STUDENT TEACHERS' STRATEGIES IN TEACHING ENGLISH ONLINE DURING COVID-19 PANDEMIC

THESIS

Submitted to the English Teaching Department of Faculty of Tarbiyah and Teacher Training of IAIN Batusangkar as A Requirement for Obtain Sarjana Degree (S1) in English Teaching Department

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THESIS ADVISOR'S APPROVAL

The advisor of **REFKI RAHMAD**, **Reg No. 16 301 04 053** entitled **"STUDENT TEACHERS' STRATEGIES IN TEACHING ENGLISH ONLINE DURING COVID-19 PANDEMIC",** approved that the above-mentioned thesis has fulfilled the requirement to proceed to thesis examination.

This approval is granted and used appropriately.

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ABSTRACT

REFKI RAHMAD, NIM. 16 301 04 053, Judul Skripsi: *"STUDENT TEACHERS' STRATEGIES IN TEACHING ENGLISH ONLINE DURING COVID-19 PANDEMIC"*, JurusanTadris Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan, Institute Agama Islam Negeri (IAIN) Batusangkar.

Penelitian ini dilatarbelakangi oleh kondisi dunia pendidikan yang merubah sistem pembelajaran dari tatap muka menjadi sistem pembelajaran dalam jaringan *(online)* seiring dengan meningkatnya penyebaran COVID-19 di Indonesia. Dengan perubahan sistem pembelajaran tersebut tentu membuat guru harus mempersiapkan strategi pembelajaran yang sesuai, untuk memaksimalkan hasil dari proses pembelajaran. Penelitian ini bertujuan untuk menggambarkan strategi yang digunakan mahasiswa PPL dalam mengajarkan bahasa Inggris secara online selama terjadinya pandemi.

Penelitian ini menggunakan metode penelitian deskriptif kualitatif. Informan penelitian ini adalah 6 orang mahasiswa Tadris Bahasa Inggris IAIN Batusangkar yang melaksanakan PPL tahun ajaran 2020/2021 yaitu 4 orang mahasiswa PPL yang mengajar di Sekolah Menengah Pertama (SMP) dan 2 orang mahasiswa PPL yang mengajar di Madrasah Tsanawiyah Negeri (MTsN). Informan dalam penelitian ini dipilih dengan menggunakan teknik *purposive sampling*. Pada penelitian ini, peneliti berperan sebagai instrument kunci dan pedoman wawancara sebagai instrument pendukung.

Teknik pengumpulan data dalam penelitian ini dilakukan wawancara untuk mengkonfirmasi dan menggali data lebih rinci terkait masalah yang diteliti. Untuk menguji keabsahan data, peneliti melakukan *prolonged engagement.* Selanjutnya, dalam menganalisis data peneliti mengunakan teori Miles dan Huberman yaitu melakukan reduksi data, penyajian data, serta verifikasi data dan penarikan kesimpulan.

Berdasarkan analisis data disimpulkan bahwa ada 7 strategi yang digunakan mahasiswa PPL selama pengajaran *online.* Strategi tersebut mencakup: 1) Memberikan penjelasan materi pelajaran dengan berbagai perangkat *online*. 2) Menanyakan pemahaman siswa tentangmateri yang telah di ajarkan. 3) Memberikan penjelasan tentang bagaimana menggunakan teknologi pembelajaan kepada siswa. 4) Mengingatkan kembali jadwal pelajaran bahasa Inggris dan perangkat pembelajaran *online*. 5) Merangsang rasa ingin tau siswa tentang materi yang akan dipelajari. 6) Memberikan tugas dengan menggunakan aplikasi *online*. 7) Memberikan kejelasan batas waktu dalam pengumpulan tugas.

Kata kunci: Strategi, Guru PPL dan *Online Learning*

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CHAPTER I
INTRODUCTION

A. Background of the Problems

In teaching and learning process, there are many factors that influence the quality of teaching and learning, one of them is a teacher. Teacher is an actor that implementing the curriculum itself. Teacher plays important roles in some aspects in realising the curriculum which are planning the lesson, preparing instructional materials, designing the suitable methods, strategy and technique.

Moreover, teacher must evaluate teaching and learning outcomes whether effective or not. Professional teachers must have professionalism in their teaching such as professional in classroom management, designing lesson plans in teaching and learning process, preparing and selecting media, explaining the material and using language in teaching and learning process, (Mulyasa, 2004) in Hendrizon, 2012:11).

Thus, in teaching and learning process, the teacher is the executor of the curriculum as a creator, designer, collaborator, facilitator, and evaluator. All of that is what determines whether the goals of learning successful or not.

As a faculty that prepares the students to become a professional teacher in the future, Tarbyah and Teacher Training Faculty (FTIK) IAIN Batusangkar held pre-service program to the students, which is the students are directly involved in the schools to teach the students in real life condition, and also develop their skills that have been acquired on campus and apply it in the school.

Before doing teaching practice at school, the students are provided with the knowledge how to teach and manage classes in micro teaching class. In micro teaching class, students act as teacher and try to practice teaching in front of the class. After finished debriefing from the micro

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teaching class, the students are submitted to carry out pre-service teaching program at schools that have been determined by campus.

The students who take part in pre-service teaching program are called as student teacher. Student teacher or pre-service teacher are those who are college or graduate students studying the compulsory course in pedagogy at an ordinary university and have not officially entered the supervised teaching, (Zhao, 2012:70). In the pre-service teaching program, student teachers are required to prepare the learning process from planning the material to evaluating the material.

All these processes hoped that student teachers will be able to gain experience in the field so that they become the educators who are ready to face challenges and problems in the field and also be able to adapt to existing conditions.

Since the last of 2019, the world has been shocked with the issues of Corona virus (COVID-19). Coronavirus disease 2019 (COVID-19) is defined as illness caused by a novel coronavirus called severe acute respiratory syndrome coronavirus 2 (SARS-CoV-2; formerly called 2019-nCoV), which was first identified amid an outbreak of respiratory illness cases in Wuhan city, Hubei Province, China, (Cennimo, 2021). As a result of the COVID-19 pandemic, many aspects of life are distributed in global such as the government, economic, social, politic, and including education system in Indonesia.

In order to prevent the transmission of Coronavirus, Minister of Education and Culture, Nadiem Makarim changes educational system from face to face learning to online learning. After the face-to-face learning system was set to become online learning, it certainly become a challenge for student teachers to practice teaching through online, while this online teaching experience has never been done by student teacher before.

Based on the cases above, the researcher did the preliminary research to two of the English Teaching Department students who finished teaching practice during COVID-19 pandemic. The interview conducted on January,

11th 2021 at ARBAIN Club, Jln. Suri Maharajo Dirajo, in front of Graha Sandeni, 5 Kaum Batusangkar.

The result of interview with the 1st student showed that, the positive impact in online teaching were easy to explaining the material by using online media, easy to controlling students' activity while learning process. The negative impact was not all of students understand about the material that has taught. The additional information got from interview result with 2nd student. The positive impact of online teaching was more creative in apply online media, knows the online application in supporting online teaching and learning process. From the negative side, student teacher did not get feeling how to teach students through face-to-face in the class, and feel how to teach in the real-life condition.

Based on the preliminary research above, the researcher knows that online learning become a new challenge for student teachers in current pandemic era. There is obstacle that faced on the field and also many things that should be considered by student teachers in order to reach the success of teaching and learning English through online system. The phenomenon above, arouse the researcher would like to knows what strategy are used by student teachers in teaching English during COVID-19 era. Hence, researcher was interested in conducting the research about "student teachers' strategies in teaching English online during COVID-19 pandemic".

B. Research Focus and Question

Based on background of the problem above, the researcher focused on his research about student teachers' strategies in teaching English online during COVID-19. The question of the research was what are student teacher strategies in teaching English online during COVID-19 pandemic?

C. Definition of the Key Terms

To avoid the misunderstanding and ambiguity of this research, the key term was defined as follows:

1. Student teachers' strategies mean specific actions, steps, behaviour, or techniques had applied by student teachers of English Teaching Department of IAIN Batusangkar who did pre-service teaching at Junior High School and Madrasah Tsanawiyah.

2. Teaching English online means teaching English through internet by using several online platforms, such as WhatsApp, Google and Zoom meeting.

3. COVID-19 pandemic is an infectious disease caused by a newly discovered corona virus. The novel of corona virus has found in the last month of 2019 at the seafood market in Wuhan, China.

D. Purpose of the Research

Based on the question of the research, the main purpose of the research was to describe student teachers' strategies in teaching English online during COVID-19 pandemic.

E. Significance of the Research

There are theoretically and practically from this research as follows:

1. The theoretically benefit

The researcher hoped that the result of this research was expected to be able to give good contribution and information for all people about strategies in teaching English online during COVID-19 pandemic.

2. The practical benefit

This research is expected to be useful for:

a. English student teachers of IAIN Batusangkar

This research can give the information to student teachers, especially students who were chosen as research informant of this

research informant of this research about student teachers' strategies in teaching English online during COVID-19 pandemic.

b. English Micro-Teaching Lecturers

The result of this research was expected to give significant information related to strategies in teaching online.

c. English Teachers

The result of this research can be implementing an online teaching strategy that can make it efficient the online teaching and learning process.

d. The Researcher Himself

Through this research, it can enrich researcher's understanding about strategies in teaching English online and can be applied these strategies when teaching English through online. Besides, it is requirement in getting Sarjana degree (S1) at English Teaching Department of IAIN Batusangkar.

CHAPTER II
REVIEW OF RELATED LITERATURE

A. Review of Related Theory

1. Student Teachers

a. Definition of Student Teachers

Student teacher or pre-service teacher are those who are college or graduate students studying the compulsory course in pedagogy at an ordinary university and have not officially entered the supervised teaching, (Zhao, 2012:70). Having a bachelor's degree before starting teacher training can allow pre-service teachers to focus fully on being a teacher as content in the discipline has been defined. Within the Faculty of Education, the goal is for newly certified teachers to move into their careers not only as subject matter experts with the pedagogical skills to effectively deliver course specific content to students but also as individuals embracing a collaborative mindset that is open to the ongoing development of their professional learning throughout their career, (Illingworth, 2012:189).

An important component of a pre-service teacher education program is a practical experience designed to enhance the practical teaching skills of prospective teachers under the guidance of teacher educators and in-service teachers who act as mentors. Pre-service teachers are expected and assumed to develop teaching philosophies by transferring course learning, mostly theoretical in nature, to authentic teaching contexts with students and real conditions, (Genc 2016:678). In pre-service teachers' preparations programs, the dominant focus is on understanding what it means to be a teacher and learning how to be a teacher rather than learning how to teach a particular subject to students, (Illingworth, 2012; Kraglund-Gauthier, 2014) in (Ryan, 2017:5).

Pre-service teacher is a person who participates in school teaching practices, field studies, school-based experiences or apprenticeship programs in school, (Taneja, 2000) in (Arum, 2019:7). Moreover, unlike other professions, pre-service teachers tend to bring strong attitudes and beliefs to their preparation about what constitutes good teaching and good teachers from their previous experiences as school students, (Sirotnik, 2001) in (Arum, 2019:7).

b. Goals of Pre-Service Teacher

There are several goals of student teachers in their activity. A stated by (Ahmadu, 2008:7). There are fifth of goals of Pre-service teachers, they are as follows:

1) Providing the opportunity to learn the art of teaching in actual classroom situation under the direction of an experienced cooperating teacher.

2) Providing the opportunity to demonstrate in real situation in the classroom, in mastery in teaching subject.

3) Providing professional development can help a positive attitude to teaching.

4) Measuring the point to which she/he satisfy the requirement for the award of certificate she/he spell.

5) Evaluating competence or otherwise of the practical aspect of the teacher's education program.

In addition, there are various goals of pre-service teacher as follows:

1) To provide prospective teachers with the opportunity of establishing an appropriate teacher pupil's relationship.

2) To provide an opportunity for evaluating the student's potential as a teacher and suitability for the teaching profession.

3) To develop personal relationship with others administrators, teachers, parents and students.

4) To provide the future teacher with experience in school overcome the problems of discipline and enable his/her develop method of control.

5) To provide the opportunity to put theories into practice and develop deeper understanding of educational principles and their implication of learning.

6) To enable the student teachers effectively plan and prepare the lesson.

7) To develop desirable professional interest attitudes and idea relative to teaching profession.

8) To develop skill in the use fundamental procedures, techniques and method of teaching.

9) To provide student teachers with opportunity to have teaching evaluation and to gain from constructive criticism.

10) To provide an opportunity for self-evaluation and discover one strength and weaknesses, (Akbas, 2000) in (Pratama, 2020:26).

Thus, there are several objectives of student teachers, namely providing the opportunities to evaluate students' potential as teachers, providing the real teacher experience and giving students to solve their problems related to teaching or non-teaching activities.

2. Online Teaching

a. Definition of Online Teaching

Online learning is just as effective as traditional classroom learning. How much or how well a student learns is determined by the quality of online instruction. If a course is well designed and implemented well, students will learn more than poorly designed course, (Jaqobs, 2013:16). In other hand, online learning is an open and distributed learning system using pedagogical tools (educational aids), mode possible through the internet and network-

based technology to facilitate the formation of learning process and knowledge through meaningful action and interaction, (Dabbagh and Ritland, 2015) in (Arnesi and Hamid. K, 2015:88).

Online learning is defined as "a learning experience in synchronous environment using different device, mobile phones, laptops, etc, with internet access. In this environment, students can be anywhere (independent) to learn and interact with instructors and other students, (Singh & Thurman, 2019:306). Online learning is that students spend their time through online, working either directly through the internet or on computers connected to local intranets. Learners will be will be in control of when they learn, and their learning is required to connect online. This is related to online assessment, (Race, 2005) in (Sari, 2020:220).

Face-to-face teaching and online teaching are both teaching, but qualitatively different. Online education begins when faculty move from traditional classrooms to online class, (Bazan, 2016:2). Furthermore, online teaching shares much with face-to-face teaching, but it also has a unique set of skills and requirements. Both approaches are similar in content, except in peace delivery. Rather that developing the courses from scratch, a company has emerged to take care of the course, (Adebo, 2018:73).

Online system teaching is related to the use of technology in building system infrastructure with adequate performance, (Lee, 2009) in Fitria, 2020:139). Online teaching is conducting a course in part or in full over the internet either on the Web or via a mobile app which allows one to manipulate elements of an online course, (Rossen & Ko, 2017:3)

Thus, online teaching is a teaching process that is carried out on a virtual platform or media. This type of teaching involves live classes, video conferencing, webinars, and other online tools. The

online application is developed and designed to facilitate easy learning and better understanding.

b. **Principles of Online Teaching**

There are some principles of effective online teaching. (Ragan, 2015:2), states that there are ten principle of effective online teaching. They are as follows:

1) Show Up and Teach
2) Practice Proactive Course Management Strategies
3) Establish Patterns Course Activities
4) Plan for the Unplanned
5) Response Requested and Expected
6) Think Before Write
7) Help Maintain Forward Progress
8) Safe and Secure
9) Quality Counts
10) (Double) Click a Mile on My Connection

In addition, Human Sciences Board of Direction, 2016, state that there are eight principles of effective online teaching. They are as follows:

1) Student-Faculty Contact
2) Cooperation Among Students
3) Active Learning
4) Prompt and Meaningful Feedback
5) Deadlines and Consistent Pattern of Course Activities
6) High Expectation
7) Diverse Talents and Ways of Learning
8) Course Quality

Thus, good online teaching, in principle is fundamentally the same as good face-to-face teaching. There are some principles of effective teaching online that has been proposed.

c. **Media in Online Teaching**

In the world of education, the media is one of the importance components that can be used by teachers to teach. By using media, the teacher can convey the material easily, (Pitriana, 2013). The learning process in the COVID-19 era must be carried out by online. The use of media in learning is very important. Media has been known as a tool used to convey something to others. In teaching English, media is known as a tool to assist teachers in delivering material to the students.

There are several media platforms as a container to support the online teaching and learning process. They are as follows:

1) **WhatsApp**

WhatsApp (WA) was introduced mainly to send text messages, exchange photos, videos, voice notes and is popular among smartphone users, (Thota, 2015). In addition, WhatsApp messenger is a cross-platforms instant messaging subscription service for selected smartphones and feature phone that use the internet for communication. Then to text messages, user can send messages, pictures, videos and audio media as well as their location, (Minhas et.al, 2016:71).

WhatsApp is a free messenger application that works on various platforms such as iPhone and android phones, and this application is widely used among students to send multimedia messages such as photos, videos, audios along with simple text messages, (Lenhart A, et.al, 2007) in (Gon, 2017:20). WhatsApp is one of the online communication tools on smartphones. Smartphones are very easy to use and simple in shape. People can communicate with each other by sending messages, videos, audio, photos, and discussion topics, as well as creating group discussions/group chats with a specific purpose, (Napratilora, 2020:177).

On the use of this application, there are some advantages and disadvantages. The advantages of WhatsApp as follows: 1) WhatsApp groups, educators and students can ask questions or discuss more casually without having to focus on educators such as learning in the classroom which often causes students to feel guilty and ashamed. 2) With WhatsApp media, educators can be creative in providing additional material and assignments to students. 3) Students can easily resubmit Job performances, either in the form of direct comments (chat groups), pictures, videos or other soft files related to learning, 4) With WhatsApp media, the learning method becomes environmentally friendly because it no longer uses hardcopy (the use of paper to print or write student work achievements). 5) With WhatsApp media, you can be one of the educators' solutions to deliver additional material as learning material outside the classroom, (Pustikayasa, 2019) in Ratnasari, (2020:132).

In addition, 1) WhatsApp instant messaging facilitates online collaboration and collaboration between online students connected from school or home in mixed mobile lectures. 2) WhatsApp is a free application which is easy to use. 3) Groups connected to WhatsApp instant massage can easily share learning objects through comments, SMS and messages. Discussions related to course content taught 100% in class. 4) WhatsApp gives students the ability to create class publications and thus publish their work in groups. 5) Information and knowledge are easy to build and share via WhatsApp instant messages. (Barhoumi, 2015:223).

Disadvantages of using WhatsApp as follows: 1) Limitations face to face in real time via the WhatsApp application. 2) Not all students can follow the learning process according to the specified time. 3) WhatsApp application is not capable of

sending large files. (Bhagaskara, 202:23). Moreover, 1) The existence of different locations will have different effects on signal strength. 2) The number of chats that enter the WhatsApp Group will result in the cell phone's memory being full, so that the internet connection becomes slow. 3) Chat that accumulates will be difficult to access because you have to scroll up to be able to follow the course of the discussion, (Yensi, 2020) in (Lestari, 2021:21).

2) Zoom

Zoom is a cloud-based service that offers Meetings and Webinars and provides content sharing and video conferencing capabilities. This helps, for example English teachers bring their students together in a frictionless environment to get more done. Zoom is a leader in modern enterprise video communications, with an easy and reliable cloud platform for video and audio conferencing, collaboration, chat, and webinars across mobile, desktop, telephone and room systems, (Guzacheva, 2020:258). In the other hand, zoom cloud meetings is an application that can support communication needs with many people without having direct contact. This application is for videoconferencing. The application can be installed with devices such as PCs with webcams, laptops with webcams, and also Android smartphones, (Afandi, 2019:49).

Zoom Cloud Meetings is an application that provides conference services or also known as remote meetings that connects video meetings, online meetings, chat and mobile collaboration. In other words, the Zoom Cloud Meetings application is an online meeting application with the concept of Screen Sharing (Pitriana, 2020: 3). Zoom is a web-based tool that enables collaboration between individuals and groups through

video conferencing, video and audio calls, instant and persistent messaging, and file sharing, (Taylor, et.al, 2017:2).

Zoom application has advantages and disadvantages. Advantages of using zoom as follows: 1) Zoom is free to download and allows up to 100 participants. 2) Able to schedule lessons via the Schedule feature. 3) Can record and save videos when learning takes place. 4) Zoom Cloud Meeting can work on Android, Ios, Windows, and Mac devices that can be replaced (Mounica, 2020:38). Moreover, the advantage of the zoom application is that it is flexible, provides several features that support the lecture process, and improves the discipline of lecturers and students, (Ilmiani, 2020:221).

