

An Analysis of English Teachers' Online Teaching Strategies during Covid-19 Pandemic

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Abstract

This research aims to describe and find out the two following objects: (1) the English teachers online teaching strategies, and (2) The strategies help the teachers' in online teaching. This research used Qualitative model. The instrument collecting data were online class observation and interview. In order to get the sample, the researchers used random sampling technique. There were 3 English teachers in SMAN 5 Makassar as the sample of this research. The results of the research indicated that (1) teachers used cooperative learning and discovery-based learning in online teaching during the Covid-19 pandemic era. (2) Cooperative learning and discovery-based learning can help the teachers in teaching. Cooperative learning strategies help the teachers in teaching English because the students can know about the importance of group study. Discovery based learning strategies help the teacher in teaching English because with the students can more explore knowledge in another resources. According to the results of the research, it can be concluded that the teacher's strategies in online teaching during the pandemic there are Cooperative learning and Discovery Based Learning

Keywords: *Teachers' Strategies, Online Teaching, Pandemic*

1. Introduction

Teaching strategies are the concepts, processes, or intentional acts that make learning be easier, faster, more engaging, more personality-driven, more productive, and adaptable to a variety of contexts (Richards, 1986: 274). In order to learn English, teaching strategies are required. Different ways of learning from others are then linked to the strategies utilized by teachers during the learning process. Teaching strategies can help students learn more effectively. We cannot attain our goals with a not well-structured teaching strategy (Fatimah and Kartikasari, 2018). Thus, when teachers use instructional strategies in the

classroom, they cannot be ignored and must be evaluated. Indonesia experienced a Corona virus outbreak in March 2020. To prevent the virus from spreading, the government suggested that face-to-face learning be substituted with online learning. Cooperman (2017, p.8) argues that technical knowledge of technology or the ability to use modern technology to conduct effective and productive online education is required. Teachers' ability to improve their teaching depends on their ability to learn new technology skills.

However, during an internship at a school as part of a requirement for PPL program at university in October until November 2020, the researcher asked students their feelings on online lessons during the epidemic. Many students stated that they became bored easily in class due to the boring teaching technique in which they were just shown a power point and given an assignment through Google Classroom. Furthermore, students are unable to comprehend learning, their accomplishment in learning is certainly lacking, and their grades are often quite low.

One of the most significant variables affecting language learning is teaching strategies. It is the most fundamental motivator for someone to take action. Teachers must be more proactive in understanding which learning tactics students prefer, or alter their teaching strategies to avoid boredom. Students will be more comfortable and delighted to learn a foreign language if teachers adjust their teaching strategies, especially in the current pandemic condition.

Teaching strategies are clearly required and crucial to learn, as evidenced by the previous description. Teachers integrate teaching strategies to facilitate students in achieving their learning objectives. It will also have an impact on student learning results and interest. However, according to the researchers' experience, a lack of teachers ready to experiment with innovative teaching techniques creates a variety of barriers in the teaching and learning process. Teaching strategies, according to Darmayah (2010: 17), are the design of lessons and administration of learning activities by teachers using a variety of learning resources

to facilitate in the development of an effective and efficient learning process.

There have been previous study studies on teachers' strategies. In the academic year 2018/2019, Fitri (2019) investigated teachers' strategies in teaching English (case study of two outstanding English language teachers at SMAN 1 Badeganand SMAN 1 Ponogoro), and Wahidah (2015) investigated teachers' strategies in teaching English at Muslim Wittaya Phuket School, and Apriyandini (2016) investigated an analysis of English teaching strategies at Vocational High School of Art (A case study at SMK Negeri 8/ SMKI Surakarta in the academic Year 2015/2016). These studies, on the other hand, tend to link teaching strategies to offline or face-to-face learning, whereas this study focuses on teaching strategies in online learning during a pandemic. This is because the success of teaching strategies is determined by the teacher. The researcher proposes to explore An Analysis of English Teachers' Online Teaching Strategies During the Covid-19 Pandemic based on the topic above. Based on the study's setting, the researcher formulates the following problem: the problem that becomes the main concern of this research is that most teachers still have difficulty transitioning to online classes. Meanwhile, teaching strategies are becoming increasingly important and effective in the process of teaching and learning. According to the following statement, the research questions are: (1) What are the teachers' strategies on online English learning during COVID-19 pandemic? And To what extent do the strategies help the teachers on online English learning?

