

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter is organized to review some relevant theories and review of previous study to define the theoretical framework and give some descriptions of theories based on the study. There are some relevant topics to be discussed in some relevant theories, those are: Teaching Writing, Teaching Learning Strategies, Descriptive text, E-learning Media, and Teaching Descriptive Text using E-Learning.

A. REVIEW OF RELATED THEORIES

1) Teaching Writing

a. Definition of Teaching Writing

It is not easy to teach writing. Before beginning the teaching and learning process, the teacher must consider an appropriate strategy, solid instruction, and an engaging method. Teaching writing, according to Coffin, Curry, and Goodman (2003:78), is the teacher's ability to help students learn how to write by focusing on both content and form, that is, the language used and the structure of the text. Argument structure, grammar, and punctuation are just a few examples. It means that in order to produce a pattern product, grammatical correctness becomes a priority during the writing process. Furthermore, according to Bright (2007:13), when teaching writing, the teacher should share their own experiences. A personal

approach is one of the most important aspects of the teaching and learning process. Personal approaches will make it easier for the teacher to teach the writing talent.

b. Purpose of Teaching Writing

Writing is a process, and we are often heavily influenced by genre constraints when we write, according to Harmer (2004: 86), so these elements must be present in learning activities. In a genre-based approach, the goal of writing is to integrate knowledge of a specific genre with its communicative purpose, assisting learners in producing written products to communicate with others in the same discourse community (Tangpermpoon, 2008: 6). Students constantly be aware that certain topics in writing are appropriate to certain situations and confirm certain conventions as they develop writing as a communicative skill. Writing is a physiological activity of language users to enter information into written texts, according to Siahaan (2007:215). When writing, we must carefully consider both our ideas and our word choices. It also necessitates grammatical and lexical knowledge, as well as understanding of how to apply grammatical knowledge to contexts and goals.

2) Teaching Learning Strategies

a. Definition of Teaching Learning Strategies

To make learning more interesting, teacher strategies are needed to optimize the interaction between students and teachers. Hardy,

Langlay, and Rose in Sudjana stated that strategy is perceived as a plan or a set of explicit intention preceding and controlling actions. This fits in learning, strategies can be interpreted as general patterns of teacher and student activities in the realization of the interaction between the two to achieve the goals that have been outlined. The basic learning strategy, which is used as the theoretical foundation in this case, is as follows:

1. Identify and establish the parameters and qualifications for expected student behavior and personality changes.
2. Select a learning approach system based on people's goals and perspectives on life.
3. Choose and establish the most appropriate and effective procedures, methods, and learning techniques to serve as a guide for teachers as they carry out their responsibilities as educators.
4. Establish norms and minimum success thresholds, as well as criteria and standards of success that teachers can use to evaluate learning outcomes and provide feedback to improve the overall instructional system.

Each strategy has its own differences. Teachers must be able to choose strategies that are considered suitable for the situation. Learning is a concept that includes a combination of learning and teaching that must be planned and implemented with the goal of achieving objectives or mastering a set of competencies and indicators

as a description of learning outcomes. Based on the above description, the strategy is an action plan carried out by a teacher to support learning activities, including the use of learning methods and various resources that can support learning activities so that the learning objectives can be met properly.

b. Kinds of Teaching Learning Strategies

A competent teacher will be able to create a positive learning environment and manage the teaching and learning process. So that, students can achieve the best possible result According to the New South Wales Department of Education and Training (2007:27) add three kinds of strategy in writing:

1) Think aloud writing

The process of thinking aloud while completing a writing task is known as think aloud. Teachers provide students with the opportunity to become aware of the many strategies used to generate and organize ideas by modeling for them the types of behaviors that good writers interact in writing. The teacher can encourage students to think about the writing task as needed. The goal of this strategy is to show how students make choices and decisions when planning, analyzing, and editing their own work. Its strategy can be used to demonstrate a wide range of writing skills, knowledge, and understandings.

2) Writing conference

A writing conference is a discussion between a teacher and a student, or between two students, about a student's writing. It could be a highly structured process in which the student and teacher keep a written record over time, or an informal process. Before, during, or after the writing process, a writing conference can be held. The teacher and students should focus on the text's purpose and intended audience, as well as its structure and language features, during a writing conference. Recheck the text for spelling and punctuation errors.

