

**ENGLISH TEACHER'S ONLINE TEACHING STRATEGY  
OF DESCRIPTIVE TEXT WRITING DURING PANDEMIC  
AT MTS SUNAN AMPEL KANDANG TEPUS  
SENDURO-LUMAJANG**

**UNDERGRADUATE THESIS**

Submitted to State Islamic University of Kiai Haji Ahmad Siddiq Jember  
to fulfill one of the requirements  
For Bachelor's Degree of *Sarjana Pendidikan* (S.Pd)  
Faculty of Tarbiyah and Teacher Training  
English Education Program



UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
J E M B E R

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EDUCATION AND TEACHER TRAINING FACULTY  
NOVEMBER 2021**

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**THESIS**

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a bachelor's degree of *Sarjana Pendidikan* (S.Pd)  
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Day : Monday  
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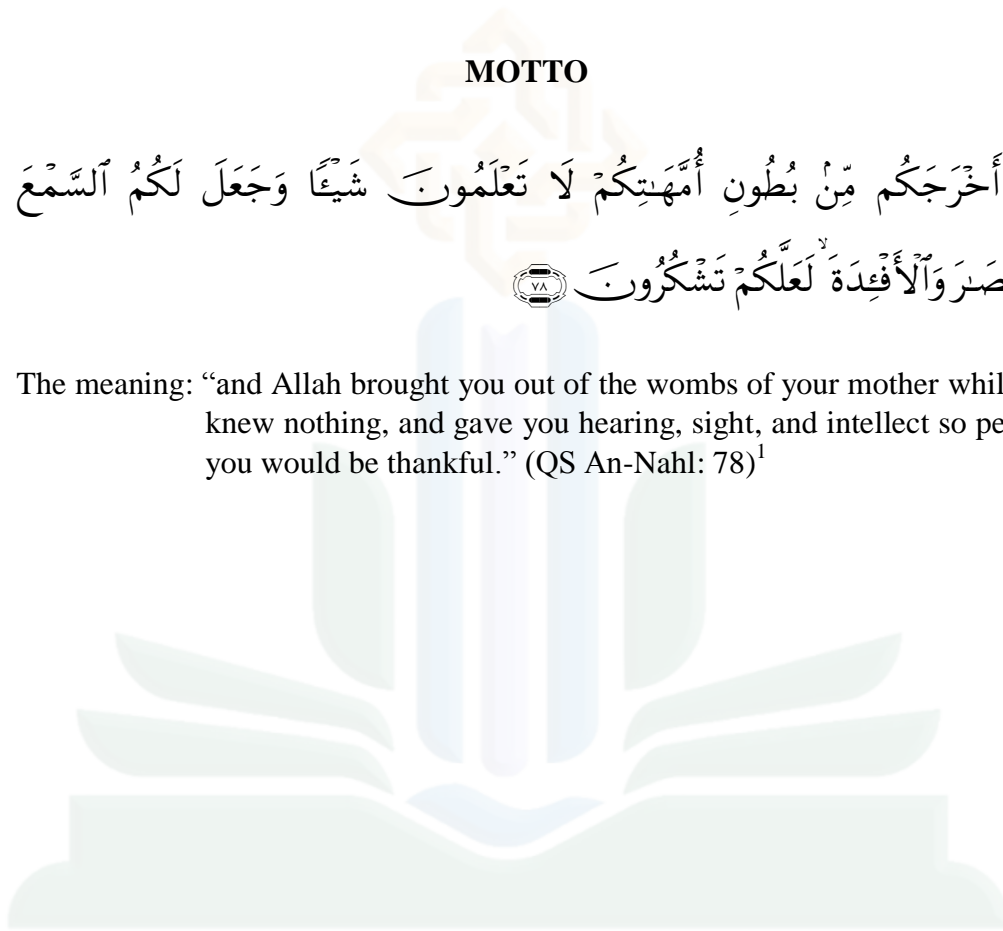


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## MOTTO

وَاللَّهُ أَخْرَجَكُمْ مِنْ بُطُونِ أُمَّهَاتِكُمْ لَا تَعْلَمُونَ شَيْئًا وَجَعَلَ لَكُمُ السَّمْعَ  
وَالْأَبْصَرَ وَالْأَفْئِدَةَ لَعَلَّكُمْ تَشْكُرُونَ

The meaning: “and Allah brought you out of the wombs of your mother while you knew nothing, and gave you hearing, sight, and intellect so perhaps you would be thankful.” (QS An-Nahl: 78)<sup>1</sup>



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<sup>1</sup> Al-Qur'an 16: 78, Dr. Mustafa Khattab, *Quran English Translation*. <https://quran.com/16>

## DEDICATION

I proudly dedicate this undergraduate thesis to:

### 1. My Beloved Parents

Many thanks for my father and my mother for their prayers, motivation, encouragement and love. Who always support me to reach my dream, especially process in this University.

### 2. My Big Families

Thanks for the endless prayers and encouragement during my process to finish my undergraduate thesis.

