lack of knowledge in using technology, than the teacher found the suitable strategy and media for teaching during online class there mentioned below according to the table;

**Table 4.1**  
**English teaching observation**

	<b>Strategy</b>
<b>1<sup>st</sup> Observation</b>	1. visual learners 2. drill 3. read/ write
	<b>Strategy</b>
<b>2<sup>nd</sup> Observation</b>	1. read/ write 2. Drill
	<b>Strategy</b>
<b>3<sup>th</sup> Observation</b>	1. Question and Answer 2. visual learners

**2. The implemented the transformation strategies in teaching English during covid-19 pandemic at SMP Muhammadiyah Palangkaraya.**

Based on the observation result, the writer describes the result of observation below;

**a. The First Observation**

Before the teacher had taught about short message (announcement and notice), she reviewed the previous study. It was about recount text (factual recount). She asked the student question first, and then the entire student answer it in the WhatsApp group, she used the Question and Answer strategy. Freeman & Anderson (2011) stated that, this strategy gives students practice with answering questions and

practicing the pattern. The following observation transcript will show the use of Question and answer drill strategy:

*Teacher : ada yang ingat apa yang di maksud dengan short massage?*

*Student A : a short written massage/ short massage that written to tell something to other people.*

*Teacher : good.dengan kata lain short massage adalah pesan pendek*

*Student : yes ma'am*

*Teacher : ibu yakin kalian sering melakukannya, seperti lirik,sms, dll*

*Student: yeas ma'am.*

*Teacher : tujuan apasaja yang di lihat di atas yaa*

*Student : yes ma'am*

*Teacher : pengumuman apasaja mislanya, ada yang tau?*

*Student B : pengumuman ulang tahun*

*Teacher : right, what else?*

*Student B : pengumuman sekolah.*

*Teacher : ok next, about notice, kalian juga bias lihat di LKS ya, penjelasan nya juga ada di sana.*

*Student : okay ma'am.*

*Teachers : contoh notice (she send the picture). Ibu harap kalian sudah bias memahami pelajaran pagi ini*

*Student : yes ma'am.*

*Teacher : good. Ibu akan memberi tugas tentang short massage silahkan buka buku LKS nya halaman 49, there are 5 question task 5 untuk menjawab nya ada di task 4. Massage 1 Dan massage 2.*

*Student : okey ma'am*

*Teacher : you can do it now!*

The last strategy used by the teacher was visual learners. It helps

the students take responsibility for their learning and obtain a better awareness of the language Salma (2016). Some tasks were given to the students. The answer file or picture would be given back to the students if there were any wrong answers. Then, the teacher got them to do self-correction by circling the wrong answers.

It is also in line with the opinion of the teacher during the interview. Miss JM said *“Ketika saya mengajar bahasa inggris secara online , saya menggunakan strategi drilling yang hampir sama kita mengajar secara off-line bedanya cara saya menjelas kan materi melalu video dan di kirim ke WAG untuk di lihat oleh murid, dan mengirimkan power point untuk di baca agar lebig jelas, kemudian menanyakan kepadamurid setelah penjelas apakah dapat di pahami atau tidak. Menurut saya teknik drilling ini sangat bagus untuk diterapkan untuk mengajar bahasa inggris, karena drilling itu kan diulang-ulang, belajar bahasa itu kuncinya adalah diulang-ulang, karena kita suka lupa kan kalau belajar bahasa asing terutama tanpa drilling.”* (Interview with Miss JM, on 28<sup>th</sup> may 2021)

When I taught English online, I used a drilling strategy which was almost the same as we taught off-line, the difference was the way I explain the material through videos and send it to WAG for students to see it, and send the power points for the student read and clarify, Then asked the students after the explanation whether it can understood or not. I thought drilling technique was very good to be applied to teach English, because drilling repeated, the key of learning language was repeated, because we often forgot the vocabulary and the pronunciation of foreign languages if we don't practice it in daily life, especially without drilling.”