3) Cooperative learning

Following the teacher's instructions, the students are divided into small groups. They can then work through the assignment until everyone in the group understands and can complete it. Participants in cooperative efforts aim for mutual benefit, so that everyone benefits from one another's efforts and works toward a common goal. Cooperative learning has been shown to increase academic performance, raise motivation to learn, increase hours spent on task, source of individual, and promote more positive social behaviors.

In addition, New South Wales Department of Education and Training (1999) add other kinds of strategy in writing:

1) Modeled writing

Modeled writing refers on the one hand to the selection of models to show students how writing works. It can also refer to a teacher modeling or demonstrating writing to students. The best source of models for writing is the real world, that is, the texts that students read. Modeled writing assists students in gaining the language, vocabulary, and text structure knowledge needed to write for a variety of purposes. Modeled writing should also include explicit instruction on the process of text creation.

2) Guided writing

Modeled writing refers to the use of models to demonstrate how writing works to students. It also refers to the practice of the teacher modeling or demonstrating writing to the students. The real world, is the texts that students read, is the best source of writing models. Modeled writing assists students in gaining the language, vocabulary, and text structure knowledge needed to write for various purposes. Modeled writing should include explicit instruction on the writing process.

3) Independent writing

Independent writing requires students writing their own texts without the assistance of others. Independent writing allows students to demonstrate their ability to compose a variety of texts. During the independent writing editing phase, more emphasis will

be placed on aspects of writing such as spelling, punctuation, handwriting, word processing, and layout.

c. The Importance of Teaching Learning Strategies

Strategy is very important for a teacher to have of, because students will become easy to accept the lessons. Louarne Johnson says that if a skilled teacher manages with creative talent and the ability to teach students at all levels, then they may have no difficulty implementing the entire curriculum required for a subject or class. Being a creative teacher is very important because by being a creative teacher it will be easy to develop interesting teaching strategies for students, liven up the classroom atmosphere and make students active in the learning process in the classroom, because with an interesting teaching strategy it will motivate students to active learning.

3) Descriptive Text

a. Definition of Descriptive Text

Descriptive is a verbal description of a person, object, appearance, scene, or event. This way of writing describes something in such a way that the reader is made able (as if to feel, see, hear, or experience) as perceived by the five senses. Descriptions rely on concrete imagery and details or specifications because they are based on the five senses (Alwasilah and Senny, 2005: 114). According to Enre (1988: 158), description serves to make readers as if seeing the

real form of the material presented, so that its distinctive qualities can be recognized more clearly. Widarso (2000: 51) states that a description is a writing or essay that "describes", which can be described as an object, person (or society), place, or an atmosphere at a certain moment.

According to Finoza in Dalman, description is a form of writing aims to expand the reader's knowledge and experience by describing the true nature of the object. Meanwhile, according to Mahsun, A descriptive text represents a social purpose by describing a specific object or thing based on its physical characteristics. Descriptive text is also writing that describes something the writer will say, so that the reader or the hearer seems to see the object that has been discussed for himself, even though the reader or listener has never seen it himself.

From the several meanings mentioned, it can be concluded that a descriptive text is a text that describes an object in depth and systematic detail in accordance with the actual situation of something that is described so that the reader seems to see or directly observe the object.

b. Types of Descriptive Text

According to Akhadiah in Dalman, the types of descriptive text include two types, namely:

1) Describing of Place

Place is a very important role in every event. There is no event apart from the environment and place. All stories will always have a background place, the course of an event will be more interesting if it is associated with the place where the event took place.

2) Describing of People

There are several ways to describe a character of people, namely:

- a) Physical description, which aims to provide an overview which is as clear as possible about the state of a person's body figure. Much of this description is objective.
- b) Describing the behavior of a character. In this case the author carefully follows all his actions, the character's movements from place to place, and from time to time.
- c) Describing the circumstances surrounding the character, for example, descriptions of clothing, residence, vehicles, and so on.
- d) Description of the character's feelings and thoughts. This is indeed cannot be absorbed by the five human senses. However, between feelings and physical elements have a relationship very closely. Face radiance, eye gaze, lip motion, gestures are indications of a state of feeling someone at that time.

e) The description of a person's character. This leveling aspect most difficult to describe. The author must be able interpret the birth that is contained behind the physical human being. However, here choose the power of a writer. With the expertise and accuracy he has, he able to identify elements and personality someone figure. Then display clearly the elements that can reveal a person's character.

