



**TEACHER'S STRATEGIES ON ENGLISH E-LEARNING
CLASSES DURING COVID-19 PANDEMIC
(A CASE STUDY AT SENIOR HIGH SCHOOL)**

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ABSTRACT

This research is descriptive qualitative research. The objectives of the research is to know what are the teacher's strategies on English e-learning classes during the COVID-19 pandemic and to what extent do the strategies help the teachers in English e-learning at senior high school. The writer conducted this research in terms of the teaching strategies of english teachers in Taman Islam Senior High School, Putra Pelita Vocational High School and Pelita Bangsa Sejahtera Vocational High School. The writer used observation, interview and documentation for data collecting technique. The results of the research show that (1) the strategies used by teachers in English e-learning classes regarding listening skills include learning done directly or face to face and using songs. Regarding speaking skills include memorizing vocabulary, making video blogs or vlogs, making self introduction and sending the self introduction by voice note. Regarding reading skills include checking background knowledge, giving reading text to analyze, and choosing varied materials. Regarding writing skills include, giving an example of a text about the material, using a video, explaining material via voice note and allowing students to have personal chat. (2) Several strategies used by teachers are very helpful in teaching English e-learning classes during COVID-19 pandemic. The strategies used also make them easier to achieve learning goals.

Keywords: Teacher's Strategies, E-Learning, COVID-19.

Introduction

Learning English as a foreign language is very important especially in the world of education. Indonesia education system require students at junior high school and senior high school level to pass an English examination for graduating. In educating students, the teacher plays an important role in the school. The teacher in interactive teaching does not have only educational and vocational roles but he/she has to be a designer, programmer, diagnostician, researcher, organizer, manager, innovator, educator, and advisor. More specifically, the teacher is the organizer of teaching and partner during the communication with his / her pupils.

Teaching English is not easy. With different levels of skill in each class, teachers must use effective strategies that allow students to learn the material. Teachers must be creative in choosing materials and be able to stimulate student interest. Therefore, the teacher needs to manipulate several strategies to support the teaching and learning process. Strategies can make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations.

Recently, the coronavirus or COVID-19 has attacked the world since the end of 2019. Coronavirus disease 2019 (COVID-19) originating from Hubei Province of the People's Republic of China has become a current pandemic over the world. Many countries have been affected by this virus. In late January 2020, a global health emergency state was announced by the WHO Emergency Committee as COVID-19 confirmed cases have been increasing internationally. COVID-19 has spread in all continents, but Antarctica as of 26 February 2020. Latest news on COVID-19 have overloaded worldwide mass media every day in 2020.

The Minister of Education and Culture of Republic of Indonesia has instructed schools to carry out online learning since 17 March 2020 for COVID-19 affected areas. Soon after that, the Minister of Education and Culture of Republic of Indonesia has ordered all education units to run online learning from 24 March 2020 due to the increasing spread of COVID-19 and maintaining the health of students, teachers, and all educational staffs. These policies lead students to learn from home and teachers to work from home, too. It fully replaces face-to-face learning in classroom setting into online learning which possibly lasts till the end of semester due to the COVID-19 pandemic.

This is a challenge for all of the teachers, especially English teachers. because language is a study that requires mastery of four skills. The four language skills are listening, speaking, reading, and writing. The four skills are categorized into two categories namely speaking and writing are called active or productive skills, while reading and listening are called passive or receptive skills. In a segregated skill approach, the mastery of discrete skills, such as reading and writing, or reading and speaking are considered as the key to successful language learning and language learning is typically separated from content learning.

Therefore, the teachers inevitably have to apply and adapt there teaching method to e-learning classes in conveying English material from listening, speaking, reading, and writing so that the teaching and learning process can keep going. E-learning is an educational system or concept that utilizes information

technology in the teaching and learning process. In a short time and without training, the teacher must directly apply it. Of course, here the teacher requires adaptation and also a strategy to teach English.

Research Methods

In this research, the writer conducted this research in terms of the teaching strategies of english teachers in Taman Islam Senior High School, Putra Pelita Vocational High School and Pelita Bangsa Sejahtera Vocational High School. The writer used descriptive qualitative method that descriptive qualitative research was trying focuses on the teacher's strategies in English e-learning classes. It was further explained that descriptive qualitative is a study that aims to describe and analyze a phenomenon, event, social activity, attitude, perception of each individual or in a particular group. This type of research was inductive, where data at the location would be the main source of the phenomenon and problems in the observation process. So it can be concluded that descriptive qualitative trying to describe asocial phenomenon in the form of words. The main purpose of descriptive qualitative research is to describe the state of view as it exists today. Simply stated, this is a fact-finding investigation. In descriptive qualitative research, conclusions can certainly be accepted, but it doesn't build a cause and effect relationship.

