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ANALYSIS OF TEACHER'S STRATEGIES ON ENGLISH ONLINE LEARNING DURING COVID-19 PANDEMIC AT TENTH GRADE OF MAN 4 AGAM

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Agam. In collecting data the researcher used interview, observation and documentation. The data analysis technique used in this study was from Miles and Huberman, namely data reduction, data display, and conclusion. The results showed that the process of learning English in the tanth grade of MAN 4 Agam uses a hybridlearning system where online and offline are carried out simultaneously or alternately according to the situation and condition. Unstable internet connection and lack of students motivation are obstacles that must be faced. In addition, teachers and learning media used are WhatsApp Group and Google Form. The learning strategies used in online English learning are listening through story, cloze procedure, question generation, gueesing from context,games , and CIRC.
(172 Words)

KEYWORDS

English Online Learning, Teaching Strategies, Covid-19

INTRODUCTION

The COVID-19 pandemic has affected the learning system in Indonesia, so it also affects teaching strategies. Before the COVID-19 in Indonesia, the learning system has conducted in a conventional way where teachers taught students face-to-face. After COVID-19 began to develop in Indonesia, the government banned activities that caused crowds. It closed all public facilities nationwide, including schools, so that learning was transferred to online learning so that the spread of the virus did not get more comprehensive (Sa'diah, Mujahidin, & Hartono, 2020). Teachers and students carry out the learning process at home, including learning English via the internet or application.

The unexpected adjustment of learning in Indonesia has a tremendous impact on learning English. There is no preparation for the changing learning system, such as adjusting the learning schedule, methods, and media. Teachers and students are also required to understand technology-based learning media (Ajmal, 2020). The teacher must also be creative and skilled in designing the material to make it look more attractive so that students are motivated to learn (Nazarenko, 2015).

According to Allen el al. in Markova el al. 2017, online learning can be more effective than conventional learning; the teacher must also be creative and skilled in designing the material to make it look more attractive so that students are motivated to learn (Markova, Glazkova, & Zaborova, 2017). This can happen if the supporting indicators for learning English online are maximal. Online learning also has positive benefits such as having new electronic learning methods, electronic learning media such as the internet and applications, learning time management, and improving new skills (Kitishat, Al Omar, & Al Momani, 2020).

Online English learning has the same goals and targets as conventional learning, to understand and apply the language that has been given in their lives. As a result, numerous indicators, including learner support, learning design and organization, content design and delivery, student-teacher and student-student interaction, and assessment, must all be met for learning objectives to be met (Joosten & Cusatis, 2019).

Online learning is not limited to time, place, or classroom (Fatoni, et al., 2020). Online learning is fun, efficient, short, fast, precise, safe, easy, time-saving, energy-efficient, and feels more relaxed (Sa'diah, Mujahidin, & Hartono, 2020). Many subjects can be accessed currently via the internet, including English.

There are many positive impacts of English online learning, but that does not mean that learning English online does not have a challenge with many of the conveniences and benefits that have been described. Preparation of learning materials is quite time-consuming; it is more challenging to evaluate online learning than face-to-face learning. It can only be objective examinations that students often consider easy, and an unstable internet connection is a challenge for online learning (Kitishat, Al Omar, & Al Momani, 2020). English is a global language used in education and popular media (Nunan, 2013). Language systems, language skills, finding better ways to study, exam strategies, working with and learning about other people are all part of learning English (Scrivener, 2011).

The English teachers should have some strategies to improve students' English skills. It is a challenge for all English teachers to find effective interactive strategies and adapt to online learning classes to achieve English learning objectives in reading, listening, speaking, writing, and grammar. Strategy comes from the ancient Greek term *strategia*, meaning generalship or the art of war. The teacher's strategies assist in the acquisition, garage, retrieval, and use of records. According to Oxford, teaching strategies are acts made by using the student to make getting to know simpler, quicker, greater gratifying, more self-directed, more powerful, and extra transferable to distinctive conditions (Oxford, 1990). Teaching strategies support students in mastering required course facts and growing viable future goals. Teaching strategies discover the numerous feasible learning techniques to construct a good plan for coping with the chosen goal organization (Sarode, 2018).

