



The Analysis Of English Teachers' Strategies On Online

Classes During Covid-19 Pandemic

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ABSTRAK

Penelitian ini bertujuan untuk mengetahui jenis strategi pengajaran bahasa Inggris dan manfaat penggunaan strategi pada kelas online di Mts. Nurul Aeyn Asadiyah. Kampung Baru pada tahun ajaran 2020/2021. Penelitian ini menggunakan pendekatan deskriptif kualitatif, penelitian ini melibatkan dua orang guru bahasa Inggris, Adapun instrumen pengumpulan data menggunakan wawancara, observasi dan dokumentasi. Hasil penelitian menunjukkan bahwa ada beberapa jenis strategi guru bahasa Inggris yang digunakan pada kelas online melalui media WhatsApp di Mts. Nurul Aeyn Asadiyah Kampung Baru, adalah sebagai berikut: 1). Strategi langsung (ceramah dan pertanyaan didaktik); 2). Strategi tidak langsung (pembelajaran inkuiri); 3). Strategi interaktif (penugasan kelompok); 4). Strategi empirik (bermain game); dan 5). Strategi mandiri (Pekerjaan rumah). Strategi pengajaran tersebut bermanfaat terhadap guru dan siswa, diantaranya: 1). Strategi pengajaran lebih efektif dan fleksibel dalam menyampaikan materi dan mampu meningkatkan pengetahuan siswa; 2). Untuk mengetahui pengetahuan dan pemahaman siswa agar mereka berpartisipasi aktif dalam kegiatan pembelajaran; 3). Meningkatkan kerjasama antar siswa; 4). Siswa lebih aktif tidak bosan dan tertarik pada kegiatan belajar; dan 5). Meningkatkan pengetahuan siswa dan kemandirian siswa.

Keywords:

English Teaching Strategy, Online
Learning

The aims of this research are to find out kind of English teaching strategies and the advantages of these strategies on online classes at Mts. Nurul Aeyn Asadiyah Kampung Baru in academic year 2020/2021. This research used descriptive qualitative approach and involved two English teachers as the participant, while the instrument used to collect data were interview, observation and documentation.. The result of this research shows that there are several kind of English teachers' strategies used on online classes via WhatsApp at Mts. Nurul Aeyn Asadiyah Kampung Baru, were as follows: 1). Direct strategy (lecture and didactic question); 2). Indirect strategy (Inquiry learning); 3). Interactive strategy (group assignment); 4). Experiential strategy (playing games); and 5). Independent strategy (Homework). Strategies used by the teachers are beneficial for both teacher and students, were as follows: 1). Teaching strategy is effective and flexible way in conveying the material and able to improve students' knowledge; 2). To determine students' knowledge in order that they actively participate in learning activity; 3). Increasing cooperation between students; 4). Students more active not getting bored and interested in learning activity; and 5). Increasing students' knowledge and students' independency.

INTRODUCTION

The pandemic of *Corona Virus Disease* (COVID-19) situation has affected almost all aspects of human life, especially in the field of education. To break the chain of transmission of the virus, the Ministry of Education and Culture has not allowed local governments to open educational institutions. As in the circular letter has been issued by the Ministry of Education and Culture Circular Number 15 of 2020, in order to fulfill the rights of students to get educational services, the learning process is carried out through the implementation of learning from home or doing online learning. According to Insani (2021) online learning is not easy to do, it becomes a new challenge for both students and teachers to run online learning because it differs almost 80 degrees from face-to-face learning. Teaching strategy is a specific action taken the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations. Teaching and learning activities are closely related to the process of seeking knowledge. Islam places great emphasis on the importance of knowledge and describes teaching and learning activities based on the word of Allah as follows:

﴿ وَاللَّهُ أَخْرَجَكُمْ مِنْ بُطُونِ أُمَّهَاتِكُمْ لَا تَعْلَمُونَ شَيْئًا وَجَعَلَ لَكُمُ السَّمْعَ وَالْأَبْصَارَ وَالْأَفْئِدَةَ ۗ لَعَلَّكُمْ تَشْكُرُونَ ۝ ٧٨ ﴾

Translation:

“And Allah has brought you forth from the wombs of your mothers, you did not know anything and He gave you hearing and sight and hearts that you may give thanks” (QS. An-Nahl/16:78)

From this verse it can be understood that in the beginning humans did not have knowledge or did not know anything, then learning is a change in individual behavior and knowledge. The use of appropriate strategies used by teachers will affect the quality of learning. This is due to the online learning, the teacher's confession that they experienced a little difficulty in implementing online classes because learning in a suddenly and completely unprepared situation due to the COVID-19 pandemic which at first was conventionally class, face to face in the classroom and then transferred into online learning, the teacher must directly apply appropriate teaching strategies based on their abilities and experiences.

Online learning certainly has advantages and disadvantages. The advantages of online learning include students are more flexible in learning, the place can be conditioned depending on the situation and conditions, and students are freer to determine and find learning resources by accessing the internet. The disadvantages are that students cannot socialize with other students and their teachers in real terms. The online learning is a learning environment that uses internet and web-based technology in accessing learning material and also as a learning resource in order that learning interactions occur between students or with teachers in a flexible manner.

Teachers surely have to apply online classes in conveying English learning material, therefore the teaching and learning process can keep going. Teaching and learning English in the field of education is very important, this is because English is still foreign language and has becomes a compulsory subject from elementary school up to university in Indonesia. And the most important, English is a global language that is widely used all over the world. It means that through mastering English, people can easily access or communicate with everyone in another country. Teaching English as a foreign language is quite a complex task for a teacher because teaching language learning should be more fun and enjoyable for students to learn in achieve learning goals. Teachers need to have effective teaching strategies in order for students to grasp better in learning English. The use of teaching strategies contributes to the comprehension of language learning.

METHOD

The researcher conducted a qualitative approach and used a descriptive qualitative method. According to Creswell (2009), qualitative research is a means for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. Descriptive qualitative method is a research procedure which produces written and spoken descriptive data of research that is possible to observe. Relating to the aims of this research those are to describe the teachers' strategies used by English teachers in teaching and learning process in the online classes. The source data of this research is taken from the participants. The researcher involved two English teachers as participants to analyze their English teaching strategies on online classes during COVID-19 pandemic at Mts. Nurul Aeyn Asadiyah Kampung Baru in academic year 2020/2021.

In this research, the researcher conducted the research using interview, observation and documentation to obtain the accurate data.

1. Interview

Interview is used to gather information regarding an individual's experiences and knowledge, his or her opinions, beliefs, feelings and demographic data. The researcher had been using structured interviews and direct interviews in which the researcher needed to follow a formalized list of questions. The interview questions are formulated based on Saskatchewan education 1991 theory that teaching strategy affected by five aspects in selecting teaching strategy, namely, teacher (teacher's own experiences, knowledge and ability in managing class), student (students' behavior, interest, learning achievement, grade level and class composition), time (adjusting time in teaching), cost (strategies vary as to physical equipment and teacher find difficulties supplies required) and environment (classroom environment and media that used in teaching). It consisted of 10 open-ended questions to find out the kind and advantage of

teaching strategies used by English teachers on online classes. It is also conducted in Indonesian to ensure better understanding.

2. Observation

Observation is used for giving description of data which is needed in the research. Observation as a tool of research requires systematic and careful examination of the phenomenon, it gives a description about what teachers do in the class. The researcher used observation checklists as the instrument related to teachers' activities and utterances during the classroom. The researcher attended and joined the online class via WhatsApp group then observed the teaching and learning process with completing the observation checklists.

3. Documentation

Documentation comes from the word documents, which means goods written items. The researcher to obtain data in the form of photos which would be evidence that the researcher properly conducted the research. In this case, the researcher taken a note, recorded-audio, taken photographs, teachers' document such as lesson plan and a screenshot chat in *WhatsApp* group and other applications as online teaching media that teacher used in conveying their lesson, it used to see the suitability of the material presented in the lesson plan the material presented in the class, as a proof of teaching learning activity on online class.