2. Literature Review

A good teaching strategy ensures that the teaching and learning process is well-structured and results in high achievement. Everyone who will be involved in the learning process must be classified by the educator. Educators must choose who will be their students, as well as their diverse degrees of intelligence, backgrounds, and motivational approaches. According to R.J. Seidel, K. C. Perencevich, and A. L. Kett (2005), a strategy is a sequence of action that may be used in a variety of situations or activities to improve comprehension, recall, solve a specific problem, achieve a desired goal, or optimize performance productivity. A teaching strategy, according to Sanjaya, Wina, is "a shared component sequence of resources and learning processes that will be employed collaboratively by teachers and students during the learning process" (2006). Solihatin defines methodology as "a technique, plan, or series of activities aimed at achieving a specific instructional goal" (2013: 3).

Teaching strategies, according to Darmansyah (2010: 17), are the process planning of lesson and administration of learning activities given by teachers using various learning materials to assist the development of an effective and efficient learning process.

Hamruni (2009: 8-9) divides teaching strategies into five categories: Direct instructional teaching strategies, Indirect instructional teaching strategies, Interactive teaching strategies, Inductive activities are the focus of empirical learning strategies, Independent teaching strategies.

According to Burden and Byrd (1999:99), cooperative learning is a method of forming small, mixed-ability learning groups. The teacher assigns a problem or an assignment to the class to solve. An inquiry-based learning strategy involves students in the data collection and hypothesis testing process (Arends 2008, p.45). Problem learning is a teaching style in which students identify a problem, discuss it, and come up with a solution. Discovery learning is a method for improving students' active learning skills by allowing them to discover and investigate themselves, resulting in more relevant, reliable, and long-lasting results (Hosnan, 2014). Teachers must use constructivist teaching approaches to establish a learning environment that inspires and assists students in improving their learning. This method enables students to systematically find and explore the data, ideas, and concepts they require for themselves. The guided teaching approach combines constructivist and direct approaches. This balanced approach combines two ways in which students are taught or influenced directly by teachers while also having the freedom and independence to follow their own interests and talents.

3. Research Methodology

This research relies on qualitative data. According to Cresswell (2012), qualitative research is used to investigate a topic and gain a better understanding of a phenomenon. According to Christensen and Johnson (2011), qualitative research focuses on interpreting and their society from a "insider perspective," requiring direct personal and often participatory interaction. As a result, qualitative methodologies were

employed to collect rich data and a deeper understanding from the participants' teachers.

The researchers have one variable, that was online teaching strategies. One variable that the researchers looked at was online teaching tactics. Teaching strategies, according to Uno (2008), are a something that allows teachers to choose which learning activities to use during the learning process. Conditions, learning experiences, needs, and learner characteristics are all considered in order to attain certain learning objectives. Teachers' teaching strategies are how they consider teaching online class during a pandemic. Each teacher has their own viewpoint on the problem context.

In order to get a sample of the population, the researcher employed a simple random sampling procedure without classifying anything to obtain a sample of the population. According to Sugiyono (2017: 82), simple random sampling is the process of selecting members of a sample from a population or at random without regard for the population's stratification. The study was used by the researchers in SMAN 5 Makassar. Three English teachers were chosen as a sample by the researchers.

According to Sugiyono (2014, p. 92), the research instrument is a data gathering tool used to quantify observable natural and social phenomena. Researchers employed three instruments to gather and obtain data. Observation, interview, and documentation were used as instruments. Both instruments are capable of locating reasonable and detailed information, and they will aid in the analysis and interpretation of the information provided in the problem statement.

The researchers used a semi-structured interview to interview three English teachers at SMAN 5 Makassar for this study. The researchers then used descriptive words to describe the data. The researchers observed how the teachers used the Google Classroom zoom application and WhatsApp chats to teach English in this setting. The researchers acquired notes connected to the research, such as a school overview, teacher and student situations, photos, and so on. This documentation approach was used to obtain data that could not be obtained through observation or interview methods.

