

**ENGLISH TEACHERS' PROBLEMS AND STRATEGIES IN
CONDUCTING ONLINE LEARNING SYSTEM DURING
COVID-19 PANDEMIC**

THESIS

**Submitted in Partial Fulfillment of Requirements in Achieving a
Bachelor of Education Degree
In Study Program of English Education**



By

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ACADEMIC YEAR 2020/2021**



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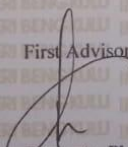
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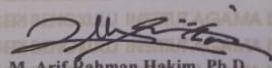
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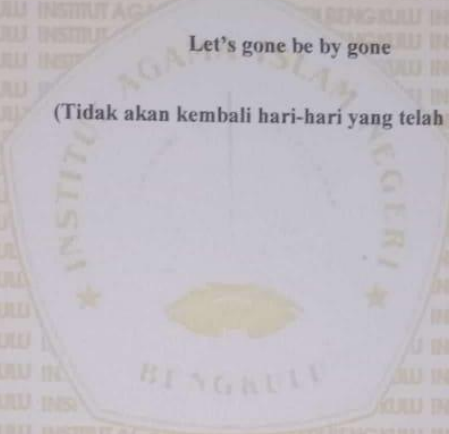
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MOTTOS

When the mind is perfect, there will be less on talk

Let's gone be by gone

(Tidak akan kembali hari-hari yang telah berlalu)



DEDICATION

With gratitude and all my love, this thesis is dedicated to:

- ❖ Both of my unconditional love, my beloved parents, Mr. Imtahari and Mrs. Srihan Nurhayati thank you very much for your support, pray, and patience to make my dream come true. You are the greatest gift that Allah SWT sent to me.
- ❖ My beloved sisters Nersita Oktari, Gita Fadilla and the cutest girl Alifah Khoiriyah. Big thank for your help, advice, and support kind attention to motivate me during my education. I 'am so being proud of having you all in my life.
- ❖ My Supervisor I, Riswanto, Ph.D and Supervisor II M. Arif Rahman Hakim, Ph.D. Thank you very much for your suggestions, corrections, and ideas during the process of writing this thesis.
- ❖ All lecturers of Tarbiyah and Tadris Faculty, especially in English Education Study Program. Thanks for everything that you gave to me.
- ❖ My best friends Aniza, Bela, Eliza, Septian, and Yosi, Thanks for accompany me, cheer me up, and support me doing this thesis.
- ❖ For my online friend Achmad Nasyori, S.Si thank you so much for sharing about your experiences in academic writing especially in thesis.
- ❖ All members of English Department (TBI A) 2017.
- ❖ For English teachers' in SMP N 5 Kota Bengkulu.
- ❖ My beloved almamater IAIN Bengkulu.
- ❖ Last but not least, I wanna thank me, I wanna thank me for believing in me, I wanna thank me for doing all this hard work, I wanna thank me for having no days off, I wanna thank me for never quitting, for just being me at all times.

PRONOUNCEMENT

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I hereby sincerely state that the thesis entitled "English Teachers' Problems and Strategies in Conducting Online Learning System during COVID-19 Pandemic" is my real masterpiece, the things out of my thesis has discrepancies, I am willing to take the academic punishment in the form of repealing my thesis and academic degree.

Bengkulu, July 2021

Stated by,



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ACKNOWLEDGMENTS

Alhamdulillah, all praises to Allah SWT, the single power, the Lord of the universe, master of the day of judgment, God all mighty, for all blessings and mercies so the researcher was able to finish this thesis entitled English Teachers' Problems and Strategies in Conducting Online Learning System during COVID-19 Pandemic. Peace is upon Prophet Muhammad SAW, the great leader and good inspiration of world revolution. The researcher is sure that this thesis would not be completed without the help, support, and suggestions from several sides. Thus, the researcher would like to express her deepest thanks to all of those who had helped, supported, and suggested during the process of writing this thesis. This goes to:

1. Prof. Dr. H. Sirajuddin, M.Ag., M.H, the rector of IAIN Bengkulu
2. Dr. Zubaedi, M.Ag., M.Pd, the Dean of Tarbiyah and Tadris Faculty.
3. Dr. Kasmantoni, M.Si the head of Tadris Department.
4. Feny Martina, M.Pd, as Chief of English Education Study Program of IAIN Bengkulu
5. Supervisor I, Riswanto, Ph.D and Supervisor II, M. Arif Rahman Hakim, Ph.D
6. All English lecturers and administration staffs of IAIN Bengkulu.
7. The big family of SMP N 5 Kota Bengkulu
8. All of my best friends especially in English Program of IAIN Bengkulu

The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and the reader in general.

Bengkulu, 05 Agustus 2021

The Researcher,

Artin Kunarsi

ABSTRACT

Artin Kunarsi, 2021, English Teachers' Problems and Strategies in Conducting Online Learning System during COVID-19 Pandemic. Thesis, English Education Study Program, Department of Tadris, Faculty of Tarbiyah and Tadris, State Institute of Islamic Studies (IAIN) Bengkulu.

Advisor: 1. Riswanto, Ph.D

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This research aims to explore the teachers' problems and strategies in conducting online learning system during the COVID-19 pandemic. The method employed in this research was mix method. The sample consisted of six English teachers' at SMP N 5 Kota Bengkulu. The techniques of data collection were questionnaire, interview and documentation. The result of this research showed that teachers' at SMP N 5 Kota Bengkulu faced many problems in conducting online system such as the use of technology, internet issues, students felt bored and difficulty in monitoring students' progress. Besides, teachers' also used many strategies such as creating interesting learning material, using quiz app and provide a motivation. They have been carried out quite good in the teaching and learning process by using online system. Nevertheless, there were obstacles faced by teachers at SMP N 5 Kota Bengkulu, the school constantly looking for solution to overcome those problems by strengthening teachers' cooperation and building good relationship between student parents' and SMP N 5 Kota Bengkulu.

Keywords: Teachers' Problems, Teachers' Strategies, Online Learning

ABSTRAK

Artin Kunarsi, 2021, Permasalahan dan Strategi Guru Bahasa Inggris dalam Melakukan Pembelajaran dengan Menggunakan Sistem Online Selama Pandemi COVID-19. Skripsi, Program Studi Tadris Bahasa Inggris, Jurusan Tadris, Fakultas Tarbiyah dan Tadris, Institut Agama Islam Negeri (IAIN) Bengkulu.

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Penelitian ini bertujuan untuk mengeksplorasi permasalahan yang dihadapi dan strategi yang digunakan oleh guru bahasa Inggris dalam melakukan pembelajaran dengan menggunakan sistem online selama pandemi COVID-19. Metode yang digunakan dalam penelitian ini adalah metode campuran. Sampel penelitian ini terdiri dari enam guru bahasa Inggris di SMP N 5 Kota Bengkulu. Teknik pengumpulan data adalah angket, wawancara dan dokumentasi. Hasil penelitian ini menunjukkan bahwa guru di SMP N 5 Kota Bengkulu menghadapi berbagai macam masalah dalam melakukan pembelajaran secara online yaitu penggunaan teknologi, permasalahan jaringan, murid merasa bosan, dan kesusahan dalam memantau perkembangan belajar siswa. Disamping itu guru juga menggunakan berbagai macam strategi yaitu membuat materi pembelajaran yang menarik, menggunakan aplikasi kuis, dan memotivasi siswa. Mereka sudah melakukan proses belajar mengajar yang cukup baik dengan menggunakan sistem online. Meski terdapat kendala yang dihadapi guru dalam melakukan pembelajaran secara online pihak sekolah juga terus mencari solusi untuk mengatasi masalah tersebut dengan cara memperkuat kerjasama guru dan membina hubungan baik antara orang tua siswa dengan SMP N 5 Kota Bengkulu.

Kata Kunci: Permasalahan Guru, Strategi Guru, Pembelajaran Online

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CHAPTER I

INTRODUCTION

A. Background of the Study

Learning English is one of the way and a strategy to improve human resource development, especially in Indonesia. After Indonesian independence, learning English has begun to be applied. Thus, to enhance students' ability to grasp English, various curricula and methods have been developed. According to Oomen (2012), the significance of English as an international language is unquestionable and to become a competent user of this language is the assertion of the time. This shows that learning English is necessary, especially in the world of education. Moreover, Juriana (2018) stated one of the basic assets to face globalization-era competition is the mastery of English.

Besides, in the education system, teachers play a crucial role in school to educate their students. In interactive teaching, teacher is not only a teacher but also assessor, facilitator, position model, data receiver, aid purchaser and planner (Karakitsiou et al., 2012). In a more specific sense, the teacher is the organizer of the teaching and partners for communicating with their students.

Nevertheless, in the beginning of 2020 Indonesian people were appalled by dangerous and deadly virus, which they named Corona virus. The origin of this virus comes from a city in china, is Wuhan city (BBC News 2020). On December 31, 2019 has first reported of this virus to

WHO (WHO 2020). The spread of this virus is rapid and has spread throughout the world, forces us to see that the world is changing and is not doing well. We could see many things changed during a crisis due to COVID-19 such as technology, economy, politics, and education. In facing this change we are required to be ready, respond and adapt to new things. Indonesia is not the only country looking for solutions to fulfill the right education to continue learning. UNESCO recorded there are in 188 countries school-age youth affected by COVID-19, totaling number at least 1.5 billion students, and 60 million are in Indonesia (UNESCO 2020).

Furthermore, since the outbreak of the corona case in December 2019. The government has taken action to implement a Large-Scale Social Restriction (PSBB) policy, which starts from Jakarta and follows other cities throughout Indonesia. This needs to be done to minimize physical contact so that it can break the chain of spreading the Coronavirus. Besides, to fill the teaching and learning activities that must be completed in this academic year, the government has also adopted a learning policy that were implemented through distance learning with online media, either using cellphones, PCS, or laptops.

Fatonia et al (2020) stated, online learning has arisen as a functional and well-known system for credit recuperation, which teachers can continue learning by discussing, sending learning materials, giving assignments, explaining material either directly via video conference,

simply typing and using voice notes. The internet is one way to improve student learning outcomes while battling asset decline, especially in further education (Nguyen, 2015). This learning is contrasting from conventional learning that takes place in school. Teachers and students do not face each other directly, but occur remotely which allows teachers and students to be in different places. In a positive light, this learning is advantageous for the continuity of learning in this pandemic.

In addition, the learning system has changed because of this pandemic, so teachers must use different strategies to conduct the new learning system (online learning system). The principles of the online course should be learner-centered (Chametzky, 2014). According to Niess & Gillow (2013), one of the strategies that can be used for increase learning and liability in online course is association with peers they also stated in the development of online learning teachers could to use collaborative activities, clear the assessment criteria, and the use of technology. Redesign strategy is another effective way to implement online courses, instructors to appropriately transfer their conventional learning to online learning systems and integrate technology into online learning successfully. Miller (2014) stated, for effective online learning there are at least six principles that can be used such as: peer-to-peer cooperation, student operating involvement in learning, insistence on student train and achievement, individual students personalization, assortment, and accentuate on processes of higher thinking. Miller also

said in online teaching, it is hoped that teachers can use a variety of strategies, which are not a factor in conventional teaching.

Furthermore, this condition also reminds us of the existence of industrial revolution 4.0. Usually the teacher explains the material using the dominant lecture method, or writes it on the whiteboard. Meanwhile, because of this situation conventional learning changed to online learning, this requires teachers and students to master and use technology to support online learning system. Besides, the government has provided a solution by implementing online learning system. In the advancement of revolution 4.0, one of them is online learning, technology plays a very essential role in the world of education and the Internet of Things (IoT) plays a very crucial aspect in all fields of 4.0 era (Indrayana, Sadikin, & Ali 2020). The world of education also cannot be left behind in this regard.

According to Pangondian & Nugroho (2019), in the use of online learning system, there are many benefits that can be getting, including that it is not leap by space and time, it can be done anywhere and anytime. Thus, learning with an online learning system in the industrial revolution 4.0 has answered learning problems during this pandemic. However, online learning has become a solution in this situation to prevent the spread of this virus; there are several problems that must be considered which the weak signal in certain areas and the limited internet packages (Jamaluddin et al., 2020).

In addition, some research has analyzed those situations. First, strategies and problems faced by Indonesian teachers in conducting e-learning system during COVID-19 outbreak (Lestiyanawati, 2020). In this research they found that there were three teaching strategies applied by teachers; applying online chat, using video conference, and combining both. Likewise, there are some problems that teachers face in online systems; students' economy, facilities of the school, teachers' impairment in accessing technology, etc. Differences in this research is their previous research, they took the subject using the cluster random sampling method. Besides the equation, use the descriptive qualitative method.

The second previous study is an analysis of teachers' strategies on English learning classes during COVID-19 Pandemic (Utami 2020). In this research she found the teacher uses a different strategy in each skill. In writing skill the teacher uses planning, drafting, and editing strategies, and makes interesting videos to convey the material, and for assignments the teacher gave assignments gradually in the WhatsApp group. Which for listening skills the teacher uses the strategy of listening to music, writing lyrics, and singing it, this strategy is considered to be able to improve students' vocabulary, pronunciation and writing skills. The difference is this research only focuses on analyzing teacher strategies in the e-learning system. The equation of this study discusses teacher strategies, which previous research will be very helpful for researcher as a reference.

The last one, a study of teacher strategies in online learning to increase students interest in learning during COVID-19 pandemic (Sutarto & Fathurrochman 2020). In this research they found teachers used some strategies to conduct e-learning systems at SDIT Rabbi Radhiyya Curup such as; preparing blunt, clear, easy to understand, and attractive learning materials, choosing uncomplicated and interesting learning media, the last attend regular and extended assessment. Moreover they also found some problems are online learning was not fun, students said it is boring system because they cannot meet with their friends, and feel something is missing such as gathering with their friends both in play and learning. The difference in this research is the subjects in this study are SDIT teachers, which this study will take the subjects of junior high school teachers.

Furthermore, from the studies done above, we can concluded researchers mostly focused on the strategies used by teachers in dealing with this pandemic, without examining the problems these teachers also face. Investigating the problems faced by the teacher is also crucial, to minimize challenges that can be obstacles to achieving learning goals. Therefore, the researcher decided to focus on teachers' problems either.

Additionally, the researcher has conducted pre-observations on February 8, 2021, with two teachers at SMPN 5 Kota Bengkulu. They have experienced teaching English for about 2 to 11 years at this school. From the pre-observations the researcher already conducted, the researcher found that teacher A applied various kinds of strategies, but the frequently

used strategy is to send material via WhatsApp in the form of video or material that was photographed and the teacher explained using voice notes. Then the teacher asked the students to make a summary of the material that has been given. Meanwhile, the often problems found by teacher A was a lack of network and expensive internet mobile prices, because not all of the students use the internet connection at their home. Besides, teacher B uses a strategy that is almost similar to teacher A, but teacher B rarely explains the material by sending videos because it is considered less effective for students because of loading in downloading videos and sometimes the student's cell phone memory is full, or limited signal and internet package. Thus, teacher B prefers to send material with typed explanations via WhatsApp and photographed material. The problem faced by teacher B is students felt bored in her online class, they are less responsive and active because teacher B's material conveyed is monotonous.

In addition, the reason researcher conducted this research at this school because SMP N 05 Kota Bengkulu is one of the favorite junior high schools in Bengkulu. School facilities are already having supporting to fulfill online learning during this pandemic. Based on the pre-observations that have been made by researcher, the average English teachers at SMPN 05 are professional teachers, literally they will know more about the most appropriate strategy in teaching using this online system.

Based on the description above, researcher is interested in observing and finding out what problems and strategies that teachers face and use in teaching English by using the online learning system. Therefore, the researcher became curious and tried to investigate this with a research entitled English Teachers` Problems and Strategies in Conducting Online Learning System during Covid-19 Pandemic at SMPN 5 Kota Bengkulu.

B. Identification of the Problem

Based on the background of the study above, in the learning process, it is necessary to formulate strategies to be carried out. Learning activities can run well if the procedure used is planned and mastered by the teacher. Besides, teachers also face problems in teaching. Some of the issues that a teacher might face are the internet issues, the struggle of implementing the strategy because it is inadequate or unsupportive media, and teachers stuttering in the use of technology. Consequently, the teaching and learning process becomes monotonous and the students find it difficult to understand the learning material.

C. Limitation of the Study

There are a lot of components related to this topic, but the researcher only focus on teachers` problems the use of ICT, preparation of learning material, supporting system, students` interest and internet connection and teachers strategies the interesting material, conveying material, students centered, and evaluation.

Therefore, this research only focuses on the English teachers` problems and strategies in implementing an online learning system during COVID-19 pandemic. This research conducted at SMP N 5 Kota Bengkulu. Thus, participants of this research were all of English teachers at SMP N 5 Kota Bengkulu.

D. Research Question of the Study

In order to complete this research, the following research question must be addressed:

1. What problems are faced by teachers in conducting online learning systems during COVID-19 Pandemic?
2. What are the teachers` strategies in conducting online learning system during COVID-19 Pandemic?

E. Research Objective of the Study

The aims of this research as follows:

1. To find out the teachers` problems in conducting online learning system during COVID-19 pandemic
2. To find out the teachers` strategies in conducting online learning system during COVID-19 Pandemic

F. Significance of the Study

Theoretical Significance:

1. This research is expected to improve the aspect of the teaching and learning process theory, especially for English teachers in facing this pandemic by using online learning system.

Practical Significance

1. Significance for the students

The result of this research may help the students to adopt the new learning system (online learning) during the COVID-19 outbreak.

2. Significance for the teacher

The teacher may know about the best strategies for their students in conducting online learning in this pandemic, and find out what problems / obstacles might be faced in teaching. This research is expected to help teachers to manage those problems and find the best strategies in conducting online learning systems during this pandemic.

3. Significance for the School

This research is expected to be a reference for SMP N 5 Kota Bengkulu to pay more attention to their teacher quality in teaching and students` quality in learning by using online learning systems in this pandemic.

G. Definition of key Term

1. Teachers` Strategies

Djamarah & Zain (2010) stated, strategy can be defined as the most basic means used to achieve predetermined aims. The strategy is a specific way for moving toward an issue or errand, a method of activity to accomplish a particular objective or an arranged plan to control and manipulate certain information (Brown, 1994). Therefore, from the definition above, teacher

strategy is a certain skill or specific way used by a teacher to make learning and teaching easier for students and teachers to achieve learning goals. The strategy used can also change, depending on the situation and condition that is facing.

2. Teachers` Problems

According to Sugiyono (2015), a problem is defined as a deviation between what should be and what really happens, between theory and practice, between rules and implementation, between plans and executors. Anderson, Imdieke, & Standerford (2011) stated, one of the central problems is a distance between the teacher and students in the learning process and the way of teacher to delivered learning material could run attractively by using online system. From the descriptions above, we can conclude that teachers' problems are challenges faced by teachers to achieve learning goals and one of the problems for a teacher himself is the background in facing online learning, because not all teachers have a background in online learning systems.

3. Online Learning

According to Hastungkara & Triastuti (2019), online learning is a modern learning process because it uses technology such as the internet, computers and other digital media, but online learning still has the concept of traditional learning in practice it. Online learning is a term that is often used for all aspects of the

learning process and information dissemination using electronic media (Tanduklangi, 2017). Kim (2020) also stated online learning is a form of distance education and takes place using the internet. Thus, from the definition above we can conclude that online learning is learning that using media with internet, technology support and a system that has no restrictions, this learning can be done anywhere and anytime, without any time and space limitations.

