

**CRITICAL AND CREATIVE STRATEGY ON E-LEARNING DURING
COVID-19 PANDEMIC AT SMP NEGERI 2 KERTANEGARA**



THESIS

**Presented to Faculty of Tarbiya and Teacher Training
Of State Islamic University Prof. K.H. Saifuddin Zuhri
As a Partial Fulfilment of the Requirements for
Below Graduate Degree in English Education**

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COVID-19 PANDEMIC AT SMP NEGERI 2 KERTANEGARA**

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MOTTO

“Berlomba lombalah dalam kebaikan.”

(QS Al Baqarah 148)



DEDICATION

This thesis dedicated for my special people who are supported me to keep
struggling to get better future:

My beloved Husband, Mukhamad Ridwan, I love you so much.

For My beloved Mother and Father, thank you for everything.

For my beloved Mother in law and Father in law, thank you for your support.

For myself, I am proud of myself.

For all who have asked the writer about graduation, the writer has become
motivated and enthusiastic in completing studies.



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In the name of Allah, the beneficent and the merciful

All praise is to Allah the lord of the words for the blessing, the strength and guidance to the researcher in completing this research. Peace and blessing from Allah SWT be upon to the prophet Muhammad SAW, his families, his companions and his followers.

It is a precious thing that the researcher finally accomplishes my thesis entitled **“Critical And Creative Strategy On E-Learning during Covid-19 Pandemic at SMP Negeri 2 Kertanegara”**. It is presented to the faculty of Tarbiya and Teacher Training, in a partial fulfillment of the requirements for the degree of S.Pd. (S-1) in English Education. The writer would also like to express the deep gratitude and appreciation to:

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10. To all of my friends who have helped the writer in the process of preparing a thesis that the writer cannot mention one by one.

There is nothing that the writer can give to convey this gratitude excepting prayer. I hope that what has been given becomes a good deed and get a reply from Allah SWT. The writer realizes that this thesis is far from perfect, but still hopes that this thesis can be useful for writers in particular and readers in general.

Purwokerto, 15 April 2022

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ENGLISH TEACHING STRATEGIES ON E-LEARNING CLASS DURING COVID-19 PANDEMIC AT SMP NEGERI 2 KERTANEGARA

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ABSTRACT

Teachers and students of SMP Negeri 2 Kertanegara had to adapt new way of learning. Changing the habit from face-to-face learning to be replaced by e-learning classes was very difficult, especially when conditions required everyone to carry out all their activities online due to COVID-19 pandemic. This research aimed to investigate the teachers' strategies that applied in e-learning classes and to find out the teachers' challenges in teaching e-learning classes during the COVID-19 pandemic situation.

The type of research was descriptive qualitative which focused on the teachers' strategy in e-learning classes during COVID-19 pandemic. The participant of the research was English teacher at SMP Negeri 2 Kertanegara. The researcher obtained the data using checklist observation, interview and documentation checklist as data collection techniques.

The results of this study indicated that English teachers used critical and creative strategies in e-learning. To stimulate students to think critically and creatively, the teacher provided reading texts and pictures as an apperception of e-learning. In addition, English teachers also have obstacles during e-learning including limited time to create e-learning content and inadequate teacher technology backgrounds, therefore teachers' efforts in teaching and e-learning are required for the success of e-learning classes.

Keywords : e-learning, COVID-19, strategy, pandemic

**STRATEGI PEMBELAJARAN BAHASA INGGRIS PADA KELAS
E-LEARNING SELAMA PANDEMI COVID-19
DI SMP NEGERI 2 KERTANEGARA**

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ABSTRAK

Guru dan siswa SMP Negeri 2 Kertanegara harus beradaptasi dengan cara belajar yang baru. Mengubah kebiasaan dari pembelajaran tatap muka menjadi kelas *e-learning* sangatlah sulit, apalagi saat kondisi mengharuskan semua orang melakukan segala aktivitasnya secara online akibat pandemi COVID-19. Penelitian ini bertujuan untuk mengetahui strategi guru yang diterapkan di kelas *e-learning* dan untuk mengetahui tantangan guru dalam mengajar kelas *e-learning* selama situasi pandemi COVID-19.

Jenis penelitian yang digunakan adalah deskriptif kualitatif yang berfokus pada strategi guru dalam pembelajaran *e-learning* di masa pandemi COVID-19. Partisipan dalam penelitian ini adalah guru bahasa Inggris di SMP Negeri 2 Kertanegara. Peneliti memperoleh data dengan menggunakan ceklist observasi, wawancara dan ceklist dokumentasi sebagai teknik pengumpulan data.

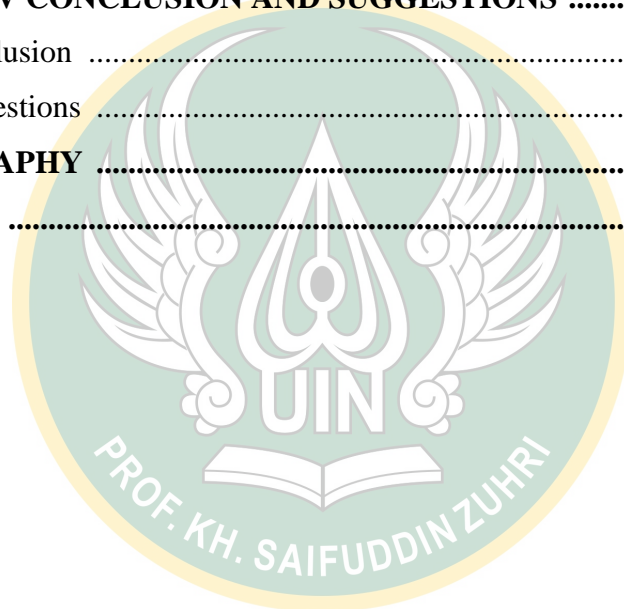
Hasil penelitian ini menunjukkan bahwa guru bahasa Inggris menggunakan strategi kritis dan kreatif dalam *e-learning*. Untuk merangsang siswa berpikir kritis dan kreatif, guru menyediakan teks bacaan dan gambar sebagai apersepsi *e-learning*. Selain itu, guru bahasa Inggris juga memiliki kendala selama *e-learning* antara lain terbatasnya waktu untuk membuat konten *e-learning* dan latar belakang teknologi guru yang tidak memadai, oleh karena itu upaya guru dalam mengajar sangat diperlukan untuk mensukseskan kelas *e-learning*.

Kata kunci : *e-learning*, COVID-19, strategi, pandemi

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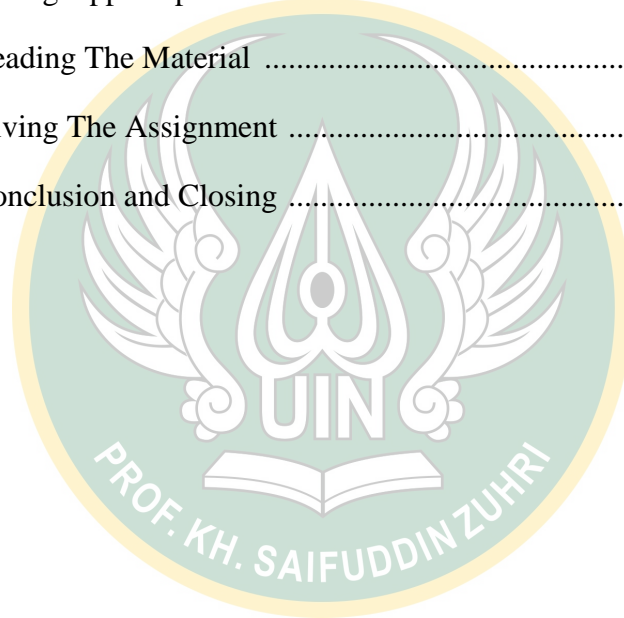
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CHAPTER I

INTRODUCTION

A. Background of The Problem

Since the end of 2019, the world has been rocked with a coronavirus or COVID-19. This virus was first discovered in Wuhan, Hubei, China. Until now, there are more than billion people throughout the world exposed corona. In Indonesia the number of positive cases of coronavirus infection continues to grow. As of Thursday (30/9/2021), positive cases of COVID-19 infection reaches 4.211.460 people, 141.709 died, and 17.572 patients were cured.

As a result of the COVID-19 pandemic, the entire system that runs like a government, the economy, including education in Indonesia is disrupted. As of March 11, 2020, the president of the Republic Indonesia adopted a policy of temporarily closing the teaching and learning process at schools and universities urged them to study at home, and replacing them with online learning to break the chain of viruses.

This is a challenge for all of the teachers, especially English teachers because language is a study that requires mastery of four skills. The teachers inevitably have to apply and adapt to e-learning classes in conveying English material from listening, speaking, reading, and writing so that the teaching and learning process can keep going. According to Abbad (2009:398) stated that e-learning refers to the use of information a communication technologies to enable the access to online learning or teaching resources. One of the English teacher of SMP Negeri 2 Kertanegara confess that she experiences a little difficulty in implementing e-learning classes because she rarely used it. With a short time and without training, the teacher must directly apply it.