### **b. The Second Observation**

The teacher carried out a topic entitled “short message, announcement and notice, the teacher always explain the lesson through whatsapp group and the student saw it and asked to the teacher if they don’t understand. The strategy used by the teacher was teacher center learning method she explained the lesson through video and sent it into whatsapp group, in this meeting the teacher got the students to watch the explanation video and assigned the student to do the exercise in LKS page 49. The following observation transcript showed the tutor instruction:

- Teacher* : Our lesson last week about recount text chapter 5. Apakah semuanya sudah paham?
- Students* : yes ma’am
- Teacher* : sudah paham semuanya ya. Sekarang kita lanjut chapter 6.
- Teacher* : you can open your LKS page 47
- Student B* : ok ma’am
- Teacher* : we will learn about short message, announcement and notice, I will share the video about our lesson this morning; you can watch this video (the teacher share the link of video for explanation.
- Student C* : okay ma’am
- Teacher* : ok’ bagaimana dengan video nya tadi, sudah jelas ya. Pelajaran pagi ini tentang short message, announcement and notice. Sudah kalian catat penjelasannya ada yang mau di tanyakan?
- Student A* : gak ada ma’am
- Teacher* : good. Kalau gak ada kalian bias lihat di LKS page 49 task 5 there are 5 questions about short message, you can answer that question correctly, do you understand?

*Student B : yes ma'am*

*Teacher : kerjakan dengan benar kalau sudah kirimkan ke WA ibu seperti biasa.*

*Student : okay ma'am*

### **c. The third Observation**

The teacher carried out an assignment entitled “Daily assessment page 55-57, number 1-20 if the teacher should deliver the subject matter to students every day” In this meeting, the teacher got the students to do the assessment according to the instruction given by the teacher. The following observation transcript showed the tutor instruction:

*Teacher : Assalamualaikum Warohmatullahi wabarakatuh Anak2 sekalian selamat pagi semoga tambah semangat belajarnya karena hari ini hari terakhir ibu masuk diklas kalian untuk semester II minggu depan kt sudah PAS II semoga anak 2 berhasil semua ya ,hari ini kalian tugasnya menjawab di lks hal 55-57 bagian Daily Assessment A.no 1-20 PG jawaban aja ,seperti biasa klau sdh kirim jawaban ke WA ibu ya terima kasih ?*

*Students A : waalaikum salam*

*Students B : waalaikum sala*

*Student C : siap buu*

*After a hour .....*

*Teacher : ass wr wb, anak2 sekalian sekarang waktunya pelajaran bhs inggris hamper habis ibu akhiri dengan ucapan wasalamualaikum wr wb see you tomorrow good bye!*

*Students A : wassalamu alaikum wr wb*

Before asked the students to do the assignment, the teacher provided some assignment picture that might helped the student to make

the task easier, such as curriculum, syllabus, constitution, right, obligation, responsibility, ability, etc. The students may re-read the last material according to the task first before did and sent the task to teacher.

The researcher conducted the research within a period of three weeks for class observation, the first week of online class observation in class VIII A, the teacher teach used deductive approach as method and transformation text drill, read/write and visual learners, and self-correction as teaching strategy. So the second week of online class observation did by the same teacher in difference class (VIII D), the teacher used the same method and she use question and answer, and read/write and visual learners was used by the teacher as teaching strategy. Than the last week online class observation in class VII C the teacher used deductive approach as method and question and answer, and read/write and visual learners as teaching strategy. During the observation writer found a weakness of the strategy used by the teacher that is mouton learning, because the teacher just ask the student conditions in the beginning of the class and ask about previous lesson so the teachers explained the material by gave the explanation video, sometime send the picture related to the material for example to made it easier for the student understood the lesson at the end of the class the teacher always gave home work for the student. And the strength of the strategy was easier for the teachers to deliver the material presented because they can use media such as picture, video, power point and Google form as support media to implant the strategies.



### C. Discussion

This research focused on, teacher transformation strategy and the implantation of it, before going to the core of the discussion here, the researcher will explain what transformation is and what strategy is, According to Collin English dictionary transformation is the act of changing from one use or function or purpose to another. Or an event that occurs when something passes from one state or phase to another. Its similar meaning to change, change is basically a variation in the common way of doing things. Whenever people perform a task in a certain way, they get used to them. They develop methods which they can implement routinely to achieve these tasks. Any variation in these methods is nothing but change. A transfer is the movement of assets, funds, or ownership rights from one place to another. A transfer is also used to describe the process by which ownership of funds or assets are reassigned to a new owner. It can be conclude that transformation has similar meaning with change and transfer it mean shifting from old condition to new condition if the researcher use the word of transformation for the title of this researcher it must be there the explanation before and after of the problem which will be researched.