Furthermore, the disadvantage of using Zoom application as follows: 1) Spending a lot of credit or internet data quota; it means that the online learning process using this application is considered wasteful and quite draining our internet data quota. As we know now the economy can be said to have decreased with the PSBB policy from the government. 2) Different Family Economies; That is, for parents who can fulfil it may not be a problem, but what about parents who are not able to fulfil it, as we know that each person's economic ability is different. 3) Network speed in rural areas; Talking about the online learning process cannot be separated from the speed and quality of the internet network, the online learning process is more appropriate to be applied in urban areas that are accessible to the internet, because if it is applied in areas that have not been reached or the internet speed is still minimal, it will only make students overwhelmed in anticipating this. In a learning process, the delivery should be clear, detailed and focused (Setia, 2020:525). Then, 1) Limited quality internet network for all areas. 2) Limited hardware ownership according to the minimum

specifications by students. 3) Limited internet quota, and 4) extravagant cost, (Wena, 2020:203).

3) Google Classroom

Google Classroom is an internet-based service provided by Google as an e-learning system (Martínez-Monés et al., 2017) in (Alimin, 2019:242). Google Classroom is a means of facilitating remote communication between teachers and students, especially in Digital Content Management classes. Means of learning together, receiving and reading materials, sending assignments remotely to presenting the value of assignments in a transparent manner. (Hapsari, S. A. (2019:231).

Google Classroom is a free collaboration tool for teachers and students. Teachers can create online classrooms, invite students to class and then create and distribute assignments. In Google Classroom, students and teachers can discuss assignments and teachers can track student progress (Vangie, 2020) in (Okmawati, 2020:440). Furthermore, Google Classroom is classified as one of the best platforms to improve teacher workflow. It provides an excellent set of features that make it an ideal tool to use by both teachers and students. Google Classroom helps teachers save time, keep classes organized, and improve communication with students. It is available to anyone with Google Apps for Education, a suite of free productivity tools including Gmail, Drive, and Docs, (Iftakhar, 2016) in (Saputri, 2020:9).

There are benefits of using Google Classroom application. The benefits of using this app as follows: 1) Easy setup, Teachers can add students directly or share the code with their class to join. 2) It only takes a few minutes to prepare. 3) Save time A simple, paperless workflow lets teachers create, review, and grade assignments quickly, in one place. 4) Improves organization,

students can see all their work on the assignments page, and all class materials are automatically saved to folders in Google Drive. (Durhaman, 2018:217). Moreover, 1) It is easier to get material from the teacher. 2) Easier to send tasks anywhere. 3) Make lessons more comfortable. 4) Save time. 5) Helping students to interact and communicate with each other. 6) Fix errors in assignments. 7) To share the things we know, help each other. (Subandoro, 2019:2).

Disadvantages of using Google Classroom are that it is not easy to control students in responding to the responses given by the teacher, the results of doing assignments are easier to trace (academic dishonesty), not all schools can use Google Classroom due to network problems, network speed is an obstacle to using Google Classroom, files which is often lost when uploaded, it is not easy for users from rural areas who do not understand technology (Rana saeed, Mostafa Al-Embran) in (Utami, 2020:3). Hence, Web-based Google Classroom requires students and teachers to be connected to the internet. Learning in the form of individual so as to reduce the social learning of students. If students are not critical and material errors occur, it will have an impact on their knowledge. Requires high hardware, software and internet network specifications. (Ernawati, 2018:18).

3. **Online Teaching Strategy**

A teaching strategy is a general plan for a lesson that includes a structure of desired learner behaviour in terms of instructional objectives and an outline of the planned tactics required to implement the strategy. Teaching strategy refers to the methods used to help students learn the desired content of the lesson and be able to develop achievable goals in the future. Teaching strategies identify various learning methods that

can be achieved to enable them to develop appropriate strategies to deal with the identified target groups, (Sarode, 2018:58).

Teacher's role is to facilitate online discussion and provide structure. Learning outcomes for students are very important. There are online teaching strategies that can increase students' perceptions of engagement, increase retention, and satisfaction, (Mitchell, 2014:18). They are as follows: 1) Open courses at least one week before traditional classes start. 2) Post a brief introduction about yourself, with a current picture. 3) Provide links. 4). Discussions should be weekly, informal or formal. 5) Use rubrics to rate online discussions and assignments. 6) Provide your syllabus, course schedule and expectations of students. 7) Online office hours. 8) Provide students with your campus office hours and email.

In addition, teacher strategies in online learning to increase students' interest in learning during COVID-19 as follows: 1) Teacher strategies in online learning to foster interest in learning. 2) Providing understanding and attention to students in any situation that they must keep learning. 3). Preparing brief, clear, easy of understand, and interesting learning material. 4) Choosing a simple and attractive learning media. 5) Conducting regular and continuous evaluation, (Sutarto et.al, 2020:133).

Effective strategies used in face-to-face classes that can be transferred to an online learning environment, (Angelo State University, 2021). The effective strategies as follows:

1) Discussion/Forum: Adult learners prefer this learning strategy because it is interactive and facilitates participation. The discussion format allows students to explore their life experiences and apply them to new situations.

2) Independent Learning: Online learning supports independent learners in pursuing self-directed learning activities that are completely individualized.

3) Small Group Work: Online courses can be divided into smaller and more manageable groups. Small groups can discuss content, share ideas, solve problems, and provide peer feedback on assignments.

4) Projects: Learning experiences are made more relevant to the project. Online projects can be tailored to give students the opportunity to pursue their particular interests and relate to their chosen career field. Projects can be done individually or in groups.

5) Collaborative Learning: Combining two or more students to work together on an assignment project. Employers want workers with collaborative skills and are looking for graduates of educational programs that teach these skills. Collaborative learning can be more effective than competitive and individualistic efforts in promoting cognitive development, self-esteem, and positive students' relationships.

4. COVID-19

a. Definition of COVID-19

According to World Health Organization, Coronavirus disease (COVID-19) is an infectious disease caused by a newly discovered corona virus. Furthermore, Coronavirus disease 2019 (COVID-19) is defined as illness caused by a novel coronavirus called severe acute respiratory syndrome coronavirus 2 (SARS-CoV-2; formerly called 2019-nCoV), which was first identified amid an outbreak of respiratory illness cases in Wuhan city, Hubei Province, China, (Cennimo, 2021).

In 2020, a new type of coronavirus (SARS-CoV-2) was spread, called a disease coronavirus disease 2019 (COVID-19). This virus was discovered in Wuhan, China for the first time and has infected 90,308 people on March, 2nd 2020. The number of deaths reached 6% people, and the number of patients recovering 45,726 people, (Yulina, 2020:187).

Due to pandemic, Minister of Education and Culture, Nadiem Makarim changes educational system from face to face learning to online learning. After the face-to-face learning system was set to become online learning, it certainly become a challenge for student teachers to practice teaching through online.

B. Review of Relevance Studies

The researcher found a relevant study related to this research. First, (Alfiah Raihani, 2020) did a research about *Strategy Guru dalam Pembelajaran PAI pada Masa Pndemi COVID-19 di SMPN 2 Katingan Hilir / Teacher's Strategies in Teaching Islamic Religious Education during COVID-19 Pandemic at SMPN 2 Katingan Hilir.* She found that there are some strategies in teaching Islamic Education during COVID-19 Pandemic. They are: (1) Teacher learning strategies: a) strategic learning, b) strategy implementation, c) evaluation and assessment. (2) Obstacle faced by teacher: a) limited quotas activities online, b) the network coverage is not good because it is located in oil palm plantation area so that their network coverage is not very good. The similarity between the previous researches in this research is about strategy in teaching online. Those two researchers are discussing about the same phenomenon that is about strategies that applied by teacher in teaching. The differences between this research with previous research is this research focused on strategies in teaching English online but in the previous research focused on strategies in teaching Islamic religious education.

The second relevant study is (Utami, Tari Putri, 2020) did a research about *An Analysis of Teacher's Strategies on English e-Learning Classes during COVID-19 Pandemic.* Her thesis result showed that (1) The teachers use different strategies because the effected skill output is different, for writing skills the teacher uses 3 strategies namely planning, drafting and editing. As for listening skill, the teacher applies several strategies such as listening to songs, writing songs lyric, matching lyrics, and finally sing a

song. But both of them use the video-based learning model and also virtual education through WhatsApp. (2) Strategies in teaching through e-learning classes during the COVID-19 pandemic greatly assisted teachers in teaching and learning process to achieve learning goals. The similarity between the previous research and this research is about the teaching English through online. Those two researchers discuss about the same phenomenon that is about strategies in teaching English during COVID-19. The differences between this research with the previous research is this research focused on strategies in teaching English online but in the previous research focused on teachers' strategies on English e-learning classes during COVID-19 pandemic.

The third, a study conducted by (Mulyati, Sri, 2020). She did a research about *An Analysis of Teachers' Strategies in Teaching English for Students of English Busines.* Her research result showed that teachers' strategies are: 1) Teachers' strategies in explaining lessons. 2) The teachers' strategies of giving assignment. 3) Teacher's strategies in providing grades. The similarity between the previous research and this research is about the teaching English during pandemic. Those two researchers discuss about the same phenomenon that is about the teaching English during pandemic. The differences between this research with the previous research is this research focused on strategies in teaching English online but in the previous research focused on analysis of teachers' strategies in teaching English for students of English busines.

CHAPTER III
RESEARCH METHODOLOGY

A. Research Design

The design of this research was descriptive qualitative research. Qualitative research is a study which intends to understand the phenomenon of what is experienced by the subject of the research, (Moleong, 2006:6). It is supported by other expert who states qualitative research seeks to probe deeply into research setting in order to obtain understanding about the phenomenon, (Gay, 2000:16).

The descriptive research involved collecting data in order to answer the question concerning with the status of the subject of the study, (Gay, 2000:11). It means that descriptive research is a study which understanding the phenomenon by collecting data to answer the question of the study.

Based on the theories above, the researcher would like to find out and describe what are student teachers' strategies in teaching English online during COVID-19 pandemic?

B. Research Setting

This research was conducted at IAIN Batusangkar. In this research, the researcher analyzed English student teachers' strategies in teaching English online during COVID-19 pandemic. Research setting of qualitative research includes three elements such as place, actors, and the activity, (Sugiyono, 2011:207).

C. Research Informant

The research informants were people that have contribute in giving information and situation that related to this research. Informants are people who were contributing to the researcher to understand of the phenomenon under study, (Gay, 2012:142). The informants of this research were English student teachers of IAIN Batusangkar who had applied pre-service teaching

program in 2020/2021 academic year. They were considered already experienced in teaching English online during COVID-19 pandemic.

There were five criterions of informant. They are honest, reliable, speaking up, subject in neutral, and subject has view point about certain case that happening, (Moleong, 2006:132). Additionally, the characteristics of a good key informant include the ability to be reflective and thoughtful, to communicate orally in writing or both, effectively with the researcher, and to be comfortable with the researcher's presence at the research site, (Gay, Mills & Airsian, 2012:142).

In order to selecting the informants, the researcher used purposive sampling. In purposive sampling, researcher intentionally selects individuals and sites to learn or understand the central phenomenon, (Creswell, 2012:206). In purposive sampling, the researcher uses experience and insight in order to get the sample also rarely uses randomness as a part of process, (Gay, et al, 2012:142).

D. Technique of Data Collection

1. Research Instrument

The main instrument of this research was the researcher himself. The researcher relief himself as the main instrument of the data collection, (Gay, 2009:19). Thus, the researcher entered the setting to get the data, did his own observation, did interview and study the document, and then he interpretated the data by himself.

2. Research Procedures

In conducting this research, the researcher followed several procedures, they were as follows:

a. Preparation

In preparation, the researcher did several steps, they were:

1) Finding the problem in the field.
2) Did the preliminary research
3) Found theories that related to research proposal

4) Prepared the research proposal

5) Consulted with the advisor

6) Had proposal seminar

7) Revised proposal

b. Whilst Activities

In whilst activities, researcher did several steps, such as:

1) Understanding background of the research

2) Did the interview

3) Recorded the interview

4) Analyzed the result of interview

c. Post Activities

In post activities, researcher did several steps, such as:

1) Checked the data trustworthiness

2) Made the transcriptions of the interview result

3) Analyzed all of the data of interview result

4) Drawn conclusion

5) Wrote the research report

6) Had a research examination

E. Checking the Data Trustworthiness

In analysing the data, the researcher used prolonged engagement. Prolonged engagement means the researcher stayed on the field until they got the saturation of data trustworthiness, (Moleong, 2006:327). Thus, prolonged engagement is technique to probing the data deeply until the researcher got the idea from the informant.

On this research, the researcher used prolonged engagement to checking the data trustworthiness. After he finished collecting the data from all of informants by doing interview, the researcher checked the data from the informants by doing the second interview. It was used to get the data in different time and to confirm and probed the first data from interview result.

F. **Technique of Data Analysis**

The data analyzed based on the result of interview. The result of interview was analyzed in three steps; data reduction, data display, conclusion and data verification, (Miles and Huberman, 1994:10-11). In analysing qualitative data, needs three activities. They were as follows:

1. Data Reduction

Data reduction is interpreted as the process of choice, interest focused, simplifications, abstraction, and data transformation that exist from written noted in the field. It mans when the data was collected the phase of the continuing of reduction is occurred such as drawing conclusion, codification, investigating themes, grouping and writing memorandum.

In data reduction, the researcher did some steps. First, he made transcriptions of interview result. Second, he organized the sequence of all transcriptions and coded the transcriptions that related to student teachers' strategies in teaching English online during COVID-19 pandemic. Third, he gave initial reading of the data, such as: informant 1 (I-1), informant 2 (I-2) and so on. Fourth, he selected the data related to the topic. Researcher also discarded and unneeded ones in the transcript. Fifth, he bolded and gave coded of the data transcription for each item related to, for instance: S for Strategy, S.1 as the first strategy, S.2 as the second strategy and so on.

2. Data Display

Data display is the set of informants arrange to give possibility to draw a conclusion and do a treatment. On this step, the researcher showed student teachers' strategies in teaching English online during COVID-19 pandemic.

On this case, he displayed the data in form of table. The table showed the informants' number and their strategies in teaching English online during COVID-19 pandemic. The researcher displayed the data in the table form, it showed the informants with related strategies from

interview. Then, researcher grouped the data into some strategies based on previous finding in the table.

3. Conclusion and Data Verification

   After reduced and displayed the data, the final steps were conclusion and data verification. The researcher made conclusion and verification of data. This activity was aimed to conclude about student teachers' strategies in teaching English during COVID-19 pandemic. In this case, the conclusion was taken based on the data which has been reduced and displayed.

CHAPTER IV
RESEARCH FINDING

A. Research Finding

1. Data Descriptive

This chapter discuss the finding of the research about student teachers' strategies in teaching English online during COVID-19 pandemic. There were six of English student teachers of IAIN Batusangkar who had become informants of this research. In conducting the data, researcher did interview to those informants. The first interview did on February, 9th 2021 and the second interview did on February, 13th 2021.

After doing the interview, the researcher analyzed the result of interview by following the theory of (Miles and Huberman, 1994:10) that was data reduction, data display and conclusion and data verification. Before reducing the data, he made the transcriptions of the interview result. He organized the sequence of all transcriptions and coded the transcriptions that related to student teachers' strategies in teaching English online during COVID-19 pandemic into the tables. He gave initial reading for the data, such as: Informant 1 (I-1), Informant 2 (I-2) and so on. Then he reduced the data by separating necessary information with the less. He grouped the data related to research finding, last, he displayed the data based on their groups.

In this step, he showed the data about student teachers' strategies in teaching English online during COVID-19 pandemic. He displayed the data into form of table. The table showed the informants' number and their strategies in teaching English online during COVID-19 pandemic. After displayed the data, he made conclusion and data verification. In this step, the conclusion was taken based on the data which has been reduced and displayed.

In conclusion, the researcher found seven strategies had applied by student teachers in teaching English online during COVID-19 pandemic. Those strategies as follows: 1) Explaining the material by using several devices. 2) Checking of students' understanding about the material that has learned. 3) Giving the explanation about how to use the technology. 4) Reminding the schedule and the online learning application. 5) Stimulating students' curiosity about the material that will be learned. 6) Giving the assignment by using online platforms. 7) Giving clear explanation about how to submitting the assignment.

2. **Data Analysis**

The detail analysis information about this research, it could be seen as follows:

1. **Explaining the Material by Using Several Devices**

The interview conducted on February, 9th 2021 in Batusangkar. Based on the interview result, there were six informants who explained the material by using several devices in teaching English during COVID-19 pandemic. They were: I-1, I-2, I-3, I-4, I-5, and I-6. The following interview result from those research informants as follows:

R   :   *"Lalu, bagaimana cara menjelaskan materinya"?*

"Then, how did you explain the materials"?

I-1   :   *"Kita siapkan materi berupa power point, kita kirimkan di   Google Classroom".*

"We prepared material such as power point, then we sent to Google Classroom".

R : *"Okay, jadi bagaimana strategi saudara dalam menjelaskan atau menstransfer materi"?*

"Okay, so how was your strategy in explaining or transferring the material"?

I-2 : *"Kita membuka Zoom, kita invite students. Jadi, kita gunakan media yang ada".*

"We log in the Zoom Application, then we invited the students in it. So, we applied that media".

R : *"Hmm, lalu bagaimana strategi saudara dalam menjelaskan atau mentransfer materinya"?*

"Well, how was your strategy in explaining or transferring the material?

I-3 : *"Kalau untuk menjelaskan, yang pertama saya kasih dulu video di YouTube".*

"In explaining the material, first I sent to them video on YouTube".

R : *"Jadi bagaimana sih strategi saudari menjelaskan atau menstransfer materi itu"?*

"So, how was your strategy in explaining or transferring the material?"

I-4 : *"Di karnakan keterbatasan, menyebabkan kami hanya bisa mengunakan WhatsApp di sekolah tersebut".*

"Because of limitations, we only used WhatsApp application at that school".

R : *"Bagaimana strategi yang saudari pakai dalam mengajar bahasa Inggris melalui daring"?*

"How was your strategy that you applied in teaching English through online"?

I-5 : *"Yang pertama yaitu memberi materinya melalui PDF melalui power point".*

"First, giving material was in PDF through power point".

R : "Hmm, Okay, lalu *bagaimana strategi anda dalam menjelaskan atau menstransfer materi"?*

"How was your strategy in explaining or transferring the material?"

I-6 : *"Kita rekam audio kita, kemudian akan diminta untuk menjawab atau menirukan suara kita. Seperti itu speakingnya".*

"Teknologynya WhatsApp".

"We recorded our own audio, then, asking the students to repeat our voice, that's for speaking."

"The technology was WhatsApp".

Based on the interview result above, it could be concluded that all of informant explaining the material bay using several devices in teaching English online during COVID-19 pandemic.

2. **Checking of Students' Understanding about the Material that has Learned**

The interview conducted on February, 9th 2021 in Batusangkar. Based on the interview result, there were three informants whose check of students' understanding about material that has learned in teaching English during COVID-19

pandemic. They were: I-1, I-5, and I-6. The following interview result from those research informants as follows:

R : *"Bagaimana strategi anda dalam meminta feedback terhadap pemahaman siswa dari materi yang diajarkan"?*

"What was your strategy in asking for feedback on students' understanding of the material that has taught"?

I-1 : "Bertanya kepada siswa, apakah bisa dipahami materinya atau tidak? Apakah ada pertanyaan atau tidak?"

"Asked to the students, are you understand or not, is there any question or not?"

R : *"Okay, bagaimana strategi saudari dalam meminta feedback terhadap pemahaman siswa dari materi yang diajarkan"?*

"Okay, what was your strategy in asking for feedback on students' understanding of the material that has taught"?

I-5 : *"Bertanya sebentar ke siswa, apakah Ananda semua mengerti tentang materi yang diajarkan? Ada yang gak ngerti bisa WA Miss".*

"Asked to the students, are you understand about the material that has been learned? If you are not understood you may text me".

R : *"Okay, bagaimaa sih strategi saudara dalam meminta feedback terhadap pemahaman siswa dari materi yang diajarkan"?*

"Okay, what was your strategy in asking for feedback on students' understanding of the material that has taught"?

I-6 : *"Meminta feedback nya itu seperti kita nanti ketika kita kasih pertanyaan".*

"Asking for feedback was like when we gave the questions".

Based on the interview result above, it could be concluded that three of informants checking of students' understanding about material that has learned in teaching English during COVID-19 pandemic. It could be seen that three of six informants checking of students' understanding about material that has learned in teaching English during COVID-19 pandemic.