The participants taken were someone related to English. Because here the writer analyzed the teacher's strategy in teaching English, obviously the participants taken were english teachers. The research participants were three english teachers in Taman Islam Senior High School, Putra Pelita Vocational High School and Pelita Bangsa Sejahtera Vocational High School. The writer used some main instrument; observation, interview and documentation.

Data analysis in descriptive qualitative research is often carried out simultaneously or together with data collection. The data analysis in this research included several steps or stages; coding, data reduction, data display, and making conclusions or interpretations.

Finding and Discussion

Finding

1. The Result of Observation

Data In the observation obtained the findings about Teachers' behaviour in teaching English using the e-learning. The result of this observation is:

a. The teacher opens the lesson

The teacher's activity to open the lesson is one of the important things to do. Because through this activity the teacher can help students prepare for learning. So, it can be stated that the maximum teaching and learning process is not only when delivering the material, but can be started from opening the lesson. Because learning readiness is also important to note.

Observations were made to participant 1, namely through the Whatsapp group. The activity of opening the lesson carried out by participant 1 is by greeting and asking students how they were. As stated by participant 1, namely :

“Assalamualaikum Warohmatullohi Wa Barokatuh, Apa kabar anak-anak?”.

Meanwhile, the observations made to participant 2 were through synchronous learning using the Google Meet application. And the result is that the participant opens the lesson with the sentence *“Kalian sudah siap untuk belajar? Sebelum pembelajaran dimulai ayok kita berdoa dulu didalam hati, berdoa dimulai”*.

Participant 3 open the learning process by synchronous learning using the Google Meet application by saying : *“Assalamualaikum, Apa kabar anak-anak, sehat semuanya? Sebelum pembelajaran kali ini dimulai mari kita buka dengan pembacaan bismillah”*.

b. The Teacher give motivation for students in learning

Learning motivation is one of the factors that determine effectiveness in learning. The teacher's role in increasing student learning motivation is one of the integral activities that must exist in learning activities. In addition to providing and transferring knowledge, teachers are also require to increase children's motivation in learning. It is undeniable that a student's enthusiasm for learning is different from that of others, for this reason it is important for teachers to always motivate students so that students always have a passion for learning and are able to become students who excel and can develop themselves optimally.

Activities to give motivation for students in learning were carried out by participant 1, as stated by participant 1, namely : *“Ibu selalu berharap kalian semua sehat, semangat terus dalam proses pembelajaran daring ini dan semoga selalu dalam lindungan Allah SWT. Anak-anak ibu yang cantik, ganteng, sholih dan sholihah kita ketemu lagi untuk belajar bareng Bahasa inggris namun dengan format yang berbeda.. Yaa kita coba belajar menggunakan E-learning yaaa biar canggih dikit”*.

Activities to give motivation for students in learning were carried out by participant 2, namely as stated by her : *“Sebelum memulai pembelajaran ibu ingin mengucapkan terimakasih kepada semuanya yang sudah hadir di kelas online ini, semoga kita semua senantiasa diberikan kekuatan agar mudah dalam menjalani proses belajarnya”*.

While the activities to give motivation for students in learning were carried out by participant 3, namely by giving rewards. As we know, reward is one form of activity in increasing student learning motivation. Giving rewards can be in the form of scores, prizes, praise, and so on so that students are motivated to learn and always want to be the best. In this case participant 3 gives an award in the form of praise as stated by her : *“Terimakasih atas respon dari pertanyaan yang ibu ajukan. Ibu bangga menjadi guru kalian”*. In addition, participant 3 also motivates students by give the rewards in the form of scores, as stated by her: *“Nama-nama yang sudah mengumpulkan rekaman introduce yourself sebelumnya akan mendapatkan reward yaitu berupa nilai”*.

c. The teacher delivering material

The main component in all forms of learning is the activity of delivering material. These activities are often interpreted as educative interactions in the context in which learning activities take place. In this educational interaction, the teacher is tasked with providing a learning experience in which there are certain

materials that will lead students to the planned learning objectives.