However, during the implementation of online teaching, teachers and students faced many challenges, especially in the technology infrastructure. Song (2004: 14) claimed that due to the unpreparedness of the schools and the human resources for online teaching, the students from several remote areas in Indonesia or students who live in mountains or small villages cannot continue their learning activities because they have no internet connection. The attempt

to understand the course content is also a paramount issue. Students feel that the scarcity of community, technical problems, and troubles in comprehending the teachers' instructions are the common barriers in distance teaching. Indonesian students were also not well prepared for the e-learning competencies. There is a low-level of readiness among the students concerning Learning Management Systems. The educational crisis started after that and is up to the present. At first, the Indonesian government has anticipated this by providing educational programs to learn from home, but this does not help much because it is only done for a short period. Even though the Indonesian government has also issued a policy that schools can allocate the operational cost to buy internet data packages, several teachers and students still cannot successfully implement online learning due to the bad signals. Some students were often late in collecting and completing their assignments, and some of them may have difficulties understanding the materials.

The radical change is that all of the schools in Indonesia must adopt distance learning accompanied by the use of technology as the program that supports the government in social distancing. Since that, every teacher must change their teaching scenarios so that the students can continue their study even though many of the schools in Indonesia are not ready with the technology infrastructure, human resources, and resource availability. Rieley (2020: 57) argued that COVID-19 makes us aware that scenario planning is a crucial need for education. Harper (2004: 98) claimed that distance learning is seen as the answer to all of these and has become a new teaching pedagogy. Students have to continue their studies even though the COVID-19 crisis has not yet ended. Educational units are struggling to find solutions to this challenging situation. There is a rapid switch of the conventional classroom into virtual classrooms that makes educators shift their entire pedagogical approach to tackle the new mode of teaching and adapt to the changing situations. During this challenging time, the main focus is not about whether the distance education method can supply the qualified education. Instead, it is

how the education units can adopt massive and extensive online learning. Teachers are guides and facilitators in learning who have to ensure the teaching and learning process going on. Teachers have to find the alternate strategy to teach during the COVID-19 pandemic in order for the students to continue their studies and to achieve the goal sets. As happened in SMP Negeri 2 Kertanegara, teachers have limitations in choosing learning strategies that were applied in e-learning during COVID-19 pandemic.

According to the preliminary observation on October 22th, 2021, the researcher focused on the English teaching strategy on e-learning class at SMP Negeri 2 Kertanegara because this is one of public school in regional Karangasam, Kertanegara which is implemented e-learning using popular social media WhatsApp as the media of e-learning. The researcher was interesting to find out how the English teacher taught English virtually using only one platform with long duration since the pandemic. It triggered students' boredom by learning online using only one platform since the pandemic. In line with one of the student who was asked by the researcher, she answered that she did not understand the lessons that were done online, face-to-face learning sometimes also did not understand, especially online had to learn alone. Particularly, students already have an understanding that English lesson was very difficult to learn, causing many students not to take online lesson conducted by English teachers. Mrs. Sri did not deny that there were some students who did not take their lessons online because there was no network, and it was difficult even did not collect assignments at all. Another thing that teachers often got when teaching online was some students who attend the online class but did not collect assignments as instructed, some were just absent and leave the chat group. It was undeniable that many students complain, they were bored with online learning for an indefinite period of time. There were several important points that the researcher found during the preliminary observation with the English teacher and students at SMP N 2 Kertanegara. First, the teacher's knowledge was lacking in using Information, Communication and Technology (ICT), so throughout the online class they

only used the WhatsApp application and Google form to fill out their assignments. In the other hand, lack of online class management during learning caused students felt bored and lazy to join online classes. Second, the biggest problem faced by students and teachers of SMP N 2 Kertanegara was the condition of the area that was difficult to reach by the signal provider. there were only a few providers who have a good signal considering the position of students' homes, teachers and schools were in high hills, this caused them to find it difficult to get a good network to conduct online class. There were only few people who have WI-FI access at home. Apart from network problems, changing the habit from face-to-face learning to be replaced by online classes was very difficult, especially when conditions required everyone to carry out all their activities online. They have not been used to it for a while, but over time, conditions required students and teachers to adapt to the current situation.

Based on the explanation above, the researcher is interesting in observing and finding what strategies used by teachers in teaching English in pandemic situation using e- learning. Therefore, the researcher became curious and tried to investigate this with a research entitled “**Critical And Creative Strategy On E-Learning during Covid-19 Pandemic at SMP Negeri 2 Kertanegara**”.

B. Operational Definition

Some key words of concept are needed to be operationally explanation in order to be a real description in practical level of this research as follow:

1. Critical and Creative Strategy

Based on Seferoglu (2006: 53) claimed that critical thinking is a kind of ability to look at events, conditions or thoughts with a careful eye and making comments, decisions, studying on the reliability and validity of the knowledge according to standards of logic and the mind. While according to Bengi (2015: 2) argued that creative thinking can be defined as the entire set of cognitive activities used by individuals according to a specific object, problem and condition, or a type of

effort toward a particular event and the problem based on the capacity of the individuals.

2. E-learning class

Based on Naidu (2006:1) stated that e-Learning is a teaching and learning system that uses information and communication technology. The letter 'e' in e-learning means electronic, e-learning can combine all educational activities carried out by individuals or groups working online or offline, through networked or independent computers and other electronics. Furthermore Alonso (2005: 64) mentioned that e-learning is the use of new multimedia technologies and the internet to improve the quality of learning by facilitating access to resources and services, as well as remote exchange and collaboration. Also, the term e-learning includes various application and processes such as computer based-learning, web based learning, virtual classroom, etc. meanwhile online learning is part of technology-based learning that utilizes the internet, intranet, and extranet resources.

3. COVID-19 Pandemic

Based on Virology Biomed Central, Coronaviruses are large family-RNA viruses that belong to the order *Nidovirales*, family *Coronaviridae*, and sub-family *Coronavirinae*. The novel COVID-19 infection, caused by a beta coronavirus called SARS-CoV-2, is a new outbreak that has been emerged in Wuhan, China in December 2019. The most common symptoms of COVID-19 are fever, cough, and dyspnea. As per the March 12, 2020, WHO report, more than 125,048 confirmed COVID-19 cases and over 4613 deaths have been identified in more than 117 countries. It is now regarded as a pandemic that seriously spread and attack the world. The primary means of transmission is person to person through droplets that occurred during coughing or sneezing, through personal contact (shaking hands), or by touching contaminated objects. So far, there is no effective therapy and vaccine available against this novel virus and therefore, only

supportive care is used as the mainstay of management of patients with COVID-19.

C. Problem Statements

1. How do the teachers implement critical and creative strategy in e-learning during the COVID-19 pandemic at SMP Negeri 2 Kertanegara?
2. What are the English teachers' challenges in e-learning class during COVID-19 pandemic at SMP Negeri 2 Kertanegara?

D. Objectives and Significances of The Research

1. Objectives of The Research

- a. To describe the critical and creative strategy in e-learning during the COVID-19 pandemic at SMP Negeri 2 Kertanegara
- b. To identify the English teachers' challenges on e-learning class during COVID-19 pandemic at SMP Negeri 2 Kertanegara.

2. Significances of The Research

The researcher expects that result of this research would be useful both theoretically and practically.

- a. Theoretical significances
 - 1) This research will give some useful information about English teachers' strategies in English teaching and learning process during the pandemic.
 - 2) This research is expected to be used as a reference for other researchers to conduct a research in English teaching learning process.
 - 3) Hopefully, the result of this study is useful for students, teachers, and all of the readers. And the results of this study is may help teacher to improve their strategies in English teaching and learning process during the pandemic.

b. Practical significances

1) For students

The finding of the research can be used as a new reference to learn English during the pandemic. They can know kinds of teacher' teaching strategies and they can choose one of the strategies that use by the teachers to comprehend English.

2) For English teacher

The findings are expected to be useful contribution that can be transferred to learners based on their characteristics. By considering each student may employ different strategies, the teacher can take one of the strategies in English teaching and learning process during the pandemic.

3) For other researchers

Giving the description for any further researcher who wants to study the same case, hopefully, this research becomes the source of information and reference.

E. Review of Relevant Studies

Based on a search of existing books and researches, several previous scientific papers, journal, theses were found which are relevant to the topic of this research. The following result of some research that relate to this research topic.

First research from Tari (2020) entitled "*An Analysis of Teacher's Strategies on English E-learning Classes during Covid-19Pandemic*". The research focused on teacher's strategies on E-learning classes during Covid-19 pandemic at MTs Sudirman Getasan. The type of the research was qualitative approach which using observation, interview and documentation as data collecting techniques. The result of the research was the teacher use different strategies for every English skill using WhatsApp and the English learning during Covid-19pandemic greatly assisted teacher in reaching the goal of learning.

Second research is conducted by Paras (2020) entitled “*An Analysis of English Teaching Activities in Pandemic Era at SMP N 1 Doplang*”. The aim of the research is to know the activities of learning English during Covid-19 pandemic at SMP N 1 Doplang. It includes qualitative descriptive method. The data collecting techniques that she used are interview, questionnaire and documentation. The results show that learning during pandemic is very different from face to face learning. It can be seen from education system which was originally face to face became completely online using WhatsApp, YouTube and Google forms.

The last research conducted by Annisa (2021) entitled “*English Teacher’s Perspective on The Implementation of Virtual Classes during Covid-19 Pandemic: A Case Study at MTs Negeri 1 Palembang*”. The study aimed to find out English teacher’s perspective on the implementation of virtual class during Covid-19 pandemic at MTs Negeri 1 Palembang. The sample of the research was English teachers. It was qualitative approach. The result of the research from interview and questionnaire show several benefits and limitations that faced on the implementation of virtual classes during Covid-19 pandemic.