3. **Giving the Explanation about How to Use the Technology.**

The interview conducted on February, 9th 2021 in Batusangkar. Based on the interview result, there were three informants whose give the explanation about how to use the technology in teaching English during COVID-19 pandemic. They were: I-2, I-4, and I-5. The following interview result from those research informants as follows:

R : *"Bagaimana strategi anda dalam memberikan atau mendemonstrasikan teknologi pembelajaran bahasa Inggris melalui daring"?*

"What was your strategy in giving or demonstrating the technology used for learning English through online"?

I-2 : *"Sebelum saya menggunakan Zoom, saya wanti-wanti kepada siswa dulu, Zoom nya tolong dibuka ya, Zoom nya tolong di download, Jadi cara mengurangi suara, supaya kita gak rebut saat guru sedang berbicara, ini tekan,, ini tekan,,".*

"Before I am using Zoom application, I was being warned to the students. Please download Zoom

application, then how to reduce the volume so that it was not noisy when the teacher speaking in it".

R : *"Okay, bagaimana sih strategi anda dalam memberikan demonstrasi teknologi pembelajaran bahasa Inggris melalui daring"?*

"Okay, what was your strategy in giving or demonstrating the technology used for learning English through online"?

I-4 : *"Kayak Google Classroom, kami adakan demonstrasinya waktu itu. Kami panggil siswa pertingkat kesekolah dan kami lakukan demonstrasinnya. Kami ajarkan bagaimana cara penggunaan Google Classroom dan juga Zoom Meeting".*

"Like Google Classroom, we invited the students came to school and did the demonstration. We taught them how to use Google Classroom and also Zoom Meeting".

R : *"Okay, bagaimana strategi anda dalam memberikan demonstrasi teknologi pembelajaran bahasa Inggris melalui daring ini"?*

"Okay, what was your strategy in giving or demonstrating the technology used for learning English through online"?

I-5 : *"Untuk Google Meeting dan Zoomnya (I-5) adakan video tutorialnya di mobilenya".*

"For Google and Zoom application, I was held tutorial video on their mobile phone"

Based on the interview result above, it could be concluded that three of informants giving the explanation about how to use the technology in teaching English during COVID-19 pandemic. It could be seen that three of six informants giving

the explanation about how to use the technology in teaching English during COVID-19 pandemic.

4. **Reminding the Schedule and the Online Learning Application**

The interview conducted on February, 9th 2021 in Batusangkar. Based on the interview result, there were two informants whose remind the schedule and the online learning application in teaching English during COVID-19 pandemic. They were: I-1 and I-5. The following interview result from those research informants as follows:

R   : *"Bagaimana strategi anda dalam memulai pembelajaran"?*

"What was your strategy in starting the learning process"

I-1 : *"Paginya 20 menit sebelum pelajaran dimulai, kita tetap mengingatkan siswa menggunakan aplikasi WhatsApp"*

"20 minutes before studying, we always remind the student to using WhatsApp."

R   : *"Bagaimana proses (I-5) dalam mengajar bahasa Inggris melalui daring"?*

"What was your process in teaching English through online?

I-5 : *"Kalau jam bahasa Inggris hmpir masuk, (I-5) menginstruksikan kepada murid untuk standby dulu dalam group WA".*

"When English class almost ready, I interrupted the students for standby in WhatsApp Group".

Based on the interview result above, it could be concluded that two of informants reminding the schedule and the online learning application in teaching English during COVID-

19 pandemic. It could be seen that two of six informants reminding the schedule and the online learning application in teaching English during COVID-19 pandemic.

5. **Stimulating Students' Curiosity about the Material that will be Learned.**

The interview conducted on February, 9th 2021 in Batusangkar. Based on the interview result, there were two informants whose stimulate students' curiosity about the material that will be learned in teaching English during COVID-19 pandemic. They were: I-4 and I-6. The following interview result from those research informants as follows:

R : *"Bagaimana strategi yang anda gunakan dalam mengajar Bahasa Inggris melalui daring"*

"What was your strategy that you applied in teaching English through online"?

I-4 : *"Ada sedikit seperti recall background knowledge siswa tentan pelajaran yang dipelajari hari itu, yaitu melalui voice not atau ketikan".*

"There was a little bit recalled students' background knowledge about the material that has been taught at that time. That was trough voice note or typed".

R : "Okay, lalu bagaimana strategi yang saudara pakai dalam mengajarkan bahasa Inggris melalui daring"?

"Okay, then what was your strategy that you applied in teaching English through online"?

I-6 : *"Applying a brainstorming strategy before starting the online class dulu, atau kita nanti ada kayak review materinya".*

"It was like, first gave them brainstorming, gave a song, o reviewed the material".

Based on the interview result above, it could be concluded that two of informants stimulating students' curiosity about the material that will be learned in teaching English during COVID-19 pandemic. It could be seen that two of six informants stimulating students' curiosity about the material that will be learned in teaching English during COVID-19 pandemic.

6. **Giving the Assignment by Using Online Platforms.**

The interview conducted on February, 9th 2021 in Batusangkar. Based on the interview result, there were two informants whose give the assignment by using online platforms in teaching English during COVID-19 pandemic. They were: I-1 and I-5. The following interview result from those research informants as follows:

R : *"Bagaimana strategi anda dalam memberikan tugas aau Latihan kepada siswa"?*

"What was your strategy in giving assignment or exercise to the students"/

I-1 : *"Memberikan tugas atau latihannya tu menggunakan applikai Google Classroom. Kemudian WhatsApp itu hanya sebagai media komunikasi"*

"Giving assignment or exercise was used Google Classroom application. Then WhatsApp for communication media".

R : *"Lalu, bagaimana strategi saudari dalam memberikan tugas tau latihan kepada siswanya"?*

"Then, what was your strategy in giving assignment or exercise to your students"?

I-5 : "Untuk pemberian tugas biasanya melalui Google Classroom".

"Giving an assignment I usually used Google Classroom"

Based on the interview result above, it could be concluded that two of informants giving the assignment by using online platforms in teaching English during COVID-19 pandemic. It could be seen that two of six informants giving the assignment by using online platforms in teaching English during COVID-19 pandemic.

7. **Giving Clear Explanation about How to Submitting the Assignment.**

The interview conducted on February, 9th 2021 in Batusangkar. Based on the interview result, there was one informant who give clear explanation about how to submitting the assignment in teaching English during COVID-19 pandemic. He was (I-3). The following interview result from those research informants as follows:

R : *"Bagaimana strategi anda dalam memberikan tugas aau Latihan kepada siswa"?*

"What was your strategy in giving assignment or exercise to the students"?

I-3 : *"Saya kasih tugas atau PR. Nanti saya cantumkan kapan harus di kumpulkan. Misalnya paling lambat jam skian, tanggal sekian."*

"I gave the assignment or homework. Then I marked when will be submitted. For instance, the task will be submitted on this day or this time".

Based on the interview result above, it could be concluded that one of informant giving clear explanation about how to submitting the assignment in teaching English during COVID-19 pandemic. It could be seen that one of six informants giving clear explanation about how to submitting the assignment in teaching English during COVID-19 pandemic.

B. Discussion

There are seven student teachers' strategies in teaching English online during COVID-19 pandemic. The strategies are: explaining the material by using several devices, checking of students' understanding about the material that has learned, giving the explanation about how to use the technology, reminding the schedule and the online learning application, stimulating students' curiosity about the material that will be learned, giving the assignment by using online platforms and giving clear explanation about how to submitting the assignment. The displaying discussion as follows:

1) Explaining the material by using several devices

The first strategies had applied by student teachers' in teaching English online during COVID-19 pandemic are explain the material by using several devices. All of informants had applied this strategy during distance learning. Before came to the lesson, student teachers discussed the material with their co-operator teacher. Then, student teachers make a lesson plan that will be taught to the students in online class. In explaining the material, student teachers used several devices, such as WhatsApp, Zoom, and Google Classroom.

This strategy supported by the experts. WhatsApp is a free messenger application that works on various platforms such as iPhone and android phones, and this application is widely used among students to send multimedia messages such as photos, videos, audios along with simple text messages, (Lenhart. A, et.al, 2007) in (Gon, 2017:20).

Moreover, Zoom is a cloud-based service that offers Meetings and Webinars and provides content sharing and video conferencing capabilities. This helps, for example English teachers bring their students together in a frictionless environment to get more done. Zoom is a leader in modern enterprise video

communications, with an easy and reliable cloud platform for video and audio conferencing, collaboration, chat, and webinars across mobile, desktop, telephone and room systems, (Guzacheva, 2020:258).

In addition, Google Classroom is a free collaboration tool for teachers and students. Teachers can create online classrooms, invite students to class and then create and distribute assignments. In Google Classroom, students and teachers can discuss assignments and teachers can track student progress (Vangie, 2020) in (Okmawati, 2020:440).

2) Checking of students' understanding about the material that has learned.   Second strategy had applied by student teachers in teaching English online during COVID-19 pandemic is checking of students' understanding about the material that has learned. In this case, after student teachers explained the material in online class, student teachers checking their students' understanding about the material that has learned. They giving prompt feedback to their students in the online class.

The previous study showed that strategies in online teaching are response requested and expected. (Lawrence C, 2015:13) argued that timely teacher's feedback is essential for the online learner in order to manage their learning experience. In addition, embrace emerging technology to provide feedback. For instance, using speech recognition software to convert speech into text when teacher provide feedback to students helps increase efficiency especially when writing lengthy feedback, (Chang & Cheung, 2017:16).

3) Giving the explanation about how to use the technology.

Third strategy that applied by student teachers in teaching English online during COVID-19 is Giving the explanation about how to use the technology. Online learning is still new in Indonesia.

The students still unfamiliar about how to use learning application properly while online learning process. Student teachers as an actor should demonstrate how to use online learning application.

In this case, student teachers make a video tutorial about how to use Zoom application in online teaching process. Furthermore, student teachers invite the students to come to the school. In the school, student teachers demonstrate how to use the online application for learning application properly.

The previous article showed that strategies in teaching English is effective online teachers teach and model ethnical online interaction, while helping students developing digital technology that will poise them for success. Online teachers are poised to play a powerful role in development of their students in digital footprint, (California Community Colleges, 2018:3).

4) Reminding the schedule and the online learning application.

The fourth strategy that had applied by student teachers in teaching English during COVID-19 pandemic is reminding the schedule and the online learning application. In this case, 20 minutes before English lesson will be started, student teachers remind the students to get ready for learning. Because the learning process is carrying out with distance learning, student teachers did not know are their students standby on their phone or not, or are their student get ready for study or not. To avoid that statement, student teachers need to inform the students before learning process will be started. In checking of students' attendance, student teachers used WhatsApp. And the learning process, student teachers informed to the students to log in Google Classroom or Zoom Meeting.

This strategy was supported by the expert. (Mahmood, 2020:202) argued online classes require much greater involvement of technical knowledge than in class study. Meetings should be held

before starting online session and availability of teachers' assistants along with the teacher should be confirmed beforehand. In other hand, this strategy was supported by (CELT). The strategy is selecting technology for teaching. Technology provides the platform online teaching and an important aspect of good online teaching is the appropriate integration of technological tools.

5) Stimulating students' curiosity about the material that will be learned.

      The fifth strategy that had applied by student teachers in teaching English online during COVID-19 is stimulating students' curiosity about the material that will be learned. In this case, student teachers use brainstorming before come to the lesson. Student teachers lead students' knowledge about the material that will be learned. It used to stimulate students' curiosity about the material that will be discussed in online class.

6) Giving assignment by using online platforms.

      The sixth strategy that had applied by student teachers in teaching English online during COVID-19 pandemic is giving assignment by using online platforms. To measure students' ability about the material that has learned, student teachers need give an assignment to the students. In this case, student teachers' strategy in giving assignment or exercise to the students is using Google Classroom.

      This strategy was supported by previous study from the expert. Google Classroom is a free collaboration tool for teachers and students. Teachers can create online classrooms, invite students to class and then create and distribute assignments. In Google Classroom, students and teachers can discuss assignments and teachers can track student progress (Vangie, 2020) in (Okmawati, 2020:440).

7) Giving clear explanation about how to submitting the assignment.

        The last strategy that had applied by student teachers in teaching English during COVID-19 is Giving clear explanation about how to submitting the assignment. In this case, most of students always late in submit their task. Thus, student teachers give clear explanation about deadline. Student teachers marked when the task will be submitted. For instance, the task will be submitted on Saturday, when students submit over the days or times, student teachers would not receive it or the task still received but the score is not the same with other students who submit currently.

        This strategy was supported by the expert, (Cable & Cheung, 2017:14) argued that to help student allocate a realistic amount of time on completing various learning tasks, educator have to define clear time expectations for them, which lays the foundation for high performance. In addition, the strategy in online teaching is highlight time on task. Set clear deadline in the syllabi quizzes, assignments, discussion posting and other study related activity, (Chickering & Gamson, 1987) in (Reyes, 2018:2).

CHAPTER V
CONCLUSION AND SUGGESTIONS

A. Conclusion

This research concluded that there were seven strategies that had applied by English student teachers of IAIN Batusagkar in 2020/2021 academic year in teaching English online during COVID-19 pandemic. The strategies are: 1) Explaining the material by using several devices. 2) Checking of students' understanding about the material that has learned. 3) Giving the explanation about how to use the technology. 4) Reminding the schedule and the online learning application. 5) Stimulating students' curiosity about the material that will be learned. 6) Giving the assignment by using online platforms and 7) giving clear explanation about how to submitting the assignment.

B. Suggestions

1. English student teachers of IAIN Batusangkar

    This research can give the information to student teachers, especially students who were chosen as research informant of this research about student teachers' strategies in teaching English online during COVID-19 pandemic.

2. English Micro-Teaching Lecturers

    The result of this research was expected to give significant information related to strategies in teaching online.

3. English Teachers

    The result of this research can be implemented an online teaching strategy that can make it efficient the online teaching and learning process.

4. Future Researchers

    Since this research focused on strategies that applied by student teachers in teaching English online during COVID-19 pandemic, it is

suggested to the next researchers to do another research related to online learning. There are new issues that researchable related to online learning or teaching strategies. The next researcher can conduct a research on students' strategies in following English online learning.

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APPENDICES

Appendix 1: Interview Guide

In conducting the interview, the researcher will deliver several questions in order to get the information about "Student Teachers' Strategies in Teaching English Online during COVID-19 Pandemic". The list of interview guide as follows:

No.	Langkah-langkah	Topik	Contoh Pertanyaan
1.	*Warming-Up*	1. Greeting	1. *Assalamu'alaikum wr.wb*!
		2. Memperkenalkan diri	2. Perkenalkan saya Refky, saya mahasiswa Tadris Bahasa Inggris IAIN Batusangkar semester 10. Saya ingin meminta waktu saudara/i untuk melakukan wawancara untuk keperluan data penelitian saya yang berjudul *"Student Teachers' Strategies in Teaching English Online during COVID-19 Pandemic".*
		3. Menanyakan kesedian informan untuk diwawancarai dan di rekam.	3. Bolehkah saya meminta waktu saudara/i untuk diwawancarai? Bolehkan saya merekam pembicaraan kita selama proses wawancara berlangsung?
2.	*Level Check*	1. Memastikan bahwa informan telah melakukan PPL pada tahun ajaran 2020/2021.	1. Apakah saudara/i telah melakukan PPL di sekolah sekolah pada tahun ajaran 2020/2021?

		2. Menanyakan apakah informan selama melaksanakan PPL tahun ajaran 2020/2021 dalam keadaan dalam jaringan *(online)*.	2. Apakah saudara/i melakukan PPL dalam masa pandemi COVID-19? Kemudian apakah saudara/i melaksanakan proses belajar mengajar melalui dalam jaringan *(online)*?
3.	*Probing*	Menggali informasi dari informan tentang strategi yang digunakan dalam mengajar Bahasa Inggris selama masa pandemi COVID-19.	1. Bagaimana proses saudara/i mengajar Bahasa Inggris melaui daring selama masa pandemi COVID-19? 2. Apa strategi yang saudara/i gunakan ketika mengajar Bahasa Inggris selama mengajar dalam jaringan *(online)*?
4.	*Wind-down*	Mengakhiri wawancara dan mengkonfirmasi kesedian informan untuk membantu jika ada informasi tambahan atau yang kurang jelas.	1. Berdasarkan hasil wawancara ini, dapat saya simpulkan bahwa… 2. Jika saya membutuhkan informasi lebih lanjut, bolehkah saya menhubungi saudara/i kembali? 3. Terimakasih atas waktunya. *Assalamu'alaikum wr.wb*!

Appendix 2: Data Reduction

Interview Result: Transcriptions with the 1st informant

Descriptive note: Before did the interview, researcher made an appointment to the 1st informant that she will be interviewed. The informant asked the researcher to come to her balcony in front of MJ's building in 5 Kaum, Batusangkar. After met the informant, we immediately started the interview, and researcher asked to his friend captured the picture while interviewing. The interview was done to the 1st informant on February, Tuesday 9th 2021 at the balcony of boarding house in front of MJ's building. 5 Kaum, Batusangkar.

ACTOR		UTTERANCES	CODES
R	:	Okay, Assalamu'alaikum saudari	
I-1	:	Wa'alaikum Salam	
R	:	Apa kabar?	
I-1	:	Baik, Alhamdulillah	
R	:	Okay, hmm,, ini o,, abang, Refky Kiehl. Mahasiswa TBI IAIN Batusangkar, ingin melakukan wawancara tentang a,, me,, a,, mengenai o,, keperluan penelitian abang yang judulnya "Strategi Mahasiswa PL dalam Mengajarkan Bahasa Inggris Daring selama Pandemi Covid-19". Bolehkah minta waktunya sebentar?	
I-1	:	Iya, boleh	
R	:	Hmm,, boleh abang rekam pembicaraan wak ko?	
I-1	:	Iya, boleh	
R	:	Okay, o,, pertanyaan abang tu, apakah saudari telah melaksanakan PL disekolah sebelumnya?	
I-1	:	Iya, sudah	
R	:	Kalo boleh tau dimana tu?	
I-1	:	Di SMP N 3 Negri Batusangkar	
R	:	SMP 3 Batusangkar, apakah saudari melaksanakan PL dalam masa Covid-19?	

I-1	:	Iya, benar	
R	:	Okay, apakah selama masa pandemi Covid-19 saudari melaksanakan proses belajar mengajar melalui daring?	
I-1	:	Yaa	
R	:	Okay, bagaimana sih proses anda mengajar bahasa Inggris melalui daring itu?	
I-1	:	Uhm, o,, untuk proses, sebenarnya mengajar bahasa Inggris daring tidak terlalu berbeda dengan mengajar seperti biasa. Kita sebagai mahasiswa PPL itu kan tentu pertama berdiskusi dulu dengan hmm,, guru pamong. Nah, nanti berdasarkan hasil diskusinya lalu kita mengeksekusi apa yang akan kita lakukan. Pertama setelah berdiskusi, kemudian nanti setelah tau apa yang akan dilakukan seperti menyiapkan materi pembelajaran, o,, seminggu sebelum pembelajaran itu dimulai, kemudian juga mempersiapkan uhm,, media pembelajaran agar anak o,, lebih tertarik dalam pembelajaran, o,, dan juga hal-hal lainnya seperti soal latihan, absen daring, seperti itu.	
R	:	Hmm gitu, lalu bagaimana sih strategi yang saudari pakai dalam mengajarkan bahasa Inggris melalui daring, strategi da,, dalam memulai pembelajaran.	
I-1	:	Kalau untuk memulai pembelajaran, karna kita dalam masa a,, apa,, dalam situasi daring, jadi o,, siswa itu kan sudah ada jadwal pembelajarannya, dia sudah tau misal pembelajaran akan dimulai pada pukul 8. Nah**, paginya o,, 20 menit sebelum pelajaran dimulai, kita tetap mengingatkan siswa menggunakan applikasi WhatsApp.** Karna rata-rata kan siswa menggunakan applikasi WhatsApp. Nah, kita ingatkan disana bahwa "20 menit lagi pembelajaran akan dimulai, jadi ananda semua o,, harap untuk standby o,, di Classroom" gitu. Karna kita juga menggunakan applikasi Google Classroom, seperti itu.	S.4 **Reminding the Schedule and the Learning Application**.
R	:	Okay, lalu bagaimana sih strategi saudari dalam menjelaskan atau mentransfer materi?	

