

High-Achieving Students' Strategies toward E-Learning Practice during COVID-19 Pandemic

(A Descriptive Qualitative Study at EFL students of IAIN Bengkulu, UMB, and UNIB)

THESIS

Submitted as A Partial Requirements for the degree of “Sarjana” (S.Pd) in English Language Education



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MOTTO

“Do not give up until you reach your goal because everyone's success is different, and you do not know when it will happen.”

(Hujah Tu'al' Syadiyah)

“Learn from yesterday, live for today, hope for tomorrow.”

(Albert Einstein)

DEDICATION

This thesis is dedicated to:

- Allah SWT is the only of my God, and I would like to say Alhamdulillah to Allah SWT, who has given me a blessing, healthy, most robust and patience in finishing the thesis.
- My beloved parents, namely Ramsi's father and Mulhidayati's mother, without whom I would have been here at IAIN Bengkulu to accomplish my study.
- My older sister Emiliah S.Pd, my brother-in-law Wiwin Saputra and my young sister Tri Wahyuni always support me.
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- *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, I wanna thank me for always being a giver, tryna give more than I receive, I wanna thank me for tryna do more right than wrong and for just being me at all times.*

PRONOUNCEMENT

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I hereby sincerely state that the thesis titled **“High-Achieving Students’ Strategies toward E-Learning Practice during COVID-19 Pandemic (A Descriptive Qualitative Study at EFL Students of IAIN Bengkulu, UMB, and UNIB)”** is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography. If later proven that my thesis has discrepancies, I am willing to take the academic sections in the form of repealing my thesis and academic degree.

Bengkulu, 2021
Stated by,



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4. Feny Martina, M.Pd the head of English Education Study Program
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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 readers in general.

Bengkulu, 2021

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ABSTRACT

Hujah Tu'al' Syadiah. (2021). *High-Achieving Students' Strategies towards E-Learning Practice during Covid-19 Pandemic (A Descriptive Qualitative Study at EFL students of IAIN Bengkulu, UMB, and UNIB)*. Thesis. English Study Program, Tarbiyah and Tadris Faculty, State Islamic Institute of Bengkulu.

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This research investigates the strategies used by high-achieving students of the English department at several colleges and their understanding of learning materials studied during the Covid-19 Pandemic. The researcher decided on a small sample size of 9 students majoring in English at several universities in Bengkulu to be sampled in this research, ranging in age 20 to 21 years old. This research employed a descriptive qualitative method to collect the research data using the interview method to answer the research questions. From the results of this study, following the focus of the proposed research, there are three kinds of strategies used by nine students in this study. The first is a note-taking strategy, the second is a reading strategy, and the third is a recording strategy. This strategy is used by students who high-achieving in the learning process to understand the material being studied.

Keywords: Students' Strategies, E-Learning

ABSTRAK

Hujah Tu'al' Syadiah. (2021). *High-Achieving Students' Strategies towards E-Learning Practice during Covid-19 Pandemic (A Descriptive Qualitative Study at EFL students of IAIN Bengkulu, UMB, and UNIB)*. Thesis. English Study Program, Tarbiyah and Tadris Faculty, State Islamic Institute of Bengkulu.

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Penelitian ini mengkaji tentang strategi yang digunakan oleh mahasiswa berprestasi jurusan Bahasa Inggris di beberapa perguruan tinggi dan pemahaman mereka terhadap materi pembelajaran yang dipelajari selama Pandemi Covid-19. Peneliti memutuskan ukuran sampel kecil dari 9 mahasiswa jurusan bahasa Inggris di beberapa universitas di Bengkulu untuk dijadikan sampel dalam penelitian ini, dengan rentang usia 20 hingga 21 tahun. Penelitian ini menggunakan metode deskriptif kualitatif untuk mengumpulkan data penelitian dengan menggunakan metode wawancara untuk menjawab pertanyaan penelitian. Dari hasil penelitian ini, mengikuti fokus penelitian yang diajukan, ada tiga macam strategi yang digunakan oleh sembilan mahasiswa dalam penelitian ini. Yang pertama adalah strategi mencatat, yang kedua adalah strategi membaca, dan yang ketiga adalah strategi merekam. Strategi ini digunakan oleh siswa yang berprestasi dalam proses pembelajaran untuk memahami materi yang dipelajari.

Kata Kunci: Strategi Siswa, E-Learning

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CHAPTER I

INTRODUCTION

A. Background of The Research

This research investigates the strategies used by high-achieving students of the English department at several colleges and their understanding of learning materials studied during the Covid-19 Pandemic. It is generally acknowledged that the Covid-19 is a highly infectious disease or illness caused by severe acute respiratory syndrome coronavirus 2, originated in Wuhan city of China, and it has already taken on pandemic proportions, affecting across all the continents.

Since the covid-19 virus outbreak, learning in Indonesia has been carried out into distance learning to prevent the spread of the covid-19 virus. Nadiem Anwar Makarim, Minister of Education and Culture, released circular Number 4 of 2020 concerning the Implementation of Education in a Coronavirus (Covid-19) Emergency (Kemendikbud, 2021). There are applications that we can use in distance learning such as WhatsApp group, Skype, Zoom Meeting, Edmodo, Quizizz and Google Classroom. Moreover, distance learning seems,

to be an alternative currently used by every school and university to carry out the teaching and learning process even though it is not face-to-face. Changing the learning process from face-to-face to distance learning is a decision that should be made by universities so that educational goals can be implemented. This distance learning becomes a challenge for every teacher and student. In learning that is carried out online, it has several difficulties such as difficulties in networking, difficulties in internet packages, and difficulties in implementing learning steps (Alchamdani et al., 2020).

Changes in the learning system from previously face-to-face to online certainly impact the learning strategies used (Atsani, 2020). Online learning urgently requires various strategies to draw learning approaches to online learners or strategies for effective online and distance learning. A decent learning strategy requires strengthening the interaction between students and teachers because this pandemic distance makes the relationship between the two virally important.

Learning strategies are specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferrable to new situations. According to Oxford (1990) learning strategies have several key features. As Oxford explained, learning strategies: 1) contribute to the main goal that is communicative competence, 2) allow the learner to become more self-directed, 3) expand the role of teachers, 4) are problem-oriented, 5) are specific actions taken

by the learner, 6) involve many aspects of the learner, not just the cognitive, 7) support learning both directly and indirectly, 8) are not always observable, 9) are often conscious, 10) can be taught 11) are flexible and 12) are influenced by a variety of factors. Learning strategies are useful for helping students store and restore information. Even if there are gaps in knowledge, they can help learners produce language. They also help them to understand and use the new language. Since learning style has dimensions, learning strategies also have multiple dimensions.

Learning strategies that will be applied by students, of course, each one has a specific purpose. Understanding the strategy itself is an attempt to gain success and success in accomplish achievements. Strategy can be interpreted as planning that contains a series of activities designed to achieve goals education. A students' learning strategy is a series of activities learning carried out by students to achieve goals learn it.

Based on the researcher experience, studying during the Covid-19 pandemic is deemed challenging – I have to have a good strategy in terms of online learning. After that, I have to be able to study anytime and at any time with online lectures or classes. However, online lectures have some challenges for me, such as signal concerns, internet quota restrictions, and even limits on inadequate mobile phone storage space, as every lecturer uses varied teaching applications such as WhatsApp, Skype, Zoom Meeting, Edmodo, Quizizz, and Google Classroom.

Likewise, friends of mine who have high achievement, while studying online during the Covid-19 pandemic, had several difficulties such as interference with signals and problems while doing lectures through zoom meetings they were disturbed by the many voices of people at their home however that they had several strategies in dealing with online learning during Covid-19. First, before starting the learning process, they prepared everything from preparing a laptop, preparing material, being active in an online class, doing assignments on time, and re-reading the materials that have been explained. This is evident from the achievement of the Indeks Prestasi (IP) achieved by some high-achieving students.

Based on interviews with one of the universities, namely several 6th-semester students of IAIN Bengkulu on Thursday, March 11, 2021. Data collection was carried out from the results of interviews. In the learning process during the Covid-19 period, they claimed that they had experienced difficulties with the current learning system; this was due to the less conducive learning facilities. This shows that there are still students who are late entering class when learning begins. As well as the lack of strategies they used during learning and made them not optimal in achieving these learning objectives, some students did not have an appropriate strategy to use during the learning process. Furthermore, they stated that they had difficulties learning online during the pandemic, especially with unsupported internet signals and limited learning media

(Intan et al., 2021). Therefore, based on the researcher's preliminary interviews of the 6th-semester students of IAIN Bengkulu, it was found that several problems were related to the student's learning strategy.

To help the researcher with the main research, a pre-observation in one of the universities has been conducted, with several problems identified, are: The first, learning strategy: to achieve learning objectives, students must have the appropriate strategy. Meanwhile, some students have not found the appropriate strategy, so that learning outcomes are not optimal. Second, students' learning strategies are not optimal, so students cannot achieve these learning objectives. Third, students feel difficulty with the online learning system during the Covid-19. Fourth, one student does not have a laptop, so she has to borrow it from her friend (limited learning media). Then, where they live in rural areas, it often causes them to have problems; namely, the internet connection is often unstable.

Despite the researcher's personal experience and the researcher's friends' experience towards some strategies studying during Covid-19, there have been a number of studies which explore on the learning strategies used by outstanding students. One of them is a study conducted by Anugroho Willy in 2011. Based on this research, there are 13 learning strategies used by the two subjects in this study, 13 strategies by the first subject, and 6 strategies by the second subject. From the results of this study accordance with the focus of the proposed research, there are 13 kinds of learning strategies used by the two research subjects with the

following details: subject 1 (AUF) used 13 kinds of learning strategies, repeated reading, skimming, reviewing, marking questions, marking difficult words or sentences, correcting, reading comprehension, compiling questions, compiling a bibliography and practicing about the questions. Meanwhile, subject 2 (GIA) used 6 kinds of learning strategies, namely repeated reading, underlining, reviewing transcribing notes, summarizing, and practicing the questions.

Another researcher who examines students' learning strategies is Mohamed A. Albaili in 2013. The research explored the differences between the LASSI scales among low-average and high-achieving college students at one university. The research shows that on all the 10 scales, the low-achieving students scored considerably lower than the average and high-achieving students. The LASSI consisted of 77 elements spread across 10 scales: 1) Personality, 2) Motivation, 3) Time Control, 4) Anxiety, 5) Attention, 6) Information-processing, 7) Key Ideas Collection, 8) Research Aids, 9) Self-testing, and 10) Test Techniques. This researcher highlights that the most important discriminatory element distinguishing low-achieving students from high-achieving peers was motivation. In estimating the academic performance of pupils, the motivation scale was the most important predictor, accounting for 21% of the variance. Motivation has a significant effect on the use of teaching-learning strategies for high-achieving students

This current study is also exploring a similar issue as the two researchers above, including the same analysis on students' strategies with high achievement. However, what separates this research from the above studies is the circumstance under which this research will be performed during the pandemic of Covid-19 since students in this pandemic have faced many challenges. Then, the difference in terms of objects of the research is that in this research, the research object will be the English Students at several universities. So the result of this study will presumably give more new insights into the issue.

Derived from the exceeding, the researcher focuses on investigating learning strategies used by high-achieving students of the English department at several colleges during the Covid-19 pandemic, their understanding of learning materials studied during the Covid-19 Pandemic and supporting and inhibiting factors outstanding students during the covid-19 pandemic. In addition to the above explanation, the researcher chose this topic to help people realize the importance of learning strategies in the learning process. Furthermore, this research can also inform and show low-achieving students about various learning strategies that likely work to achieve similar learning outcomes as the high-achieving ones did. Therefore, by all the explanations above, the researcher decides to conduct the research entitled “High-Achieving Students’ Strategies towards E-Learning Practice during Covid-19

Pandemic (A Descriptive Qualitative Study at EFL students of IAIN Bengkulu, UMB, and UNIB).

B. Indetification of The Problem

1. There are some students who have not found the right strategy so that learning outcomes are not optimal
2. Students' learning strategies are not optimal, so students cannot achieve these learning objectives
3. Students feel difficulty with the online learning system
4. The internet connection is not stable
5. Limited learning media such as computers and laptops in online learning

C. Limitation of the Problem

The scope of this research is the use of strategies used by high-achieving students in learning during the Covid-19 pandemic. Researchers only focus on what strategies are used by high-achieving students who are majoring in English Education in some different colleges and universities in Indonesia.

D. The Research Questions

This study intends to answer the following research questions:

1. What are strategies applied by high-achieving students toward E-Learning practice during the Covid-19 pandemic?
2. To what extent do the high-achieving students understand the learning materials studied during the Covid-19 pandemic?
3. What are the supporting and inhibiting factors for outstanding students during the covid pandemic?

E. Objectives of the Research

Based on the formulation of the problem above, the objectives of this study are:

1. To find out what strategies applied by high-achieving students toward E-Learning practice during the Covid-19 pandemic.
2. To understand how far the high-achieving students understand the learning materials studied during the Covid-19 pandemic.
3. To find out the supporting and inhibiting factors of outstanding students during the pandemic.

F. Significance of the Research

The result from this research is to expect to be use theoretical and partically:

1. Theoretically

- a. The results of this research are be useful for giving new insights in the teaching and learning world of how to conduct class and learn electronically or online.

2. Practically

The research expects that the finding of the study can be useful for:

- a. For students

For the English students, this research also enable students to find out what strategies provide an increase in achievement during Covid-19 Pandemic.

- b. For teachers

For the English teachers, hoped that they will take the benefits from the result of this research to improve the strategies they used to teach students during E-Learning the Covid-19 Pandemic.

G. Definition of The Key Terms

1. English Student Learning Strategies

The word "strategy" refers to a dynamic network of concepts, perspectives, interactions, objectives, skills, memories, beliefs, and desires that provide general direction for specific activities in pursuit of specific goals. The English learning strategy is concerned with how you will achieve your aims, not what those are or ought to be or how they are established (Fred, 2016).

2. English E-Learning Practice

English E-Learning Practice is the use of electronic media for various learning purposes, including from additional functions in traditional classrooms to completely replacing face to face meetings through online meetings (Jethro, 2012).

3. Learning at Covid-19 Pandemic

Learning during the Covid-19 pandemic is distance learning to avoid the Covid-19 virus by using an internet network with accessibility, connectivity, flexibility and the ability to generate various types of learning interactions. Various media can also be used to support the implementation of online learning. For example, virtual classes use Google Classroom, Edmodo, Skype, WhatsApp, Zoom Meetings and others (Sadikin, 2020).

CHAPTER II

REVIEW OF LITERATURE

A. English Student Learning Strategies

1. Definiton Student Learning Strategies

The word strategy comes from the latin *strategia*, which means the art of using plans to achieve goals (Anitah, 2007). The word "strategy" refers to a dynamic network of concepts, perspectives, interactions, objectives, skills, memories, beliefs, and desires that provide general direction for specific activities in pursuit of specific goals. The strategy is concerned with how you will achieve your aims, not what those are or ought to be, or how they are established (Fred, 2016). Learners' learning strategies are the behavior stages of operations, steps, schedules, and rituals that they use to promote the collection, storing, processing, and use of information. These are the things that learners do in learning and how they regulate their learning strategies (Trendak, 2015).

Furthermore, Oxford (1990) defines learning strategies as behaviors used by learners so that language learning is successful, directed, and enjoyable. Learning strategies refer to the behaviors and thought processes that are used and influence what is learned. Learning strategy is the act of implementing a plan using several variables such as objectives, materials, methods and tools, as well as evaluation in order to achieve predetermined goals (Fatimah, 2018). Learning strategies according to Huda include:

- a. **Main Strategy and Support Strategy.** The main strategy is used directly in digesting the learning material. Support strategies are used to develop learning attitudes and assist learners in overcoming problems such as distraction, fatigue, frustration, and so on.
- b. **Cognitive Strategy and Metacognitive Strategy.** Cognitive strategies are used to manage learning material so that it can be remembered over a long period of time. Metacognitive strategies are steps used to consider cognitive processes, such as self-monitoring, and self-reinforcement.
- c. **Syntax Strategy and Semantic Strategy.** Syntax strategies are function words, prefixes, suffixes, and word groups. A semantic strategy is dealing with real objects, situations, and events.

Nur stated that the learning strategy refers to the behavior and thought processes used by students that affect what is learned, including memory and metacognitive processes (Nur, 2000). Michael Pressley states that the learning strategy strategies are cognitive operators that include and above the processes that are directly involved in completing a task (learning). These strategies are strategies that students use to solve certain learning problems.