The word strategy comes from Latin “strategia”, which means art use of plans to achieve aim, learning strategies can used to achieve various purposes giving subjects in various levels, for different students, in different contexts. Strategy learning is a way that chosen to deliver the

material lessons in the learning environment certain, which includes the nature, scope, and sequence of activities that can provide learning experience for students. Strategy learning is not only limited to activity procedures, but also includes materials or packages learning. The learning strategy consists of all components of the subject matter and the procedure to be used for help students achieve their goals certain learning. Learning strategies can also defined as a pattern of activity selected and used learning teacher contextually, according to student characteristics, school conditions, environment and specific goals formulated learning. Need there is a relationship between learning strategies with learning objectives, in order to obtain learning activity steps effective and efficient.

Teaching strategies also defined as a pattern of activity selected and used learning teacher contextually, according to student characteristics, school conditions, environment and specific goals formulated learning. Wina Senjaya (2008) suggests that teaching strategy is a teaching activity that must be done by teachers and students so that learning objectives can be achieved effectively and efficiently. To identify changes in a teaching strategy, researchers will describe the strategies used by teachers before and after the COVID-19 pandemic. After conducting interviews and observations, the researcher concluded that the teaching strategies used by the teacher were; first Lectures and Demonstrations. Lectures and demonstrations are a learning strategy with activities the teacher conveys facts and principles, whereas students take notes Maybe just a little or

nothing student participation with questions or discussion. Lectures are able used to disseminate information in a short time, explain ideas difficult, encouraging students to learn to present information with a certain way or solve it for special group or to explain study assignment. Lectures don't have to be used when the purpose is more than learning to have complex knowledge/information, abstract or detailed, student participation in here is important. That everyone can see this demonstration, explain the demonstration to focus, to give questions, and planning follow-up demonstration.

Demonstrations are the same as lectures in terms of direct communication an providing information from the teacher to learner. Demonstration involving a visual approach to testing processes, information, ideas. This demonstration allow students to see the teacher as an active learner and model, learners can observe something what is real and how it works. Maybe a pure demonstration, demonstration with comments or participatory demonstration with students in many cases, teacher demonstrating certain activities or initial activity that asks students do it individually. For most students, this teacher demonstration considered as an example of an activity. Demonstration can be used for show illustrations or procedures that efficient, encourage students' interest in learning a particular topic, prepare examples to teach skills custom, and prepare step change changes. To achieve effective demonstration, the teacher must planning demonstrations carefully, practice demonstration,

develop a guide for guiding the demonstration, ensuring that everyone can see this demonstration, explain the demonstration to focus, to give questions, and planning follow-up demonstration

Second Overall Class Discussion, Overall class discussion (one class as one group) on generally less explicit and more teacher-centred rather than the learning strategies outlined in This strategy may be a hint teacher or guidance to the class arranged with a range from formal to informal, with the teacher having a dominant role to non-dominant Discussion is a conversation with some people with one specific purpose. Class discussion This requires a lot of skill and practice. When the teacher holds the whole discussion class, the teacher must be able to concentrate effectively the direction of the discussion is clear. If deviation, direct it on course, by carefully cantering all point of view expressed. Discussion it sometimes gets lost in class deviate from the main purpose of the discussion. So, teachers need to plan key questions for discussion so that more likely to stay cantered on purpose. Before starting the whole class discussion, the teacher should ensure that the students have a good knowledge base enough for discussion. No discussion can walk if there are not many students know about the topic being discussed. Sometimes discussion is used before learning as a way to arouse the interest of learners, but the information must be presented in time sufficient.

If used properly, discussion be able encourage students to think critically and improve the ability of learners with average achievers and

those who less to participate in the process study. When the discussion is carried out with improper way, it will resulting in a low response so that boring discussion and not encourages students to think. Discussion can be used for purposes cognitive and affective. On the domain cognitive, discussion can improve learners to analyse ideas and facts from a lesson and examine the relationship between materials taught. In the affective domain, discussion can improve the ability of learners to test his opinion, interact with friends and evaluate ideas other friends, and develop good listening skills. Whatever the purpose, the discussion must be well planned and the questions asked the key is stated at the beginning of the lesson. Here are instructions for preparing and implement discussions that effective.

The last is effective strategy; Affective strategy is all behaviour learners related to attitudes and feelings of learners in face the learning process. This strategy further divided into two: affective positive and negative affective. Affective strategy Positive is a learner's behaviour that shows that the learner accepts and appreciates the teaching and learning process. Negative affective strategies are behaviour learner who demonstrates that learner refuses and do not appreciate teaching and learning process. Important to note that the term “negative” as used here does not contain bad or bad meaning. Rejection learner to the learning process teaching should be seen as an attitude “neutral”, unrelated with good or bad value. Positive affective strategies are represented by four

manners: laugh with showing pleasure or satisfaction, smile shows satisfaction and showing pleasure because of things funny fun. Affective strategy negative is represented by five behaviours: showing confusion, complaining, not paying attention to the teacher, talking with a classmate outside the relevance of learning, and show a mass attitude stupid.