### 3. All of My Friends

Thanks for all my friends in TBI 2 class who process together since I studied in this University and thanks to all of my friends especially Shofia, Afifah, Dewi, Tia, Dila, Naila, Lutfi, Sakinah, Yashinta and Hafidh who had supported and motivated me whenever I feel sad and sucks in the process of finishing this thesis.

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All praises be to Allah the almighty who has given me everything we need long our life. Peace and salutation may always be given to our prophet Muhammad SAW who has guided us from the misleading era into the bright, straight, right and blessed era. In addition, we always wait for his help in the doomsday or the day of qiyamah later.

All praises be to Allah the almighty for all his wishes so that the author can complete a thesis entitled “English Teacher’s Online Teaching Strategy of Descriptive Text Writing during Pandemic at MTs Sunan Ampel Kandang Tepus Senduro-Lumajang” to achieve undergraduate degree of English education department, Faculty of Education and Teacher Training, KH. Achmad Siddiq Islamic State University of Jember.

The researcher realized that this undergraduate thesis would not finish without help and guidance from other people. The researcher would like to express her gratitude and appreciation to the honorable people who gave their help, encouragement, and countless contribution to the researcher in the process of the study:

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8. The headmaster of MTs Sunan Ampel Kandangtepus Senduro-Lumajang, Annikamatus Saidah, S.Pd.I and her staffs for giving me a permission and helping me during my research.
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May Allah repay all the kindness of people who have helped in this process. However, the writer understands that this thesis is far from perfect, but hopefully it will be used for readers and future researchers.

Lumajang, 24<sup>th</sup> October 2021

**Kartika Nuril Adha**

## ABSTRACT

**Kartika Nuril Adha, 2021: *English Teacher's Online Teaching Strategy of Descriptive Text Writing during Pandemic at MTs Sunan Ampel Kandangtepus Senduro Lumajang.***

**Key Words:** *Teacher's strategy, online teaching and learning, descriptive text writing*

This research explored the teacher's online teaching strategy of descriptive text writing during pandemic Covid-19. The pandemic changed the teaching and learning process into online. In conducting online class, the teacher should be wised to choose the appropriate strategy with consider the students need and condition.

The objectives of this research were 1) to reveal teacher's online teaching strategy of strategy of descriptive text during pandemic, 2) explain the reason why the teacher use the strategy, 3) describe the procedure of the strategy, and 4) investigate the problems faced by teacher while using the strategy. This research used qualitative research method and the type was case study with descriptive analysis that focused on single case. It was conducted at MTs Sunan Ampel Kandangtepus, Senduro-Lumajang cause the teaching and learning process occurred in online meeting. The subject of research was an English teacher of MTs Sunan Ampel Kandangtepus. The data were gathered by interview, observation and documentation. Methodological triangulation and source triangulation were used to validate the data.

The result of this research reveals several strategies used by the teacher in online teaching of descriptive text writing. 1) The strategies were teacher presentation, demonstration, content areas strategy, audio/video conferencing strategy, chat and instant messaging strategy, and breakdown text. 2) The reason of teacher used online teaching strategies because it were flexible, ease the course management, and enhance the teacher's skill to design the course. 3) The procedures of online teaching strategy decided into three steps. *Pre teaching* step that the teacher prepare lesson plan and learning media on e-learning (content areas), then share the online meeting link on WhatsApp group so the students can access it. Then, *while teaching* step which the teacher and students launch the meeting by G-meet app, the teacher present the material, then show the example of the text and demonstrate how to analyze and make it, and let the students ask anything and discuss it together. The last was *after teaching* step, the teacher explain the summary and give assignment to the student's by using breakdown text strategy. 4) The problems faced by teacher while implementing the strategies were inability to focus on screen, technology issues and teacher training.

This research concluded that the online teaching and learning may cause some difficulties for teacher to construct and prepare the teaching process with consider the situation and condition. Thus, the strategies are needed to be references and ease the online teaching and learning process for both teacher and students.



