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The English Teacher's Strategies in Teaching English by Online (A Research Conducted at SMAN 1 Gorontalo)

Sartin T. Miolo[1], Elsje Louise Sabouw[2] Nurfitti Bahansubu[3]
[1,2,3]English Language Education Department, Universitas Negeri Gorontalo, Indonesia
Universitas Negeri Gorontalo
sartin@ung.ac.id[1*], elsye.sambouw@gmail.com[2] nurfitti@gmail.com[3]

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Abstract

Pandemic COVID-19 attacked education sites by creating a limitation in the learning process which is without direct instruction between student and teacher. It caused teachers and students to use the learning activities that make it possible to carry out learning using internet access through online learning. There are so many obstacles faced by English teachers also students in online learning such as the bad internet connection lack of internet quota for students the decreased student attendance. The qualitative method aims to investigate understand and explore a phenomenon carried out by teachers in online learning, especially at the strategies used by teachers in online learning. The subjects were four EFL teachers who were teaching during the pandemic. The theory about learning strategies was used in this study to analyze the data. Moreover, this study employed an interview technique to obtain supporting data about English teacher's strategies for teaching English online. The result shows that several strategies are used by English teachers for instance by using Google Classroom, Quipper, and Agreement, and also several obstacles such as internet connection, internet quota, and student attendance.

Abstrak

Penelitian ini bertujuan untuk mendeskripsikan permasalahan siswa pada penggunaan past participle (V3). Penelitian ini dilaksanakan di SMK Negeri 1 Suwawa dengan menggunakan metode kualitatif pada 15 siswa sebagai partisipan. Pengumpulan data dilakukan melalui wawancara sebagai instrumen utama dan tes sebagai instrumen pendukung. Hasil penelitian menunjukkan banyaknya kesalahan yang dilakukan siswa dalam menentukan past participle, sehingga diperlukannya penerapan strategi pengajaran yang efektif untuk mengatasi hambatan tersebut. Untuk mengatasi masalah dalam penggunaan past participle, pendidik dapat membantu siswa meningkatkan keterampilan bahasa, kemampuan akademis, dan profesional mereka. Penerapan strategi dan sumber pengajaran yang efektif dapat membantu siswa memperoleh pemahaman yang lebih baik tentang penggunaan past participle dan mengembangkan keterampilan yang diperlukan.

Kata kunci: Past Participle, Permasalahan pelajar, Strategi pembelajaran efektif.

Corresponding Author:

Sartin T. Miolo
Faculty of Letters and Culture
Universitas Negeri Gorontalo
E-mail: sartin@ung.ac.id

1. INTRODUCTION

English is an international language and also one of the subjects that must be studied, starting from the junior high, senior high school, vocational, and college levels. At the senior high school level, English is a subject that is tested nationally. Thus, every student must master it.

Education is the process of transferring knowledge, values, methods, skills, and beliefs from one individual to another. Distance education originated in the United States in the 1800s when teachers and learners at the University of Chicago were at different locations and tried to connect through correspondence courses. In the mid-1980s, the first online college courses were initiated by several universities and schools. The advent of the Internet was a catalyst for moving distance online education to the next level. The Internet is now playing a bigger role in our lives and dictating how we live, socialize, teach, and learn. As the Internet is developing into a main educational tool, online education offers the educator and the learner access to numerous resources. During the last decade online education of various kinds, often called distance education or web-based education, has become a normal part of many schools programs. Online teaching and learning are designed to reach and engage the modern learner on a one-to-one basis anywhere, anytime. The key to a successful implementation of online teaching and learning is taking student characteristics into account. Strategies that work for conventional full-time students may not be effective for adult learners with full-time jobs and family responsibilities. These students are mostly practically oriented with a keen interest in tools and technologies.