4. COVID-19 Pandemic

The word corona implies crown. Coronavirus is a virus that causes disease in humans and animals. Since the outbreak in Wuhan city on December 2019, a new type of Coronavirus has been discovered which has been named Severe Acute Respiratory Syndrome Coronavirus 2 (SARS-COV2) and the cause of Coronavirus Disease-2019 (COVID-19) (KEMENKES 2020). Thus, from the definition above we can conclude COVID-19 is a virus that was discovered in 2019, which affects humans with syndromes such as MERS and SARS. It has a shape like a sun-oriented crown and people must stay at home during this pandemic, to prevent this virus.

CHAPTER II

LITERATURE REVIEW

A. General Concept of Teachers Strategies

1. Definition of Strategy

The term of strategy was originally used for the military field which they interpreted as the art of designing warfare, in gaining victory to the movement of war troops and navigation that closely related to the strategy. Nowadays the term of strategy is used by many fields of science the world of education also uses the strategy in the teaching and learning process. Generally, the meaning of strategy is the way used to achieve certain goals, which these goals have been planned in advance. In the teaching and learning field, strategies are used to achieve the shaded goals, also defined as the general arrangement of activities implement by teacher and students in the classroom (Ahmadi & Joko, 1997). In addition, Harmer (2007) stated that strategy is a teacher's action that aims to achieve one or more of teaching and learning goals.

From the explanations above, we can concluded that the notion of strategy in the field of education is everything that has been arranged and planned as best as possible allows facilitating the teaching and learning process for students and teachers to achieve the planned learning objectives.

2. Teaching Strategy

Teaching a language may be a complicated task for some teachers. It takes the right techniques and strategies to conveying effective language learning, especially in English. Therefore, strategy is crucial thing in teaching language to achieve learning aims, teacher's demands to use a various strategies to teach their students. According to Regeluth (2013), the teaching strategy is to choose training procedures in relation to the subjects being trained, and it is known that teaching strategies are a key tool in learning design. Teaching strategy is the teacher uses an approach for specific lessons and for particular purposes for certain lessons (Hayati, Afriani & Akbarjono 2021). It should be noted that one strategy that is effective for use on certain materials, may not be effective for other materials.

According to Haidir & Salim (2012), strategies can include as follows: a) approaches, b) methods, c) selection of sources including the media used in learning, d) measuring success, and e) grouping students. Therefore, the teaching strategy shows how to teaching and help students engage in learning activities. Thus it can be concluded that the teacher must have the teaching strategies that students need to make it easier to understand the material.

Meanwhile, to engage students' interest in learning English, teachers can choose the appropriate strategies, either in preparing or conveying interesting learning material. Therefore, it is very important

for teachers to teach adequately and inflame students' interest in participating in classroom process. Learning English as a foreign language is a difficult subject for some students difficulties can eliminate their interest in learning English. Therefore, interest is a strong motivation in learning English

It has long been identified that motivation is one of the main factors that are very influential in learning English (Gardner & Yung 2017). Parsons, Hinson & Brown (2001) stated in the learning process, motivation is a very essential component and aspect, in order to achieve learning goals, motivation has the same importance and emphasis. In learning there are three aspects that can generate interest, namely goals, attention, and learning intensity (Cheung, 2018). Someone who has a high obsession with something usually has interests (Laine et al., 2017). Therefore, knowing the factors that can arouse student interest in learning English is an important thing that must be considered by teachers (Wimolmas, 2013).

Likewise, one of the ways that teachers can do to make interesting lessons is by choosing an appropriate strategy. According to Djamarah & Zain (2010), in learning activities there are four basic strategies which include the following:

- a. To achieve the goals expected in the personality of students can be done by identifying and determining specifications and qualifications.

- b. Teaching and learning approaches based on the aspirations and views of life of the community are one system that can be an option.
- c. Teachers can choose and determine the procedures, methods, and learning techniques that are considered the most appropriate and effective, to be used as guidelines in carrying out teaching activities.
- d. The teacher can set norms and minimum limits in achieving success or the criteria and standards for feedback, so it can be used as a guide by the teacher in implementing and evaluating the teaching and learning process.

In addition, teaching is a series of activities experienced with the help of a teacher to present and exchange student behavior. This brought about adjustments in the thoughts, feelings and actions of the scholars. Likewise, Brown (2000) states in teaching teachers must facilitate learning and guide regulates learning conditions and allows students to learn. Without the teacher teaching can also be done. They can use anything such as books, teaching machine, nature, etc., which can act as teachers. B.O Smith (1969) said, teaching theory is an attempt to describe the teaching variables embroiled in teacher behavior in terms of their existence and their possible relationship to predict teaching outcomes. He pointed out those three elements of teaching theory needs to absorb, as follows:

- a. In teacher behavior the different teaching variables involved it has to mention
- b. The possible relationship between these variables should be described
- c. the impact of teaching it must predict

From the description above, it can be concluded that the teaching strategy is anything that is used by the teacher to teach students in the classroom to achieve learning goals, including the learning techniques, methods, and tactics. In addition, the right strategy can attract students to learn English. Teaching strategies have been designed in advance, and this is very crucial so that learning objectives can be achieved, and the material can be conveyed easily

3. Teaching Strategies in Online System during COVID-19 Outbreak

As the effect of COVID-19 pandemic, conventional learning has been changed to online learning, based on the decision of the Minister of Education and Culture of the Republic of Indonesia, Mr. Nadiem Anwar Makarim, who has issued a Ministerial Circular Number 302 / E.E2 / KR / 2020. Students are required to study from home (SFH) and the learning system will be held online (Kemdikbud 2020). The impact of this change does not only affect students, but also teachers and parents (Cheng, 2020). It also impacts on instructional strategies and techniques used by teachers. In Indonesian context, this includes changes in technological readiness for teachers in implementing online

learning, learning strategies, school motivation, parents, teachers, and government involvement.

Thus, to achieve learning objective learning from home must be well established (Guo & Li, 2020). Huang et al (2020) stated promoting the development of educational information must be carried out by the government and education providers, this should be considered to support the online-based learning system that will be carried out by teachers and students, and also conduct online teacher training and support academic research into online education, especially to help student education in facing difficulties with the online system. Thus, from the explanations it can be concluded that the government, parents, teachers must also support and cooperate this online learning system, so the learning system runs well even with a changing system.

All levels of students from elementary school to tertiary level are currently in dire need of distance learning or commonly called online learning, and this is not only the case in Indonesia, but almost all over the world implementing online learning. Teaching and learning activities can be carried out anywhere, although the situations and conditions may not be conducive. Especially nowadays that there are many technological tools available that can support the activities of everyone doing anytime, anywhere and anything. So there are no more restrictions on time and place.

Therefore, the Ministry of Education and Culture developed the Rumah Belajar android-based portal and distance learning application to support the online learning system in this pandemic. Teachers and students can access it at learning.kemdikbud.go.id. Some of the best features they can access include Study Resources, Digital Classrooms, Virtual Laboratories, and Question Banks. Rumah Belajar can be used by students and teachers of Early Childhood Education (PAUD), Elementary School (SD), Junior High School (SMP), Senior High School or Vocational High School (SMA / SMK) and the equivalent for free use. The Ministry of Education and Culture has partnered with six online learning platforms, namely Your School, Google Indonesia, Smart Classes, Quipper, Zenius and Microsoft (Kemdikbud, 2020). Each platform can be accessed by public for free. To add the learning resources of teachers and students they can visit those online learning platform. In addition, Cheung & Cable (2017) describe and identify eight principles that are at the basis of adequate online teaching, such as:

- a. Encourage contact between students and faculty,
- b. Quick feedback
- c. Active learning
- d. Collaborative learning
- e. Diverse learning,
- f. Application of technology.

- g. High expectations of teachers must communicate their expectations in order to encourage and motivate students
- h. Time assignments encourage students to allocate more time to complete assignments,

Online learning system in education field is inevitable nowadays. Teachers can take advantages of this phenomenon to be more creative in delivering and developing learning materials that can increase student interest in learning but this can also be a challenge for teachers. In this case teachers are required to master technical skills including additional arrangements through training for online assessments; approach and flexibility of learner-centered teaching (Terras & Ramsay, 2015). The demands for teachers referred to correlated with suggestions from the TPACK (Technological Pedagogical Content Knowledge) model. To achieve the goals of teaching, teachers must be able to use technological tools.

Teaching objectives which include lesson planning, teaching assessment, and learning methods. The teacher becomes a subject specialist in the use of different methods and device, in facilitating learning (Anderson, 2013). Online learning can run smoothly if teachers and students have meaningful, effective and good communication. Meanwhile, Bao (2019) put forward five principles that have an impact on online learning in higher education. The five principles are a) having relevance in designing online learning and

students; b) informing instructions effectively c) provide satisfactory support to students d) best participation in class and e) preparing for errors originating from the platform. On the other hand, the 2013 curriculum which requires teachers have to master in ICT to support the learning process. A form of revolution in the teaching and learning process is the presence of ICT (Ortagus et al., 2017). There is no doubt that ICT brings benefits in the teaching and learning process in the education system. Teachers are expected to attain several objectives for applying technology in online learning, such as working comfortably, increasing productivity, trying innovative ideas, and completing more work (Li & Wang, 2020). As in the use of integrated learning systems or computer-based learning (tutorials). Whereas learning with ICT is using a constructivist learning environment and it as a cognitive tool.

In addition, online learning that is currently being applied is expected to be able to change the conditions of education, especially the world of education in Indonesia to be even better and more effective for both teachers and students. Online learning as a support for the learning process in current conditions has a very important and necessary role. According to Suryaman et al., (2020), many studies say that in online learning practices, this learning is cheaper and easier, however according to G6 respondents, many students come from underprivileged families, coupled with this pandemic which makes it

more difficult for their families to earn a living. Therefore, teachers need to be creative in planning online learning effectively. Due to differences in online and conventional learning systems, teachers must develop teaching styles in online learning (Purwanto et al., 2020). Therefore, parents also play an important role at home to encourage their children to use online-based learning system and facilities that have been determined by the government through the Education Office during the COVID-19 period.

B. General Concept of Teachers Problems

1. Teaching Problems

The position of English as a foreign language in Indonesia, it is generally difficult to teach and learn. This problem is often faced by students and teachers. Especially for teachers, there are many obstacles faced by teachers in doing their obligation in teaching. Hamalik (2013) said that problems in teaching have two dimensions, namely the component dimension and the interaction between components. The components referred to include learning objectives, teachers, lesson planning, instructional media, learning approaches and learning evaluation. Meanwhile the components of the interaction between elements that mean synergy, dynamic or synergy and dynamic. Therefore, material, methods and media are the problems faced by teachers in teaching.

2. Teaching Problems by Applying Online System During COVID-19 Outbreak

Since March 24, 2020 the abrupt learning from home mode, the impact of the COVID-19 pandemic has forced all schools to switch to online learning other than or a little proceeding in terms of internet connection, trainer capacity, and student-parent preparation (Fachriansyah, 2020). Traditional education that is always carried out in schools has turned into an online teaching and learning situation. Miller and Miller (2000) stated three spheres of online learning that are significantly different from conventional learning situations a) nonlinear, associative, and hierarchical structures; b) appreciate multimedia capacity; and c) various asynchronous and synchronous contact convenience. This effort of the teachers to use online learning media which is not commonly applied in Indonesia. Therefore, it raises new problems in the teaching process carried out by teachers, especially English teachers in Indonesia. The five problem factors are then grouped in which these factors can affect teacher involvement in online classes includes the students, teacher background on online learning, teacher knowledge of technology, teacher pedagogical knowledge, and support systems (Lie et al., 2020). It shows that using online system in teaching and learning process is not easy for teachers.

One of the most common obstacles faced by teachers in implementing online systems is the internet connection which affects

the online teaching and learning process. According to Rana & Lal (2014), there are some problems and obstacles in conducting online learning such as:

a. Technology Challenges

Finding online learning technology is a significant challenge. To meet the needs of users of online learning resources this must also be improved. The challenges of online learning technology are two main areas of technology research.

b. Cooperation and the environment are two things that have an important component in helping learning which is the development of a new form of learning community and interactive learning in online learning environment is one of the challenges in this system. This forms a new learning community, resulting in a new relationship between the students and the computer. Main problems comprise:

- 1) Multimodal in assisting learning is a new variety of interfaces
- 2) Help the community to master a new strategy
- 3) Assisting the student community in improving the system
- 4) Current and personal activities of consumers that must be fulfilled by personalization techniques
- 5) The techniques used can help to promote and aid interaction.
- 6) People discover new knowledge
- 7) Time to time evaluation services that need support

8) E-learning must be developed because it is a New Knowledge Facility

c. In measuring and varying data with excellent semantic services the online learning environment wants to help its rapid expansion. To learn about semantic service support this yields a semantic context.

Research that needs to be done:

1) Reasoning and learning for uncertain and complete theoretical fields of knowledge need to be developed.

2) Large scale development of facilities must be supported

3) For a dynamic learning process, support must be provided

4) To advertise lifelong learning, development requires light knowledge using an approach

5) Study aids that suit the needs of different domains and users also need service development

Therefore from the explanation above it can be concluded, the teacher should be adapted to the rapid changing of the technology since the teaching media need to improve and always update. Mastering technology it will give a new style for the teachers and also give them challenges both in applying and connection. The presence of appliance in the form of smartphones, computers, or tablets can be used by teachers to convey material or information to students. Social media and the Internet are pieces of technology that connect students and

teachers in teaching-learning situations. WhatsApp, Facebook, Youtube, and so on are part of social media.

According to Nations (2019), social media refers to the interaction of people with each other, sharing and receiving information through communication tools, such as the internet. Teachers and students through their social media can share and receive information, ideas via video, text, or calls. Distance learning can be done by teachers to take advantages of it. To take advantages of online learning teacher can be conduct of it, which during the corona virus outbreak it is possible and suitably applied by the teacher.

C. General Concept of Professional Teachers and Favorite School

1. Definition of Professional Teachers

According to Jhon (2006), the term teacher professionalism consists of two syllables which each have it is own meaning. The term professionalism comes from profession. In the English-Indonesian dictionary, "profession" means work. In the Capita Selecta Education book, Arifin (1995) stated that profession has the same meaning as occupation or work that requires expertise acquired through special education or training. Teacher professionalism is a condition, direction, value, goal and the quality of expertise and authority in the field of education and teaching related to the work of a person who makes a living.

Meanwhile, professional teachers are who have the required competencies to carry out educational and teaching tasks. It can be concluded that professional teacher is a person who has special abilities and expertise in the field of teaching so, she/he able to carry out duties and functions as a teacher with maximum abilities. Professional teachers are people who are well educated and trained and have rich experience in their fields (Kunandar, 2008).

2. Characteristic of Professional Teachers

Teacher is not an easy job, with capital material and conveys it to students is sufficient; it has not been able to be categorized as a professional teacher. Professional teachers are not only able to transfer their knowledge in the classroom but they must have various special skills and abilities, mastery of qualified knowledge, love their work, maintain a code of ethics and so on.

According to Hamalik (2006) in his book Teaching and Learning Process, teacher professionals must have requirements that include:

- a. The teacher must have talent as a teacher
- b. The teacher must have expertise
- c. The teacher must have good and integrated skills
- d. The teacher must have a healthy mind
- e. Able-bodied
- f. The teacher must have extensive experience and knowledge
- g. The teacher is a person with a Pancasila spirit

h. The teacher is a good citizen

Kunandar (2008) stated that a professional job requires special requirements, namely (1) the existence of skills based on in-depth scientific concepts and theories; (2) emphasize an expertise in a particular field according to the field of profession; (3) demand an adequate level of education; (4) the existence of sensitivity to the social impact of the work carried out; (5) allows development in line with the dynamics of life. In addition, it is also shown through the responsibilities in carry out all services. Professional teachers should be able to assume and carry out their responsibilities as teachers to students, parents, society, nation, state and religion.

3. Characteristic of Favorite School

A school can be said a favorite school or a superior school they must have certain criteria or characteristics. According to the Ministry of National Education (1994) in the book on developing superior schools, there are several factors that must be achieved a superior school, namely:

- a. Professional leadership of school principals. The principal should have a more prominent understanding ability. The role of effective and professional principals is to raise the name of their school so that they can improve their academic achievement.

- b. Strong and professional teachers. Professional teachers are able to realize the expectations of parents and principals in daily activities in the classroom.
- c. Have a clear philosophical goal. Philosophical goals are realized in the form of the vision and mission of all school activities.
- d. A conducive environment for learning. A conducive environment is not just a classroom with various luxurious facilities; the environment can be in the middle of a rice field, under a tree. Most importantly, it can provide a comprehensive understanding dimension for students.
- e. Good organizational network. A good and solid organization, both teacher and parent organizations will increase the knowledge and ability of each member to learn and continue to develop.
- f. A clear curriculum. The problem in Indonesia is a centralized curriculum where the National Education Office makes a curriculum and is implemented nationally. It is good to be able to create and develop a curriculum tailored to each region and even schools.
- g. Good learning evaluation. If the curriculum is well organized and clear, it will be possible to identify and measure the learning achievement targets so that the learning evaluation held is able to map students' abilities.

- h. Active participation of parents in school activities. In any excellent school always involve parents in its activities. The minimal contribution is to provide voluntary supervision to students during breaks.

In addition, Danim (2006) identified 13 characteristics of quality schools, namely:

- a. Schools focus on customers, both internal customers and external customers.
- b. The school focuses on preventing problems from arising, with a commitment to work right from the start.
- c. Schools have an investment in human resources, thus avoiding psychological damage which is very difficult to repair.
- d. Schools have a strategy to achieve quality, both at the leadership level, academic staff and administrative staff.
- e. Schools manage or treat complaints as feedback to achieve quality and position mistakes as instruments to do right in the future.
- f. Schools have policies in planning to achieve quality in the short, medium and long term.
- g. The school strives for the improvement process by involving everyone in accordance with the main tasks, functions and responsibilities.
- h. Schools encourage people to be seen as having creativity, being able to create quality and stimulating others to work with quality

- i. The school clarifies the roles and responsibilities of each person, including the clarity of the direction of work vertically and horizontally
- j. The school has a clear evaluation strategy and criteria
- k. Schools view or place the quality that has been achieved as a way to improve the quality of services further
- l. The school views quality as an integral part of the work culture
- m. Schools place continuous quality improvement as a must.

From the description above, it can be concluded that favorite schools have the following characteristics: These schools have high quality output and are able to compete with others, professional management, professional teachers in dealing with their students, can give birth to future generations of the nation that can be useful, so that it becomes an example for other schools to be more advanced.

Also, favorite school has the ability to satisfy students and parents in terms of services by prioritizing educational goals and as hard as possible to produce people who are faithful and devoted and have extensive knowledge that can be used for themselves and ultimately create success for the school, able to provide adequate facilities that can support learning activities, is consistent with teaching and learning activities, a supportive school atmosphere, a safe, comfortable environment, and of course creates a good relationship between each school component so as to create a school culture. This

still exists and becomes a reference for schools another target of comparative study.

D. General Concept of Online Learning

1. Definition of Online Learning

The use of technology and information in the deliberate teaching and learning process is commonly known as online learning. Other terms that also refer to describe the use of online learning including; virtual learning, e-learning, networking, distributed learning and web-based learning. Hanum (2013) stated, that online learning is the use of information and communication technology which of this learning model facilitated and supported by these two components. Meanwhile, according to Surjono (2013), online learning is learning that apply the support of internet and technology. In the online learning system, the teacher is not only sharing about learning materials that can be accessed online by students, but also the teacher conducts evaluations, collaborates, establishes communication, and conduct other aspects of learning.