F. Structure of The Research

To make a logical and systematic discussion, it is necessary to frame a structure of this research. It will be described in this research are as follow:

Chapter I is contain an introduction which consist of the background of the problem, operational definition, problems statement, objectives and significances of the research, review of relevant studies and structure of the research.

Chapter II contains about the theories of English teaching strategy in e-learning class during pandemic which is of three sub-chapters: the first is English teaching strategy, the second is e-learning and the last is pandemic COVID -19.

Chapter III contains about the research method which is consisting of six sub-chapters namely: kinds, Location, subject and object of the research, methods of collecting data and technique of data analysis.

Chapter IV contains about results of the research report which is consisting of explanation English teaching strategy in e-learning class during pandemic in SMP N 2 Kertanegara.

Chapter V contains conclusion, advices and closing words.



CHAPTER II

ENGLISH TEACHING STRATEGIES ON E-LEARNING CLASS DURING COVID-19 PANDEMIC

This chapter presented review of related literature that used in this study, including definition of English teaching strategy, definition of e-learning, e-learning strategies, challenges of e-learning and COVID-19.

A. Teaching Strategy

1. Definition of Teaching Strategy

According to Brown (2000:113) Strategies are specific methods of approaching a problem or task, modes of operation for achieving a particular end, planned designs for controlling and manipulating certain information.

Haidir and Salim (2012: 99) stated that the word strategy is often interpreted by technique or method, which is a way to convey a message in this case subject matter to students to achieve the stated learning goals. Thus, the word strategy is related to the way, tactics or methods to do something.

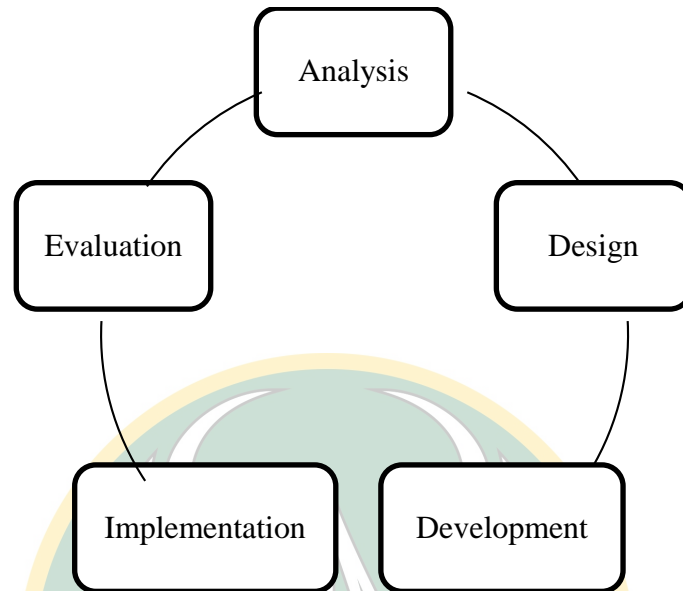
Meanwhile, Brown (2007: 7) stated that teaching is guiding, facilitating students, providing comfort for students in learning, and managing conditions when learning activities take place. Issac (2010: 34) explained that teaching strategy is a general plan in a lesson that includes structure, instructional goals and an outline of planned tactics, which are needed to implement the strategy. From some of the definition above, it can be concluded that the teaching strategy is a method, technique, and tactic used by a teacher to teach students in class. Teaching strategies are ways to be selected and used by a teacher to convey learning materials that will make it easier learners received and understood learning materials.

2. Teaching E-learning Framework

The Framework is based on the principles of the ADDIE model, an instructional design model for developing and delivering learning programs that seeks to change behavior and improve performance. It offers a systematic approach to analyzing needs, designing and developing

curricula and implementing and evaluating learning solutions in the United Nation context. The framework based on ADDIE below:

Figure 2.1 Framework of Teaching E-learning



a. Analysis

The analysis phase examines the context of the learning program and determining its suitability, feasibility and scalability. It often includes a training needs assessment and analysis.

b. Design

In the design phase, the outputs from the analysis phase are used to create an outline of the learning process and determine the instructional strategies, activities and assessments that will be used to achieve the goals of the learning program. This phase typically includes writing objectives, selecting a delivery modality, sequencing the learning process, conceptualizing activities and determining how learning will be measured.

c. Development

Based on the outputs from the design phase, the development phase elaborates on the instructional content and activities that will help learners improve their performance. It involves writing the content and

developing activities and assessments that are both accessible for all learners and that integrate cultural diversity and a gender perspective in all areas of online learning programs.

d. Implementation

In this phase, the learning products and services are delivered to the learners. Its purpose is an efficient and effective learning experience that supports learners' mastery of objectives and promotes the desired change in behavior and performance. It includes testing all elements, monitoring progress and performance and tracking completion rates.

e. Evaluation

This phase measures the efficiency and effectiveness of the learning program. Its purpose is to ensure that the learning process meets the identified needs, resolves the identified problem and results in improved performance. It includes quantitative and qualitative methods and different levels of evaluation. Outputs from this phase will be used to improve the learning process in subsequent interactions and future programs.

3. Critical and Creative Strategy

a. Critical Strategy

Nazarudin (2013: 52) stated that critical thinking is a reflective and reasonable thinking which is based on being true or false final decision. One of the most important aim of higher education is improving critical thinking of students and prepare them to be a competent citizenship and efficient in their workplace. Therefore, some researchers and educators have been working on this area and defined critical thinking in their views.

While Norris (2012: 98) mentioned it as students' application of previous knowledge and changing it after valuation process (as cited in Demirel, 2012). Generally, critical thinking is a kind of ability to look at events, conditions or thoughts with a careful eye and making

comments, decisions, studying on the reliability and validity of the knowledge according to standards of logic and the mind.

Indeed, critical thinking skills involve identification and analysis of informational sources for credibility, indicating previous knowledge and making connections and deducing to conclusions.

b. Strategy of critical

According to Coughlan (2007: 8) divided eight strategies of critical and those are:

1) Reflection

Engage in the reflective process.

2) Rationality

a) Rely on reason rather than emotion.

b) Require evidence, ignore no known evidence, and follow evidence where it leads.

c) Be concerned more with finding the best explanation than being right.

d) Analyze apparent confusion and ask questions.

3) Self-awareness

a) Weigh the influences of motives and bias.

b) Recognize our own assumptions, prejudices, biases, or point of view.

4) Honesty

To think critically we must recognize emotional impulses, selfish motives, disreputable purposes, or other modes of self-deception.

5) Open-mindedness

a) Evaluate all reasonable inferences.

b) Consider a variety of possible viewpoints or perspectives.

c) Remain open to alternative interpretations.

d) Accept a new explanation, model, or paradigm because it explains the evidence better.

e) Simpler, or has fewer inconsistencies or covers more data.

- f) Accept new priorities in response to a reevaluation of the evidence or reassessment of our real interests.
 - g) Do not reject unpopular views out of hand.
- 6) Discipline
- a) Be precise, meticulous, comprehensive, and exhaustive.
 - b) Engage in active listening and reading practices.
 - c) Resist manipulation and irrational appeals.
 - d) Avoid snap judgments.
- 7) Judgment
- a) Recognize the relevance and/or merit of alternative assumptions and perspectives.
 - b) Recognize the extent and weight of evidence.
- c. Creative Strategy
- Based on Birgili (2015: 93) creative thinking can be defined as the entire set of cognitive activities used by individuals according to a specific object, problem and condition, or a type of effort toward a particular event and the problem based on the capacity of the individuals.
- Arslan (2007:15) stated that generally, creative thinking is correlated to critical thinking, and problem solving. Actually, there are three dimensions of creative thinking as synthesizing, articulation and imagination having the following qualities. In the context of studying at university, creative thinking is about applying imagination to finding a solution to your learning task.
- d. Kind of Creative Strategy
- Based on Coughlan (2007: 5) mentioned several kinds of creative strategies as follow:
- a) Brainstorm ideas on one topic onto a large piece of paper: don't edit these. Just write them down as soon as they come into your head.

- b) Allow yourself to play with an idea while you go for a walk or engage in other activities
 - c) Draw or paint a theory on paper.
 - d) Ask the same question at least twenty times and give a different answer each time.
 - e) Combine some of the features of two different objects or ideas to see if you can create several more.
 - f) Change your routine. Do things a different way. Walk a different route to college.
 - g) Let your mind be influenced by new stimuli such as music you do not usually listen to.
 - h) Be open to ideas when they are still new: look for ways of making things work and pushing the idea to its limits.
 - i) Cultivate creative serendipity.
- e. Combining critical and creative strategy

Both creative thinking and critical thinking skills are valuable and neither is superior. In fact, it has been shown that when either is omitted during the problem solving process, effectiveness declines. Cited from Benjamin Bloom on Coughlan (2007: 23) a group of educational psychologists developed six levels of intellectual behavior important in learning. These ranged from the simple to the more complex as follows, with number 1 being the simplest form of thinking.

- 1) Knowledge (you demonstrate knowledge; things are memorized without necessarily having a full understanding e.g. listing, labeling, identifying, defining).
- 2) Understanding (you understand information enough to describe it in your own words e.g. explaining, summarizing, describing, illustrating).
- 3) Application (you find some practical use for the information and use it to solve problems e.g. using, applying, solving).