RESULT

1. Interview Data

Interview was conducted and involved two English teachers. During the interview, the researcher prepared an interview guide and recorded the conversation by using a smartphone in order to make easier data analysis. According to the result of interview, there are several kind of teaching strategies and advantages of teaching strategies used by English teachers, as follows:

a) Kind of Teaching Strategy

1) Direct strategy

Based on the results of interviews that researchers have conducted, English teachers use direct explanation teaching strategies by recording audio explanations of the material. The following are the result of interview:

Extract 1

According to teacher 1, he said:

*“Strategi yang saya gunakan pada saat pembelajaran online adalah **menjelaskan melalui rekaman audio**. Saya menulis Bahasa Inggris beserta artinya saya merekam diri saya sendiri sebagai guru, dan mengirim ke siswa materi yang saya rekam”*

*“The strategy I use when online learning is to **explain through audio recording**. I write English and its meaning I record myself as a teacher, and send to students the material I recorded”*

Based on interview, the 1st teacher applied direct strategy (lecture) in teaching process, for example, the way of teacher in conveying English subject he explained directly to students. He recorded his voice and sent via *WhatsApp*, the teaching and learning process take place although on online classes. In this case, the teacher conveyed material in a structured format and guided students.

As for the results of interviews with teacher 2, which also uses a direct strategy. The following is the teacher's 2 statement:

Extract 2

According to teacher 2, she said:

“Media yang saya gunakan, gambar atau video dan menyuruh siswa untuk menebak “what picture do you see?” apa yang dimaksud pada video ataupun gambar tersebut kemudian siswa menjawab melalui aplikasi WhatsApp”

“The media that I use, pictures or video and tell students to guess “what picture do you see?” what is meant in the video or picture, then the students answer via the WhatsApp application”

Based on the interview, it can be ignored that the 2nd teacher explained the learning material directly with the assistance of visual media, namely images or videos. This is a classroom interaction between teacher and students directly in online classes. Teacher asking students directly about what is discussed in the video and student directly answer the teacher's question, this strategy is called didactic question based on theory of Majid (2017)

2) Indirect Strategy

The strategy used by teacher 2 based on the results of the interview is an indirect strategy, namely inquiry learning, the following is an excerpt from the interview:

Extract 3

According to teacher 2, she said:

“Saya juga merekam suatu dialog expression dan menyuruh siswa menulis dan mentranslatenya ke Bahasa Indonesia”

“I also recorded a dialogue expression and asked the students to write and translate it into Indonesian”

Based on the interview on extract 3, the teacher sent an audio recording and students were ordered to write and translate the words that the teacher had spoken. Based on Majid (2017) It can be seen that the teacher used indirect strategy in the learning process, involving the ability and understanding of students regarding the knowledge of translating and listening carefully to an expression that the teacher has previously expressed. This is called inquiry learning.

3) Interactive Strategy

Based on interviews that have been carried out with teacher 2, the teacher applies an interactive strategy, namely group assignment. The following is the result of interview:

Extract 4

According to teacher 2, she said:

*“Pemberian **tugas kelompok** yakni berupa percakapan atau dialog kemudian dikirim melalui whatsapp”*

*“Giving **group assignments** in the form of conversations or dialogues and then sending them via WhatsApp.”*

The results of the interview show that the teacher used interactive strategies related to group assignments. Interactive learning emphasizes discussion and sharing among students. Discussion and sharing allow students to react to ideas, experiences, approach and knowledge of the teacher or his friends and to develop alternative ways of thinking and feeling. Based on teacher interviews, the advantage of this strategy is increasing cooperation between students and being able to practice speaking skills. The teacher groups students into several groups to work on the project and then sends the task according to the predetermined schedule. Students working on a task through cooperation in a group is classified as an interactive strategy.

4) Experiential Strategy

The result of the interview showed that teacher 2 applied experiential strategy. The following is an interview about the use of experiential strategy.

Extract 5

According to teacher 2, she said:

*“Saya menggunakan **strategi play games**, supaya siswa lebih tertarik tidak mudah bosan dalam mengikuti pembelajaran, kan belajar sambil bermain”*

*“I use the **play games strategy**, so that students are more interested in not getting bored easily participating in learning, learning while playing”*

Based on the teacher interview, she used an experiential strategy in the teaching process through the use of playing games and this strategy increasing the participation of students, in order that they are more interested in learning. Experiential Learning strategies through student-centered and activity-oriented experiences which aims to build students' knowledge through direct experience. The advantages of this strategy include increasing students' participation and increasing the critical thinking of students. Based on the results of interviews with teachers, the benefits of implementing this strategy are student being more active, not getting bored and interested in learning.