There are some types of English Teaching Strategies, that are: 1) listening: listening through story, listening through Think-Pair-Share, listening through Problem-Based Learning, listening through news item by using cloze procedure, RIDDER (reading, imagine, describe, evaluate, read-on, and dramatize), listen for lies games; 2) speaking: survey, debate, role play, panauricon, concept cartoon; 3) reading: DRTA (direct reading and thinking activity), anticipation guide, reciprocal, question generation, SQ3R (survey, question, read, recite, and review), CIRC (cooperative, integrated reading and composition); 4) writing: mind maps, TAD (transition, action, and details), PLEASE (pick your topic, list your ideas about the topic, evaluate your list, activate the paragraph with topic sentences, supply supporting sentences, end with a conclusion), POWERS (pre-writing, organizing, writing, editing, revising, and sharing), guided writing through symbol, descriptive movie; 5) vocabulary: keyword pictorial, guessing from context, semantic mapping, after reading card game, and interactive word wall; 6) grammar: mistake buster, EEE (exploration, explanation, and expressing), songs, student generated stories, tell me how game; 7) pronunciation: connected speech, games, poems, voice quality, and tongue twister (Ratminingsih, 2017).

According to Zu el al., In December 2019, a severe acute coronavirus 2 (SARSCoV2) respiratory infection developed in Wuhan, Hubei Province, China, and spread throughout China and abroad. Coronavirus disease (COVID19) is a new virus that humans have never seen. Coronavirus is a zoonotic disease (which can betransmitted between animals or humans) (Zu, et al., 2020). In line with Suryaman, the COVID-19 pandemic impacts many components, together with academic lifeudents' parents, students, and the learning method, because teachers answerable for instructing students can not prevent (Suryaman, et al., 2020). Teachers ought to find suitable methods to sell the instructional and social feelings of gaining knowledge of the procedure. Teachers must be able to manipulate classrooms in online learning. Teachers are becoming increasingly modern in packaging teaching materials, and they are becoming more creative in developing studying strategies to draw students' enthusiasm. Nevertheless, when imparting this online learning tool, it needs to be adjusted in keeping with the various capabilities of every trainer, student, and discern of the student to minimize the barriers encountered.

Based on the explanation above, the researcher is interested in observing and finding what are strategies used by English teachers in English online learning during pandemic COVID-19 and how the teacher conduct English online learning during the COVID-19 pandemic at 10th grade of MAN 4 Agam that also conduct online learning during the pandemic. For this reason, the researcher conducted a study entitled "Analysis of Teacher's Strategies on English Online Learning during COVID-19 Pandemic at 10th Grade of MAN 4 Agam". The purposes of the study, those are: to classify what strategies are mostly used by an English teacher in English online learning during pandemic COVID-19at 10th grade of MAN 4 Agam, and to describe how do English teachers conduct English online learning during the COVID-19 pandemic at 10th grade of MAN 4 Agam.

RESEARCH METHOD

The research method of this research is qualitative research. According to Locharoenrat, qualitative data is concerned with the quality of the data. This study's data is not able to be graphed (Locharoenrat, 2017). Qualitative research, according to Cohen, can be utilized for a variety of purposes, including description, explanation, reporting, the formation of key concepts, theory formulation, and testing (Cohen, Manion, & Morrison, 2018). Qualitative research phenomena in their natural surroundings to comprehend or interpret events in terms of the meanings individuals ascribe to them (Mertens, 2010). Naturalistic inquiry is highly suited to qualitative research because it allows for a more detailed, complex, and nuanced knowledge of meanings, actions, non-observable and observable occurrences, attitudes, intents, and behaviors (Cohen, Manion, & Morrison, 2018).

In collecting data, the researcher conducts research by doing interview, observation, and documentation on November until December 2021. The researcher conducts this research in MAN 4 Agam on Pasar Raba'a street, Tanjung Raya, Agam, Sumatera Barat.

There are two sources of data in this research: primary data and secondary data. The primary data were taken from interviews conducted with an English teacher at the 10th grade of MAN 4 Agam, Nurhayati, S.Pd. The secondary data were taken from observation and documentation.