I-1	:	O,, untuk mentransfer materi, kalo yang saya lakukan selama PPL di SMP N 3 Batusangkar, o,, itu kan saya juga berdasarkan diskusi dengan pamong. Disitu pamong menjelaskan o,, "kita tidak harus menjelaskan pembelajaran kepada siswa, tetapi siapkanlah o,, materi dan media pembelajaran yang o,, kita tau bahwa siswa itu butuh" gitu ha. Nah, jadi kita tidak menjelaskan disitu, kita hanya meminta siswa untuk o,, misalnya setelah **kita siapkan materi berupa power point, kita kirimkan di Google Classroom, minta siswa untuk membaca, memahami, kemudian o,, nanti baru diberikan kesempatan siswa untuk bertanya kalo ada keraguan.**	S.1 **Explaining the Material by Using Several Devices.**
R	:	Hmm gitu ya. Lalu teknologi apa sih yang saudari gunakan sebagai media pembelajaran online?	
I-1	:	Uhm,, karna kita di SMP, o,, itu kita hanya menggunakan teknologi Handphone dan Laptop.	
R	:	Laptop gitu ya,,. O,, apakah saudari membuat media pembelajaran sendiri?	
I-1	:	Iya, o.. kebetulan disana guru pamong itu menginginkan bahwa media pembelajaran itu disediakan oleh mahasiswa PPL, seperti itu. Jadi, kita membuatnya sendiri.	
R	:	Okay, lalu (uhuk), bagaimana sih strategi anda dalam memberikan atau demonstrasi teknologi pembelajaran bahasa Inggris melalui daring ini?	
I-1	:	Demontrasi teknologi,,? Nah, mungkin ya,, o,, itu beberapa anak belum terlalu terbiasa (uhuk) menggunakan Handphone. Karna sekarang situasinya pembelajaran harus diadakan secara daring, nah kita berikan pemahaman kepada siswa yang o,, memiliki Handphone ataupun orang tua yang menggunakan Handphone orang tuanya, tu kita membentuk Group WhatsApp. Nah, disana kita sampaikan bahwa keberadaan Handphone disituasi sekarang ini sangat dibutuhkan. Pertama Hndphone android untuk pembelajaran tu sangat dibutuhkan oleh siswa gitu. Nah, ada juga siswa yang sama sekali gak memiliki android, kita	

		berikan kesempatan untuk dating kesekolah. Nah, nanti kita jelaskan di,, disekolah.	
R	:	Gitu,,. Lalu bagaimana sih cara saudari dalam me,, memonitoring atau memantau partisipasi siswa dalam belajar bahasa Inggris melalui daring ini?	
I-1	:	Nah, untuk memantau partisipasi siswa, hmm,, tentu ini hal yang sangat sulit ya, karna saya itu hanya menggunakan applikasi Google Classroom dan WhatsApp. Kami o,, disana tidak menggunakan Zoom Meeting. Pernah sih, cuman sekali. Itu hanya untuk silaturahmi bukan untuk pembelajaran. Nah, kalo di Zoom Meeting kita bias melihat ni anak memperhatikan atau tidak, dia masuk apa tidak. Nah kalau di Google Classroom itu kita tidak bisa lihat anak disana. Dia hadir, dia memperhatikan apa tidak. Jadi, caranya nanti di akhir, kita kan memberikan tugas, nah nanti tugas itulah dapat kita lihat o,, anak berpartisipasi atau tidak.	
R	:	Gitu,,. Lalu bagaimana sih strategi saudari dalam meminta feedback terhadap pemahaman siswa dari materi yang diajarkan?	
I-1	:	Strategi dalam meminta feedback? O,, seperti biasa juga sih saya menyampaikan o,, ketika PPL itu saya menyampaikan kepada siswa o,, untuk uhm, apa,, setelah memberikan materi a,, kemudian ditanyakan, gitu. **Bertanya kepada siswa "apakah bisa dipahami materinya atau tidak? Apakah ada pertanyaan atau tidak?" gitu. "kalau ada pertanyaan boleh diajukan". Kalau waktu itu saya membuka waktu yang,, apa,, yang seluas-luasnya maupun seminggu sesudah itu siswa ingin bertanya kembali ya saya perbolehkan, gitu**.	**S.2** **Checking of Students' Understanding about the Material that has Learned.**
R	:	Hmm, gitu. Itu melalui?	
I-1	:	Itu melalui WhatsApp, WhatsApp Group.	
R	:	Oaky,,. Lalu bagaimana strategi saudari dalam memberikan tugas atau latihan kepada muridnya?	

I-1	:	Iya, **memberikan tugas atau latihan itu menggunakan applikasi Google Classroom, kemudian WhatsApp itu hanya sebagai media komunikasi**, gitu lho.	S.6. **Giving the Assignment by Using Online Platforms.**
R	:	Okay, berarti,, okay,,. Mungkin hanya itu dulu informasi yang saya dapatkan dari saudari. Jika say membutuhkan informasi lebih lanjut, apakah saudari bersedia untuk saya wawancarai lagi?	
I-1	:	Ya,, boleh.	
R	:	Okay, mungkin, thank you very much today, Assalamu'alaikum warohmatullahi wabarokatu	
I-1	:	Walaikumsalam warohmatullahi wabarokatu.	

Where: R = Researcher

I-1= 1st Informant

Reflective note: After the researcher did the interview with 1st informant, he got some of strategies that 1st informant use in teaching English online during COVID-19 pandemic. They are as follows: 1) Explaining the material by using several devices. 2) Checking of students' understanding about the material that has learned. 3) Giving the assignment by using online platforms. 4) Reminding the schedule and the learning application.

In addition, for checking data trustworthiness the researcher used prolonged engagement to get more and clear information from the 1st informant.

Descriptive note: The interview did through call phone cellular. Before doing the interview, researcher called the 1st informant to get more information about informant's strategies in teaching English online during COVID-19. After the 1st informant has ready to be interviewed, researcher started to conduct interview. The interview conducted on February, Tuesday 13th 2021 through call cellular. The result of interview as follows:

ACTOR		UTTERANCES	CODES
R	:	Okay, Assalamu'alaikum warohmatullahi wabarokatu	
I-1	:	Wa'alaikum Salam warohmatullahi wabarokatu	
R	:	O,, ini abang Refky, Lisa.	

I-1	:	Iya,,	
R	:	O,, ingin mengkonfirmasi ulang o,, informasi yang telah bang dapat dari Lisa kemarin mengenai a,, Strategi Mahasiswa PL dalam Mengajar Bahasa Inggris Online selama Pandemi Covid-19. Nah, disini o,, waktu itu bang tanya bagaimana proses belajar mengajar bahasa Inggris melalui daring ini kepada Lisa, dn Lisa menjawab o,, berdiskusi dulu dengan pamong, gitu, trus menyiapkan materi pembelajaran, dan soal-soal latihan, at,, absen, absen daring, itu. Apakah bisa Lisa bisa menjelaskan kembali?	
I-1	:	Iya, o,, saya berdiskusi dulu dengan pamong tentang apa yang akan dipelajari pada hari itu. Kemudian bikin medianya, kemudian membuat absen kehadiran siswanya. Lalu saya bikin soal-soal latihan untuk materi yang diajarkan pada saat itu.	
R	:	Okay, lalu ada strategi yang,, yang Lis,, saudari pakai dalam mengajarkan bahasa Inggris melalui daring, o,, yaitu menginkan,, mengingatkan siswa menggunakan applikasi WhatsApp, trus Google Classroom, itu maksutnya apa? Apakah bisa dijelaskan kembali Lisa?	
I-1	:	Iya, **jika jam o,, pelajaran bahasa Inggris akan masuk, nah, 15 menit sebelumnya saya ingatkan kepada siswa kalau belajar bahasa Inggris akan dimulai, melalui Group WhatsApp. Nah, disana saya bilang "kita belajarnya di Google Classroom".** Lalu baru saya memulai pembelajarannya disana dimulai dengan greeting, do'a, dan motivasi untuk siswa. Nah, baru lanjut dengan belajarnya.	S.4 **Reminding the Schedule and the Learning Application**
R	:	Okay, lalu ada hmm,, strategi saudari **dalam menjelaskan atau mentranfer materi, itu pertama tu berdiskusi dengan pamong, yang kedua tu ada power point, trus Google Classroom, eh, Google Meeting, diberikan kesempatan siswa untuk bertanya kalau ada keraguan.** O,, apakah Lisa bisa menjelaskan kembali maksud dari sana?	S.1 **Explaining the Material by Using Several Devices.**

I-1	:	Untuk mentransfer materinya, say berdiskusi dulu dengan pamong, lalu saya membuat power point tentang pelajaran uh,, yang akan dijelaskan pada hari itu. Nah, setelah itu baru baru sya kasih kesempatan untuk siswa bertanya kalau ada keraguan, "jika ada o,, pertanyaan silakan ditanyakan kepada Miss", gitu bang.	
R	:	Okay, lalu teknologi. Kemarin o,, saudari mengatakan o,, teknologi o,, yang saudari gunakan sebagai media pembelajaran online yaitu Handphone dan juga Laptop. A,, bisakah dijelaskan kembali maksudnya?	
I-1	:	Kalau untuk teknologi, saya menggunakan Smartphone untuk media komunikasi dengan murid-murid, dan juga Laptop untuk membuat bahan ajar.	
R	:	(uhuk),,. Kemudian o,, ada strategi demonstrasi teknologi pembelajaran bahasa Inggris melalui daring. Kemarin saudari mengata,, memberi tahu o,, bilang memberi pemahaman kepada siswa. Jadi, maksutnya apa itu?	
I-1	:	Iya,, kan beberapa anak tidak terlalu paham dengan teknologi ataupun applikasi dalam pembelajaran ini. Nah, saya memberikan pemahaman terlebih dahulu bagaimana cara menggunakan Google Classroom untuk proses belajarnya. Kemudian mengontrol WhatsApp Group supaya tidak terlalu rebut didalamnya, gitu.	
R	:	Okay, nah disini juga ada strategi saudari dalam memonitoring atau memantau partisipasi siswa, yaitu di Google Classroom dan WhatsApp, kemudian memberikan tugas. Apakah bisa dijelaskan lagi maksudnya?	
I-1	:	Uhm,, seperti yang saya bilang kemarin, o,, saya memantau partisipasi mereka itu o,, dan itu melalui tugas yang saya berikan di Google Classsroom, o,, ataupun WhatsApp. Lalu juga keaktifan mereka didalam Group WhatsApp.	
R	:	Okay, hmm,, ada kemarin tu saya Tanya tentang meminta feedback terhadap pemahaman siswa, gitu, dan saudari menjawab, bertanya kepada	

		siswa trus membuka waktu seluas-luasnya. Apakah saudari bisa jelaskan lagi bertanya kepada siswa itu?	
I-1	:	Ya,, seperti yang saya jelaskan sebelumnya, untuk feedback ini ketika saya sudah menjelaskan materi tersebut lalu saya kembalikan kepada siswa o,, seperti saya **tanyakan kepada mereka "apakah sudah paham atau belum, nah jika tidak paham boleh ditanyakan lagi kepada Miss"**, gitu. Dan juga membuka waktu seluas-luasnya kepada siswa kepada siswa untuk bertanya tentang materi yang tidak mereka pahami.	S.2 **Checking of Students' Understanding about the Material that has Learned.**
R	:	O,, seperti itu. (uhuk). Lalu ada o,, strategi saudari dalam memberikan tugas atau latihan kepada muridnya yaitu ap,, dalam appliaksi Google Classroom, trus kemudian WhatsApp. A,, bisakah saudari jeaskan apa maksutnya ini?	
I-1	:	Iya, seperti yang (uhuk) sudah saya bilang sebelumnya, **untuk memberikan tugas ini saya berikn di Google Clasrroom dan WhatsApp Group.** Dan ini pengumpulannya saya berikan tenggang waktu dengan jangka waktu yang telah ditentukan dan itupun o,, tidak juga memberatkan siswa, karna saya tau juga bahwa o,, siswa ada tuga dari mata pelajaran lain. Nah, namun ada dari mereka yang tepat waktu mengumpulkannya saya berikan reward berupa nilai plus kepada mereka, trus kalo ada yang terlambat masih saya terima tapi dengan nilai yang agak berbeda dengan nilai yang mengumpulkan tugas dengan tepat waktu.	S.6 **Giving the Assignment by Using Online Platforms.**
R	:	Okay,, mungkin sekian dulu, terimakasih banyak atas informasi yang sudah saudari jelaskan, saya sangat berterimakasih. O,, terimakasih untuk waktu saudari, o,, Assalamu'alaikum warohmatullahi wabarokatu.	
I-1	:	Wa'alaikumsalam warohmatullahi wabarokatu.	

Where: R = Researcher

I-1= 1st Informant

Reflective note: After conducted the second interview with the 1st informant, researcher got same information with first interview from 1st informant. The

strategies that 1st informant uses in teaching English online during COVID-19 are as follows: Explaining the material by using several devices. Checking of students' understanding about the material that has learned. Giving the assignment by using online platforms. Reminding the schedule and the learning application.

Interview Result: Transcriptions with the 2nd informant

Descriptive note: Before doing an interview, firstly researcher make sure that the 2nd informant is one of student teacher who already finished in teaching English during COVID 19 pandemic. Then, researcher asked for 2nd informant willingness to be interviewed. The interview conducted through call phone cellular on February, Tuesday 9th 2021. The interview result as follows:

ACTOR		UTTERANCES	CODES
R	:	Assalamu'alaikum warohmatullahi wabarokatu.	
I-2	:	Wa'alaikum Salam warohmatullahi wabarokatu	
R	:	Dengan siapa ini?	
I-2	:	I am Refi Misra, mahasiswa bahasa Inggris semester 8	
R	:	Okay, jadi, apa kabar Refi?,, eh iya Refi apa kabar?	
I-2	:	I am fine.	
R	:	Okay, this is me, I am Refky Kiehl, mahasiswa TBI IAIN Batusangkar yang ingin melakukan wawancara dengan anda untuk keperluan data penelitian saya, yang mana yaitu tentang strategi mahasiswa PL dalam mengajar bahasa Inggris daring selama Pandemi Covid-19 kemarin. Bolehkan saya meminta waktu saudara sebentar untuk diwawancara?	
I-2	:	My pleasure.	
R	:	Okay, o,, bolehkah saya merekam pembicaraan kita?	
I-2	:	Okay.	
R	:	Okay, hmm,,, pertanyaan saya yaitu, apakah saudara telah melaksanakan PL disekolah sebelumnya?	

I-2	:	Yes, I done.	
R	:	Hmm, dimanakah itu?	
I-2	:	A,, SMP 3 Batusangkar.	
R	:	SMP 3 Batusangkar, okay. Lalu apakah saudara,, saudara melalukan PPL dalam masa pandemic Covid-19?	
I-2	:	That's right.	
R	:	Okay, apakah selama masa pandemic Covid-19 saudara melaksanakan proses PBM melalui daring?	
I-2	:	Iya, benar sekali.	
R	:	Okay, bagaimana sih proses anda mengajar bahasa Inggris melalui daring itu?	
I-2	:	Proses ya,, mungkin sejauh selama saya PL, prosesnya mungkin cuman menjui,, cuman gaya belajar juga. Biasanya kita tatap muka, sekarang kita gunakan teknologies seperti Laptop, Mobile Phone, untuk menjalankan proses pembelajaran. Mungkin itu kalo bagi saya mungkin sekedar kita gak tatap muka di ganti dengan cara oggline atau luring seperti daring, jadi gitu.	
R	:	Okay, jadi bagaimana sih strategi yang saudara pakai dalam mengajar bahasa Inggris melalui daring, contohnya seperti bagaimana strategi saudara memulai pembelajaran?	
I-2	:	O,, memulai,, ya seperti yang di ajarkan di Micro Teaching ya, kita tetap memberi salam yang hangat bagi para siswa, kita masih tetap menanyakan kabar mereka, bagaimana kita sama mereka sebelumnya, di stel dia, ha, jadi kita tetap me,, melaksanakan keharmonisan walaupun kita tidak bertatap muka dengan mereka. Jadi, kita tetap memulai proses dengan baik seperti yang semestinya.	
R	:	Okay, bagaimana cara saudara memberikan instruksi mengenai proses pembelajaran melalui daring?	

I-2	:	Hmm, saya menggunakan Google Classroom ya disaat pembelajaran, kemudian saya lebih menekankan siswa saya menggunakan applikasi WhatsApp di Mobile Phone. Kami memiliki group, jadi di Google Classroom kita menginstruksikan kepada siswa dan kita tekan kan juga melalui WhatsApp. Jadi siswa lebih tau dan lebih o,, merasa ada di beri tanggung jawab.	
R	:	Okay, jadi bagaimana strategi saudara dalam menjelaskan atau menstransfer materi?	
I-2	:	Ya, kebetulan kami menggunakan Zoom ya, pada saat proses pembelajaran, cotnohnya jam belajarnya jam 8 sampai jam 9 kan, jadi, selama kurun waktu ma,, emn,, sepuluh menit a,, **kita membuka Zoom. Kita invite students, jadi kita gunakan media yang ada, media yang telah kita buat. Jadi, kita menjelaskan kalo di kelas offline kita gunakan power point. Kalo gini kita giunakan slide.** Jadi, saya bilang *"lihat layar HPnya atau Laptopnya masing-masing"*, suara kita ada, o,, pun slide nya ada. Jadi pelajaran o,, ini cuman masalah teknis aja daring ke luring. Maybe itu. That's all.	S.1 **Explaining the Material by Using Several Devices.**
R	:	Okay, jadi o,, apakah saudara membuat media pembelajaran sendiri?	
I-2	:	Of course, I am create a,, that media all of all, dan itu punya saya. Saya gunalan kemampuan saya. Contoh sebagai contoh, saya mai,, maybe cuman ngambil o,, videonya di YouTube, lalu saya combine dengan applikasi yang ada, saya tambah-tambahkan animasinya, tambahkan suara. Jadi itu mungkin punya,, itu, itu mungkin hasil ciptaan saya. Media yang saya berikan kadang melalui slide, ada word, ada video.	
R	:	Lalu bagaimana strategi anda dalam memberikan demonstrasi teknologi pembelajaran bahasa Inggris melalui daring ini?	
I-2	:	O,, demonstrasi, berarti cara mengajarkan siswa menggunakan teknologi ya?	
R	:	Iya	

I-2	:	Sejauh saya mengajar selama daring ya, jadi sa,, mungkin zaman sudah berubah sekarang, jadi siswa itu juga cepat connect menggunakan Zoom, cara mengaktifkan link Zoom, cara me,, memberi suara di Zoom, cara silent nya. Jadi, sebelum itu, **sebelum saya menggunakan Zoom, saya wanti-wanti ke siswa dulu, gini" Zoomnya tolong dibuka ya, Zoomnya tolong dia,, di download, jadi cara mengurangi suara, car supaya kita gak,, gak ribut, cara guru saat sedang berbicara, murid saat berbicara, ini tekan,, ini tekan,,".** Jadi, a,, sebelum belajar, saya menginstruksikan kepada siswa dulu pengembangan applikasi lah, bagaimana applikasi ini berjalan dengan baik untuk membantu proses pembelajaran selama daring ini.	S.3 **Giving the Explanation about How to Use the Technology.**
R	:	Okay, bagaimana cara saudara dalam memonitoring atau memantau partisipasi siswa dalam belajar bahasa Inggris melalui daring?	
I-2	:	Iya, o,, berarti selama pembelajaran saya sudah menggunakan 3 applikasi. Pertama Google Classroom, yang kedua WhatsApp, yang ketiga Zoom ya. Jadi, ketiga applikasi ini memiliki ibaratnya melalui radar, radar kepada masing-masing siswa yang telah terdata dikelas untuk didata di group masing-masing aplikasi. Jadi bagi siswa yang molor, mo,, molor isi absen, molor ngumpulin tugas, ga aktif saat belajar, jadi buisa terpantau langsung dengan ada radar yang dimiliki aplikasi masing-masing.	
R	:	Lalu bagaimana strategi saudara dalam meminta feedback terhadap pemahaman siswa dari materi yang saudra ajarkan?	
I-2	:	Oh, ya,, okay ya,,. Jadi, saya tetap melakukan gaya manual walaupun dalam daring ya, tetap saya di Zoom tu saya tekan kan bagaimana siswa itu terangsang agar tetap memberikan feedback ya. Maklumlah kan, kadang-kadang siswa itu ada yang malu, kan dari sek,, sekian 30 siswa yang aktif paling-paling 5 kan, jadi yang 5 ini terus saya pompa untuk membantu rekan-rekan yang lain supaya lebih aktif. Jadi, minggu ke minggu saya perhatikan dari 5 yang ada yang 0 memberi	

		feedback. Jadi, walaupun tidak merata sekitar 85% siswa itu ngasih feedback kepada saya walaupun saya mengajar bahasa Inggris a,, via daring ya, mungkin itu.	
R	:	Okay, lalu bagaimana strategi saudara dalam memeberikan tugas atau latihan kepada siswa saat daring ini?	
I-2	:	Strategi ya?	
R	:	Uhmm..	
I-2	:	Strategi saya, jadi,, supaya siswa tidak terbebani, *jadi ngasih tugas selama daring ini I'm not give o,, limit ya.* A,, jadi, siswa saya kasih tugas hari ini bisa dikumpulkan menjelang minggu besok. Jadi, siswa itu gak terbebani untuk menyesuaikan secara langsung tugas yang saya berikan. Karna mata pelajarannya banyak juga kan. Jadi saya mempertimbangkan itu. Jadi saya beri kelonggaran minggu besok tugas yang saya berikan misalnya ada 10 soal, jadi sebelum masuk 10 soal na,, sebelum kita masuk ke m,, materi besok materi baru pada minggu besok. Siswa harus stor lewat Google Classroom, jadi, lewat WA kah, jadi kan ada jam nya tu, ada waktunya pengirimannya itu tu. Jadi, bagi yang telat tetap di tegur sih, tapi kita menegurnya harus dengan cara ya,, denagn cara agar siswa itu ga tersinggung kah, atau bla,, bla,, lah, gitu.	
R	:	Okay, terima kasih atas informasi yang anda berikan. Hmm,, mungkin itu saja, jika saya membutuhkan informasi lebih lanjut,apakah saudara bersedia dihubungi kembali?	
I-2	:	Ya, I still here	
R		Okay, thank you very much for your time, Assalamu'alaikum warohmatulahi wabarokatu.	
I-2	:	Wa'alaikumsalam warohmatullahi wabarokatu.	