4. Findings and Discussions

4. 1. Findings

4. 1. 1. Teachers in Online Teaching Strategies

Based the results of the observation, the researchers found that there are two teacher strategies in online teaching namely (1) discovery-based learning and (2) cooperative learning. The data were obtained in three weeks, from the 1st to 21st November 2021. The descriptions in these findings are:

- a. Teacher 1 used discovery based learning for teaching online
 - Stimulation: Before the class started, the teacher shared the Google meet link in the WhatsApp Group. The teacher waited the students to join the Google meet. After all of the students joined, teacher told the chairman to pray according to each of the student' beliefs. The teacher asked about the previous material to refresh the memory.
 - Problem statement: Teacher showed the structure text used power point. The

- teacher explained a material and the teacher asked “do you understand?” and all of the students answered yes. The teacher gave assignment of news item using structure text.
- Verification: the teacher asked the students to present their result and give explanation when it was needed.
 - Drawing conclusion: the teacher made conclusion about their material today before the teacher ended the material, chairman lead the pray.
- b. Teacher 2 used discovery based learning for teaching online
- Stimulation: Before began the class, teacher shared zoom link through WhatsApp. The teacher waited students to join. After all of the students, joined zoom, teacher asked chairman to lead the pray according to each of the students’ beliefs.
 - Problem statement: The teacher explained about personal letter to the students used power point. Teacher showed the sample of personal letter to students. The teacher gave assignments to the students to make the sample of personal letter according to generic structure.
 - Data collection: the teacher asked to the participants/ students to collect the data of personal letter
 - Verification: The teacher asked the students to present their result and the classmate gave their opinion.
 - Drawing conclusion: the teacher gave conclusion about their material today before ended the learning.
- c. Teacher 3 used discovery based learning and cooperative learning for teaching online
- Discovery based learning
- Stimulation: Before the class started, the teacher shared the Google meet link in the WhatsApp Group. The teacher waited the students to join the Google meet. After all of the students joined, teacher told the chairman to pray according to each of the students’ belief. The teacher asked previous material to refresh the memory.
 - Problem statement: The teacher continued material included structure of asking and giving, then the teacher gave example structure text of asking and giving suggestion. The teacher gave assignment about the asking and giving suggestion.
 - Data collection: The teacher asked the students to collected data structure text of asking and giving suggestion.
 - Verification: The teacher asked the students to present their result and give explanation when it was needed.
 - Drawing conclusion: the teacher made conclusion about the material before the ended the lesson.
- Cooperative learning
- Delivered goals and motivate students: Before the class started, the teacher shared the Google meet link in the WhatsApp Group. Then, teacher waited all of students to join the Google meet. After all of the students joined, teacher told the chairman to pray according to each of the students’ belief. The teacher told about the goals. The teacher told orally to the students in online class.
 - Present information: The teacher showed short video dialogue about asking and giving suggestion.
 - Organize study groups: The teacher divided students into three big groups. Each groups divided into two groups. One group observed and wrote the asking and

suggestion expressions another groups observed and wrote the giving suggestion expressions and observed the generic structure.

- Guided study groups: The teacher told instruction, checked up whether the students understood or not about the instruction by asked directly.
- Evaluate: The teacher asked one group to present their result and give explanation when it was needed.
- Give award: The teacher gave praise to all of the students to motivate them.

From the description above, it shows that there are two strategies that used by the English teachers while teaching online during the pandemic there are: (1) discovery-based learning and (2) Cooperative learning.

4. 1. 2. The extent of strategies helps the teachers in online teaching

Three English teachers were interviewed and online class observations were conducted to know the extent of strategies help the teachers in online teaching. The data obtained that there was difference between teacher 1, teacher 2, and teacher 3 about the way they extent of strategies help the teachers in online teaching. The teachers have their own to extent of strategies help in online teaching. These were revealed by data in interview and observation.

a. Teacher 1 and teacher 2 used discovery-based learning for online teaching. The researchers conclude that there are six indicators of discovery-based learning which contains of stimulation, problem statement, data collection, data processing, verification and generalization.