2. Types of Student Learning Strategies

There are four types of student strategies for learning English: repeating strategy, elaboration strategy, organizational strategy, and metacognitive strategies. Nur (2000) stated that traditionally students

were asked to do a large number of learning tasks at school. Although the successful completion of these tasks is the most feasible learning goal, one more important thing is to master the learning process itself, namely thoroughly diagnosing the learning situation, selecting an appropriate learning strategy, and monitoring the strategy's effectiveness. Furthermore, to explain some of the strategies above, it will be explained below.

a. Repeating Strategy

In order for learning to occur, students must take action on new information by linking new information to initial knowledge. The strategy used for this coding process is called a repeat strategy. This repeating strategy consists of a simple repeat strategy and a complex repeat strategy.

In fact, we are all familiar with the most basic repeating strategy, which is simply repeating aloud or slowly the information we want to keep. This strategy is called a simple repeat strategy. A student cannot remember all the words or ideas in a book just by reading the book aloud. The absorption of more complex materials requires a strategy that is more than a repeat strategy, namely a complex repeating strategy. The complex repeating strategy consists of a strategy of underlining and taking side notes.

Underlining key ideas can help students learn more from a text for several reasons. First, underline physically finds key ideas,

therefore makes repetition and memorization faster and more efficient. Second, the process of selecting what to underline helps to relate new information to existing knowledge.

Taking marginal notes and other notes helps complete underlining. Students can circle words they don't know, underline important definitions, number them, list events, identify confusing sentences and then make memorized notes or comments.

b. Elaboration Strategy

The elaboration strategy is a strategy by carrying out a process of adding details so that new information will be more meaningful. The elaboration strategy helps transfer information from short-term to long-term memory by creating associations and relationships between new information and what is already known.

Some forms of elaboration strategies are note-taking, analogy, and PQ4R. Analogy is a comparison made to show the similarity between the main features of an object or idea, apart from that all of its characteristics are different. PQ4R stands for preview, question, and 4R stands for read, reflect, recite, and review.

c. Organization Strategy

Organizational strategy consists of regrouping ideas or terms into their smallest pieces. The strategy also acts as an identifier of key ideas or facts from a larger set of information. The form of

organizational strategy is outlining, which is creating an outline. Students learn to connect various topics or ideas with several main ideas. Mapping, which is better known as concept mapping, is in some ways more effective than outlining. Mnemonics, form a special category and can technically be classified as an elaboration or organizational strategy. Mnemonics help form associations that are non-existent by nature that help organize information into working memory. The mnemonics strategy consists of truncating acronyms, and related words.

d. Metacognitive Strategy

Metacognitive relates to students' thinking about their own thinking and the ability to use learning strategies appropriately. Metacognition has two components, namely knowledge about cognition and the mechanism for controlling or monitoring cognition. Metacognition is concerned with learning how to learn. Metacognitive strategy refers to information-processing theory that shows the implementation of functions, namely strategies that involve learning planning, reflecting on the learning process during the implementation of functions, monitoring understanding and own products, and evaluating learning after completing an activity. In other words, which are included in the metacognitive strategy group are a) advance organizer, b) directed attention, c) selected

attention, d) self-management, e) functional planning, f) multiple production, and g) self-evaluation.

According to Suharnan (2005), metacognition is a person's knowledge and awareness of their own cognitive processes. In other words, metacognition is the process of arousing interest (curiosity), because we use our own cognitive processes to reflect on or think about our own cognitive processes as well. This strategy makes students aware of the reading process and solving problems. They will become more aware of the skills required for certain learning situations. Besides being able to identify the processes or skills needed to perform a task, students must be able to determine whether they are using these skills correctly. This metacognition strategy is a step used to consider cognitive processes, such as self-monitoring, self-assessment, and self-stabilization.

Table 2.1 Four Categories of Cognitive Strategies

(source: Nur, 2000: 43)

Strategy	Definition	Example
Repeat	Memorize materials into memory by repeating the material.	Repeating materials

Elaboration	Adds details to new information and creates relationships	Use mnemonics techniques and add details such as new material with examples
Organization	Recognizing or taking main ideas from a large collection of information	Outline or underline
Metacognition	Thinking about thinking and monitoring information processing	Determines that the best strategy for understanding a new passage is to create an outline of the main ideas

From the explanation above, it can be concluded that the English student learning strategy is a collection of activities that students use in the learning process to achieve a goal in learning process. Indicators of learning strategies are:

1. Achieve learning goals
2. Planned learning
3. Build good habits
4. Active

B. English E-Learning Practice

1. Definition of E-Learning

E-Learning is a teaching system using information and communication technology. The letter “E” in E-Learning means “electronic”. E-Learning can combine all educational activities carried out by individuals or groups working online or offline through the network or independent computers and other electronic devices.

According to Clark and Mayer in Lidia, E-Learning is defined as learning that is delivered through digital devices such as smartphones, computers, or laptops and is designed to encourage independent learning. Learning with the help of electronic devices is referred to as E-Learning, especially computer device (Kusmana, 2017).

In addition, Indrakusuma and Putri pointed out that E-Learning is the abbreviation of E-Learning, which is one of the new methods in the teaching process, and especially uses electronic media to use the internet as a learning system. The goal of E-Learning is to embed technology integration by creating a 21st century learning

environment that surpasses traditional evaluation standards and expectations, and learning is the key to any strategic plan. Make it a reality the technology must always be available and must be functional to support all educational goals (Almarabeh, 2014). E-learning has several characteristics, namely:

- a. Take advantages of electronic technologies
- b. Taking advantage of computers (digital media and computer networks)
- c. Provide self-learning tools that are then save on a computer so that lectures and students can access them at any time and from any place.
- d. Make use of the machine to view the instructional schedule, curriculum, learning progress result, and school administration matters at any time.

Based on the explanations above, it can be concluded that E-Learning is a teaching system that uses electronic media (especially the internet). This learning system model makes it easy for teachers and students, because learning can be done anytime, and anywhere.

2. Advantages and Disadvantages of E-Learning

- a. Advantages of E-Learning

E-Learning has many advantages. Combine well-organized online learning system and an aggressive student, one can achieve

great success in a short time. Some of the main advantages of E-Learning are listed below:

a) Convenient for students

The E-Learning material is self-paced and can be accessed whenever learners to be present in the classroom. Students can also download and save learning materials from the system for future use.

b) Lower cost

E-Learning is generally a soft-effective means of learning for most students so they can select from a range of courses and tailor it to their needs. This can also be cost-effective for many universities since once a learning channel is developed, it can be replicated for many conversations.

c) Up-to-date learning materials

Learning resources in E-Learning programs can be revised more often than in classroom-based curriculum systems. After the instructional resources have been entered into the scheme, they can be revised without having to rewrite the whole document, and they can be used and reused for a long time.

d) Flexible way of learning

For many students, e-learning is a convenient way to read. The majority of the instructional resources have been stored in online databases that students can access at any time. Students

may also pick which materials they want to learn rather than using materials they already know.

e) World-wide learning society

Because anyone can access learning resources independently of a physical area, e-learning programs aid in the development of a global learning society. Learners can also apply to study resources with the systems that are now available, which helps to keep the materials up to date.

f) Scalable E-Learning systems

The number of students in online courses or E-Learning programs may be limited or large without affecting overall costs significantly.

g) Higher degree of freedom for students

It can be difficult to understand new concepts at times. Students will analyze the same content before they are done using the E-Learning method.

h) Better retention

The use of video and audio content in E-Learning enhances the learning experience. This would aid students in remembering what they have learned over a long period of time. E-Learning resources can also be downloaded at any time, making it easy to remember what you've learned.

b. Disadvantages of E-Learning

As with any other system E-Learning also have some drawbacks. Being flexible is not always good as it may cause laziness and thus reduce efficiency. The below are some of the main drawbacks of E-learning (Guragain, 2016):

a) Low motivation

Since no one will see them, students with poor motivation can not achieve their goals much of the time. Students are responsible for regular course arrangement and organization, which can lead to laziness and a lack of motivation. Students may drop out early if there are no set timetables or deadlines.

b) Technology-dependency

Software programs are used to provide the instructional materials in E-Learning. Learning how to use these apps will take a long time for certain people. Other variables, such as a bad internet connection or a computer breakdown, can make learning difficult and time-consuming.

c) Compatibility issues

Since there are so many different learning methods, learning materials created for one system can not be consistent with another. Mobile computers like the iPad, for example, block flash videos from appearing in their browsers. Any

countries/regions restrict the amount of websites you may visit, so website access may not be free everywhere.

d) Reliability of the content

The information available on the internet is not necessarily accurate. Someone deceived readers by providing false details. As a result, readers must exercise caution when discovering new knowledge. As a result, readers must exercise caution when studying material and double-check its accuracy before proceeding.

e) Social isolation

For certain students, the absence of actual classes or classmates may be an issue. Students can feel socially alienated while researching because there are few real people around.

f) Expenses management

E-Learning is normally a less costly choice in the long term, but it can be prohibitively expensive for certain organizations at first. It will not always be possible for new small businesses to purchase new devices such as laptops, projectors, or applications all at once. Compared with traditional methods, the cost of developing new learning materials is also high.

g) Disadvantages for disabled students

Companies often approach a wide number of people when creating new instructional materials or learning experiences.

They do not necessarily take into account students with disabilities, such as visually disabled students, because implementation costs may be prohibitive.

h) Not effective in all cases

Since E-Learning lacks two-way communications, face-to-face research materials can be more useful in some situations than learning online.

Based on the explanations above, the researcher concluded that English E-learning Practice is an English learning activity that is facilitated by technology, including smartphones, laptop or computer-assisted teaching and a teaching systems that use the internet network.

Indicators of E-Learning Practice are:

1. Electronic media
2. Using the internet network
3. Learning activities take place at any place and time
4. Learn to be independent
5. Basic skills using ICT

C. Learning at Covid-19 Pandemic

At the beginning of 2020, the world was shocked by the outbreak of a new virus, namely the new type of coronavirus (SARS-CoV-2) and the disease was called Coronavirus disease 2019 (COVID-19). It is known that the origin of this virus came from Wuhan, China. It was discovered at

the end of December 2019. Until now, it has been confirmed that there are 65 countries that have contracted this one virus disease (Yuliana, 2020).

COVID-19 infection can cause mild, moderate or severe symptoms. The main clinical symptoms that appear are fever (temperature > 38°C), cough and difficulty breathing. In addition, it can be accompanied by severe shortness of breath, fatigue, myalgia, gastrointestinal symptoms such as diarrhea and other respiratory tract symptoms. Half of the patients developed shortness of breath within one week. In severe cases deterioration rapidly and progressively, such as ARDS, septic shock, acidosis, intractable metabolic disorders and bleeding or dysfunction of the coagulation system within a few days. In some patients, the symptoms appear mild, even without fever. Most patients have a good prognosis, with a minority in critical condition and even die (Yuliana, 2020).

The Indonesian Minister of Education, Nadiem Makarim, issued Decree No. 4 for the year 2020, which outlines how to enact education policies in the event of a corona virus pandemic. There are four key topics of the policies. Firstly, study at home using daring or distance learning to have a learning opportunity without feeling compelled to complete the program in order to progress in grade or graduate. Second, distance learning can be used to teach life skills, such as how to use Covid 19. Thirdly, Students activities and task could be varied among students in accordance with their interest and condition including learning gap and facilities at home. The last, proof or product activity should be given

feedback which is qualitative and useful for the teachers without giving a score or quantitative grade (Yulia, 2020).

Learning during the Covid-19 pandemic is distance learning to avoid the Covid-19 virus by using an internet network with accessibility, connectivity, flexibility and the ability to generate various types of learning interactions. Various media can also be used to support the implementation of online learning. For example, virtual classes use Google Classroom, Edmodo, Skype, WhatsApp, Zoom Meetings and others (Sadikin, 2020).

The corona virus pandemic forces the educators and students to teach and study at home in order to slow the spread of the disease. Basically online learning is an educational concepts which implementing information technology for the process of teaching and learning. Using online learning in pandemic of this disease can prevent the spread of this virus. Online learning which is popular with E-learning is another form of teaching. It is a distance learning system where the internet access is used to support the educators to teach their students. There are many kinds of online learning offered to be used by educators.

Futhermore, there are three types of online learning namely, Synchronous online learning/Live. In this type communication between students and educators happen instaneous and the member can get to the information in the meantime. One of the advantages of this type is that offers instant feedback of the student's performance. It also quickens the

formation of teaching group for booting a more elevated amount of connection to empower better understanding of a specific subject. The best thing about this type is that it empowers more noteworthy inclusion of the members. The weaknesses of this type are that it is simply the way that it doesn't manage self learning and planning. Also, it requires administration of student's accessibility at different time zone. The examples for this type are video/sound conferencing and virtual classroom.

The second type is Asynchronous online learning this is called store and forward online learning where the communication between the educator and students doesn't happen instantaneously. It is self manage course for example presenting messages on different discussion gathering and trading email. This type offers accommodation, availability and self guided learning. The weakness of this type are the student may feel isolated or less persuaded because there is no open door to cooperate with others.

The third type is Blended online learning. With different name it's also called blended learning method, a blend of regular up close and personal addresses, workshops and instructional exercises' with learning online by using messaging, discussing, discussion sheets, quizzes, tests and declaration. The benefits of this type that the students get their feedback from online quizzes and test which cause them to identify provisos in their knowledge and ways to fill them.

E-learning, like any method of teaching, has its advantages and disadvantages for both students and teachers. Besides the epidemiological benefits of E-learning during the Covid-19 pandemic, other benefits worth mentioning include increased convenience, access to resources regardless of location and time, and reduction of costs and air pollution, for example, carbon dioxide emission because of the reduction in traffic. Online classes also have limitations, including problems with internet access, poor internet connection quality, and insufficient digital skills of the respondents. Some benefits such as time flexibility can also be a limitation, especially for students who have difficulties with self-discipline (Baczek et al., 2021).

From the explanation above, it can be concluded that learning at Covid-19 pandemic is a distance learning process that uses the internet network or is called "*daring (dalam jaringan)*" through applications such as Whatsapp Groups, Google Classroom, Zoom Meeting, and others. Indicators of learning at Covid-19 pandemic are:

1. Study from home
2. The minister of Education has temporarily closed schools due to the Covid-19 virus outbreak
3. Distance learning
4. Learning activities and assignments
5. The use of applications in learning
6. Learn anywhere and anytime

7. Wearing mask
8. Washing hands
9. Using handsanitizer

D. Review of Related Research

There is a previous research by Yunan Ihsanudin, 2020 about “Learning Strategy For High-Achieving Students of Madrasah Aliyah Negeri”. This study used qualitative research, with the population selected from this study were Class XI students at MAN Palembang in the 2018-2019 academic year, totaling 377 students consisting of 9 groups, of which class, XI IPA 1 and IPS 1 were used as a sample of 6 students who are students with achievement ranks 1, 2, and 3 in each class. Primary data sources are those obtained from outstanding students who are the samples in this research while secondary data are data obtained from the homeroom teacher of each class of IPA 1 and IPS 1, school observations and documentation related to the problem under research. Data obtained by using interviews, observation and documentation.

From the results of this research, it can be concluded that, first the learning strategies of achieving students at MAN 3 Palembang have a learning strategy in the form of Mind Mapping and compilation, in writing also use grouping writing strategies and fast writing, in remembering using strategies to remember association or five senses and in reading have the ability to read quickly, preparation that good at reading and able to

understand what is being read. Second, the factors that influence student learning to become students who excel are health factors or students' physical condition, good student intelligence in understanding lessons, student motivation and student interest, student talent, encouragement from parents and teachers in learning, atmosphere and appropriate study time, facilities and infrastructure that support the learning process and student attitudes when studying and outside study hours (Yunan, 2020).

Another research is from Willy Anugroho (2011) about "High-Achieving Students Learning Strategies". In general, to reveal the implementation of learning strategies in high achieving students, it is necessary to describe the four strategies in student learning comprehensively. This qualitative research uses a case study approach. The subject was assigned 2 people who got the highest score at school and were coordinated with the school teacher. The instrument for collecting data is the researcher himself and the data collection guidelines. The research subject is used as the main source, then the teacher, parents, and friends as supporting sources. Collecting data using observation, interviews, documentation, and recording. Data analysis procedures include presenting data, reducing data, verifying data, and concluding data. Meanwhile, to maintain the accuracy of the data, triangulation is carried out. Based on this research, there are 13 learning strategies used by the two subjects in this study, 13 strategies by the first subject and 6 strategies by the second subject. From the results of this study accordance

with the focus of the proposed research, there are 13 kinds of learning strategies used by the two research subjects with the following details: subject 1 (AUF) using 13 kinds of learning strategies, repeated reading, skimming, reviewing, marking questions, marking difficult words or sentences, correcting, reading comprehension, compiling questions, compiling bibliography and practicing about the questions. Meanwhile, subject 2 (GIA) used 6 kinds of learning strategies, namely repeated reading, underlining, reviewing transcribing notes, summarizing and practicing the questions.