- 4) Analysis (you break complex ideas into parts and see how the parts work together e.g. analyzing, categorizing, seeing patterns, comparing, contrasting, and separating, (re)organizing part).
- 5) Synthesis (you make connections with things you already know e.g. creating, designing, inventing, developing, hypothesizing).
- 6) Evaluation (you judge something's worth e.g. judging, recommending, convincing, critiquing, justifying).

B. E-learning Class

1. Definition of E-learning

According to Hasan (2020: 127), he cited Jay Cross (1998) that the term "E-learning" comes from Electronic learning or E-learning is a popular way of developing education by technological breakthroughs. In general, the term e-learning is synonymous with online learning. E-learning becomes a new paradigm and a modern philosophy in teaching with a mission to serve as a development platform for the present-day society based on knowledge. So, e-learning has defined in many different ways

Based on Udan and Weggen (2000:21) mentioned that e-learning is part of distance learning whereas online learning is part of e-learning. Also, the term e-learning includes various applications and processes such as computer based-learning, web-based learning, virtual classroom. More specifically Rosenberg (2001:22) defines e-learning as the utilization of internet technology for distributing learning material, so students can access anything.

From some definitions above, it can be concluded that e-learning can be done anywhere and anytime using available technology so that learners can access anything they want to know.

E-learning (Electronic Learning) has become a new trend of learning method and considered as the most relevant learning method today especially in the covid-19 outbreak where people are suggested to practice social distancing and avoid the crowds as national pandemic preventive strategies. Many organizations and institutions are using e-learning because it can be as

effective as traditional training at a lower cost. Developing e-learning is more expensive than preparing classroom materials and training the trainers, especially if multimedia or highly interactive methods are used. However, delivery costs for e-learning (including costs of web servers and technical support) are considerably lower than those for classroom facilities, instructor time, participants' travel and job time lost to attend classroom sessions.

2. E-learning Strategy

Development of the learning strategy will enable the organization to determine the needs across the enterprise for capture and creation, intelligent storage and dissemination of information, and the role of technology. Many organizations simply cannot justify the need to put content online as it will serve little or no value in getting the work done. For the same reason, putting content online that has little or no value is also a significant waste of time and effort. We must demonstrate a justifiable need that links the initiative to performance improvement. The inability to demonstrate this need has been the bane of e-learning since its inception. It is easy to see when organizations do not have solid learning strategies. It is evident in disconnected, disorganized, and hard to access content, and is basically a vast waste of time, money, and effort. You drive a value based approach to e-learning by a clear, concise, and measurable strategy for the organization, and you must follow and evaluate this strategy.

Based on Churton (2006: 24), he developed strategies in teaching and e-learning process as follow:

a. Teacher centered, students centered and autonomous learning

A central theme too many university programs suggests that learners should assume more responsibility for their own learning. Especially with nontraditional students, learning styles suggest more input as to when, what, how and where learning is to occur. Some students, however, are less confident in self-directed learning and may be limited in their independent learning skills. For these students, a more

direct instructional approach addressing independent learning skills would seem appropriate. The more experienced learners may perform better in learner-centered programs.

b. Active and interactive learning

Effective instructional practices suggest that learners should take an active part in their learning rather than passively receiving information. This may take the form of participation in proactive experiments, simulations, role-playing, small group interactions, group problem solving or a host of other activities. When the learner is learning in isolation or nongroup settings, resources and assignments should be structured so as to demand interactivity from the learner with other students and the instructor. Technology can be of assistance in addressing the inter-connectivity among students.

c. Preferred sensory channels

Learners, as well as their instructors, have preferences for e-learning such as viewing, listening, or completing an activity. In a e-learning environment, providing a combination of demonstration, description, and presentation assists in addressing different learning styles. From an instructional point of view, it is desirable to provide a range of learning methodologies to address diverse abilities.

d. Place dependent and independent learning

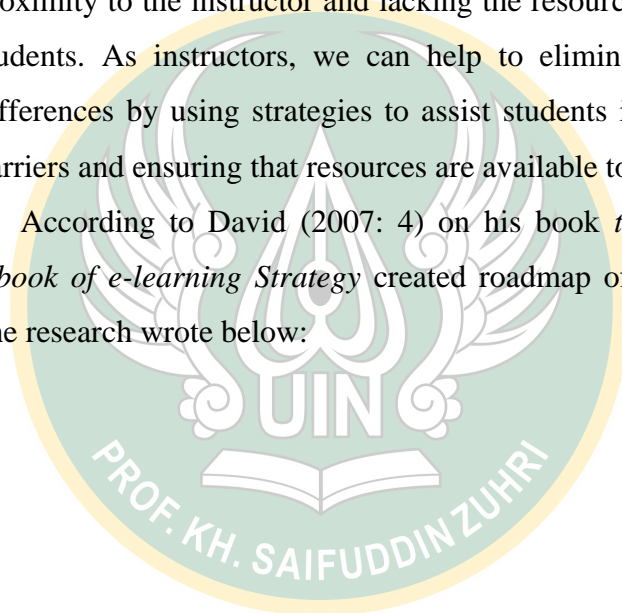
Place independent e-learning occurs when the learner can use learning materials or technology wherever he or she may be rather than having to attend a particular place. Classroom teaching is place dependent. Some forms of e-learning may be place dependent such as a particular site or location where the technology is located but provides convenience for students to attend. Other formats such as on-line www courses are place or site independent.

e. Time dependent and independent learning

Similarly, time independent means that learners can choose the time when they learn. Time dependence means that time is predetermined

or fixed. Any method where instant interaction with other people is required will be time dependent. For example, classroom groups, videoconferencing, audio conferencing and synchronous aspects of on-line instruction all require students and or instructor to be at the same place at the same time. Many facets of the Internet and methods such as tutorials are also time dependent. Although students are successful during the e-e-learning experience, there does seem to exist an attitude among distant students that they are truly not part of the on- campus class. Students can view themselves as disadvantaged because of their proximity to the instructor and lacking the resources available to other students. As instructors, we can help to eliminate these attitudinal differences by using strategies to assist students in overcoming these barriers and ensuring that resources are available to all students.

According to David (2007: 4) on his book *the e-learning Guild Handbook of e-learning Strategy* created roadmap of e-learning strategy and the research wrote below:



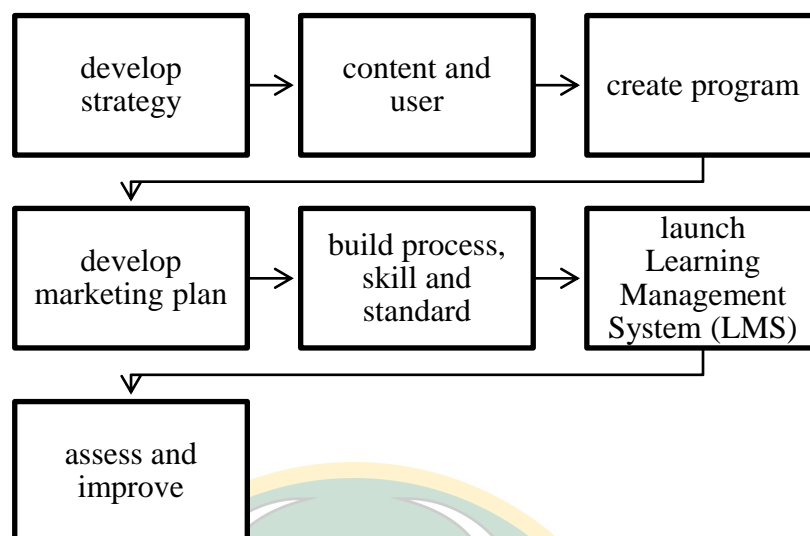


Figure 2.2 Roadmap of E-learning Strategy by David

The first step in apply e-learning strategy is develop e-learning strategy to include the introduction of e-learning activities with traditional instructor led training within the organizations current infrastructure.

Second is content and user. Teacher program including identifying appropriate content and user group to generate lesson learned and further refine the process.

Third, create and implement an e-learning course and assess effectiveness.

Fourth develop internal e-learning marketing plan and intranet site to promote the e-learning class to the users.

Fifth build process, skill and standard including develop repeatable process, control, standard and internal skills to begin large scale migration of content or class to e-learning and mobile device.

Sixth launch Learning Management System (LMS). Implement a centralized online learning management system to deliver, manage, track and report on corporate e-learning activities including return on investment.

Seventh assess and improve. Implement continuous improvement program to assess and improve repeatable processes, controls, standards, and internal skills.