c. Characteristics of Descriptive Text

The characteristics of a good essay according to Keraf are as follows:

- 1) Contains details as the object is visible using the eye
- 2) Can create the impression and imagination of the reader
- 3) Convey the nature and details of the form that can be found in that object
- 4) Use strong, passionate and concrete language

According to Dalman, the description essay has distinctive characteristics, as follows:

- 1) The description shows more details about object
- 2) The description has the character of influencing sensitivity and shaping the reader's imagination
- 3) Descriptions are presented in an attractive and engaging style choice of words that inspire readers

4) The description describes something that can be heard, seen, and felt. For example: objects, nature, colors, and people.

4) E-Learning Media

a. Definition of E-Learning Media

Electronic learning or e-learning began in the 1970s (Waller and Wilson, 2001). E-learning is an information and communication technology for enable students to study anytime and anywhere (Dahiya, 2012). According to Allan J. Henderson (2003), E-Learning is defined as distance learning using computer technology or usually called the internet. William Horton (2003: 3) explains that E-Learning is WEB-based learning that can be accessed from the internet. Jaya Kumar C. (2002: 1) defines e-Learning as any learning that uses electronic circuits (LAN, WAN, or the internet) to convey learning content, interaction or guidance. Dong (Kamarga, 2000: 20) defines E-Learning as a learning activity delivered through computer electronic devices that obtain learning materials according to their needs.

E-Learning facilitates interaction between students and materials or subject matter. Likewise, the interaction between students and teachers and between fellow students. Students can share information or opinions about various matters relating to lessons or student self-development needs. Teachers can place learning materials

and assignments that must be done by students in certain places on the web for students to access. According to their needs, teachers can also provide opportunities for students to access certain study materials and exam questions that can only be accessed by students once and within a certain period of time.

b. Kinds of E-Learning Media

1) Madras E Learning

a) Definition

Madras E-Learning is a Madrasah online learning platform. This method includes not only teaching materials and exercises, but also a number of features that support students and teachers in their educational and learning activities. Madras e-learning provides students with a variety of tools to help them study more quickly and easily. Online classrooms, teacher sharing, and madras community forums are among the options available. This online class feature offers a variety of topics. The learning process, learning materials, lesson plans, teacher journals, computer-based tests, daily assessment processing, and report card processing are all covered.

Teacher collaboration is the next feature. Teacher sharing tool provides a platform for madrasa teachers everywhere in Indonesia to create and share relevant knowledge. Anyone can remark and contribute, and teachers can quickly upload content.

The Madrasah community forum is up next. This madras e-learning program has social media features that allow teachers and students to communicate with each other, facilitating the exchange of ideas and participation in open forums among students and teachers. With the chat feature, users may also leave comments and discuss their thoughts and ideas.

In addition students, teachers, principals, and madrasa administrators have access to madrasah online learning. According to Aris Purwantoro et al, (2020) E-learning madrasah is application which released by the Ministry of Religion Affairs of the Republic of Indonesia from Roudlotul Athfal (RA) level to the Madrasah Aliyah (MA) level. E-Learning could be accessed 24 hours anywhere by the user, as long as the user has stable internet access and can use a password to access ELearning Madrasah to facilitate the implementation of distance learning in order to answer the challenges of increasing technological advances. E-learning Madrasah was made by the Directorate of Madrasah KSKK to be used by teachers and students in carrying out learning in distance, during Covid-19 pandemic and later after the pandemic ended. Educational institutions must log into the Official E-learning Madrasah website by using Madrasah Statistics Number of each institution to be able to access E-Learning Madrasah. Then the Madrasah will be asked to upload an Operator Decree as a condition for approving the use of E-learning application by Madrasah. The verification process for the operator's decree takes about one to two weeks to pass and then you can

download the E-learning application, both the installer and other versions. The application can be downloaded by operators at <https://elearning.kemenag.go.id/>.

b) Advantages and Disadvantages

According to the findings of Zuhri's research (2020), the implementation of e-learning in learning activities has been shown to have various benefits, including:

1. Make it as simple as possible for students to access learning materials as much as they want without being limited by space or time constraints.
2. In general, online learning shares new information that is more interesting than traditional learning models.
3. Online learning allows students to choose the best time to study based on their individual needs, allowing them to improve their grasp of the subject matter.