In researching this study, the researcher uses two types of data to be used: 1) primary data, interviews: 2) secondary data, using observation and the documentation method. Primary data are obtained for the first time and hence have a unique nature. On the other hand, secondary data is information that has already been gathered by someone else and has gone through the statistical process (Kothari, 2004).

According to Cohen, the interview is a versatile data gathering instrument that allows for multi-sensory channels such as verbal, non-verbal, seen, spoken, heard, and, in the case of online interviews, written. The presentation of oral-verbal stimuli and responses in terms of oral-verbal responses are used in the interview method of data collection. The order of the interview may also be managed while nonetheless giving an area for spontaneity, and the interviewer can

now no longer best for real answers; however, for responses approximately complicated and deep issues (Cohen, Manion, & Morrison, 2018).

According to Simpson and Tuson in Cohen, observation entails much more than simply looking. It entails observing and recording (typically in a methodical manner) people, events, behaviors, locations, artifacts, routines, etc (Cohen, Manion, & Morrison, 2018). The key benefit of this strategy is that it eliminates subjective bias if an observation is done correctly. Second, the information collected using this method is relevant to the current situation; it is unaffected by previous behavior, plans, or attitudes. Third, this method is independent of respondents' willingness to reply and hence requires less active assistance from respondents than the interview or questionnaire methods (Kothari, 2004).

Documents are records of events that have passed. Documents can be in writing, pictures, or monumental works of someone (Cohen, Manion, & Morrison, 2018). Documents in writing such as diaries, life histories, stories, biographies, policy regulations. Documents in images such as photos, live images, sketches, and others. Documents in the form of works, such as works of art, can be in the form of images of sculptures, films, and others. Document studies complement the use of observation and interview methods in qualitative research.

FINDINGS

In this chapter, the researcher would discuss the results and findings of the research conducted from October until December 2021 by collecting data through interviews with the tenth grade English teacher, observing and analyzing documents related to online English learning and teaching strategies used by the teacher in MAN 4 Agam.

1. Teacher's Strategies on English Online Learning at 10th Grade of MAN 4 Agam

   Strategy is a series of activities carried out to achieve specific goals. In learning English, strategies are used in the learning process where the teacher designs a series of procedures to achieve particular learning objectives. The teaching strategy determined by the teacher depends on what skills students must master in English. In this study, researcher would analyze the strategies used by the teacher during online English learning in the tenth grade of MAN 4 Agam based on each skill.

   a. Listening Strategies

      Based on the observations, the researcher found that the teacher used listening through story strategies and closed procedures to improve students' listening skills. In applying listening through story strategy, the teacher prepares the material to be studied by students based on the learning objectives. Based on the observations, the teacher prepares a video explaining the descriptive text and its examples and practice questions. Before starting the lesson, the teacher opens the lesson by greeting and attending to students. Then the teacher distributes videos of teaching materials to students via WhatsApp Group. Students are asked to observe the video. The video is an explanation of descriptive text,

examples, and questions. The video is equipped with English subtitles to understand the content of the material and the pronunciation of words or sentences. Students will write the answers to these questions into their practice books which are then scanned and sent to the teacher via WhatsApp. The teacher will evaluate student learning outcomes. The advantage of this strategy is that students can improve vocabulary, listening, reading, and writing skills; students can replay the video to understand the material and stories in it. The weakness of this strategy is that students feel bored with long and complex stories to understand. The obstacle in applying this strategy in online English learning is that students cannot download videos that have been shared by the teacher because there is no cell phone storage space, no internet quota, and unstable signal.