1) Stimulation

Stimulation is starting the teaching and learning process activity by asking questions, recommended reading books and other learning activities that lead to the preparation of problem solving. The appearance of the indicators is by the following extracts:

Extract 1 (08/11/2021) (Teacher 1's interview)

(“.... Yes, before I started learning I gave stimulation first by asking question about last week material’ and explained what activities are being carried out for today and also asking questions material for today) “...ya, sebelum saya memulai pembelajaran saya memberikan simulasi terlebih dahulu dengan cara memberikan beberapa pertanyaan mengenai materi minggu lalu dan menjelaskan kegiatan apa saja yang dilakukan untuk hari ini dan memberikan pertanyaan juga untuk materi hari ini”

Extract 2 (17/11/2021) (Teacher 2's interview)

(First of all, before entered the lesson I greeted students and ask how are you today. After that, I tell the purpose of lesson today and explained the learning material and then ask students questions about material today.) “... pertama-tama sebelum memasuki pembelajaran, saya akan menyapa siswa dan menanyakan kabar hari ini. Setelah itu, saya akan memberitahu tujuan pembelajaran hari ini dan saya akan menjelaskan materi pembelajaran lalu memberikan pertanyaan kepada siswa mengenai materi hari ini.”

2) Problem statement

After stimulation, the next step is the teacher gives students the opportunity to identify as many problems as possible that are relevant to the lesson material.

The appearance of the indicators is by the following extracts:

Extract 3 (08/11/2021) (Teacher 1's interview)

("...oke, after I explain the material, I gave the opportunity for students to identify or analyze the problem. For example, in the news item material, students must structure of the text.") "...oke setelah saya menjelaskan materi, saya memberikan kesempatan pada siswa untuk mengidentifikasi atau menganalisa masalah. Contohnya seperti pada materi news item, siswa harus mengidentifikasi struktur teks yang ada.

Extract 4 (17/11/2021) (Teacher 2's interview)

("... yes, after I explained, of course I gave assignment to students namely to identify example of personal letter. Students are given assignment by observing the generic structure in the personal letter, what is contained in the personal letter. So that students are no confused when make a personal letter") "... Ya setelah saya menjelaskan, saya tentunya juga memberikan tugas kepada siswa yaitu mengidentifikasi contoh personal letter. Siswa diberikan tugas dengan mengamati generic structure didalam personal letter, apa-apa saja yang terdapat dalam personal letter sehingga siswa tidak bingung lagi jika disuruh membuat personal letter.

3) Data collection

The teachers asked the student to collected as much relevant information as possible to prove whether the temporary answers students get correct or wrong.

The appearance of the indicators is by the following extracts:

Extract 5 (08/11/2021) (Teacher 1's interview)

(".... After I give assignment to students, I tell students to collect to as much data as possible either from books, internet, or power point that I give about teaching material today.) "... Setelah saya memberikan tugas kepada siswa, saya memberitahu siswa untuk mengumpulkan data sebanyak-banyaknya entah itu dari buku, internet atau power point yang saya berikan tentang materi yang saya berikan.

Extract 6 (17/11/2021) (Teacher 2's interview)

(".... Hmm setelah menentukan tugas apa yang akan kita kerjakan, saya memberitahu siswa untuk mengumpulkan data yang akan mereka cari sesuai dengan materi hari ini.) "... Hmm, after determining what assignments we will do, I tell the students to collect the data they will look for according to today's material.

4) Data processing

After data collection, the teacher gave opportunity to the students to identified the data, then students can analyze the results of the data.

The appearance of the indicators is by the following extracts:

Extract 7 (08/11/2021) (Teacher 1's interview)

(".... If students have obtained the data, students can analyze the answers to the questions that have been asked and then present them in front of their classmates). "...Jika siswa sudah mendapatkan data tersebut, siswa dapat menganalisis jawaban untuk pertanyaan-pertanyaan yang telah diajukan kemudian di presentasikan didepan teman-teman kelasnya".

5) Verification

At this stage, students conducted a careful examination to prove whether or not.