Those are all strategies used by teachers in teaching English before the Covid-19 pandemic hit so that online schools took place. After conducting research for approximately two months at SMP Muhammadiyah the interment used were observation, interviews and documentation, the researchers found a change in the teaching strategies used by teachers when teaching English during online. Transformation in teaching strategies occurs because the way of implementing learning changed, that is from face to face to online learning.

Therefore, the researchers carried out research during the pandemic by using the case study method to find out the transformation in the strategies used by English teachers when teaching during online classes. After doing the observation and interview the researcher found there were four strategies often used by the teacher when teaching online course that were; Read / write learners, visual learners, Question and Answer, Drill.

First is Read / write learners strategy, this strategy used by the teacher in teaching English during pandemic. Read/write learners learn primarily by reading and writing. They prefer to learn information by reading notes, handouts and textbooks. These learners make use of

dictionaries and other reference materials. They also benefit by rewriting notes and rereading notes silently again and again. During the observation the teacher send the English text in whatsapp group and ask the student to read the text and ask students to write the words they don't understand in the text and write the conclusion or make summarize of the lesson and write the point of the material of the day, that's how teachers implemented reading and writing strategies in online classes during covid-19 pandemic at SMP Muhammadiyah Palangkaraya. Furthermore the read /write learners strategy used by the teacher also has its advantages and disadvantages when the teacher implanted it. The advantage of this strategy is that students more self-dependent because with their note taking, they can learn much by themselves can learn independently and able describe their understanding widely through reading texts and students be able recall if they forget the subject matter by looking at the notes they have written and summarized, and make it easier for senior teachers who are less savvy to use technology when teaching online. While the disadvantages of the read/write learners strategy is that students not being able to learn easily where the only medium of instruction is visual or audio, or where they do not have access to writing materials, the students get bored easily and don't focus when reading. Students do not interact much with the teacher during the learning process because the teacher does not explain in detail. Teacher is less creative in presenting the material.

Second Visual learners strategy, this strategy was one of the strategies used by English teacher when teaching English during covid-19 pandemic at SMP Muhammadiyah Palangkraya. Visual learners which students prefer to use images, graphics, colors and maps to communicate ideas and thoughts. Visual learners must see information in order to learn it. These learners are likely to have a photographic memory and may use color, tone and brightness to recall information. In online class, visual learners will benefit from seeing diagrams drawn out, for example, on a video and picture. And Visual learning also refers to a mode of learning where students rely on graphic aids to remember and learn material. Visual learners can easily visualize objects, have a great sense of balance and alignment, are very color-oriented and can effortlessly envision imagery. Visual learners learn best by color-coding their notes, making to-do lists and using concept maps to organize their thoughts. During the observation the teacher implemented the strategy by sending the video or picture related the material than the teacher gives the students few minute to watch and pay attention to the video after few minutes the teacher re-explained the point of the material and ask to the student did they got the point or not. Even though, this strategy also has advantages and disadvantages, for an advantage of visual learning is that recollection is easier when the learner is exposed to images in environments different from when the material was first learned. A disadvantage of visual



learning is that the learner experiences difficulty when only text and speech-based tools are used for instruction.

Third Question and Answer was strategy used by the teacher when teaching English through online classes during covid-19 pandemic. Question-Answer relationship (QA) is a strategy to be used after students have read. QA teaches students how to decipher what types of questions they are being asked and where to find the answers to them. Four types of questions are examined in the QA they include; (1) Right There Questions: Literal questions whose answers can be found in the text. Often the words used in the question are the same words found in the text. (2) Think and Search Questions: Answers are gathered from several parts of the text and put together to make meaning. (3) Author and You: These questions are based on information provided in the text but the student is required to relate it to their own experience. Although the answer does not lie directly in the text, the student must have read it in order to answer the question. (4) On My Own: These questions do not require the student to have read the passage but he/she must use their background or prior knowledge to answer the question. And during the observation the teacher implemented question answer strategy by sending the question in the form of goggle form and send the link into whatsapp group, then the student answer directly on the goggle form link sent by the teacher. But some time the teacher only asks students to answer the questions in the LKS book after explaining the material. And for the advantage and disadvantage of this

strategy was; It can be used in all teaching situations, it helps in developing the power of expression of the students, it is helpful to ascertain the personal difficulties of the students, it provides a check on preparation of assignments, It can be used to reflect student's background and attitude, it is quite handy to the teacher when no other suitable teaching method is available. And for disadvantage of question and answer strategy was; it requires a lot of skill on the part of teacher to make a proper use of this strategy. it may sometime mar the atmosphere of the class, this strategy generally is quite embracing for timid students, It is time consuming.