This is also a challenge for all teachers, especially English teachers since teaching English to use the appropriate strategy to teach English during online learning so that the teaching and learning process can run well. This is a challenge for all of the teachers, especially English teachers because language is a study that requires mastery of four skills. English learning can be defined as mastery of four skills. According to Richard and Schmidt (2002), skills in language teaching are the mode or way in which the language is used. The four language skills are listening, speaking, reading, and writing. The four skills are categorized into two categories namely speaking and writing are called active or productive skills, while reading and listening are called passive or receptive skills. Mohan (1986) explains that, in a segregated skill approach, the mastery of discrete skills, such as reading and writing, or reading and speaking is considered the key to successful language learning, and language learning is typically separated from content learning (Oxford, 2001).

New online teaching strategies produce many obstacles for teachers. It is not easy to apply because the teachers are still learning about e-learning. They encountered some obstacles when they implemented it. Moreover, teachers have their perception of implementing online learning. Teacher perception becomes an important thing. Satrianingrum and Prasetyo (2021) stated that teachers' perception of the impact on students is the lack of availability of facilities and infrastructure and different environments when studying in the classroom and studying at home, which affects the enthusiasm of students. Teachers and students feel a burden on internet quotas, especially if they are in an area that is disturbed by signals, monitoring of child development is limited and teachers feel as free as in class.

The adoption of online teaching and learning has increased in recent years. From early timid experiments using a hybrid format to fully-fledged online offerings, institutions, and learners have come to recognize the possibilities of this Mode of Instruction (MoI) as a catalyst to democratize access to education. Online is now seen as a more inclusive MoI that aligns with contemporary living standards and that can be a more suitable solution for learners who need to balance work obligations and family commitments while skilling, reskilling, and upskilling to improve their career perspectives.

While online teaching and learning made significant inroads into the mainstream between 2010 and 2020, it remained a steady second to on-ground formats. This situation changed drastically in March 2020 with the sudden change to remote instruction necessitated by the COVID-19 pandemic. Due to public health restrictions imposed by governments, educational institutions across the world were required to close schools and deliver instruction through whatever remote means they had available (Moralista & Oducado, 2020). For some institutions, the situation meant a shift to an online learning environment that was already supporting their face-to-face instruction, while for others, it was more of an emergency intervention. In addition to technical considerations, teaching faculty were at various levels of skill in teaching remotely or online. The reality for most institutions was a diverse range of learner preparedness and learning preferences, institutional

culture and support, and the ability of teaching staff to up skills for the design and implementation of online teaching strategies.

In this sense, online teaching and learning became front and center in the strategic response to COVID-19 as institutions scrambled to create continuity for learners and consistency in helping them achieve their goals. As a natural reaction, strategies for effective online teaching and learning have had an unprecedented opportunity to evolve in support of this massive increase in demand. A new generation of instructors now sees online with renewed interest, and content areas that disregarded this MoI in the

past now recognize it as a suitable alternative. This chapter will delve into the most effective strategies in online teaching and explore how they factor into the success of online instruction.

SMAN1 Gorontalo is an educational institution that has participated in implementing online learning activities to overcome educational problems during the COVID-19 pandemic and participate in the handling of learning problems from home to prevent the spread of the coronavirus or COVID-19. All SMA and SMK in Indonesia simultaneously carry out learning activities at home, namely through online learning also known as online. In this case, the researcher proposed the title "The English Teacher's Strategies in Teaching English Online".

2. RESEARCH METHOD

This study uses a qualitative method with a phenomenological approach. Qualitative research with a phenomenological approach is research that investigates to understand and explore a phenomenon carried out by a person or group of people (Creswell, 2016; Moleong, 2014; Moustakas, 1994). In this context, understanding and exploring the strategies used by the SMAN 1 Gorontalo teachers in online learning to increase student interest in learning. The qualitative research was chosen to describe the English teacher's strategies for teaching online.