Another research is from Sri Wahyuni, et al., (2019) about “High-Achieving Student Learning Strategies at SMA Negeri 17 Makassar. The findings of these research are 1) Students always occupy a place and sit in the front row and always engaged in the teaching-learning process, as well as the desire to master each lesson so that each student performs activities in a timely manner, 2) Learning methods used by excellent students; (a) Plan learning plans and other tasks, then conduct these activities in accordance with the schedule planned, including having the time to prepare before going to bed at night; (b) Reading textbooks that they consider important to read and understand, read in the passages they mark with a highlighter that is considered significant, By making small notes according to what they discover, essential chapters; (c) As other students in the class, they observe the lessons but revisit the lesson while they are home; (d) Learning attention with calm conditions and environment,

learning in a positive mood while listening to music or watching television and learning.

The last researcher who examines student learning strategies is Mohamed A. Albaili in 2013. The present research explored the differences between the LASSI scales among low-average and high-achieving college students. The research found that on all the 10 scales, the low-achieving students scored considerably lower than the average and high-achieving students. The LASSI consisted of 77 elements spread across 10 scales: 1) Personality, 2) Motivation, 3) Time Control, 4) Anxiety, 5) Attention, 6) Information-processing, 7) Key Ideas Collection, 8) Research Aids, 9) Self-testing, and 10) Test Techniques. This researchers highlight that the most important discriminatory element distinguishing low-achieving students form high-achivieving peers was motivation. In estimating the academic performance of pupils, the motivation scale was the mosy important predictor, accounting for 21% of the variance. Motivation has a significant effect on the use of teaching learning strategies for high-achieving students (Albaili, 2010).

Previous research has similarities with this research where all of them are about the strategy of students' achievements. However, this study is slightly different from the above research where this current study focuses on the strategies used by high-achieving students and to understand how far the high-achieving students understand the learning materials studied during Covid-19 pandemic. This research can also

inform and show low-achieving students about various learning strategies that likely work on them, so as they can achieve similar learning outcomes as the high-achieving ones did.

CHAPTER III

RESEARCH METHOD

A. Research Design

This research employed a descriptive qualitative method to collect the research data using the interview method to answer the research questions. Research interviews are more than just conversational and range from informal to formal. However, all conversations have specific rules of transfer of control by one or the other participant. Unlike in casual conversation, research interviews aim to obtain information from one side only; therefore, asymmetrical relationships must be apparent. To explore the experiences and ideas of the subject, researchers tend to focus on the interview. In this research, the researcher intends to answer the strategies applied by high-achieving students toward E-Learning practice during the Covid-19 pandemic. To what extent do the high-achieving students understand the learning practice during the Covid-19 pandemic and the factors that support student achievement.

According to Sugiyono (2012), Qualitative methods are used to obtain in-depth data, data that contains meaning. Furthermore, qualitative is a study aimed at doing a description and analysis of a phenomenon, event, social activity, manner, perception of each individual or in a particular group (Sutopo, 2010).

Qualitative research entails the use of collected data for the purpose of identifying, explaining, and analyzing it. Since qualitative analysis formulates and builds new hypotheses, it is less structured in its definition. The qualitative study may also be described as an appropriate paradigm that takes place in a natural environment and allows the researcher to gain a degree of detail by inserting itself in the actual experiences. A poststructuralist approach is used to perform qualitative analysis. Case study, ethnography study, phenomenological study, grounded hypothesis study, and content analysis are the five types of qualitative research (Williams, 2007).

From some of the explanations above, it can be concluded that qualitative research is a research procedure that prioritizes the description of words. The main purpose of descriptive research is to describe the state of view as it exists today. Simply stated, this is a fact-finding investigation. In descriptive research, conclusions can certainly be accepted, but it doesn't build a cause and effect relationship.

B. Research Setting

1. Research Place

The research location is an area that is the scope of the research. This research was being carried out in several well-known universities in Bengkulu, namely IAIN Bengkulu, UNIB and UMB universities.

2. Research Time

This research was conducted from late April to early June 2021. With WFH (Work From Home) implementation, researchers conducted this research online or directly by implementing health protocols.

C. Subject and Informants

This section of the research described several aspects of the sampling process. One of the main criteria is the number and type of participants. To answer the two research questions, the researcher was decide on a small sample size of 9 students majoring in English at several universities in Bengkulu to be sampled in this research, ranging in age 20 to 21 years old.

Participants in this research were be chosen according to the criterion requested by the interviewer. While they participated voluntarily in this review, they need to follow some criteria if they wish to participate. The criterion referred to are students of high-achieving in the English department who have a minimum GPA of 3.50 in semester 6, to be specific.

D. Data Collection Techniques

In this research, the researcher was collect data by employing observation and interviews and with several students. Interviews are the

form of data collection that is most often used in qualitative research (Satori, 2017). Interviews will be conducted to answer two questions the researcher would ask about what strategies applied by high-achieving students toward E-Learning and to what extent do the high-achieving students understand the learning studied during the Covid-19 pandemic. Furthermore, to explain what observation and interview are, it will be explained below.

1. Observation

Observation is a study that involves a systematic recording of a phenomenon or a certain behavior that can be observed in the natural environment (Gorman, 2005). Observation as a data collection tool can be done spontaneously and can also be done with a list of contents that have been prepared previously. The researcher used non-participant observation techniques. Non-participant observation where the researcher is not involved and only as an independent observer (Sugiyono, 2012).

2. Interview

An interview in qualitative research is a discussion that has a purpose and is preceded by some informal questions. Research interviews are more than just conversational and range from informal to formal. Although all conversations have certain rules of transition

or control by one or another participant, the rules for research interviews are more stringent (Rachmawati, 2007).

a. Semi-structured Interview

To answer the research questions, the semi-structured interview tends to be most effective research instrument. This interview starts from the issues covered in the interview guide. The researchers can save time this way. Lower drop rates than unstructured interviews. The researchers can develop questions and decide for themselves which issues to raise. Interview guidelines can be rather lengthy and detailed although they do not need to be strictly followed. The interview guide focuses on the specific subject area studied, but can be revised after the interview because new ideas emerge later. Although interviewers aim to get the perspective of the participants, they must remember that they need to control themselves so that research objectives can be achieved and research topics are explored (Rachmawati, 2007).

A semi-structured interview is a verbal interaction where one person, through asking questions, intends to gain information from another person. Although a list of preset questions is planned by the interviewer, semi-structured interviews are done in a conversational manner, allowing participants the ability to explore issues that they feel are essential (Adams, 2015). The researcher has adjusted the above advantages and challenges and has

determined that the most appropriate form of an interview for this analysis is a semi-structured.

b. Mode Interview

This research was being conducted during the Covid-19 pandemic. To avoid the anxiety of participants in the research that was conducted, interviews were conducted online through applications such as Zoom meetings, WhatsApp video calls, or Skype. Video calls make it easier for humans to communicate over long distances face-to-face, it proves that communication when this is sophisticated and long-distance is not even becoming a problem (Pratiwi, 2017). It can be concluded, communication using video calls is an alternative effective communication or interviews during the Covid-19 pandemic.

E. Data Analysis Techniques

The data analysis technique is a step that determined a study because data analysis was used to conclude this study (Sugiyono, 2012). The spoken data was collected through interview. At this stage students were asked what strategies they used when studying during the Covid-19 pandemic. Each student was interviewed with the same main question. After the interview, the data obtained was transcribed, after transcribing the data then the data is coded and categorized using thematic data analysis.

Thematic analysis is one method of analyzing data to establish trends or to discover subjects in the data gathered by the researcher. This method is a very effective method when it is a study intends to analyze in detail the qualitative data they have in order to find linkage of patterns in a phenomenon and explain the extent to which a phenomenon occurs through the eyes of the researcher (Heriyanto, 2019). Here are the stages doing data analysis using the thematic analysis approach in more depth.

a. Familiarisation with the data (understand the data)

The research need to consider and integrate the qualitative knowledge they receive here. And there is no more powerful way to connect more of the data than to read and re-read the transcripts of the interview and een listen to the videos of the the interview or see the videotapes made during the process of data collection.

b. Coding

It is possible to render code semantically effective, that is, it explains explicitly what the data looks like. Researcher write code based on what is visible on the floor. Researcher typically do this by composing the code depending on the statemanet spoken by participants.

c. Findings themes

A theme is a significant and consistent pattern in the data that is important to the study issue. To define correlations in the result, codes are coded

d. Reviewing theme

The researcher focuses on whether the themes tell the data a clear and coherent explanation, and strats to describe the essence of each theme and relationship between the themes.

F. The Validity of the Data

Triangulation is the method of using a particular point of view to validate questions or expand previous results (Turner, 2020). Triangulation is commonly seen as encouraging a more detailed interpretation of the phenomena under review and enhancing the rigor of a scientific study (Heale, 2013). There were four type of triangulation, namely: a) Data triangulation, is the use of a number of sources of data in a study, including time, space and individuals. Findings should be corroborated and the strenghts of other data can compensate for the shortcomings in the data, thereby increasing the quality and reliability of the findings. b) Investigator triangulation, is the use of a report of more than one participant, interviewer, observer, consultant of stantistical analyst. c) Theory triangulation, is the use of several theories or explanations when researching a scenario or phenomena. d) Methodological or method triangulation, is the use of various methods to research a condition or phenomena (David, 2010). This research, the researcher used data triangulation for data validity.

CHAPTER IV

FINDING AND DISCUSSION

In this chapter, the researcher presents the findings and discussion of the results of research at several universities in the city of Bengkulu to answer research questions. The results of the online interview are explained and discussed as follows:

A. FINDING

This chapter presents findings on data analysis of learning strategies used by English students in online learning during the Covid-19 pandemic. Interviews were used to collect data. Based on the results of interviews, students at IAIN Bengkulu, UMB and UNIB mostly use learning strategies to note, read, and memorize important points. The strategies used by students are effective because with these they can more easily understand the subject matter.

1. Learning strategies used by high-achieving English students in E-learning

To find out the learning strategies used by outstanding students at IAIN Bengkulu, UMB, and UNIB students. Researchers conducted a research project April 29 to June 11, 2021, on several students at IAIN Bengkulu, UMB, and UNIB. The following is an overview of the strategies used by research subjects that reflect their activities in completing their daily learning tasks.

a. Elaboration Strategy

1) Note Strategy

The note-taking strategy is a strategy that is widely used by students, this is proven based on the results of interviews with 9 students, 6 of 9 students use note-taking strategies in the learning process to recall the material that has been explained. This can be seen from the findings of the interview data as follows:

Q1, : *What are strategies do you usually use in studying during this pandemic?*

(Strategi apa yang biasanya kamu gunakan dalam belajar di masa pandemi ini?)

S1 : *“During this online study, I frequently took notes on important points. For example, when a classmate who is presenting shares a PowerPoint file, I generally write down which one is important from the PowerPoint they present. Then I understood in my word.”*

(Selama belajar online ini, saya sering mencatat poin-poin penting. Misalnya, ketika teman sekelas yang sedang presentasi membagikan file PowerPoint, saya biasanya menuliskan mana yang penting dari PowerPoint yang mereka presentasikan. Kemudian saya mengerti dalam kata-kata saya)

S2 : *“When it comes to learning strategies, I preferred to take notes and remember the material presented, and be active while the lecture is in progress. Especially if we are studying via Zoom, for example, if the lecturer asks us a question, we try to answer, if there is a discussion, we will participate too.”*

(Dalam hal strategi pembelajaran, saya lebih suka mencatat dan mengingat materi yang disampaikan, dan aktif selama perkuliahan berlangsung. Apalagi kalau kita belajar lewat Zoom, misalnya kalau dosen bertanya, kita coba jawab, kalau ada diskusi kita juga ikut.)

S3 : *“The strategy used is the note-taking strategy, taking notes on important points from the lecturer's explanation. I usually do this when studying face-to-face, while online learning is more often discussed, but I also still take notes from the discussion results.”*

(Strategi yang digunakan adalah strategi mencatat, mencatat poin-poin penting dari penjelasan dosen. Saya biasanya melakukan ini ketika belajar tatap muka, sedangkan pembelajaran online lebih sering diskusi, tetapi saya juga tetap mencatat hasil diskusi.)

S4 : *“Yes, I took notes, but only the points, not a long explanation. When the lecturer explained, I listened to it first and then wrote down the essential points because if I wrote a long explanation, I was afraid that I would miss the following material.”*

(Ya, saya mencatat, tetapi hanya poin-poinnya, bukan penjelasan yang panjang. Ketika dosen menjelaskan, saya mendengarkan terlebih dahulu kemudian menuliskan poin-poin penting karena jika saya menulis penjelasan yang panjang, saya takut akan ketinggalan materi berikut.)

S6 : *“My note-taking strategy is usually to note what I have read in national/international journals or search for relevant E-Books from the material I am studying.”*

(Strategi mencatat saya biasanya mencatat apa yang telah saya baca di jurnal nasional/internasional atau mencari E-Book yang relevan dari materi yang saya pelajari.)

S8 : *“If the strategy that I do most is write down notes that I do not understand to look deeper, then summarize the important points because I like to forget what I have learned online and face-to-face. Lastly, if I do not reread what I have written down and what I have learned, it will just go away, so I usually take the time to read what I have written and studied. I like to reread it at dawn because it's easier to remember if you study at dawn.”*

(Jika strategi yang paling saya lakukan adalah menuliskan catatan yang tidak saya pahami untuk melihat lebih dalam, maka rangkumlah poin-poin penting karena saya suka lupa apa yang telah saya pelajari secara online dan tatap muka. Terakhir, jika saya tidak membaca ulang apa yang telah saya tulis dan apa yang telah saya pelajari, itu akan hilang begitu saja, jadi saya biasanya meluangkan waktu untuk membaca apa yang telah saya tulis dan di pelajari. Saya suka membaca ulang saat subuh karena lebih mudah diingat jika belajar saat subuh.)

Based on the data above, it is known that in interviews with nine students, 6 out of 9 students use note-taking strategies while studying. Most of them only note the essential points. Subjects

understood all the information they note until they understood what they noted. This is useful when they have difficulty understanding the material they are studying. That way, they will be able to understand the material being studied.

The note-taking strategy has also been used in previous research, namely the Yunan study, in its findings the learning strategies used by outstanding students at MAN 3 Palembang, one of which is taking notes. His research stated that note-taking is one of the most critical strategies; creative note-taking methods are very effective for students and make it easier for students to put information into the brain (Yunan, 2020).

b. Repeating Strategy

1) Reading Strategy

In addition to the note-taking strategy, students often use the reading strategy, but only 4 out of 9 participants used this reading strategy. They reread the material they have noted. This strategy is done by reading the material that has been studied and has not been studied so that it understands and is easy to understand. This can be seen from the findings of the interview data as follows:

Q2 : *What are strategies do you usually use in studying during this pandemic?*

(Strategi apa yang biasanya kamu gunakan dalam belajar di masa pandemi ini?)

S1 : *“Yes, after recording the essential points from PowerPoint, usually if I want to take UTS, I read from the notes that I have recorded, so I understand and am ready when taking the exam; sometimes, if not for the exam, I also read the notes that have been recorded because some lecturers often ask about the previous material.”*

(Ya, setelah mencatat poin-poin penting dari PowerPoint, biasanya jika saya ingin mengambil UTS, saya membaca dari catatan yang telah saya rekam, jadi saya mengerti dan siap saat mengikuti ujian; terkadang kalau bukan untuk ujian saya juga membaca catatan yang sudah di rekam karena beberapa dosen sering menanyakan materi sebelumnya.)

S4 : *“I do not read as often as taking notes unless the lecturer says that tomorrow there will be a quiz or a new exam. I sometimes read when the presentation is taking place. I also like to read preparation for the question and answer session during the presentation.”*

(Saya tidak membaca sesering mencatat kecuali dosen mengatakan bahwa besok akan ada kuis atau ujian baru. Saya terkadang membaca saat presentasi berlangsung. Saya juga suka membaca persiapan untuk sesi tanya jawab selama presentasi.)

S7 : *“The strategy that I applied during this online lecture was only a reading strategy because, during the online lecture, there was much material that lacked explanation. Therefore I often looked for other references to understand the material that I thought was difficult to understand. I also like to ask lecturers about material that is difficult to learn.”*

(Strategi yang saya terapkan selama kuliah online ini hanya strategi membaca karena selama kuliah online banyak materi yang kurang penjelasannya. Oleh karena itu saya sering mencari referensi lain untuk memahami materi yang menurut saya sulit untuk dipahami. Saya juga suka bertanya kepada dosen tentang materi yang sulit dipelajari.)