Furthermore, the terms of gaining knowledge of student freedom which refers to being open and flexible in circumstance of speed, place, time, content, learning styles, types of evaluation, impartial and collaborative learning. From some of the definitions above, it can be concluded that the term of online learning is not only e-learning, virtual learning, distributed learning, web or network learning, but is

broader than that. The word of “online” in the online learning stands for all teaching and learning process activities that use a synchronous or asynchronous system using computer networks or other electronic devices either carried out individually or in groups then this are also including of online learning process.

2. Strategies for Implementation of Online Learning

According to Merzouk, Kurosinski, & Kostika (2014), there are two main types of online learning: first type is asynchronous which not time dependent (Email, WhatsApp, Edmodo, etc.), where students learn from courses that can be downloaded at the right time, and synchronous type (Google Meet, Zoom, etc.) while real-time online learning with the ability to interact and chat with students in live conferences scheduled at specific times.

According to Mardiah (2020), there are four phases of online learning implementation procedure namely analysis, planning, implementation and evaluation. Analysis the factors that need to be analyzed include organizational needs, namely seeing the current situation and the existence of online learning in providing a positive effect. Planning, planning aspects that need to be treated are learning management systems, materials, knowledge management and networks. Implementation, this phase requires good estimate authority skills to establish coordination and execution of work as planned and does not depart from goals and strategies. Evaluation, evaluating the

success of the program can be done after implementing the online learning plan which is the final stage. The figure of the strategy can be seen below:

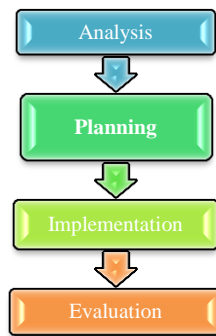


Figure 2.1 Strategies for implementing online learning system

Therefore, in implementing online learning teachers must follow the procedures above (Analysis, Planning, Implementation, Evaluation) so that the strategy used is in accordance with the situation and conditions at hand, also to achieve learning objectives easily.

3. Advantages and Disadvantages of Online Learning

a. Advantages of online learning

According to Bayani et al (2017), online learning has many advantages, as follows:

1) Real-time access to global libraries

Online global connections to libraries around the world can provide global research possibilities for students, researchers or teachers. This allows users to connect to giant treasury books and online knowledge banks.

2) Smart Collaboration

Online environment provide IoT, as well as effective and connection communication between objects, enabling the creation of an interactive platforms at various levels of the education ecosystem. In common, it can be clarified that a significant improve can be predicted and projected using IoT tools, technology and modules.

3) Online Independent Learning

The main idea in auto-didacticism or self-study is to encourage students to study material without a teacher intervention. Students can connect to any lab and library (discussed earlier) performing experiments, retrieving any data they need by registering their physical cell phone authentication.

b. Disadvantages

The disadvantages of online learning described by Srivastava (2019) among others, as follows:

- 1) Students with low motivation to learn may find it difficult to achieve the learning objectives that have been planned.
- 2) In conveying learning material the use of online learning this causes technology dependence in using computer applications. For some people who are unfamiliar with the use of online learning, learning of it and the applications used may take a while.

- 3) The number of available learning systems causes compatibility problems, thus learning materials using one application may be less compatible with others.
- 4) The effectiveness of the content, not all learning content on the internet is valid there is some information that can mislead the reader.
- 5) The absence of social interaction in the classroom and interaction with peers this is not good for the spirit of student socialization. Students may feel united with this learning system, because they do not meet people directly around them.
- 6) For some institutions online learning requires more costs for the initial time to use this system, which is may manages costs for a long time.

E. Previous Study

Previously researcher reviewed several studies related to this study to avoid unnecessary replication. The researcher generate a comparison of the results of the strategies used by the teacher in the English e-learning classroom method, and the researcher can also conclude what strategies teachers used in conducting the e-learning and the problems faced. Several studies are relevant to this research, including Lestiyanawati (2020) conducted a research strategies and problems faced by Indonesian teachers in conducting e-learning system during COVID-19 outbreak. In their research they found that there were three teaching strategies applied by

teachers; applying online chat, using video conference, and combining both. Likewise, there are some problems that teachers face in online learning systems; teachers` disability in accessing technology, school facilities, students` economy etc. Differences in this research is their previous research, they took the subject using the cluster random sampling method.

Utami (2020) analyzed of teachers` strategies on English e-learning classes during covid-19 pandemic. She`s found that the teacher uses a different strategy in each skill. In writing skill the teacher uses planning, drafting, and editing strategies, and makes interesting videos to convey the material, and for assignments the teacher gave assignments gradually in the WhatsApp group. Which for listening skills the teacher uses the strategy of listening to music, writing lyrics, and singing it, this strategy is considered to be able to improve students' vocabulary, pronunciation and writing skills. The difference is this research only focuses on analyzing teacher strategies in the e-learning system. The equation of this study focus on teacher strategies in English e-learning classes as well, which previous research is really needed for the reference.

Sutarto & Fathurrochman (2020), also analyzed about teacher strategies in online learning to increase students` interest in learning during COVID-19 Pandemic. In this research they found that teachers used some strategies to conduct e-learning systems at SDIT Rabbi Radhiyya Curup, such as; preparing teaching materials that are short, clear, obvious

to understand, and interesting, selecting smooth and alluring learning media, and finally conducting regular and continuous evaluations. Moreover they also found a problem, there are some students who felt that online learning was not interesting, because they cannot gathering, hang out with their friends and play together. It makes them feel lonely and there is something missing in the learning process. The difference in this research is the subjects in this study are SDIT teachers, which this study will take the subjects of junior high school teachers. Thus, because of the different levels in taking the subject, the problems and strategies found will also be different.

Therefore, from some of the previous studies above, it can be concluded that, most researchers only focus on the strategies used by teachers in teaching, and only a few study depth discussed about teachers problems. Meanwhile, this research not only focuses on the strategies used by teachers, but also focuses on problems these teachers face. The researcher assumes that investigate the problems faced by the teacher is also very crucial, because before we know the most applicable strategy, automatically we have to know the problems faced first, then we can determine the appropriate strategy based on those problems.

F. Conceptual Framework

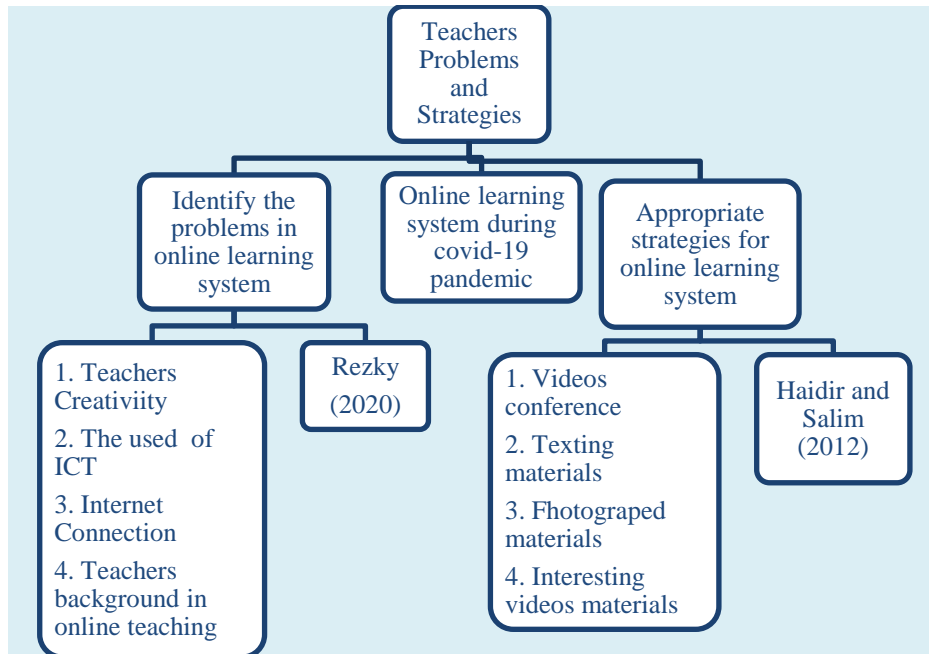


Figure 2.2 Conceptual Framework

The strategy used by the teacher in teaching is one of the determinants of the successful achievement of learning objectives. Haidir & Salim (2012) stated for effective learning strategies can include: methods, approaches, selection of sources including the media used in learning, grouping students, and measuring success. Thus, from this theory serves as the researcher's foundation in researching that in order to create effective online classes the teacher must use several strategies.

Moreover, in the current changing system, teachers are required to master ICT in implementing these strategies. In using this online learning system, teachers are also faced with several problems; the most common problem is internet connection problems, especially for students and teachers who are in areas that have difficulty getting an internet

connection. Therefore, in teachers problems the researcher uses the theory from Rezky (2020) he stated the several problems in online learning are: the process of delivering learning material, the process of interaction with students in the learning process, the quality of empowerment of facilities and elements in learning, management of teaching materials to be delivered in the learning process and preparing curriculum tools that are in accordance with current conditions. The focus of this study is to investigate teacher's problems and find the most appropriate strategies for online learning system.

CHAPTER III

RESEARCH METHOD

A. Research Design

This research was used a mixed method, which is a method that combines quantitative and qualitative approaches. According to Creswell (2012), mixed method is more complex than just collecting and analyzing two types of data, but involves functions of the two research approaches collectively so the overall strength of this research is greater than that of quantitative and qualitative research. Besides, this research was used mixed method with sequential explanatory design that combines quantitative research approach with qualitative sequentially, at the first stage using quantitative approach and second stage with qualitative approach (Sugiyono, 2013). Application of sequential explanatory design starting from data collection and analysis quantitative followed by collection and build qualitative data analysis based on initial results of quantitative data (Creswell, 2013). The use of quantitative methods is to obtaining quantitative data that is measurable and characteristic descriptive, meanwhile qualitative methods is to prove, deepen, and expand quantitative data.

Quantitative data in the form of the percentage of the teacher responses to the questionnaire that has been given. In addition, interviews and documentation were carried out to verify, double-check, and clarify data from the questionnaire. In this case, the researcher intends to identify

the problems and strategies used by teachers in conducting online learning systems during COVID-19 pandemic. To make it easier for researcher to this research, the researcher created a research flow to be carried out as follows:

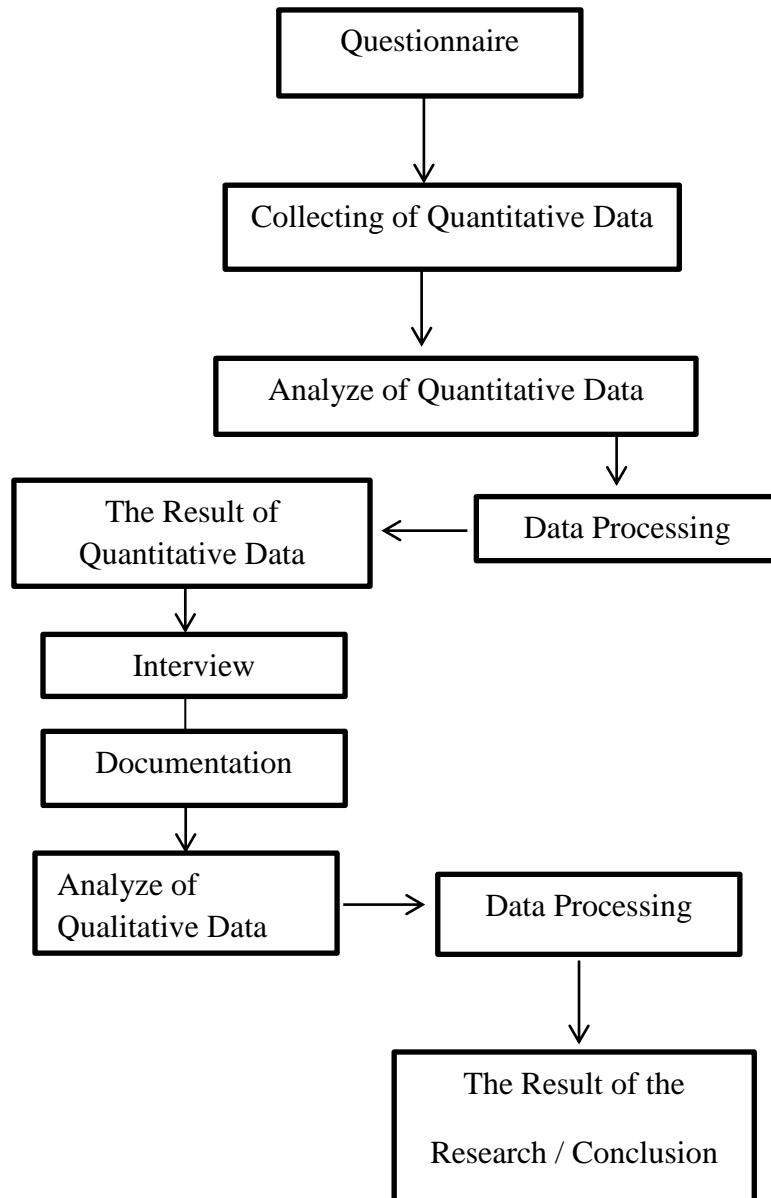
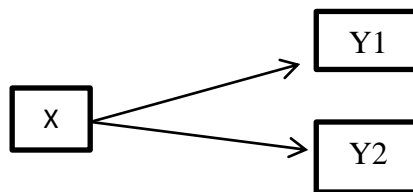


Figure 3.3 Sequential explanatory with quantitative as a primary data

B. Identification of Research Variables

Research variables are anything in the form determined by the researcher to study so that information is obtained about it, then conclusions are drawn (Sugiyono, 2015). According to the relationship between variables, there are three kinds of variables. In this study, there is one independent variable and two dependent variables. The independent variable is a variable that affects or causes changes or the emergence of the dependent variable. Meanwhile dependent variable is the variable that affected or the result of the existence of the independent variable. In this research, there is one independent variable marked with the symbol X which is online learning, as well as two dependent variables that marked with the symbol Y, namely (Y1) teachers` problems and (Y2) teachers` strategies.



Therefore, the variables in this research include:

1. Teachers problems
2. Teachers strategies
3. Online learning

C. Operational Definition

Furthermore, to limit the meaning used and to facilitate understanding in this research, it is necessary to have a definition of each variable in this research, namely:

1. Teachers problems

Teachers` problems are everything that teachers` face that can hinder them in achieving their learning goals. Besides, in this research for teachers problems researcher adopted a theory from Rezky (2020) he stated the several problems in online learning are: the process of delivering learning material, the process of interaction with students in the learning process, the quality of empowerment of facilities and elements in learning, management of teaching materials to be delivered in the learning process and preparing curriculum tools that are in accordance with current conditions. Thus, in this study researcher only focus with those components in teachers` problems field.

2. Teacher strategies

The strategy used by the teacher in teaching is one of the determinants of the successful achievement of learning objectives. Besides, for teachers` strategies researcher used a theory from Haidir & Salim (2012) for effective learning strategies can include: methods, approaches, selection of sources including the media used in learning, grouping students, and measuring success. Thus, from this theory serves as the researcher's foundation in researching that in order to create

effective online classes the teacher must use several strategies. Therefore, for teachers' strategies researcher only focus with those components.

3. Online learning

Online learning as independent variable in this research. The use of technology and information in the deliberate teaching and learning process is commonly known as online learning. Other terms that also refer to describe the use of online learning including; virtual learning, e-learning, networking, distributed learning and web-based learning. Hanum (2013) stated, that online learning is the use of information and communication technology which of this learning model facilitated and supported by these two components. Meanwhile, according to Surjono (2013), online learning is learning that apply the support of internet and technology. In the online learning system, the teacher is not only sharing about learning materials that can be accessed online by students, but also the teacher conducts evaluations, collaborates, establishes communication, and conduct other aspects of learning.

D. Validity and Reliability Test for Questionnaire

1. The validity test was used to determine the validity of the questionnaire in collecting data. In this research validity test have used product moment formula (Arikunto, 2010) with SPSS tool 22 version. The questionnaire item can be valid if the r_{count} sign is greater than the r_{table} ($r_{\text{count}} > r_{\text{table}}$) at a significance value of 5%. On the contrary, an item is

invalid if $r_{\text{count}} < r_{\text{table}}$ with significance value of 5%, the formula can be seen as follows:

$$r_{xy} = \frac{N\sum XY - (\sum X)\sum Y}{\sqrt{(N\sum x^2 - (\sum X)^2)(N\sum y^2 - (\sum Y)^2)}}$$

Where : N : Number of Samples

$\sum X$: Score item

$\sum Y$: Total scores

r_{xy} : Correlation coefficient

- The reliability is an index that shows the extent to which a measurement tool can be trusted or reliable. If a measuring device is used twice to measure the same symptoms and the measurement results obtained are relatively consistent, then the measuring device is reliable. Reliability shows the consistency of a measuring device in measuring the same symptoms (Sugiyono, 2009, p. 173). In this research, to test the reliability have used Cronbach's Alpha with SPSS 22 version reliability coefficient with formula as follow:

$$a = \frac{K}{K - 1} + \left(1 - \frac{\sum S_i^2}{S_x^2} \right)$$

a : Coefficient describing the degree of reliability test

K : Number of question items

S_i^2 : Variance of each question item

S_x^2 : Total variance of the test

E. Research Subject

Participants in this research were six English teachers at SMPN 5 Kota Bengkulu. They have completed a Bachelor of English Language Education, have followed the Teacher Professional Program (PPG), and have an educator certificate. They have fulfill the criteria of a professional teacher, they have professional experience in teaching English ranging from 2 to 11 years, have completed in-service teacher professional education. Each teacher was given assigning a number (e.g. T1 for Teacher 1 and T2 for Teacher 2, so on.) and all information is not identified as a whole, so the researcher assigns a unique number, to maintain confidentiality (King & Horrocks, 2010).

Therefore, this research focused on the teacher's problems and strategies used in conducting online learning system during COVID-19 pandemic. This research conducted at SMP N 05 Kota Bengkulu. Besides, this research presents problems faced by teachers and their strategies used during pandemic. This research focused to the teachers because the researcher wants to find out directly what are the problems and strategies of the teachers in conducting online learning system during COVID-19 pandemic, so the researcher can get the real data. Besides, the researcher hopes that the results of this research can be a reference for English teachers at that school to find out the problems faced and the appropriate strategies to use in online learning system, thus learning objectives can be achieved and implemented well, even though using the an online system.

F. Data Collection Technique and Instrument

In this research the data is collecting using questionnaire, interviews and documentation.