Two techniques have been used to collect the data in this study, namely: observation and interview. Researcher observation on 14 June 2022 at SMAN 1 Gorontalo. Four English teachers be observed. Then it observed the behavior and activities in one learning process. Then the researchers observed student responses to the online teacher's application of strategies in teaching English by online learning process and analyzed the learning process methods, observed classroom management, class interaction, assignments given by teachers, and other things that would happen in class. Then the researcher observed the students' responses to the implementation of the online learning strategy by the teacher in the learning process, classroom management, classroom interaction, tasks given by the teacher, and other things that happen in class.

On the other hand, the interview was the supporting step in data collection. The interview was the process of asking and answering orally by two or more people to exchange information and ideas Narbuko and Achmadi (2008, p.83). The researcher used structured interviews. The interview is expected to gain more information on teachers' knowledge, ideas, and perceptions about strategies for teaching English online. The interviews would be recorded by using an application recording on a smartphone.

Sugiyono (2011, p.92) claims that data reduction is to select, simplify, summarize, and concentrate the data that were collected. In this stage, the researcher collected the data to separate and choose the important things that related to this study. It has been choosing where the valid data and where the invalid. After that, the data were summarized and simplified to make the researcher got easy of describe the data. With the display of data, it is easier for researchers to conduct research. After that, there is a work plan after displaying data in the form of a narrative can also be in the form of graphics or a text table. Display data collected by category or applied groupings. Display data in qualitative research can use brief descriptions, charts, or the relationship between categories.

3. FINDINGS AND DISCUSSION

3.1 Findings

3.1.1 The Online Teaching Process

The implementation of online teaching was applied in all subjects. Especially in English subject because the pandemic of COVID-19 does not allow the teaching and learning process in face to face. The use of online learning brings various experiences for teachers in the teaching and learning process. Some teacher has their own strategies for teaching to reach the goals of their material. However, this pandemic does not support students to be 100% to attend school, but there is a policy that allows them to get in school. That is by getting the vaccinated first. It can be seen when participant 1 said "During the pandemic, use blended learning. That is, using methods and combining conventional education with a digital-based education system. Because during the pandemic it doesn't support students to be 100% in school. Thankfully, now students and teachers can go to school as usual for those who have been vaccinated."

According to the statement above teaching, learning is applied during the pandemic by using a method with a digital-based education system, as we know the digital-based education system can help teachers and

students during the teaching and learning process, because of they can reach the learning indirectly by using internet network than can be accessed from the cellphone and computer. Moreover, the teacher said that this strategy works because it makes learning easier to access anywhere by using the technology with the teacher's direction. It can be seen when the participant said "My opinion is that it works. Where students can learn from anywhere by utilizing technology as well as assisted by teacher directions."

However, now there is a policy from the government and schools that allow students and teachers to go to school by getting vaccinated first, then those who have gotten their vaccinated can join the class face to face in the school. Moreover, the use of online learning still cannot be said to be successful. Because there are still many obstacles during the implementation of this online teaching. For instance, some students have no cell phone or laptop, students have no data internet, and also students who live far away from the city have a bad internet connection. This becomes the challenge for teachers to find the best solution to solve this problem. It can be seen when Participant 2 stated "Since the pandemic, we have used our full online learning using Google Classroom. Indeed, in the beginning, there were many obstacles, including when students did not have cellphones or laptops, then there were also problems with data even if there was data or there were cellphones when children who lived far from the city were constrained by the network. So the content that we apply is difficult for students to fully accept in depth. Then we worked around it with Google Classroom, we already uploaded the material, then if I have a learning video, there are worksheets. However, we limited the assignment because we remembered the situation at that time. After that, there was a circular that learning could be done only with 25% of students, the remaining 75% at home. So we, from the curriculum, have two meetings a week. However, there are still obstacles in this learning, meaning that the material content is not fully conveyed". This statement shows that teachers still find obstacles during the learning process. Even though the learning was online and used a digital-based education system. Moreover, teachers still trying to find a solution to solve this problem by using several strategies that limit the assignment and only have two meetings a week.