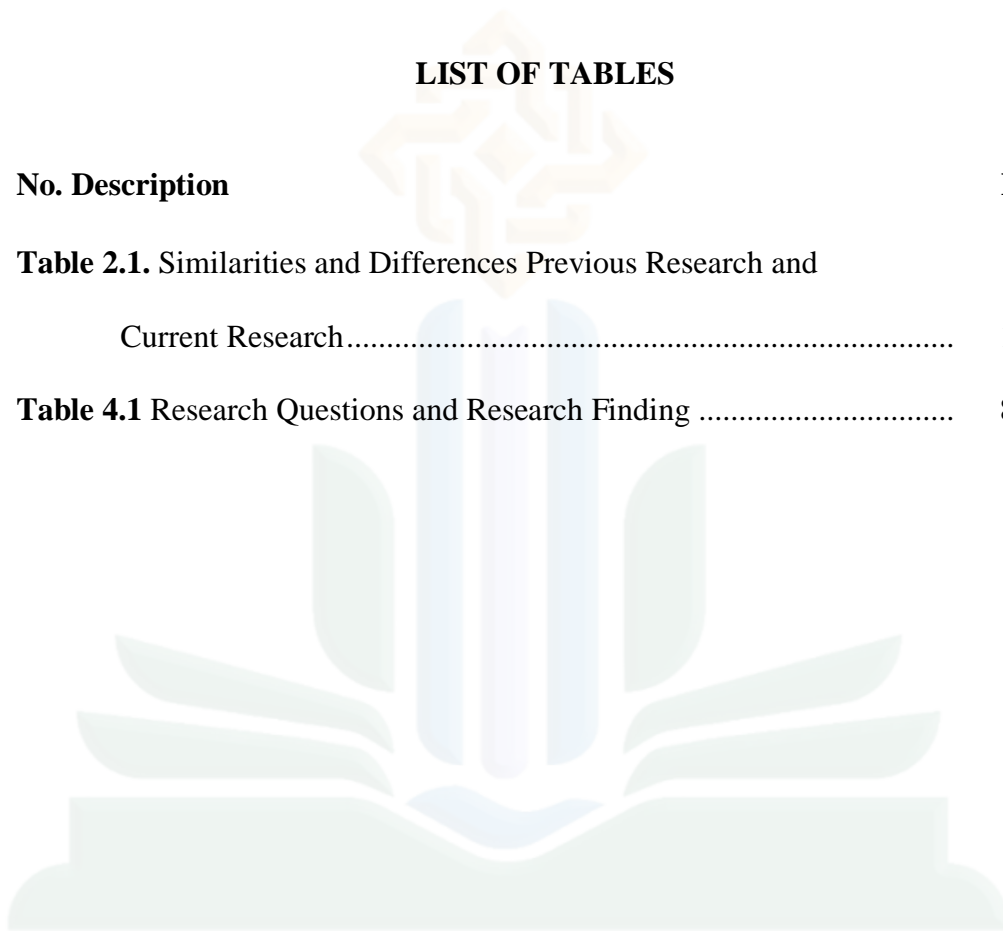
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## CHAPTER I

### INTRODUCTION

This chapter presents an introduction to the research. The part of the chapter I is research background, research questions, research objectives, research significant, and definition of the key terms.

#### A. Research Background

English is a universal language that become foreign language in Indonesia. In learning English there are four skills to be learnt. They are listening, speaking, reading and writing. All those skills especially reading and writing are important for all students who want to master English. It is stated in Al-Qur'an, one of the surah which explains about reading and writing is surah Al-Alaq verse 1-5<sup>2</sup> :

أَقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ۝ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ۝ اقْرَأْ وَرَبُّكَ الْأَكْرَمُ ۝ الَّذِي عَلَّمَ بِالْقَلَمِ ۝ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ۝

The meaning: Read by (mentioning) in the name of your Lord Who created, created human from a clinging clot, Read, and your Lord is the most Generous, Who taught by the pen, taught humanity what they knew not.

These verses contains about how our God, Allah SWT created human and taught about what human do not know through read and write. It is clear that the word “read” means Allah is guided us to read and teach human by intermediary of “kalam” which means write. This Surah is also “Explain the wisdom of Allah for the creation of humans from weak to

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<sup>2</sup> Al-Qu'an 96: 1-5, Dr. Mustafa Khattab, *Quran English Translation*.

strong and equip them with knowledge that is not given to other creatures”<sup>3</sup>. According to the Guides of Allah SWT, human are told to learn and gain the knowledge by reading and writing to get what they do not know before.

In fact, there are still found some problems in teaching reading and writing especially in writing. Writing is the most difficult skill to be taught and learn. As Vicki and Monette stated that Writing is a process which is complex, so many research literatures approve how it difficult for students. Then the teaching writing process is complex as well.<sup>4</sup> Writing is not only about write some words together but it needs special treatment. It can be choosing the fit model or strategy to be applied in teaching writing.

There are many kinds of writing, such as descriptive text, narrative text, recount text, news item text, explanation text, analytical exposition text and many more. From previous elaboration, descriptive text is one genre that must to be mastered by students in learning English.<sup>5</sup> Descriptive text is a text that describe about something, it can be person, animal, thing, place, etc. In descriptive text there are many aspects that can be learnt and applied, namely focus on using simple present tense, mastering vocabulary, and developing words into coherent descriptive paragraph. The students need to know the pattern to make correct sentence. Teaching descriptive text writing need specific strategy or method to achieve the goal.

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<sup>3</sup>M Agung Suhendra, “Tafsir Surat Al-Alaq Ayat 1-5” , <http://www.assakinah.or.id/2018/08/09/tafsir-surat-al-alaq-ayat-1-5/>, (18 October 2020).

<sup>4</sup> Vicki Urquhart and Monette Mclever, *Teaching Writing in the Content Areas* (USA : ASCD,2005), 6.

<sup>5</sup> Sumarsih & Dedi Sanjaya, *TPS as an Effective Technique to Enhance the Students' Achievement on Writing Descriptive Text* (Medan: Canadian Center of Science and Education, 2017),107.