In learning English using a cloze procedure, the teacher prepares audio and reading text. After opening the lesson, the teacher shares the audio and text via WhatsApp. The teacher instructs the students to listen to the audio and fill in the blank space based on what they have heard. After the sentences are complete, students are asked to answer questions about the text. Students are asked to read the text first then record their reading to the teacher via WhatsApp. This strategy has the advantage of providing students with skills training to guess the discourse according to the context, increasing vocabulary, meaning, and structure of the text that has been heard. The drawback of this strategy is that students need to repeat the audio they heard to understand the text and correctly guess the cloze text's vocabulary.

b. Reading Strategies

Based on the research, researcher found that the teacher used question generation, games, and guessing from context. Before implementing the teaching strategy, the teacher prepares a complete descriptive text. After opening the lesson and attending to students, the teacher sends the text via WhatsApp and instructs students to read the text first. Students have to identify by underlining the main idea of a paragraph. Students are asked to make questions according to the text and answer the questions they have made. The strengths of this strategy are (1) providing opportunities for students to think more critically, (2) related to reading learning activities, teachers can use this strategy to help students understand the meaning of the text, (3) improve students' English skills in the abilityto ask, read, and write, (4) create active reading activities, (5) increase students' curiosity about the content of reading, (6) teachers can find out what difficulties students encounter so that henceforth the teacher can provide appropriate instructions or assignments, and (7) improve students' memory. Weaknesses of question generation include (1) requiring reading materials that are following abilities in which aspects of vocabulary (vocabulary) and grammar (grammar) that appear in the text must be considered, so it will be a little difficult for the teacher to find texts that suit the abilities of students, for that, it would be better if the teacher made the texts to suit the needs and abilities of students, (2)

students need much practice before they can do this strategy well, and (3) teachers are required to provide appropriate feedback to students according to what they ask.

Guessing from context is a strategy used to improve students' English vocabulary, and the teacher can apply this strategy in every English skill. Based on observations, the tenth-grade English teacher at MAN 4 Agam uses this strategy to improve students' reading skills. After distributing the readings, the teacher instructs students to look for difficult words in the text, then asks students to translate the words, then students look for the correct meaning according to the context in the student's reading. There are several strengths in the application of this strategy, including: (1) it can increase independent learning activities, namely students try to find the meaning of words either individually or in groups and the ability to think critically in observing words and guessing meanings, (2) can have a positive impact on immediate memory as well as long-term memory. (3) can increase the number of vocabulary quickly, (4) can improve the ability to understand new and unfamiliar vocabulary, and (5) can make reading activities more efficient, because they do not need to directly use a dictionary. On the other hand, the guessing from context strategy also has weaknesses, namely: (1) sometimes the text is not good enough in presenting words in certain contexts, (2) it makes students bored if a lot of difficult words are used in the context, so that they are difficult to understand the content of the text, and (3) students may be wrong in guessing the meaning of the word, so that it can affect the understanding of the text.

Teaching strategies using games are also carried out in online English learning. The games used are games that can improve students' understanding in a fun way so that students are not fixed on boring learning methods. The teacher carries out the application of teaching strategies using games so that learning feels fun. The teaching strategy using these games is usually applied when the teaching material is delivered. Before applying the strategy, the teacher looks for the media to implement the game strategy. The media used are the Kahoot website and applications. Kahoot is an educational quiz website and application that can be accessed anytime and anywhere. The advantage of this Kahoot is that students do not need to download the application first. After getting the appropriate learning media, the teacher will design the quiz by entering the correct questions and answers along with the score. The quiz questions are multiple-choice. Then the teacher divides the students into several teams where each team has a maximum number of people. Students have to name their group based on the nickname of each student. When all students are ready to take the quiz, the teacher starts by clicking start. The team that answers the quiz questions correctly and quickly will get the highest score. Teachers monitor students' grades through gadgets. After all, students have finished answering; the teacher evaluates and explains the quiz and subject matter that students have not understood. The

advantage of this game strategy using Kahoot is that students cannot copy each other's answers because the application system will automatically randomize the answers to questions during the quiz. Also, students have time to answer and pass questions that they have not gotten to train students' focus and competitive spirit.