In line with David, Bruri (2015) also design e-learning strategy for students of Vocational High School but the researcher taught that is relevant to be applied in every level of education in Indonesia. Bruri (2015: 57) design the strategy below:

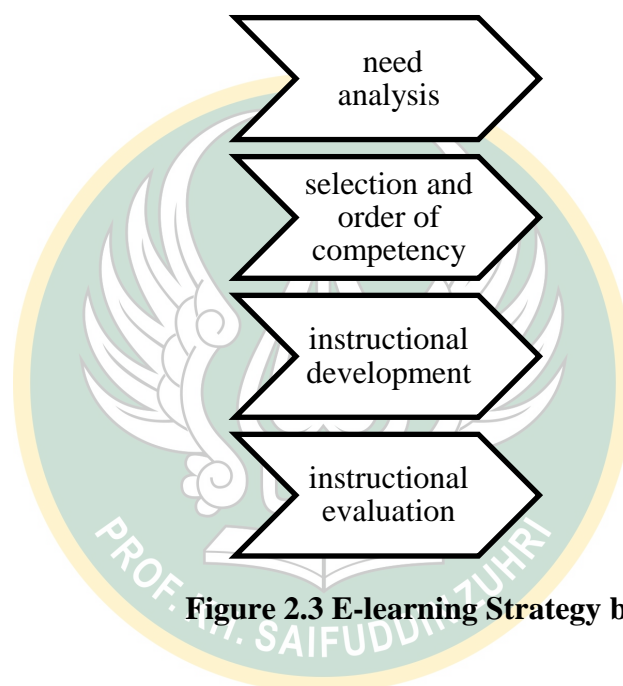


Figure 2.3 E-learning Strategy by Bruri

In the key aspect of Needs Analysis shows that the sub-aspect Expertise Field requires school facilities. Through good school facilities and complete produce good learning relevant to their expertise. Facilities must be in accordance with the scope of his areas of expertise, including the availability of e-learning support facilities operational. An indicator of ICT development is secondary to the facility. E-learning may not work properly if the ICT developments relating to the use of computers and the internet network is not supported or not available.

The need for expertise related to the needs of learners are two different interests but form the basis of teaching and learning activities, the

interest in learning ICT is a major requirement. Interest according to the theory of learning is one of the intrinsic variables necessary for the success of learners. No matter how good instructional design suggestions availability even if the infrastructure is complete lack of interest the students are not even interested in the teaching and learning process will not succeed.

The main aspects of the Selection and Order of Competence indicators show that the primary purpose of learning is the basis for analyzing the competence areas of expertise to use e-learning as an instructional media. Through clear objectives and measurable learning will allow students to know and master the skills taught competency areas. When linked with competence indicator, the indicator of be able to use the equipment is the most important indicator. Competence in education mostly always associated with the realm of physical skills. Physical skills related to the use of the equipment. How to use the equipment properly is a key measure in evaluating performance, it does show that the learning objectives should be spelled out in the performance assessment.

Interests, access intranet or internet as the main thing that is needed in the main aspects of the instructional development is closely associated with the use of e-learning in instructional. Ease of access will facilitate the planning of instructional strategies that suit learners' conditions and competencies required to master. The primary key of e-learning is learning with intranet or internet is sufficient good quality and network capacity. Any sophisticated software and hardware available will not work for e-learning instructional if they are not available over the internet.

Instructional materials as a supplement to e-learning must be selected that can improve the interactive activities of educators and learners. Instructional materials that are information without involving activity learners will be boring and less attractive. Interactivity teaching materials and easy to update in accordance with the level of technological development will be easily absorbed by learners. Rapid changes in the

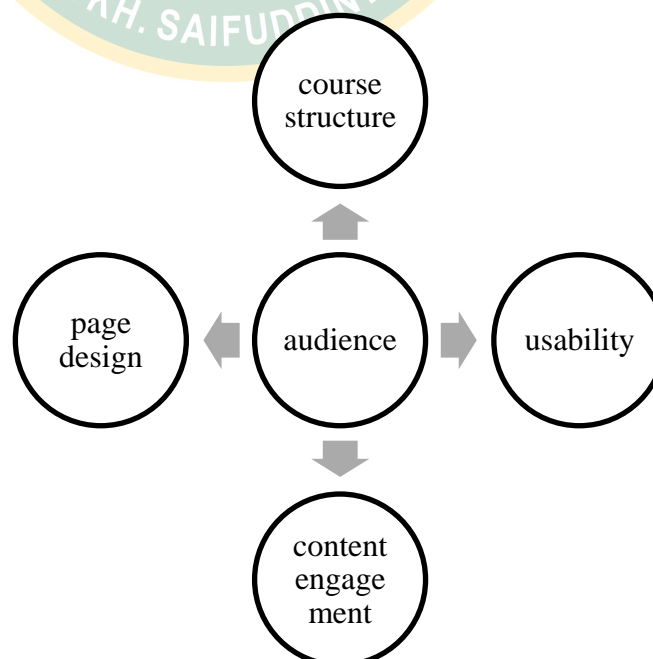
virtual world of information will also be absorbed by the fast learners when given instructional materials give learners opportunities to respond and direct activity. Indicators are reflected in this key aspect is the interactive learning that is supported by the ease of learners to access the internet without any limitation of space and time.

Instructional performance evaluation aims to keep learning e learning design direction in accordance with the purpose of learning. All activities are planned in the learning design must be accounted for and executed with discipline. Moreover, in this evaluation the information needed school linkages with industry or services. As for the evaluation formative or summative main indicator of the most overlooked is carrying out remedial actions for students who do not meet the standards of MCC.

Based on the four key aspects above, the researcher used all the aspects as the indicator observation checklist of e-learning strategy in SMP Negeri 2 Kertanegara.

3. Components of E-learning

There are five e-learning components that are essential for all successful online courses that are introduced by Gautama& Tiwari



(2016:14). The diagram is connected together and has an important role in designing e-learning system.

Figure 2.4 Components of E-learning

a. Audience

According to Gautama& Tiwari (2016:14), they argued that audience from the concept to implementation, the student is a critical factor in the process of developing online courses. The whole thing intended and developed should be done with the student in mind. One of the first steps in the system designing is to conduct a student analysis. This analysis will help to find out the basic structure of the other four eLearning components. As we begin to develop an online course we should forever consider the following about our student: Expectations, Learning abilities (prerequisites), Available hardware or software, Learning Environment, Job Responsibilities, and Preferences.

b. Course Structure

Gautama& Tiwari (2016:14) stated that Course structure refers to how a course is intended for e-learning. The structure of a course plays a critical role in how our student learns the content. How the course should be structured and structured. For e-learning, consider the following items when structuring the course:

- 1) Group content into logical module. Recognize the flow of the course and then find out how to modulate the information.
- 2) Size of modules: Most people require to feel like they are accomplishing something and require those mental checkpoints that indicate that they are progressing. Keeping our modules to 8-10 pages will help the student feel a sense of progress. Also, modules that tend to be long cause the student to lose interest and thus, the learning process becomes drudgery.

According to them incorporate interactive concepts: our course structure should also include interactive concepts strategically placed throughout the course. Too much interactivity can cause the student to

either forget why they are completing the course or simply lose interest. A good rule of thumb is to include an exercise or activity every third page with one major activity per module. This will establish a good balance between exchanging information and sustaining the interest of the student. Use pictures/graphics to help explain ideas, concepts, or statements: It is forever a good practice to include images whenever possible. Each image should have a purpose and should represent the subject presented on the page.

c. Page design

The page design of an online course is critical to the learning process. How a page is intended can have a huge impact on the learning experience of our student. Consider some of the following tips when formatting our course:

- 1) Navigation must be intuitive. Navigation simple and easy to follow. The easier it is to navigate, the more engaging the course will be for the student.
- 2) Appearance must not hinder the learning process. Remember, the purpose of the course is to instruct the student.
- 3) The layout of the course should not be laborious for the student to understand what he or she must do on the page. If a page is confusing or frustrating for the student, they will lose interest and we will not achieve the learning objectives.
- 4) The balance between text and graphics is critical. Avoid overpowering the text with graphics or images. Graphics are a powerful resource for instructional designers. Using graphics wisely to stress a concept is a great way to help the student comprehend a complex topic. However, if the graphic becomes too dominate and overshadows the intent of the topic or concept on the page, the student can become distracted and lose interest in the course. Also, too much text with little to no images can also have an effect on the student. Similar to

images, too much text on a page can appear too laborious for the student and can psychologically impact the student is not reading the information. Thus, the balance of images and text must be considered when designing a page.

d. Content engagement

Content engagement refers to how the student interacts with the content of the course. Because studies have shown that the learning experience is greatly enhanced when exercises or activities are incorporated into the learning process, content engagement is critical. Consider the following when attempting to engage the student in an e-learning environment.

e. Usability

Many creative ideas are refused because they do not work. Likewise, a well-structured e-learning course can be ill-received if it does not function properly. Usability refers to the testing of e-learning content and applications. Once we have built our online course, we should forever test it in the same environment that the student will complete the course. Consider the following when we conduct our usability analysis. Verify that all links work properly. Ensure that activities function as intended. Inspect content to ensure that grammar and spelling are correct. Ensure that graphics are visible. Verify that the course works appropriately in all applicable server environments. Verify that screen resolution works for the intended student. Verify that course objective and expectations are met.

C. Challenges E-learning during The Pandemic

According to Hasan (2020: 129), he categorized three domain related to the challenges in e-learning process during the pandemic. Those are academic challenge, technology challenge and administrative challenge. It is for both students and teacher challenge in e-learning during the COVID-19 pandemic.