The last strategy used by the teacher in teaching English through online class during covid-19 pandemic is Drill. Drills, including repetition of information on a particular topic until it is really taken into account in the mind of the learner. This drill is used for learning that is expected to become a habit or set in the long term. Drill includes tests which are expected to help students understand information better It is useful in development speed and accuracy in remembering facts, generalizations, and concepts. For example, learn specific information such as day or day historical events, chemical symbols or foreign language translation. In implementing the drill strategy the teacher explains the lesson by sending the material to be delivered in the WhatsApp group and then asking the students repeatedly about the material and reminding the students repeatedly about the material that has been studied in order to train

students' memory. And before starting the lesson the teacher always asks about the material that has been studied previously to train students' memory and before the lesson ends the teacher also asks the material that has just been explained by the student or asks students to make conclusions from the material that has been learned that day. Drill strategy also has advantages and disadvantages, the advantage of drill were (1) providing Basic Skills for Students, drills give students an opportunity to learn certain concepts quickly and effectively. Teaching students through various strategies such as flashcards or repetitive rewriting can help them use these skills in different environments and many different ways. Teaching it in different ways can accommodate students who have various learning style. For example, some students who learn visually may benefit from rewriting a misspelled word in order to retain the correct spelling. Using various drills for various learning styles can help students integrate various tactics for remembering skills. (2) Allow Students to Build on Mastered Skills, Students can now learn higher-level skills while accessing mastered skills quickly and effectively. For example, students learning speaking need to master the basic skills of pronunciation, vocabulary, sentence construction and grammar. Practice and drill can help this skill become a habit. And for the disadvantage of drill strategy were (1) hard for Students to Focus When Done Too Often, Students who only learn through drills may get distracted and bored with practice drills, especially if they have already mastered the skills. After every student demonstrates

knowledge concerning the subject, the drills and practice exercises should be used occasionally to maintain proficiency. (2) Students May Not Truly Be Learning; students may be relying on just remembering in order to take a test, but do not really understand the material properly. If the learning becomes too predictable, students may not gain clear knowledge about the skills they are supposed to master. They may just be memorizing the material and that can cause problems for them later on when trying to accomplish more complex tasks and learn more advanced lessons.

After opened the class by greeting and praying, the teachers always began the class by reviewing the previous lesson. It aimed to check out the students' remembrance of the lesson given. It was done by gave the students text drilling. According to (Lamsal, 2011), drilling trains the students to talk using particular patterns of structures. It is used to teach sentence pronunciation, stress, and intonation. Correct pronunciation requires imitation and repetition, and this done by used drilling.

The instructional process at SMP Muhammadiyah was appropriate with the stages of make conclusion at the end of the lesson by Miss JM. There was Isolation and Explanation, Practice, and Test. The first stage was Isolation and Explanation. It focused on the short message; announcement and notice text included the meaning and the function. The student should understand the various aspects of the function of text. It can saw by the teacher in used the deductive or inductive approach. Base on Lamsa (2011) deductive approach was famous in the field of language

teaching, especially in the teaching of functional text. It also called the explicit instruction of functional text. This approach has been used in the field of teaching English lesson for a long time. This approach aimed to develop linguistic competence on the part of students. It believed that language teaching should be based on the principle from general to particular. It views language learning to be an intellectual activity and English teaching and learning to be rules. Meanwhile the inductive approach of teaching English was new scientific and innovative as well. It also called implicit instruction. The main aim of teaching English, according to this approach, was to develop in student's linguistic competence, which refers to the ability to construct and compared language pattern correct and acceptable sentences of the language being learned. The approach follows the principle of particular to the general. This approach viewed language to be generalization through observation and experience. It based on the belief that language learning was an innovative task of the discovery of new patterns and structures (Nesic, 2015).