Participant 1 delivering material by using the whatsapp application by saying : *“Materi yang akan kita pelajari kali ini mengenai invitation. Invitation secara singkat dapat diartikan sebagai suatu permintaan atau ajakan seseorang untuk hadir ke suatu acara”*.

Participant 3 delivering material by synchronous learning using the Google Meet application by saying : *“Izinkan ibu menyampaikan materi belajar di kelas XI yang keren siang ini dengan judul materi asking and giving for opinion. Pada kehidupan sehari-hari kita pasti pernah memiliki opini pada sesuatu yang kita lihat, dengar, maupun rasakan. Entah opini itu mendukung atau bertentangan satu dengan yang lainnya”*.

Participant 3 delivering material by synchronous learning using the Google Meet application by saying : *“Baiklah anak-anak, pada pertemuan kali ini Ibu akan menyampaikan materi tentang greeting. Di dalam kehidupan sehari-hari kita tentu sering bertemu dengan seseorang, untuk itu kita harus belajar menyapa mereka. Dalam bahasa inggris juga ada istilah kata sapaan yang disebut dengan greeting. Mempelajari kata sapaan dalam bahasa inggris akan membantu kita dalam bergaul dengan orang-orang di sekitar kita, karena penggunaannya akan sangat membantu dalam membuka sebuah percakapan”*.

d. The teacher closes the lesson

The activity of closing the lesson is the teacher's activity to end the core activities of the lesson. The purpose is to provide a comprehensive picture of what students have learned, to know the level of student achievement, and the level of success of the teacher in the teaching and learning process. The activities carried out by the teacher when closing the lesson are as follows. First, draw conclusions about the material that has been studied (conclusions can be made by the teacher, by students at the request of the teacher, or by students with the teacher). Second, ask some questions to measure the level of achievement of the objectives and the effectiveness of the learning that has been carried out. Third, conveying the deepening materials that must be studied, and the tasks that must be done (both individual assignments and group assignments) in accordance with the subjects that have been studied.

The activity to close the lesson carried out by participant 1 is to draw conclusions about the material that has been studied, by saying: *“Jadi kesimpulannya untuk undangan tidak resmi yaitu cara penulisannya bebas asalkan informasi intinya dapat tersampaikan”*.

Besides that, participant 1 also closed the lesson by saying: *“Ok guys, Alhamdulillah kita sudah belajar tentang undangan tidak resmi, mudah-mudahan bisa dipahami. Materi ini sangat berguna nantinya di kehidupan anak-anaku sekalian. Ibu akhiri ya, wassalamu'alaikum wr.wb”*.

The activity to close the lesson carried out by participant 2 is to ask some questions, by saying: *“Sebelum ibu mengakhiri pembelajaran hari ini, ibu mau bertanya di grup kelas”*. Besides that, participant 2 also closed the lesson by saying: *“Ibu rasa sudah cukup untuk hari ini. Apakah ada yang mau ditanyakan? Jika tidak ada mari kita tutup pembelajaran hari ini dengan mengucapkan hamdallah”*.

The activity to close the lesson carried out by participant 3 is to give assignments to students, by saying: *“Sebelum ibu tutup, ada tugas yang harus kalian kerjakan dan dikumpulkan pada pertemuan selanjutnya. Tugasnya adalah kalian harus membuat sebuah dialog yang mengandung kalimat greeting”*. In addition, participant 3 also closed the lesson by saying: *“Baiklah, jangan lupa sampai dirumah diulang Kembali pelajaran yang sudah dibahas hari ini. Untuk pertemuan hari ini ibu sudah sampai disini. Semoga ilmu yang ibu berikan bisa bermanfaat, wassalamualaikum”*.

2. The Result of Interview

In this stage, the writer made 10 questions to interview the participants. The writer has conducted interviews in two ways, namely online and offline interviews. Online interviews were conducted through personal chat on WhatsApp. Meanwhile, offline interviews were conducted by mean of the writer going directly to the participant to the school where they teach.

The participant (T1) thinks that E-learning is a learning method that uses electronic media. The participant argue that E-learning has positive and negative impacts. Positive impacts are, E-learning it is a flexible learning method, meaning that students can learn in anywhere and at anytime. The participant (T3) added that the e-learning method saves time and money. While the negative impact is, with this E-learning activity, teachers are difficult to monitor in terms of student character education. For example, student discipline and manners. One participant (T2) also believes that the E-learning method is very important to be applied to high school students and in the midst of the advancement of the digital era as it is today.