Furthermore, those statements of teachers cannot be separated from the media used by teachers in the online learning process. According to the result of this research, teachers have mentioned the media used by them in the teaching and learning process as described in this section below.

1. **Quipper.** Based on the result of the teacher interview, the teacher said that Quipper is the one of media that is used in online learning, it is used in the learning process and for assignments. It can be seen when Participant 1 gave the statement " Social media is very useful to talk about in 2020, we use Quipper where the learning process can go through the application, also with assignments.....".
2. **Google Classroom.** The next media that is used by teachers in online learning is Google Classroom. It can be seen when Participant 2 gave the statement, "I use Google Classroom apart from that for assignment problems I use WA. For one of the class XII materials, there is ‘caption text’ material, so I give them an assignment there they can use their Instagram to make captions on pictures or videos." The teacher also added that the use of the media depends on the function of that social media. For instance, the Google Classroom used for the teaching and learning process is different from the assignment the media used by the teacher is WhatsApp, also social media like Instagram is used for other assignments with the material named ‘Caption text’. Furthermore, the next section is the facilities provided by the school in the implementation of online learning. The result of this research shows that there are two resources of facilities for this online learning those are from the government and the school.

3.1.2 The Facilities Provided by The School in The Implementation of Online Teaching

According to Participant 1, there are facilities to support this online teaching which are from the government and the school. The facilities that come from the government such as the free internet quota for the teachers and students that can use to access the internet connection. Moreover, the school provided some facilities to assist the online teaching process, which consist of a computer laboratory and the library that has a free internet connection which is can be accessed by students who have no cellphone or computer and also have no internet quota. This explanation was shown in data 1 when Participant 1 stated “Talking about government facilities giving free quota to students and teachers. but the school also provides facilities, for example, there are problems children such as their cellphones are broken, lost, or have no cellphones at all the school provides a computer lab or also in the library they can also access free wifi and there are also some teachers who help personally his students.”

3.1.3 Teachers’ Role in Creating an Interesting Atmosphere During Online Teaching

The role of the teacher in this section is really important. Based on the reality that faced by teachers in online learning there are big differences between online learning and offline learning. Which are on offline

learning teacher can control the students' activity directly, while in online learning teacher cannot do that because between teacher and the student are in a different place. In other words, the teacher only controls the students indirectly, with the result that the teacher cannot measure about how is students' understanding regarding the material also teacher cannot reach students to know do the students enjoying the material or not. Furthermore, the best way to solve this problem is by creating a good atmosphere with the material to get the students more interested in the material. The way for students to create fun online learning was described in these statements as follows.

The statement of Participant 1. "The way I do that, before doing the lesson, I have agreed with the students to be on camera during the lesson and then be active in discussions or ask opinions" (Participant 1). According to the statement above teacher agreed with the students by asking them to set on their cameras during the lesson and also asked them to be active in asking and giving opinions. Moreover, the purpose of asking the students to set on their camera is because the teacher can see their activity through the camera and also the teacher can control the students. Further, the next section of this research is about the obstacles faced by teachers in the online learning process in English subject. The data has been described as follows.

3.1.4 The Obstacles Encountered by Teacher During Online Teaching

According to the result of this research, there are some obstacles faced by teachers during the online learning process, especially in English subjects. One of the problems is about the quote internet problem. It can be seen from the data as follows.

Participant 1 "Of course, the first is a quota problem, the second is the network, the three students are sick, and finally, the students are lazy or asleep." The Internet quota becomes one of the problems faced by teachers in the online learning process. Separated from the facilities that provided by the government such as a free internet quota. In reality, not all the students get it. Also regarding the facilities from the school, students cannot access them for free because according to the policy from the government and school, only those who have been getting the vaccine can go to school, while in reality, not all students have gotten their vaccine.
The internet quota problem was also mentioned in the interview of Participant 3 as follows. "…..such as network problems, student quotas, especially those who don't have gadgets at all. The next obstacles is the students' attendance, this section will describe clearly to the data as follows.