S9 : *“The strategy for reading comprehension, the way I study includes the usual ones; for sure, I read the material first until I understand what the material means. Then if there are things that are considered difficult or need an explanation, I usually save them for later I ask the lecturer, or usually I look for explanation references on YouTube because when looking for references on YouTube it is equipped with sound explanations and subtitles so we can read and understand from the explanation.”*

(Strategi membaca pemahaman, cara saya belajar termasuk yang biasa; yang pasti saya baca dulu materinya sampai paham apa maksud dari materi tersebut. Kemudian jika ada hal-hal yang dirasa sulit atau perlu penjelasan, biasanya saya simpan untuk nanti saya tanyakan kepada dosen, atau biasanya saya mencari referensi penjelasan di youtube karena ketika mencari referensi di youtube sudah dilengkapi dengan penjelasan suara dan subtitle agar kita bisa membaca dan memahami dari penjelasannya.)

Participants understand all the material they read until they understand what they read. This helps them when they have difficulty understanding the material being studied. That way, they can save it and ask it back to the lecturer concerned, even if they look for references from journals on the internet site or references from YouTube to find information or read the material. Participants understand all the material they read until they understand what they are reading. This helps them when they have difficulty understanding the material being studied. That way, they can save it and ask it back to the lecturer in question. They look for references from journals on the internet site or references from YouTube to find information or read the material.

Students effectively use this reading strategy. Reading strategies were also found in Yunan's research, and this strategy was also effectively used by outstanding students at MAN 3 Palembang. In the results of his research, the reading strategy carried out by outstanding students at MAN 3 Palembang is to prepare before reading, understand what is read, and use speed

reading. This is very effective for students to use in achieving learning understanding (Yunan, 2020).

Meanwhile, in the research that Willy found, repetitive reading activities are activities that are not liked by one of the participants because he also doesn't like reading, so that even though he is forced to be in a condition where he is faced with a task, he inevitably has to do it even though he doesn't want to maximum. This is well realized by the student who proves the effectiveness of this strategy in completing assignments, especially when typing will face a test. However, the student has activities that become his mainstay in learning, namely practising questions. For a long time, this activity has been an effective way of learning its uses (Willy, 2011).

Based on the results of the data above, it is stated that this reading strategy is very effective if the student likes things such as reading, this reading strategy is very useful for understanding the material that has been read and the reading strategy will be ineffective if the student does not like reading activities. In my own research, reading strategies are very useful in achieving their own learning activities because students can understand material that is difficult to understand, it can be seen from the results of the interviews above.

c. Recording Strategy

In addition to the note-taking strategy and reading strategy, the recording strategy was also used by the students I interviewed. However, only 1 out of 9 participants applied this strategy. This can be seen from the findings of the interview data as follows:

Q3 : *What are strategies do you usually use in studying during this pandemic?*

(Strategi apa yang biasanya kamu gunakan dalam belajar di masa pandemi ini?)

S5 : *“Hmm, for the strategy, I do not have a specific strategy. I follow the lessons given by the lecturer. Like studying on Zoom, I listen as best I can. Every time I learn Zoom, I record from start to finish. If there is a material that I do not understand and is left behind, I will listen to the recording again. There are also some lecturers who do not study via Zoom, and no material is given but often give assignments. To deal with material that I do not understand, I usually only learn from watching videos from YouTube because when it comes to reading, I feel bored, especially if the book is in PDF format.”*

(Hmm, untuk strateginya, saya tidak punya strategi khusus. Saya mengikuti pelajaran yang diberikan oleh dosen. Seperti belajar di Zoom, saya mendengarkan sebaik mungkin. Setiap saya belajar Zoom, saya merekam dari awal sampai akhir. Jika ada materi yang tidak saya mengerti dan tertinggal, saya akan mendengarkan rekamannya kembali. Ada juga beberapa dosen yang tidak belajar via Zoom, dan tidak ada materi yang diberikan namun sering memberikan tugas. Untuk menghadapi materi yang tidak saya pahami, saya biasanya hanya belajar dari menonton video dari YouTube karena ketika membaca, saya merasa bosan, apalagi jika buku dalam format PDF.)

The participant's recording activity was more of an audiovisual. She preferred to watch videos related to the material being studied rather than read the book, especially the book in the form of a PDF file because it made her feel bored.

Based on the interviews' results above, students use three strategies during the learning process. The three strategies are note-taking strategies, reading strategies, and recording strategies. During online learning, students experience several difficulties, such as signal problems, internet quota, and fast depleting cell phones.

Based on the results of the interviews above, students experience quite a lot of difficulties, especially with signals, because some students live in areas that are difficult to signal. Also, they have difficulty understanding the material given by lecturers, especially in courses related to numbers, such as Statistics courses. However, they all have to understand the material given by the lecturer concerned because it is all for good in achieving success in learning.

2. Understanding of high-achieving students strategies toward E-learning

To determine how far the achievement students understand, the researchers interviewed all participants about the material they had studied. Of the 9 participants, they were all able to answer all the questions that had been given. This can also be seen in the interview data as follows:

*Q4 : “How far do you understand the material provided by the lecture, in the last semester, in 5th semester you are learn about Academic Writing and ECAR.
What do you know about academic writing?”*

(Seberapa jauh anda memahami materi yang diberikan oleh perkuliahan, pada semester terakhir, pada semester 5 anda mempelajari tentang Academic Writing dan ECAR. Apa yang kamu ketahui tentang karya tulis ilmiah?)

S1 : *“Academic writing is a writing activity that is usually used for research or other scientific works. Academic writing is one of the subjects that provides writing direction, especially in the academic and educational fields.”*

(Penulisan akademik adalah kegiatan menulis yang biasanya digunakan untuk penelitian atau karya ilmiah lainnya. Penulisan akademik merupakan salah satu mata pelajaran yang memberikan arahan menulis, khususnya dalam bidang akademik dan pendidikan.)

Q5 : *What types of writing are there in academic writing?*

(Apa jenis tulisan yang ada dalam tulisan akademik?)

S2 : *“The types of academic writing are: proposals, theses, abstract writing, books, dissertations, translations, research papers, academic journals, articles, and essays.”*

(Jenis-jenis tulisan akademik adalah: proposal, tesis, tulisan abstrak, buku, disertasi, terjemahan, makalah penelitian, jurnal akademik, artikel, dan esai.)

Q6 : *What have you learned while studying essay writing?*

(Apa yang telah Anda pelajari selama belajar menulis esai?)

S3 : *“hmm, apa yang saya pelajari dalam Menulis Esai adalah: Struktur esai bagian 2, elemen penulisan, pengembangan ide esai (esai umum), kesatuan dan koherensi, penilaian menulis, parafrase dan ringkasan, esai argumentatif.”*

Q7 : *How to write a good and correct essay?*

(Bagaimana cara menulis karangan yang baik dan benar?)

S4 : *“Choose the topic, find references, make the outline, develop the outline to paragraph, develop the paragraph into further text.”*

(Pilih topik, temukan referensi, buat garis besar, kembangkan garis besar menjadi paragraf, kembangkan paragraf menjadi teks lebih lanjut)

S5 : *“Essay consists of 3 structures: introduction, body and conclusion. In making an essay, the thing that must be considered is writing a topic sentence, then adding a thesis statement after that, adding supporting ideas to strengthen the previous facts. After that make conclusions from the essays that have been written and finally add suggestions.”*

(Esai terdiri dari 3 struktur: pendahuluan, isi, dan kesimpulan. Dalam membuat esai, hal yang harus diperhatikan adalah menulis kalimat topik, kemudian menambahkan pernyataan tesis setelah itu, menambahkan ide pendukung untuk memperkuat fakta

sebelumnya. Setelah itu buat kesimpulan dari karangan yang telah ditulis dan terakhir tambahkan saran)

Q8 : *Mention the steps to make a good and correct proposal?*

Sebutkan langkah-langkah membuat proposal yang baik dan benar?

S6 : *“Making a research proposal begins by writing Chapter 1 introduction, which contains background, problem identification, limitations of the research, research questions, objectives of the research, significance of the research, and definition of critical terms. Chapter 2 literature review contains theoretical definitions or explanations from experts and reviews of related research. Chapter 3 research method, which in chapter 3 contains research design, place and time of the research, population and sample/subject and informants, data collection technique, data analysis technique, and data validity.”*

(Pembuatan proposal penelitian diawali dengan penulisan pendahuluan Bab 1 yang berisi tentang latar belakang, identifikasi masalah, keterbatasan penelitian, pertanyaan penelitian, tujuan penelitian, arti penting penelitian dan definisi istilah-istilah kunci. Bab 2 Tinjauan Pustaka yang berisi tentang definisi atau penjelasan teoritis dari para ahli dan tinjauan penelitian terkait. Bab 3 metode penelitian yang pada bab 3 memuat rancangan penelitian, tempat dan waktu penelitian, populasi dan sampel/subjek dan informan, teknik pengumpulan data, teknik analisis data dan validitas data.)

Q9 : *Can you explain what English Classroom Action Research is, and what are the materials discussed in ECAR?*

(Bisakah Anda menjelaskan apa itu Penelitian Tindakan Kelas Bahasa Inggris, dan apa saja materi yang dibahas dalam ECAR?)

S7 : *“Classroom Action Research begins with a questions about classroom experiences, issues, or challenges. It is reflective process which helps teachers to explore and examine aspects of teaching and learning to take action to change and improve.”*

(Penelitian Tindakan Kelas dimulai dengan pertanyaan tentang pengalaman kelas, masalah, atau tantangan. Ini adalah proses reflektif yang membantu guru untuk mengeksplorasi dan memeriksa aspek belajar-mengajar untuk mengambil tindakan untuk mengubah dan meningkatkan.)

S8 : *“ECAR is a research conducted in the classroom to determine the quality and activities of students by using methods to improve student skills. The material discussed is about the meaning of ECAR, the method used.”*

(ECAR merupakan penelitian yang dilakukan di dalam kelas untuk mengetahui kualitas dan aktivitas siswa dengan menggunakan metode untuk meningkatkan keterampilan siswa.

Materi yang dibahas adalah tentang pengertian ECAR, metode yang digunakan)

S9 : *“ECAR is a research study conducted by the teacher in the classroom where he teaches whose focus is on improving the learning process, especially in English. The material is about the cycles in ECAR, the characteristics of ECAR and studying ECAR journals.”*

(ECAR adalah studi penelitian yang dilakukan oleh guru di kelas tempat ia mengajar yang fokus pada peningkatan proses pembelajaran, terutama dalam bahasa Inggris. Materinya tentang siklus-siklus dalam ECAR, ciri-ciri ECAR dan mempelajari jurnal-jurnal ECAR.)

Based on the results of the interviews above, their understanding of the material that has been studied is excellent; it can be seen from their ability to answer questions during the interview. Not only that, but this is also evident from the A grades they got in the 5th semester.

Futhermore, Academic writing, which is an essential thought of writing that is needed to focus on university. There are many names for academic writing, such as; essays, papers, research papers, etc. The names have the same principle and purpose (Thais, 2006).

Below are the most common types of written work produced by students; Notes, report, project, essay, dissertation/thesis and paper. The format of long and short writing tasks; short essays gennerally have this pattern: Introduction, main body and conclusion, and for longer essays may include;

Introduction, main body (literature review, case study, discussion) conclusion, references, appendices (Pinto, 2016).

According to Allwright (1991), mentions that it is a research center in the classroom and tries to investigate what happens inside the classroom interaction as it virtually happens inside the classroom. It treats classroom interaction as virtually the only object worthy of investigation.

It can be shown not only in the fact that they can answer questions during interviews and in the attainment of the A grades they receive, but also in the students who are engaged during lectures. When the lecture is in process, they appear to be engaged, asking, disputing, and even responding questions from the presenter. This can also be seen in the results of the interview data as follows:

Q10 : *Are you active in learning activities during this pandemic?*

(Apakah kamu aktif dalam kegiatan belajar di masa pandemi ini?)

S1 : *“Alhamdulillah, I am one of the students who like to ask questions in class during discussions.”*

(Alhamdulillah, saya salah satu siswa yang suka bertanya di kelas saat diskusi.)

S2 : *“Yes, quite often, but sometimes it depends on my mood.”*

(Ya, cukup sering, tetapi terkadang itu tergantung pada suasana hati saya.)

S3 : *“Alhamdulillah yes, Sometimes my friends in class get angry because they ask too many questions. Furthermore, I am also active when the lecturer asks questions, and I try to answer questions from the lecturer to get additional points.”*

(Alhamdulillah iya, kadang teman-teman di kelas marah-marah karena terlalu banyak bertanya. Selain itu, saya juga aktif ketika dosen mengajukan pertanyaan, dan saya mencoba menjawab pertanyaan dari dosen untuk mendapatkan poin tambahan.)

S4 : *“Honestly, I am an active student, but it depends on my mood during lecture hours; if the lecturer is fun, I am usually very active in participating in the lesson, but if the lecturer likes to be angry, my mood will disappear.”*

(Sejujurnya, saya adalah mahasiswa yang aktif, tetapi itu tergantung pada suasana hati saya selama jam kuliah; kalau dosennya asyik biasanya saya sangat aktif mengikuti pelajaran, tapi kalau dosennya suka marah-marah mood saya akan hilang.)

S5 : *Yes, when I am presenting or discussing, I like to ask the lecturer or ask a friend who is presenting that day.*

(Ya, ketika saya sedang presentasi atau berdiskusi, saya suka bertanya kepada dosen atau bertanya kepada teman yang sedang presentasi hari itu.)

S6 : *“For group chats, it is rarely used for discussion rooms, but once we usually use Zoom Meetings for discussions, I am active and like to participate in discussions through Zoom Meetings.”*

(Untuk group chat jarang digunakan untuk ruang diskusi, tapi dulu kita biasa menggunakan Zoom Meeting untuk diskusi, saya aktif dan suka ikut diskusi melalui Zoom Meeting.)

S7 : *“Not too active but not too passive; if I do not understand something, I will ask.”*

(Tidak terlalu aktif tetapi tidak terlalu pasif; jika saya tidak mengerti sesuatu, saya akan bertanya.)

S8 : *“Alhamdulillah, I am one of the active students in discussion activities because I think many lecturers judge not only from our achievements during exams but also from our activeness during learning.”*

(Alhamdulillah, saya salah satu mahasiswa yang aktif dalam kegiatan diskusi karena menurut saya banyak dosen yang menilai tidak hanya dari prestasi kita selama ujian tetapi juga dari keaktifan kita selama belajar.)

S9 : *“I am active during learning, I like to ask questions, and sometimes I also refute what is being discussed at that time.”*

(Saya aktif saat belajar, saya suka bertanya, dan terkadang saya juga menyanggah apa yang sedang dibahas saat itu.)

From the interviews above, it can be concluded that our involvement in the learning process, such as asking, refuting, and answering questions from the lecturer during the learning process, can help us achieve the learning objectives themselves.

3. Learning factors that affect student achievement

To find out what factors affect student learning during this pandemic, researchers have conducted interviews with 9 participants. The factors that affect student achievement in this discussion are more directed to behavioural factors and factors from the environment around these students and the inhibiting factor for student achievement in learning, namely the signal factor. This can also be seen in the interview data as follows:

Q11 : *What is the motivation that supports you while studying during this pandemic?*

(Apa motivasi yang mendukung kamu selama belajar di masa pandemi ini?)

S1 : *“My motivation is parents, assignment notes, and friends who are active in learning. Like we have an assignment, my friend has done it first, and I have not. So I have to be active too so I do not miss out on my friends.”*

(Motivasi saya adalah orang tua, catatan tugas, dan teman-teman yang aktif dalam belajar. Seperti kita punya tugas, teman saya sudah mengerjakannya lebih dulu, dan saya belum. Jadi saya juga harus aktif agar tidak ketinggalan teman-teman)

S2 : *“For motivation, you must remember the achievement goals while studying, such as IP, which must be maintained so that if you study online, stay enthusiastic and active during the lecture.”*

(Untuk motivasi harus ingat tujuan pencapaian selama belajar, seperti IP yang harus dijaga agar jika belajar online tetap semangat dan aktif selama perkuliahan.)

S3 : *“I have to get knowledge even though it is online, and because I am one of the students who got 'Bidik Misi', the score should not below.”*

(Saya harus mendapatkan ilmu walaupun online, dan karena saya salah satu mahasiswa yang mendapat Bidik Misi, nilai tidak boleh dibawah)

S4 : *“Motivation in achieving my learning goals so as not to repeat the course.”*

(Motivasi dalam mencapai tujuan belajar saya agar tidak mengulang mata kuliah)

S5 : *“If the remainder of my motivation is, to be honest, my GPA, since the beginning of the semester, I have struggled to study well to get good grades and exemplary learning achievements. So I have to defend my achievements.”*

(Kalau motivasi saya, jujur saja, IPK saya, sejak awal semester, saya sudah berjuang keras untuk belajar dengan baik untuk mendapatkan nilai bagus dan prestasi belajar yang patut dicontoh. Jadi saya harus mempertahankan prestasi saya)

S6 : *“Motivation may be more like encouraging yourself even though online learning still has to be maintained, especially IP.”*

(Motivasi mungkin lebih seperti menyemangati diri sendiri meskipun pembelajaran online tetap harus dijaga, terutama IP)

S7 : *“Which is always used as motivation; you must never forget that even through online learning, there is no tolerance value from the lecturer if we do not submit assignments because we do not understand the material. The lecturer wants to know that we collect assignments and satisfactory answers; therefore, every time there is a Zoom class, we try our best to notice.”*

(Yang selalu dijadikan motivasi; jangan pernah lupa bahwa meskipun melalui pembelajaran online, tidak ada nilai toleransi dari dosen jika kita tidak menyerahkan tugas karena tidak memahami materi. Dosen ingin tahu bahwa kami mengumpulkan tugas dan jawaban yang memuaskan; Oleh karena itu, setiap kali ada kelas Zoom, kami berusaha sebaik mungkin untuk memperhatikannya.)