Teacher strategy is a method that teacher use to make students reach the goals of teaching learning process that has been settled or a teacher's effort to engage the students improving their skill/knowledge by using structured plan. According to Rebecca "Strategies are important for Language Learning because they are tools for active, self-directed involvement, which is essential for developing communicative competence".<sup>6</sup> Teacher strategy is important to make learning process structured and running well, by planning actions and utilize some medium (media, source, technique, tool, and etc.) as a strategy to support both teacher and students in achieving the goals. Teacher strategy highly effected on how the learning process goes. Anderson explained "student outcomes may heavily depend on the teacher's instructional planning, teaching method selection, and having a variety of learning activities".<sup>7</sup> Teacher should determine what strategies which can match to the students' behavior and situation to make them active and develop their knowledge.

As we know, the situation of education and learning process is not good enough after the emergence of Coronavirus disease 2019 (COVID-19) and it has become a current pandemic in all over the world. Corona virus are type of virus appeared in China December 2019 with show symptoms cough, fever, sore throat, difficult to breath, new loss of taste and smell, even some cases caused death. The spread of virus is from person to person, and it has spread in all over the world.

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<sup>6</sup> Rebecca. *Language Learning Strategies* (Bostons: Heinle Publisher, 1990), 1.

<sup>7</sup> Anderson, W. R., *Bloom's Taxonomy: A Forty-Year Retrospective, Ninety-third Yearbook of the National Society for the Study of Education* (Chicago: 1994).

In 1<sup>st</sup> April 2020, WHO informs that the number of people confirmed COVID-19 cases in Indonesia has reached more than 1.500 cases.<sup>8</sup> The Minister of Education and Culture of Republic Indonesia has instructed schools to carry out online learning since 17<sup>th</sup> 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<sup>th</sup> March 2020 due to the increasing spread of COVID-19 and maintaining the health of students, teachers, and all educational staffs. This policy expected to reduce the people mobility so it will reduce and break the chain of the spread of COVID-19 disease. After the government announced the policies, all of the society must do their activities from home such do the work, study, and pray from home. Moreover, teaching and learning process in the classroom (face-to-face) should be replaced by online class maybe till the end of semester due to the Covid-19 pandemic. Both teacher and student must be ready to do online classroom. Especially for teacher, teaching process need preparation such planning the material/content and deciding method/strategies to be applied. There are four main points strategies promoted by Ministry of Education and Culture.<sup>9</sup> The Director General of Early Childhood Education, Primary and Secondary Education, Ministry of Education and Culture of the Republic of Indonesia, Hamid Muhammad in 2020 added, as an effort to enforce teaching and learning process during the Pandemic, the Ministry of

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<sup>8</sup> World Health Organization, (<https://www.who.int/indonesia> , accessed on September 10, 2020)

<sup>9</sup> Arif satrio &hiru Muhammad, “Strategi belajar kemendikbud di masa pandemi Covid-19”, [www.republika.co.id](http://www.republika.co.id) , (14 October 2020).



Education and Culture has regulated policies through Circular Number 4 of 2020 the Ministry of Education which contains these four things<sup>10</sup>: **First**, teaching and learning process must be online, it can be learning interactive or non-interactive. This activity must be done although not all students can do it because of infrastructure factors, the most important thing is learning process will always be held even at home. **Second**, the teacher should provide education for children about life skills, contextual learning according to the conditions of their environment, especially the knowledge about Covid-19, regarding its characteristics, how to avoid it and how to prevent someone from being infected. **Third**, the learning process must be considered by the student interest and condition including the internet access. **Fourth**, the assignment should not have to be assessed like usual, it should be qualitative in nature, which can motivate the students. The teacher need to consider and decide what kind of digital platform to be used and what kind of suitable strategy for the student to keep doing learning process and improving their abilities. This pandemic must become a new challenge for the teachers.

However, there are some difficulties from the teacher to teach online. According to the news Suara.com there are some English teachers say about their problem while online teaching.<sup>11</sup> Jenny Irnawati added, “teaching English is not easy, especially virtually. It takes more time and

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<sup>10</sup> Arif satrio &hiru Muhammad, “Strategi belajar kemendikbud di masa pandemi Covid-19”, [www.republika.co.id](http://www.republika.co.id) , (14 October 2020).

<sup>11</sup> Vania rossa. “Penuh tantangan,inikata mereka tentang belajar online di tangan pandemi”, [www.suara.com](http://www.suara.com) ,(Oktober 9,2020).

effort to prepare than teaching in classroom. It depend on the internet connection and the quality of audio and video so the material will be delivered to the student properly. Emotional support is more difficult to convey the students”.<sup>12</sup> In this case, Anggayuda as Head of teaching development from Sekolah.mu<sup>13</sup> is also admitted how difficult to teach online because there is no direct interaction between teacher and student so the teachers do not know the real condition and the difficulties of the students. Study from home is a good step that expected to break the chain of the spread of Coronavirus Disease, not a few teachers troubled by this activity, so it is need some information (tips or references) to face this problem.