The second stage was practice. It consists of a series of question given to the students, which aimed to cause them to absorb the language pattern thoroughly, to transfer what the students know from short-term to long-term memory. Some kinds of drilling used, such as transformation, question-answer, and single-slot substitution were the way to give question to the students. Through using these strategies, the students could be more

active in responding to the teacher in whatsapp group

The last stage was testing. The students do the test in order to demonstrate how the lesson has been mastered. The main objective of tests within a course was to provide feedback. In the first and the third observation, the writer found that the teacher used self-correction technique when testing. The students are expected to translate the sentences carefully. The teacher would not inform the students about the wrong answer. The students themselves would realize it. It aimed to make the students extend their comprehension. In the second observation, the teacher used the same technique in difference class. It was aimed to increase students' motivation in learning trough online class. Furthermore, these strategies also trained the students to deliver their opinion well.

Overall, drilling strategy was much emphasized. Repetition helped to fix things in the mind. In other words, if students saw or read some language once, they might now it, even when they notice it, forget it quickly. But the more they come across this language, the more repeated encounters they have with it, the better chance they can remember (and be able to use) it (Harmer,1998). Based on the interview with the teachers, there were several problems faced by the teachers in implementing the transformation strategy during online class, especially in teaching English trough online. The problems were as follows: (1) less of students' participation; (2) monotonous learning process; (3) lack of student technology; (4) teacher can't control student activity; and (5) students' less

of motivation in joining online class.

To overcome those problems, Nagaratnam (2011) opined that language instructors have to do their best to make English teaching strategy more interesting such as online learning game, and when the teacher explain the lesson they could give series of picture or video related the topic. In this case, the teachers used to try in motivated the students who were still lacked in several aspects that the writer mentioned above. In her opinion, motivation was essential to encourage students' eager to learn foreign language. It means the teachers were not only instructors who assist the students in the instructional process but also as an encouragement, so that the students can achieve success in online learning.

This finding was in accordance with Ahmad Hatip (2020) found the Transformation of Learning during Covid-19 Pandemic towards the New Normal Era. The result showed learning transformation can still continue to welcome a new normal era filled with virtual technology. Blended learning and distance learning will be a necessity to meet the future of education. Anh Nguyen V,(2017). Found the Impact of online learning activities on student learning outcome in blended learning course, results showed indicated that student–student interaction has a greater impact on student learning outcomes. Third, Fitri Yani (2016) found analysis of teachers' teaching strategies and students' different learning styles in English teaching-learning process. The result showed that the teachers used some strategies for covering the differences in students' learning styles. Basilaia,

G & Kvavadze, D (2020) found Transition to Online Education in Schools during a SARS-CoV-2 Coronavirus (COVID-19) Pandemic in Georgia. The result showed Results confirm that the quick transition to the online form of education went successful and gained experience can be used in the future. Marison Astrid (2020) found online teaching placement during the COVID-19 pandemic in Chile: challenges and opportunities. The result showed indicate that factor such as the lack of direct interaction with learners and the sudden change of setting were among those most strongly affected the participants' own learning process. Tien-Chi Huang, Mu-Yen Chen, Chun-Yu Lin, (2017) found exploring the behavioral patterns transformation of learners in different 3D modeling teaching strategies. The results showed that different teaching methods and materials lead to differentiated metacognitive behaviors. Moreover, comparing to traditional instruction strategy, using 3D tangible object in cognitive apprenticeship instruction stimulates more meta-cognition behaviors, further leads to successful problem-solving. Baran, Correia, &Thompson (2011). Transforming online teaching practice critical analysis of the literature on the roles and competencies of online teachers, the results showed indicate that while research about online teacher roles and competencies guides the development of teacher preparation and training programs, it lacks in terms of addressing the issues of empowerment of online teachers, promoting critical reflection, and integrating technology into pedagogical inquiry.

The reason why researchers chose SMP Muhammadiyah to be a



research forum was because at SMP Muhammadiyah my sister and my neighbor school, they studied there as long as the school was there in the first year before the Covid-19 pandemic, the school was still being held face to face, they were both very active and outstanding achievement in school, they learn by actively interacting with each other both when studying and at rest.

And everything is not like it used to be after the covid-19 virus outbreak hit the world and entered Indonesia then various sectors were closed, including schools, schools were closed and replaced with schools from home or distance learning or also often called online classes. The change in the way of learning that is very much different from before makes teachers and students a little stiff and confused at the beginning of the implementation of online learning, the teacher must rearrange the learning strategy so that it can adapt to the new way of learning, namely online classes. This school is very special for me to study because after I watched my younger brother who studied from home seemed like he never studied even taking online classes because as far as I could see he always woke up late, unlike my cousin who studied at HASANKA Boarding School, they carried out face-to-face online learning. they still wear uniforms even though they study from home they use the zoom meeting application to study, they also continue to carry out the same activities as at school even though they are working from home, such as reading the Koran together before starting class, studying according to class hours, and

rest at the appropriate time. This is what attracted the attention of researchers to carry out research in SMP Muhammadiyah who only relies on the WhatsApp application for learning media, researchers really want to know what strategies are used by teachers in teaching English by relying only on these applications, and how influential the implementation of these strategies is for students.