Base on the answer of question number two, two participants (T1 & T3) said that they used the same syllabus and different lesson plans for this E-learning activity. While one participant (T2) answered that he used a different syllabus and lesson plan. Because in the syllabus used during this pandemic there are competencies that are not the same as the competencies that students must achieve before the pandemic.

According to answer number three, the participants used various strategies to teach English about listening skills in e-learning classes. There are those who use learning materials in the form of songs (T2 & T3) and there are those who carry out learning activities at school, specifically for this listening skill (T1).

The next question, three participants answered that the strategies they used succeeded in helping students in the process of learning English regarding listening skills in e-learning classes. According to participant (T1), the strategy used makes students understand the material presented well. In addition, according to participant (T2) the strategies used also make students more enthusiastic in the learning process. And according to one participant (T3), the strategy used helps students to find out new vocabulary.

For the answer to question number five, three participants used different strategies to teach English about speaking skills in e-learning classes. Among them there are those who give assignments in the form of vlogs, memorize vocabulary then record them using voice notes, and do self-introductions using English.

Meanwhile for answer number six, the three participants said that the strategies

they used to teach English about speaking skills in e-learning classes were successful in helping students. According to participant (T1), the strategy used makes students serious in the learning process. In addition, the strategies used also make students more enthusiastic and enthusiastic in the learning process (T2 & T3).

For answer number seven, the three participants also used different strategies to teach English about reading skills in the e-learning class. Among them there are those who first check the background knowledge of students, provide material in the form of reading texts and then discuss the material together (T1). In addition, the participant (T2) also used strategies by conducting question and answer sessions about the material. And participant (T3) choosing material in the form of varied reading texts so that students do not feel bored.

For answer number eight, the three participants said that the strategies they used were quite helpful for students in the process of learning English regarding reading skills in e-learning classes. One of the participant (T3) said that with the strategy she used, the learning process went well. However, in the learning process there were still many students who have difficulty understanding the reading text because of the lack of vocabulary enrichment. In addition, according to participant (T1) the strategies used make students more active in the learning process. And the strategies used to help students understand the material well (T2).

For the answer to question number nine, the three participants also used different strategies to teach English about writing skills in e-learning classes. Among them are the teacher explaining the material using video, allowing students to ask questions through personal chat without limiting the time to ask, and providing examples of the text of the material to be studied in the form of reading links that students can access.

For the last question, the three participants said that the strategies they used helped students in the process of learning English regarding writing skills in e-learning classes. One participant (T2) said that the strategy she used in the learning process made it easier for students to find references related to the material to be studied. One participant (T1) argues that the strategy used helps keep students' grades stable. And other participants (T3) argues that the strategy used made the learning process run more interesting, efficient and effective.

3. The Result of Documentation

For the documentation stage, the writer investigate written object, in this research lesson plan and syllabus. In addition the writer also collected data in the from of student scores during e-learning to measure the extent to which the teacher's strategy helps in e-learning.

From the results of the documentation, two participants use the same syllabus as the syllabus used when learning offline. While the lesson plans used by the three participants are lesson plans designed specifically for online learning.

For student scores, the writer can see that the scores obtained by students are quite stable, namely not less than the minimum completeness criteria. This was also conveyed by the participant in the interview session.

Discussion

1. Teacher's strategies on English e-learning classes during the COVID-19 pandemic?

According to the result of the interview conducted with a participant, strategy is important in learning as a way or method that makes students easier to learn. There were several strategies used by teachers in teaching English e-learning classes during the COVID-19 pandemic. Some of these strategies include:

A. Listening strategy

The strategies used by participants in e-learning classes on listening skills include: 1) Learning is done directly or face to face. In a pandemic condition like this, many students were still unable to participate in learning activities using e-learning, so the learning process becomes ineffective. This also happened to one of the schools that the writer made the object of research. In overcoming this, the participant decided to carry out English learning activities regarding direct listening skills. So students come to school with the aim of being able to use school facilities for the listening learning process, so that the learning process can run well. 2) Using Songs. In the material about listening, the participant asked students to choose one of their favorite songs to listen to. The participant asked students to listen and understand the lyrics repeatedly so that they understand and know what vocabulary they were listening to. The result of this research in line with the result of a previous study. The previous study stated that using songs can improve students' listening skills. Listening to songs can increase vocabulary and improve pronunciation.