1. Academic challenge

- 1) Lack of time requires to develop e-learning content
- 2) Lack of interaction between students and teacher
- 3) Lack of necessary time for preparing online exams/assignment
- 4) Lack of awareness regarding ways to integrate the software into teaching
- 5) Inaccessibility of video/power point/data projection during lectures
- 6) Inaccessibility of course notes/feedback about the materials

2. Technology challenge

- 1) Lack of technology/software required for home access
- 2) Lack of technical support/advice
- 3) Lack of necessary adaptive technology
- 4) Inaccessibility of audio/video material, PDF, PPT etc.
- 5) Technological background
- 6) Lack of training courses provided by institution
- 7) The software of e-learning is too complicated to use

3. Administrative challenge

- 1) Lack of administrative support
- 2) Problems with internet access
- 3) Change in faculty role
- 4) Lack of administrative encouragement
- 5) Negative comments about e-learning
- 6) Inadequate Information Communication Technology (ICT) and e-learning infrastructure

D. COVID-19 Pandemic

According to World Health Organization (WHO) Corona virus is a large family of viruses that can cause infections ranging from the common cold and the most severe respiratory illness such as Middle Aged Respiratory Syndrome (MERS) and Acute Severe Syndrome (SARS). World Health Organization called this Covid-19 as a global pandemic. Before it was officially called COVID-19 scientists named this virus as Corona Virus 2019-

nCoV which refers to the corona virus novel. A new type of Corona Virus called ARS CoV-2, previously called 2019-nCoV is a new type of virus that has not been identified in human before. This new type of virus is finally known as corona Covid-19. The term Covid-19 is an abbreviation of Corona (CO), Virus (VI), Disease (D) and 2019 (19) which marks the first time the virus appeared in 2019 in Wuhan, China. The typical symptoms of Corona Covid-19 such as cough, fever, difficulty in breathing, muscle aches, until fatigue. In more severe cases, this can cause severe pneumonia, respiratory distress syndrome, sepsis and septic shock. This virus transmits quickly through droplets or the hand and a solid surface. At this time, there are no specific vaccines or treatments for COVID-19. However, there are many ongoing clinical trials evaluating treatments.

Many countries have confirmed this corona virus infected their people such as Asian countries like South Korea, Japan, Singapore, Malaysia, Indonesia, Thailand and so on, European countries, for instance England, Spain, Germany and many more. America as super power country has also been affected by this outbreak. This Coronavirus has caused many changes to people lives. It hit most aspects of life; economy and commerce, health, tourism, education and many more. Indonesia, as one of big countries in South East Asia has got the impacts of this global pandemic. When the first two COVID-19 cases were announced in Indonesia in early March, the country was in a panic. In respond to that, Indonesian government took several strategies to minimize the impacts for examples Physical Distancing now it is known as Social Distancing, health and sanitary campaign (washing hands frequently, wearing face mask while going out), closing public access such as airport, terminal, malls and offices. In economy sector, shops which do not provide daily needs are requested to be closed, cafe and restaurants are suggested to provide take-away service only.

In education sector, Indonesian Education and Culture Minister, Mr. Nadiem Anwar Makarim, has issued Minister circular letter Number 302/E.E2/KR/2020. It requested students to study from home (SFH), the classes would be held virtually. The shift real teaching-learning process in the classroom context into virtual classroom is the culmination of the government's efforts to prevent COVID-19 from entering university populations and spreading to local communities. However, schools (teachers) and universities (lecturers) are obliged to teach and monitor the learning process using online or digital platforms or what is widely known as online learning or e-learning.



CHAPTER III

RESEARCH METHODOLOGY

In this chapter, the researcher discussed about type of the research, setting and participant, data source, data collection technique, and data analysis technique.

A. Type of The Research

In this research, the researcher used descriptive qualitative research that focused on the teacher's strategies on English e-learning classes. It described the strategy used by the teacher in SMP Negeri 2 Kertanegara. Qualitative research was used to describe and analyze the abilities, forms, uniqueness, and variations of words produced by teachers in e-learning class.

In line with Walidin (2015:76) stated that qualitative research is a research procedure that uses descriptive data in the form of written or oral words from people or actors that can be observed. Likewise, Creswell (2014:2) defined that qualitative research is a research with an approach to understanding the meaning of individual or group and exploring social or human problems.

In this study, the researcher tried to find the phenomena which occur in the English teacher strategy in e-learning class. The researcher used the method for the reason that believed using qualitative research could give more naturally information from the subject of the research.

B. Setting and Participant

1. Setting of The Research

The researcher conducted the research at SMP Negeri 2 Kertanegara where located in Raya Karangasem Street of Purbalingga. The government of Purbalingga still establishes work from home in every sectors even educational sector because the case higher than other cities. In other hand, the researcher was interesting to investigate how the English teacher taught virtually which was only using WhatsApp and Google form as media e-learning from the beginning of the pandemic until now, and the students' achievement was also reached the standard minimum of

competency. For that reason the researcher chose SMP Negeri 2 Kertanegara as a setting of the research.

2. Participant

Subject of the research was the teacher in SMP Negeri 2 Kertanegara. There were three English teachers who taught at SMP Negeri 2 Kertanegara. Those were two males English teachers were named Mr. Fajrin and Mr. Edi who taught in seventh and eighth grade, and then the last female English teacher was Mrs. Sri who taught in seventh and ninth grade. The table below was the participant of the research:

Table 3.1 Identity of The Participant

Name	Age	Address	Teach in class
Sri Haryanti, S,Pd.	52 Y.O	Krangean, Kertanegara	7 ABCD 9CD

The reason chose Mrs. Sri because only she taught in two classes which were very hectic in a day to teach English at SMP Negeri 2 Kertanegara. In other side, she also was senior teacher there since she has taught for over ten years teaching English hence the researcher thought that she had a lot of experiences in every period before pandemic or even pandemic situation.

C. Data Sources

Data is interpreted as a representation of information or notes on a collection of facts in the form of text or numeric forms (sequence of numbers, letters, images, etc.). According to Mohajan (2016:31), he said that normally, data is structured but does not cover any information for using it in certain contexts. Data in this research were in the form or written text in the observation checklist, and interview transcript. Data is an important aspect in conducting qualitative descriptive research. From these data, researcher obtained information about the teacher's strategy in teaching English on e-learning class at SMP Negeri 2 Kertanegara.

D. Data Collection Techniques

Research instrument was tool or facilities were used by researcher to collect the data. The result of research was better, more accurate, complete and systematic. So was easy to be worked. An instrument could be form of observation, interview guided, and documentation. In this research, the researcher used observation, interview and documentation.

1. Observation

Observation is one way of collecting data by someone with the intention that someone can feel and then understand the knowledge of a phenomenon. The number of periods and the length time in the observations made depends on the type of data collected. In this case, the researcher observed the way the teacher teaches English with e-learning class through WhatsApp and Google form that have been made by the teacher.

According to Gorman and Clayton (2005:40), they defined observation is a study that involves a systematic recording of a phenomenon or a certain behavior that can be observed in the natural environment. While Ary (2010:431) argued that observation is the basic method for obtaining qualitative data. The qualitative researcher's objective is a complete description of behavior in a particular setting, not a numerical summary of the occurrence or duration of observed behavior. In this observation activity, the status of a phenomenon is determined by observing not by asking.

In this observation, the researcher observed the teacher while teaching in the e-learning class and finds out how the teacher applied the teaching strategies in teaching English. In this research, the researcher used an observation sheet contained of list activities that might appear in the e-learning class. The observation sheet used by the researcher was a checklist (Yes/No) and was recorded to describe e-learning class activities.

There were two kinds of observation that used by the researcher. The first observation has aimed to determine how English teacher strategy

was going on e-learning class during the pandemic that has been conducted three times in November 17th at Ninth D Grade, November 20th at Seventh D grade and November 27th at Ninth C grade. And the last observation has aimed to know the teachers' challenges in e-learning process during the pandemic that held on November 17th, 2021.

2. Interview

Schostak (2006:54) argued that interview is extended conversations to get in-depth information about a particular topic or subject, and through which phenomena can occur and be interpreted in the sense of meaning carried by the person being interviewed. In this case, the interview was done in the middle of a pandemic by face to face interview.

Sugiyono, 2008:231 stated that interview is a meeting of two persons to exchange information and idea through and responses, resulting in communication and joint construction of meaning about a particular topic. There are kinds of interview. First, unstructured interview is the interviewer carries out the interview with no systematic plan of question. Second, structured interview is the interview carries out the interview by using a set questions arranged in advance. The last, semi structured interview is the interviewer uses a set question which is developed to gain the specific information. The interview was conducted to get the addition of information in response to interesting or important answer that arises unexpectedly from the planned questions.

In this part, the researcher used the structured interview to get some information about the English teaching strategy was used by English teacher in e-learning at SMP Negeri 2 Kertanegara. The interview was done after finished the teaching and learning process on December 4th, 2021. The functions of interview in this research were to crosscheck the data and to make sure that the data from the observation were really valid.

3. Documentation

Documentation came from the word document which means goods written items. In carrying out the documentation method, the researcher

investigated written objects such as notes, attendance list, students' achievement, syllabus, lesson plan and so on. Based on Arikunto (2009:149) , she argued that documentation is data source that in form written magazines, documents, the researcher documentation to supporting the to collect the data from files written and picture.

In this research, the research used checklist documentation to obtain the data in the form of photos which would be evidence that the researcher properly conducted the research as show in the table below:

Table 3.2 Documentation Checklist

No	Document	Option	
		Available	Unavailable
1	School profile	√	
2	Lesson plan	√	
3	Syllabus	√	
4	Students' achievement	√	
5	Picture of teaching and learning process	√	

E. Data Analysis Technique

According to crewel (2006: 245) stated that qualitative data is the process of arranging the data to be systematic. A discussion method in a qualitative proposal needs also to specify the steps in analysing the various forms of qualitative data. Sugiyono (2014: 135) argued that a qualitative descriptive data analysis is process of searching and arranging systematically the obtained data from interview, questionnaire and documentation by organizing data into categories, explaining into units, synthesizing, arranging into patterns, sorting the important ones, and drawing conclusion in other to comprehend by the research or the reader.