5) Independent Strategy

The following was the interview teacher about independent strategy used by teacher 1 in the teaching process.

Extract 6

According teacher 1, he said:

*“Saya memberikan **tugas**, saya meminta ke siswa untuk mengikuti apa yang saya katakan pada rekaman tersebut sampai lancar”*

*“I give them **assignment** and I ask the students to follow what I said on the recording until it was fluent”*

Based on interview on extract 6, the teacher used independent strategy. The teacher given assignment/homework to students to see the extent to which students understand the learning material. Independent learning is a learning strategy that aims to build individual initiative, independence, and self-improvement. The focus is on study planning independently by students with the assistance of teachers. Teacher instructed students do the task of memorizing vocabulary words and their meanings then sent in the form of video via personal chat.

b) Advantages of Teaching Strategy

1) Direct Strategy (Lecture and Didactic Question)

According to teacher 1 the advantage of direct strategy. This is effective way in conveying the current material in order that students more flexible in asking questions.

Extract 7

According to teacher 1, he said:

*“Mengapa saya menggunakan strategi tersebut saya rasa dalam pembelajaran online itulah strategi secara **efektif**, siswa lebih **leluasa dalam bertanya** terkait pelajaran”*

*“Why do I use this strategy I think in online learning that is a strategy **effectively**, students are more **flexible in asking questions** related to the lesson”*

According to teacher 1, the use of strategy to explain the material in detail using audio recordings and directing students to pay attention to the explanations given. Then adjusted to the book pages contained in the textbooks, that is the appropriate and effective strategy in online learning at this time, this also provide opportunities for students ask directly about the material that has not been understood.

Extract 8

According teacher 2, she said:

*“Hal ini dapat **menambah informasi dan pengetahuan** siswa dalam menganalisa gambar ataupun video”*

*“This can **add to the information and knowledge** of students in analyzing images or videos”*

The advantage of direct strategy according to teacher 2 is add insight the knowledge and information obtained by students through analyzing the material that the teacher has delivered.

As for teacher's 2 statement, the use of strategies to explain the material directly through online classes is a strategy that is able to increase students' knowledge and can add information related to the lessons learned. In this case students are able to analyze images and videos present through online classes.

2) Indirect Strategy (Inquiry Learning)

According to teacher 2, there are advantages of indirect strategy to determine students' knowledge. as follows: (a) encouraging interests and desires of students, (b) creating alternatives and solve problems, (c) encourage creativity and development of interpersonal skills and other abilities, (d) better understanding, (e) expressing understanding. Based on teachers' interview, teachers apply indirect strategy which is inquiry learning, namely students to ask questions, conduct investigations or research independently to gain knowledge.

Extract 9

According teacher 2, she said:

“Saya juga merekam suatu dialog expression dan menyuruh siswa menulis dan mentranslatenya ke Bahasa Indonesia, agar kita tahu bahwa kemampuan pemahaman siswa sampai dimana”

“I also recorded a dialogue expression and asked the students to write and translate it into Indonesian. In order that we **know the students' understanding and their ability.**

Teacher 2 used an indirect strategy in the form of recorded conversations about dialogue expressions, then students are directed to translate into Indonesian. This is to determine the ability of students to understand the material that has been studied, in order they actively participate in learning activity.

3) Interactive Strategy (Group Assignment)

Based on interview with teacher 2, the following are the advantages of the learning strategy for giving group assignments. The advantages of interactive strategy, students are given more opportunities to involve their curiosity about the object to be studied and train students to express curiosity through the questions posed by the teacher. This strategy is increasing cooperation between students and able to practice speaking skills.

Extract 10

“Siswa lebih mudah dan lebih percaya diri dalam berinteraksi antar teman dan dapat melatih kemampuan speaking siswa. Strategi tersebut dapat meningkatkan kerjasama antar siswa”

“Students are **easier and more confident in interacting with friends** and can **practice their speaking skills.** This strategy can **increase cooperation between students”**

Based on the strategy of working on group assignments given by the teacher 2 about conversational material, being able to increase cooperation in teams, then the strategy is also able to train students' abilities and confidence in speaking using English.