Researchers chose teachers as research participants because the research carried out by researchers focused on transformation teaching strategies and their implementation in online-based learning. Therefore, the teachers needed to be participant of the research and teachers who were taken as research participants only English teachers because, the researchers study program in the collage was English education, and the research problem of this research was the transformation strategy used by English teacher. Therefore, the researcher did not involve students in this research.

The reason why the researcher chose an English teacher at SMP Muhammadiyah as a research participant is because one of the English teachers who teaches in class IX is a friend of my father's, so it is easier for researchers to carry out research if the participants are people who have known before so when conducting research researchers can dig deeper information from the participant without feeling awkward and uncomfortable. Then the English teacher who teaches in class VII is my aunt, and the teacher who teaches in class VIII is a friend of my aunt, so

that's why the researcher chose the English teacher at SMP Muhammadiyah as a participant, it is easier for researchers to carry out research and can dig up information which researchers need to know in detail and depth without feeling awkward. That's why researchers prefer English teachers at SMP Muhammadiyah as participants to open other schools. Because if the school is another researcher perceives it will be a little difficult to dig up the information needed because they don't know each other before and there is no sibling relationship or friendship.

Meanwhile, the way the researcher processes the data are by;

1) Data collection. The researcher collected all field notes based on questions that had been done by means of observation, in-depth interviews, and document review.

2) Data reduction. By doing data reduction, it means that the researcher chooses which data is relevant to be used to strengthen the research report. Data reduction is a process of selecting, focusing on simplifying, abstracting, and transforming rough data that emerges from field data. Researchers need to do data reduction because in general, qualitative data is very much, especially from the results of interviews and observations. After doing data reduction, the researcher must proceed to data categorization. The data can researchers categorize according to needs, for example data based on date, characteristics of informants, or research locations. As a qualitative researcher, the researcher must also be able to interpret the data well.

3) Data display, the researcher also uses the data display technique, which is an analysis of designing rows and columns of a metric for qualitative data and determining the type and form of data entered into the metric boxes can display the data in the form of narratives, charts, flow charts, and others.

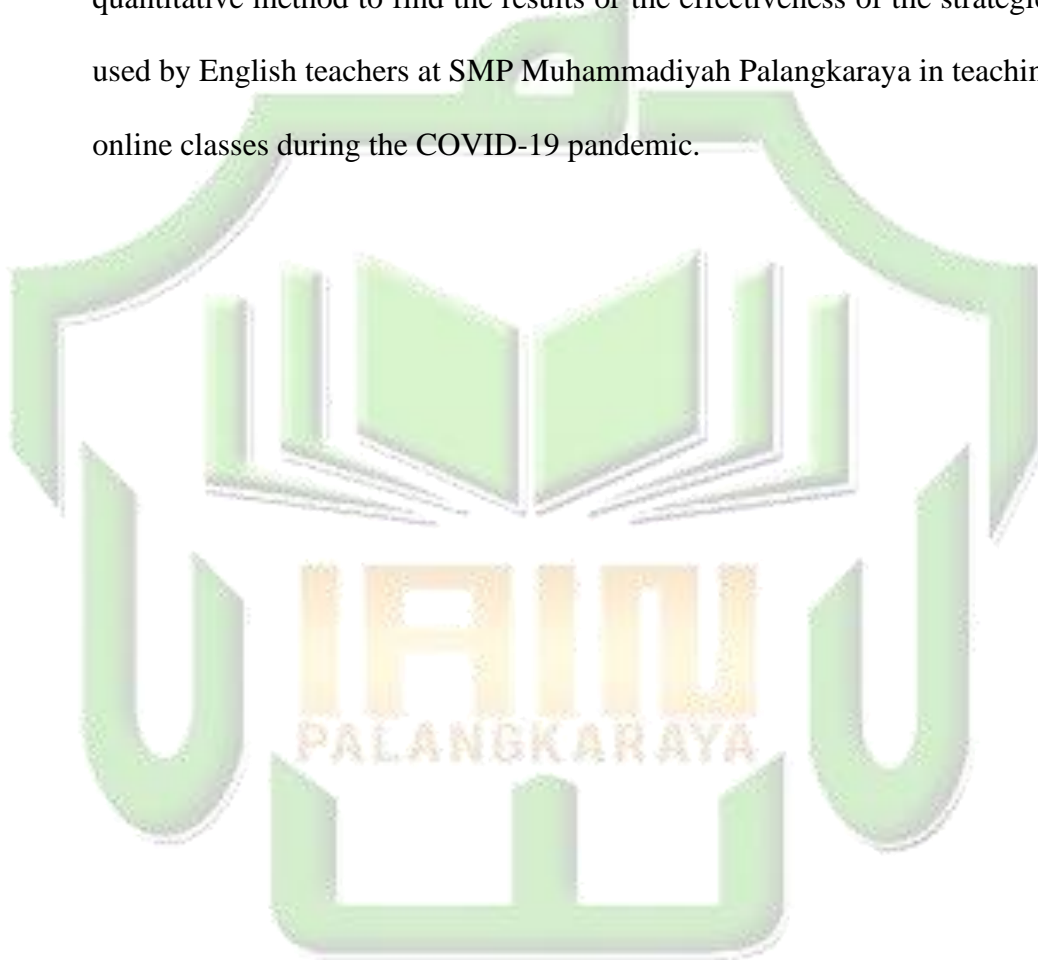
4) Drawing conclusions, the researcher finally draws conclusions. The conclusion that the researcher writes includes important information in the research in general. The conclusion is also written by the researcher in a language that is easy for the reader to understand and not complicated. That is how researchers process data so that the researcher gets the final result of the research.