S8 : *“What is certain is parents, because I come from a less well-off family. That is why I use them as motivation in learning. I do not want to disappoint my parents. After I graduate from college, I want that I will work to make my parents happy and so that they do not work anymore. And also self-motivation so as not to be lazy in learning.”*

(Yang pasti adalah orang tua, karena saya berasal dari keluarga yang kurang mampu. Itulah mengapa saya menggunakan mereka sebagai motivasi dalam belajar. Saya tidak ingin mengecewakan orang tua saya. Setelah saya lulus kuliah, saya ingin bekerja untuk membahagiakan orang tua saya dan agar mereka tidak bekerja lagi. Dan juga motivasi diri agar tidak malas dalam belajar.)

S9 : *“My motivation is to graduate quickly, so that I can explore the outside world. So in learning I have to achieve good learning.”*

(Motivasi saya agar cepat lulus, agar bisa menjelajah dunia luar. Jadi dalam belajar saya harus mencapai pembelajaran yang baik)

Based on the results of the interviews above, it shows that the factors that support them in learning are internal, external factors such as from oneself who has a goal in terms of achieving a goal during learning and also factors from people around which are always an encouragement and a reference in achieving the learning goals. Alone. As for the factors of people around us, such as parents, friends and even people around us.

Not only from the supporting factors in learning but there must also be inhibiting factors. In this study, the inhibiting factor in learning experienced by outstanding students is the signal factor. Where 9 of the participants experienced almost all of the lousy signal blockers and other difficulty factors. This can be seen from the findings of the interview data as follows:

Q4 : *Have you ever had difficulty studying at home? If so, try to explain what the difficulties were and when did they occur? If not, try to explain how it is possible for you not to have difficulty studying at home?*

(Pernahkah Anda mengalami kesulitan belajar di rumah? Jika ya, coba jelaskan apa kesulitannya dan kapan itu terjadi? Jika belum, coba jelaskan bagaimana caranya agar kamu tidak kesulitan belajar di rumah?)

S1 : *“Of course there must be difficulties, especially signal difficulties.”*

(Pasti ada kesulitan, terutama kesulitan sinyal)

S2 : *“Yes, there is; firstly, there is a signal problem. This often happens and disturbs learning activities; even though the location where I live is quiet, signal problems are also unavoidable, especially when the electricity goes out. Both conditions at home are not supportive. When studying face-to-face, I can focus more because studying in class, while studying at home, I am less focused because studying online family members is often not conducive, so I lack concentration.”*

(Ya ada; pertama, ada masalah sinyal. Hal ini sering terjadi dan mengganggu kegiatan belajar; walaupun lokasi tempat tinggal saya sepi, masalah sinyal juga tidak bisa dihindari, terutama saat listrik padam. Kedua kondisi di rumah tidak mendukung. Saat belajar tatap muka, saya bisa lebih fokus karena belajar di kelas, saat belajar di rumah saya kurang fokus karena belajar online anggota keluarga sering tidak kondusif, sehingga saya kurang konsentrasi.)

S3 : *“My difficulty is when understanding material related to numbers (statistics). The lesson has to be explained directly to the lecturer in question, but we were instructed to understand the material itself.”*

(Kesulitan saya adalah ketika memahami materi yang berhubungan dengan angka (statistik). Pelajaran harus dijelaskan langsung kepada dosen yang bersangkutan, tetapi kita diinstruksikan untuk memahami materi itu sendiri.)

S4 : *“The difficulties I face are the lack of internet connection and the house's condition, which is always noisy.”*

(Kendala yang saya hadapi adalah kurangnya koneksi internet dan kondisi rumah yang selalu bising.)

S5 : *“There are also many difficulties that I face when studying at home: first, signal problems. This happens often and disturbs my learning activities. Although the location where I live is entirely in the city, signal problems are also unavoidable, especially when the electricity goes out. Second, the situation at home is not supportive. When studying face-to-face in class, I can focus more than studying at home. Because when studying online, family members are often not conducive (noisy), so I lack concentration. Moreover, lastly, a decrease in enthusiasm: My enthusiasm for learning is lacking when studying in the room. Because I feel like I'm learning on my own, even though I can still see my friends during the Zoom/Gmeet meeting, it feels different when the friends are actually in the same room with me, like in a classroom.”*

(Banyak juga kesulitan yang saya hadapi saat belajar di rumah: pertama, masalah sinyal. Hal ini sering terjadi dan mengganggu aktivitas belajar saya. Meski lokasi tempat tinggal saya sepenuhnya di dalam kota, masalah sinyal juga tidak bisa dihindari, terutama saat listrik padam. Kedua, situasi di rumah tidak mendukung. Saat belajar tatap muka di kelas, saya bisa lebih fokus daripada belajar di rumah. Karena saat belajar online, anggota keluarga sering tidak kondusif (berisik), sehingga saya kurang konsentrasi. Apalagi yang terakhir, penurunan semangat: Semangat belajar saya kurang ketika belajar di dalam ruangan. Karena saya merasa seperti sedang belajar sendiri, meskipun saya masih bisa melihat teman-teman saya selama pertemuan Zoom/Gmeet, rasanya berbeda ketika teman-teman itu sebenarnya berada di ruangan yang sama dengan saya, seperti di ruang kelas.)

S6 : *“Yes, there are some difficulties when studying. For example, some courses should be more practical, but because of the pandemic and the online learning system, they only study the theory, so there is no implementation into practice.”*

(Ya, ada beberapa kesulitan saat belajar. Misalnya, beberapa mata kuliah seharusnya praktek, tetapi karena pandemi dan sistem pembelajaran online, mereka hanya mempelajari teori, sehingga tidak ada implementasi ke dalam praktik.)

S7 : *“Of course, I have difficulties when studying at home, such as in terms of understanding the material, when giving assignments the lecturer only gives without directing in detail what I should do, and also difficulties with the network because while online I must always have a quota otherwise it will make me missed information about assignments or notifications about the course itself.”*

(Tentu saja saya mengalami kesulitan ketika belajar di rumah, seperti dalam hal pemahaman materi, ketika memberikan tugas dosen hanya memberi tanpa mengarahkan secara detail apa yang harus saya lakukan, dan juga kesulitan dengan jaringan karena saat online saya harus selalu memiliki kuota selain itu akan membuat saya ketinggalan informasi tentang tugas atau pemberitahuan tentang kursus itu sendiri.)

S8 : *“There are several difficulties that I experienced when studying at home/online. First, of course, the signal because I live in an area with poor signal quality. The second difficulty is in the quality of cellphone batteries that run out efficiently.”*

(Ada beberapa kesulitan yang saya alami saat belajar di rumah/online. Pertama tentu saja sinyal karena saya tinggal di daerah dengan kualitas sinyal yang buruk. Kesulitan kedua adalah pada kualitas baterai ponsel yang habis secara efisien.)

S9 : *“There was no difficulty because the lecturer provided enough media such as videos and books to help understand the material.”*

(Tidak ada kesulitan karena dosen menyediakan media yang cukup seperti video dan buku untuk membantu memahami materi.)

Based on the results of the interviews above, there are supporting and inhibiting factors experienced by students who excel during learning, namely supporting factors such as motivation, where motivation is an impulse that arises from the students themselves or others. Students with achievement also have the same tendency in learning motivation. Parents

and friends around show a good attitude in motivating students. From self-motivation, such as the urge to maintain a GPA during learning, whether face-to-face learning or online learning, is a factor generated from yourself.

The inhibiting factors experienced by outstanding students while studying during this pandemic include signal disturbances, difficulty understanding the material, and even lack of focus in learning because the home environment is not conducive..

B. DISCUSSION

According to Fred Nickols, the word "strategy" refers to a dynamic network of concepts, perspectives, interactions, objectives, skills, memories, beliefs, and desires that provide general direction for specific activities in pursuit of specific goals. The strategy is concerned with how you will achieve your aims, not what those are or ought to be, or how they are established (Fred, 2016).

Meanwhile, Nur (2000) stated that learning strategies refer to the behavior and thinking processes used by students that affect what is learned, including memory and metacognitive processes. It includes repetition, elaboration, organization and metacognitive strategies.

1. High-achieving student learning strategies

Student learning strategies are used to achieve a learning goal to be achieved in the learning. Not only that, learning strategies also refer to

the behavior and thinking processes used by students that affect what is learned, including memory and metacognitive processes in the realization of teaching and learning activities to achieve the goals that have been set. Learning strategies are basically different for each student, especially for high achieving students. The difference in the implementation of this strategy is of course also influenced by the personal experience of each individual.

If you look more closely, you can see the similarities in the application of the learning strategies of the 9 research subjects. This equation is obtained by looking at the interview data that has been obtained. From the results of this study according to the research focus, there are 3 kinds of strategies used by 9 research subjects. With the following explanation: 6 out of 9 subjects used a note-taking strategy, 4 out of 9 used a reading strategy, and 1 out of 9 subjects used a recording strategy.

Furthermore, Oxford (1990) defines learning strategies as behaviors used by learners so that learning is successful, directed, and enjoyable. These strategies are strategies that students use to solve certain learning problems. For example, students are often given the task of doing learning tasks such as making a summary of a particular material. They will automatically read the material given first and start making summary notes on the material.

Although the successful completion of these tasks is the goal of learning, one essential thing is mastering the learning process itself: choosing an appropriate learning strategy and monitoring the strategy's effectiveness. The division of learning strategies as follows:

a. Repeat Strategy

For learning to occur, students must act on new information by connecting new information with prior knowledge. The strategy used for this coding process is called the iterative strategy. This repeat strategy consists of a simple repeat strategy and a complex repeat strategy.

b. Elaboration Strategy

The elaboration strategy is a strategy that carrying out a process of adding details so that new information will be more meaningful. Elaboration strategies help move information from short-term memory to long-term memory by creating associations and relationships between new information and what is already known.

c. Organizayional Strategy

Organizational strategy consists of regrouping ideas or terms into smaller pieces. The strategy also serves as an identifier of key ideas or facts from a larger set of information.

d. Metacognitive Strategy

Metacognition relates to students' thinking about their thinking and the ability to use learning strategies appropriately. Metacognition

has two components, namely knowledge of cognition and mechanisms of controlling or monitoring cognition.

2. Understanding of student achievement learning strategies

Based on the results of the interview data above, students can understand the material that has been studied, seen from them being able to answer questions during interviews. Furthermore, this is reinforced based on Thaiss, C, and Academic writing, which is an essential thought of writing that is needed to focus on university. There are many names for academic writing, such as; essays, papers, research papers, etc. The names have the same principle and purpose (Thaiss, 2006).

Allwright (1991) mentions that it is a research center in the classroom and tries to investigate what happens inside the classroom interaction as it virtually happens inside the classroom. It treats classroom interaction as virtually the only object worthy of investigation.

A student's understanding of learning in understanding lessons on campus cannot be separated from the factors that influence it. These factors exist within the students themselves, including learning and their study habits, and even the people's motivational factors. Students are also active during the learning process in achieving these learning objectives, such as asking, answering, and refuting a discussion. The

way students learn is one of the critical factors that significantly affect the achievement or understanding of learning obtained.

According to Slameto, cited from Sopra, study habits are the methods used in learning to gain knowledge, attitudes, skills and abilities. Excellent and appropriate study habits can make it easier for us to understand the material we are studying. Study habits require concentration, attention and thought in doing so. Effective habits are needed in learning activities because they significantly affect the understanding and learning outcomes that will be achieved (Yogi, 2020).

The understanding of outstanding students towards the lecture material that has been studied is quite good; judging from the results of the interview data obtained, students can answer the questions given, especially on material regarding academic writing and ECAR. Regularity of learning determines the achievement of success. Indeed every student has his study habits even though the strategy used is the same, but every student must have a difference in applying it.

3. Learning factors that affect student achievement

The factors that influence the learning of high achieving students are supporters and obstacles in learning. Student achievement is influenced at various levels, including student personal factors, interactions with others such as parents, teachers, and administrators,

and lastly, the more extensive system that surrounds students, e.g. school district, environment, local economy, political policy, and multicultural relations (Bertolini, 2012).

The factors in a student impact their achievement in learning, especially on what they want to achieve. Can understand the lesson well, actively ask questions and participate in a learning activity such as during a presentation. Student motivation is a supporting factor in learning. Motivation to become a person who excels and wants to be the best is a supporting factor in learning and motivation from oneself, friends, and even parents in generating enthusiasm for student learning. Motivation plays an essential role for students in online learning and is a massive factor in conducting online learning (Gustiani, 2020).

Motivation may be defined as anything that motivates, compels, or energizes a person to act or behave in a given way at a specific moment in order to achieve specified objectives or purposes. A formal definition of motivation is an internal condition that arouses, guides, and maintains behaviour (Pandey, 2020).

Motivation has an essential role in learning, and it is an academic reality. In a certain sense, motivation is an index of a person's desire to learn. Thus, it is an indispensable factor in promoting learning as it energizes and speeds up the process and evokes a very positive response from the learner.

Ahmadi and Supriyonno, quoted from Sopra, mentioned that the factors determining student achievement are internal and external. The internal factors come from the students themselves, covering two aspects, namely physiological (physical) and psychological (spiritual) aspects. External factors, factors that influence the study habits of high achieving students, can be grouped into three factors, namely family, school, and community or environmental factors (Yogi, 2020).

Factors that hinder students from learning during the pandemic are signal factors, unfavorable learning conditions when the lights are off, wrong signals, limited internet quota, and even difficulties in understanding the material presented by lecturers, especially difficulties in understanding material in the form of numbers-numbers such as statistics courses. The main inhibiting factor that often occurs and is almost experienced by students is a condition where the signal is good. The signal is terrible; it hinders learning because it can make the material delivered at that time miss. All of this becomes an obstacle in student learning during the COVID-19 pandemic.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents conclusions and suggestions about the research. The conclusion summarizes the findings of the discussion based on the research problem. So, this summarizes the learning strategies used by English students who excel in learning and the extent to which students understand the material that has been given during online learning during the Covid-19 pandemic. In comparison, the suggestions contain recommendations of researchers based on research results.

A. CONCLUSION

Learning strategy is a learning process used by students to achieve a learning goal. Learning strategies have differences for each student, especially for high achieving students; they have particular strategies in achieving learning goals. When viewed from the study results, there are several similarities in the application of the learning strategies of the nine students in this study.

From the results of this study, following the focus of the proposed research, there are 3 kinds of strategies used by nine students in this study. The first is a note-taking strategy, the second is a reading strategy, and the third is a recording strategy. This strategy is used by students who high-achieving in the learning process to understand the material being studied. Factors that influence student achievement in learning are motivational factors obtained from the students themselves, parents, teachers, and even

friends. As for the inhibiting factors in learning during the Covid-19 pandemic, namely unstable signals, decreased enthusiasm, an environment that is not conducive, even cellphone batteries that run out quickly.

B. SUGGESTION

Based on the result of the research, the researcher would like to give some suggestions as consideration, they are:

1. Suggestion for teacher

The process of teaching and learning activities is good if there is reciprocity between students and teachers. The application of the teaching pattern provided by the teacher should pay attention to the characteristics possessed by each student so that the learning process itself can provide satisfactory results.

2. Suggestion for students

Study planning is something important for students. Clarity of learning objectives will direct the form of behavior carried out. Therefore, it is essential to make a simple plan to achieve learning objectives. Students can take advantage of various learning strategies; these learning strategies will help students when facing various difficulties in learning. Moreover, it can also improve ability in learning, especially in Learning Strategies. Moreover, for students who do not excel, they must make outstanding students a reference

in using strategies in learning to create a sense of achievement for students and create a spirit of competition with other students.

3. Suggestion for future researchers
 - a. Hopefully, the result of this research can be a reference for other researchers who do advanced research about high-achieving student learning strategies. It also can provide an alternative source for the next researcher to get a better and more accurate result.
 - b. Given the importance of the processes that occur in learning strategies to improve students' abilities, it is better to sharpen the focus of research to obtain a broader picture between students who use particular strategy and those who do not use unique strategy in learning.