3.1.5 Students' attendance

The process of online learning cannot be separated from the role of teacher and student. The efforts of the school to make the equality of learning are only for the target of learning as known as the student. But in reality, the biggest problem faced by teachers is about the students' attendance. Many students did not join the class, and also most of them turned off their cameras during online learning. It caused the teacher not to measure directly the student's understanding of the material. It can be seen when the participant 1 stated that.

"……the three students are sick, and finally the students are lazy or asleep" (Participant 1). Also added some utterances. `"….I prefer face-to-face learning, when we study we can directly see, and observe students directly, whereas during online learning we cannot unite directly, for example when there is homework we never know which homework is done by their parents or their friends. Then the second thing is that in online learning, for example, the teacher's cellphone keeps ringing for students to enter assignments even though they have been given a time limit on when they must be collected."

According to those statements, teachers complain about the students' attendance which is not as effective as in offline classes. Moreover, indirect interaction also becomes the biggest problem faced by students. As explained in the previous section, teachers said that they cannot control the students directly. For instance, they cannot accompany and guide students who do not understand the material because of the limitations of circumstances. Then most student choose to turn off their camera during online learning. It also caused the attendance of students in the class, because according to the data 1 from Participant 1, some students take sleep during the process of online learning. Also, most teachers added to their statements that they prefer to do the learning offline because of some reasons as explained in the previous data. However, Covid-19 still be a big problem for them to do the learning in offline because both teachers and students must fulfill the rules and regulations from the government.

3.2 Discussion

The result of this study shows that teacher gave information regarding their experiences during teaching in online learning. According to the result of this research, five parts will be discussed in this chapter such us, The online teaching process, The media used in online teaching, the facilities provided by the school, the teachers' role in creating an interesting atmosphere during online learning, the obstacles faced by teacher during online learning. Those of the findings will be discussed by using the theory from Sugiyono (2011).

The online teaching process. It means to know how is online teaching process is during the implementation. As a result of this research, most teachers said that this online learning running smoothly. Most of them apply this online learning with their strategy to reach their goals in the teaching process. Teachers said that both the students and them, same to reach online teaching easily, because their school already provided some facilities to help the teaching process. However, the implementation of online learning it is cannot be separated from the problems faced by the teachers in online teaching, most of the teachers said that even though the government and also the school have provided them with some facilities, they cannot ignore that they still need to give more hard efforts to this online learning. For instance, the students' attendance that never be 100% like in the offline class, they said it caused by several factors. Such a student chooses to turn off their camera with the result that the teacher cannot control which is the student truly joins the class or not, the next problem is there is no direct interaction between teacher and student, and it caused that the material not to be applied fully to students, etc.

Moreover, to solve this problem teachers have created a variety of strategies for online learning. Such as, agree with by asking students to keep turning on their cameras, also looking for an appropriate application that can use to be as media in online learning for collecting assignments there is a teacher who used the student approach during online learning by asking the students about what their problems during this online learning. And the result of their strategies shows that it was successful. According to Darmansyah (2010), The learning strategy is an act of organizing lesson content, delivering lesson content, and managing learning activities using various learning resources used by educators to encourage the achievement of an effective and efficient learning activity process. Then all efforts of teachers to find out the best strategies for online learning become the part of learning strategy because the purpose of the strategy is to create effective and efficient learning.

The Media that is used in Online teaching. The use of the media and application was separated from the function and teacher's needs. For instance, teachers use Google Classroom, Google Meet, and Zoom for teaching. Then used WhatsApp to collect students' homework. As a result of this research, some media are mostly used in online learning, for instance, Quipper, Google Classroom, and WhatsApp. Firstly, teacher 1 has explained that the use of applications such as Quipper is helpful in the online learning process. The teacher said the use of media is based on the function of each media. For instance, Quipper is used for teaching and learning. Another medium like WhatsApp is used to collect students' homework and assignments. This statement was also supported by other participants.