c. Writing Strategies

In learning English online, the tenth-grade teacher of MAN 4 Agam uses the CIRC strategy to improve students' writing skills. This strategy is an integrated strategy between reading and writing skills that actively involves students in the learning process to help students understand the content of the reading. After the teacher distributed the sample text to the students via WhatsApp, they were instructed to identify the text based on its structure, main idea, grammar, and difficult words. Then students are asked to make descriptive texts with free themes according to the examples and drafts they have made and make five sentences based on the five difficult words they got to improve students' writing skills and increase students' vocabulary and grammatical. There are several strengths obtained by implementing CIRC, among others: (1) CIRC can improve students' problem-solving skills, (2) learning is more effective in student learning, and reduces teacher dominance, (3) students are more motivated to learn because they work in groups, (4) students understand texts more easily and can check each other's understanding, (5) can help weak students in learning a text, and (6) can improve reading and writing skills. CIRC has a weakness: it is less effective to be implemented in classes with low achievement levels because the stages of this strategy tend to require students who have a high level of achievement so that the learning process can take place smoothly.

d. Speaking Strategies

Based on the observations made by the researcher, In learning English online, the tenth-grade teacher of MAN 4 Agam is not too focused on improving students' speaking skills because it is pretty challenging to do because of limited time and inadequate learning media. The teacher only made simple interactions with students, and the teacher motivates students to ask and answer the teacher's questions during offline learning. Students do not interact with each other during online English learning. Due to the slow response of students to the learning provided by the teacher, students do not focus on their lessons during the online teaching and learning process. The teacher uses interaction in teaching to deliver learning material and improve the quality of relationships between teachers and students. By interacting with students, teachers can understand students' character to make it easier for teachers to achieve learning goals. Interacting with students can also improve the quality of teacher teaching because teachers get feedback from students. Interaction can impact students' memories while understanding learning because by interacting, students can remember the teacher's teaching style. In addition, the teacher can also interact with students by asking students about the

teaching metrics that have been given; the teacher answers questions and provides explanations about the material that students do not understand. Not only that, but interaction can apply to find out the obstacles students face during learning.

Interaction in online learning is very challenging to do because students' motivation and interest in learning and students' lack of focus during online learning are obstacles in interacting online even though the teacher has invited students to consult with the teacher about anything, both regarding learning materials or obstacles faced by students during online learning. Whereas in offline learning, interaction strategies are straightforward because the teacher and students can face each other directly during the learning process. The teacher should motivate students through speech or writing and actions. The difference is that motivation is in the form of written words via chat in online learning. At the beginning of learning, the teacher motivates students to be more active. When learning occurs, such as doing practice questions, the teacher asks students to be more careful, respects time, and asks students' opinions. Meanwhile, the teacher motivates students to continue learning outside of class hours at the end of the lesson.

2. Online English Learning Process at Islamic Senior High School 4 Agam

The researcher has conducted interviews, observed, and analyzed documents to determine how the online English learning process for 10th grade during the COVID-19 pandemic was carried out. From the interviews conducted, the tenth grade of MAN 4 Agam leads hybrid learning where hybrid learning combines various approaches in education; those are face-to-face learning (f2f), computer-based learning, and online-based learning (internet and mobile learning). This learning is done to understand learning well and interact directly with friends and teachers so that the learning process feels fun. As explained by the tenth grade English teacher at MAN 4 Agam, the application of learning English is adjusted to the current situation and conditions to achieve the learning objectives well. Several stages m6ust be carried out to learn English online, such as preparation, opening, main activities, closing, and evaluating.

In the learning process, the teacher must prepare carefully so that the teaching and learning process reaches the maximum learning objectives. The teacher must prepare learning according to the situation and conditions to determine the proper steps in teaching English online during this COVID-19 pandemic. The preparation of teachers in teaching English online is by preparing lesson plans, preparing material, assignments, evaluation, and media used during the online teaching and learning process. An English teacher of the tenth grade of MAN 4 Agam has used several teaching media during online teaching, namely WhatsApp Group and Google Form. WhatsApp Group is the media most often used in the online teaching and learning process because it is more simple, practical, and interactive. The teacher provides materials and assignments directly to students. Then students can ask directly to the teacher if there is something they want to ask related to the

material or assignments that have been given. In addition to WhatsApp Group, tenth-grade English teachers also use Google Forms to conduct the daily test, midterm exams, and final exams. Google Forms can make it easier for teachers to correct test results by entering answer keys and scores obtained by students, but teachers must manually correct students' essay answers. In addition to learning media, the design of learning materials is crucial during online learning, especially during the COVID-19 pandemic. Simple, accessible, and easy-to-understand teaching materials are the primary keys to designing teaching materials. The English teacher of the tenth grade of MAN 4 Agam uses PowerPoint to design teaching materials.