Where: R = Researcher

I-2= 2nd Informant

Reflective note: Based on the result of interview above, researcher concludes that there are two of strategies that 2nd informant uses in teaching English online during COVID-19 pandemic. The strategies that 2nd informant uses in teaching English online during COVID-19 pandemic as follows: 1) Explaining the material by using several devices. 2) Giving explanation about how to use the technology.

In addition, for checking data trustworthiness the researcher used prolonged engagement to get more and clear information from the 2nd informant.

Descriptive note: The interview still did through call phone cellular. Before doing the interview, researcher called the 2nd informant to get more information about informant's strategies in teaching English online during COVID-19. After the 2nd informant has ready to be interviewed, researcher started to conduct interview. The interview conducted on February, Tuesday 13th 2021 through call cellular. At the time, the network was little bit badly. The result of interview as follows:

ACTOR		UTTERANCES	CODES
R	:	Assalamu'alaikum warohmatullahi wabarokatu.	
I-2	:	Wa'alaikum Salam warohmatullahi wabarokatu	
R	:	A,, baiklah Refi, disini saya Refky Kiehl, ingin menanyakan ulang tentang informasi yang telah saudara berikan kepada saya waktu itu, yaitu strategi mengajar bahasa Inggris melalui daring. Nah, kemarin tu saudara mengatakan bahawa ss,, a,, di prosesnya tu saudara memberikan salam yang hangat bagi para siswa, trus melaksanakan keharmoni,,, keharmonisan. So, is it true?	
I-2	:	That's right, ya,, na,, memang awalnya saya tu memberikan salam yang hangat ya bagi para siswa, bir dekat gitu. Dan, dengan kita,, denagan itu kita bisa menviptakan keharmonisan didalam kelas walaupun daring, gitu sih.	
R	:	Okay, nah, kemudian ada juga strategi saudara dalam memberikan instruksi, yaitu saudara menggunakan o,, Google Classroom, menggunakan o,, terus juga WhatsApp, gitu. Bisakah dijelaskan lagi o,, hal ini?	

I-2	:	Ya,, pada saat itu saya memberikan instruksinya 15 menit lagi pembelajarannya melalui WhatsApp, nah, setelah itu baru kita memulainya tu di Google Classroom. Kita instruksikan mereka disana agar mereka itu merasa di pedulikan da nada diberi tanggung jawab, gitu.	
R	:	Okay, kemudian dalam menjelaskan m,, materi. Kemarin saudara mengatakan o,, menggunakan Zoom, terus juga menggunakan slide, gitu. Apakah saudara bisa jelaskan kembali da,, menggunakan Zoom itu?	
I-2	:	A,, nah, **dalam menjelaskan materi itu kita menggunakan applikasi Zoom Meeting. Nah, di Zoom itu kita proses belajarnya. Disana saya menampilkan slide-slide yang berisikan materi pembelajaran yang akan kita bahas pada hari itu.**	S.1 **Explaining the Material by Using Several Devices.**
R	:	Okay, (uhukhm), o,, lalu kemudian o,, di media pembelajaran tu saudara mengatakan bahawa saudi,, saudara mengambil di,, videonya di YouTube, trus mengcombine nya dengan aplikasi yang ada, trus saudara tambahkan animasi, gitu. Apakah itu that's' true?	
I-2	:	Iya, nah, saya itu membuat media pembelajaran sendiri seperti yang saya katakana sebelumnya. Saya mengambil video di YouTube, lalu saya edit, saya tambahkan animasi-animasi yang bagus agar anak-anak tertarik untuk belajar. Karna kan anak SMP ya, jadi pasti mereka suka dengan animasi-animasi, gitu.	
R	:	Hmm gitu,, trus juga dalam (uhuk) strategi dalam mendemonstrasikan teknologi pembelajaran. Nah, kemarin tu (uhuk) tuk me,, o,, saudara bilang menginstruksikan kepada siswa itu cara pengembangan aplikasinya, gitu. Bisakah dijelaskan lagi tu apa maksutnya kemarin tu, saudara?	
I-2	:	Ya, seperti yang saya katakana ya,, kan jaman sudah berubah, siswa juga cepat connect dalam menggunakan applikasi ini. Untuk mendes,,	S.3

		mendemonstrasikan, saya hanya menginstruksikan kepada mereka untuk bagaimana pengembangan applikasi ini, yaitu bagaimana cara menggunakanya dengan baik, bagaimana berkuma,, berkomunikasi dengan baik dalam group dengan sopan, ya, seperti itu lah.	**Giving the Explanation about How to Use the Technology.**
R	:	Hmm gitu, trus ada strategi meminta feedback, gitu. Kan kemarin saudara mengatakan bahwa (uhuk),, (bentar,, bentar,,) o,, strategi meminta feedback, gitu. Bisakah audara jelaskan kemarin saudara melaksanakn gaya manual, trus tekan kan bagaimana siswa itu terangsang, o,, trus juga memompa o,, untuk ma,, siswa itu dan juga membantu rekan-rekannya yang lain supaya lebih aktif , gitu. Maksutnya apa gitu?	
I-2	:	Ya,, strategi yang saya akukan itu ya, saya masih tetap menggunakan gaya manual walupun mengajar daring. Nah, tapi disana tu saya tekan kan kepada mereka untuk benar-benar atif dikelas, dan saya berikan materi-materi yang bagus agar terangsang untuk belajar. Lalu setelah saya ajarkan, saya beri feedback kepada mereka, "apakah semuanya sudah paham dengan materi yang diajarkan?". Nah, dan juga bagi mefeka yang sering aktif, saya berikan mereka tu pujian seperti excellent, bagus,, good, dan bagi yang jarang respon, saya ingatkan kepada mereka untuk lebih aktif lagi, dan juga saya minta bantuan teman-temanya yang lain untuk supaya lebih aktif lagi dikelas, begitu.	
R	:	Hmm gitu,, seperti itu, lalu a,, dalam memberikan tugas. Kemarin saudara mengatakan bahwa you not give a limit kepada siswa, trus,, trus o,, mengumpulkan tugas itu disetor lewat Google Classroom. Bagi telat,, o,, bagi yang telat tetap ditegur, gitu. Tapi menegurnya tu dengan cara yang responsibility bagi dia, gitu. Is that's true?	
I-2	:	Iya, seperti yang sudah saya bilang kemarin, untuk memberikan tugas tu saya tidak akan ada kasih limit waktu, begitu. Namun, saya hanya menginstruksikan ke mereka kalau ngirim	

ACTOR		UTTERANCES	CODES
		tugasnya di Google Classroom. Nah, disini bagi siapa yang cepat mengirim tugasnya saya memberikan nilai plus buat mereka. Kalo yang telat, tetap ditegur sih, ya cuman menegurnya tu dengan cara yang bijak supaya mereka itu tidak me,, merasa tersinggung dengan kita, seperti itu Mr. Kiehl.	
R	:	Okay, oke,, (uhuk) okay saudara, terimakasih atas informasi yang sudah saudara berikan, o,, semoga bisa membantu penelitian saya, dan juga semoga saudara juga bisa cepat penelitiannya, gitu.	
I-2	:	My pleasure	
R	:	hehe,, okay, so you guy, thank you so much. Assalamu'alaikum warohmatullahi wabarokatu.	
I-2	:	Wa'alaikumsalam warohmatullahi wabarokatu.	

Where: R = Researcher

I-2= 2nd Informant

Reflective note: After conducted the second interview with the 2nd informant, researcher got same information with first interview from 2nd informant. The strategies that 2nd informant uses in teaching English online during COVID-19 are as follows: Explaining the material by using several devices and giving the explanation about how to use the technology.

Interview Result: Transcriptions with the 3rd informant

Descriptive note: Before doing an interview, the researcher called the 3rd informant to be interviewed. After made an appointment, informant 3 asked researcher to come to his rent house. The interview conducted at his rent house at Tabek Biri 5 Kaum, Batusangkar. Before doing an interview, researcher asked his friend to capture the picture while interviewing. The interview result as follows:

ACTOR		UTTERANCES	CODES
R	:	Okay, Assalamu'alaikum warohmatullahi wabarokatu.	
I-3	:	Wa'alaikum Salam warohmatullahi wabarokatu	

R	:	O,, apa kabar saudara?	
I-3	:	O,, Alhamdulillah, baik.	
R	:	What is your name?	
I-3	:	O,, my name is Hanif Afri Nursalim.	
R	:	Okay, it's me Refky Kiehl, mahasiswa TBI IAIN Batusangkar, ingin mewawancarai saudara tentang strategi mahasiswa PL dalam mengajarkan bahasa Inggris daring selama pandemic Covid-19. O,, bolehkah minta waktunya sebentar?	
I-3	:	Boleh.	
R	:	Lalu, apakah awa o,, mahasiswa PPL kemarin?	
I-3	:	Iya.	
R	:	Hmm,, apakah anda melaksanakan PL waktu pandemic kemarin?	
I-3	:	O,, iya.	
R	:	Apakah selama pandemic anda mengajar melalui daring?	
I-3	:	O, iya.	
R	:	Okay, hmm,, bagaimana sih proses anda mengajar bahasa Inggris melalui daring?	
I-3	:	Kalau prosesnya menggunakan media seperti WhatsApp, YouTube. Tapi lebih banyak menggunakan WhatsApp ketika mengajar.	
R	:	Okay, lalu bagaimana strategi yang saudara pakai dalam mengajarkan bahasa Inggris melalui daring? Mungkin mulai dari o,, pemu,, pembuka, gitu, memulai pembelajaran, gitu.	
I-3	:	Kalo untuk membuka pembelajaran dulu kayak biasa. Pertama baca salam, terus baca do'a, lalu sebelum masuk kepembelajaranya saya o,, saya review dulu materi sebelumnya. Lalu, nanti juga di tagih tugas-tugas o,, yang sebelum me,, sebelumnya, gitu.	

R	:	Hmm, bagaimana cara saudara memberikan instruksi mengeni proses pembelajaran melalui daring ini?	
I-3	:	Kalo instruksi, mungkin instruksinya saya ketik jelas-jelas, misalnya kalau saya suruh dia menjawab pertanyaan di Google Form, jadi saya buat o,, *"ananda bikin a,, ananda jawab pertanyaan yang ada di Google Form, terus jawabannya dikumpulkan nanti"*. Saya buat jelas-jelas, gitu.	
R	:	Hmm, lalu bagaimana strategi saudara dalam menjelaskan atau mentransfer materinya?	
I-3	:	**Kalau untuk menjelaskan, yang pertama saya kasih dulu mungkin video di YouTube, lalu saya suruh o,, siswa-siswa itu menjawab o,, lembar pekerja atau workseet. Jadi setelah siswa-siswa itu menjawab lembar kerja, misalkan video YouTube itu, barulah saya terangkan berdasarkan o,, pertanyaan-pertanyaan dari siswa, mana yang rasanya tidak bisa dijawab atau sulit dijawab**, gitu.	S.1 **Explaining the Material by Using Several Devices.**
R	:	Okay, lalu teknologi apa yang saudara gunakan sebagai media pembelajaran daring ini?	
I-3	:	Kalau medianya, YouTube sama o,, WhatsApp, lalu sama Google Form.	
R	:	Okay, lalu bagaimana strategi anda dalam memberikan demonstrasi teknologi pembelajaran bahasa Inggris melalui daring?	
I-3	:	Kalau menggunakan teknologi, kalau misalnya kaya WhatsApp. Jadi, pertama saya buat video, lalu saya upload nanti videonya ke,, biasanya ke YouTube terlebih dahulu. Lalu saya kasih link YouTube o,, mengenai vide yang saya buat itu melalui WhatsApp. Lalu nanti saya suruh anak-anak atau siswa-siswa itu me,, menyimak video itu, lalu saya kasih mereka pertanyaan-pertanyaan atau lembar kerja yang nantinya dijawab berdasarkan video yang telah di tonton, gitu.	

R	:	Hmm, apakah saudara membuat media pembelajaran sendiri?	
I-3	:	O,, iya..	
R	:	Okay, hmm,, bagaimana cara saudara dalam memonitoring atau memantau partisipasi siswa dalam belajar bahasa Inggris melalui daring?	
I-3	:	Kalau untuk partisipasi, pertama ya dari absen. Kan biasanya sebelum memulai pembelajaran itu ada absen di WhatsApp biasanya itu. O,, kalau biasanya absen penuh berarti mengenai kehadiran sudah pasti oke. Lalu, dari misalnya saya kasih merek itu lembar kerja, nanti kalau misalnya mereka mengumpulkan berarti mereka aktif. Kalau mereka tidak mengumpulkan berarti mereka tidak aktif. Jadi, dari situ o,, pengumpulan tugas lebih banyak itu untuk memonitoringnya. Apakah mereka mengumpulkan atau tidak, gitu.	
R	:	Okay, lalu bagaimana strategi saudara dalam meminta feedback terhadap pemahaman siswa dari materi yang telah diajarkan?	
I-3	:	Kalau untuk feedback, bias,, feedback biasanya o,, kalau feedback kebanyakan lebih dari saya mengasih feedback kesiswa. Misal nanti kalau ada siswanya saya kasih dulu o,, instruksi kayak, *"kalau ada pertanyaan atau yang tidak tau mengenai pelajaran hari ini silakan tanya"*. Nanti kalau sudah ditanyakan siswa, baru saya kasih o,, feedback mengenai pertanyaan, gitu.	
R	:	Okay, lalu bagaimana strategi saudara dalam memberikan tugas atau latihan kepada siswanya?	
I-3	:	Kalau strategi ya, misalnya nanti o,, ketika pembelajaran, **saya kasih tugas atau PR. Nanti saya cantumkan kapan harus dikumpulkan. Misalnya paling lambat o,, tanggal sekian, jam sekian. Nanti, kalo misalnya dikumpulkan lewat hari itu bisa jadi saya bilang o,, sudah hangus o,, atau mungkin tidak saya terima atau mungkin tetap saya**	S.7 **Giving Clear Explanation about How to Submitting the Assignment.**

		terima tapi nilainya tidak seperti yang mengumpulkan tepat waktu, gitu.	
R	:	Okay, ya mungkin segitu dulu atas informasinya, terimakasih banyak Hanif. O,, Assalamu'alaikum warohmatullahi wabarokatu.	
I-3	:	Wa'alaikumsalam warohmatullahi wabarokatu.	
R	:	Oh iya, kalo boleh tau Hanif SMP nya dimana dulu?	
I-3	:	O,, saya di MTsN 17 Tanah Datar bang.	
R	:	17 Tanah Datary a, okay, okay hmm,, kalo ada informasi lebih lanjut boleh abang calling lagi, gitu?	
I-3	:	Okay, tak masalah.	
R	:	Terima kasih Hanif ya.	
I-3	:	Iya, sama-sama	
R		Okay, see you.	

Where: R = Researcher

I-3= 3rd Informant

Reflective note: Based on the result of interview above, researcher concludes that there are two of strategies that 3rd informant uses in teaching English online during COVID-19 pandemic. The strategies that 2nd informant uses in teaching English online during COVID-19 pandemic as follows: 1) Explaining the material by using several devices. 2) Giving clear explanation about how to submitting the assignment.

In addition, for checking data trustworthiness the researcher used prolonged engagement to get more and clear information from the 3rd informant.