We can imagine of how the teacher must have some preparation for online teaching, especially in teaching writing. The researcher is interested to investigate teacher’s online teaching strategy during pandemic, and focus on what kind of the teacher’s online teaching strategy of descriptive text writing by English teacher at MTs Sunan Ampel Senduro Lumajang and how the implementation of the strategy. Therefore, the writer interested in conducting research entitled “ENGLISH TEACHER’S ONLINE TEACHING STRATEGY OF DESCRIPTIVE TEXT WRITING DURING PANDEMIC AT MTS SUNAN AMPEL KANDANG TEPUS SENDURO-LUMAJANG”. The writer expects the result of this study will be useful for the reader.

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<sup>12</sup> Vania rossa. “Penuh tantangan, inikata mereka tentang belajar online di tangan pandemi”, [www.suara.com](http://www.suara.com), (Oktober 9, 2020).

<sup>13</sup> Sekolah.mu is Educational Platform with a Blended Learning Approach.

## **B. Research Questions**

Based on the background of the study, the researcher wants to know what is the teacher's online teaching strategy of descriptive text writing during pandemic at MTs Sunan Ampel Kandang Tepus Senduro Lumajang. Therefore, the researcher formulated the following research questions, which will be answered in the result of research:

1. What is the teacher's online teaching strategy of descriptive text writing during pandemic at MTs Sunan Ampel Kandang Tepus Senduro Lumajang?
2. Why does the teacher use the online teaching strategy to teach descriptive text writing during pandemic at MTs Sunan Ampel Kandang Tepus Senduro Lumajang?
3. How is the procedure of the teacher's online teaching strategy of descriptive text writing during pandemic at MTs Sunan Ampel Kandang Tepus Senduro Lumajang?
4. What are the problems faced by teacher while implementing online teaching strategy of descriptive text writing during pandemic at MTs Sunan Ampel Kandang Tepus Senduro Lumajang?

## **C. Research Objectives**

Based on the research questions, the objectives of this study were:

1. To reveal teacher's online teaching strategy of descriptive text writing during pandemic at MTs Sunan Ampel Kandang Tepus Senduro Lumajang.

2. To explain the reason why the teacher use the online teaching strategy to teach descriptive text writing during pandemic at MTs Sunan Ampel Kandang Tepus Senduro Lumajang.
3. To describe the procedure of teacher's online teaching strategy of descriptive text writing during pandemic at MTs Sunan Ampel Kandang Tepus Senduro Lumajang.
4. To investigate the problems faced by teacher while implementing the online teaching strategy of descriptive text writing during pandemic at MTs Sunan Ampel Kandang Tepus Senduro Lumajang.

#### **D. Research Significants**

##### **1. Theoretical significance**

The results of the research can provide information about the strategies of English teachers to teach descriptive writing through an online class and can be used as a reference material for all academic activities to explore further knowledge about something that related with this study.

##### **2. Practical significance**

The result of this study can give inputs to the English teachers in selecting appropriate method or strategy for teaching learning online or during pandemic. It also help students to choose suitable strategy in learning descriptive writing through online class, and can be reference for other researchers who were interested in conducting advances research or relevant research especially for student of English education department.

## **E. Definition of Key Terms**

The researcher has two definition of key terms were used to clarify the meaning of the terms. They were:

### **1. Teacher's Online Teaching Strategy during Pandemic**

Teacher's online teaching strategy during pandemic is a strategy or method used by the teacher in online teaching during pandemic. The pandemic is referred to pandemic Covid-19, which has spread in all over the world and causes some changes in teaching and learning process that turned into online meeting. Teaching strategy is important to make the teaching and learning process run effectively with consider the students' need and condition. Based on the current situation, the teacher must prepare and determine what are the best strategy will be applied in online teaching.

### **2. Descriptive Text Writing**

Descriptive text is a text that describe about something in specific way. It can be animal, person, place , and etc. To write descriptive text, some patterns have to be learnt. They are generic structures and language features of descriptive text.

## CHAPTER II

### LITERATURE REVIEW

#### A. Previous Research

Considering the topic discussed in this research, there are some researchers conducted related research to this topic. They are:

1. **The first research is written by Najmi Harirusmida (2015) entitled “Teacher’s Strategies in Developing Students’ Ability in Writing Descriptive Text at MTsN Jambi Luar Kota”**, this research aimed to describe teachers’ strategies in developing students’ ability in writing descriptive text at MTSN Jambi Luar Kota. This research using qualitative design with descriptive approach. The participant of this research was one of English teacher at MTsN Jambi Luar Kota. The data in this research were obtained through demographic questionnaire, observation and interview. The result of this research were some strategies applied to develop students’ ability in writing descriptive text at MTsN Jambi Luar Kota. They were brainstorming, case-based small-group discussion, demonstration, game, large group discussion, and presentation/lecture. The teacher used strategies elaborate above because through the strategies the teacher could actively involve the students in teaching-learning process.<sup>14</sup>

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<sup>14</sup> Najmi Harirusmida (RRA1B210028), “Teacher’s Strategies in Developing Students’ Ability in Writing Descriptive Text at Mtsn Jambi Luar Kota” , (Thesis, University of Jambi, Muaro Jambi, 2015).