The next stage of the learning process is opening. In opening learning, it is helpful to prepare students physically and mentally to receive learning. Not much different from face-to-face teaching, online learning of English tenth grade of MAN 4 Agam begins with greetings from the teacher, then the teacher takes the student attendance and explains the purpose of today's learning. The researcher's observations found that the teacher motivates students to be active during learning by asking questions that stimulate students to think and express their opinions. Students can also ask the teacher about the previous lesson that they did not understand before continuing the lesson.

Hybrid learning applied in the tenth grade of MAN 4 Agam uses a regulation system between online and face-to-face, but students can still access online learning, so there are differences in the learning methods used. In English online learning during the COVID-19 pandemic, the primary learning activities were carried out: the delivery of learning materials. After students feel ready to continue the lesson, the teacher provides material and assignments to students by sending teaching materials to students in WhatsApp Group. Students are given time to understand the lessons and task instructions that have been given. Students can ask the lesson that has not been understood directly by the teacher, which will then be answered directly by the teacher so that there is an interaction between teacher and student.

Based on the researcher's observations, in the closing section in hybrid learning, both offline and online, the teacher closed the lesson by giving conclusions, then students were allowed to ask questions if there were still things they did not understand. Then the teacher gives instructions for doing homework and motivates to improve learning methods and learning outcomes. Finally, the teacher gave closing greetings to the students before leaving the class.

Evaluation is an assessment activity of the learning process and results carried out. Evaluation helps know the extent to which learning objectives can be achieved, making it easier for teachers to analyze the advantages and disadvantages of the learning strategies used. After all, lessons are over, to find out whether the learning objectives are achieved or not, of course, it must be evaluated. The evaluations used by the tenth grade English teacher of MAN 4 Agam are varied by giving assignments, daily tests, mid-semester exams, and final exams. The teacher evaluates the teaching and learning process in

English online by looking at the activity of students and also during the learning process.

DISCUSSION

Teachers' online English teaching strategies during the COVID-19 pandemic are listening through story, cloze procedure, question generation, guessing from context, games, and CIRC. Tenth-grade English teacher at MAN 4 Agam uses listening through story and closed procedure to improve students' listening skills.Listening to stories makes it easier for students to understand stories, reason, and imagine stories. Listening to stories can also increase vocabulary and provide understanding according to the context. Using the cloze procedure strategy can provide long-term memory, new vocabulary, spelling, and the meaning of the omitted word. In reading, the tenth-grade English teacher of MAN 4 Agam uses a question generation strategy, guessing from context and games. Question generation strategy can improve the ability to analyze the reading, understand the content of the reading and also identify important information contained in the reading. The guessing from context strategy used in improving students' reading skills can enrich students' vocabulary; students can place the right words according to the meaning and meaning according to the text. At the same time, the games used in learning English are emphasized to hone students' understanding of the text quickly and accurately so that students can improve their speed reading skills. CIRC strategy is used to improve students' reading and writing skills. Students make texts based on their analysis and observations during reading. This strategy makes students active, creative, and also innovative in writing. Based on the results of this research, teachers do not emphasize online English learning on speaking skills because it makes it difficult for students and teachers to interact directly and spend time listening to each student's record of speaking.

Based on the research results, the researcher found that the learning process in the tenth grade of MAN 4 Agam uses a hybrid system where studentscan choose between online and offline learning. Learning materials in the hybrid system can be accessed anytime and anywhere, meaning that students can participate in the teaching and learning process both face-to-face and online at the same time. This learning is conducted so that the learning objectives are achieved perfectly. MAN 4 Agam applies hybrid learning where each level has a face-to-face and online regulation schedule. Students who cannot do online learning are allowed to study directly at school through the guidance of the subject teacher. Furthermore, students who study face-to-face can access online learning simultaneously. This hybrid learning system is a solution for students who cannot participate in online learning. Before conducting online and offline learning, the tenth grade English teacher of MAN 4 Agam, prepares several things such as lesson plans, teaching materials, media to be used, and learning evaluation tools such as assignments, daily tests, mid tests, and also final tests.