In addition, Miles and Huberman (1994: 24) mentioned flow analysis models as one of qualitative descriptive data analysis method. They divided flow analysis models into three low activities which will use by researcher in this research. Those analysis components are data reduction, display data and drawing conclusion. The flow analysis models applied in this research can be explained with some steps as follow:

a. Data reduction

This refers to the process whereby the mass of qualitative data in may obtain-interview transcripts, field notes, etc.is reduced and organized for example coding, writing, summaries, discarding irrelevant data found by the students. Thus the reduced data would provide a clearer view, and make it easier for the researcher to conduct further data collection and look for it if necessary. In reducing data, the researcher would be guided by the objectives to be achieved. In this case, the researcher obtained data from observation and interview with the English teacher which showed how the teacher's strategies on e-learning class. In this step, the required data is entered while irrelevant data is not used.

b. Display data

After the data is collected and reduced the researcher should go to the next steps is displaying the data. Hadari & Martini (2006:49-51) stated display data uses to show a situation, process, or event is included in one of the groups or certain people.

The second major flow of analysis activity is data display. Display generically means organized, compressed assembly of information that permits conclusion drawing and action. Secondly the researcher make conclusion by describing the information from the instrument for collecting data then make an explanation about the finding of the research.

c. Drawing conclusion

The conclusion is the final stage in data analysis. The conclusion in qualitative research is new findings that have never before existed. Findings can be in the form of description or description of an object before still dim or even dark, so after being investigated becomes clear. This conclusion can be a causal relationship or an interactive, as well as hypothesis or theories. In the conclusion stage, the researcher began to see and examine all data then tell the story by making a

relationship between the stories so that the researcher got the results and conclusions from the study.

With drawing some inferences are the final step after data presentation and initial conclusion remained temporary. It possibly changes if there are other valid evidences supporting for another data collection. However the initial conclusions which are supported by valid and consistent evidences make the conclusion are strongly believed to be incredible. The last the researcher describe the information by in researcher's opinion after getting information.



CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

In this chapter, the researcher presented the finding of the research, described strategies that used by the English teacher in e-learning class during the pandemic COVID-19 and the result of the English teacher's interview and observation then the last was discussion about the findings.

A. Findings of The Research

1. The English Teacher's Strategy Applied in e-learning at SMP Negeri 2 Kertanegara

In this sub-chapter explained what the researcher got after doing a research. The researcher did interview and observation to the English teacher of SMP Negeri 2 Kertanegara. The researcher made structured interview with English teacher Mrs. Sri Haryanti who taught in ninth and seventh grade. During the English e-learning process, the teacher implemented creative and critical strategy. The English teacher gave stimulus to the students, to analyze and think what would happen then make an evaluation.

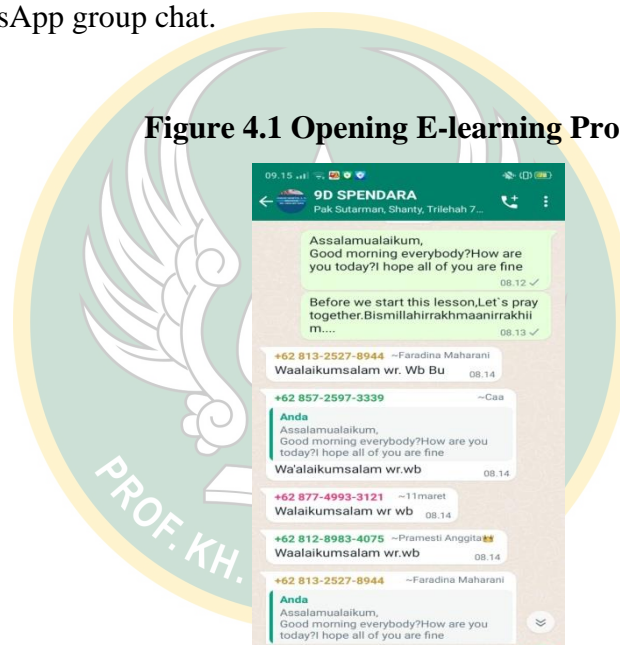
“I apply critical and creative strategy where I give interesting material to the students to stimulate them so they can read and analyze the material that I give, I try to bring the material in their real life so they can describe and do evaluation well”.

In line with her statement when she taught in seventh B grade, she asked students to explain and describe things on the picture that she shared before. She just gave a picture and asked them to mention what things on that. Nevertheless, the researcher found that several students just passive and only few students could answer and confess their opinion. After that she instructed the students to watch video or understand the material for further assignment. The students are given the task by the English teacher to make describing things in their home. The assignment that has been done by the students would be photographed and sent it through the WhatsApp.

To make data research was valid, the researcher also conducted an observation. The observation hold in three times using checklist observation. The indicators of checklist observation used from Bruri has mentioned on previous chapter. It helped the researcher to cross check adequate of data interview and facts field.

First observation did in ninth D grade on 17th November 2021. The researcher gained how the English teacher implemented strategy in e-learning process. The English teacher has conducted the e-learning process starting with greeting and prays to the students who joined in the WhatsApp group chat.

Figure 4.1 Opening E-learning Process



In this case, the students have already known that English lesson started but from the first opening until the end of lesson, only some students who joined in the group chat. After this, English teacher check attendance list using WhatsApp but actually she usually uses survey link by Google form.

Figure 4.2 Checking Attendance List



Next step was the English teacher gave apperception to the students with giving a text about procedure text and they were asked to read the text in ten minutes.

Figure 4.3 Giving Apperception



In other hand, the English teacher always finds her students get the trouble when she asked to read the text for instance some students cannot open the file in their phone because there is not the application that support to open the file, some students just scroll up and down the text without comprehended. After this step, the English teacher gave an assignment.

Figure 4.4 Material



The English teacher has prepared the assignment before e-learning process. She would share the link if the assignment using Google Form or share using WhatsApp and the assignment would submit in that day or next meeting.

Figure 4.5 Giving The Assignment



After that, teacher gave conclusion for the material that they learnt and closing word.

Figure 4.6 Conclusions and Closing



2. The Teacher's Challenges on E-learning During COVID-19 Pandemic

According to the interview result, the researcher found that the e-learning applications used in SMP Negeri 2 Kertanegara were WhatsApp, Google Form, and YouTube. The English teacher was made a group class in each grade on WhatsApp, in every group has an admin as a leader of the class. Technically, English teacher hold e-learning based on the schedule of the English subject in every grade, she has prepared the lesson plan before start the study and then she shared a link as a survey or attendance list to know who were joining the group chat on WhatsApp. After she done the attendance, she shared a link video or file in Microsoft Word about the material that would be learnt that day. As mentioned on her interview.

“the application often uses WhatsApp in e-learning and sometimes I give videos or material in Microsoft word but if I use Microsoft word, some students cannot open the file properly because they do not have the application in their phone”

In the other hand, some students had problems in English e-learning process, they had bad signal, package data, and the biggest problem was laziness. When it occurred to her students, she would ask a favor with teacher's class to overcome the problems.

B. Discussion

1. Teacher's Strategy on E-learning During COVID-19 Pandemic at SMP Negeri 2 Kertanegara

According to the data in previous subchapter, the English teacher in SMP Negeri 2 Kertanegara was using critical and creative strategy in e-learning process during the pandemic COVID-19. The implementation of critical and creative strategy was in every material of each grade in SMP Negeri 2 Kertanegara. Both the strategy was given by the teacher began with creating the material, giving stimulus, analyzing, evaluating and remembering. The first step was creating the material, teacher already prepared the material using the English textbook or looked for in internet after shared the material, the teacher giving stimulus with brainstorming via WhatsApp according to the material, and then they were asked to analyzing their opinions and discuss in e-classroom. The teacher give several times to the students to show their opinion and then teacher would evaluate their discussion together.

Based on the findings above showed the teacher's strategy was implemented in English e-learning process. As mentioned in chapter two, the researcher used Bruri's theory to find out the strategy that used by English teacher in e-learning during the pandemic. The researcher delved the data findings using Bruri's theory in five indicators which have mentioned in previous chapter and it would be explained then.

a. Need analysis in strategy of e-learning process

This was about the facilities including students' facilities at home and teacher's facilities when working at school or home. It became the determination to the successful of e-learning. According to the data interview with Mrs. Sri on 4th December, 2021, she said as follow:

"...untuk tidak ada sinyal atau tidak ada smartphone saya tanya itu setiap kelas itu tiap anak punya hanya saja sebagai alasan tidak punya eee kuota"

The big problem of the students in e-learning process was only data package because this was pandemic situation and all we know that the

economic has big impact during the COVID-19. It can be seen that between teachers and students at SMP Negeri 2 Kertanegara have a good facilities to support the e-learning process. According to the data interview and observation, the knowledge of Information, Communication and Technology (ICT) between students and teacher were low level. We can know from the platforms or applications that used by the teacher. There are many applications or platforms that can be used for e-learning such as YouTube, Google classroom, Edmodo, Prizi and so on. We can use these various applications for free without having to pay while English teachers of SMP Negeri 2 Kertanegara only used YouTube and WhatsApp for e-learning in very long duration. This certainly has a negative impact on student interest in learning.