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Appendix 1 : Interview Questions

INTERVIEW GUIDELINE

SEMI-STRUCTURED INTERVIEW QUESTIONS FOR STUDENTS

4. How do you feel about going through online learning during this time of the pandemic?

(Bagaimana perasaan Anda tentang pembelajaran online selama masa pandemi ini?)

5. Have you ever had difficulty studying at home? If so, try to explain what the difficulties were and when did they occur? If not, try to explain how it is possible for you not to have difficulty studying at home?

(Apakah kamu pernah mengalami kesulitan saat belajar di rumah? Jika iya, coba Anda jelaskan apa saja kesulitannya dan kapan kesulitan itu terjadi? Jika tidak, coba Anda jelaskan bagaimana mungkin anda tidak mengalami kesulitan saat belajar di rumah?)

6. What strategies do you usually use in studying during this pandemic? is it the same as the strategy you usually use when studying face-to-face or not?

(Strategi apa yang biasanya Anda gunakan dalam belajar untuk mencapai tujuan pembelajaran di masa pandemi Covid-19 ini? apakah sama dengan strategi yang biasa kamu gunakan saat belajar tatap muka atau tidak?)

7. What are your preparations before starting online learning activities? (Apa saja persiapan Anda sebelum memulai kegiatan pembelajaran online ?)
8. What are some of your study habits during a pandemic?
(Apa saja kebiasaan yang Anda lakukan dalam belajar pada masa pandemi ?)
9. What motivations will support you to achieve the learning strategies during a pandemic?
(Apa motivasi yang mendukung Anda untuk mencapai strategi pembelajaran pada masa pandemi ?)
10. Are you active in learning activities during the pandemic?
(Apakah Anda aktif dalam kegiatan belajar di masa pandemi ?)
11. How far do you understand the material provided by the lecturer during the lecture, in the last semester, in the 5th semester you learn about Academic Writing and ECAR?
 - What is Academic Writing?
 - What types of writing are there in Academic Writing?
 - How to write a good and correct essay?
 - Mention the steps to make a good and correct proposal?
 - Can you explain what English Classroom Action Research is and what materials are discussed in ECAR?

(Seberapa jauh pemahaman Anda terhadap materi yang diberikan oleh dosen selama perkuliahan berlangsung, di semester terakhir

pada saat semester 5 kalian belajar mengenai mata kuliah Academic Writing dan mata kuliah ECAR?)

- Apa yang dimaksud dengan Academic Writing?
- Apa saja jenis-jenis tulisan yang ada dalam Academic Writing?
- Bagaimana cara menulis essay yang baik dan benar?
- Sebutkan langkah-langkah membuat proposal yang baik dan benar?
- Coba Anda jelaskan apa itu English Classroom Action Research dan apa saja materi yang dibahas dalam ECAR?

Appendix 2 : Transcript of intervieww

TRANSCRIPT OF INTERVIEW

(Student 1)

Name of School : IAIN Bengkulu

Students : Winda Putri Annisa

Date of Interview: Monday, 24 May 2021

Place : Bengkulu

Researcher : Assalamu'alaikum warahmatullahi wabarakatuh dek.

Students 1 : Wa'alaikumusallam warahmatullahi wabarakatuh kak.

Researcher : How do you feel about going through online learning during this time of the pandemic?

Students 1 : For my feelings, it's normal. Because when studying was still offline, we used the WhatsApp group to share information about lectures, so we weren't too surprised when we learned to use mobile phones.

Researcher : Have you ever had difficulty studying at home? If so, try to explain what the difficulties were and when did they occur? If not, try to explain how it is possible for you not to have difficulty studying at home?

Students 1 : Of course there must be difficulties, especially signal difficulties.

Researcher : What are strategies do you usually use in studying during this pandemic?

Students 1 : *During this online study, I frequently took notes on important points. For example, when a classmate who is presenting shares a PowerPoint file, I generally write down which one is important from the PowerPoint they present. Then I understood in my word. After recording the essential*

points from PowerPoint, usually if I want to take UTS, I read from the notes that I have recorded, so I understand and am ready when taking the exam; sometimes, if not for the exam, I also read the notes that have been recorded because some lecturers often ask about the previous material.

Researcher : What are your preparations before starting online learning activities?

Students 1 : Before studying, at least read the material that will be delivered that day. We were given rps so we can look at the rps for the material.

Researcher : What motivations will support you to achieve the learning strategies during a pandemic?

Students 1 : *My motivation is parents, assignment notes, and friends who are active in learning. Like we have an assignment, my friend has done it first, and I have not. So I have to be active too so I do not miss out on my friends.*

Researcher : Are you active in learning activities during the pandemic?

Students 1 : Alhamdulillah, I am one of the students who like to ask questions in class during discussions.

Researcher : How far do you understand the material provided by the lecturer during the lecture, in the last semester, in the 5th semester you learn about Academic Writing and ECAR. What do you know about academic writing?

Students 1 : Academic writing is a writing activity that is usually used for research or other scientific works. Academic writing is one of the subjects that provides writing direction, especially in the academic and educational fields.

TRANSCRIPT OF INTERVIEW

(Student 2)

Name of School : IAIN Bengkulu

Students : Ega Rizki Ardia

Date of Interview: Monday, 24 May 2021

Place : Bengkulu

Researcher : Assalamu'alaikum warahmatullahi wabarakatuh dek.

Students 2 : Wa'alaikumusallam warahmatullahi wabarakatuh kak.

Researcher : How do you feel about going through online learning during this time of the pandemic?

Students 2 : If learning online, it feels unsatisfactory because the material or knowledge obtained from the lecturer is not optimal due to limited facilities during the learning process, so it is less enthusiastic because some lecturers only give assignments without explaining the material. However, some lecturers are good at delivering material. I also feel that it is unfair because students who work hard for assignments come in every time they are lecturers. However, some students are absent even though they rarely take online classes and the lecturers do not know. The point is that I feel unsatisfactory during this online learning.

Researcher : Have you ever had difficulty studying at home? If so, try to explain what the difficulties were and when did they occur? If not, try to explain how it is possible for you not to have difficulty studying at home?

Students 2 : Yes, there is; firstly, there is a signal problem. This often happens and disturbs learning activities; even though the location where I live is quiet, signal problems are also unavoidable, especially when the electricity goes out. Both conditions at home are not supportive. When studying face-to-face, I can focus more because studying in class, while studying at home, I am less focused because studying

online family members is often not conducive, so I lack concentration

Researcher : What strategies do you usually use in studying during this pandemic? is it the same as the strategy you usually use when studying face-to-face or not?

Students 2 : *When it comes to learning strategies, I preferred to take notes and remember the material presented, and be active while the lecture is in progress. Especially if we are studying via Zoom, for example, if the lecturer asks us a question, we try to answer, if there is a discussion, we will participate too*

Researcher : What are your preparations before starting online learning activities?

Students 2 : Gk ada persiapan si mbk, pling kl sinyal gangguan cari tempat ngungsi

Researcher : What motivations will support you to achieve the learning strategies during a pandemic?

Students 2 : *For motivation, you must remember the achievement goals while studying, such as IP, which must be maintained so that if you study online, stay enthusiastic and active during the lecture.*

Researcher : Are you active in learning activities during the pandemic?

Students 2 : Yes, quite often, but sometimes it depends on my mood.

Researcher : How far do you understand the material provided by the lecturer during the lecture, in the last semester, in the 5th semester you learn about Academic Writing and ECAR. What types of writing are there in academic writing?

Students 2 : The types of academic writing are: proposals, theses, abstract writing, books, dissertations, translations, research papers, academic journals, articles, and essays.

TRANSCRIPT OF INTERVIEW

(Student 3)

Name of School : IAIN Bengkulu

Students : Intan Putri Permata Suci

Date of Interview: Monday, 24 May 2021

Place : Bengkulu

Researcher : Assalamu'alaikum warahmatullahi wabarakatuh dek.

Students 3 : Wa'alaikumusallam warahmatullahi wabarakatuh kak.

Researcher : How do you feel about going through online learning during this time of the pandemic?

Students 3 : Very boring. Maybe because the learning is monotonous and less than optimal, some lecturers are practical and fun, but the majority are boring. In addition, we have many independent presentations, so it is not optimal for getting knowledge and explaining assignments.

Researcher : Have you ever had difficulty studying at home? If so, try to explain what the difficulties were and when did they occur? If not, try to explain how it is possible for you not to have difficulty studying at home?

Students 3 : My difficulty is when understanding material related to numbers (statistics). The lesson has to be explained directly to the lecturer in question, but we were instructed to understand the material itself.

Researcher : What strategies do you usually use in studying during this pandemic? is it the same as the strategy you usually use when studying face-to-face or not?

Students 3 : The strategy used is the note-taking strategy, taking notes on important points from the lecturer's explanation. I usually do this when studying face-to-face, while online

- learning is more often discussed, but I also still take notes from the discussion results.
- Researcher : What are your preparations before starting online learning activities?
- Students 3 : Usually, open a laptop and prepare a book to record the material explained that day.
- Researcher : What motivations will support you to achieve the learning strategies during a pandemic?
- Students 3 : I have to get knowledge even though it is online, and because I am one of the students who got 'Bidik Misi', the score should not below.
- Researcher : Are you active in learning activities during the pandemic?
- Students 3 : Alhamdulillah yes, Sometimes my friends in class get angry because they ask too many questions. Furthermore, I am also active when the lecturer asks questions, and I try to answer questions from the lecturer to get additional points.
- Researcher : How far do you understand the material provided by the lecturer during the lecture, in the last semester, in the 5th semester you learn about Academic Writing and ECAR. What have you learned while studying essay writing?
- Students 3 : Hmm, What I learned in Essay Writing are: Essay structure part 2, writing elements, developing ideas of an essay (general essays), unity and coherence, writing assessment, paraphrase and summary, argumentative essay.

TRANSCRIPT OF INTERVIEW

(Student 4)

Name of School : UNIB

Students : Shinta Lisdiani

Date of Interview: Monday, 24 May 2021

Place : Bengkulu

Researcher : Assalamu'alaikum warahmatullahi wabarakatuh dek.

Students 4 : Wa'alaikumusallam warahmatullahi wabarakatuh kak.

Researcher : How do you feel about going through online learning during this time of the pandemic?

Students 4 : To be honest, at first, I was a little surprised, because I usually study in class face to face with the lecturer, if there are problems, I can ask directly if online lectures are like there are limitations because there may be signal constraints, or so on, the learning is not optimal.

Researcher : Have you ever had difficulty studying at home? If so, try to explain what the difficulties were and when did they occur? If not, try to explain how it is possible for you not to have difficulty studying at home?

Students 4 : There are several difficulties that I experienced when studying at home/online. First, of course, the signal because I live in an area with poor signal quality. The second difficulty is in the quality of cellphone batteries that run out efficiently

Researcher : What strategies do you usually use in studying during this pandemic? is it the same as the strategy you usually use when studying face-to-face or not?

Students 4 : *Yes, I took notes, but only the points, not a long explanation. When the lecturer explained, I listened to it first and then wrote down the essential points because if I wrote a long explanation, I was afraid that I would miss the following material. However, I do not read as often as taking notes unless the lecturer says that tomorrow there will be a quiz or a new exam. I sometimes read when the*

- presentation is taking place. I also like to read preparation for the question and answer session during the presentation*
- Researcher : What are your preparations before starting online learning activities?
- Students 4 : Mainly make sure that the cellphone battery is complete, the signal is stable, prepare stationery too, and there are three courses from the same lecturer, and it is Shinta who prepares the zoom link.
- Researcher : What motivations will support you to achieve the learning strategies during a pandemic?
- Students 4 : Motivation in achieving my learning goals so as not to repeat the course.
- Researcher : Are you active in learning activities during the pandemic?
- Students 4 : Not too active but not too passive; if I do not understand something, I will ask.
- Researcher : How far do you understand the material provided by the lecturer during the lecture, in the last semester, in the 5th semester you learn about Academic Writing and ECAR. How to write a good and correct essay?
- Students 4 : Choose the topic, find references, make the outline, develop the outline to paragraph, develop the paragraph into further text.

TRANSCRIPT OF INTERVIEW

(Student 5)

Name of School : UNIB

Students : Suri Aisyah

Date of Interview: Monday, 24 May 2021

Place : Bengkulu

Researcher : Assalamu'alaikum warahmatullahi wabarakatuh dek.

Students 5 : Wa'alaikumusallam warahmatullahi wabarakatuh kak.

Researcher : How do you feel about going through online learning during this time of the pandemic?

Students 5 : Online learning is actually more practical than face-to-face learning in class. Because, we can carry out lectures anywhere, moreover we can record learning activities (if lectures are held via zoom/gmeet). However, I also feel bored because the learning model during this online lecture is only about zoom meetings and giving assignments in e-learning. So, compared to face-to-face learning, online learning feels burdensome and unpleasant.

Researcher : Have you ever had difficulty studying at home? If so, try to explain what the difficulties were and when did they occur? If not, try to explain how it is possible for you not to have difficulty studying at home?

Students 5 : There are also many difficulties that I face when studying at home: first, signal problems. This happens often and disturbs my learning activities. Although the location where I live is entirely in the city, signal problems are also unavoidable, especially when the electricity goes out. Second, the situation at home is not supportive. When studying face-to-face in class, I can focus more than studying at home. Because when studying online, family members are often not conducive (noisy), so I lack concentration. Moreover, lastly, a decrease in enthusiasm: My enthusiasm for learning is lacking when studying in the room. Because I feel like I'm learning on my own, even though I can still see my friends during the Zoom/Gmeet meeting, it feels different when the friends are actually in the same room with me, like in a classroom.

Researcher : What strategies do you usually use in studying during this pandemic? is it the same as the strategy you usually use when studying face-to-face or not?

Students 5 : *Hmm, for the strategy, I do not have a specific strategy. I follow the lessons given by the lecturer. Like studying on Zoom, I listen as best I can. Every time I learn Zoom, I record from start to finish. If there is a material that I do not understand and is left behind, I will listen to the recording again. There are also some lecturers who do not study via Zoom, and no material is given but often give assignments. To deal with material that I do not understand, I usually only learn from watching videos from YouTube because when it comes to reading, I feel bored, especially if the book is in PDF format.*

Researcher : What are your preparations before starting online learning activities?

Students 5 : As for preparation, it seems that it is just the preparation of learning tools, such as laptops, quotas, and stationery.

Researcher : What motivations will support you to achieve the learning strategies during a pandemic?

Students 5 : If the remainder of my motivation is, to be honest, my GPA, since the beginning of the semester, I have struggled to study well to get good grades and exemplary learning achievements. So I have to defend my achievements

Researcher : Are you active in learning activities during the pandemic?

Students 5 : Yes, when I am presenting or discussing, I like to ask the lecturer or ask a friend who is presenting that day.

Researcher : How far do you understand the material provided by the lecturer during the lecture, in the last semester, in the 5th semester you learn about Academic Writing and ECAR. How to write a good and correct essay?

Students 5 : Essay consists of 3 structures: introduction, body and conclusion. In making an essay, the thing that must be considered is writing a topic sentence, then adding a thesis statement after that, adding supporting ideas to strengthen the previous facts. After that make conclusions from the essays that have been written and finally add suggestions.

TRANSCRIPT OF INTERVIEW

(Student 6)

Name of School : UNIB

Students : Elvira

Date of Interview: Monday, 24 May 2021

Place : Bengkulu

Researcher : Assalamu'alaikum warahmatullahi wabarakatuh dek.

Students 6 : Wa'alaikumusallam warahmatullahi wabarakatuh kak.

Researcher : How do you feel about going through online learning during this time of the pandemic?

Students 6 : In my opinion, online learning activities during the pandemic are pretty practical because they are also supported by E-learning facilities so that learning access remains smooth

Researcher : What kind of E-Learning facilities are commonly used during this study?

Students 6 : Usually, Unib E-learning, google classroom, zoom, Gmeet, telegram, WhatsApp group, Edmodo are often used. The problem is that different lecturers have different E-learning.

Researcher : Have you ever had difficulty studying at home? If so, try to explain what the difficulties were and when did they occur? If not, try to explain how it is possible for you not to have difficulty studying at home?