In designing lesson plans, the teacher refers to the syllabus set by the government so that the planning and design of the lesson plans remain the primary goal of learning. In the lesson plan, the teacher plans the implementation of learning starting from allocating time, the strategies used, what learning objectives

will be achieved, what learning materials will be delivered, and how the teacher evaluates student learning outcomes. The researcher found learning materials designed to be simple, short, dense, clear, engaging, and easy to understand based on interviews, observations, and documentation. Learning materials are packaged in videos taken from YouTube, which are then shared to WhatsApp Groups along with the source link. There are also learning materials packaged in the form of PowerPoint slides that include a brief and interesting explanation of the material. The teacher also shares an e-book that is useful as a reference and an additional source of student learning. There are two primary learning media used in online learning during the COVID-19 pandemic in the tenth grade of MAN 4 Agam, namely WhatsApp Group and Google Form. WhatsApp Groups are used in everyday learning because they are more interactive and stable. At the same time, Google Form is used as an evaluation medium such as daily tests, mid tests, and final tests. The Google Form was chosen because it is easier to access and easier to assess test results in objective and short entries, but the teacher must manually evaluate students' essay answers. Another media used is Kahoot, an educational and interactive quiz where students can find out wrong or correct answers directly and compete with others because scores are judged by how quickly and precisely students' answers are. In the learning process, the teacher starts the lesson by greeting, asking students' readiness to learn, attending to students, and also motivating students to learn.

Before entering the main learning activity, the teacher conveys the learning objectives first to prepare themselves to understand the lesson. The teacher conveys the material through PowerPoint slides videos and distributes e-books related to learning. For further understanding, the teacher also facilitates students to ask questions and provide practice questions related to learning. Then before ending the lesson, the teacher provides conclusions and follow-up or assignments to determine the extent of students' understanding of learning so that it becomes a teaching evaluation material for teachers. The weaknesses of online English learning are the weaknesses of online English learning, the unstable internet network, lack of student motivation, and lack of teacher understanding in using teaching media. Creating exciting and easy-to-understand teaching materials is also a challenge that teachers must face while teaching English online during the COVID-19 pandemic. In addition, the benefits felt by teachers during online English learning are that teachers can learn new things such as how to design engaging online learning and learn how to use and make new teaching media effective.

CONCLUSION

Based on the research results that the researcher has done, it can be concluded that learning English during the COVID-19 pandemic, which is carried out online, uses a variety of learning media that vary according to the needs during learning. However, WhatsApp Group is the most dominant media used during learning because it is easier to use, access, and more interactive. The material should also be designed beautifully and straightforwardly to understand easily. During online English learning, the lack of motivation to learn and an

unstable internet network become obstacles in learning. The positive side of learning English online is that teachers and students can learn new things during the online teaching and learning process. The learning strategies used are also varied and combined according to the objectives of the learning materials and skills that the teacher to students will hone. The most often used and considered the most effective and efficient strategies to improve online English learning outcomes are listening through story, cloze procedure, question generation, guessing from context, games, and CIRC.

SUGGESTION

In this research, the researcher has some suggestions for students, teacher, and another researcher. Suggestions for students from the results of this study are that students can motivate themselves to learn effectively and efficiently during the COVID-19 pandemic through teaching materials and learning media that have been prepared by teachers and through teaching strategies applied by teachers in online English learning. Students can understand the lesson well and improve learning outcomes. This research can be used as reference material for teachers to carefully prepare online English learning and apply more effective and efficient teaching strategies so that there are no more obstacles that teachers and students have to face in teaching English online during the COVID-19 pandemic. The researcher hopes that this research can be a source of reference or as acomparison material to improve the understanding and quality of further researchon online English teaching strategies. Due to the limited time of the study and the number of subjects studied, the researcher hopes that other researchers can improve this research if they conduct the same research in the future.

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