Descriptive note: The second interview conducted through call phone cellular. Before doing the interview, researcher called the 3rd informant to get more information about informant's strategies in teaching English online during COVID-19. After the 3rd informant has ready to be interviewed, researcher started to conduct interview. The interview conducted on February, Tuesday 13th 2021 through call cellular. At the time, the network was running well. The result of interview as follows:

ACTOR		UTTERANCES	CODES
R	:	Assalamu'alaikum warohmatullahi wabarokatu.	
I-3	:	Wa'alaikum Salam warohmatullahi wabarokatu	
R	:	A,, a,, Nif, iko ko bang Refky	
I-3	:	A,, iyo bang?	
R	:	A,, bang nio konfirmasi, mengenai informasi yang Nif agiah kemaren tu,, yang Nif agiah kemarin tu yaitu tentang a,, stategi guru PL dalam mengajarkan bahasa Inggris o,, daring selama pandemic Covid-19. Nah, kemarin tu, proses o,, Hanif o,, menagajar bahasa Inggris melalui WhatsApp, trus kemudian YouTube. Apakah bisa Nif jelaksan kembali apa itu WhatsApp dan YouTube itu Nif?	
I-3	:	O,, kalau WhatsApp itu ya sebagai applikasi utama bang. Jadi, misalnya kita membuka pembelajaran, memulai pembelajaran, mengasih tugas, kebanyakan dilakukan meng,, menggunakan WhatsApp itu bang, jadi seperti applikasi utama bang. Sedangkan kalo untuk YouTube itu misalnya ada video dibuat, lalu kita upload nanti di YouTube itu. Nanti link dari YouTube itu kita share di WhatsApp bang. O,, jadi mungkin seperti itu bang.	
R	:	O,, gitu. Hmm,, lalu ada kemarin Nif bilang o,, strategi yang Nif pakai dalam mengajar bahasa Inggris itu adalah dimulai dari o,, kaya baca salam, trus berdoa, review dulu materinya, dan tugas-tugasnya. Apakah itu benar Nif?	
I-3	:	Iya bang.	
R	:	Bisakah Nif jelaskan lagi tentang itu Nif?	
I-3	:	O,, kalo do'a mungkin kayak biasa ya bang, tapi kalo tugas, saya buat seperti kayak video, nanti saya suruh siswa untuk menonton, lalu sambil menonton video itu saya kasih semacam lembar kerja atau workseet yang akan mereka kerjakan,	

		lalu nanti o,, lembar kerja itu dikumpulkan sebagai nilai untuk mereka nanti.	
R	:	Hmm gitu,, nah, trus ada juga pas proses pembelajaran dimulai tu o,, nig,, ngasih instruksinya tu mengetik jelas-jelas. Bisakah Hanif jelaskan lagi apa itu ketik,, mengetik Jelas-jelas itu Nif?	
I-3	:	O,, mungkin kalo untuk mengetik jelas-jelas itu kayak,, nanti misalnya kalo ada pertanyaan, nanti buat jelas-jelas apa yang di tanyakan. Kalo ada yang gak paham, soalnya nanti biar mudah juga saya sebagai guru untuk o,, menjawab pertanyaan mereka dengan baik, gitu.	
R	:	Hmm,, gitu. Nah kemudian ada kemarin o,, saudara o,, strategi saudara dalam menjelaskan atau menatranafer materinya gitu, a,, saudara mengatakan bahawa saudara menggunakan video di YouTube. Bisakah saudara jelaskan lagi maksut dari video di YouTube itu?	
I-3	:	Kalo video, ya **video terkait dengan materi yang saya o,, saya akan ajarkan. Misalnya saya akan mengajar mengenai verb, gitu. Jadi video yang saya buat atau yang saya share di YouTube itu ya mengenai verb. Jadi nanti o,, ketika mereka menonton video itu nanti o, pengetahuan mereka mengenai verb itu juga akan bertambah dan terganti, nantinya menjawab o,, soal-soal yang saya berikan terkait materi.**	S.1 **Explaining the Material by Using Several Devices.**
R	:	Okay, o,, kemudian teknologi, kemarin a,, saudara mengatakan a,, saudara menggunakan teknologi YouTube, trus o,, WhatsApp, trus kemudian Google Form untuk o,, untuk proses belajar mengajar gitu. Apakah itu benar?	
I-3	:	Iya bang.	
R	:	Apakah saudara bisa menjelaskan bagaimana itu YouTube, trus WhatsApp, tu Google Form gitu?	
I-3	:	Kalau YouTube sama o,, WhatsApp ya seperti yang saya jelaskan tadi bang. Kalo WhatsApp	

		itu sebagai applikasi utamanya, kalau YouTube itu mungkin untuk menyebarkan videonya bang, lalu untuk Google Form biasanya saya gunakan untuk membuat soal-soal atau quiz, dan juga kemarin juga ada saya menggunakan Google Form untuk MID dan juga untuk UH gitu bang. Jadi nanti siswa sekedar mengakses link nya, jadi langsung menjawab pertanyaan yang saya berikan di Google Form bang. Soalnya lebih mudah memberi nilai di Google Form.
R	:	Okay, kemudian dalam mendemonstrasikan teknologi, a,, kemarin saudara bilang saudara menggunakan WhatsApp, trus saudara membuat video mengupload nya nanti ke YouTube gitu. Lalu saudara mengata,, kasih mereka nanti pertanyaan-pertanyaan lembar kerja. Apakah seperti itu?
I-3	:	Iya bang.
R	:	Terus juga strategi saudara dalam memonitoring atau memantau partisipasi siswa dalam belajar bahasa Inggris melalui daring, a,, saudara mengatakan kemarin o,, yaitu untuk memantau nya tu saudara mengambil absen penuh, dikasih a,, mereka itu lembar kerja, kemudian mengumpulkan tugas tu lebih banyak itu memodi,, apa,, ya kemarin saudara mengatakan absen penuh gitu, trus kasih mereka itu lembar kerja gitu.
I-3	:	Ya seperti yang saya bilang sebelum nya bang, kurang lebih sama dengan jawaban sebelum nya, jadi dengan memberikan tugas dan nanti mereka kumpulkan tugasnya itu jadi saya bisa melihat keaktifan mereka bang. Soalnya kalo mereka membuat tugas tandanya kan mereka aktif dan juga mengikuti pembelajaran daring dengan baik.
R	:	Lalu strategi dalam memberikan tugas, saudara bilang a,, saudara,, saudara kasih tugas atau PR. Misalnya tu paling lambat tu tanggal sekian jam sekian gitu. Bagi yang ga terlambat di kasih

		reward dan bagi yang terlambat masih diterima. Apakah seperti itu? Bisa dijelaskan lagi?	
I-3	:	O,, mungkin untuk yang o,, yang,, **yang ga tepat waktu ga saya kasih reward sih cuman saya kasih semacam pujian saja atau nilainya saya kasih lebih dari yang telat, gitu,, dan yang telat ya saya, kadang a,, kasih pengurangan nilai atau kadang bisa jadi nanti saya tidak terima o,, tugasnya a,,** seperti itu aja sih bang.	**S.7** **Giving Clear Explanation about How to Submitting the Assignment.**
R	:	Okay, baik lah Hanif, terimakasih banyak atas informasi yang sudah Hanif berikan, dan semoga bisa membantu O,, untuk data penelitian saya. Makasih atas waktunya maaf mengganggu waktunya. Assalamu'alaikum warohmatulohi wabarakatuh.	
I-3	:	Waalaikumsalam warohmatulohi wabarakatuh.	

Where: R = Researcher

I-3= 3rd Informant

Reflective note: After conducted the second interview with the 3rd informant, researcher got same information with first interview from 3rd informant. The strategies that 3rd informant uses in teaching English online during COVID-19 are as follows: Explaining the material by using several devices. Giving clear explanation about how to submitting the assignment.

Interview Result: Transcriptions with the 4th informant

Descriptive note: Before doing an interview, the researcher called the 4th informant to be interviewed. After made an appointment, informant 4 allowed the researcher to start the interview. The interview conducted through call phone cellular. At the time, the network connection was very bad. Then researcher found another place so that the interview process is comfortable. The interview conducted on February, Tuesday 9th 2021.The interview result as follows:

ACTOR		UTTERANCES	CODES
R	:	Well, Assalamualaikum warohmatullahiwabarakatu	
I-4	:	Wa'alaikum Salam warohmatullahi wabarokatu	
R	:	Okay, who is speaking?	
I-4	:	O,, I am Nora Karmila	
R	:	Okay, how are you?	
I-4	:	I am fine, he, thank you hhh	
R	:	This me Refky Kiehl mahasiswa TBI IAIN Batusangkar o,, yang ingin melakukan wawancara mengenai o,, keperluan penelitian saya yaitu tentang strategi mahasiswa PL dalam mengajar bahasa Inggris daring selama pandemi Covid-19. O, bolehkan saya meminta waktu anda sebentar?	
I-4	:	Boleh bang	
R	:	A, lalu apakah saya boleh merekam pembicaraan kita?	
I-4	:	O, boleh, asalkan digunakan untuk sesuatu yang berkaitan dengan penelitian.	
R	:	Okay, it's okay, ini, ini tidak akan merugikan a, anda baik dari akademis maupun personality anda.	
I-4	:	Baiklah.	
R	:	Okay. Pertanyaan saya yang pertama adalah apakah saudari telah melaksanakan PPL di sekolah seelumnya.	
I-4	:	Alhamdulllah sudah	
R	:	Alhamdulillah, lalu apakah saudari melaksanakan PPL dalam masa pandemi Covid-19 kemarin?	
I-4	:	Iya	

R	:	Okay, apakah selama masa pademi Covid-19 saudari melaksanakan proses belajar mengajar melalui daring?	
I-4	:	Iya, secara daring.	
R	:	Okay. Tepatnya ada, anda PL nya dimana?	
I-4	:	Di SMP 4 Batusangkar, di Parambahan.	
R	:	Okay, hmm, pertanyaan saya yaitu bagaimaa sih proses anda dalam mengajar bahasa Inggris melalui daring?	
I-4	:	Hmm,, o,, kalau pas pelaksanaan PPL itu proses o,, mengajar bahasa Inggris o,, menggunakan secara daring. Nah jadi pas PPL itu kami o,, mengajarnya itu harus o, membuat o, seperti bahan ajar itu dengan berdiskusi dengan pamong. Nah, jadi kami membuat bahan ajar oo,, berdasarkan dengan latihan-latihanya, dan nanti akan dikirimkan kesiswa.	
R	:	Okay, lalu bagaimana sih strategi yang saudari pakai dalam mengajar bahasa Inggris melalui daring ini?	
I-4	:	O,, kalau strategi yang dipakai itu biasanya o,, seingat saya strategi yang saya pakai yaitu o,, o, dengan apa, kan pas kegiatan, pas pembelajaran online itu kan siswa o, kayak hanya bisa membaca seperti itu, hanya bisa reading. Yang tercatat competensinya biasanya hanya reading kek gitu pas belajar online, sedangakan untuk o,, speakingnya o, dan listeningnya mereka ga,, gak o,, ga tercapai tujuannya, tidak, tidak mendapatkan ilmunya. Jadi biasanya kami pas o,, pas, oo, PPL itu kami o,, membuat bahan ajar dan juga kami sertakan vocabulary-vocabulry terkait dengan o,, pembelajaran yang di pelajari pada hari itu, dan juga o, kami ajar kan o,, untuk o,, penyebutannya bagaimana kek gitu terkait vocabulary	
R	:	Okay, bagaimana sih strategi saudari untuk memulai pembelajaran?	

I-4	:	Kalau utuk memulai pembelajaran, karna pada awalnya itu kami hanya menggunakan applikasi WhatsApp untuk mengajar. Karna o,, terkendala ada beberapa hal disekolah yang terjadi disekolah yang menyebabkan o,, tidak bisa menggunakan applikasi seperti Zoom, pada awalnya, o, jadi kami hanya menggunakan apllikasi WhatsApp. Nah untuk memulai pembelajaran o,, dengan menggunakan WhatsApp itu o, karna biasanya pembelajaran tu dimulai jam delapan teng. Jadi sebelum jam lima belas menit sebeum jam delapan yaitu tujuh empat lima itu biasanya o, saya sudah mulai ambil absen, sudah mulai ambil absen di o, didalam group. Nah saya suruh siswa untuk me list absen selama 15 menit tersebut. Nah jadi bagi siswa yang tidak ngelist dalam 15 menit itu nanti akan terhitung apa, o,, alfa kek gitu, kemudian o,, setelah jam delapan teng o,, berdoa, berdoa dirumah mereka masing-masing. Kemudian o,, baru saya perkenalan o, apa materi yang akan kita pelajari pada hari ini nah, kemudian o, Nah setelah itu setelah o, saya berikan sedikit o, gambaran diawal saya berikan o, pada siswa apakah ada yang ingin bertanya atau tidak. Ah kalau tidak ada yang bertanya baru saya kri,, kirimkan o,, bahan ajar yang sudah dibuat. Seperti itu.	
R	:	Okay, dan bagaimana sih strategi saudari dalam menjelaskan atau menstransfer materi, itu kan onlie tu kan? jadi bagaimana sih strategi saudari menjelaskan atau menstransfer materi itu?	
I-4	:	**Nah, kalo untuk menjelaskan dan menstranfer materi o, dikarnakan o, keterbatasan o,, apa ya waktu tu, hmm,, menyebabkan kami hanya bisa menggunakan WhatsApp o, disekolah tersebut jadi kami membuat bahan ajar tadi yang didiskusikan dengan o,, pamong, nah setelah itu nanti kami share di group o,, WhatsApp. Jadi hmm,, disana itu sudah dijelaskan dalam bahan ajartu di jelaskan materi yang akan dipelajari pada hari itu, apa pengertianya ini segala macamnya gitu**	S.1 **Explaining the Material by Using Several Devices.**

		ditambah vocabulary juga di tambah latihan. Nah jadi untuk catatan itu kami minta siswa untuk o, mencatatnya kembali didalam o, buku catatan mereka. Dalam buku catatan. O, kemudian untuk latihan itu o, mereka buat dalam buku latihan.	
R	:	Lalu teknologi apa saja yang saudari gunakan sebagai media pembelajaran daring?	
I-4	:	Hmm,, kalau ditempat saya PPL itu kami memang o, sangat minim sekali penggunaan teknologi gitu. Karna untuk pembuatan video pembelajaran pun kami o, tidak diizinkan oleh pamong, sebenarnya bukan tidak diizinkan cuman kondisi siswa itu tidak memungkinkan kami membuat o,, video pembelajaran seperti itu. Jadi kalo untuk teknnologi itu memang sangat minim kami gunakan. Nah setelah beberapa itukan PL selama 2 bulan. Sebulan mengajar itu kami hanya menggunakan applikasi WhatsApp saja untuk mengajar. Untuk bulan ke dua yaitu baru kami menggunakan Google Classroom untuk pelaksanan pemblajaran.	
R	:	Oo gitu,, lalu apakah saudari membuat media pembelajaran sendiri?	
I-4	:	Iya	
R	:	Okay, bagaimana sih strategi anda dalam memberikan demonstrasi teknologi pembelajaran bahasa Inggris melalui daring?	
I-4	:	O,, kalo teknologi pembelajaran bahasa Inggris bang?	
R	:	Iya, demonstrasi, memberikan demonstrasi teknologi pembelajaran bahasa Inggris melalui daring.	
I-4	:	O, kalau untuk demonstrai aplikas,, teknologi pembelajaran bahasa Inggris o,, itu sepertinya tidak ada kami lakukan gitu bang, Cuman **kami hanya mendemonstrasikan o,, penggunaan tak, penggunaan applikasi pembelajaran aja bang. Kek Google Classroom, tu kami adakan**	S.3 **Giving the Explanation about How to**

		demonstrasinya waktu itu. Kami panggil siswa pertingkat kesekolah dan kami lakukan demonstrasinya, jadi siswa o,, sebelumnya harus bawa handphone. Nah kemudian baru kami ajarkan bagaimana cara penggunaan Google Classroom tu bang dan juga apllikasi Zoom kemarin tu.	**Use the Technology.**
R	:	Okay, uhm,, lalu bagaimana sih cara saudari dalam memonitoring dalam memantau partisipai siswa dalam belajar bahasa Inggris melalui daring ini?	
I-4	:	Hmm, okay, untuk memantau partisipasi siswa kan bang?	
R	:	Iya	
I-4	:	Kalo untuk me o, memantau partisipasi siswa itu o, kemaren strategi yang saya gunakan itu deng, apa, dengan memberikan nilai plus gitu. Jadi bagi siswa yang bertanya, yang menanggapi terkait dengan bahan ajar materi yang saya kirim itu akan o, saya beri nilai plus, saya saya berikan o, sampaikan kepada siswa gitu bagi siapa yang rajin, siap,, siapa yang bertanya dan siapa yang menaggapi tu akan dapat nilai plus jadi silahkan bertanya, kek gitu. Kemarin saya memonitoring partisipasi mereka.	
R	:	Hmm, lalu bagaimana sih stra,, strategi saudari dalam meminta feedback terhadap pemahaman siswa dari materi yang di ajarkan?	
I-4	:	Hmm, kalo,, mungkin yang tadi yang saya jawab sebelumnya itu mungkin untuk feedback ya bang ya.	
R	:	Okay	
I-4	:	Jadi udah sekalian rasa saya nak.	
R	:	Okay lah, (uhuk),, jadi bagaimana strategi saudari dalam memberikan tugas atau latihan kepada siswa kemarin?	
I-4	:	Hmm, kalo untuk tugas dan laihan sudah sekalian saya sertakan di dalam bahan ajar, jadi	

		diatas catatan diabawah latihan nya. Jadi mereka harus membuat latihannya didalam buku latihannya. Nah kemudian setelah mereka membuat nanti silahkan difotokan dan d kirim ke WA saya pas pembelajaran berakhir. Nah ke,, mudian o, itu akan langsung saya check, itu akan langsung di check dan di beri komentar apakah tugasnya sudah betul atau belum. Jadi langsung di beri koreksi seperti itu kalo misalnya ada yang di koreksi silahkan diprbaiki kembali, o, dan dikumpulkan kesekolah. Biasanya disekolah saya tu pengumpulan tugasnya 1 kali semiggu.	
R	:	Okay, okay terima kasih atas jawaban anda.	
I-4	:	Iya bang, mudah-mudahan membantu jawaban saya .	
R	:	Okay amin, jika saya membutuhkan informasi lebih lanjut, apakah saudari bisa dihubungi kembali?	
I-4	:	InsyaAllah, bisa	
R	:	Okay, okay you guys, uhm,, thank you o much waktunya. Assalamualaikum warohmatullahiwabarokatu.	
I-4	:	Waalaikumsalam warohmatullahiwabarokatu.	

Where: R = Researcher

I-4= 4th Informant

Reflective note: Based on the result of interview above, researcher concludes that there are two of strategies that 4th informant uses in teaching English online during COVID-19 pandemic. The strategies that 4th informant uses in teaching English online during COVID-19 pandemic as follows: 1) Explaining the material by using several devices. 2) Giving explanation about how to use the technology.

In addition, for checking data trustworthiness the researcher used prolonged engagement to get more and clear information from the 4th informant.

Descriptive note: the second interview still conducted through call phone cellular. Before doing the interview, researcher called the 4th informant to get more information about informant's strategies in teaching English online during COVID-

19. The interview conducted on February, Tuesday 13th 2021 through call cellular. At the time, the network was little bit bad. The result of interview as follows:

ACTOR		UTTERANCES	CODES
R	:	O,, Assalamu'alaikum warohmatulohi wabarakatuh,	
I-4	:	Waalaikum salam warahmatullahi wabarakatuh barokatu.	
R	:	O,, disini, it's me Refky Kiehl, disini saya ingin mengonfirmasi lagi tentang informasi yang sudah saudari berikan kepada saya kemarin, yaitu tentang strategi guru PL dalam mengajar bahasa Inggris selama Covid-19 kemarin. Nah, jadi yang pertama tu strategi yang saudari gunakan dalam mengajar o,, kemarin tu saudari bilang saudari membuat bahan ajar, trus sertakan vocabulary, kemudian tu penyebutannya. Apakah saudari bisa menjelaskannya kembali?	
I-4	:	O,, iya bang. O, kalo untuk stra,, strategi yang digunakan dalam mengajar ya seperti yang saya bilang kemarin itu bang. O,, memang pas PPL itu kami membuat bahan ajar terlebih dahulu gitu, nah setelah itu o,, di dalam dalam bahan ajar tersebut juga kami sentakan o,, dengan vocabulary ny dan juga bagaimana cara penyebutannya kek gitu bang. Speak,, apa,, untuk kompetensi speakingnya siswa tu juga dapat. Kek gitu bang.	
R	:	O,, seperti itu. Lalu untuk memulai pembelajaran, ohmm,, untuk memulai pembelajaran saudari o,, kemarin bilang menggunakan aplikasi WhatsApp. Trus ambil absen di sana dalam group. Trus perkenalan apa materi yang akan di ajarkan pada hari ini, kemudian me recall background knowledge siswa tentang pelajaran yang di pelajari hari itu. Mem,, memberikan sedikit gambaran. Jadi, bisakah saudari jelaskan kembali apa maksutnya itu tu??	