In due to the advantages of using madras e-learning programs, students face a disadvantages when learning online using madras e-learning, including:

1. Poor quality of internet connectivity in some places or the internet network's inconsistent coverage, some students have trouble accessing the internet.
2. The high cost of e-learning is an obstacle to learning.

3. When the learning process, there are obstacles such as gadgets, television, and the internet.

Between pupils and other students, as well as between teachers, there is a lack of effective communication.

2) WhatsApp

a) Definition

WhatsApp media is one of the communication media that can be installed on smartphones. According to Larasati, et al (2013), this social media is used as a means of chat communication by sending text messages, pictures, videos and even telephone calls. This media can be active if the user's phone card has an internet data package. WhatsApp Messenger is a cross-platform messaging application that allows people to exchange messages without SMS fees, because WhatsApp Messenger uses the same internet data plan for email, web browsing, and so on. The WhatsApp Messenger application uses a 3G, 4G or WiFi connection for data communication.

By using WhatsApp, we can have online chats, share files, exchange photos, and others. Whatsapp has several features including:

1. Send text messages and contact cards
2. Send photos and videos from gallery or from camera

3. Send files or other documents
4. Making voice and video calls, including sending voice messages that the recipient can listen to at any time.
5. Location sharing using GPS
6. Provide emoticons, picture stickers, and animation services.
7. Users can also set up their own profile panel, consisting of name, photo, status as well as some privacy settings tools to protect profiles and also help tools to backup messages, or change account numbers.

b) Advantages and Disadvantages

Every learning media does not escape the advantages and disadvantages. According to Rudi Haryadi and Itah Safitri (2021), there are several advantages and disadvantages.

The advantages of using WhatsApp media are as follows:

1. The learning process can be carried out without using paper and stationery media so as to minimize costs.
2. The learning process can still be carried out when the teacher cannot conduct conventional exams in the classroom. Teacher can send any file in the form of pdf, word, or so on
3. The learning process with WhatsApp can help students to give a positive impression in doing learning.
4. Learning questions that can be answered are very varied and not boring for students.

5. WhatsApp also only needed a small quota to access it.

The disadvantages of using WhatsApp media are as follows:

1. The learning material is limited to the lessons that have been taught by the teacher.
2. The media cannot operate if there is no internet network.
3. There is no face-to-face online discussion
4. Online learning still requires the assistance of teachers and parents so that the learning process can be optimal.

3) Telegram

a) Definition

Telegram is a cloud-based instant messaging application that focuses on speed and security. Telegram is designed to make it easier for users to send text messages, audio, video, images and stickers to each other safely. By default, all transferred content will be encrypted with international standards. Thus, the messages sent are completely safe. Not only text, images and videos, Telegram can also be a means to send documents, music, zip files, real-time locations and contacts stored on other people's devices. Telegram is a cloud-based application, which makes it easy for users to access a Telegram account from different devices at the same time. It can share an unlimited size of files or documents up to 1.5 GB.

b) Advantages and Disadvantages

Advantages and Disadvantages of the Telegram media according to Sari Puti Nova (2018):

The advantages such are:

1. Telegram can be accessed from various devices simultaneously including: smartphones, tablets, computers, laptops and others simultaneously.
2. Groups on Telegram have a capacity of 200 people and can be upgraded to super groups with a capacity of up to 5000 people. It makes groups come alive with replies, mentions, hastags and forwards features
3. The channel feature on Telegram, with the broadcasting process carried out correctly using the channel.
4. Bot feature on Telegram. Bots are accounts run by applications (not people). Bots have features and can do anything like: teach, play games, perform searches, broadcast, remind, connect, and integrate with other services.

Disadvantages of Telegram media:

1. Takes up a lot of storage space on the phone
2. No video calls groups available
3. The media cannot operate if there is no internet network.
4. The quality of media presentation is highly dependent on the speed of the existing internet connection.

4) YouTube

a) Definition

YouTube is a video portal site that is frequently visited by internet users; it also features a video sharing feature that allows anyone who clicks on the video to see it. According to Ratna (2003), YouTube provide various information in the form of video which is reliable. It includes a variety of films, including lessons, music videos, news, and more. Even if viewers do not create an account, they can still see video posts on sites that are often visited by the general public. YouTube's role has evolved over time to become a distribution platform for a range of aspects, ranging from content creators to advertising, as well as a place to share, inform, and inspire internet users in different regions of the world.