After conducting research and analyzing data in a way that has been described by previous researchers, the researchers found strength and weakness in the research carried out by the researchers themselves, which will be described as follows: 1) the strength of research, by this research the teacher can find out the advantages and disadvantages of strategies learning that is used when teaching and teachers can also know how to implement the right strategy in accordance with the currently recommended way of learning, namely learning from home or online classes. 2) Students are not easily bored when learning online because of the many strategies used in online learning.

The weakness of this research is that this research only focuses on analyzing the transformation strategies used by English teacher in teaching

English through online class during covid-19 pandemic and its implementation without looking for learning outcomes or the effectiveness of the strategies used by the English teacher when teaching online.

Therefore, the researcher suggests that the next researcher who wants to conduct research possible to continue this research using a quantitative method to find the results or the effectiveness of the strategies used by English teachers at SMP Muhammadiyah Palangkaraya in teaching online classes during the COVID-19 pandemic.



## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter presents the conclusion and the suggestion of this research. The data finding and discussion summed up. The researcher also tries to give some suggestion for everyone who takes part in teaching during online class such as teacher, students, and researcher.

#### A. Conclusion

Based on the finding, the researcher found the transformation of the teaching strategies before covid-19 pandemic and during covid-19 pandemic the strategies often used by English teacher before pandemic were; Lectures and Demonstrations, Overall Class Discussion, Affective strategy, these strategy implemented by teacher in the class. Meanwhile after the covid-19 pandemic caught in Indonesia the school closed than the teaching and learning activities done from home or by online learning there were transformation of the strategy because the way of learning has changed drastically from before, which initially learning was carried out face-to-face, now learning is done online or from home using a cell phone or laptop as a learning medium. Then there was a transformation in the teaching strategy used by the English teacher such as, Read / write learners, visual learners, text Drill, question and answer. And all the teacher implanted the strategy as much as they can.

## **B. Suggestion**

### **1. Teachers**

The transformation teaching strategy has a significant impact on students' mastery of instructional material included language skill. Teachers teaching preference was a crucial concern to encourage the students to reach better accomplishment. If the teachers apply suitable strategy for online teaching, the students would excite to provide more effort into it. The teachers should consider knowledge and skill on how to manage the exciting instructional process so that the students can get high success in their learning English lesson.

### **2. For the student**

Based on the result of this research, students have to more active in joining inline class. Then, increase their ability in coming up with four language skill, that is appropriate for mastering listening, speaking, reading and writing. Students must also enhance their passion, focused, and active respond in whatsapp group when online learning process in order to get their finest language ability.

### **3. Researchers**

The study only focused on the teacher's strategy, it was recommended for next researcher who wants to conduct study on transformation teaching strategy during covid-19 pandemic add the subject and this finding can be continue with quantitative method to find out the effect of student learning outcomes using the change in

strategy found by researcher





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