I-4	:	Ya bang, benar seperti yang abang bilang tadi, o,, untuk memulai pembelajaran itu memang o,kami o,, mulainya tu dengan menggunakan applikasi WhatsApp. O,, kami ambil absen dulu di sana, buatkan list absennya. Nah kemudian o,, baru saya berikan o,, **seperi pertanya-pertanyaan yang bisa me recall o,, background knowledge siswa tentang apa yang akan di pelajari pada hari itu. Nah kemudian o,, saya berikan juga gambaran-gambaran tentang pembelajaran yang akan di belajar, dipelajari hari itu.** A,, seperti itu bang.	S.5 **Stimulating Students' Curiosity about the Material that will be Learned.**
R	:	Hmm,, gitu. Lalu dalam menjelaskan materi, menjelaskan materi itu saudari menggunakan WhatsApp, gitu nak, trus juga o,, Google Zoom, eh,, Zoom ya. Apakah bisa di jelaskan kembali itu apa maksud nya itu?	
I-4	:	O,, kalo untuk strategi menjelaskan materi o,, kemarin tu kami emang tidak,, kami tidak menggunakan applikasi Zoom gitu bang. Karna situasi dan kondisi disekolah di tempat saya PL tidak memungkinkan untuk menggunakan Zoom. Kadang untuk WhatsApp saja agak susah kek gitu bang. Nah jadi kami hanya menggunakan applikasi WhatsApp jadi semua materi itu memang di gunakan di WhatsApp dijelaskan kan disana. Lalu o,, berdasarkan bahan ajar yang di buat dikirim kesiswa lalu di suruh siswa untuk mencatat catatan yang diberikan beserta dengan vocabularynya, o,, dan ya,, murid,, siswa itu juga disuruh untuk mencatat kembali materi itu di buku catatan nya. Kek gitu bang.	S.1 **Explaining the Material by Using Several Devices.**
R	:	Okay, (uhuk), kemudian teknologi,, teknologi o,, pembelajaran bahasa Inggris. Disana saudari mengatakan o,, WhatsApp, trus Google Classroom, gitu. Bisakah saudari jelaskan kembali maksudnya?	
I-4	:	Ya,, kalo untuk penggunaan teknologi o,, *yang awalnya kami menggunakan WhatsApp untuk menjelaskan materi kemudian kami juga sempat o,, satu bulan itu menggunakan applikasi*	

		Google Classroom untuk mengajar kan bahasa Inggris.	
R	:	Okay,, O,, kemudian juga dalam mendemonstrasikan strategi a,, mendemonstrasikan teknologi gitu, kemarin tu bilang,, saudari bilang saudari memanggil siswa pertingkat kesekolah gitu nak. Trus mengajarkan bagaimana cara mengajarkan Google Classroom o,, trus applikasi Zoom. Ya maksud nya, bisa kah di jelaskan lagi itu maksudnya?	
I-4	:	Ya, o,, demonstrasi o,, aplikasi waktu tu nak bang. O,, jadi emang o,, kami pas PPL tu kami meanggil siswa pertingkat kesekolah. Karna gak boleh juga banyak-banyak kesekolah kan bang. Jadi kami panggil pertingkat kesekolah ... **Kami demonstrasi kan Google Classroom kek gitu agar mereka juga tau dengan teknologi pembelajaran saat ini gitu, karna biasa nya mereka belajar hanya menggunakan o,, WhatsApp,** gitu bang. Tentu dengan o,, mereka juga o,, mematuhi protokol kesehatan pakai masker dan juga kami sediakan untuk o,, tempat cuci tangan kek gitu dan duduknya juga ga boleh dekat-dekat kek gitu bang kemarin tu bang.	S.3 **Giving the Explanation about How to Use the Technology.**
R	:	Okay, oo,, kemudian untuk memantau partisipasi siswa saudari saudari disini mengatakan memberikan nilai plus,, memberikan nilai plus maksutnya apa itu?	
I-4	:	Ya,, jadi kalo untuk memantau partisipasi itu o,, kan biasanya pas kuliah,, o belajar online ni bang ya, mungkin ini adalah masalah seluruh guru kek gitu kan. Untuk belajar online kan siawa itu minim sekali partisipasinya, o,, jadi o,, kenapa saya berikan nilai plus jadi saya o,, untuk me,, apa ya istilahnya untuk memacu semangat siswa gitu untuk bertanya kah, atau untuk o,, pokoknya berpartisipasi aktif dalam diskusi di WhatsApp tersebut jadi bagi mereka yang mau berdis,, yang mau speak up gitu yang mau merespon dan segala macamnya saya be,,	

		saya berikan nilai plus nilai tambah, o,, untuk o,, untuk mereka gitu terlepas dari nilai tugas.	
R	:	Okay,, jug,, o,, dan juga ada pemberian tugas gitu, o,, jadi strategi yang sa,, o,, saudari bilang disini saudari langsung di,, di check dan diberi komentar atau diberi koreksi. itu bisa dijelaskan lagi saudari?	
I-4	:	Ya bang, kalau o,, kalau o,, bagi saya kemarin itu untuk pemberian tugas ini memang,, memang langsung,, langsung di check gitu bang. Jadi setelah mereka ngirim itu langsung di koreksi,, langsung dikoreksi jadi mereka bisa langsung perbaiki gitu. Nah jadi setelah, o,, setelah saya koreksi ya kek yang saya bilang tadi itu langsung berikan kepada siswa. Jadi bagi mereka yang banyak salahnya mereka langsung bisa koreksi. Bagi mereka yang udah betul gak usah kek gitu. Kemudian mereka juga disuruh membuat di kertas double folio gitu kan bang untuk yang kan di kumpulkan kesekolah. Jadi itu dak ada juga jadwal-jadwal tertentu untuk masing-masing pelajarannya dikumpulkan kesekolah.	
R	:	Okay.. Apakah ada informasi lain mengenai o,, pemberian tugas ini?	
I-4	:	Hmm,, gak ada bang.	
R	:	Okay, okay Nora Karmila terimakasih atas informasi yang sudah saudari berikan. Semoga bisa. Membantu penelitian saya ini dan juga bisa membabtu bagi orang lain juga yang mengajar dalam kondisi O,, daring ini atau online nanti.	
I-4	:	Okay.	
R	:	Okay, thank you so much see you, Assalamu'alaikum warohmatulohi wabarakatuh	
I-4	:	Waalaikumsalam warohmatulohi wabarakatuh.	

Where: R = Researcher

I-4= 4th Informant

Reflective note: After conducted the second interview with the 4th informant, researcher got additional information with first interview from 4th informant. The strategies that 4th informant uses in teaching English online during COVID-19 are as follows: Explaining the material by using several devices. Giving the explanation about how to use the technology. Stimulating students' curiosity about the material that will be learned.

Interview Result: Transcriptions with the 5th informant

Descriptive note: The interview conducted through call phone cellular on February, Tuesday 9th 2021. Before conducted interview, researcher make an appointment with informant. After ready to be interviewed, we get started to conduct the interview through call phone cellular. The result of interview as follows:

ACTOR		UTTERANCES	CODES
R	:	Assalamualaikum warohmatullahiwabarakatu	
I-5	:	Wa'alaikumsalam warohmatullahi wabarokatu	
R	:	Who is speaking?	
I-5	:	O,, Putri Alfi Hasanah bang	
R	:	Okay, apa kabar Putri?	
I-5	:	Alhamdulillah sehat.	
R	:	Okay, ini abang, Refky Kiehl. O, mahasiswa TBI IAIN Batusangkar, ingin melakukan wawancara dengan Putri untuk keperluan data pribad,, penelitian abang tentang strategi mahasiswa PL dalam mengajar bahasa Inggris melalui daring selama masa pandemi Covid-19.	
I-5	:	A,, iyo bang.	
R	:	Bolehkah abang minta waku Putri?	
I-5	:	Ya, boleh..	
R	:	Okay, o,, boleh dak bang merekam pembicaraan awak?	
I-5	:	Boleh.	

R	:	Okay, o,, pertanyaan bang, apakah saudari telah melaksanakan PL disekolah sebelumnya?	
I-5	:	Sudah bang	
R	:	Uhm,, apakah saudari melaksanakan PPL pada masa pandemi Covid-19?	
I-5	:	Iya, uh uh, betul	
R	:	Hmm, apakah selama masa pandemi covid-19 saudari melaksanakan proses belajar melalalui daring?	
I-5	:	Iya, di SMP 2, Puput kan PPL nya di SMP 2 Batusangkar, dan proses belajar nya melalui daring.	
R	:	Okay, hmm,, bagaimaa sih proses o,, anda mengajar bahasa Inggris melalui daring?	
I-5	:	Kalo proses pembelajaranya o,, untuk waktu pembelajaran yang biasa nya di SMP tiga kali beberapa menit gitukan. Per,, pertemuannya jadi man,, sekarang tu cuman satu jam pertemuan. Dan proses pembelajarannya tu o,, melalui WA, hampir sama dengan pembelajaran biasanya cuman emang dipersingkat oleh media melalui daring, kek gitu.	
R	:	Gitu,, bagaimana strategi yang saudari pakai dalam mengajar bahasa Inggris melalui daring.	
I-5	:	Yang, yang petama, strategi Put tu menggunakan meng, meng, a,, mengguakan teknologi nya menggunakan WA untuk medianya. Habis tu, untuk o,, ti,, untuk, pem,, **untuk materi pembelajarannya melalui power point, materi PDF, dan nantinya melalui o,, apa namanya,, membuat video pembelajaran tersendiri,** dan selanjutnya, yaitu memaksimalkan waktu. Ketika pembelajaran o,, ketika proses pembelajaran tu tidak hanya mengasih materi kesiswa, tetapi juga mengontrol mah, siswa untuk tetap hadir selama selama proses pembelajaran. Contohnya, yang tidak aktif ditanya terus, "ini	S.1 **Explaining the Material by Using Several Devices.**

		mana? Kok ga dlihat, o,, chatting Mis?" ketika di WA kek gitu.	
R	:	Hmm gitu,,. Jadi bagaimana strategi saudari untuk memulai pembelajaran?	
I-5	:	O,, ketika o,, untuk memulai pembelajaran, mungkin hanya menyapa siswa, melakukan gre,, greting, o,, dan juga bisanya di awl pembelajaran diberi kek, kek video motivasi, dan o,, ngisi absenya di Google Classsroom, dan proses pembelajaranya di WA.	
R	:	Okay, lalau bagaimana strategi saudari dalam menjelaskan atau mentransfer materi?	
I-5	:	O,, yang petama yaitu, o,, memberi materinya melalui PDF, o,, melalui Power Point. Nantinya dijelaskan ketika proses pembelajaran. Selanjutnya untuk memperkuat o,, siswa untuk lebih mengerti mengenai materi hari tersebut, menggunakan video pembelajaran yang di,, dengan sendiri atau dibuat sendiri.selanjutnya ketika proses pembelajaran tersebut o, memang aktif menuntut siswa untuk aktif. Jadi siswa yang aktif setidaknya hanya menyampaikan "iya bu... iya bu..." nanti dikasih nilai setidaknya. Dan ada siswa yang tidak me read nanti di japri di japri pribadi, "kenapa tidak di read WA di group kelas?" gitu.	
R	:	Hmm gitu,, jadi teknologi apa yang saudari gunakan sebagai media pembelajaran daring.	
I-5	:	O, teknologinya kayak,, yang,, untuk o,, proses pembelajarannya melalui WA, a,, untuk mengirimkan materinya di Google Classroom.	
R	:	Hmm, apakah saudari membuat media pembelajaran sendiri?	
I-5	:	Iya, RPP dan materi pembelajarannya pun dibuat sendiri.	
R	:	Okay, bagaimana strategi anda dalam memberikan demonstrasi teknologi pembelajaran bahasa Inggris melalui daring ini?	

I-5	:	A,, untuk melakukan demonstrasinya yang di WA. Siswa di google classroom udah terlebih dahulu di jelaskan oleh pamong ketika mengajar. Karna ketika Put udah masuk kedalam SMP 2 udah belajar itu, cuman, **untuk Google Meetingnya dan Zoomnya Puput adakan video tutorial di mobile nya, nanti setelah di tutorial tersebut untuk masuk ke Google Meet atau Google Zoom**.	S.3 **Giving the Explanation about How to Use the Technology.**
R	:	Okay, hmm,, bagaimana cara saudari dalam memonitoring atau memantau partisipasi siswa dalam belajar bahasa Inggris melalui daring? Inikan kita ga liat muridnya kan, jadi bagaimana cara memantaunya gitu a,,.	
I-5	:	A,, untuk memantau siswa ketika proses pembelajaran di WA, Puput lihat contohnya kan, Puput ada bikin o,, materi hari ini, kirim PDF atau apa ya nanti dilihat tu, siapa yang udah lihat atau belum. Yag gak lihat nanti Put japri pribadi atau Puput panggil ketika didalam group. Dan jika menggunakan Google Meet Puput akan menyuruh mahasiswa untuk mengaktifkan kamera dan juga mengaktifkan suara. Ketika tidak mengaktifkan suara dan kameranya dianggap tidak hadir atau alfa.	
R	:	Okay, bagaimana strategi saudari dalam meminta feedback terhadap pemahaman siswa dari materi yang diajarkan?	
I-5	:	A,, **meminta feedbacknya ya. Mungkin bertanya sebentar ke siswa, "apakah ananda ibu, mis, semua mengerti tentang materi yang diajarkan, ada yang gak ngerti bisa WA atau japri mis".**	S.2 **Checking of Students' Understanding about the Material that has Learned.**
R	:	Hmm, gitu. Lalu bagaimana strategi saudari dalam memberikan tugas tau latihan kepada siswanya?	

I-5	:	**Untuk pemberian tugas o,, biasanya melalui Google Classroom.**	S.6**Giving the Assignment by Using Online Platforms.**
R	:	O,, Google Classroom ya, okay Putri terima kasih atas informasinya dari Putri, o,, jika abang butuh informasi lebih lanjut apakah saudari bersedia dihubungi kembali?	
I-5	:	Iya bersedia	
R	:	Okay, kay,, terimakasih atas waktunya. Assalamu'alaikum warohmatullahi wabarokatu	
I-5	:	Wa'alaikumsalam warohmatullahi wabarokatu.	

Where: R = Researcher

I-5= 5th Informant.

Reflective note: After the researcher did the interview with 5th informant, he got some of strategies that 5th informant uses in teaching English online during COVID-19 pandemic. They are as follows: 1) Explaining the material by using several devices. 2) Checking of students' understanding about the material that has learned. 3) Giving the assignment by using online platforms. 4) Giving the explanation about how to use the technology.

In addition, for checking data trustworthiness the researcher used prolonged engagement to get more and clear information from the 5th informant.

Descriptive note: The second interview conducted through call phone cellular. Before doing the interview, researcher called the 5th informant to get more information about informant's strategies in teaching English online during COVID-19. After the 5th informant has ready to be interviewed, researcher started to conduct interview. The interview conducted on February, Tuesday 13th 2021 through call cellular. The result of interview as follows:

ACTOR		UTTERANCES	CODES
R	:	Assalamu'alaikum warohmatulohi wabarakatuh	
I-5	:	Waalaikumsalam warohmatulohi wabarakatuh	
R	:	Iya Put ini bang Refky o,, bang Kiehl. Ingin mengkonfirmasikan ulang tentang o,, strategi mahasiswa PPL dalam mengajarkan bahasa	

		Inggris melalui daring selama covid-19. A,, disini abang minta konfirmasi Putri mengenai strategi Putri dalam mengajar bahasa Inggris selama daring ini.	
I-5	:	Iya bang	
R	:	Nah, kemarin a,, abang tanya ada proses a, bagaimana proses Putri dalam mengajar bahasa Inggris melalui daring yaitu melalui WA gitu nak, bagai,, bisa kah Putri jelaskan kembali?	
I-5	:	A,, iya, hmm,, kalo di WA itu maksudnya tu bang **kalo jam bahasa Inggris hampir masuk Puput tu menginstruksikan kepada murid untuk standby dulu didalam group WA bang. O,, nanti Put bilang "ananda kami semua, nanti jam bahasa Inggris akan dimulai jadi ananda semua harus prepare materi dan standby di dalam group WA** ya,, " Gitu bang.	S.4 **Reminding the Schedule and the Online Learning Application.**
R	:	Okay. O,, kemudian O,, strategi Put yang Put pakai dalam mengajar bahasa Inggris melalui daring. Ya put menggunakan WA, trus power point, trus juga ada materi PDF kemudian ada video pembelajaran sendiri, trus mengontrol siswa untuk tetap hadir selama proses pembelajaran. Nah bisa kah Iput jelaskan kembali apa maksudnya dari yang Put katakan kemarin?	
I-5	:	A,, iya bang. Nah, kalo menggunakan WA sini tu maksudnya tu Puput tu ngajarnya tu di WA bang. Kemudian di WA tu Puput menshare a,, materi seperti power point dan disana ada materi-materi yang akan Put ajarkan pada hari tersebut. Nah, sama halnya juga untuk materi-materi yang materi berbentuk PDF, Put juga membuat video pembelajaran sendiri gitu bang. Contohnya tu puput mengajar Greeting Card kan, a,, nah disana Puput tu kayak ngasih video mereka tentang Greeting Cards dan sebagainya lah gitu bang. Dan disini Puput O,, dak,,dak hanya mengasih materi,, namun Put	

		juga mengontrol siswa yang kurang aktif, yang kurang aktif tu nanti Puput tegur, gitu bang.	
R	:	O, gitu.. Nah dalam strategi pembelajaran disini Put bilang a,, menyapa siswa juga, trus melakukan greeting, a,, diberi kek video motivasi trus absennya tu di google Classroom, pembelajaran nya tu di WA. Nah bisakah Put jelaskan kembali apa maksudnya tu Put?	
I-5	:	A,, iya bang. Menyapa siswa disini nya tu maksudnya tu seperti kek memberikan greeting kepada siawa tersebut, kemudian memberikan mereka tu semacam video-video motivasi, supaya anak-anak tu senang dalam pembelajaran dan enjoy ketika belajar dan untuk ngecek kehadiran siawa Puput tu, Puput tu menggunakan Google Classroom dan di WA untuk belajar. Gitu bang.	
R	:	Begitu,, nah dalam mentransfer materi kemarin Put (uhuk) memberikan materi nya tu melalui PDF, trus Power Point, dan juga Video pembelajaran. Apakah Put bisa menjelaskan kembali dari maksud dari memberikan materi PDF, Power Point, video pembelajaran, gitu Put.	
I-5	:	Nah iya,, **seperti yang Put bilang kemarin nak bang, awalnya Puput menatranafer kan materinya tu kedalam bentuk PDF dan disana ada materi yang akan dibahas gitu. Kemudian Puput sajikan materi tersebut kedalam bentuk power point untuk siswa Puput. Lalu untuk memperkuatkan materinya baru Put kasih suatu video-video pembelajaran** kek gitu bang.	S.1 **Explaining the Material by Using Several Devices.**
R	:	O,, seperti itu. Nah lalu ada teknologi yang Put pakai dalam proses pembelajaran yaitu melalui WA, dan google Classroom. A, bisa kah Iput jelaskan kembali maksudnya Put?	
I-5	:	Iya bang. Di WA ini seperti biasa,, seperti biasanya,, apa namanya tu di group WA tu kan agak terlalu heboh, nah disana tu Put memde,, demonstrasikan cara penggunaan WhatsApp	S.3 **Giving the Explanation about How to**

		Group yang baik tu,, baik tu seperti apa, dan juga cara berkomunikasi dalam group O,, supaya tidak heboh kek gitu. **Nah untuk Google Meet dan Zoom ini kan anak-anak belum terlalu paham O,, bagaimana penggunaan nya gitu, lalu Put berikan kepada mereka tutorial penggunaan applikasi tersebut**, kek gitu bang.	**Use the Technology.**
R	:	Hm. Itu juga termasuk dalam mendemonstrasikan ya Put ya..? A,, yang kemarin Put bilang teknologi Put,, Put gunakan WA, trus Google Classroom, nah di WA ini bisakah Put jelaskan kembali? Di Google Classroom, teknologi Put.	
I-5	:	A,, iya bang, benar, O,, di WA kan kadang Put menggunakan a,, di WA tu sebagian alat komunikasi yang direct kek gitu. Selain itu juga Puput juga menggunakan applikasi pembelajaran o, ap,, applikasinya tu kayak Google Classroom, di Google Classroom nya tu puput gunakan mengirim-ngirim materi atau bahan ajarnya kek gitu bang.	
R	:	Okay, nah O,, ada juga O,, memantau atau memantau partisipasi siswa, kemarin tu Put bilang, japri pribadi, panggil ketika dalam group menyuruh mahasiswa,, eh siswa untuk O,, mengaktifkan kamera dan mengaktifkan suara. Dan bisakah itu Put jelaskan kembali Put? Maksutnya tu japri pribadi, itu tu segala macamnya tu Put?	
I-5	:	Oh iya,, iya bang. Nah disini seperti yang Put bilang kemarin nak bang cara memantau siswa Puput tu ketika proses pembelajaran tu kayak gak ada siswa yang ngerespon tu Put japri masing-masing siswa tersebut. Kemudian ada juga lansung Put panggil namanya dalam group. Dan ketika di,, kalo belajar nya di Zoom Puput tekan kan kepada mereka untuk mengaktifkan suara dan kameranya. Dari situ lah Puput pantau sis,, siswa-siswa Puput tu bang, apakah mereka aktif atau tidak itu pun bisa dilihat dari sana bang.	