Students 6 : Yes, there are some difficulties when studying. For example, some courses should be more practical, but because of the pandemic and the online learning system, they only study the theory, so there is no implementation into practice

- Researcher : What strategies do you usually use in studying during this pandemic? is it the same as the strategy you usually use when studying face-to-face or not?
- Students 6 : *My note-taking strategy is usually to note what I have read in national/international journals or search for relevant E-Books from the material I am studying*
- Researcher : What are your preparations before starting online learning activities?
- Students 6 : If my preparation is more about reviewing the material from the previous meeting, if there is something you do not understand, ask a question.
- Researcher : What motivations will support you to achieve the learning strategies during a pandemic?
- Students 6 : *Motivation may be more like encouraging yourself even though online learning still has to be maintained, especially IP*
- Researcher : Are you active in learning activities during the pandemic?
- Students 6 : For group chats, it is rarely used for discussion rooms, but once we usually use Zoom Meetings for discussions, I am active and like to participate in discussions through Zoom Meetings.
- Researcher : How far do you understand the material provided by the lecturer during the lecture, in the last semester, in the 5th semester you learn about Academic Writing and ECAR. Mention the steps to make a good and correct proposal?
- Students 6 : *Making a research proposal begins by writing Chapter 1 introduction, which contains background, problem identification, limitations of the research, research questions, objectives of the research, significance of the research, and definition of critical terms. Chapter 2 literature review contains theoretical definitions or*

explanations from experts and reviews of related research.

Chapter 3 research method, which in chapter 3 contains research design, place and time of the research, population and sample/subject and informants, data collection technique, data analysis technique, and data validity.

TRANSCRIPT OF INTERVIEW

(Student 7)

Name of School : UMB

Students : Wirda Anggraini Putri

Date of Interview: Monday, 24 May 2021

Place : Bengkulu

Researcher : Assalamu'alaikum warahmatullahi wabarakatuh dek.

Students 7 : Wa'alaikumusallam warahmatullahi wabarakatuh kak.

Researcher : How do you feel about going through online learning during this time of the pandemic?

Students 7 : During online learning, I felt sad and felt more complicated because the material that was never explained to the lecturer in question was only given assignments and assignments for the material in question, and during online learning, I feel that I am not getting enough knowledge from each subject because I only understand it according to my understanding

Researcher : Have you ever had difficulty studying at home? If so, try to explain what the difficulties were and when did they occur? If not, try to explain how it is possible for you not to have difficulty studying at home?

Students 7 : Of course, I have difficulties when studying at home, such as in terms of understanding the material, when giving assignments the lecturer only gives without directing in detail what I should do, and also difficulties with the network because while online I must always have a quota otherwise it will make me missed information about assignments or notifications about the course itself.

- Researcher : What strategies do you usually use in studying during this pandemic? is it the same as the strategy you usually use when studying face-to-face or not?
- Students 7 : *The strategy that I applied during this online lecture was only a reading strategy because, during the online lecture, there was much material that lacked explanation. Therefore I often looked for other references to understand the material that I thought was difficult to understand. I also like to ask lecturers about material that is difficult to learn.*
- Researcher : What are your preparations before starting online learning activities?
- Students 7 : Suppose the lecturer asks the class today to zoom. In that case, that will prepare a quota but thank God the boarding house has wifi but still prepare for the quota because I am afraid that in the middle of the material, the wifi gets stuck, prepare material books, and other stationery to record essential points conveyed by the lecturer.
- Researcher : What motivations will support you to achieve the learning strategies during a pandemic?
- Students 7 : *Which is always used as motivation; you must never forget that even through online learning, there is no tolerance value from the lecturer if we do not submit assignments because we do not understand the material. The lecturer wants to know that we collect assignments and satisfactory answers; therefore, every time there is a Zoom class, we try our best to notice.*
- Researcher : Are you active in learning activities during the pandemic?
- Students 7 : Not too active but not too passive; if I do not understand something, I will ask
- Researcher : How far do you understand the material provided by the lecturer during the lecture, in the last semester, in the 5th

semester you learn about Academic Writing and ECAR. Can you explain what English Classroom Action Research is, and what are the materials discussed in ECAR?

Students 7 : ECAR is a research conducted in the classroom to determine the quality and activities of students by using methods to improve student skills. The material discussed is about the meaning of ECAR, the method used.

TRANSCRIPT OF INTERVIEW

(Student 8)

Name of School : UMB

Students : Bella Permata Ayu

Date of Interview: Monday, 24 May 2021

Place : Bengkulu

Researcher : Assalamu'alaikum warahmatullahi wabarakatuh dek.

Students 8 : Wa'alaikumusallam warahmatullahi wabarakatuh kak.

Researcher : How do you feel about going through online learning during this time of the pandemic?

Students 8 : Yes, my feelings during online learning the past few semesters have not been good, in my opinion, less effective than face-to-face learning; on the one hand, online learning is intended to protect us from the pandemic. However, with online learning, there is still much knowledge that is not understood if it is just an exercise -practice and assignments only. In my opinion, online learning is less effective because sometimes there is a signal problem, and it is not practical because it will not be the same as a face-to-face meeting which is indeed effective in maximizing abilities.

Researcher : Have you ever had difficulty studying at home? If so, try to explain what the difficulties were and when did they occur? If not, try to explain how it is possible for you not to have difficulty studying at home?

Students 8 : There are several difficulties that I experienced when studying at home/online. First, of course, the signal because I live in an area with poor signal quality. The second difficulty is in the quality of cellphone batteries that run out efficiently.

Researcher : What strategies do you usually use in studying during this pandemic? is it the same as the strategy you usually use when studying face-to-face or not?

Students 8 : *If the strategy that I do most is write down notes that I do not understand to look deeper, then summarize the important points because I like to forget what I have learned online and face-to-face. Lastly, if I do not reread what I have written down and what I have learned, it will just go away, so I usually take the time to read what I have written and studied. I like to reread it at dawn because it's easier to remember if you study at dawn*

Researcher : What are your preparations before starting online learning activities?

Students 8 : If the preparation is mostly on network quality, for example, zooming in, because there are often signal problems that come out to look for a smoother network, at least that is what I have prepared online.

Researcher : What motivations will support you to achieve the learning strategies during a pandemic?

Students 8 : *What is certain is parents, because I come from a less well-off family. That is why I use them as motivation in learning. I do not want to disappoint my parents. After I graduate from college, I want that I will work to make my parents happy and so that they do not work anymore. And also self-motivation so as not to be lazy in learning*

Researcher : Are you active in learning activities during the pandemic?

Students 8 : Alhamdulillah, I am one of the active students in discussion activities because I think many lecturers judge not only from our achievements during exams but also from our activeness during learning.

Researcher : How far do you understand the material provided by the lecturer during the lecture, in the last semester, in the 5th semester you learn about Academic Writing and ECAR. Can you explain what English Classroom Action Research is, and what are the materials discussed in ECAR?

Students 8 : ECAR is a research conducted in the classroom to determine the quality and activities of students by using methods to improve student skills. The material discussed is about the meaning of ECAR, the method used

TRANSCRIPT OF INTERVIEW

(Student 9)

Name of School : UMB

Students : Na'im Muhammad Ibrahim

Date of Interview: Monday, 24 May 2021

Place : Bengkulu

Researcher : Assalamu'alaikum warahmatullahi wabarakatuh dek.

Students 9 : Wa'alaikumusallam warahmatullahi wabarakatuh kak.

Researcher : How do you feel about going through online learning during this time of the pandemic?

Students 9 : It's very different, I think online learning really slows down student education because some mathematicians do require a practical learning process.

Researcher : Have you ever had difficulty studying at home? If so, try to explain what the difficulties were and when did they occur? If not, try to explain how it is possible for you not to have difficulty studying at home?

Students 9 : There was no difficulty because the lecturer provided enough media such as videos and books to help understand the material.

Researcher : What strategies do you usually use in studying during this pandemic? is it the same as the strategy you usually use when studying face-to-face or not?

Students 9 : *The strategy for reading comprehension, the way I study includes the usual ones; for sure, I read the material first until I understand what the material means. Then if there are things that are considered difficult or need an explanation, I usually save them for later I ask the lecturer, or usually I look for explanation references on YouTube*

because when looking for references on YouTube it is equipped with sound explanations and subtitles so we can read and understand from the explanation.

Researcher : What are your preparations before starting online learning activities?

Students 9 : During this online, I usually prepare myself to learn, especially laptops or cellphones, and prepare stationery such as books.

Researcher : What motivations will support you to achieve the learning strategies during a pandemic?

Students 9 : My motivation is to graduate quickly, so that I can explore the outside world. So in learning I have to achieve good learning.

Researcher : Are you active in learning activities during the pandemic?

Students 9 : I am active during learning, I like to ask questions, and sometimes I also refute what is being discussed at that time.

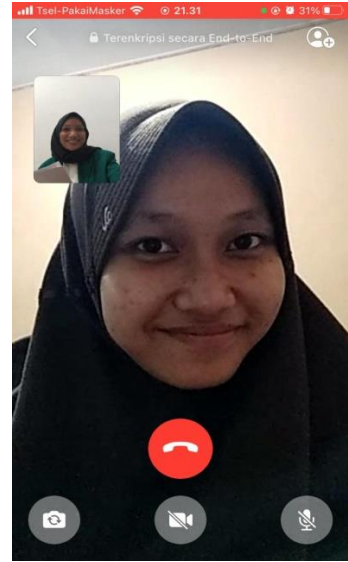
Researcher : How far do you understand the material provided by the lecturer during the lecture, in the last semester, in the 5th semester you learn about Academic Writing and ECAR. Can you explain what English Classroom Action Research is, and what are the materials discussed in ECAR?

Students 9 : ECAR is a research study conducted by the teacher in the classroom where he teaches whose focus is on improving the learning process, especially in English. The material is about the cycles in ECAR, the characteristics of ECAR and studying ECAR journals.

Appendix 3 : Picture of Interview

Interview with English Students

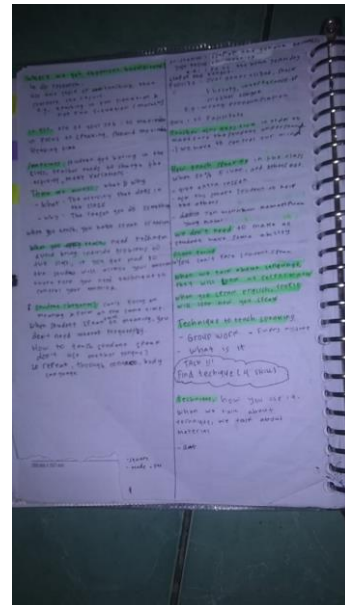
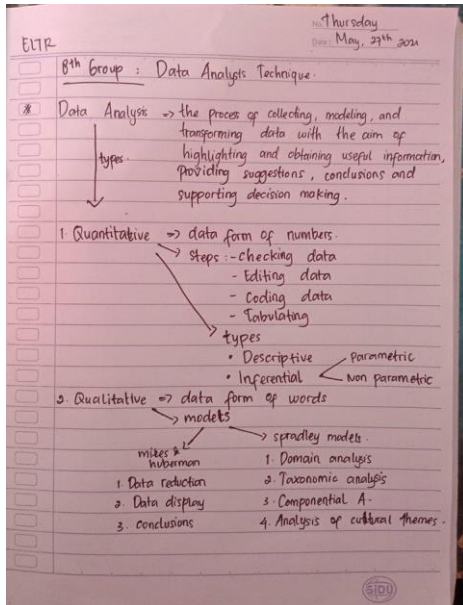
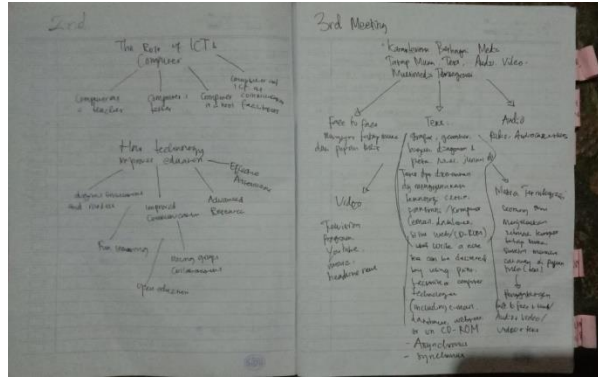




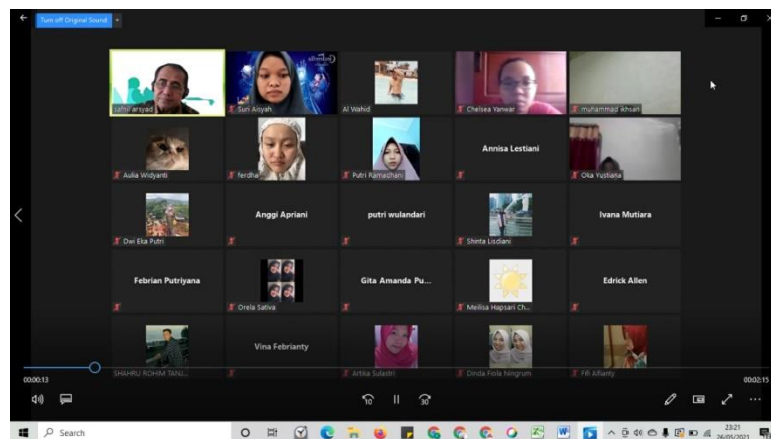
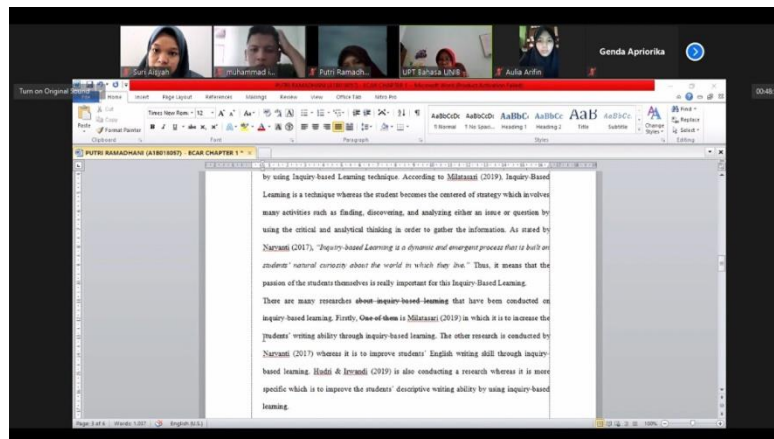
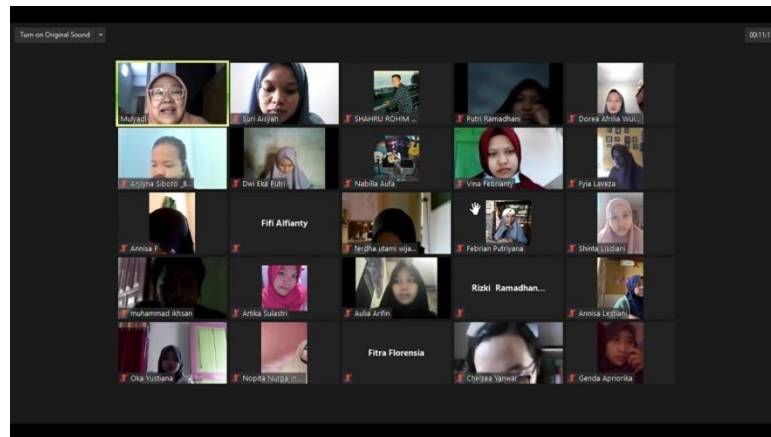


Appendix 4 : Pictures of student notes and student learning

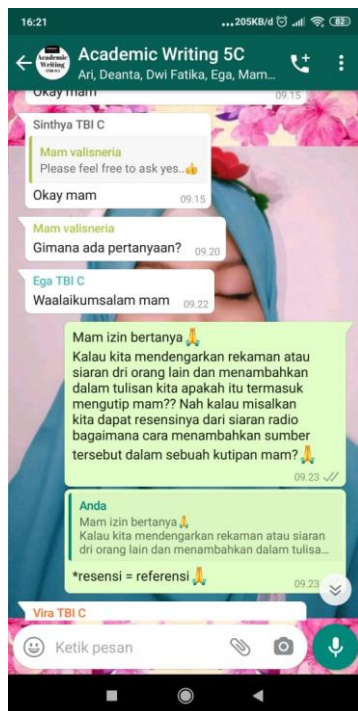
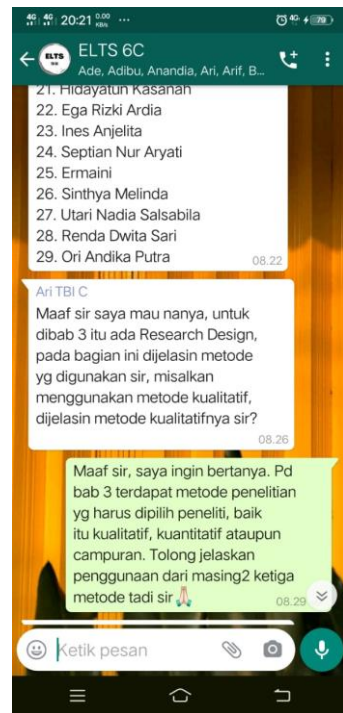
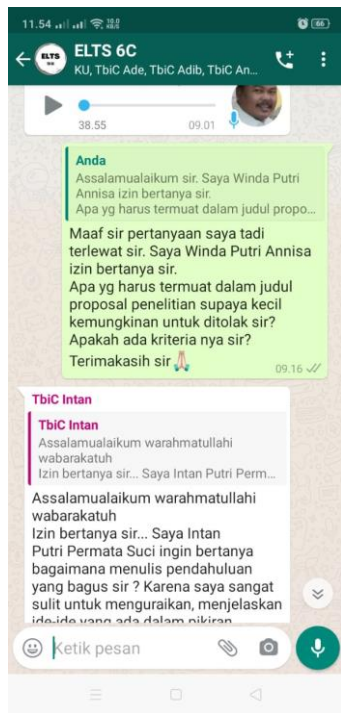
Student Study Notes:

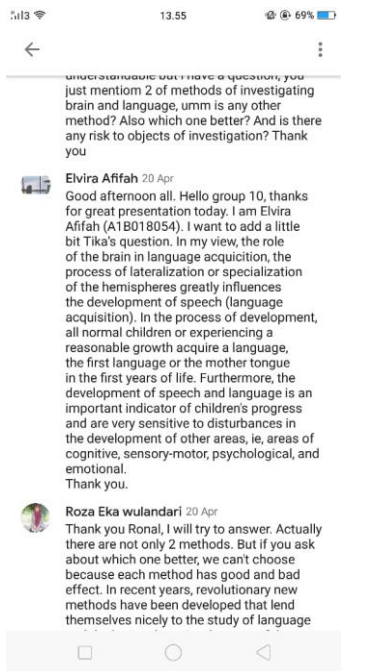


Student learning activities through Zoom Meetings



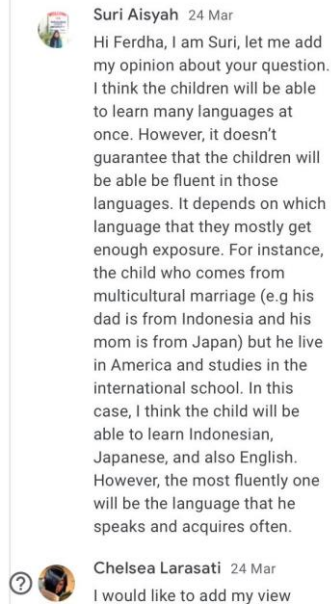
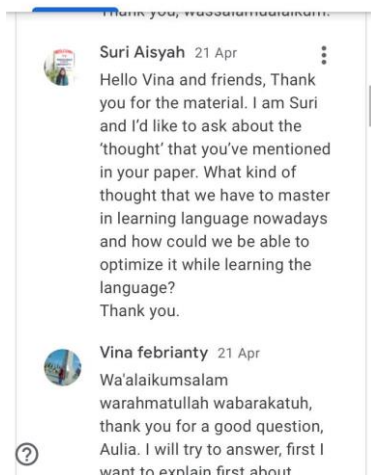
Appendix 5 : Pictures of student activities when active in class while learning E-Learning

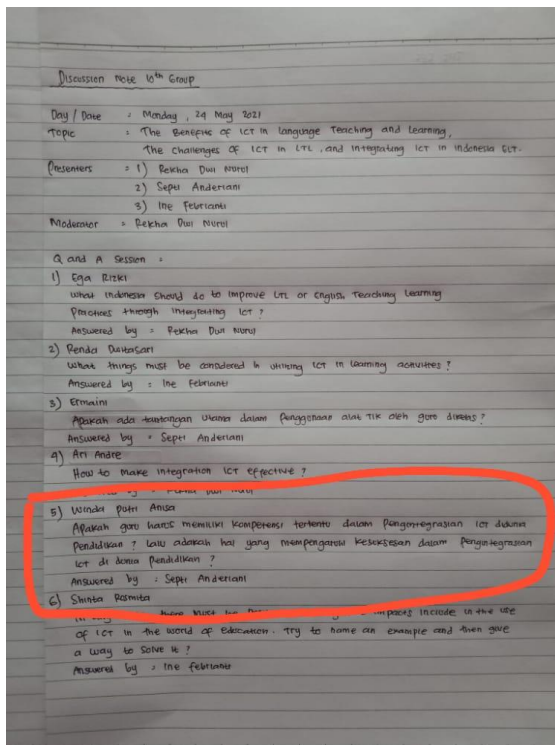
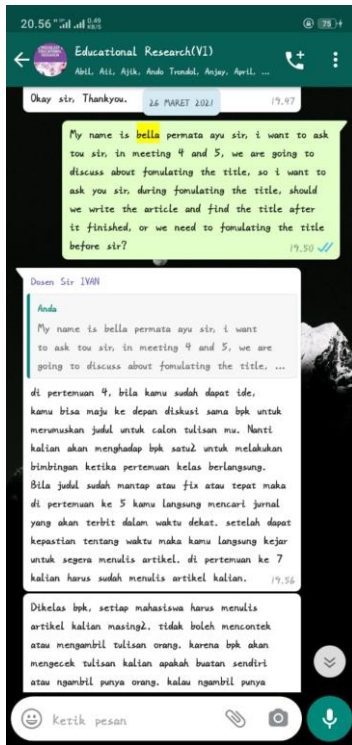




Psycholinguistics A

Forum Tugas Kelas Anggota





Appendix 6 : Pictures of Student Achievement Index Score (5th semester GPA)

SEMESTER : 5		TAHUN: 2020/2021				
No.	Kode	MATAKULIAH	SKS	Nilai	Huruf	Mutu
43	TB151038	CURRICULUM & MATERIAL DEVELOPMENT	3	83.0	A	12,00
44	TB151040	ENGLISH FOR SPECIFIC PURPOSES	2	80.2	A	8,00
45	TB151041	LITERARY APPRECIATION	3	82.30000	A	12,00
46	TB151030	TEFL METHODOLOGY	4	80.0	A	16,00
47	TB151016	ACADEMIC WRITING	3	83.2	A	12,00
48	TB151036	MAGANG II	2	88.0	A	8,00
49	TB151020	MORPHOLOGY-SYNTAX	3	80.5	A	12,00
50	TB151039	ENGLISH CLASSROOM ACTION RESEARCH	3	81.35	A	12,00
Indeks Prestasi Semester			4,00	23		92,00



Total SKS : 114,00
 Total Mutu : 429,00
 Indeks Prestasi Kumulatif : 3,76

BENGGULU, 07 April 2021
 Ki.Subbag Akademik



IAIN BENGKULU
TARBIYAH DAN TADRIS
KARTU HASIL STUDI

NAMA : EGA RIZKI ARDIA ANGKATAN : 2018
 NIM : 1811230076 SEMESTER : 5
 FAKULTAS : Tarbiyah dan Tadris TAHUN AKADEMIK : 2020/2021
 PRODI : Tadris Bahasa Inggris DOSEN PEMBIMBING : Detti Lismananti, S.Pd., M.Hum

No.	Kode	MATAKULIAH	SKS	Nilai	Huruf
1	TB151041	LITERARY APPRECIATION	3	82,80	A
2	TB151016	ACADEMIC WRITING	3	87,25	A
3	TB151020	MORPHOLOGY-SYNTAX	3	80,75	A
4	TB151036	MAGANG II	2	93,00	A
5	TB151040	ENGLISH FOR SPECIFIC PURPOSES	2	78,40	B
6	TB151038	CURRICULUM & MATERIAL DEVELOPMENT	3	82,70	A
7	TB151039	ENGLISH CLASSROOM ACTION RESEARCH	3	80,50	A
8	TB151030	TEFL METHODOLOGY	4	74,00	B
Total			23		
IP : 3,74					



**IAIN BENGKULU
TARBIYAH DAN TADRIS
KARTU HASIL STUDI**

NAMA : INTAN PUTRI PERMATA SUCI ANGKATAN : 2018
 NIM : 1811230072 SEMESTER : 5
 FAKULTAS : Tarbiyah dan Tadris TAHUN AKADEMIK : 2020/2021
 PRODI : Tadris Bahasa Inggris DOSEN PEMBIMBING : Risnawati, M.Pd

No.	Kode	MATAKULIAH	SKS	Nilai	Huruf
1	TBIS1041	LITERARY APPRECIATION	3	85,00	A
2	TBIS1020	MORPHOLOGY-SYNTAX	3	78,50	B
3	TBIS1036	MAGANG II	2	92,50	A
4	TBIS1039	ENGLISH CLASSROOM ACTION RESEARCH	3	81,00	A
5	TBIS1038	CURRICULUM & MATERIAL DEVELOPMENT	3	82,20	A
6	TBIS1030	TEFL METHODOLOGY	4	74,00	B
7	TBIS1016	ACADEMIC WRITING	3	86,20	A
8	TBIS1040	ENGLISH FOR SPECIFIC PURPOSES	2	74,85	B
Total			23		

IP : 3,61

KARAA | Dosen | Mahasiswa | Sistem

Nilai Semester Mahasiswa

Tahun Aka	2020/21	NIM	1821110055	Cart		
Mahasiswa	WINDA ANGGIRANI PUTRI (1821110055)	Strat	5	Status	Aktif (A)	
Prodi	Tadris Bahasa Inggris	Jml SKS	23,24	Status Anal	Baru (1)	
Rata-rata	Total Rata-rata	Total Poin	Total Nilai	Total Penilaian	SIS	
#	Kode	Nama Matakuliah	Dosen Pengampu	SKS	Grade	Bobot Nilai
1	MKRK010021	ESSAY WRITING	Eki Supriya	3	A	12
2	MKRK010032	SEMANTICS AND PRAGMATICS	Ria Anggrani	2	B	6
3	MKRK010033	PSYCHOLINGUISTICS	SINARMAN JAWA	2	B	6
4	MKRK010034	MORPHOSYNTAXIS	KHAGUS BALUQIAH	2	B	6
5	MKRK010038	DRAMA	TREN SIRFA HANIKAWAL, SS, M.Pd	2	A	8
6	MKRK010040	LANGUAGE ASSESSMENT AND EVALUATION	DIAN SUSILA	2	A	8
7	MKRK010041	TEACHING MATERIAL DEVELOPMENT	EPI WARDISON	2	B	6
8	MKRK010047	SECOND LANGUAGE ACQUISITION*	DIAN SUSILA	2	B	6
9	MKRK010054	INOVASI PEMBELAJARAN	IRIN PUTRI ANANDA	2	A	8
10	MKRK010006	PLP 1	IRIN PUTRI ANANDA	2	A	8
11	MKRK010008	KEMUHAMMADYAHAN	Amah Qamari	2	A	8
Jumlah Total					23	80

Salah satu Prestasi Semester : 3,64217913
 Catatan: * = Nilai minimal dari Ujian Harian
 Sistem Informasi Akademik (SIKAD) Versi Modifikasi 2012.2021
 Powered by UPT FK UMB 2014 Developed by Tim UPT FK

Nilai Semester Mahasiswa

Tahun Aka	2020/21	NIM	1821110022	Cart		
Mahasiswa	BELLA PERMATA AYU (1821110022)	Strat	5	Status	Aktif (A)	
Prodi	SOSIALISASI, S.Pd, P.Pd	Jml SKS	23,24	Status Anal	Baru (1)	
Rata-rata	Total Rata-rata	Total Poin	Total Nilai	Total Penilaian	SIS	
	20183	3.259.000	500.000	3.259.000	0	
					-500.000	
#	Kode	Nama Matakuliah	Dosen Pengampu	SKS	Grade	Bobot Nilai
1	MKRK 010047	ESSAY WRITING	Eki Supriya	3	B	9
2	MKRK 010035	CROSS CULTURAL UNDERSTANDING	KHAGUS BALUQIAH	2	A	8
3	MKRK010032	SEMANTICS AND PRAGMATICS	Ria Anggrani	2	B	6
4	MKRK010039	MORPHOSYNTAXIS	KHAGUS BALUQIAH	2	A	8
5	MKRK010038	DRAMA	TREN SIRFA HANIKAWAL, SS, M.Pd	2	A	8
6	MKRK010040	LANGUAGE ASSESSMENT AND EVALUATION	DIAN SUSILA	2	B	6
7	MKRK010041	TEACHING MATERIAL DEVELOPMENT	EPI WARDISON	2	A	8
8	MKRK010047	SECOND LANGUAGE ACQUISITION*	DIAN SUSILA	2	A	8
9	MKRK010009	INOVASI PEMBELAJARAN	IRIN PUTRI ANANDA	2	A	8
10	MKRK 010006	PLP 1	IRIN PUTRI ANANDA	2	A	8
11	MKRK 000008	KEMUHAMMADYAHAN	Amah Qamari	2	A	8
Jumlah Total					23	85

Salah satu Prestasi Semester : 3,695627791

Nilai Semester Mahasiswa

Tahun Aka:	20201	NIM:	1821110037	Cari		
Mahasiswa:	NAIM MUHAMMAD IBRAHIM (1821110037)	Jenis:	5	Status:	Aktif (A)	
Pemb. Aka:	Ria Angrani S.Pd.,m.Hum	Jml SKS:	21 -34	Status Awal:	Baru (1)	
	Eipot	Total Biaya	Total Potongan	Total Bayar	Total Penarikan	SISA
	20183	3,250,000	100,000	3,150,000	0	0
#	Kode	Nama Matakuliah	Dosen Pengampu	SKS	Grade	Bobot Nilai
1	MKBK 010621	ESSAY WRITING	Eki Saputra	3	A	12
2	MKBK010632	SEMANTICS AND PRAGMATICS	Ria Angrani	2	A	8
3	MKBK010634	MORPHOSYN TAXIS	KIAGUS BALUQIAH	2	B	6
4	MKBK010638	DRAMA	TIEN SURFA HANDAYANI, SS. M.Pd	2	A	8
5	MKBK010640	LANGUAGE ASSESSMENT AND EVALUATION	DIAN SUSYLA	2	A	8
6	MKBK010641	TEACHING MATERIAL DEVELOPMENT	EPI WADISON	2	A	8
7	MKBK010647	SECOND LANGUAGE ACQUISITION*	DIAN SUSYLA	2	A	8
8	MKDK010004	INOVASI PEMBELAJARAN	RIRIN PUTRI ANANDA	2	A	8
9	MKKP 010006	PLP 1	RIRIN PUTRI ANANDA	2	A	8
10	MKWU 000008	KEMUHAMMADYAHAN	Amnah Qurmati	2	A	8
Jumlah Total				21	82	
Indeks Prestasi Semester : 3,90476/190476						

Catatan:

Nama	SHINTA LISDIANI					
NIM	A1B018017					
Program Studi	PENDIDIKAN BAHASA INGGRIS					
Semester	Ganjil 2020/2021					
NO	KODE	MATA KULIAH	KELAS	W/P	SKS	NILAI
1	MKU-101	Pancasila	Kelas A	W	2	A
2	ING-330	Introduction to Educational Research	Kelas A	W	3	A-
3	ING-233	Testing Development	Kelas A	W	2	A
4	ING-210	ELT Techniques	Kelas A	W	2	A-
5	ING-208	Sociolinguistics	Kelas A	W	2	B+
6	ING-334	Procedure of Translation/Interpretation	Kelas A	W	2	B+
7	ING-339	Statistics	Kelas A	W	2	A-
8	ING-331	Academic Writing	Kelas A	W	2	A
9	ING-234	English for Specific Purpose	Kelas A	W	2	A
10	ING-338	Media & Material Development	Kelas A	W	2	A-
11	ING-252	Internship 1	Kelas A	W	1	A
12	ING-242	BIPA *	Kelas A	P	2	A
Jumlah SKS diambil		: 24				
Jumlah mata kuliah diambil		: 12				
IP Semester		: 3.82				

Logo Universitas Bengkulu
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

KARTU HASIL STUDI Semester: Ganjil 2020 / 2021

Nama Mahasiswa : SURI AISYAH Tahun Angkatan : 2018
 Nomor Induk Mahasiswa : A1B018003 Prodi Studi : PENDIDIKAN BAHASA INGGRIS

No	Kode	Matakuliah Nama	SKS	Nilai		(K x N)
				Huruf	Angka	
1	ING-330	Introduction to Educational Research	3	A	4.00	12
2	ING-233	Testing Development	2	A	4.00	8
3	ING-210	ELT Techniques	2	A-	3.75	7.5
4	ING-208	Sociolinguistics	2	A	4.00	8
5	ING-334	Procedure of Translation/Interpretation	2	A	4.00	8
6	ING-339	Statistics	2	A	4.00	8
7	ING-331	Academic Writing	2	A	4.00	8
8	ING-234	English for Specific Purpose	2	A	4.00	8
9	ING-338	Media & Material Development	2	A-	3.75	7.5
10	ING-252	Internship 1	1	A	4.00	4
11	ING-242	BIPA *	2	A	4.00	8
Total SKS			22	Jumlah		87
Keterangan : KHS ini Syah dan Benar, bila tanpa ada Coretan dan Tip-EX				IP Semester		3.95
				Beban SKS Berikut		24