2. **The second research is written by M.Rasyid (2016) entitled “*The Strategies in Teaching Reading Narrative Text Applied by The Teachers at Second Grade of MAN Model Palangkaraya*”,** this research aimed to know the strategies used by the teacher in teaching reading narrative text at second grade of MAN Model Palangkaraya. This study used qualitative research with descriptive approach. The samples of this study are five English teachers. To collect the data the writer used observation, interview and documentation. To analyze the result of the data the writer used editing, coding and tabulating. The result of this study were strategies used by the teachers in MAN MODEL Palangkaraya for teaching reading are monitoring comprehension, metacognition, graphic and semantic organizers , answering question, generating questions, recognizing story structure and summarizing. The English teachers in MAN MODEL Palangkaraya supposed to increase their ability to use the best strategies to help the students felt motivated while English learning process.<sup>15</sup>
3. **The third research is written by Aliatul Muawanah (2018) entitled “*Teaching Writing Descriptive Text by Using Guided Writing Technique at The First Semester of The Tenth Grade of MA Mathlaul Anwar Kecapi Padang Cermin Kabupaten Pesawaran in The Academic Year Of 2017 / 2018*”.** The objectives of this research were to know the process and the problems of teaching writing descriptive text using guided writing technique at the first semester of the tenth grade of MA Mathlaul Anwar.

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<sup>15</sup> M. Rasyid (1001120578), “The Strategies in Teaching Reading Narrative Text Applied By The Teachers at Second Grade Of Man Model Palangka Raya”, (Thesis, IAIN Palangkaraya, Kalteng Palangkaraya, 2016).

The method of this research was qualitative design with descriptive approach. The researcher used purposive sampling to choose the participants, the researcher choose an English teacher and the students of tenth grade of MA Mathlaul Anwar as the participants. The researcher used observation, interview, and questionnaire to collecting data. To analyze the data, the researcher used three steps: data reduction, data display, concluding and verification of data. The result showed that the process of teaching writing descriptive text by using guided writing technique consist of pre activity, main activity, and close activity. The results were: first, the teacher had done guided writing technique yet still effective. There were many weaknesses during teaching and learning. The second, the teachers' problems in teaching writing descriptive text by using guided writing technique are the teacher difficult to handle the class because the students were very noisy and busy with their own activity. The third, the students' problems in learning writing descriptive text by using guided writing technique are the students had problems in developing their ideas, they had lack of vocabulary and grammar. Besides, they did not have enough self-confidence to make their own sentence.<sup>16</sup>

- 4. The fourth is journal research written by May Lien Tia Candra Ariesta entitled “Teaching Writing Strategies during Covid-19”. The Objectives of this research to find out the teaching writing online**

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<sup>16</sup> Aliatul Muawanah (1311040237), “Teaching Writing Descriptive Text By Using Guided Writing Technique at The First Semester of The Tenth Grade of MA Mathlaul Anwar Kecapi Padang Cermin Kabupaten Pesawaran in The Academic Year Of 2017 / 2018”, (Thesis, Raden Intan State Islamic University, Lampung, 2018).



strategies and the students' response of online strategies in the middle of pandemic at and the tenth grade of SMK Gusdur. The method was qualitative descriptive research. The subjects of this research were the English teachers who taught in X-IPA and X-IPS in SMK Gusdur during Covid-19. The instruments applied were observation and interview. The result of this research were several strategies used by teachers in teaching writing online strategies during Covid-19 pandemic era. The first teacher used video as learning strategy and small group discuss strategy and from the second teacher used pictures as learning strategy and imaginary strategy in teaching writing online. The result showed that the strategies helped the teachers to teach writing online easier. The teachers were able to know the students' understanding of the materials and the students were able to do the assignment given by teacher. The students also gave good response to the teaching writing online strategies during Covid-19 pandemic.<sup>17</sup>

- 5. The fifth research is journal research written by Mister Gidion M, Sahril N, and Fergina L entitled “Applying Video for Writing Descriptive Text in Senior High School in the Covid-19 Pandemic Transition”.** The objective of this research was to examine whether the videos can develop students' ability in writing descriptive text or not. The study took place in before and during the covid-19 emergence. This research used quantitative research and used pre-experimental design. The

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<sup>17</sup> May Lien Tia Candra Ariesta. “Teaching Writing Strategies during Covid-19” in *Langedu Journal Vol*, 10(5). 2020

participant of this research was the 1st year students of one school in Manado. The result of this research indicates that the use of video in this pandemic transition period seems to be helpful mostly to low level students as they displayed higher gains. Besides, this study denotes the challenges for teachers and students in the Covid-19 pandemic era namely the competence in online learning, and the internet connectivity access and learning mode system.<sup>18</sup>

**Table 2.1 Similarities and Differences Previous Research, and Current Research**

1	2	3	4
No.	Researcher	Similarity	Difference
1	Najmi Harirusmida (2015) Teacher's Strategies in Developing Students' Ability in Writing Descriptive Text at MTsN Jambi Luar Kota	<ul style="list-style-type: none"> <li>• Explain about teacher's strategies in teaching descriptive text writing</li> <li>• Using qualitative research design</li> </ul>	This research described what are the strategies used by English teacher in developing students' writing ability of descriptive text at MTsN Jambi Luar Kota. Meanwhile, current research focused on the teacher's online teaching strategy of descriptive text during pandemic at MTs Sunan Ampel, Kandang Tepus Lumajang.
2	M.Rasyid (2016) The Strategies in Teaching Reading Narrative Text Applied by The Teachers at Second Grade of MAN Model Palangka Raya	Using qualitative research design to analyze English teacher's strategies in teaching students to increase their certain skill.	This research focused on the strategies used by the teacher in teaching reading narrative text. Meanwhile, current research focused on the strategies used by the teacher in teaching descriptive text writing.