Gautama& Tiwari (2016:14) mentioned four point components of e-learning. One of them is course structure refers to how a course is intended for e-learning as mentioned in chapter two. The course structure should also include interactive concepts strategically placed in the course. Too much interactivity can cause students to forget why they have completed the course or simply lose interest. As a rule of thumb, add an exercise or activity that contains one main activity per module every three pages. It strikes a balance between exchanging information and maintaining student interest. In addition, the factor causing the lack of Information, Communication and Technology (ICT) knowledge for English teachers at SMP Negeri 2 Kertanegara was the age of teacher who is 50 years old, will soon retire from being a teacher. It can be seen from the lack of updates to the latest information, free applications for e-learning and e-learning games that can be used to attract students' interest as a result they were not bored following English e-learning.

Second is the instructional strategy. Bruri (2015: 60) stated instructional strategies are usually always linked to the realm of physical abilities. Proper use of the device is an important factor in the evaluation indicates that learning goals need to be embodied in performance assessments. The researcher pointed out the e-learning strategy was applied by the English teacher of SMP Negeri 2 Kertanegara was good, but the execution during

learning was not quite right. The researcher found one strategy used by the English teacher was applied to all classes without considering the students' condition, material being taught and learning objectives. Therefore, the critical and creative learning strategies used by English teachers at SMP Negeri 2 Kertanegara were less effective if applied in seventh grade with the material describing pictures. This is because seventh grade was still the beginning to get reading or material with critical thinking level. In fact, when teaching in seventh grade using the same strategy many students were not active during e-learning. Especially in the ninth grade with procedure text material, there were only four children out of thirty students who asked about the assignments they had to do. The critical and creative strategy initiated by the English teacher seemed less effective if applied in e-learning with all the limitations that exist.

Third, instructional material need to choose it that can improve the interactive activities of teachers and learners. In the material aspect, it can be seen that the results of the checklist observations show the dominance of YES points. It meant that the material taught by the English teacher was in accordance with the existing syllabus and lesson plan. In addition, students could also find the same material on Google or YouTube to be able to understand more deeply. This showed that the teacher gave students the freedom to explore the digital world, looking for digital learning resources that can be found anywhere and anytime. The researcher found that there was no content either in the form of video or audio made by SMP Negeri 2 Kertanegara teachers' as learning media. They only looked for related material, then distributed it to students and explained it. Although it was recognized of limited time and inadequate human resources are also one of the obstacles faced by English teachers at SMP Negeri 2 Kertanegara.

Fourth, instructional performance was including the teacher performance when e-learning process. The component of e-learning that have been mentioned by Gautama and Tiwari in previous chapter was influenced on instructional performance. Those were page design and content engagement. Page layout for e-learning class was crucial to gain knowledge of process.

Page rationale may have a big effect on a students' gaining knowledge of experience. In this section, the researcher found that time management was not in accordance with the schedule determined by the school. Due to the pandemic situation, face to face learning usually held 45 minutes for 1 hour of subject, thus it was compressed to 30 minutes for 1 hour of subject. Actually the English teacher has started lessons on time, but there were always some students who were late in joining the material or just filled the attendance, which ended up disrupting the e-learning process. In addition, student indiscipline also often occurs when collecting assignments or projects that are given in every meeting. Many of them do not collect at the appointed time. The cause of this indiscipline was due to the lack of student awareness of the task, the lack of student responsibility in fulfilling their obligations as a student and the absence of good communication between teachers and students to always remind their unfulfilled duties and responsibilities.

Fifth was evaluation. From the data of observation showed positive results from five aspects. English teachers always provide formative evaluations after the learning completed. For students who have not passed the minimum standard, they will also be given additional assignments so that the final accumulated scores from assignments, daily tests, mid-tests and final examination can be achieved.

According to data explanation above, the researcher has investigated the strategies used by English teachers during e-learning class. The strategy implemented by the English teacher for e-learning used a critical and creative strategy. This strategy was implemented at all grade taught by Mrs Sri. This strategy was triggered by giving apperception in the form of text or images as a stimulus for students to be able to think critically and actively during e-learning. Critical and creative strategies can only be applied in certain materials, not all materials can use this strategy. For instance when material congratulation or material that puts forward speaking skills. This strategy will not be suitable if it is applied to material that focuses on speaking skills. The

application of a suitable strategy must consider several things including, learning objectives, materials, and time.

2. The Teacher's Challenges on E-learning During COVID-19 Pandemic

To answer the second question in the problem formulation, the researcher has obtained data from the results of data collection techniques related to the problems faced when e-learning classes. The researcher formulated three domains based on Hasan (2020) regarding the obstacles faced by the English teachers in e-learning classes during the pandemic.

a. Academic challenges

In the academic challenges there are three main points that are highlights. Those are lack of awareness regarding ways to integrate the software into teaching. It has been proven from the use of e-learning media which only used WhatsApp and YouTube. English teachers have not been able to integrate the use of other platforms as e-learning media to attract students in English e-learning classes. Second is the lack of time to create e-learning content. With the busyness that exists during the pandemic, many teachers are looking for alternative ways related materials on YouTube or other social media. They think it shortens time and is more effective. The last is the interaction between teachers and students in the e-learning class. In the previous discussion there was a picture showing 9D grade that is doing an e-learning class in English lessons, it can be seen that only a few students are active to ask questions about the material being studied. Most of them are teachers who provide explanations and directions.

b. Technology challenges

In this domain, there are seven aspects of indicators to determine the obstacles faced by teachers during e-learning. These domains have a domino effect that causes failure in e-learning classes. One of them got YES points; it meant that these six aspects are the biggest challenges for teachers in the technology sector. The first aspect is lack of advice or technical support, especially for English teachers during e-

learning. For instance, the principal of SMP Negeri 2 Kertanegara would like to provide training to all teachers related to Information, Communication and Technology (ICT) in dealing with e-learning classes during the pandemic. Consequently ICT knowledge of teachers' can adapt to the current conditions and can optimize existing resources and facilities, both free and paid. The absence of support from either the principal or the local education organization conducted optimization training of ICT among teachers during the pandemic. Finally, teachers only used to apply their basic knowledge to their students. As happened to the English teacher of SMP N 2 Kertanegara, they only used WhatsApp and YouTube as e-learning tools, even though there are still many free applications that can be used for the e-learning process therefore students do not get bored joining e-learning classes for a long time. The limited use of the platform is also caused by the presence of background technology a teacher. Among the causes are lacks of social media, lack of up to date on things that are happening now or following the modernization that is happening in this digital era. Subsequently they will never experience difficulties and confusion in overcoming e-learning classes.

c. Administrative challenge

In the administrative challenge domain, there are two obstacles faced by teachers, namely the negative thoughts of students about e-learning. When face-to-face learning students already have the mindset that learning English is difficult and when this pandemic occurs then learning is done virtually they think that study English by e-learning will be more difficult, in addition teachers also lack variety in teaching e-learning classes. Therefore, the efforts of teachers in teaching and e-learning are needed for the success of e-learning classes.

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter presents the conclusion and recommendations for the results of the research. The findings were obtained from the previous chapter, and the advice directs additional researchers who are interested in completing related study.

A. Conclusion

Based on the data findings and discussion on the previous chapter, the researcher summarized as follow:

1. Teacher's Strategy on E-learning During COVID-19 Pandemic at SMP Negeri 2 Kertanegara

- a. The English teacher of SMP Negeri 2 Kertanegara implemented critical and creative strategy in e-learning classes during the pandemic situation. The strategy established students' active in e-learning class with giving stimulus text or image as apperception in the beginning of teaching e-learning class.
- b. In the implementation of English e-learning classes, the English teacher only used WhatsApp and YouTube as media of e-learning. The English teacher shared everything in e-learning including material, examples, procedure and also the assignment using WhatsApp. In addition, YouTube used as learning resource.

2. The Teacher's Challenges on E-learning During COVID-19 Pandemic

- a. The English teacher challenges in e-learning class during pandemic divided into three domains. Those were academic, technology and administrative challenge.
- b. In the academic challenges there were three highlight points as follow: lack of time to create e-learning content, lack of interaction between students and teacher, and lack of awareness regarding ways to integrate the software into teaching.

- c. In the technology challenge domain, there was technology background of the teacher, limited optimizing platform e-learning, and the education authorities or school principle did not provide teacher training of ICT.
- d. The last challenge was administrative. The obstacle on this domain was the interaction between students and English teacher during the e-learning process.

B. Suggestions

According to the results of the study, there are several suggestions presented for School, English teachers, Students and researchers.

1. School

The principle or the founder should hold seminar or training ICT for the teachers so they can upgrade their technology skill so it helps teachers to make creative and interactive instructional media. The school also need WiFi access for everyone to help the teachers or students in e-learning or school gives students who in low-economic package data.

2. English teacher

The English teacher should follow the seminar or need more time to prepare the material, the English teacher can find a lot of material in the internet if she spare more time to make the e-learning not boring. In other hand, she also needs more applications as media e-learning not only using WhatsApp but there are a lot of free application e-learning in the internet that can be used by everyone.

3. Students

Students should try to move when e-learning process to the best place where have a good signal. If they cannot move, they can attend the school or meet the teacher to ask the assignment or material.

4. Future researchers

The researcher hopes that for future researchers who are interested in conducting similar research, it will contribute to understanding teaching strategies in teaching English e-learning classes. Besides, hopefully, this

research will provide inspiration and guidance for further researchers to be more careful in conducting research, so that the results are better than this. Therefore, the results will be more profitable and be applied in a larger area.



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