B. Speaking strategy

The strategies used by participants in e-learning classes on speaking skills include: 1) Memorizing vocabulary. Vocabulary is one of the important aspects in learning English, including speaking skill. When we are going to say something, we need a collection of vocabulary that we can choose to convey. This made one of the participant used vocabulary memorization strategies consistently when learning English. In this activity, after students memorize vocabulary, students were instructed to practice their memorization through voice notes and sent them to the participant. The result of this research in line with the result of a previous study. The previous study stated that by memorizing vocabulary will help students to learn English including speaking skills. The more vocabulary we memorize, the faster we can improve our speaking skills. Because the more vocabulary we memorize, the more sentences we can assemble to support speaking skills. 2) Video blog or vlog. In the material about speaking, the participant used vlog as a strategy to teach English about speaking skills in e-learning classes. In this activity, the participant gave assignments to students to create a video blog or vlog. This assignment is for example on descriptive text material. Students were instructed by the teacher to make a vlog that describes a place that is around them. For example, describe the school, bedroom and others. This findings is supported by some previous studies. The previous study stated that vlog increases student talk time. It means more oral communication practice helps students improve mastery of new vocabulary and grammar, decrease shyness while bolstering confidence and develop fluency. 3) Introduce yourself and send by voice note. All students, especially tenth graders used this strategy. For example, in learning English with e-learning classes, especially speaking with introductory material. After the participant delivered the

material, the participant asked the students to introduce themselves using voice notes. After that, students must send the recording to the participant. In addition, the participant will also give rewards in the form of grades to students who collect their assignments. The participant hoped that by giving this score students could feel motivated to be more active in the process of learning English with e-learning classes, especially speaking. As we know, reward is one form of activity in increasing student learning motivation. Giving rewards can be in the form of scores, prizes, praise, and so on so that students are motivated to learn and always want to be the best.

C. Reading strategy

The strategies used by participants in E-learning classes on reading skills include: 1) Checking background knowledge and give reading text to analyze. In this strategy, before starting learning, the participant first asked the students' background of knowledge about the material to be discussed. According to her, this is done so that the participant knows the extent of students' knowledge of the material. After checking the background of students' knowledge, the next step the participant took is to discuss or conduct a question and answer session about the material with students. According to the participant, this is done to encourage students to be more active in the learning process. 2) Choose a variety of materials. Based on the results of interviews with participants, before the learning process begins the participant always chooses a variety of materials that will be delivered to students. For example, learning about report text, the participant will choose a reading text that is not boring. It is hoped that students will enjoy and be interested in learning the material.

D. Writing strategy

The strategies used by participants in e-learning classes on writing skills include: 1) Explain the material via voice note and allow students to have personal chat. In this strategy, the participant conducted learning activities through the whatsapp application and sent material via voice notes. After that the participant instructed students to listen and understand the material. In addition, the participant also implements a strategy by allowing students to ask questions about learning materials through private messages. According to the participant, this is done so that the questions asked by students are not piled up with questions outside of the discussion of the material. In addition, the participant frees students to ask questions without a time limit. For example, if students want to ask questions outside of class hours, the teacher still allows and will respond to questions from students. 2) Give an example of a text about the material. In this case, the participant implements a strategy by providing examples of material. For example, such as learning about procedure text material, the participant provided a link in the form of examples of procedure text. This is done by the participant in the hope that students can easily access the material independently. 3) Using a video. The implementation of the learning process through e-learning certainly requires participants as facilitators to be able to provide learning resources that can assist students in achieving learning objectives with an effective and easy-to-understand

teaching and learning process. One effective strategy is to use video. This was also done by one of the participant who participated. When delivering material, sometimes the participants used video media as a writing learning strategy in the midst of this pandemic. The videos her used were usually sourced from the YouTube application. After that the participant usually sent the video in the whatsapp group. According to her, by using video media the learning process becomes more interesting, more efficient and more effective. The result of this research in line with the result of a previous study. The previous study stated that using video can improve students' writing skills. Using videos makes it easier for them to understand the material.