The appearance of the indicators is by the following extracts:

Extract 5 (08/11/2021) (Teacher 1's interview)

("... After observed, we go to verification stage. The students who have answered the question given will be checked by me and other friends so that we can found out what needs be improved.) "... setelah mengobservasi, kita menuju pada tahap pemeriksaan. Siswa yang telah menjawab pertanyaan yang diberikan akan diperiksa oleh saya dan teman-temannya yang lain sehingga kita dapat mengetahui apa saja yang harus diperbaiki"

Extract 9 (17/11/2021) (Teacher 2's interview)

("... after all students have finished doing their assignment, I checked even though not all of them because of the limited time but there are some students that I correct the results and it is used as reference for students who I have not had time correct their assignment") "... setelah semua siswa selesai mengerjakan tugasnya, saya akan memeriksa walaupun tidak semuanya karena waktu yang terbatas tapi ada beberapa siswa yang saya koreksi hasilnya dan itu digunakan sebagai acuan kepada siswa yang belum sempat saya koreksi tugasnya".

6) Generalization (drawing conclusion)

The process of drawing a conclusion that can be used as a general principle and applies to all events or the same problem taking into a result of verification.

The appearance of the indicators is by the following extract:

Extract 10 (08/11/2021) (Teachers 1's interview)

("Yes, before I end today's lesson, I usually draw conclusions about what the material taught today, I also ask students questions about the material being studied and provide answers if they are not quite right.") "... Ya sebelum saya mengakhiri pembelajaran hari ini, saya biasa menarik kesimpulan apa yang telah diajarkan hari ini, saya juga memberikan pertanyaan kepada siswa tentang materi yang dipelajari dan memberikan jawaban jika kurang tepat"

Extract 11 (18/11/2021) (Teachers 2's interview)

("...it is very necessary before ending the lesson so that students get their feedback in today's lesson. I usually draw conclusions before ending the lesson but sometimes I forget or there is not enough time.") "... itu sangat diperlukan sebelum mengakhiri pembelajaran agar siswa mendapat feedbacknya dalam pembelajaran hari ini. Saya biasanya melakukan menarik kesimpulan sebelum mengakhiri pembelajaran tapi terkadang lupa atau waktunya tidak cukup."

b. Teacher 3 used cooperative learning and discovery-based learning for online teaching. The researchers concludes that there are six indicator of cooperative learning which contains of convey goals and motivate students, present information, organize study groups, guided study groups, evaluate, and give reward and six indicators of discovery-based learning which contains of stimulation, problem statement, data collection, data processing, verification and generalization.

1) Cooperative learning

a) Delivered goals and motivated students

The teacher delivered the learning objectives and communicates the basic competencies to be achieved and motivate students.

The appearance of the indicators is by the following extracts:

Extract 12 (21-11-2021) (Teacher 3's interview)

("...Yes, before starting learning, I usually tell them today's learning goals and I always motivate students to be enthusiastic about going to school online even in a pandemic like this") *"ya sebelum memulai pembelajaran, saya biasanya memberitahukan learning goals hari ini dan saya selalu memotivasi siswa agar semangat bersekolah walaupun dikeadaan pandemic seperti ini"*

b) Present information

The teacher presents information to students. The teacher told orally to students the online class. The teacher showed short video dialogue through about asking and giving suggestion.

The appearance of the indicators is by the following extracts:

Extract 13 (21-11-2021) (Teacher 3's interview)

("Yes, after that I showed a short video via a google meet share screen about asking and giving suggestion. After that, I gave a little explanation about asking and giving suggestion.") *".... Ya, setelah itu saya menayangkan video pendek melalui share screen google meet tentang asking and giving suggestion. Setelah itu saya, memberikan sedikit penjelasan tentang asking and giving suggestion."*

c) Organize study groups

The teacher informs the study groups. The teacher divided students into three big groups.

Each group divides into two groups. One group observe and write the asking express and other groups observe and write the giving suggestion express.

The appearance of the indicators is by the following extracts:

Extract 14(21/11/2021) (Teacher 3's interview)

("...After explained the material, I started dividing the group by forming three large groups and then in the three large groups I divided them into two groups. one group observes and writes asking express and the other group observes and writes giving express. " *setelah menjelaskan materi, saya memulai membagi kelompok dengan cara membentuk tiga kelompok besar lalu dalam tiga kelompok besar tersebut saya membagi lagi menjadi dua kelompok. Satu kelompok mengobservasi dan menuliskan asking express dan kelompok lainnya mengobservasi dan menuliskan giving express.*

d) Guided study groups

Teacher motivated and facilitate students work in study groups. The teacher told instruction, checked up whether the students understand or not about the instruction by asked directly.

