

CHAPTER IV

RESEARCH FINDINGS

In this chapter, the researcher presents the result of presenting and findings in the study itself. This describes are strategies used by the teacher in learning English with e-learning classes during the covid-19 pandemic at MAN 3 Tulungagung and the results of interview about strategies in the learning process of English e-learning.

A. Data Findings

In this research findings explained what the researcher got after doing a research. The researcher did interview and observation to the English teacher's and the students of MAN 3 Tulungagung. Based on observation, the researcher found that the e-learning application used in MAN 3 Tulungagung was a website. Facilities provided by the Madrasah E-Learning. Among them: first, online class. The online class feature contains content starting from the beginning of the learning process, making competency standards, learning implementation plans (RPP), learning materials, teacher journals, processing daily assessments, computer-based exams (CBT) to processing report cards.

Second, teacher sharing. This teacher sharing feature is a platform that will accommodate the creativity of madrasah teachers throughout Indonesia to share any useful information. The teacher only has to post the information in the column easily. In addition, anyone can comment and give input, even like the post.

And the last, the Madrasah Community Forum. In Madrasah e-learning, students and teachers can easily share ideas and open discussion forums because it

includes social media to communicate with each other between teachers and students. Users can also comment on each other and share ideas or ideas in the chat feature.

The website of e-learning madrasah can be accessed at the following link: <http://elearning3.man3tulungagung.sch.id:8093/>. This link for third grade. After accessing the link, there are log-in screen will appear by entering the username and password from the identity of school (see on appendix 6). After the teacher's or students log in e-learning web base, there will be a guide for users, including the column for the lesson plan, competency standards and basic competences, and level of basic competence (KKM). And based on the teacher's statement informing that she can see or monitor student activity on the e-learning website. After entering the e-learning web, students will be shown on the online class menu, so they choose English classes. The student uses a laptop to access it in the class timeline menu, the upper right corner clicks the confirm attendance button. And if the students use a mobile phone it will be recorded automatically.

Then after conducting the analysis of interview and observation with the English teacher and students of MAN 3 Tulungagung, the researcher found some strategies that used by the English teacher in teaching English using e-learning.

B. Data Presentation

The teacher strategies in the English e-learning class are in accordance with the results of observation and interview that have been conducted with English

teacher about the strategies used in teaching English e-learning classes during the covid-19 pandemic.

1. Teaching strategies that used by the English teacher in teaching English

The teaching strategy is a plan that contains a series of activities designed to achieve educational goals. Teaching strategies also need to be considered so that it is easier to achieve the learning objectives that have been compiled by the teacher. There were several strategies used by the teacher in teaching in accordance with material used.

Mrs. Zakiyah as a teacher at MAN 3 Tulungagung said that there were some strategies used in teaching English e-learning classes during covid-19 pandemic, among them were the first teacher gave a task, it can be seen in her explanation from the interview below:

“jadi anak sampaikan materi, buka materinya, pelajari”

“so the student delivers the material, opens the material, learns it”

Next the teacher give a feedback. It can be seen in her explanation from the interview below:

“bila ada pertanyaan silahkan tanyakan lewat WhatsApp pribadi. Kalau tidak ada pertanyaan buatlah sebuah teks recount menggunakan tenses simple past”

“if you have questions, please ask via personal WhatsApp. If there no questions, please make a recount text using simple past tense.”

The students are given task by the teacher to make recount texts with the theme of memorable activities during the holidays in the covid-19 pandemic. The teacher gives a task to students to create a recount text. The researcher also asked deeply about those strategies. Researcher found that the English teacher using an independent teaching strategy as instruction students to ask study independently the material that has been learn before make recount text. It can be seen from teacher by giving material and guiding students.

“beberapa strategi yang digunakan dalam menulis terkait teks recount yang sudah dipelajari yaitu planning, drafting, dan editing”

“some strategies used in writing related to recount texts that have been learned are planning, drafting, and editing.”

The first strategy is planning. The students must be use planning to practice writing. Before starting to write, the students will plan what they will write. In their daily lives during the covid-19 pandemic quarantine period, students planwith themed activities carried out at home during the pandemic. This strategy can help students more easily and not be confused in determining what they will write.

The second strategy is drafting. After students plan what they will write, student start to make a concept. The students create this concept as a

structured view in writing. This strategy will make it easier for students to arrange concepts from the structure to be included in the text.

The third strategy is editing. The final step in creating a text is editing. The students start writing the text in Indonesian first and pay attention to the use of tenses and generic structures. If it is already correct then the text will start editing into English.

1. The Implementation of English teacher strategies in teaching English

Based on e-learning class observation was conducted on Saturday, October 31st 2020 and Friday, November 06th 2020, researcher found that how the teacher implemented the teaching strategies in the e-learning class. The researcher found a strategy that used by the English teacher in teaching English for XII IPS 1 at MAN 3 Tulungagung. The strategy that use of teacher implemented in teaching English is independent teaching strategy as a instruction. This was also supported by student statement from the interview result that can be seen below :

“Bu Zakiyah selalu memberi materi di e-learning, tapi sayangnya tidak disertai penjelasan.” (siswa 2)

“Mrs. Zakiyah always give material in e-learning. But not give explanation.” (student 2)

“Dengan mengajak siswa untuk membaca dan memahami tentang materi yang diajarkan.” (siswa 3)

“By inviting students to read and understand the material being taught,” (student 3)

This show that the teacher usually share the material and give a task to the students in teaching English with e-learning.

In the first opening in e-learning class, teacher must be able to make the students active in the process of teaching learning. In the first until the last observation, in the opening e-learning class the teacher did namely daily routine activities. In daily routine activities the English teacher greeting the students to absent with e-learning class.

Then the implementation of next activities was a process to learning. Based on the observation, researcher found that the English teacher gave students activity in a form of independent study. The teacher first gave the material about Conditional Sentence that must be studied by students themselves in the form of a PDF file sent via e-learning without any direct explanation from the teacher. Then students can read, understand the material given by the teacher. After that the teacher provide an assignments related to the material. The students did work assignment based on a set time. The students will not get score if they who do not their assignment. Unless, there is an agreement the teacher and student.

And the last activities that carried out in the form feedback and evaluation. Based on the result of interview the English teacher in the end of learning giving evaluation in the form of question related to the material

that has been studied previously. And the English teacher give students motivation to be more active in the e-learning class, then the last was closing the lesson with greeting.

In short the teacher implementation of strategies teaching in e-learning can be summarized in the table 4.1 below:

Table 4.1

Opening	Greeting students Make sure that students are active
Process	Give material Students learn by themselves Do the task
Closing	Teacher giving feedback