Furthermore, the use of this media is for helping teachers and students to access the material easily. That is why teachers must choose the best media that can help them. According to Hanum (2013), online learning or E-learning is a form of learning model that is facilitated and supported by the use of information and communication technology. E-learning has characteristics, namely interactivity, independence, accessibility, and enrichment (Rusman et al, 2011). Based on the explanation, it can be concluded that this online learning has a purpose to make students more independent and have more interaction even though there is no direct meeting between teacher and student. It is supported by Oknisih and Suyoto (2019) who stated that "The use of several applications can improve independent learning". Moreover, according to the result of this research, most of the participants gave a positive response to this media that is used in online learning.

Facilities provided by the school in the implementation of online teaching. This section aims to find out the facilities that are given by schools to improve the process of online learning. Because the process of online teaching cannot be separated from the role of school. And the result shows that most of the teachers gave good responses regarding the facilities provided by the school. Teachers mention that most facilities that are provided by the school, for instance, there is a computer laboratory and free internet connection or WIFI that can be accessed by both teacher and student.

Furthermore, the facilities provided by the school is come from the problems faced by students. For example, a computer laboratory is provided for a student who has no cell phone so they can use the computer to join the class. Also, free internet connection or wifi is provided for student who has no quota internet, and then they can use the Wifi from the school in order they can keep joining the class. Moreover, the facilities for online learning are not only provided by schools. But also, there is a policy from the government that is by providing a quota internet for both teachers and students. Then, there is no reason anymore for both teacher and student to not join the online learning class.

However, even though the school has provided online learning with most facilities, we cannot ignore that the internet connection still is a big problem during the online learning process. It can be seen when the online learning policy was implemented at SMAN 1 Gorontalo. Online learning has weaknesses when internet services are weak, and teacher instructions are poorly understood by students (Astuti & Febrian, 2019).

Teachers' role in creating an interesting atmosphere during online teaching. It aims to find out what are strategies used by teachers to improve students' interest in learning. In other words, it aims to find out how teachers create a fun class to make students more attractive in online learning. The result of this research shows that only one of four participants gave and response to this question. That is by agreeing with students before the class starts. The agreement is that students must turn on the camera from the beginning until the end of online learning. Also, the teacher asked the students to be more active in the class by asking and giving their opinions regarding the material that was given by the teacher. Based on the result of the analysis teachers faced two problems in online teaching, such as internet quota and student attendance. Each of these was described as follows.

3.2.1 Student has no internet quota

According to the interview with the teacher, it can be seen when the teacher said that the policy from the government such as free internet quota is less efficient because not all students get that facilities. Moreover, online learning needs an internet quota to get internet which is used to access the media in the learning process, the impact is students cannot join the class and also do not get the lesson. Whereas the teacher has a responsibility to instruct regarding the materials through the teaching process. Also, the obstacle to online learning was the internet connection. It is hard to connect with students during online learning with a bad internet connection. Then it caused a decrease in student attendance and also teachers hard to measure the ability of students through online learning tests. Further, the facilities provided by the school such as computers and free internet connection also become a big problem, because based on the reality not all the students can go to school, it is because there is a policy from the government that requires the student to get the vaccine first before they go to school.

3.2.2 Student's attendance

Most of the participants have stated the same thought that during the implementation of online teaching, the students' attendance cannot be 100%. Some so many students do not join the online class, and most of them come from students who turn off their cameras from the beginning until the end of the online learning. The teacher said that it was really hard for them to make sure which students were staying in the online class or not. Because there is no direct interaction and caused the teacher cannot control them as well as in the offline class. Further, the teacher also stated that there are so many students who choose to sleep during the process of online learning. It caused the material cannot be delivered well to students because it same as they did not come to the class.