1. Questionnaire

The first instruments take is questionnaire. Questionnaire is a set of statements or written questions on a sheet of paper and submitted to respondents to be filled without intervention from the researcher or other parties (Danim, 2000). This method used to obtain information from the respondent in terms of his/her personality, or other things that he/she knows. In this research, the researcher used a closed questionnaire, which had provided the answer. In this research, researcher used three aspects based on variables' which are teachers' problems, teachers' strategies and online learning. In this questionnaire researcher used the indicators based on theory on the conceptual framework in chapter II it can be seen on figure 2.2. Thus, there are five indicators for teachers' strategies, four indicators for teachers' problems and two indicators for online learning. Therefore, totaling 27 questions that used. The table can be seen as follows:

Table 3.1 Blue print of the questionnaire

Variable	Indicator	Sub Indicator
Teachers' problems	The use of technology	Struggling in the use of learning platform
		Confused in the selection of effective learning media by using online learning system
		Lack experiences about the use of technology in online learning system
	Preparation of learning material	Difficulty in managing teaching materials to be conveyed in the online learning process
		Struggling in making attractive learning material
		Struggling in providing planned and effective learning material
	Supporting system	School facilities are not prepared for online learning
		Students less on parental assistance in online learning
		Less on collaboration between teachers`, parents and school to support online learning system
	Students interest	Students do not respond well to my explanation
		Students are cheating on exams using online learning

Teachers' strategies		Students do not collect the assignments that have been given
		Students fell bored in online system
	Internet connection	Bad network problem using the online system
		Internet package is expensive
		Students late in submitting assignments because of internet connection issues
	Interesting Material	Using more than one platform in online teaching
		Explaining the materials by using interesting videos
		Sharing learning material from another sources
		Creating learning material in the form of interesting video
	Conveying Material	Associating the learning material with other relevant knowledge
		Presenting of the material is easy for students to understand
		Using instructional media effectively
		Conveying learning material with fluent spoken and written language

Online Learning System	Students Centered	Using appropriate learning media with students basic competence
		Compiling appropriate learning scenarios with the development of students
		Prioritizing students involvement in the use of learning media
		Monitoring students learning progress
		Compiling a summary of learning with engage students Students show a good respond for every explanation
	Evaluation	Carrying out a final evaluation based on students competence
		Follow-up enrichment assignments
		Homework for every material
		Conveying learning material anywhere and anytime by using online system
		Online learning makes it easier for teacher to achieve learning goals
		Advantages in the use of technology in online systems to attract student interest in learning English
		The online system produces teachers more creative in developing learning materials
Online learning is not leap by space and time		
Online learning is well recognized as a system that is functional, and improves student learning outcomes		

		Online learning makes it easier for teachers to monitor student progress in learning
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Meanwhile, the researcher distributed the questionnaire in the form of Google Form, this aims to make it easier for researcher to collect the data. The targets that were given a questionnaire are six English teachers at SMPN 5 Kota Bengkulu. This questionnaire technique is used to obtain data on English teachers at SMPN 5 Kota Bengkulu regarding the problems faced and the strategies used in conducting online learning system during the COVID-19 Pandemic.

2. Interview

According to Adhabi (2017), interview is one of the techniques that can be used in collecting qualitative data. This method is different from other methods, the unique feature of the interview method that makes it admirable. Thus, this study has used interview method which the problems faced can be explored in depth with this method, especially the aspects that make it the center of qualitative data collection. Significantly, it is conspicuous that the interview is accordance with the experimental research paradigm or phenomenology (Aliyu et al., 2014). This is based on the uniqueness of the position occupied by the interview with respect to the qualitative study map which is currently being analyzed in more detail.

In addition, to provide a historical overview and concept definition, other aspects that were highlighted include types, strengths and weaknesses, how they are implemented, related ethical dilemmas, and concluding problems. All of these factors validate the presence of the interview in a key of qualitative study and it remains an important data collection tool. Therefore, for interview guideline researcher was used some of questions related on the theory that is used in questionnaire, because the interview instrument as secondary data as a support, clarify and double check the primary data (questionnaire), it can be seen in table 3.2. The interview guideline can be seen as follows:

3.2 Table of interview guideline

Research Questions	Indicator
<p>1. What are teachers` problems in conducting online learning system during COVID-19 pandemic?</p>	<p>1) Problems in implementing online learning media 2) Problems in conveying of learning materials 3) Problems to applying a strategy in the online system 4) Problems in giving assignments or homework to students 5) Problems to increase students' interest in learning English by using</p>

<p>2. What are teachers` strategies in conducting online learning system during COOVID-19 pandemic?</p>	<p>online system</p> <p>6) Students feel bored during online learning</p> <p>1) Strategies use in teaching online classes</p> <p>2) The way to apply these strategies</p> <p>3) Students respond by using these strategies</p> <p>4) Strategies use to establish interesting materials in online system</p> <p>5) Kind of strategies that students like the most</p> <p>6) Advantages and disadvantages of those strategies</p> <p>7) Strategies are most appropriate to be applied in online classes, based on teacher experiences</p> <p>8) Learning objectives can be achieved easily by using these strategies</p>
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The most important component is that the information or data obtained must be authentic, so in order to obtain this the researcher must have a good relationship with the source of the information

(interviewees). To investigate applicable information from subjects to validate the research hypothesis which interviewer is specialized professionals who act ethically. Informants are the subject of the interview process (Edwards & Holland, 2018). This interview has been conducted to get an oral response from the English teacher. The teachers' were asked to say everything that comes to their mind, related to the questions. This may consists of what they see, think, do, and feel. Thus, in formal research the protocol that must be followed is that all verbalizations will be transcribed and then analyzed.

Therefore, the researcher was used interview guidelines and the type of interview is a semi-structured interview with English teachers at SMPN 5 Kota Bengkulu. Semi-structured interviews are all questions to be asked that have been prepared in advance, but during the interview session if there are important questions that have not been prepared in the list, the interviewer may add these questions, the outline of the topic that researcher want to find out must have been included in the interview list (Stuckey, 2013). As indicated by the analysts, qualitative researchers mostly use semi-structured interviews in their qualitative studies (Alshenqeeti, 2014). This is used to get responses and accurate information about teachers' problems at hand and strategies in teaching using an online system. In addition, the interview technique in this study aims to check the data and ensure the authenticity of the data to be analyzed.

3. Documentation

In this case, the instrument is the English teacher's documents. According to Sugiyono (2015), collecting data and information using archives, numbers, written images which can be in the form of reports, books and so on as supporting data in a study is well known as data collection techniques with documentation. Documentation is used to obtain data and reviewed it. In collecting the first documentation, the researcher was used the teacher's textbook as a reference, because in that textbook the researcher can see the subject matter that the teacher taught to students. Therefore, researcher can analyze the strategy that teacher used is suitable for that subject by using online system and find out whether the strategy used is liked by students or not. For the second documentation researcher was investigated the lesson plan to see the teacher scheme about the next material, and what is the appropriate strategy for that material. Besides, researcher will consider another documentation includes syllabus, PROTA and PROSEM to complete, support and clarify the data both primary and secondary data.

G. Data Analysis

1. Quantitative data

In analyzing the data, the researcher was used two steps. The first is data analysis for quantitative data. The researcher tabulates the collected data base on the questionnaire that has been given and

calculated by the presentation using the following formula. Frequency computing of each certain by answers the following formula(Sudijono, 1978).

$$p = \frac{F \times 100}{N}$$

p= Percentage

F= Frequency of teachers' questionnaire

N= Total Respondents (Arikunto, 2010)

The score criteria of as follows:

0% - 20% = Strongly Disagree

21% - 40% = Disagree

41% - 60% = Agree Somehow

61% - 80% = Agree

81% - 100% = Strongly Agree

Source: Riduwan (2010)

b. Qualitative data

In qualitative research data analysis is a difficult and time-consuming process. It is processes which researcher systematically searches for and organize data to improve understanding of the data and

draw conclusions to present the results to others. In data analysis researcher used Miles, Humberman & Saldaña (2018) method namely; data reduction, display of data, and verification of data to evaluate the qualitative data.

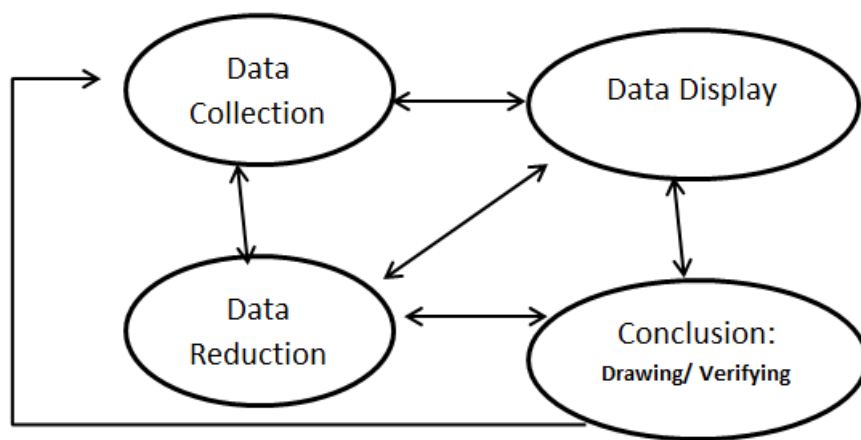


Figure 3.4 Data Collection Method based on Miles, Huberman & Saldaña (2018)

1. Data Reduction

In qualitative research, the data collected was quite a lot therefore, the researcher needs to pay more attention and detail. Reducing data is summarizing, selecting (choosing the main things) with a focus on the important things, looking for related themes and patterns. Therefore, it is hoped that researchers was got a clearer picture and make it easier for researchers to carry out further data collection. Besides, researcher took these steps in data reduction. She was observed the data, first summarizes the data that has been

collected, takes the main and important data, and the last makes a categorization of the data.

2. Data Display

After the reduction step is carried out, the researcher took the next step namely displaying the data, which the display of this data was in the form of a brief description, charts, relationships between categories, flow charts and others. In addition, according to Hashimov (2015) in qualitative research, the most frequently used form of data display is narrative text. Therefore, the presentation of the data in this study was written in the form of a description in accordance with the data acquisition in the field. Thus, the researcher found it easier to understand what happened from the acquisition of those data and could take the next steps easily, based on what has been understood.

3. Drawing Conclusion/Verification

Afterwards data reduction and data display, then researcher draw conclusions and verification. In this step researcher can examine the results. Thus, teacher's strategies and problems can be concluded. However, the initial conclusions in the study may shift, according to the findings of valid evidence that will be found during the research.

H. Trustworthiness of the Data

In a research, researcher has to attain valid data. This part of the research shows how data can be trusted. To check the validity of the data,

researcher used source triangulation, method triangulation and investigator triangulation.

1. Source Triangulation

Source triangulation refers to comparing (checking) information collected through contrasting sources. In this research, the researcher tried to combine the three data sources. Thus, researcher used quantitative and qualitative data with six teachers (T1-T7), internet source, and previous study that related with this research. This can be seen in the following scheme:

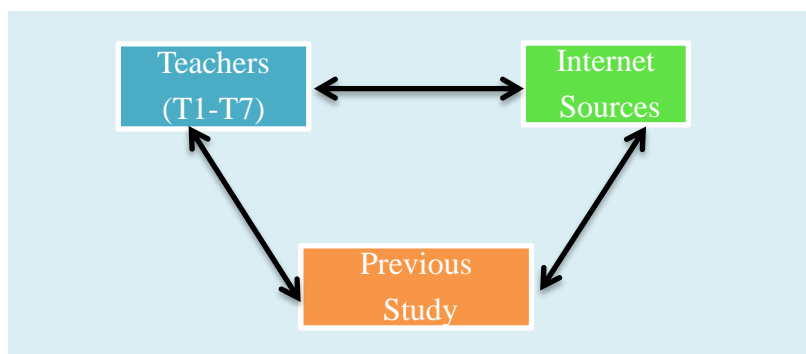


Figure 3.5 Data Triangulation Sources

2. Triangulation Method

The triangulation method is used to investigate the use of data collection methods whether the information obtained by the questionnaire and interview method are the commensurate the observation method, or whether the results of the observations are in accordance with the information provided during the interview. It can be seen in the following scheme:

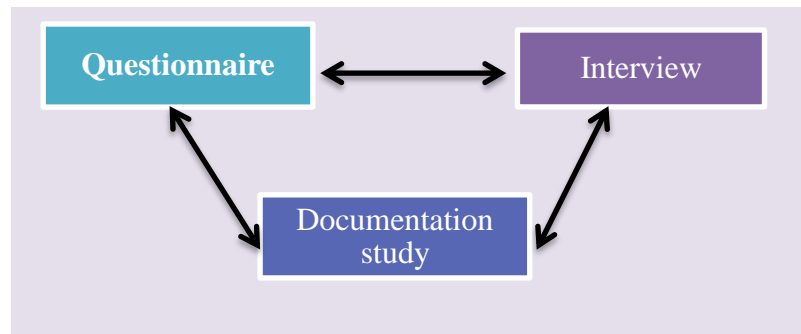


Figure 3.6 Triangulation Method

3. Investigator Triangulation

In triangulation of investigator, the researcher used more than one person in data collection and analysis, which was investigated six teachers at SMPN 5 Kota Bengkulu. Therefore, in conducting this research, especially in questionnaire activities, the researcher assumed that someone who had the same educational background, namely as a student of the English language education study program, become a co-observer, so that in this observation activity there are six investigator. This technique is used to avoid the subjectivity of researcher and to obtain relevant data.

I. Research Procedures and Research Timeline

1. Research Procedures

a. Research Preparation

The first activity the researcher undertakes as an initial stage in the preparation process is to prepare the research to run evenly. In the preparation stage, researcher start from submitting titles, then submitting proposals, until proposals will be held for seminars.

b. Research Implementation

At this stage of implementation, researcher came to school to ask permission to conduct observations at this school. Then the researcher makes a schedule with the English teacher to conduct interview. Furthermore, researcher conducted questionnaire first using Google Form for quantitative data and then conducting interviews with six English teachers at SMPN 5 Kota Bengkulu. Data collection was carry out through questions and answers between researcher and English teachers, who provide an overview of the problems and strategies in fulfilling the online learning system during the COVID-19 pandemic. In addition, before making these observations, the researcher does not forget to prepare various things needed to carry out the research, both in the form of observation sheets, interview guidelines, recorders, camera, and so on.

In this case, interviews were conducted in the midst of a pandemic which allows researcher to conduct online or offline interviews, depending on the teacher's willingness as the interviewees, possible choice with face-to-face interviews when the teacher gets a class at school, so the researcher implemented with conventional. Besides, after everything has been prepared according to the planning between the researcher and the teacher, it

is expected that the interview could run well and the researcher get valid data.

c. Research Reporting

In reporting the research, the researcher compiled a final research report in the form of a thesis, approve the experimental exam, and approve the research results.

2. Research Timeline

Table 3.3 Research Timeline

NO	Activity	Week					
		I	II	III	IV	V	VI
1	Meeting the school principle						
2	Getting familiar about the school						
3	Observing the teaching and learning						
4	Conducting the quantitative and qualitative data with English teachers and getting documents						
5	Analyzes the data						
6	Writing report						

J. Hypothesis Testing Design

1. T-test (Partial Test)

T-test is the test for regression coefficient partially, the aims of this test is to determine the partial significance of the role between the independent variable on the dependent variable by assuming that other independent variables are considered constant. According to Sugiyono (2014 p.250), using the formula:

$$t = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

t = distribution of t

r = partial correlation coefficient

r^2 = coefficient of determination

n = amount of data

The results of this calculation are then compared with the t table using a level of α 0.05 (5%). The criteria that will use are as following:

- a. Accepted if the $t_{\text{value}} \leq t_{\text{table}}$ or the value $\text{sig} > \alpha$
- b. Rejected if the $t_{\text{value}} \geq t_{\text{table}}$ or the value of $\text{sig} < \alpha$

If there is acceptance of H_0 , it can be concluded that there is no significant effect, whereas if H_0 is rejected, it means that there is a significant influence. This statistical hypothesis testing design is to test an influence between the independent variable (X1) online learning,

Y1 teachers problems and Y2 teachers strategies, as for the hypothesis in this research are:

- a. $H_0: \beta = 0$: there is no significant effect
- b. $H_a: \beta \neq 0$: there is a significant effect.

2. F-Test (Simultaneous Testing)

The F test is a test of the regression coefficient simultaneously. This test is conducted to determine the effect of all independent variables in the model simultaneously on the dependent variable. The F test in this research will use to test the significance of the effect of online learning on teachers problems and strategies during COVID-19 Pandemic. According to Sugiyono (2014 p.257) it is formulated as follows:

$$F = \frac{R^2/k}{(1 - R^2)/(n - k - 1)}$$

R^2 = coefficient of determination

k = number of independent variables

n = Number of data members or cases

F results of this calculation were compared with those obtained with using the level of risk or significant level of 5% or with degree freedom = $k (n-k-1)$ with the following criteria:

- a. Rejected if $F_{\text{value}} > F_{\text{table}}$ or $\text{sig} < \alpha$
- b. Accepted if $F_{\text{value}} < F_{\text{table}}$ or $\text{sig} > \alpha$

If there is acceptance, then it can be interpreted that there is no significant effect on the multiple regression model obtained so that it results in no significant effect of the independent variables simultaneously on the dependent variable. The null hypothesis in this study is as follows:

- a. $H_0: \beta_1 = \beta_2 = \beta_3 = 0$: no significant effect
- b. $H_a: \beta_1 \neq \beta_2 \neq \beta_3 \neq 0$: there is a significant effect

CHAPTER IV

FINDINGS AND DISCUSSION

A. The Findings of Quantitative Research

This research was conducted in May 2021 at SMP N 5 Kota Bengkulu. The research was conducted through an online questionnaire using Google forms, interviews and documentation studies with the research subjects six English teachers at that school and several informants both inside and outside the school. The research results were analyzed by researcher using mixed method, which means that the researcher analyzed using quantitative approach and described by using qualitative approach, interpret all the data collected so that they are able to obtain a general and comprehensive situation.

1. Description of the Result

a. Description of Variable Y1 (Teachers` Problems)

The description analysis of the answers about the teachers` problems variable (Y1) is based on the respondents' answers to the questionnaires. The questions for this variable (Y1) have twelve questions. The respondents are 6 English teachers of SMP N 5 Kota Bengkulu, the respondents to the teachers' problems variable (Y1) can be seen in the following table:

Table 4.4 The result of teachers` problems (can be seen in appendix 1)

NO	Question	SA	A	N	D	SD
		Σ	Σ	Σ	Σ	Σ
1	I'm struggling in the use of learning platform	0	1	1	3	1
2	I'm confused in the selection of effective learning media by using online learning system	0	1	4	1	0
3	I'm struggling in making attractive learning material	0	2	2	2	0
4	I find that school facilities are not prepared for online learning	0	1	2	3	0
5	My students less on parental assistance in online learning	1	4	1	0	0
6	Less on collaboration between teachers', parents and school to support online learning	1	2	2	1	0
7	I find that students' do not respond well to my explanation	0	4	1	1	0
	I find there are some students' cheating on	2	2	1	1	0

8	exams using online learning					
9	I find there are some students do not collect the assignments that have been given	0	5	1	0	0
10	I find that some of my students fell bored in online system	2	4	0	0	0
11	Bad network problem while I was teaching	0	4	2	0	0
12	I find that internet package is expensive for my students	1	4	1	0	0

Based on the table above, it can be seen that in the first question, the most answer is disagree (D) with a total of three respondents or with a presentation of 50%, then for the answer strongly agree (SA) has a presentation of 0%, agree as much as 16,7%, neutral as much as 16,7% or have one respondent and for strongly disagree (SD) has a percentage of 0% or nil respondent. From the results of the presentation for the first question, it can be concluded that teachers do not agree that they have difficulties in using online learning applications, which is also supported by the results of interviews. T1 said that to deal with online learning, teachers already conducted training on how to use supporting applications and can be used during online learning.

“Sebenarnya guru sudah melakukan pelatihan untuk menghadapi COVID-19 ini. Kami dilatih untuk bagaimana cara dalam penggunaan aplikasi yang biasa digunakan dalam pembelajaran online, dan bagaimana agar aplikasi tersebut dapat membuat pembelajaran menjadi efektif (T1, 2021)”

“Teachers already conducted training to deal with COVID-19. We were trained on how to use applications that are commonly used in online learning, and how these applications can make learning effectively (T1, 2021)”

For the second question the most answer is in neutral (N) which has four respondents, with the presentation of 66,7%, for the answer of strongly agree (SA) has a percentage of 0% or nil respondents. Furthermore, for the answer of agree (A) it has one respondent and has a presentation of 16,7%. The answer for disagree (D) has one respondent with a presentation of 16,7% and for strongly disagree (SD) it has a nil respondent and 0% presentation. From these results it can be concluded that the teacher has a neutral statement on question number two. This answer also supported by the statement of the T3, teachers prefer to use more than one application in online learning. As the following statement said by T3:

“Saya menggunakan lebih dari satu aplikasi, jadi kalau satu aplikasi menurut saya kurang efektif jadi saya menggunakan aplikasi lain yang bisa saling melengkapi. Karena menurut saya setiap aplikasi itu mempunyai kekurangan dan kelebihan masing-masing (T3, 2021)”

“I use more than one application, so if one application is less effective then I use another application that can complement each other. Because in my opinion each application has its own advantages and disadvantages (T3, 2021).