<sup>18</sup> Mister Gidion M, Sahril N, and Fergina L. "Applying Video for Writing Descriptive Text in Senior High School in the Covid-19 Pandemic Transition" in *International Journal Language Education Vol,4(3)*. 2020.

1	2	3	4
3	Aliatul Muawanah (2018) Teaching Writing Descriptive Text by Using Guided Writing Technique at The First Semester of The Tenth Grade of MA Mathlaul Anwar Kecapi Padang Cermin Kabupaten Pesawaran in The Academic Year Of 2017/2018	<ul style="list-style-type: none"> <li>• Using qualitative research design</li> <li>• Using descriptive text writing as the topic of the research.</li> </ul>	<ul style="list-style-type: none"> <li>• The focus of this study was to describe teaching process of descriptive text writing using guided writing technique, whereas the focus of current research was to know what kind of the teacher strategies used to teach descriptive text in the online teaching.</li> <li>• In the finding data, this research chose the teacher and the students of tenth grade of MA Mathlaul Anwar, meanwhile the current research only chose an English teacher of MTs Sunan Ampel Kandang Tepus Senduro Lumajang.</li> </ul>
4	May Lien Tia Candra Ariesta (2020) Teaching Writing Strategies during Covid-19	the objective of this research and the current research was to explore the teaching writing online strategies used by the teacher and students during pandemic Covid-19	<ul style="list-style-type: none"> <li>• This research used qualitative descriptive as the research method, meanwhile the current research used descriptive case study.</li> <li>• The technique of data collection of this research used observation and interview, meanwhile the current research used observation, interview and documentation.</li> <li>• The subjects of this research were two of English teachers, meanwhile the current research was only one English teacher.</li> </ul>

1	2	3	4
5	Mister Gidion M, Sahril N, and Fergina L (2020) Applying Video for Writing Descriptive Text in Senior High School in the Covid-19 Pandemic Transition	<ul style="list-style-type: none"> <li>• used descriptive text as the specific topic of the research.</li> <li>• Both research were also conducted in online meeting during pandemic Covid-19.</li> </ul>	<ul style="list-style-type: none"> <li>• This research used quantitative as research method, meanwhile the current research used qualitative research.</li> <li>• The objective of this research was to examine whether the application video can help the students in writing descriptive text, meanwhile the current research focused on explore the teacher's online strategy in teaching descriptive text writing.</li> </ul>

Based on the table above, it could be seen that all of researches had their own ways in deciding and analyzing the research objectives. The similarities of five previous researches above with the current research were focused on explore the teacher strategies of specific skill and to know the implementation of specific strategy in developing students' skills. Meanwhile, the differences between previous researches with the current research were using different research design. The previous researches used qualitative descriptive and quantitative research, meanwhile the current research used qualitative with descriptive case study research that focused on exploring teaching strategies in online meeting during pandemic at MTs Sunan Ampel Kandangtepus, Senduro-Lumajang.

## B. Theoretical Review

### 1. Writing

#### a. Definition of Writing

Writing is one of four skills (listening, speaking, reading and writing) that must to be learnt in mastering English. Writing allows for

communicating with others. According to Patricia writing can be used to explain, persuade, or convey experience, or as a form of self-expression.<sup>19</sup> People can share everything and express all of their mind through writing. They need to learn writing in English for academic or job purposes. Anis Uswatun K. explained that to write well, learner should to know how to organize idea, construct the sentences and arrange the sentences into coherent paragraph.<sup>20</sup>

According to Jhon Langan, writing is treated as a process.<sup>21</sup> It means before writing, the people must already think about what and how to express the idea. After finishing writing, the next activity is read the content and proceed changes and corrections of it. Therefore, writing is never a one-step action, This is a process which has several steps.

Writing is a mental process to find the concept, think and considering about how to express and write it into sentences or paragraphs to make the readers understand the meaning clearly. According to Utami Dewi in her book, writing is the expression of language in the form of letters, symbols, or words.<sup>22</sup> People can express what are in their mind using letter, symbol, or words that can be understood by the readers as a manifestation from their mind.

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<sup>19</sup> Patricia Thatcher.K, “Development of Writing: Key Components of Written Language”, (Dissertation, Florida State University, America,2012), 1.

<sup>20</sup> Anis Uswatun K. ”TEACHING METHOD IN WRITING DESCRIPTIVE TEXT (A Descriptive Study at the Seventh Grade Students of SMP Negeri 3 Klaten Academic Year 2016/2017)”, *Edilingua Journal*, 1(Juni,2019), 2.