R	:	Hmm gitu, kemudian memberikan feedback,, gitu. O,, feedback itu Put bilang ada bertanya sebentar ke siswa, bisa kah Put jelaskan lagi lebih rinci tentang bertanya kesiswa sebentar ini maksudnya apa Put?	
I-5	:	Ya,, **kalo untuk feedback e,, ini maksudnya setelah Put ajarkan mereka tentang materi hari ini kemudian Put tanyakan ke mereka "apakah ananda semua paham? " Nah setelah itu baru Put kasih O,, pujian ke mereka seperti mengatakan You are good, excellent, dan pujian-pujian lainnya** seperti itu lah bang.	S.2 **Checking of Students' Understanding about the Material that has Learned.**
R	:	O,, seperti itu. O,, (uhuk uhuk) untuk pemberian tugasnya Put bilang tu di Google Classroom gitu. Ah apakah Put bisa jelaskan kembali maksut dari Google Classroom nya ini Put?	
I-5	:	Iya,, **melalui Google Classroom nya tu tugas yang Put berikan kepada mereka itu melalui Google Classroom.** Dan Puput dak memberikan batasan waktu kepada mereka kek gitu. Namun ada Put instruksikan kepada mereka kalau mengumpulkan tugas ya tu nanti hari sekian dan jam sekian, nah, a,, bagi siswa yang tepat waktu mengumpulkan tugasnya tu Put kasih nilai tambahan. A,, yang terlambat mengumpulkanya masih Put terima tentu nilainya tidak sebanding dengan mengumpulksn tugas tepat waktu. Seperti itu.	S.6 **Giving the Assignment by Using Online Platforms.**
R	:	Okay, apakah ada informasi lain Put? Mengenai tugas ini?	
I-5	:	Itu aja bang.	
R	:	Put terima kasih banyak atas informasi yang telah Put berikan, semoga ini bisa membantu penelitian abang ya Put ya. Assalamu'alaikum warohmatulohi wabarakatuh	
I-5	:	Waalaikumsalam warohmatulohi wabarakatuh	

Where: R =Researcher

I-5= 5th Informant

Reflective note: After conducted the second interview with the 5th informant, researcher got additional information with first interview from 5th informant. The strategies that 5th informant uses in teaching English online during COVID-19 are as follows: Explaining the material by using several devices. Checking of students' understanding about the material that has learned. Giving the assignment by using online platforms. Giving the explanation about how to use the technology. Reminding the schedule and the learning application.

Interview Result: Transcriptions with the 6th informant

Descriptive note: The interview conducted in informant's house in Nagari Tabek, Batusangkar on February, and Tuesday 9th 2021. Interview was conduct after informant has finished on thesis exam. The situation at the time totally noisy. Then researcher find out the comfortable place to conduct the interview. The interview result as follows:

ACTOR		UTTERANCES	CODES
R	:	Hello, Assalamu'aaikum	
I-6	:	Wa'alaikumsalam	
R	:	How are you?	
I-6	:	I'm fine	
R	:	Okay, my name is Refky Kiehl, o,, mahasiswa TBI IAIN Batusagkar, ingin melakukan wawancara o,, dengan saudara untuk keperluan data penelitian saya tentang strategi mahasiswa PL dalam mengajar bahasa Inggris daring selama pandemi Covid-19. Bolehkah saya meminta waktu saudara?	
I-6	:	Boleh.	
R	:	Uhmm,,, bolehkah saya merekam pembicaraan kita selama wawancara ini berlangsung?	
I-6	:	Boleh.	
R	:	Okay, terima kasih. Uhm,, yaitu pertanyaan saya adalah apakah saudara telah melaksanakan PPL disekolah sebelumnya?	
I-6	:	Sudah.	
R	:	Okay, apakah saudara melaksanakan PPL pada dalam pandemi Covid-19?	
I-6	:	Iya.	
R	:	Berarti kemaren ya?	
I-6	:	Iya	

R	:	Uhmm, apakah selama masa pandemi Covid-19 saudara melaksanakan proses belajar mengajar melalui daring?	
I-6	:	Iya	
R	:	Okay, bagaimana sih proses anda mengajar bahasa Inggris melalui daring itu?	
I-6	:	Kalo kemarin kan Wan PL nya di MTs bang. Di MTs tu kami menggunakan WhatsApp untuk medianya. Nah, o,, jadi di WhatsApp itu nanti ngirim tugas, ngirim materi, menerangkan gitu, video dan sebgainya di WhatsApp nanti akan di respon di WhatsApp juga oleh bebra, oleh siswa nya gitu.	
R	:	Okay, lalu bagaimana strategi yang saudara pakai dalam mengajarkan bahasa Inggris melalui daring?	
I-6	:	Oo,, strategi nya itu kek karna kan online bang ya, jadi strateginya tu kayak o,, seperti kita ngasih mereka tu **kayak pertamanya tu kayak o,, brainstorming dulu, kita nyanjikan song nya, atau kita nanti ada kayak review materinya**, jadi mereka tu semangat belajar, gitu bang.	S.5 **Stimulating Students' Curiosity about the Material that will be Learned.**
R	:	Hmm, okay. Lalu bagaimana cara saudari eh,, saudara memberikan instruksi mengenai proses pembelajaran berlangsung, pem,, pembelajaran daring?	
I-6	:	Instruksinya itukan sama kek pembelajaran biasa bang, cuman kan menggunakan media online, kan pertama kita o,, greeting opening dulu kan, assalamualaikum, selamat pagi, trus nanti ngambil absen, trus nanti kita terangkan matrinya. Gitu.	
R	:	Okay, uhm, lalu bagaimana strategi saudara dalam menjelaskan atau menstransper materi?	
I-6	:	**Kalau menjelaskan materi itu karna di SMP bang ya jadi pertama kita kita kayak ngasih apa dulu bahasa Indonesia dulu kan, abis tu kan kita nanti kalau untuk materinya itu kita**	S.1 **Explaining the Material by Using**

		combine juga **English dengan Indonesia, nanti ada juga kayak speaking kita rekam audio kita kemudian akan diminta untuk menjawab atau menirukan suara kita seperti itu speakingnya.**	**Several Devices.**
R	:	Okay, lalu teknologi apa yang saudara guakan sebagai media pembelajaran daring?	
I-6	:	Teknologinya WhatsApp bang.	
R	:	WhatsApp, ga ada yang lain?	
I-6	:	Ya, WhatsApp	
R	:	Ga da yag lain?	
I-6	:	Teknologi Classroom, trus YouTube	
R	:	Okay, Hhm,, apakah saudra membuat media pembelajaran sendiri?	
I-6	:	Ya, membuat media pembelajara sendiri.	
R	:	What kind of that?	
I-6	:	Kalo Wan tu buat video pembelajaran bang. Jadi nanti video pembelajaran tu sama kita kayak meriv,, kayak ngajar biasa, nanti itu kayak animasi gitu, jadi, kan anak SMP tu kan suka suka animasi gitukan, jadi animasi dibuat, nanti akan diterangkan o,, pakai suara saya, nanti ada juga lagunya disana, pelatihan soalnya disana, jadi lengkap disana dengan satu klik di YouTube, gitu.	
R	:	Okay, jadi, hmm,, lalu bagaimana sih strategi anda dalam memberikan demonstrasi teknologi pembelajaran bahasa Inggris melalui daring?	
I-6	:	Strateginya itu, o ya dengan video tadi bang. Karna kan akan bosan ketika anak melihat saja atau menuliskan saja atau nanti mendengarkan saja nanti kita combine antara visual dengan audio gitu a.	
R	:	Uhm,, lalu bagaimana sih cara saudara dalam memonitorig atau memantau partisipasi siswa dalam belajar bahasa inggris melalui daring ?	

I-6	:	Memantau mereka itu dengan tugasnya itu, dengan latihanya, dengan ketika kita ngambil absen mereka ada, ketika kita bertanya mereka ada, dan ketika memberi tugas mereka ada menjawab, gitu.	
R	:	Okay, bagaimaa sih strategi saudara dalam meminta feedback terhadap pemahaman siswa dari materi yang diajarkan?	
I-6	:	**Memins, meminta feedback nya itu seperti nanti ketika mereka,, ketika kita memberikan pertanyaan, dan mereka juga nanti misal kita kasih poin nya plus kadang plus sepuluh jadi kek, kayak punishmen, reword gitu, jadi ketika mereka bisa jawab kita kasih bonus atau nilainya dan ketika mereka ga bisa kita kurangan gitu, jadi motivasi buat mereka.**	S.2 **Checking of Students' Understanding about the Material that has Learned.**
R	:	Iya, okay. Lalu bagaimana sih strategi saudara dalam memberikan tugas atau latihan kepada siswa.	
I-6	:	Nah kalo tugas ni karna kita tau bang karna banyal tugas-tugas yang di berikan oleh guru lain kan, jadi kalau Wan kemain tu ngsih tugasnya itu ketika satu materi satu tugas gitu, jadi minggu ini materi, minggu depanya tugas, jadi, gak tugas-tugas aja gitu.	
R	:	Jadi minggu ini materi, minggu besok tugas, gitu.	
I-6	:	Ya.	
R	:	Mungkin hanya itu saja o,, untuk hari ini. Jika saya membutuhkan informasi lebih lanjut o,, apakah saudara bersedia untuk di wawancarai lagi?	
I-6	:	Boleh bang	
R	:	Okay, thank you very much, o,, Assalamualaikum warohmatullahi wa barokatu.	
I-6	:	Waalaikumsalam.	

Where: R = Researcher

I-6= 6th Informant.

Reflective note: After the researcher did the interview with 6th informant, he got some of strategies that 6th informant uses in teaching English online during COVID-19 pandemic. They are as follows: 1) Explaining the material by using several devices. 2) Checking of students' understanding about the material that has learned. 3) Stimulating students' curiosity about the material that will be learned.

In addition, for checking data trustworthiness the researcher used prolonged engagement to get more and clear information from the 6th informant.

Descriptive note: The second interview conducted through call phone cellular. Before doing the interview, researcher called the 6th informant to get more information about informant's strategies in teaching English online during COVID-19. After the 6th informant has ready to be interviewed, researcher started to conduct interview. The interview conducted on February, Tuesday 13th 2021 through call cellular. The result of interview as follows:

ACTOR		UTTERANCES	CODES
R	:	Okay, Assalamu'alaikum warohmtullahi wabarokatu	
I-6	:	Waalaikumsalam warohmatullahi wabarokatu	
R	:	Nah, jadi Wan. Abang nio konfirmasi tentang o,, strategi kemaren untuk strategi memulai pembelajaran online kemaren. Kemaren Wan menjelaskan tentang brain storming, song, o, trus kemudian review materinya. Itu maksutnya apa Wan?	
I-6	:	A,, oke bang. Iya nah,, **awal nya Wan tu melakukan brainstorming pada anak-anak tu bang, mngajak anak-anak tu song nanti di WhatsApp biar mereka tu enjoy belajar bahasa Inggrisnya**, biar ga terlalu kaku gitu. Nah setelah itu baru Wan mereview materi pembelajaran sebelunya bang, gunakan,, gunanya untuk memancing anak-anak tu.	S.5 **Stimulating Students' Curiosity about the Material that will be Learned.**
R	:	Oke,, lalu o,, intruksi mengenai proses pembelajaran, gitu. Kemarin Wan bilang ada media online, trus greeting, opening nya, tu maksutnya apa?	
I-6	:	Ya,, untuk instruksinya itu kita kan belajarnya di aplikasi atau media online gitu kan bang ya, wa,, Wan ingatkan anak-anak tu 10 menit	

		sebelum pembelajaran dimulai. Nah disana awalnya menyapa atau greeting mereka dengan salam yang hangat, lalu kemudian dimulai buka sesi pembelajarannya lagi. Gitu bang.	
R	:	Lalu, strategi Wan dalam menjelaskan atau mentransfer materi. Itu kayak Wan bilang combine juga English dengan Indonesia, trus rekam audio. Itu gimana gitu?	
I-6	:	Iya, **dalam menjelaskan materi pembelajarannya Wan itu mengcombine bahasa Inggris dengan menggunakan Bahasa Indonesia, lalu Wan kasih berupa rekaman audio itu, kepada ,mereka, supaya bisa juga melatih listeningnya**, gitu bang.	S.1 **Explaining the Material by Using Several Devices.**
R	:	Okay, trus teknologi yang Wan gunakan sebagai pembelajaran daring itu kan teknologinya WhatsApp, trus kemudian teknologi Classroom, trus YouTube. Jadi, bisakah dijelaskan lagi?	
I-6	:	Untuk teknologi pembelajarannya itu kita menggunakan android kayak applikasi WhatsApp untuk komunikasi langsung. Kemudian Google Classroom untuk proses belajar mengajarnya, dan YouTube untuk melihat materi-materinya.	
R	:	Seperti itu, trus,, o,, apakah Wan membuat media pembelajaran kemarin tu?	
I-6	:	Ya, seperti yang dibilang kemarin Wan membikin media pembelajaran sendiri bang, itu kayak membuat video pembelajaran bang. Jadi dihiasi dengan animasi-animasi gitu, namanya anak SMP pasti suka lah dengan animasi-aimasi seperti itu bang, biar menarik bagi mereka, gitu bang.	
R	:	Ok, jadi kemarin tu Wan bilang strategi Wan dalam mndemonstrasikan teknologi pembelajaran itu create video, trus combine antara visual dengan audio, itu bisakah dijelaskan?	

I-6	:	Ya, kayak Wan bilang kemaren untuk mendemonstrasikan media itu Wan tu mengajarkan sistem bagaimana menggunakaan applikasi ini untuk belajar, nah setelah itu Wan berikan video tadi kepada mereka, lalu Wan combinekan video tadi dengan audio agar anak-anak tu bisa mengerti apa yang Wan maksut dengan video itu.	
R	:	Okay,, hmm, memonitoring atau memantau partisipasi siswa dalam belajar bahasa Inggris. Dengan Wan bilang kemarin tu dengan kasih latihan mengambil absen, bertanya, memberi tugas mereka apakah meeka ada menjawab gitu. Itu bisakah Wan jelaskan lagi gitu Wan?	
I-6	:	Ya,, seperti yang Wan bilang kemarin itu, untuk memantau partisipasi mereka itu kayak menanyakan kehadirannya di absen dan lalu dilihat dan bagaimana mereka mengerjakan latihan atau tugas yang Wan berikan. Kalo mereka yang mengerjakan berarti mereka hadir untuk berpartisipasi.	
R	:	Hmm,, gitu. Kemudian feedback. O,, feeedback kemarin tu Wan bilang o,, memberikan pertanyaan, kasih point ya plus trus kemudian punishmen, reward, bisakah Wan jelaskan lagi?	
I-6	:	Ya,, kalo untuk feedbacknya ya, setelah Wan terangkan semuanya lalu Wan lemparkan pertanyaan kempada mereka, apa ada pertanyaan, atau hal yang kurang jelas, sudah,, untuk siapa yang rajin bertanya kita kasih point plus, kemudian reward bagi yang selalu aktif. Dan yang tidak memperhatikan sama sekali Wan kasih punishmen gitu pada mereka.	S.2 **Checking of Students' Understanding about the Material that has Learned.**
R	:	O, gitu. Nah untuk pemberian tugas gitu, Wan bilang satu materi sau tugas, apakah iya itu benar?	
I-6	:	Nah kalo untuk pemberian tugas sepeti yag Wan bilang kemarin, satu materi satu tugas. Nah untuk pengumpulan tugasnya tu Wan beri limit waktu yang agak lama, misalnya	

		seminggu, karna kasian juga mereka ada tugas yang lainya juga gitu bang.	
R	:	O,, gitu.. Wan terimakasih Wan atas informasinya, oo, makasih banyak. Assalamu'alaikum warohmatullahi wabarokatu.	
I-6	:	Wa'alaikumsalam warohmatullahi wabarokatu.	

Where: R =Researcher

I-6= 6th Informant

Reflective note: After conducted the second interview with the 5th informant, researcher got the same information with first interview from 6th informant. The strategies that 6th informant uses in teaching English online during COVID-19 are as follows: Explaining the material by using several devices. Checking of students' understanding about the material that has learned. Stimulating students' curiosity about the material that will be learned.

Appendix 3: Data Display

Student teachers' strategies in teaching English online during COVID-19

Pandemic

| NO.	STRATEGIES	INFORMANTS
1.	Explaining the Material by Using Several Devices.	(I-1), (I-2), (I-3), (I-4), (I-5) and (I-6)
2.	Checking of Students' Understanding about the Material that has Learned.	(I-1), (I-5) and (I-6)
3.	Giving the Explanation about How to Use the Technology.	(I-2), (I-4) and (I-5)
4.	Reminding the Schedule and the Online Learning Application.	(I-1) and (I-5)
5.	Stimulating Students' Curiosity about the Material that will be Learned.	(I-4) and (I-6)
6.	Giving the Assignment by Using Online Platforms.	(I-1) and (I-5)
7.	Giving Clear Explanation about How to Submitting the Assignment.	(I-3)

Appendix 4: Conclusion and Data Verification

Student teachers' strategies in teaching English online during COVID-19 Pandemic

Based on interview result, the researcher concludes that there are seven student teachers' strategies in teaching English online during COVID-19 pandemic. They are as follows:

1. Explaining the Material by Using Several Devices.
2. Checking of Students' Understanding about the Material that has Learned.
3. Giving the Explanation about How to Use the Technology.
4. Reminding the Schedule and the Online Learning Application.
5. Stimulating Students' Curiosity about the Material that will be Learned.
6. Giving the Assignment by Using Online Platforms.
7. Giving Clear Explanation about How to Submitting the Assignment.

Appendix 5: Documentations
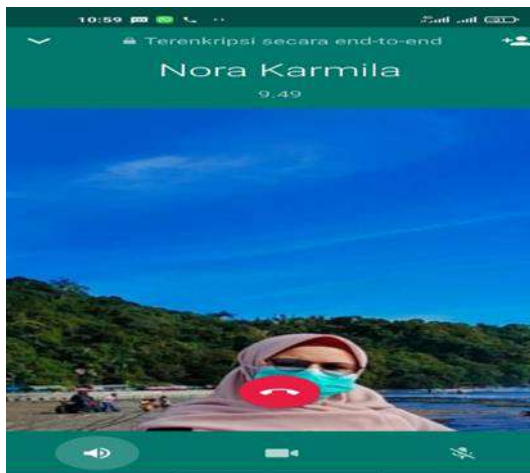
Appendix 6: Letter of Recommendation

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI BATUSANGKAR
LEMBAGA PENELITIAN DAN PENGABDIAN MASYARAKAT

Jl. Sudirman No.137 Kuburajo Lima Kaum Batusangkar 27213. Telp. (0752) 71150, Ext 135, Fax. (0752) 71879
Website :www.iainbatusangkar.ac.id   e-mail: lppm@iainbatusangkar.ac.id

SURAT IZIN PENELITIAN
Nomor : B-0064.b/In.27/L.I/TL.00/02/2021

Berdasarkan surat saudara/i nomor surat: Istimewa pada 16 Februari 2021 perihal Mohon Izin Penelitian. Setelah dipelajari, maka Lembaga Penelitian dan Pengabdian Masyarakat (LP2M) Institut Agama Islam Negeri Batusangkar menyatakan tidak keberatan atas penelitian dan memberikan izin kepada:

Nama/NIM	:	REFKI RAHMAD / 1630104053
Tempat/Tanggal Lahir	:	Paninjauan, 09 Oktober 1996
Kartu Identitas	:	1304011009960003
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	Tadris Bahasa Inggris
Alamat	:	Jorong Hilir Balai Nagari Paninjauan Kecamatan X Koto Kabupaten Tanah Datar
Judul Penelitian	:	***Student Teachers' Strategies In Teaching English Online During Pendemi Covid-19***
Lokasi Penelitian	:	Jurusan Bahasa Inggris
Waktu Penelitian	:	17 Februari 2021 s.d 17 April 2021
Dosen Pembimbing 1	:	Silfia Rahmi, M.Pd
2	:	-

dengan

1. Kegiatan penelitian tidak boleh menyimpang dari maksud dan objek seperti tersebut di atas.
2. Memberitahukan kedatangan serta maksud penelitian yang akan dilaksanakan dengan menunjukkan surat izin/rekomendasi penelitian ini kepada Dekan Fakultas, Ketua Jurusan, Ketua Lembaga, Kepala Bagian, Kepala Sub. Bagian atau Kepala Unit yang terkait.
3. Mematuhi dan menghormati semua peraturan yang berlaku di IAIN Batusangkar.
4. Bila terjadi penyimpangan/pelanggaran terhadap ketentuan-ketentuan tersebut di atas, maka surat izin ini/rekomendasi penelitian ini akan **DICABUT** Kembali
5. Surat izin ini/rekomendasi penelitian ini berlaku dari tanggal: 17 Februari 2021 s.d 17 April 2021
6. Melaporkan hasil penelitian kepada Rektor IAIN Batusangkar Cq. Ketua LP2M.

Batusangkar, 16 Februari 2021
Ketua

Dr. H. Muhammad Fazis, M.Pd

Tembusan:
1. Rektor IAIN Batusangkar (Sebagai Laporan)
2. Dekan Fakultas Tarbiyah dan Ilmu Keguruan IAIN Batusangkar (Sebagai Laporan).

BERANI JUJUR ILMIAH: HEBAT !