The appearance of the indicators is by the following extracts:

Extract 15 (21/11/2021) (Teacher 3's interview)

(... "During the learning process, I gave instructions about what to do and I checked whether or not the students understood what I was teaching.") *"...selama pembelajaran berlangsung, saya memberikan instruksi tentang apa yang akan dikerjakan dan saya mengecek siswa apakah mereka paham atau tidak tentang apa yang saya instruksikan."*

e) Evaluate

The teacher evaluated the learning outcomes about the learning material that have been implemented. The teacher asked one group to presents their result and gave explained when it is needed.

The appearance of the indicators is by the following extracts:

Extract 16(21/11/2021) (Teacher 3's interview)

"...After giving instructions, I give students time to do their assignments. After finishing, I gave the opportunity to group one to present the results. If there are still students who don't understand, I will give an explanation of the material." "*... setelah memberikan instruksi, saya memberikan waktu kepada siswa untuk mengerjakan tugasnya. Setelah selesai, saya memberikan kesempatan kepada grup 1 untuk mempresentasikan hasilnya. Jika masih ada siswa yang belum mengerti, saya akan memberikan penjelasan tentang materi tersebut.*"

f) Give reward

Teachers reward individual and group learning outcome. The teacher gave praise the all of the students in motivate them.

The appearance of the indicators is by the following extracts:

Extract 17(21/11/2021) (Teacher 3's interview)

(".. Yes, I give rewards to students who have dared to display their group results and I also give rewards to other students so that they remain enthusiastic and confident in presenting their results"). "*Ya itu saya memberikan reward kepada siswa yang sudah berani menampilkan hasil grupnya dan saya juga memberikan reward kepada siswa yang lain agar mereka tetap semangat dan percaya diri untuk menampilkan hasilnya.*"

2) Discovery based learning

a) Stimulation

Stimulation is starting the teaching and learning process activities by asking questions, recommended reading books and other learning activities that lead to the preparation of problem solving.

The appearance of the indicators is by the following extracts:

Extract 18 (21/11/2021) (Teacher 3's interview)

(".... before I start learning I give an introduction first by giving students motivation to learn to stay enthusiastic during the pandemic, and asking some questions between previous knowledge and the material to be studied.) "*...sebelum saya memulai pembelajaran saya memberikan introduction terlebih dahulu dengan cara memberikan motivasi belajar kepada siswa agar tetap semangat dimasa pandemi, dan mengajukan beberapa pertanyaan antara pengetahuan sebelumnya dengan materi yang akan dipelajari.*

b) Problem statement

After stimulation, the next step is the teacher gave students the opportunity to identify as many problems as possible that are relevant to the lesson material.

The appearance of the indicators is by the following extracts:

Extract 19(21/11/2021) (Teacher 3's interview)

("...After explaining the material I asked the students to find out what asking and giving express was and I gave a voice recording and students had to identify the sentences that show asking or giving express.") "*..... setelah menjelaskan materi, saya menugaskan siswa untuk mencari tau apa asking and giving express dan saya*

memberikan rekaman suara dan siswa harus mengidentifikasi kalimat yang menunjukkan asking or giving express."

c) Data collection

The teachers asked the student to collected as much relevant information as possible to prove whether the temporary answers students get correct or wrong.

The appearance of the indicators is by the following extracts:

Extract 20 (21/11/2021) (Teacher 3's interview)

("I tell students to collect as much data as possible so that later conclusions can be drawn.) "... *Saya memberitahu siswa untuk mengumpulkan data sebanyak mungkin agar nanti dapat disimpulkan.*

d) Data processing

After data collection, the teacher gave opportunity to the students to identified the data, then students can analyze the results of the data.