Besides that, the teacher also stated that to be more prefer offline classes, they hope that can joining the class offline. Because they think that offline learning is more effective than online learning. However, the situation and conditions still do not allow them to do the class offline, then in the result of this research shows that teachers have made a good strategy in online learning, such as agreeing with students before the class starts, asking the student to turn on the camera and be more active in the online class, gave students some games, choose the best media for learning, and create a fun online learning class in order student can be more attractive with the material.

3.2.3 Teaching strategies used by the teacher

The teaching strategies used in online learning were chat only (Google Classroom and Quipper). The first strategy is Google Classroom. Google Classroom is a part of Google company that could be the one of media in the online learning process. By using Google Classroom teachers and students can do the learning process even in the different places and long distance areas. In addition, Google Classroom provides more convenient access for teachers and students to give materials and submit assignments also for checking student's attendance. Besides that, the teacher also used WhatsApp as media in the learning process. In this case, the teacher used WhatsApp to inform students of assignments in Google Classroom. This way creates good communication between teacher and student. So that teachers still can teach the students at a distance and students can learn from it.

The next strategy used by the teacher is Quipper. Quipper School is a free digital school platform. Through this platform, teachers can send and manage learning materials, exams, and student grades. Students can easily do homework, assignments, and exams online. Because the problems of students are about the understanding of the material, teachers think that sometimes the teaching and learning process cannot be reached because there is no direct instruction from the teacher. So that sometimes this strategy cannot be operated as well as the hope of the teacher. Therefore, based on the interview with the teacher to avoid this problem, teachers also used agreement strategies with students. Which was teacher informed the students about what should they do in the next material, and also asked students to be more active in asking and questioning material. In agreement strategies teacher gave the material before the class started, so that students have so

much time to learn it first before the online learning process. Moreover, agreement strategies gave convenient learning because the teacher asked students to set on the camera during the learning process. So that students get the main of the materials and the teacher can still control students during the learning process. According to Waterloo University, "Learning contracts give ownership to students over their learning at the outset of a project or class, they prompt students to reflect on how they learn, and they establish clear goals and project timelines. For instructors, learning contracts serve as an outline for independent study units and as tools to aid evaluation." In other words, the student has a responsibility to the learning regarding to an assignment and other consequences, because there is an agreement before the class starts also students have no more excuses for not submitting assignments.

4. CONCLUSION AND RECCOMENDATION

4.1 Conclusion

Generally, online learning was applied during the Covid-19, but the condition does not allow the process of learning to be offline or face-to-face. This situation become a challenge for our government especially for schools to find out the best way to solve this problem, which is to make learning keep running even though there is indirectly. Then the implementation of online learning becomes the solution to this problem. Moreover, teacher have given their response to online learning, and most of them said that the strategies used by them were successful.

However, they cannot ignore that there are still a lot of obstacles faced by them during this online learning. Most of the problems that mentioned by teachers are about students' attendance that cannot be 100% which causes the goals of learning not to be achieved, the second problem is there are some student who has no cell phones. As explained in this research, to get the facilities from the school both student and teacher must get their vaccine first. In other words, the facilities provided by the school only can be accessed by those who have been vaccinated. Further, there are so many strategies to support online learning such as by using Google Classroom and Quipper and also agreement with students. The fact is the biggest problem in this case is the access that is constrained by the bad internet connection and internet quota for students. Moreover, teachers stated that they prefer offline classes because of some reasons. For instance, they need an interact directly with students in order they can control and measure about student understanding of the material. Further, the teacher stated that this online learning can turn offline by looking at the pandemic covid-19 situation. If the condition is become good then the class can change to offline.

4.2 Recommendation

This research is recommended to teachers and lecturers. To find out information about what are the problems faced by teachers during the implementation of online learning in English subjects. Moreover, teachers and lecturers can make a big consideration about what is the best solution to the problems faced by teachers in online learning in English subject. Furthermore, for students, this research can be motivation so that they can be more realize how is important online learning during COVID-19 and also can build up a braveness to give their suggestions and what they need in online learning. Then this research recommends who will use online learning for this research to become the references.

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