4) Experiential Strategy (Playing Games)

According to the result of interview with teacher 2, the advantages of using playing games, as follows: The Advantages of learning is not solely oriented towards mastering the material by memorizing facts that are present in the form of information or subject matter. With this concept, learning outcomes are expected to be meaningful for students

Extract 11

According to teacher 2, she said:

“Saya menggunakan strategi play games, supaya siswa lebih tertarik tidak mudah bosan dalam mengikuti pembelajaran, kan belajar sambil bermain”

*“I use the play games strategy, so **that students are more interested in not getting bored easily participating in learning**, learning while playing”*

Interview that has been conducted with teacher 2, The teacher applied playing games in teaching activity. The activities facilitate fun for students. The main goal is to provide scientific benefits to learners in order to stay focused and awake. This strategy increases the participation of students, increases the critical nature of students, improves the analysis of students, and can apply learning to other situations, in order that they stay focus in learning process.

5) Independent Strategy (Homework)

Based on teacher interview, the advantages of independent strategy used by the teacher 1 are to increase student knowledge regarding the use of vocabulary and then be able to train students' independence and understanding of the material.

Extract 12

According to teacher 1, he said:

*“.....untuk memastikan siswa betul menghafal hal ini **melatih daya ingat siswa dan mampu menggunakan kosa kata tersebut di kehidupan sehari-harinya. Manfaat selanjutnya siswa lebih cermat dan kreatif dalam memahami pembelajaran dan mengerjakan tugas**, meskipun tidak bertatap muka mereka mampu mengerjakan tugas sesuai dengan intruksi saya. Banyak manfaat lain misal, siswa mampu **belajar secara mandiri untuk menentukan jawaban atas tugas-tugas yang diberikan**”*

*“....to ensure that students memorize properly, this **trains students' memory** and is able to use the vocabulary in their daily life. The next benefit is that students are **more careful and creative in understanding learning and doing assignments**, even though they are not face to face, they are able to do assignments according to my instructions. There are many other benefits, for example, students are able to **learn independently** to determine answers to given assignments.”*

Teacher 1 applies an independent strategy, namely homework to memorize basic vocabulary. This strategy is able to train students' memory, therefore they can use the vocabulary in their daily life. In addition, with the work of assignments, even though online learning, they are more creative in utilizing technology, namely students are more independent in finding answers.

2. Observation Data

The observation had been done for two meetings on online classes via *WhatsApp* as a media in conveying teaching and learning process.

a) Observation Result of Teacher 1

Based on the results of observations two meetings with teacher 1, the researcher found that the teacher 1 carried out teaching activities in online classes, namely through chat in *WhatsApp* group classes. The activity is in the form of preliminary activities such as greetings when starting learning and attending students list, the main activity is an explanation of learning material that is easy for students to understand, while the closing activity is giving assignments. The activities carried out by the teacher is accordance with the lesson plan, namely activities that are arranged in a coherent manner, as well as material on pronunciation of vocabulary with singular and plural nouns.

From the observation, the researcher found some of teaching strategies used by the English teacher. The first strategy is direct strategy. The teacher 1 in conveying English subject at grade 7th by explained the material about "This is my world" this material can help students in mastering vocabulary. He has carried out learning activities by preparing students to join the class *WhatsApp* group. Then he did the teaching by explaining the material by audio recording and sending it to the class group. The teacher also reviews the learning material and gives students the opportunity to ask questions about material that has not been understood, it is intended in order students better understand the content of the material.