2. The extent of the strategies help teachers in English e-learning classes?

A. Listening Strategy

According to the interviews conducted from the three participants, that the strategies they used were successful in helping English learning classes for listening skills. For example, a strategy using songs. In the interview conducted, the participant said: *"Ya membantu, dengan strategi yang saya gunakan siswa lebih mudah untuk mengetahui banyak kosa kata yang mereka dapat dari mendengarkan lagu tersebut. Selain itu siswa juga terlihat enjoy dan bersemangat ketika proses pembelajaran. Karena lagu yang saya pakai untuk bahan ajar pun merupakan lagu-lagu yang kekinian."* This is in accordance with one theory which says that songs are a very effective tool to help the process of learning English, especially in listening skills. Songs are believed to be able to motivate students during learning. Songs can also make the class more interesting and lively. When students like the songs taught by the teacher, they will be happy and enthusiastic in participating in the learning process.

B. Speaking Strategy

According to the interview conducted by the writer from the three participants, that the strategies they used successfully helped in English e-learning classes for speaking skills. An example of a strategy using vlogs. In the interviews conducted, participant said: *"Sangat membantu. Ketika siswa diberikan tugas berupa vlog ini siswa sangat antusias. Mungkin karena kegiatan vlog ini sedang menjadi tren saat ini, apalagi ditengah pandemic COVID-19. Meskipun ada juga yang mengeluh karena anak anak diharuskan untuk berbicara dalam Bahasa Inggris Ketika melakukan kegiatan vlog tersebut. Namun pada akhirnya anak-anak melakukan tugasnya dengan tuntas. Dengan kegiatan ini juga secara tidak langsung anak dipaksa untuk berbicara dalam Bahasa Inggris."* This is also stated through a theory that the use of vlogs as a strategy used by teachers in learning speaking is very useful. By involving audio-visuals that are packaged in an attractive and modern way, it will indirectly encourage students to have strong confidence in speaking in English.

C. Reading Strategy

According to interviews conducted by the writer from the participants, that the strategies they used were quite helpful for teachers in English learning classes for

reading skills. For example, the strategy by choosing material is in the form of a variety of reading texts. In the interview conducted, the participant said: *"Strategi yang saya gunakan Di masa pandemi ini cukup membantu. Ditengah pendemi ini saya berusaha semaksimal mungkin untuk membuat pembelajaran tetap berjalan dengan baik. Salah satu strategi yang saya lakukan adalah dengan memilih teks yang bervariasi. Dengan strategi ini alhamdulillah pembelajaran berjalan cukup baik. Meskipun dalam proses pembelajaran masih terdapat siswa yang mengalami kesulitan memahami teks bacaan karena kurangnya pengayaan kosakata"*. One of the teacher's creativity that can be developed is creativity in the use of learning materials. The learning process is a process between teachers and students through verbal language as the main medium in delivering subject matter because the learning process is very dependent on the teacher as a learning resource. The use of materials in learning should adapt to the characteristics of students.

D. Writing Strategy

According to interviews conducted by the writer from the three participants, that the strategies they used help teachers in English learning classes for writing skills. An example of a strategy using video. In the interviews conducted, participant said: *"Strategi yang saya gunakan tersebut sangat membantu saya dalam proses pembelajaran skill writing ini. Siswa sangat tertarik dengan video yang saya tampilkan. Selain itu menurut saya proses pembelajaran menjadi lebih menarik, lebih efisien dan lebih efektif"*. This statement is supported by a theory that the use of video in the teaching and learning process has many advantages. One of them is to attract students' interest in learning through videos played by the teacher. Using videos can also make it easier for teachers to deliver learning materials to their students.

Conclusion

After conducting research and analyzing the teachers' strategies on English e-learning classes during the COVID-19 pandemic at Senior High School, it can be concluded that:

1. Teacher's strategies in teaching English e-learning classes; a) Listening strategy, the strategies used by teachers in English e-learning classes regarding listening skills include learning done directly or face to face and using songs. b) Speaking strategy, the strategies used by teachers in English e-learning classes regarding speaking skills include memorizing vocabulary, making video blogs or vlogs, making self introduction and sending the self introduction by voice note. c) Reading strategy, the strategies used by teachers in English e-learning classes regarding reading skills include checking background knowledge, giving reading text to analyze, and choosing varied materials. d) Writing strategy, the strategies used by teachers in English e-learning classes regarding writing skills include, giving an example of a text about the material, using a video, explaining material via voice note and allowing students to have personal chat.
2. The extent of the strategies in helping teachers in English e-learning classes. Several strategies used by teachers are very helpful in teaching English e-learning

classes during COVID-19 pandemic. The strategies used also make them easier to achieve learning goals.

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