In general, social media sites such as YouTube offer a variety of features to their subscribers. According to Abraham A. in his book *Success as an Artist on YouTube*, the following are the steps to take:

1. Extending interactions based on each individual's shared values,
2. The resemblance of particular qualities, or having engaged in a specific time period, resulting in nostalgia that can be shared,

3. Adding knowledge or insight by information, sharing, and comments
4. Positive self-image or marketing, which in this case is also linked to status and a willingness to keep up with information technology.
5. Transactions and thoughts in the media in terms of trade, politics, culture, and even education are feasible.
6. As the situation develops, this facility can be used as a source of intelligence, a method of publicizing various legal offenses, a channel for aid, and a form of citizen journalism.
7. After being created by the weight of the burden of thinking, it may be used as an entertainment, such as watching humorous movies, learning new things, playing video games, and so on.

b) Advantages and Disadvantages

In the field of education, according to Wigati, Rahmawati, and Widodo (2018) there are some advantages and disadvantages that can be obtained by YouTube.

The following are some of the advantages of utilizing YouTube:

1. Unregistered users can watch videos, while registered users can upload videos to YouTube.
2. To be able to generate your own content

3. To be able to download videos using sites like www.savefrom.net by submitting the link to the video you want to download.
4. There are so many different videos to choose.
5. Videos with high resolution
6. Try looking at lessons, music, and more.
7. Market products

While there are certain disadvantages of utilizing YouTube, they include:

1. Users can abuse the system by posting inappropriate videos.
2. There is a lot of information; the audience must filter it to avoid being tricked.
3. Not all videos, especially pornographic content, are worth watching.
4. Users must have a fast internet connection to watch videos successfully.

5) Teaching Descriptive Text Using E Learning

The beginning of 2020 the world was shocked by the Covid-19 pandemic, in March 2020 this pandemic officially entered Indonesia. Since then, all teachers in Indonesia have online class to teach. Schools are temporarily closed until the pandemic conditions subside

and distance learning relying on the internet and electronic devices is carried out. As reported by Republika.co.id, Minister of Education and Culture Nadiem Makarim said that this online learning system automatically makes teachers who are technology stuttering forced to try and get out of their comfort zone. Not only that, according to Nadiem, the application of this online learning system is also expected to be used as a learning evaluation material, so that it will be seen which lessons are suitable or not suitable, good or bad if applied online.

For example, writing lessons that have been standardized and suitable when delivered by the teacher face to face are now changing the delivery method online. Learning to write in English, especially about writing descriptive texts is still undergoing adjustments in terms of conveying it to students at school. Various methods and strategies are used by teachers to be able to deliver the material fully using E-Learning. One of the experiences of teaching writing descriptive text using E Learning has been done by a teacher class X at MAN Sidoarjo. The results obtained are more than 50% of the students like learning English using online magazines as learning media.

On the other hand, learning using E-Learning has several obstacles, this happened at MTs Ma'arif NU 1 Wangon. In this school the application of learning using E-Learning found various obstacles that must be immediately resolved. These obstacles include: E-

learning media is sometimes difficult to access, the teacher should understand the concept and the use of E-learning media, there were some students who did not fulfill the target that had been planned, not all learning materials could be conveyed well, not all students have the ability to operate smartphone well, most of students had lack of internet quota, and the teacher could not have direct communication with students that made teacher difficult to know characteristic of her students by person.

B. REVIEW OF PREVIOUS STUDY

There are four previous studies which are closely related to this research. The first is the research conducted by “The Use of E-Learning Media in English Language Teaching at 7th Grade Students in MTs Ma’arif Nu 1 Wangon” conducted by Ramadhenty Ahlan a student at English Education Department Faculty of Tarbiya And Teaching Training State Institute of Islamic Studies (IAIN) Purwokerto graduated in 2021. The purpose of this research is to examine the use of E-learning media in English language teaching, as well as the challenges that teachers face when using E-learning media in English language teaching. Field research with a qualitative approach was used in this study. Triangulation, which included observation, interviews, and documentation, was used to collect data for this study. Among those who took part were an English teacher and 38 students from a single class. The data was analyzed using data reduction, data display, and data verification. The findings

revealed that Madras E-learning, developed by the Ministry of Religion, was used in English language teaching for class 7A students at MTs Ma'arif NU 1 Wangon, as well as other media such as Google Classroom and WhatsApp. While using these media, the teacher used Madras E-learning to share the material. The evaluation was administered using Google Classroom, which included assigning homework and completing daily exercises. In the classroom, the teacher used WhatsApp to communicate with the students and share information about the learning process. When using E-learning media, the teacher faced some challenges, including E-learning media that was sometimes difficult to access; the teacher needed to understand the concept and use of E-learning media; some students did not meet the goal; not all learning materials could be conveyed effectively; and not all students could operate a smartphone.