The appearance of the indicators is by the following extract:

Extract 21 (21/11/2021) (Teacher 3's interview)

("... students present the results of their data in front of their friends and then other friends can give opinions, criticisms and feedback") "... *siswa mempresentasikan hasil datanya didepan teman-temannya lalu temannya dapat memberikan pendapat, kritik maupun feedback*".

e) Verification

At this stage, students conduct a careful examination to prove whether or not.

The appearance of the indicators is by the following extract:

Extract 22 (21/11/2021) (Teacher 3's interview)

("...The next is that I will provide opportunities for students who present what they get from the listening and other students can give their opinions".) "... *selanjutnya adalah saya akan memberikan kesempatan kepada siswa yang mempresentasikan apa yang mereka dapat dari listening tersebut dan siswa lain dapat memberikan pendapat*".

f) Generalization (drawing conclusion)

The process of drawing a conclusion that can be used as a general principle and applies to all events or the same problem taking into a result of verification.

Extract 23 (21/11/2021) (Teachers 3's interview)

("Yes, before I end lesson today, I usually with the students draw conclusions about the learning material and the students reflect on the activities that have been carried out and I give the opportunity for students to ask questions about today's material before there is an assignment.") "... *Ya sebelum saya mengakhiri pembelajaran hari ini, saya biasanya bersama siswa menarik kesimpulan materi pembelajaran dan siswa melakukan refleksi terhadap kegiatan yang sudah dilakukan dan saya memberi kesempatan kepada siswa untuk bertanya materi hari ini sebelum ada pemberian tugas*".

4. 2. Discussions

4. 2. 1. Teachers online teaching strategies

Teaching strategies are One of the most essential variables affecting language learning. It is a simple thing that can motivate someone to take action. The teacher must be more active in found the learning strategies that preferred by students or teachers must change. So, the students do not get bored. According to Darmayah (2010:17) that

teaching strategies is the organization of lessons and management of learning activities by using various learning resources used by teachers to support the creation of an effective and efficient learning process.

a. Cooperative learning

Cooperative learning is learning that students in small groups to help each other and worked together to learned the material lesson. According to Sugiyanto (2010) cooperative learning is a focused on used small groups of students to work together in maximize learning conditions to achieve learning goals.

Teacher 3 used the cooperative learning in 3rd week of their teaching process. Suprijono (2009) said that there six indicator of cooperative learning there are: (1) delivered goals and motivated students, (2) information and presentation, (3) organize students into study groups, (4) guiding study groups, (5) evaluation, and (6) give award.

b. Discovery based learning

Discovery-based learning is a teaching method that allows students to explore and experience their own knowledge. According to Daryanto and Karim (2017) Discovery Based Learning a teaching model carried out by the teacher by arranging the learn process that students gained knowledge that was previously not conveyed in advanced, but students found it independently.

Related to the research findings, all the teachers used discovery-based learning in online teaching. According to Shah (2004) there are six indicators of discovery-based learning namely: (1) stimulation, (2) problem statement, (3) data collection, (4) data processing, (5) verification and, (6) generalization (drawing conclusion).

4. 2. 2. Extent of strategies helps the teachers'

The teachers have their own way in extent help the strategies in online teaching. Based on the findings the teachers taught with their students in two strategies are suitable with the theory in the previous explanation. (1) Cooperative learning used group study. According to (Slavin, 2011) in cooperative learning, students work together in four member teams or six members initially presented by the teachers, (2) discovery-based learning used the students to discuss the materials with their classmates to share their opinions. According to Daryanto and Karim (2017) Discovery Based Learning a teaching model carried out by the teacher by arranging the learn process that students gain knowledge that was previously not conveyed in advanced, but students found it independently.

5. Conclusion

a. English teachers online teaching strategies.

There are two strategies that were found by the researchers at SMA Negeri 5 Makassar, namely cooperative learning and discovery-based learning. The results were gathered from observation three different teachers. Thus, the used strategies helped the teachers in online classes and delivered the materials. The researchers also discovered that cooperative learning and discovery-based learning were the most frequently used, because all of the students were more active and way more engaged.

b. The extent of strategies helps the teachers' in online teaching.

From the analysis that has been done, researchers can conclude that two strategies can help the teachers in online teaching. All of the teachers used indicators of the strategies in online teaching to help their online teaching.

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