The second strategy is independent strategy. After the teacher explains the learning material, students write down the material based on teacher instruction. The next step, gave individual assignments to students in the form of memorizing noun vocabulary with correct pronunciation and sending assignments in video form via personal chat.

b) Observation Result of Teacher 2

Based on the teaching activities of teacher 2 which the researchers observed during two meetings. The researchers observed learning activities in the 8th grade through chat *WhatsApp* group. As for the learning activities carried out by teacher 2, including preliminary activities by greeting, attending to students, and motivating students. The next

step is the core learning activity, which contains daily conversation material, as well as closing activities that run smoothly, the teacher closes by giving assignments and conversational practices. The activities carried out are in accordance with the teacher's lesson plan. Based on observation had conducted with teacher 2, there are several teaching strategies used by the English teacher, as follows:

The first strategy is direct strategy, the teacher teaching in grade 8th. She explained about "dialogue" this material refers to daily conversation in English and encourage students' speaking skill. Teacher provides explanations to students using visual media, namely sending videos through the *WhatsApp* group related to dialogues or conversations between friends about tourist attractions. At the next meeting, the teacher conducts a review and didactic question, namely the teacher reviews the learning that has been learned and the teacher also gives students the opportunity to ask questions in order that students understand more about the learning topic.

The second strategy is indirect strategy, based on observations, the researchers observed that the teacher conveys learning by recording voice and sent it to class and instructing students to write and translate the expressions spoken by the teacher from English to Indonesian. This activity is called inquiry learning.

Teacher 2 also uses an interactive strategy, the steps taken by the teacher is giving group assignments. Students are divided into several groups and then have a conversation with their group friends by choosing free themes, clear pronunciation and intonation. The conversation assignments will be collected in video format via private chat with the teacher based on a predetermined time.

DISCUSSION

As the findings have been described by the researcher above, the selection of the teaching strategy used by the teacher is affected by five factors according to Saskatchewan (1991) , as follows: teacher (teacher's own experiences, knowledge and ability in managing class), student (students' behavior, interest, learning achievement, grade level and class composition), time (adjusting time in teaching), cost (strategies vary as to physical equipment and teacher find difficulties supplies required) and environment (classroom environment and media that used in teaching). Based on the research that has been done, it can be concluded that there are 6 types of strategies used by English teachers, two strategies from teacher 1 and four strategies from teacher 2. This is influenced by different teacher experiences, besides, this is also influenced by the learning environment through online, there are many obstacles that affect the learning process, for example internet quota and internet network stability. In online learning, the

kind of strategy that is often used by English teachers is direct strategy. This is because the teacher plays an active and main role in the learning process. Teachers guide students in creating online learning spaces to make them more interesting. In addition, teachers still involve students' activeness in the online learning process, such as giving assignments both individually or group and attracting students' attention to the application of games, teacher also evaluates or reviews learning well in order to be able to know the development of student knowledge.

Researcher has been found strategies used by English teachers, including lectures, didactic questions, group assignments, playing games and homework. As for the results of interviews with teachers, the advantages of these strategies to expand students' information and knowledge to actively participate in learning activity, increasing cooperation between students, students' independence, and then encourage students' motivation and interest to participate in learning process.

CONCLUSION

After conducting the research and analyzing English teachers' strategies on online classes during the covid-19 pandemic at Mts. Nurul Aeyn Asadiyah Kamp. Baru, it can be concluded that the purpose of teaching strategy is the realization of efficiency and effectiveness of learning activities to achieve learning goals.

Based on the results of research that researcher has done, The researcher found five types of strategies applied by English teachers in implementing online teaching, among others; a). Direct strategy regarding to this strategy, English teachers applied lectures and didactic question to effective way in conveying the current material content. b). Indirect strategy, English teachers implemented inquiry learning. c). Interactive strategy, English teacher applied group assignment in teaching activity. d). Experiential strategy, English teacher engaged playing games, and e). Independent strategy, English teacher bring of this strategy by giving assignment/homework.

The choice of strategy is accompanied by the specific reason. The following are the advantages of the strategies used by the English teacher in implementation online classes: a) English teachers applied lectures and didactic question to effective way in conveying the current material content in order that students more flexible in asking questions and this strategy able improve students' knowledge. b) English teachers implemented inquiry learning. The advantages of inquiry strategy to determine students' knowledge in order that they actively participate in learning activity. c) The used of group assignment able increasing cooperation between students. d) the applied of playing games established students more active not getting bored and interested learning activity, and e) English teacher engaged students'

assignment/homework can increasing student knowledge and then be able to train students' self-improvement and independence in completing the task.

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