The second one is conducted by a student of Department of English Education Faculty of Teacher Training and Education Muhammadiyah University of Surakarta named Paras Putri Adinda Dian Rizqi entitled “An Analysis of English Teaching Activities in Pandemic Era at SMPN 1 Doplang” that was completed in 2020. The goal of this study is to learn about the activities of learning English at SMP N 1 Doplang during the COVID-19 pandemic. A descriptive qualitative research was used to conduct this study. Data was gathered through interviews, questionnaires, and documentation. Interviews with English teachers at SMP N 1 Doplang were conducted, and questionnaires were distributed to a group of students. This study involved an English teacher

and several students from SMPN 1 Doplang. The findings show that learning during the pandemic differs significantly from traditional (face-to-face) learning even before to the COVID-19 pandemic. The difference is that the education system, which was previously face-to-face, has now become entirely online, the use of apps like WhatsApp, YouTube, and Google Forms.

The third is Tari Putri Utami, she was the student of English Education Department Teacher Training and Education Faculty State Institute for Islamic Studies (IAIN) Salatiga .2020. The research entitled “An Analysis of Teachers’ Strategies on English E-Learning Classes during Covid-19 Pandemic (A Qualitative Research at MTs Sudirman Getasan in the Academic Year 2019/2020)”. During the COVID-19 pandemic, this study was conducted to learn about the teachers' strategies for teaching English in e-learning classes. The researcher used a descriptive qualitative research design in this study. The data was gathered through observation, interviews, and documentation by the researcher. The findings of the study show that teachers use a variety of strategies depending on the expected skill output; for example, the teacher uses three strategies for writing skills: planning, drafting, and editing. The teacher uses a variety of strategies to improve students' listening skills, including listening to songs, writing song lyrics, matching lyrics, and finally singing a song. They both use a video-based learning model as well as WhatsApp-based virtual education. Teaching through e-learning classes greatly aided teachers in the teaching and learning process during the COVID-19 pandemic, allowing them to achieve learning objectives.

The fourth is conducted by a student of English Education Department Teacher Training and Education Faculty State Institute for Islamic Studies (IAIN) Salatiga named Fitri Ani entitled “An Analysis on The English Teacher’s Strategies in Teaching Descriptive Writing through Online Class at The Seventh Grade of SMPN 3 Gubug in the Academic Year 2019/2020)” that was completed in 2020. This research aims to learn about English teachers' strategies and procedures for teaching descriptive writing in an online class, as well as the benefits and drawbacks of doing so. A qualitative research was used to conduct this study. The data for the study was gathered through observation, interviews, and documentation. The results reveal that the teacher used three strategies in class to teach descriptive writing: online learning, breakdown text, and mind mapping. In addition, the teacher distributes material via WhatsApp groups in the form of soft files. The benefits of online classes include more efficient, practical, and flexible teaching. Meanwhile, the disadvantages of online classes include the use of a lot of quotas and the teacher's inability to directly control students.

If those studies are compared with this study, there are some similarities and differences. For the first comparison between the first and second study with this study. The first study analyzed media used in teaching English with e-learning classes during the COVID-19 pandemic. The second study analyzed about teacher activities in using media to teach English during Pandemic, the first and second study was different with this study because this study will analyzed about teacher strategies for teaching English using e-learning. For the

next comparison between the third and fourth study with this study. All researchers on those study try to analyzed teacher strategies in teaching writing using e-learning media this was same with this study. Then the differences on this study with those study is on the research place that being analyzed. The third study conducted the research in terms of the teaching strategies of English teachers at MTs Sudirman Getasan, then the fourth study conducted research in terms of teacher teaching English at SMPN 3 Gubug. In this study, researchers will conduct research in MTsN 7 Kediri. Based on explanation, it can be concluded that this study are unique and original. This study stated as original and unique because this study is different from the previous study.