For the third question there are have the same presentation between agree, neutral and disagree which the presentation has two respondents

with the result of 33,3%. Therefore teachers have the different problems they face in this situation. Two teachers answer disagree if they are struggling in making interesting material. Two teachers have neutral answers for this question, and the last one two teachers answer disagrees if they are having struggling in making interesting learning material. Based on the interview T4 have struggling in the making of interesting learning material, which this statement supported with the interview as follows:

“Saya kesulitan dalam membuat materi pembelajaran yang menarik, karena saya kurang menguasai teknologi. Kalau cuma sharing video dari youtube itu saya bisa, tapi kalau membuat video sendiri yang menarik seperti animasi gambar-gambar yang menarik seperti itu saya belum bisa (T4, 2021)” .

“I have difficulty in making interesting learning materials, because I do not master in technology. I could share the videos from YouTube, but if making my own interesting videos such as animated, interesting pictures, I cannot yet (T4, 2021)”.

The fourth question, for the fourth question the most answer is in disagree (D) which has three respondents, with the presentation of 50%, for the answer of strongly agree (SA) has a percentage of 0% or nil respondents. Furthermore, for the answer of agree (A) it has one respondent and has a presentation of 16,7%. The answer for neutral (N) has two respondents with a presentation of 33,3% and for strongly disagree (SD) it has a nil respondent and 0% presentation. Therefore, for the fourth question the result shows that the respondents are disagree if the school facilities are not prepared for online learning. This statement also supported by the interview with the T3, she said that:

“Sekolah sudah berusaha sebaik mungkin untuk mensupport online learning ini. Ada dua orang siswa SMP sini yang belum memiliki handphone, jadi dengan kebijakan sekolah mereka dibelikan handphone untuk memfasilitasi pembelajaran online mereka. Sekolah juga menyediakan internet connection (Wi-Fi) di sekolah agar guru bisa mengajar tanpa terkendala dengan koneksi (T3, 2021)”.

“The school has tried the best to support this online learning. There are two students here who did not have cellphones, so according to school policy they bought cellphones to facilitate their online learning. Schools also provide internet connections, so teachers can teach without being constrained of the connections (T3, 2021)”.

The fifth question the most answer is in agree (A) which has four respondents, with the presentation of 66,7%, for the answer of strongly agree (SA) has a percentage of 16,7% or one respondents. Furthermore, for the answer of neutral (N) it has one respondent and has a presentation of 16,7%. The answer for Disagree (D) has nil respondent with a presentation of 0% and for strongly disagree (SD) it has a nil respondent and 0% presentation. Thus, from the result it can be concluded that teachers are agree if the students less on parental assistance in online learning. Mostly their parents are working, so they do not have enough time to assistance their children to learning by using online system. This statement said by T3 as follows:

“Kebanyakan dari orang tua murid itu bekerja, jadi mereka tidak mempunyai waktu untuk memantau anak-anak mereka dalam belajar secara online. Sehingga mereka hanya memberikan fasilitas untuk belajar saja dan kemudian membiarkan anaknya untuk mengurus sendiri pembelajaran mereka (T3, 2021)”.

“Mostly of their parents are works, so they do not have enough time to monitor their children's to learning by using online system. So they only provide facilities for learning and then let their children take care of their own learning (T3, 2021)”.

The sixth question the most answer is in agree (A) and neutral (N) which has two respondents for every answer, with the presentation of 33,3%, for the answer of strongly agree (SA) has a percentage of 16,7% or one respondents. Furthermore, for the answer of disagree (D) it has one respondent and has a presentation of 16,7%. The answer for strongly disagree (SD) has nil respondent with a presentation of 0%. Thus, from the result it can be concluded that the teachers are neutral about this statement, because T1 said collaboration between teachers, parents and school already good. This statement can be seen as follows:

“Kalau kolaborasi itu ada ya, dan sudah berjalan dengan semestinya. Guru, orang tua dan sekolah juga sudah mengadakan rapat mengenai hal ini, untuk mendukung pembelajaran online ini (T1, 2021)”.

“The collaboration it has been running properly. Teachers, parents and schools have also held meetings about this, to support the online system (T1, 2021).

The seventh question the most answer is in agree (A) which has four respondents with the presentation of 66,7%, for the answer of strongly agree (SA) has a percentage of 0% or nil respondents. Furthermore, for the answer of neutral (N) it has one respondent with a presentation of 16,7%. The answer for disagree (D) has one respondent with a presentation of 16,7% and the last is strongly disagree (SD) has nil respondent and presentation of 0%. Thus, from the result it can be concluded that for the seventh question teachers are agree if their

student do not respond well to their explanation. It also supported by the statement of T2 as follows:

“Saya tidak tahu bahwa siswa saya sudah paham atau belum dengan penjelasan saya, karena kebanyakan dari mereka itu hanya diam, paham ataupun tidak paham mereka hanya diam (T2, 2021).

“I don't know that my students have understood or not with my explanation, because most of them are just silent during the class (T2, 2021).

The eighth question the most answer is in strongly agree (SA) and agree (A) which has two respondents with the presentation of 33,3% for each statement. Furthermore, for the answer of neutral (N) it has one respondent and a presentation of 16,7%. The answer for strongly disagree (SD) has nil respondent with a presentation of 0%. Thus, from the result it can be concluded that if the respondents agree that their students cheating on exams by using online system. This statement also supported by the interview with the T2 as follows:

“Iya kalau mereka mencontek itu saya yakin mereka pasti mencontek, dan kadang mereka itu menyuruh kakak nya atau orang tua nya untuk mengerjakan ulangan ataupun tugas yang diberikan. Kenaikan nilai memang signifikan, tapi kami tidak tahu apakah itu benar-benar murni mereka yang mengerjakan atau tidak (T2, 2021)”.

“Yes, I'm sure some of students cheated on exams, and sometimes they tell their older siblings or parents to do the tests or assignments given. The increase in value is indeed significant, but we do not know whether it is really purely they who are working on it or not (T2, 2021).

The ninth question the most answer is in agree (A) which has five respondents with the presentation of 83,3% . Furthermore, for the answer of strongly agree it has nil respondent, with the presentation

0%. Neutral (N) it has one respondent and a presentation of 16,7%. The last one is the answer for disagree (D) and strongly disagree which have nil respondent with a presentation of 0%. Thus, from the result above it can be concluded that respondents agree if some of their students do not collect the assignments given because of the internet connection issues. This answer also supported by the interview with the T2 as follows:

“Kadang mereka itu tidak tahu kalau ada tugas yang diberikan karena masalah kuota atau kadang signal yang buruk, beberapa hari kemudian baru mereka menghubungi saya untuk memberikan tambahan waktu (T2, 2021)”.

“Sometimes they don't know if there are assignments given because of internet package problems and sometimes signals issues. A few days later they just contacted me to give them more time (T2, 2021)”.

The tenth question the most answer is in agree (A) which has four respondents with the presentation of 66,7% . Furthermore, for the answer of strongly agree it has two respondents with the presentation of 33,3%. Neutral (N) it has nil respondent and a presentation of 0%. The last one is the answer for disagree (D) and strongly disagree (SD) which has nil respondents with a presentation of 0%. Therefore, from the result it can be concluded that some of students feel bored by using online system. This result also supported by the interview with the T4 as follows:

“Siswa itu rata-rata bosan belajar secara online, hal ini dibuktikan dengan mereka sudah acuh tak acuh dengan tugas yang diberikan. Ada beberapa siswa yang sering bertanya setiap pelajaran saya

kapan kita akan mulai pembelajaran secara offline lagi mam (T4, 2021)”

“Mostly of students are bored of online learning, this is evidenced by the fact that they are indifferent to the assignments given. There are some students who often ask me in every lesson when we will start offline learning again mam (T4, 2021)”

The eleventh question the most answer is in agree (A) which has four respondents with the presentation of 66,7% . Furthermore, for the answer of strongly agree it has nil respondents with the presentation of 0%. Neutral (N) it has two respondents and a presentation of 33,3%. The last one is the answer for disagree (D) and strongly disagree (SD) which has nil respondents with a presentation of 0%. Thus, from the result it can be concluded that the respondents agree sometimes the internet issues happened with the students while the teacher taught the lesson. This result also supported by the interview with T5 as follows:

“Masalahnya satu siswa itu sendiri, kadang mereka tidak mempunyai handphone, yang kedua walupun mereka punya handphone internetnya buruk (T5, 2021)”

“Sometimes the problem is on student itself first, they don't have a cellphone, the second even though they have a cellphone the internet connection is unsupported (T5, 2021) “

The twelfth question the most answer is in agree (A) which has four respondents with the presentation of 66,7% . Furthermore, for the answer of strongly agree it has one respondent with the presentation of 16,7%. Neutral (N) it has one respondent and a presentation of 16,7%. The last one is the answer for disagree (D) and strongly disagree (SD) which has nil respondents with a presentation of 0%. Therefore, from the result it can be concluded that the respondents are agree if the online

learning rather expensive. This, result also supported by the interview with the T3 as follows:

“Anak ini terkadang bermasalah juga dengan kuotanya, setelah beberapa hari baru menghubungi saya, maaf mam kemaren habis kuota jadi gak tau kemaren belajar apa (T3, 2021)”

“The students sometimes have problems with their internet package, they have contacted me for a few days later, sorry, mam yesterday, and the quota ran out so I don't know what lesson that you taught yesterday (T3, 2021)”.

b. Description of Variable Y2 (Teachers` Strategies)

The description analysis of the answers about the teachers` strategies variable (Y2) is based on the respondents' answers to the questionnaires. The questions for this variable (Y2) have fifteen questions. The respondents are 6 English teachers of SMPN 5 Kota Bengkulu, the respondents to the teachers' problems variable (Y2) can be seen in the following table:

Table 4.5 the result of teachers` strategies (can be seen in appendix 1)

NO	Question	SA	A	N	D	SD
		Σ	Σ	Σ	Σ	Σ
1	I share learning material from another sources	0	6	0	0	0
2	I create learning material in the form of interesting video	1	4	1	0	0
3	I associates the learning material with other relevant knowledge	0	5	1	0	0
4	The material that I presented is easy for students to understand	0	2	4	0	0

5	I uses appropriate learning media with students basic competence	1	4	1	0	0
6	I compiles appropriate learning scenarios with the development of students	1	4	1	0	0
7	I monitor students learning progress	1	4	1	0	0
8	I carries out a final evaluation based on students competence	1	5	0	0	0
9	I gives follow-up enrichment assignments	0	3	3	0	0
10	I gives homework for every material	0	4	1	1	0
11	I could conveyed learning material anywhere and anytime by using online system	2	2	2	0	0
12	Online learning makes it easier for me to achieve learning goals	0	0	4	2	0
13	I can advantage in the use of technology in online system to attract students interest in learning English	0	4	2	0	0
14	The online system produce me more creative in developing learning materials	0	3	2	1	0
15	Online learning makes it easier for me to monitor students' progress in learning	0	0	3	3	0

Based on the table above, it can be seen that in the first question, the most answers are in agree (D) with a total of six respondents or with a presentation of 100%, then for the answer strongly agree (SA) has a presentation of 0%, neutral is nil respondent with the presentation of 0%, disagree (D) as much as 0% and for strongly disagree (SD) has a percentage of 0% or nil respondent. From the results of the presentation for the first question, it can be concluded that all of the respondents are agree that they are share learning material from another sources. This result also supported from the interview with T1 as follows:

“Ya ada saya selain share video yang saya buat sendiri, saya juga share materi dari buku materinya saya fotokan dan jelaskan via voice note, itu biasanya sebagai materi pelengkap/penjelas (T1, 2021)”

“Yes, I am not only sharing videos that I made by myself, I also share the material from the book, which I photograph and explain via voice notes, usually as complementary/explanatory material (T1, 2021)”

The second question the most answer is in agree (A) which has four respondents with the presentation of 66,7%, for the answer of strongly agree (SA) has a percentage of 16.7% or one respondents. Furthermore, for the answer of neutral (N) has one respondents with the presentation of 16,7%, the answer for disagree (D) and strongly disagree (SD) have nil respondent and have a presentation of 0%. Therefore, from the result it can be concluded that respondents are agree if they are made interesting learning material. This statement also supported by the interview with T1 as follows:

“Ada video pembelajaran itu saya buat sendiri, saya sederhanakan kemudian saya masukkan ke youtube saya bagikan linknya ke siswa. Dari video yang saya bagikan itu saya juga bisa memantau berapa siswa yang sudah menonton materi tersebut (T1, 2021)”

“There are some of learning videos that I made by myself, I simplified it then I put it on YouTube, I shared the link to students. From the video that I shared, I can also monitor how many students have watched the material (T1, 2021)”

The third question the most answer is in agree (A) which has five respondents with the presentation of 83,3%, for the answer of strongly agree (SA) has a percentage of 0% or nil respondent. Furthermore, for the answer of neutral (N) has one respondents with the presentation of 16,7%, the answer for disagree (D) and strongly disagree (SD) have nil respondent and have a presentation of 0%. Therefore, from the result it can be concluded that the respondents agree if they were associates the learning material with other relevant knowledge. This result also supported by the interview with T5 as follows:

“Saya mencari dan membagikan materi tersebut dari youtube, karena dengan strategi tersebut siswa bisa mengulang-ngulang apabila mereka belum terlalu paham dengan materi (T5, 2021)”

“I look for and share the material from Youtube, because with this strategy students could to replay it if they do not really understand about the material (T5, 2021)”

The fourth question the most answer is in neutral (N) which has four respondents with the presentation of 66,7%, for the answer of strongly agree (SA) has a percentage of 0% or nil respondent. Furthermore, for the answer of agree (A) has two respondents with the presentation of 33,3%, the answer for disagree (D) and strongly disagree (SD) have nil respondent and have a presentation of 0%. Thus, from the

result it can be concluded that respondents have the neutral answer about this question, because they do not surely know if the students already understand about their explanation. This result also supported by the interview with the T4 as follows:

“Materi itu kan hanya di share saja dengan siswa, kita tidak tahu mereka itu paham atau tidak. Sementara materi-materi bahasa Inggris itu kan agak susah, apalagi kosa kata mereka yang terbatas (T4, 2021)”

“The material is only shared to students, we do not know whether they understand or not about those materials. Meanwhile, the English materials are a bit difficult for them; especially they have limited vocabulary (T4, 2021)”

The fifth question the most answer is in agree (A) which has four respondents with the presentation of 66,7%, for the answer of strongly agree (SA) has a percentage of 16,7% or has one respondent. Furthermore, for the answer of neutral (N) has one respondent with the presentation of 16,7%, the answer for disagree (D) and strongly disagree (SD) have nil respondent and have a presentation of 0%. Therefore, from the result it can be concluded that the respondents are agree if they are used appropriate learning media with students` basic competence. This result also supported with the interview with T4 as follows:

“Saya itu sharing video yang mudah untuk dipahami oleh siswa, misalnya tentang pelajaran deskriptif itu saya sendiri yang rekam atau saya mencari di youtube dan saya memilih video materi yang kira-kira mudah untuk dipahami oleh siswa (T4, 2021)”

"I am sharing videos that are easy for students to understand, for example about descriptive lessons that I recorded by myself or I searched on YouTube and I choose the material that students easily to understand (T4, 2021)”

The sixth question the most answer is in agree (A) which has four respondents with the presentation of 66,7%, for the answer of strongly agree (SA) has a percentage of 16,7% or has one respondent. Furthermore, for the answer of neutral (N) has one respondent with the presentation of 16,7%, the answer for disagree (D) and strongly disagree (SD) have nil respondent and have a presentation of 0%. Thus, from the result it can be concluded that the respondents are agree if they are compiles appropriate learning scenarios with the development of students. This result also supported with the interview with the T1 as follows:

“Karena siswa ini banyak juga tugas pada mata pelajaran yang lain jadi menurut saya jangan terlalu banyak sharing video ataupun tugas. Jadi, materinya itu disimpelkan saja atau disederhanakan (T1, 2021)”

“These students also have a lot of assignments in other lessons, so I think do not sharing too many videos material or assignments. Thus, the material is should be s simplified (T1, 2021)”.

The seventh question the most answer is in agree (A) which has four respondents with the presentation of 66,7%, for the answer of strongly agree (SA) has a percentage of 16,7% or has one respondent. Furthermore, for the answer of neutral (N) has one respondent with the presentation of 16,7%, the answer for disagree (D) and strongly disagree (SD) have nil respondent and have a presentation of 0%. Therefore, from the result it can be concluded that the respondents are agree if they are monitor their students learning progress. This result also supported with the interview with T4 as follows:

“Ada siswa ini yang aktif, kalau mereka tidak paham mereka menghubungi saya via WhatsApp. Namun ada juga yang paham ataupun tidak paham mereka diam saja (T4, 2021) “

“The active students are indicated with show a good respond to my explanation, if they don't understand about the material they can contact me via WhatsApp. There are also some students are introvert they keep silent during the class (T4, 2021) ”

The eighth question the most answer is in agree (A) which has five respondents with the presentation of 83,3%, for the answer of strongly agree (SA) has a percentage of 16,7% or has one respondent. Furthermore, for the answer of neutral (N) has nil respondent with the presentation of 0%, the answer for disagree (D) and strongly disagree (SD) have nil respondent which have a presentation of 0%. Thus, from the result it can be concluded that respondents agree if they are used final evaluation based on student competence. This result also supported by interview with T2 as follows:

“Ada ini membuat video untuk mengambil nilai keterampilan, dalam materi “notice” saya menyuruh siswa untuk membuat video semenarik mungkin (T2, 2021)“

"There is making a video to take art lessons scores, in the "notice" material I ask students to make create interesting videos (T2, 2021)".

The ninth questions there are the same presentations between agree and neutral which is three respondents for each answer and have 50% of presentation. Furthermore, for the answer of strongly agree it has nil respondent with the presentation of 0%, the answer of neutral (N) has nil respondent with the presentation of 0%, the answer for disagree (D) and strongly disagree (SD) have nil respondent and have a presentation of 0%.

Therefore, from the result it can be concluded that the respondents agree if they are given follow-up enrichment assignments. This result is also supported by the interview with T1 as follows:

“Pemberian tugas secara berkelanjutan itu penting, untuk memantau keaktifan siswa dalam merespon penjelasan saya, dan juga mereka itu kalau tidak paham menghubungi saya (T1, 2021)“

“Giving follow-up enrichment assignments is important, to monitor student activity in responding to my explanations, and also if they don't understand, they can ask me (T1, 2021)”

The tenth question the most answer is in agree (A) which has four respondents with the presentation of 66,7%, for the answer of strongly agree (SA) has a percentage of 0% or has nil respondent. Furthermore, for the answer of neutral (N) has one respondent with the presentation of 16,7%, the answer for disagree (D) has one respondent and the presentation of 16,7 % and strongly disagree (SD) has nil respondent with a presentation of 0%. Thus, from the result it can be concluded that if the respondents agree if they are given homework for every learning material.

This result is also supported by the interview with T2 as follows:

“pemberian tugas disetiap selesai pemberian materi itu penting agar siswa tetap belajar, dan juga saya bisa memantau keaktifan mereka dari tugas-tugas tersebut (T2, 2021)“

"giving the assignments after each material is important, because I can monitor their learning progress from these assignments (T2, 2021)"

The eleventh question there are have the same presentation between strongly agree (SA), agree (A) and neutral (N) with the two respondents for each answer with the presentation of 33,3%. Furthermore,

for the answer of disagree (D) and strongly disagree (SD) have nil respondent with the presentation of 0%. Therefore, from the result it can be concluded that the respondents agree if they are could convey learning material anywhere and anytime. This result also supported by the interview with the T as follows:

“penyampaian materi itu bisa saya lakukan dimana saja, dan mereka bisa mengumpulkan tugas atau menonton materi yang telah diberikan secara berulang-ulang (T1, 2021)”

“I can convey the material anywhere, and they can collect assignments or watch material that has been given repeatedly (T1, 2021)”

The twelfth question the most answer is in neutral (N) which has four respondents with the presentation of 66,7%, for the answer of strongly agree (SA) has a percentage of 0% or has nil respondent. Furthermore, for the answer of agree (A) has nil respondent with the presentation of 0%, the answer for disagree (D) has two respondents with the presentation of 33,3 % and strongly disagree (SD) has nil respondent with a presentation of 0%. Thus, from the result it can be concluded that the respondents have neutral answer for this question, because it is not easy for teacher to achieve learning goals by using online system because of the situation and condition. This result also supported by the interview with the T3 as follows:

“tujuan pembelajaran secara online itu sulit untuk tercapai, ketercapaian tujuan pembelajaran secara online itu mungkin paling tinggi 60% , tidak seperti kalau kita tatap muka, kalau tatap muka mungkin bisa mencapai 85%-90% (T3, 2021)”

"learning goals are difficult to achieve by using online system, the achievement of online learning goals may be as high as 60%, nevertheless if we face to face it can reach 85%-90% (T4, 2021)"

The thirteenth question the most answer is in agree (A) which has four respondents with the presentation of 66,7%, for the answer of strongly agree (SA) has a percentage of 0% or has nil respondent. Furthermore, for the answer of neutral (N) has two respondents with the presentation of 33,3%, the answer for disagree (D) and strongly disagree (SD) have nil respondent with a presentation of 0%. Therefore, from the result it can be concluded that the respondents agree if online learning could attract students` interest in learning English. This result also supported by the interview with T4 as follows:

"sesekali saya memberikan aplikasi untuk kuis untuk playing game seperti Quizizz, mereka semangat sekali kalau skor nya tinggi mereka screenshot dan buat snap (T1, 2021) "

"occasionally I gave applications for quizzes for playing games like Quizizz, they are very excited if the score is high they screenshot and make snaps (T1, 2021)"

The fourteenth question the most answer is in agree (A) which has three respondents with the presentation of 50%, for the answer of strongly agree (SA) has a percentage of 0% or has nil respondent. Furthermore, for the answer of neutral (N) has two respondents with the presentation of 33,3%, the answer for disagree (D) has one respondent with a presentation of 16,7% and strongly disagree (SD) have nil respondent with a presentation of 0%. Therefore, from the result it can be concluded that the respondents agree the online system produces they more creative in

developing interesting learning material. This result also supported by the interview with T1 as follows:

“Saya menggunakan slide presentasi, menggunakan video pembelajaran. Vidionya saya buat sendiri, saya sederhanakan agar mudah untuk dipahami siswa (T1, 2021)“

“I used presentation slides, learning videos. I made the video by myself, I simplified it so that it was easy for students to understand (T1, 2021)“

The fifteenth question there are have same presentation between neutral (N) and disagree (D) which are 50% and three respondents for each answer. Furthermore, for the answer of strongly agree (SA), agree (A) and strongly disagree (SD) have nil respondents with the presentation of 0%. Besides, from the result it can be concluded that respondents disagree if online learning makes it easier for them to monitor students' progress in learning. This result also supported by the interview with T4 as follows:

“Kalau pembelajaran secara online kami tidak bisa memastikan kalau siswa itu benar-benar paham dengan materi yang telah diberikan atau tidak. Untuk beberapa siswa yang aktif mereka kalau belum paham menghubungi saya via WhatsApp. Untuk yang lebih efektif itu memang tatap muka jadi kami benar-benar bisa memantau para siswa (T4, 2021) “

“Learning by using online system, we cannot be sure if the student really understands about the material that has been given or not. For more effective way to monitoring students are only face-to-face because we can really monitor the students (T4, 2021)“

2. Validity and Reliability Test

a. Validity Test

Validity test is used to test whether the questionnaire made valid or not. Validity test is carried out before deployment questionnaire with respondents outside the actual research

respondents (sample). In this research, the number of respondents (n) was 10 with an alpha of 0.05, so the r table was 0.632. A questionnaire is declared valid if $r_{\text{count}} > r_{\text{table}}$ and $\text{sig} \leq \alpha$. Test the validity of two variables used in this research, namely teachers' problems (Y1) and teachers' strategies (Y2). Validity test for the first variable Y1 (teachers' problems) which have five indicators, for the first indicator (the use of technology) as follows:

Table 4.6 Validity Test of Y1 for first indicator

Source: Primary data processed

Items of the indicator	r_{hitung}	r_{table}	Sig	Evidence
1 st item	0.657	0.632	0.025	Valid
2 nd item	0.727	0.632	0.015	Valid

Based on the table above, it can be seen that the overall statement of the first indicator on the Y1 variable can be declared valid, because the statement item has $r_{\text{count}} > r_{\text{table}}$ and $\text{sig} \leq \alpha$ value. This indicates that the statement submitted to respondents on the Y1 variable for the first indicator is able to measure what is needed by respondent.

Table 4.7 Validity Test of Y1 for Second Indicator

Source: Primary data processed

Items of the indicator	r_{hitung}	r_{table}	Sig	Evidence
1 st item	0.653	0.632	0.020	Valid

Based on the table above, it can be seen that the overall statement of the second indicator on the Y1 variable can be declared valid, because the statement item has $r_{\text{count}} > r_{\text{table}}$ and $\text{sig} \leq \alpha$ value. This indicates that the statement submitted to respondents on the Y1 variable for the second indicator is able to measure what is needed by respondent.

Table 4.8 Validity Test of Y1 for third indicator

Source: Primary data processed

Items of the indicator	r_{count}	r_{table}	Sig	Evidence
1 st	0.793	0.632	0.018	Valid
2 nd	0.898	0.632	0.003	Valid
3 rd	0.801	0.632	0.005	Valid

Based on the table above, it can be seen that the overall statement of the third indicator on the Y1 variable can be declared valid, because the statement item has $r_{\text{count}} > r_{\text{table}}$ and $\text{sig} \leq \alpha$ value. This indicates that the statement submitted to respondents on the Y1 variable for the third indicator is able to measure what is needed by respondent.

Table 4.9 Validity test of Y1 for fourth indicator

Source: Primary data processed

Items of the Indicator	r_{count}	r_{table}	Sig	Evidence
1 st	0.879	0.632	0.010	Valid
2 nd	0.771	0.632	0.008	Valid
3 rd	0.798	0.632	0.018	Valid
4 th	0.723	0.632	0.007	Valid

Based on the table above, it can be seen that the overall statement of the fourth indicator on the Y1 variable can be declared valid, because the statement item has $r_{count} > r_{table}$ and $sig \leq \alpha$ value. This indicates that the statement submitted to respondents on the Y1 variable for the fourth indicator is able to measure what is needed by respondent.

Table 4.10 Validity test Y1 for fifth indicator

Source: Primary data processed

Items of the Indicator	r_{count}	r_{table}	Sig	Evidence
1 st	0.720	0.632	0.010	Valid
2 nd	0.771	0.632	0.008	Valid

Based on the table above, it can be seen that the overall statement of the fifth indicator on the Y1 variable can be declared valid, because the statement item has $r_{count} > r_{table}$ and $sig \leq \alpha$ value. This indicates

that the statement submitted to respondents on the Y1 variable for the fifth indicator is able to measure what is needed by respondent.

Besides, validity for the second variable Y2 (teachers` strategies) which have four indicators. The first indicator is interesting material, conveying material, student centered and the last one is evaluation. For the first indicator as follows:

Table 4.11 Validity test of Y2 for the first indicator

Source: Primary data processed

Items of the Indicator	r_{count}	r_{table}	Sig	Evidence
1 st	0.844	0.632	0.004	Valid
2 nd	0.685	0.632	0.015	Valid

Based on the table above, it can be seen that the overall statement of the first indicator on the Y2 variable can be declared valid, because the statement item has $r_{count} > r_{table}$ and $sig \leq \alpha$ value. This indicates that the statement submitted to respondents on the Y2 variable for the first indicator is able to measure what is needed by respondent.

Table 4.12 Validity Test Y2 for the second indicator

Source: Primary data processed

Items of the Indicator	r_{count}	r_{table}	Sig	Evidence
1 st	0.676	0.632	0.032	Valid
2 nd	0.676	0.632	0.032	Valid

Based on the table above, it can be seen that the overall statement of the second indicator on the Y2 variable can be declared valid, because the statement item has $r_{\text{count}} > r_{\text{table}}$ and $\text{sig} \leq \alpha$ value. This indicates that the statement submitted to respondents on the Y2 variable for the second indicator is able to measure what is needed by respondent.

Table 4.13 Validity test of Y2 for the third indicator

Source: Primary data processed

Items of the Indicator	r_{count}	r_{table}	Sig	Evidence
1 st	0.701	0.632	0.009	Valid
2 nd	0.882	0.632	0.005	Valid
3 rd	0.661	0.632	0.018	Valid

Based on the table above, it can be seen that the overall statement of the third indicator on the Y2 variable can be declared valid, because the statement item has $r_{\text{count}} > r_{\text{table}}$ and $\text{sig} \leq \alpha$ value. This indicates that the statement submitted to respondents on the Y2 variable for the third indicator is able to measure what is needed by respondent.

Table 4.14 Validity test of Y2 for the third indicator

Source: Primary data processed

Items of the Indicator	r_{count}	r_{table}	Sig	Evidence
1 st	0.797	0.632	0.007	Valid
2 nd	0.815	0.632	0.004	Valid
3 rd	0.633	0.632	0.012	Valid

Based on the table above, it can be seen that the overall statement of the fourth indicator (evaluation) on the Y2 variable can be declared valid, because the statement item has $r_{\text{count}} > r_{\text{table}}$ and $\text{sig} \leq \alpha$ value. This indicates that the statement submitted to respondents on the Y2 variable for the fourth indicator is able to measure what is needed by respondent.

In addition, validity for the third variable X1 (online learning) which have two indicators. The first indicator is online learning is not leap by space and time, and the second one is online learning is well recognized as a system that is functional and conveying material. For the first indicator as follows:

Table 4.15 Validity test X1 for the first indicator
Source: Primary data processed

Items of the Indicator	r_{count}	r_{table}	Sig	Evidence
1 st	0.734	0.632	0.009	Valid
2 nd	0.673	0.632	0.021	Valid

Based on the table above, it can be seen that the overall statement of the first indicator (online learning is not leap by space and time) on the X1 variable can be declared valid, because the statement item has $r_{\text{count}} > r_{\text{table}}$ and $\text{sig} \leq \alpha$ value. This indicates that the statement submitted to respondents on the X1 variable for the first indicator is able to measure what is needed by respondent.

Table 4.16 Validity test X1 for the second indicator

Source: Primary data processed

Items of the Indicator	r_{count}	r_{table}	Sig	Evidence
1 st	0.847	0.632	0.003	Valid
2 nd	0.799	0.632	0.017	Valid
3 rd	0.716	0.632	0.020	Valid

Based on the table above, it can be seen that the overall statement of the second indicator (second one is online learning is well recognized as a system that is functional and conveying material) on the X1 variable can be declared valid, because the statement item has $r_{\text{count}} > r_{\text{table}}$ and $\text{sig} \leq \alpha$ value. This indicates that the statement submitted to respondents on the X1 variable for the second indicator is able to measure what is needed by respondent.

b. Reliability Test

Reliability is to find out to what extent the results the measurement remains consistent, if the measurement is carried out twice or more have the same symptoms using the tool the same measurement (Siregar, 2014). In this research the reliability test used the Cronbach Alpha method. With the criteria that the calculated alpha level is greater than the Cronbach Alpha coefficient of 0.60, the data tested has a good level of reliability. The alpha level measurement is carried out using the SPSS version 22 program. The output results are as follows:

Table 4.17 Reliability test

Source: Primary data processed

Cronbranch's Alpha	Cronbach Alpha Coefficient	Number of Question Items	Evidence
0,943	0,60	27	Reliable

Based on table 4.11 above, it can be seen that the results of the Cronbach Alpha value of 0,943 with 38 items statement, the result is greater than the Cronbach Alpha of 0.60. This is in accordance with the theory presented by Siregar (2014), it can be concluded that the measuring instrument in this research is reliable.

3. Hypothesis

a. T-test (Partial Test)

The t-statistical test is used to determine the presence or absence of the effect of each variable individually on the dependent variable tested at a significant level of 0.05. If the value of sig less than 0.05 and the value of $t_{count} > t_{table}$ then H_a is accepted and H_0 is rejected, whereas if the value of sig greater than 0.05 or $t_{count} < t_{table}$ then H_0 is accepted and H_a is rejected. For the first step researcher was tested about the effect of X1 to Y1, the results of the t-statistical test can be seen in the following table:

Table 4.18 T-test for variable X1 to Y1

Source: Data processed with SPSS

Variable	Unstandardized Coefficients		Standardized Coefficients	t	Sig
	B	Std. Error	Beta		
Constant	9,340	16,304		,573	,597
X1 (Online Learning)	2,323	,705	,855	3,293	,030

Based on the table above to find out the amount the influence of independent variable partially (individually) to the dependent variable it can be concluded that online learning influenced of teachers` problems. It can be seen that the calculated coefficient of teachers problems is 3.293, while the t-table with alpha 0.05 the result of t-table can be obtained by the formula $(a/2 ; nk-1)$ where n is the number of samples and k is the variable coefficient $(0.05/2 ; 6 -1-1 = 0.025 ; 4)$ is 2.776. Therefore it can be concluded that $t_{count} > t_{table}$ $(3.293 > 2.776)$ with a significant $0.030 < 0.05$ which means that the online learning variable partially and significantly affects the teachers` problems thus, H_a is accepted and H_0 is rejected.

Table 4.19 T-test for variable X1 to Y2

Source: Data processed with SPSS

Variable	Unstandardized Coefficients		Standardized Coefficients	t	Sig
	B	Std. Error	Beta		
Constant	3,286	5,945		,553	,610
X1 (Online Learning)	2,279	,257	,975	8.862	,001

Based on the table above to find out the amount the influence of independent variable partially (individually) to the dependent variable it can be concluded that online learning influenced of teachers` strategies. It can be seen that the calculated coefficient of teachers problems is 8.862, while the t-table with alpha 0.05 the result of t-table can be obtained by the formula $(a/2 ; nk-1)$ where n is the number of samples and k is the variable coefficient $(0.05/2 ; 6 -1-1 = 0.025 ; 4)$ is 2.776. Therefore it can be concluded that $t_{count} > t_{table}$ $(8.862 > 2.776)$ with a significant $0.001 < 0.05$ which means that the online learning variable partially and significantly affects the teachers` strategies thus, H_a is accepted and H_0 is rejected.

b. F-test (Simultaneous Test)

The F test is used to test the independent variables are simultaneously or together have a significant effect or not with the dependent variable (Y1) and (Y2). Thus, if the value of sig is smaller than 0.05 and the value of $F_{count} > F_{table}$ then H_a is accepted

and H_0 is rejected, whereas if sig is greater than 0.05 and $F_{\text{count}} < F_{\text{table}}$ then H_a is rejected and H_0 is accepted. The results of the F statistical test can be seen in the following table:

Table 4.20 The result of F-test

Source: Data processed with SPSS

F_{table}	F	Sig
6,61	78,534	,001

Based on the results of the F test in table 4.13 it can be seen that the value of F_{count} is 78,534. With a probability of 0.5%, obtained from n-k (6-1) then obtained F_{table} of 6,61. Therefore, the value of F_{count} ($78.534 > F_{\text{table}}$ (6.61)) and with a significant level of $0.01 < 0.05$, it can be concluded that H_a is accepted and H_0 is rejected, which means that the online learning variable (X1) simultaneously has a significant effect on teachers' problems and teachers' strategies.

B. The Finding of Qualitative Research

Qualitative methods are used with the aim of obtaining qualitative data to test, expand, and deepen the results of quantitative research. The starting point of data collection with qualitative methods is data collected in the first stage of research using quantitative methods.

Based on interviews that have been conducted with researcher at SMPN 5 Bengkulu, it can be concluded that online learning affects teachers' problems. As described in the quantitative data results, teachers

face various kinds of problems in teaching by using online learning such as teachers have difficulty in the use of technology, connection issues, students felt indifferent to online learning, learning goals that are difficult to achieve with online systems and difficulty in monitoring student progress by using the online system. Nevertheless, in collecting qualitative data (interview) there is one respondent who does not want to be interviewed for several reasons, therefore the researcher only conducts and gets interview data from five respondents (T1-T5). Thus, from the interview conducted with T1, T2, T3, T4, and T5 they said if online learning affected teachers` problems in teaching. Those problems related with the interview as follows:

“saya susah dalam mengaplikasikan media pembelajaran dengan menggunakan online system, karena saya kurang memahami teknologi (T4, 2021)”

"I find it difficult to apply learning media using an online system, because I'm not mastering in the use of technology (T4, 2021)"

“pembelajaran secara online lebih sulit dibandingkan dengan pembelajaran secara offline, karena permasalahan yang paling sering muncul itu adalah masalah jaringan yang tidak stabil, apalagi menggunakan aplikasi zoom (T5, 2021)”

"Online learning is more difficult than offline, because the problem that most often arises is an unstable network problem, especially using the zoom application (T5, 2021)"

“Karena pembelajaran online secara terus menerus siswa sudah merasa bosan dan sudah acuh tak acuh lagi terhadap pembelajaran, mereka sudah menganggap enteng saja (T2, 2021)”

"Because of continuous online learning students feel bored and they are no longer indifferent to learning, they have taken it lightly (T2, 2021)"

“pencapaian tujuan pembelajaran menggunakan system online ini lebih sulit dibandingkan dengan pembelajaran secara offline. Kami sebagai guru hanya membagikan materi pembelajaran tanpa kami ketahui dengan benar apakah siswa kami benar-benar belajar atau tidak (T3, 2021)”

“achieving learning objectives by using the online system is more difficult than offline. We are as a teacher only distribute learning materials without knowing properly whether our students are really understand about the material or not (T3, 2021)”

“pengawasan siswa dalam belajar dengan menggunakan online system ini juga sulit untuk di lakukan, karena kita hanya terkoneksi melalui handphone (T5, 2021)”

"students' monitoring by using the online system is also difficult things to do because we are only connected via cellphone (T5, 2021)"

In addition online learning also affected on teachers' strategies. This result already explained in quantitative findings. As described in the quantitative data results, teachers face various kinds of strategies such as creating interesting material in the form of videos, using quiz app, and provide a motivation before starting learning. This statement supported by interviews with T1, T2, T3, T4, and T5 they said if online learning affected teachers' strategies in teaching. Thus, this statement related with the interview as follows:

“saya mencari video di Youtube kemudian saya pilih video yang menarik, mudah dipahami oleh siswa singkat dan jelas. Yangmana hal itu bertujuan agar siswa mudah paham dan tidak menguras kuota internet mereka (T1, 2021)”

“I searched videos on Youtube then I chose videos that were interesting, easily for students to understand, short and clear. Which is aimed at making students handy to understand and not draining their internet package (T1, 2021)”

“kadang-kadang saya itu membagikan aplikasi kuis kepada siswa, mereka merespon dengan baik. Karena dengan aplikasi seperti itu bisa menarik minat mereka untuk belajar dan juga mengasah kemampuan belajar bahasa Inggris mereka. Kalau mereka mendapatkan skor yang tinggi mereka screenshot dan buat status (T2, 2021)”

“Sometimes I distribute quiz applications to students, they show good respond. Moreover, with an interesting application like Quizzez it can attract their interest in learning English and also hone their English learning skills. If they get a high score they screenshot and make a status (T2, 2021)”

“sebelum memulai pelajaran saya memberikan nasehat terlebih dahulu kepada siswa agar mereka bisa bersemangat mengikuti pelajaran walaupun menggunakan system online. Saya juga memberikan sedikit ancaman kepada siswa, siapa yang tidak mengikuti pembelajaran dengan baik dan tidak mengerjakan tugas atau ulangan kalian bisa tidak naik kelas (T3, 2021)”

“Before starting the lesson, I give advice to students. Thus, they can be enthusiastic about taking lessons even though they use the online system. I also give a little threat to students, who does not attend the lesson well, the assignments or tests, you might failed to continue the next grade (T3, 2021)”

“sejauh ini menurut saya strategi yang paling sesuai dengan pembelajaran online ini yaitu sharing video semenarik mungkin dan sejelas mungkin. Karena materi dalam bentuk video itu seolah-olah mereka sedang belajar didalam kelas (T4, 2021)”

“for now I think the most appropriate strategy for this online learning is share videos as interestingly and clearly as possible. Because the material in the form of videos is like they are studying in the offline system (T5, 2021)”

C. Discussion

This study aims to find out what are the teachers` problems and strategies in conducting online learning during COVID- 19 pandemic. Thus, based on theory in chapter two, Rezky (2020) stated in conducting online system teacher faced many problems such as: teachers` creativity, the used of ICT, internet connection and teachers` background in online

teaching. Therefore, accordance with the result of this research teacher also faced those problems, but the differences are teachers in this school also faced the problem if their students already bored with online system consequently the students ignore assignments given and they also do not respond well to the explanation of their teacher.

1. Problems faced by teachers in conducting online learning system during the COVID-19 pandemic

Through questionnaires that have been distributed by researcher to respondents obtained quantitative as a primary data and qualitative as a supported, clarify deep findings for the primary data. Therefore from the quantitative and qualitative data it can be concluded the teachers` problems are:

- a. The use of technology from the first indicator in third question it can be concluded that not all of teachers they are mastering in technology. This statement also supported with the result of quantitative and qualitative data as follows:

There are have the same presentation between agree, neutral and disagree which the presentation has two respondents with the result of 33,3%. Therefore teachers have the different problems they face in this situation. Two teachers answer disagree if they are struggling in making interesting material. Two teachers have neutral answers for this question, and the last one two teachers answer disagrees if they are having struggling in making

interesting learning material. Based on the interview T4 have struggling in the making of interesting learning material, which this statement supported with the interview as follows:

“Saya kesulitan dalam membuat materi pembelajaran yang menarik, karena saya kurang menguasai teknologi. Kalau cuma sharing video dari youtube itu saya bisa, tapi kalau membuat video sendiri yang menarik seperti animasi gambar-gambar yang menarik seperti itu saya belum bisa (Teacher 4 (T4), 2021)”

“I have difficulty in making interesting learning materials, because I do not master in technology. I could share the videos from YouTube, but if making my own interesting videos such as animated, interesting pictures, I cannot yet. (Teacher 4 (T4), 2021)”.

There is some teachers have difficulty in the use of learning platform and creating interesting learning material. Based on the interview result, one of the teachers said that one of my difficulties in teaching online was technology stuttering. Thus, it shows that teacher have difficulty in implementing the online system because of the technology stuttering.

b. For the second problem is internet issues, as we know the frequently problems in conducting online system is internet connection. This also happened at SMP N 5 Kota Bengkulu. Based on the interview result all of the respondents said if the internet connection is the common problems while they are teaching by using online system. This statement also showed with the result of quantitative data. According to the interview that researcher already conducted all of teacher said the frequently problems face

is bad connection. This statement can be seen in the ninth question as follows:

The ninth question the most answer is in agree (A) which has five respondents with the presentation of 83,3% . Furthermore, for the answer of strongly agree it has nil respondent. Neutral has one respondent. The last one is the answer for disagree and strongly disagree which have nil respondent. Thus, from the result above it can be concluded that respondents agree if some of their students do not collect the assignments given because of the internet connection issues. This answer also supported by the interview with the T2 as follows:

“kadang mereka itu tidak tahu kalau ada tugas yang diberikan karena masalah kuota atau kadang signal yang buruk, beberapa hari kemudian baru mereka menghubungi saya untuk memberikan tambahan waktu (Teacher 2 (T2), 2021)”

“sometimes they don't know if there are assignments given because of internet package problems and sometimes signals issues. A few days later they just contacted me to give them more time (Teacher 2, 2021)”

c. Students felt bored by using online system

Online learning was carried out in early 2020 and is still running until now which is quite boring for students. This is evidenced by the results of interviews that students are on average bored with online learning. Some of their reasons are that they cannot meet with their friends and get pocket money. Consequently, some of students neglect the lesson and ignore the

assignments given. Those problems also supported with the quantitative and qualitative data as follows:

In tenth question students' felt bored with online system. The most answer is in agree which has four respondents with the presentation of 66,7% . Furthermore, for the answer of strongly agree it has two respondents, neutral it has nil respondent and the last one is the answer for disagree and strongly disagree which has nil respondents. Therefore, from the result it can be concluded that some of students felt bored by using online system. This result also supported by the interview with the T4 as follows:

“siswa itu rata-rata bosan belajar secara online, hal ini dibuktikan dengan mereka sudah acuh tak acuh dengan tugas yang diberikan. Ada beberapa siswa yang sering bertanya setiap pelajaran saya kapan kita akan mulai pembelajaran secara offline lagi mam (Teacher 4 (T4), 2021)”

“mostly of students are bored of online learning, this is evidenced by the fact that they are indifferent to the assignments given. There are some students who often ask me in every lesson when we will start offline learning mam (Teacher 2 (T2), 2021)”

d. Difficulty in monitoring students learning progress is also a problem faced by the teachers at SMP N 5 Kota Bengkulu. This problem concluded by the result of qualitative data as follows:

“pengawasan siswa dalam belajar dengan menggunakan online system ini juga sulit untuk di lakukan, karena kita hanya terkoneksi melalui handphone (T5, 2021)”

"students monitoring by using the online system is also difficult things to do because we are only connected via cellphone (T5, 2021)"

Monitoring students with online system is a difficult thing to do, because the teacher and students are only connected via mobile phones and there are many students that have to be monitored by teacher. Likewise, if the teacher monitors students' in face-to-face situation this is easier to do where the teacher can immediately see what the students are doing.

2. Strategies used by teachers in conducting online learning system during the COVID-19 pandemic

Through questionnaires that have been distributed by researcher to respondents obtained quantitative as a primary data and qualitative as a supported, clarify deep findings for the primary. Also for teachers' strategies according to Haidir and Salim (2012) appropriate strategies for online system such as: videos conference, texting materials, photographed materials and interesting videos material. Teachers at SMPN 5 Kota Bengkulu also used those strategies in conducting online system during COVID-19 pandemic, but teachers in this school also used other interesting strategies such as using quiz app and provide motivation before the lesson. Thus, from the quantitative and qualitative data it can be concluded the teachers' strategies in conducting online learning system are:

a. Creating interesting learning material in the form of videos

This strategy can be seen in the second question of the questionnaire for teachers' strategies "I create interesting learning

material in the form of interesting videos” the most answer is in agree which has four respondents with the presentation of 66,7%, for the answer of strongly agree has one respondents. In addition, for the answer of neutral has one respondent, the answers for disagree and strongly disagree have nil respondents. Therefore, from the result it can be concluded that respondents are agree if they are made interesting learning material in the form of interesting videos. This statement also supported by the interview with T1 as follows:

“Video pembelajaran itu saya buat sendiri semenarik mungkin saya sederhanakan kemudian saya masukkan ke youtube, saya bagikkan linknya ke siswa. Dari video yang sudah dibagikan itu saya juga bisa memantau berapa siswa yang sudah menonton materi tersebut (T1, 2021)”

“There are some of learning videos that I made by myself as interesting as I can, I simplified it then I put it on YouTube, I shared the link to students. From the video that shared, I can also monitor how many students have watched the material (T1, 2021)”

Video is one of the interesting things to watching and hearing. Because in video we are not only could to hearing the audio but also visual. Therefore, based on the interview with respondents they said interesting learning videos is the strategy that quite appropriate so far although the most suitable strategy has not been found to be applied in online learning system. Respondents also said that the learning material in the form of a video is like the students listening to the lesson in class (offline) situation and they

also could to repeat the material, compared to material that is only photographed or typed.

b. Using quiz app

This strategy can be seen in the thirteenth question the most answer is in agree which has four respondents with the presentation of 66,7%, for the answer of strongly agree has nil respondent. Furthermore, for the answer of neutral has two respondents, the answers for disagree and strongly disagree have nil respondents. Therefore, from the result it can be concluded that the respondents agree if online learning could attract students` interest in learning English. This result also supported by the interview with T4 as follows:

“Sesekali saya memberikan aplikasi untuk kuis untuk playing game seperti Quizizz, mereka semangat sekali dan menunjukkan respon yang baik, kalau skor nya tinggi mereka screenshot dan buat status (Teacher1 (T1, 2021) “

“Occasionally I gave applications for quizzes for playing games like Quizizz, they are very excited and show good respond, also if they got high score they screenshot and sent it on status (Teacher1 (T1, 2021)”

Quiz app is also one of the strategies favored by students. This statement supported with the interview result, teacher said if they use quiz app students show good respond in it. Besides, by using that application they feel like following competencies and feel competitive with their friends, considering that children at that age like to play games. This is also one of the ways for teachers to

evaluate the extent of students' ability in understanding the material that has been given.

c. Provide a motivation before starting the lesson

Thus, the last strategy that teachers use is provides a motivation. This is necessary to cheer the students up, because they already bored with the online system so that teachers have to understand them and also gives a motivation. This strategy can be seen in the following interview with T3 below:

“sebelum memulai pelajaran saya memberikan nasehat terlebih dahulu kepada siswa agar mereka bisa bersemangat mengikuti pelajaran walaupun menggunakan system online. Saya juga memberikan sedikit ancaman kepada siswa, siapa yang tidak mengikuti pembelajaran dengan baik dan tidak mengerjakan tugas atau ulangan kalian bisa tidak naik kelas (T3, 2021)”

“Before starting the lesson, I give advice to students. Thus, they can be enthusiastic about taking lessons even though they use the online system. I also give a little threat to students, who does not attend the lesson well, the assignments or tests, you might failed to continue the next grade (T3, 2021)

Besides, in the fact online system was not easy to applied, because it is new for the Indonesian education system and of course it is occurs the problems. Likewise teachers at SMP N 5 Kota Bengkulu already tried their best to teach their students by using online system with use those strategies. Also, school support and facilities, good cooperation between student parents is very influential on the smooth running of this online learning.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The research questions of this study are two questions the first one is what problems are faced by teachers in conducting online learning system during COVID-19 pandemic and the second one is what are the teachers' strategies in conducting online learning system during COVID-19 pandemic. Therefore, the aims of this study are to find out the teachers' problems in conducting online learning system during COVID-19 pandemic and the last one is to find out the teachers' strategies in conducting online learning system during COVID-19 pandemic.

Based on the results already conducted by the researcher at SMP N 5 Kota Bengkulu, the results of the study indicate that it has answered the research questions above. Teachers faced many problems in conducting online system namely: (1) the use of technology, not all of the teachers at SMP N 5 Kota Bengkulu mastering in technology. There is some teachers have difficulty in the use of learning platform and creating interesting learning material; (2) is internet issues, as we know the frequently problems in conducting online system is internet connection, (3) difficulty in monitoring students learning progress is also a problem faced by the teachers at SMP N 5 Kota Bengkulu.

In addition, to find out the second research question teachers also used many strategies to conduct online system namely: (1) creating interesting learning material in the form of videos, (2) using quiz app, quiz app is also one of the strategies favored by students, (3) provides a motivation before the lesson. Although there were obstacles faced by teachers at SMP N 5 Kota Bengkulu, the schools were also constantly looking for solution to overcome the problems in implementing the online system by strengthening teachers cooperation and building good relationship between parents of student and SMP N 5 Kota Bengkulu.

B. Suggestions

Based on the conclusions above, the suggestions that can be given are as follows:

1. English teachers should continue to understand more about online learning so that problems that may be encountered can be overcome by using the right strategies. Thus, that it can arouse the enthusiasm of students who are bored with the online learning system. In addition, teachers are expected to attend training about online teaching simulations in order to understand in depth the online system so that online learning can run well and learning objectives can be achieved.
2. Schools must continue to support and facilitate online learning systems, and maintain good relationships with student parents in monitoring their learning. So that if there is cooperation between

schools, teachers and parents, it is hoped that online learning can run well and student monitoring in learning can be monitored properly.

3. For further researchers who wish to examine about teachers problems and strategies in conducting online learning systems, it is advisable to examine online learning as a whole and which are not included in this research.

APPENDIX 1

A. Questionnaire for English Teachers` Problems and Strategies In Conducting Online Learning System during Covid-19 Pandemic

According to Rezky (2020), in the online learning process, many problems faced by teachers as educators are divided into several indicators including: 1) the process of delivering learning material, 2) the process of interaction with students in the learning process, 3) the quality of the empowerment of facilities and elements in learning, 4) managing teaching materials to be conveyed in the learning process, and 5) preparing curriculum tools that are in accordance with current conditions.

Therefore, teachers are expected to achieve several goals of using technology in an online lesson, namely enhancing productivity, working with convenience, accomplishing more work, and trying innovative ideas (Li & Wang 2020). Meanwhile to establish online learning system Haidir and Salim (2012) stated 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, based on that explanation researcher create questionnaire sheet guidelines (blueprint) for exploring English teachers` problems and strategies in conducting online learning system during COVID-19 pandemic, as follows:

5=Strongly Agree 4=Agree 3=Neutral 2=Disagree 1= Strongly Disagree

Variable	Indicator	Question	Alternative Answers				
			5	4	3	2	1
Teachers Problems (Y1)	The use of technology	I'm struggling in the use of learning platform					
		I confused in the selection of effective learning media by using online learning system					
	Preparation of learning material	I'm struggling in making attractive learning material					
		I find that school facilities are not prepared for online learning					
	Supporting system	My students less on parental assistance in online learning					
		Less on collaboration between teachers' parents and school to support online learning					
		I find that students do not respond well to my explanation					
	Students interest	I find there are some students cheating on exams					
		I find there are some students do not collect the assignments that have been given					

<p>Teachers' strategies (Y2)</p>	<p>Internet connection</p>	<p>I find that some of students felt bored in online system</p> <p>Internet issues while I was teaching</p> <p>Online learning rather expensive, because my students have to buy internet packages regularly</p>					
	<p>Interesting material</p> <p>Conveying material</p> <p>Students centered</p> <p>Evaluation</p>	<p>I share learning material from another sources</p> <p>I create learning material in the form of video</p> <p>I associates the learning material with other relevant knowledge</p> <p>The material that I conveyed is easy for students to understand</p> <p>I uses appropriate learning media with students basic competence</p> <p>I compiles appropriate learning scenarios with the development of students</p> <p>I monitor students learning ;progress</p> <p>I carries out a final evaluation based on students competence</p>					

<p>Online learning (X1)</p>	<p>Online learning is not leap by space and time</p> <p>Online learning is well recognized as a system that is functional and improves students learning outcomes</p>	<p>I gives follow-up enrichment assignments</p> <p>I gives homework for every material</p> <p>I could conveyed learning material anywhere and anytime by using online system</p> <p>Online learning makes it easier for me to achieve learning goals</p> <p>The online system produces me more creative in developing learning materials</p> <p>Online learning makes it easier for me to monitor students learning progress</p>					
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APPENDIX 2

B. Interview sheet guideline for English teachers' problems and strategies in conducting online learning system during COVID-19 Pandemic. This steps is collecting the data by using technique of interview, which aims to support and clarify the primary data (questionnaire) based on research questions, therefore researcher establish the interview guideline as follows:

Research Questions	Questions
<p>3. What are teachers' problems in conducting online learning system during COVID-19 pandemic?</p>	<p>7) What problems do you face in implementing online learning media?</p> <p>8) What problems did you faced in conveyed learning material?</p> <p>9) What are the most problems to applying a strategy in the online system?</p> <p>10) What problems do you face when giving assignments or homework to students?</p> <p>11) What problems do you face to increase students' interest in learning English by using online system?</p> <p>12) Do students indicate that they feel bored during online learning?</p>
<p>4. What are teachers' strategies in conducting online learning system</p>	<p>9) What are the strategies do you</p>

<p>during COOVID-19 pandemic?</p>	<p>use in teaching online classes?</p> <p>10) How do you apply these strategies?</p> <p>11) Do students show good respond by using these strategies?</p> <p>12) What strategies do you use to establish interesting materials in online system?</p> <p>13) What kind of strategies that students like the most?</p> <p>14) What are the advantages and disadvantages of those strategies you used?</p> <p>15) Based on your experience in teaching online system, what strategies are most appropriate to be applied in online classes?</p> <p>16) Does the learning objectives can be achieved easily by using these strategies?</p>
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APPENDIX 3

Interview Sheet Guidelines for Exploring English Teachers' Problems and Strategies in Conducting Online Learning System during COVID-19 Pandemic

Name : First respondent (T1)

Date : Saturday, Mei 29 2021

Teachers' Problems

1. What problems do you face in implementing online learning media?

Jawaban: permasalahan yang pertama yaitu muncul dari siswa itu sendiri kadang-kadang mereka itu tidak memiliki handphone, masih minjam milik ibu atau ayah mereka. Meskipun mereka memiliki handphone sendiri terkadang terkendala dengan internet koneksi, sehingga menghambat pembelajaran. Ada beberapa siswa itu yang jugaterkendala dalam penggunaan teknologi, mereka kesusahan dalam mengaplikasikan aplikasi pembelajaran online ini. Pembelajaran dengan online system ini juga menghambat siswa dalam memahami materi yang sedang disampaikan. Karena apabila mereka tidak paham dan mereka ingin bertanya juga terhambat apalagi kalau menggunakan aplikasi zoom meeting, sehingga pembelajaran menjadi tidak efektif.

Answer: The first problem arises from the students themselves, sometimes they don't have cellphones, and they still borrow from their mother or father. Even though they have their own cellphones, sometimes they are hampered by internet connections, thus hindering learning. There are some students who are also constrained in the use of technology, they have difficulty in applying this online learning application. Learning with this online system also hinders students from understanding the material being delivered. Because if they don't understand and they want to ask questions, they are also hampered,

especially if they use the Zoom meeting application, so learning becomes ineffective.

2. What problems do you face when giving assignments or homework to students?

Jawaban: Kadang-kadang kendala nya ini ada beberapa siswa yang malas itu tidak mengumpulkan tugas, sudah saya hubungi berkali-kali tapi mereka tetap saja tidak peduli. Apalagi dimasa pandemic ini mereka sudah lalai dengan pelajaran.

Answer: Sometimes the problem is that there are some lazy students who don't submit assignments, I've contacted them many times but they still don't care. Especially during this pandemic they have been negligent with lessons.

3. What problems do you face to increase students' interest in learning English by using online system?

Jawaban: Kita sebagai guru ini tidak bisa memaksakan siswa itu untuk mempunyai kuota ataupun handphone itu kendalanya, walaupun kita sudah merancang pembelajaran sebgus mungkin akan terhambat karena hal tersebut. Beberapa siswa juga terhambat oleh factor ekonomi mereka.

Answer: We as teachers cannot force students to have quotas or cellphones, that is the problem, even though we have designed learning as well as possible, it will be hampered because of this. Some students are also hampered by their economic factors.

4. Do students indicate that they feel bored during online learning?

Jawaban: Banyak siswa ini yang sudah merasa bosan dengan pembelajaran online, karena bagi mereka susah untuk memahami pembelajaran dengan menggunakan system online seperti ini. Kalau mereka ingin bertanya dan jawaban yang diberikan tersebut belum cukup mampu untuk menjawab dari pertanyaan-pertanyaan mereka. Karena pertanyaan mereka itu kadang bisa terjawab langsung kadang karena beberapa factor pertanyaan mereka itu terhambat untuk kami

jawab. Sehingga mereka itu sebenarnya lebih suka dengan pembelajaran tatap muka.

Answer: Many of these students are already bored with online learning, because for them it is difficult to understand learning using an online system like this. If they want to ask questions and the answers given are not enough to answer their questions. Because sometimes their questions can be answered directly, sometimes because of some factors their questions are hampered for us to answer. So they actually prefer face-to-face learning.

Teachers' Strategies

1. What are the strategies do you use in teaching online classes?

Jawaban: Kalau zoom itu jelas mempunyai kendala banyak dalam pengaplikasian nya. Jadi, strategi yang paling sering saya gunakan itu adalah slide power point yang berbentuk video, sehingga itu juga bisa membuat siswa menjadi lebih mudah paham dengan materi yang saya sampaikan, jadi nanti pada saat mereka tidak paham dengan penjelasan saya mereka juga bisa chat saya di WhatsApp.

Answer: If the zoom clearly has many obstacles in its application. So, the strategy that I use most often is a power point slide in the form of a video, so that it can also make it easier for students to understand the material I convey, so later when they don't understand my explanation they can also chat with me on WhatsApp .

2. Do students show good respond by using these strategies?

Jawaban: Ya sudah, mereka sudah menunjukkan respond yang baik ya, karena dengan strategi tersebut mereka bisa mengulang-ulang memutar materi tersebut. Materi video tersebut saya ambil melalui youtube, kemudian link nya saya kirim lewat aplikasi WhatsApp, jadi kalau mereka belum paham atau ada yang ingin ditanyakan mereka bisa langsung chat pribadi saya.

Answer: Yes, they have shown a good response, yes, because with this strategy they can play the material over and over again. I took the video material via youtube, then I sent the link via the WhatsApp application, so if they don't understand or have something to ask they can directly chat me privately.

3. What kind of strategies that students like the most?

Jawaban: Sejauh ini materi pembelajaran yang berbentuk video itu mereka suka, karena kalau melalui zoom itu kan banyak sekali kendala nya apalagi siswa nya juga banyak lebih dari 30 siswa dalam satu kelas dan juga keuntungannya yaitu kalau mereka belum paham dengan materinya mereka bisa mengulang-ulang untuk memutar vidionya kan. Dibandingkan dengan materi yang difotokan atau diketik melalui WhatsApp.

Answer: So far, they like learning materials in the form of videos, because going through zoom there are a lot of obstacles, especially if there are more than 30 students in one class and the advantage is that if they don't understand the material, they can repeat it over and over again play the video. Compared to material that is photographed or typed through WhatsApp.

4. What are the advantages and disadvantages of those strategies you used?

Jawaban: Kalau kelebihan nya materi yang berbentuk video bisa menarik minat siswa dalam belajar dan mereka bisa mengulng-ulang materi tersebut kalau belum paham. Sedangkan kekurangannya yaitu materi yang diberikan tidak bisa tersampaikan dengan baik, karena tidak mungkin semua materi tersebut dapat disampaikan dengan hanya sebuah video yang berdurasi pendek.

Answer: If the advantage is that the material in the form of videos can attract students' interest in learning and they can repeat the material if they do not understand. While the drawback is that the

material provided cannot be conveyed properly, because it is impossible for all of the material to be delivered with only a short video.

5. Based on your experience in teaching online system, what strategies are most appropriate to be applied in online classes?

Jawaban: Sampai saat ini belum saya temukan strategi yang terbaik yang paling efektif yang bisa diterapkan dalam system online ini, kita juga masih mencoba-coba dan masih mencari strategi seperti apa yang paling sesuai. Mengingat pembelajaran online ini kan baru diterapkan di Indonesia.

Answer: Until now I have not found the best, most effective strategy that can be applied in this online system, we are also still trying and still looking for what kind of strategy is most suitable. Considering that online learning has just been implemented in Indonesia.

6. Does the learning objectives can be achieved easily by using these strategies?

Jawaban: Bisa dicapai dengan menggunakan strategi materi pembelajaran yang menarik tadi, dalam bentuk video dibanding dengan menggunakan strategi yang lain, seperti penggunaan zoom.

Answer: This can be achieved by using interesting learning material strategies but, in the form of videos, compared to using other strategies, such as the use of zoom.

APPENDIX 4

Interview Sheet Guidelines for Exploring English Teachers' Problems and Strategies in Conducting Online Learning System during COVID-19 Pandemic

Name : Second respondent (T2)

Date : Saturday, Mei 29 2021

Teachers' Problems

1. What problems do you face in implementing online learning media?

Jawaban: siswa itu untuk membaca materi pembelajaran itu malas, walaupun kita sudah membuat materi pembelajaran se jelas mungkin. Maka dari itu dari pembelajaran online ini mereka sangat dikit sekali mendapatkan ilmu dari pelajaran yang telah saya jelaskan. Kalau anak-anak yang ingin belajar bisa mereka, dan itu hanya beberapa siswa saja. Siswa itu juga malas untuk bertanya;, setelah saya membagikan materi pembelajaran mereka acuh saya tidak tahu apakah mereka itu paham atau tidaknya karena mereka hanya diam dan tidak merespon saya. Kalau pengerjaan tugas itu hanya beberapa siswa saja yang mengerjakan. Permasalahan yang paling sering saya hadapi dalam system online ini siswa itu tidak mengikuti pembelajaran dengan semestinya. Beberapa dari mereka itu hanya absen saja kemudian meninggalkan kelas. Permasalahan jaringan juga, ada beberapa tapi tidak banyak.

Answer: some of students are lazy to read the learning material, even though we have made the learning material as clear as possible. Therefore from this online learning they get very little knowledge from the lessons I have explained. If children want to learn they can, and that's only a few students. The students were also lazy to ask questions; after I shared the learning materials they were indifferent, I didn't know whether they understood or not because they were silent and didn't respond to me. If the task is done only a few students do it. The problem that I face most often in this online system is that students do not take lessons properly. Some of them were just absent and then left the class. Network problems too, there are some but not many.

2. What problems do you face when giving assignments or homework to students?

Jawaban: Kalau permasalahan tugas ini mereka minta kerjakan dengan orang lain seperti kakak nya atau orang tua nya, jadi bukan mereka yang mengerjakan. Siswa yang tidak mengerjakan tugas itu banyak sekali, karena pas dilakukan pengecekan nilai banyak yang kosong.

Answer: If there is a problem with their task, they ask to do it with other people such as their brother or their parents, so they are not the ones doing the work. There were a lot of students who didn't do the assignment, because when it was time to check the scores, there were a lot of blanks.

3. What problems do you face to increase students' interest in learning English by using online system?

Jawaban: Saya itu memberikan motivasi dan pemahaman kepada siswa itu tentang keadaan kita sekarang yang memaksa kita untuk melakukan pembelajaran secara online. Saya juga memberikan sedikit ancaman bagi siswa kalau tidak mengerjakan tugas yang diberikan atau tidak mengikut ulangan, mereka bisa tidak naik kelas. Tapi tetap saja siswa itu kadang tidak peduli dengan ancaman tersebut, dibuktikan dengan mereka masih acuh dengan tugas-tugas tidak dikerjakan.

Answer: I give motivation and understanding to the students about our current situation which forces us to do online learning. I also gave a little threat to students that if they didn't do the assignments given or did not take the test, they could not go to class. But still, the students sometimes don't care about the threat, as evidenced by the fact that they are still indifferent to the tasks they don't do.

4. Do students indicate that they feel bored during online learning?

Jawaban: Banyak siswa ini sudah merasa sangat bosan dengan pembelajaran secara online, beberapa alasan mereka yaitu kalau

pembelajaran tatap muka mereka bisa bertemu dengan teman-temannya mereka juga bisa dapat uang jajan.

Answer: Many of these students already feel very bored with online learning, some of their reasons are that if face-to-face learning they can meet their friends they can also get pocket money.

Teachers' Strategies:

1. What are the strategies do you use in teaching online classes?

Jawaban: Saya menggunakan sesi tanya jawab kapanpun mereka ingin bertanya saya siap untuk menjawab pertanyaan itu walaupun bukan di jam pelajaran. Saya juga menggunakan Google classroom, kalau Zoom meeting itu terbatas siswa yang bisa ikut. Saya share video yang saya ambil dari youtube, ada juga beberapa guru disini mereka buat sendiri materi pembelajaran jadi video tersebut juga kami share ke siswa.

Answer: I use the question and answer session whenever they want to ask a question I am ready to answer the question even if it is not during class time. I also use Google classroom, if the Zoom meeting is limited to students who can join. I share a video that I took from YouTube, there are also some teachers here, they make their own learning materials, so we also share the video with students.

2. Do students show good respond by using these strategies?

Jawaban: Iya sudah tapi hanya beberapa siswa, ditunjukkan dengan beberapa siswa itu yang sering bertanya kalau belum paham. Anak-anak yang rajin di pembelajaran tatap muka di system online ini mereka itu juga yang masih tetap aktif.

Answer: Yes, but only a few students, indicated by some students who often ask questions if they don't understand. The children who are diligent in face-to-face learning in this online system are also those who are still active.

3. What strategies do you use to establish interesting materials in online system?

Jawaban: Saya mencari video yang simple kemudian cara penyampaiannya menarik dan bisa menarik respon siswa. Saya juga ada kriteria tersendiri untuk memilih video pembelajaran tersebut yaitu video yang penjabarannya tidak terlalu luas.

Answer: I'm looking for a simple video and then the delivery method is interesting and can attract student responses. I also have my own criteria for choosing these learning videos, namely videos that are not too broad in description.

4. What kind of strategies that students like the most?

Jawaban: strategi yang paling disukai itu materi pembelajaran dalam bentuk video, apalagi video yang lucu dan animasi-animasi.

Answer: The most preferred strategy is learning material in the form of videos especially funny videos and animations.

5. Does the learning objectives can be achieved easily by using these strategies?

Jawaban: susah, ada beberapa tujuan pembelajaran yang tercapai tapi hanya sedikit karena siswa-siswa ini kesadarannya akan pembelajaran ini masih kurang. Belum siap mereka untuk pembelajaran secara system online ini.

Answer: it is difficult, there are some learning objectives that are achieved but only slightly because these students are still less aware of this learning. They are not ready for this online learning system.

APPENDIX 5

Interview Sheet Guidelines for Exploring the Teachers' Problems and Strategies in Conducting Online Learning System during COVID-19 Pandemic

Name : Second respondent (T3)

Date : Monday, Mei 31 2021

Teachers Problems

1. What problems do you face in implementing online learning media?

Jawaban: Kebanyakan siswa ini belum terlalu paham dengan materi yang saya berikan, pembelajaran online ini lebih sulit di situasi tatap muka saja siswa itu susah untuk memahami materi apalagi kalau secara online. Siswa yang kurang aktif atau pendiam mereka tidak peduli dengan pelajaran, tidak begitu terpancing minat belajar mereka. Ada beberapa siswa ini yang ditatap muka dia aktif di system online malah mereka kurang aktif, tapi kalau tugas itu mereka tetap mengerjakan. Permasalahan yang paling utama itu ketepatan waktu anak dalam mengumpulkan tugas dan kepahaman mereka terhadap materi yang diberikan secara online ini, karena siswa itu susah untuk menerima pembelajaran secara online. Komunikasi tidak bisa terjalin dengan sempurna dengan menggunakan system online ini. Tujuan pembelajaran ini juga susah untuk dicapai karena siswa ini tidak bisa terlalu focus belajar dengan system online ini. Siswa ini terkadang juga bermasalah dengan kuotanya, sudah beberapa hari baru menghubungi saya masalah tugas karena terkendala oleh kuota. Ada juga beberapa siswa ini yang masih memakai handphone orang tuanya, karena mereka belum punya sendiri. Ada dua siswa ini yang memang tidak mempunyai handphone jadi sekolah mensiasati dengan memberikan bantuan berupa handphone untuk menunjang belajar online mereka.

Answer: Most of these students do not really understand the material that I provide, online learning is more difficult in face-to-face situations, students are difficult to understand the material especially if it is online. Students who are less active or quiet they do not care about the lesson, are not so provoked by their interest in learning. There are

some of these students who face to face, they are active in the online system, even though they are less active, but if they do the task, they still work on it. The main problem is the timeliness of children in collecting assignments and their understanding of the material provided online, because students are difficult to accept online learning. Communication cannot be established perfectly by using this online system. This learning goal is also difficult to achieve because these students cannot focus too much on learning with this online system. This student sometimes also has problems with his quota, it's been a few days since he has contacted me about assignments because he is constrained by the quota. There are also some of these students who still use their parents' cellphones, because they don't have their own. There are two of these students who don't have cellphones, so the school is trying to provide assistance in the form of cellphones to support their online learning.

2. What problems do you face when giving assignments or homework to students?

Jawaban: siswa banyak yang tidak mengumpulkan tugas, saya juga kurang paham minat belajar mereka ini tidak terlalu tinggi sehingga acuh saja dengan tugas-tugas yang telah diberikan. Dari pembelajaran dengan system online ini kelihatan sekali siswa yang aktif dan lambat dalam mengerjakan tugas itu.

Answer: Many students do not collect assignments, I also don't understand that their interest in learning is not too high so they just ignore the tasks that have been given. From learning with this online system, it can be seen that students are active and slow in doing the task.

3. What problems do you face to increase students' interest in learning English by using online system?

Jawaban: kondisi yang kurang kondusif di rumah para siswa ini mereka masih banyak yang punya adek kecil, jadi mereka ini belajar sambil ngasuh. Kurang pengawasan dari orang tua mereka menjadi lalai dengan pelajaran.

Answer: conditions are not conducive in the homes of these students they still have many small siblings, so they are learning while caring for them. Lack of supervision from their parents becomes negligent with lessons.

5. Do students indicate that they feel bored during online learning?

Jawaban: banyak juga siwa ini yang bertanya kapan kita mulai belajar tatap muka lagi , karena mereka sudah bosan juga seperti ini.

Answer: many of these students also ask when we start learning face to face again, because they are already bored like this too.

Teachers Strategies

1. What are the strategies do you use in teaching online classes?

Jawaban; saya menggunakan bermacam-macam strategi, kadang saya membagikan materi pembelajaran dalam bentuk video. Kadang saya menyuruh mereka untuk mengirim voice note bagaimana cara mereka mengucapkan kata-kata dalam bahasa inggris saya ingin tahu cara pronunciation mereka, dan kadang saya menyuruh mereka untuk memperkenalkan diri mereka dalam bahasa Inggris. Saya menggunakan dua aplikasi dalam pembelajaran online ini yang pertama yaitu WhatsApp dan yang kedua Zoom meeting. Kalau di Zoom itu banyak siswa yang tidak bisa masuk karena beberapa kendala. Strategi yang paling sering saya gunakan itu share video via WhatsApp dan mereka buka di Youtube. Ada juga materi itu saya potokan atau diketik melalui WhatsApp kemudian saya jelaskan melalui voice note.

Answer: I use various strategies, sometimes I share learning materials in the form of videos. Sometimes I ask them to send a voice note on how they pronounce words in English. I want to know their pronunciation, and sometimes I ask them to introduce themselves in English. I use two applications in this online learning, the first is WhatsApp and the second is Zoom meeting. On Zoom, there are many students who cannot enter because of several obstacles. The strategy I

use most often is to share videos via WhatsApp and open them on Youtube. There is also the material that I took or typed through WhatsApp and then I explained it through a voice note.

2. What kind of strategies that students like the most?

Jawaban: mereka menyukai materi yang tidak banyak menguras kuota mereka, seperti materi yang diphotokan tadi kemudian dijelaskan melalui voice note. Kalau share materi dalam bentuk video ketahuan mereka itu banyak yang tidak menonton materi yang telah dibagikan tersebut, dan alasannya karena tidak ada kuota internet.

Answer: they like material that doesn't drain their quota much, such as the material that was photographed and then explained through a voice note. If they share material in the form of videos, they find out that many do not watch the material that has been shared, and the reason is because there is no internet package.

3. What are the advantages and disadvantages of those strategies you used?

Jawaban; strategi video itu kalau kekurangannya dalam permasalahan kuota internet tadi, kalau saya share video dari youtube kan mereka harus menonton vidionya otomatis memakan kuota yang banyak, kelebihanannya kalau materi dalam bentuk video itu seperti kita mengajar dikelas. Cuman perbedaannya durasi waktu tidak lama seperti pembelajaran yang benar-benar tatap muka. Tetapi sudah mengambil poin-poin penting dalam video tersebut, kita juga memikirkan kalau video pembelajaran itu panjang nanti kuota siswanya tidak mencukupi. Kriteria materi pembelajaran dalam bentuk video itu harus jelas, singkat dan padat. Intinya point-point yang ingin disampaikan itu ada.

Answer: the video strategy, if the drawback is in the internet quota problem, if I share a video from Youtube, right, they have to watch the video, it automatically takes up a lot of internet package, the advantage is that the material in the form of a video is like we teach in class. The

only difference is that the duration of time is not as long as learning that is truly face-to-face. But having taken the important points in the video, we also think that if the learning video is long, the student quota will not be sufficient. The criteria for learning materials in the form of videos must be clear, concise and concise. The point is the points to be conveyed are there.

4. Based on your experience in teaching online system, what strategies are most appropriate to be applied in online classes?

Jawaban: sebenarnya strategi yang paling cocok itu ya share video itu, Karena materi pembelajaran dalam bentuk video itu siswa bisa memperhatikan penjelasan pembelajaran dengan seksama. Kalau hanya lewat voice note itu hanya antara ucapan saja, hanya audio dan mereka kurang nyambung dengan itu kalau video itu mereka seperti menyaksikan penjelasan materi pembelajaran secara tatap muka.

Answer: actually the most suitable strategy is to share the video, because the learning material in the form of a video allows students to pay close attention to the learning explanation. If it's only through voice notes, it's only between speech, only audio and they don't connect with that when the video is like watching the explanation of learning materials face-to-face.

APPENDIX 6
DOCUMENTATION



Interview with teacher of SMP N 5 Kota Bengkulu



Interview with teacher of SMP N 5 Kota Bengkulu



Interview with teacher of SMP N 5 Kota Bengkulu



Interview with teacher of SMP N 5 Kota Bengkulu