<sup>21</sup> Jhon Langan, *College Writing Skill with Readings (Fifth Edition)* (America: McGraw Hill Companies, 1985), 14.

<sup>22</sup> UtamiDewi, *How to Write* (Medan: La-Tansa Press,2013), 2.

Based on the explanation above, can be concluded that writing is a process of how people share and organize their idea or expression into letters, symbols or words and arrange sentences into coherent paragraphs that can be understood by the reader.

## **b. Aspects of Writing**

Brown and Bailey in the Muhammad F, Zulfadli, and Nurul research journal classified the aspect of writing into five categories.<sup>23</sup> They are content, Vocabulary, Grammar, Organization and Mechanism.

### 1) Content

Content refers to main idea of the text. It is identified by seeing the topic sentence. The topic content is the most substance things in writing. Supposing that content is the pulse of writing. Without content, there is no writing. Content is connected to how we develop an idea. We have an idea, then how we develop the idea into good content.

### 2) Vocabulary

Vocabulary refers to words. The writer can choose the words that fit to the content. It can be classified by looking at the selection of word in convey ideas to readers. By mastering vocabularies, the writer can write using various vocabulary, which can make a good paragraph. Besides, vocabulary also has

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<sup>23</sup> Brown & Bailey, *Teaching English as International Language* (London: Macmillan Publisher, 2004), 244.

advantages, vocabulary used to understand what the people hear or read and use to communicate successfully with other people. Vocabulary is particular important thing for language learner. The vocabulary will produce comprehension for the learner when they try to learn. The learner can produce the new word in speaking. In addition, the learner can share their opinion when they have many vocabularies.

### 3) Grammar

Grammar refers to syntactic patterns and correct grammatical forms. It is from construct well-formed sentences. Grammar is the system of a language. Sometimes, people describe grammar as the "rules" of a language. Grammar is important because it provides information that helps the reader's comprehension. It is the structure that conveys precise meaning from the writer to the reader. The writer should eliminate grammatical errors, and reward the readers with clear communication.

### 4) Organization

It is referred to the ideas that stick together so that ideas run smoothly within the paragraph. Writing also needs rules, such as writing the alphabet, there is an order from A-Z and it cannot be from A to S and back to G. Therefore, the aspect of organization is one of the important aspects of writing. Writing in sequence is necessary, the writer can tell something in sequence gradually.

The use of connecting words such as "then", "therefore", "next", and "so on" can help to connect every sentence or paragraph. The goal of organization is makes the readers understand the meaning and direction of the writing.

#### 5) Mechanism

Mechanics of writing are critical parts of learning writing. The writing mechanism includes the use of punctuation marks, the use of capital letters, and the spelling of words. The use of punctuation marks that may be just dots or question marks can also be a problem. It can make the readers difficult to distinguish between statements or questions. That is why the mechanism is important aspect in writing

### c. Kinds of Writing

There are many kinds of text types in writing such as narrative text, recount text, new items, procedure text, descriptive text, report text, analytical exposition, spoof text, hortatory exposition, explanation text, discussion text, review text, anecdote text.<sup>24</sup> Here the explanation of each types:

#### 1) Descriptive Text

Descriptive text is a text that say what a person or a thing is like. The purpose of Descriptive Text is to describe a particular person, place, or thing.

<sup>24</sup> Renica Riyadi, "Teks dalam Bahasa Inggris disertai Jenis-jenisnya", <https://www.kampunginggris.id/jenis-jenis-teks-dalam-bahasa-inggris> (25 December 2020).



## 2) Recount Text

Recount Text is kind of Text which tell about event happen in the past. Recount text is a text, which retell the events or experiences. It focuses on individual participant and sequence of event. Its purpose is either to inform or to entertain the audience.

## 3) Narrative Text

Along the lines of Recount Text, Narrative Text is also kind of text which tell about events but the differences are at the time of event happened and the genuineness of the story. Recount text tells about the story happened in the past, then Narrative Text tells story in the past or even a story that never happen before. The purpose of narrative text is to amuse or to entertain the reader with a story.

## 4) Report Text

This kind of text is almost similar with descriptive text. Report text is explained something with more extensive explanation. Report text is a text which presents information about something. It is as a result of systematic observation and analysis. The purpose is to presents information about something.

## 5) News Item Text

News item is a text which tells readers about events of the day. The events are considered newsworthy or important. Its purpose is to inform readers about events of the day which are

considered newsworthy or important. Usually, this text can be found in the magazine or newspaper.

6) Explanation Text

Explanation text is a text which tells processes relating to forming of natural, social, scientific and cultural phenomena. Explanation text is to say 'why' and 'how' of the forming of the phenomena. It can be found in science, geography and history textbooks. The main purpose of this text is to explain how something works or state reasons for some phenomenon. The Explanation text answers the question "how" or "why".

7) Analytical Exposition Text

Analytical Exposition is a text that elaborates the writer's idea about the phenomenon surrounding. In the analytical exposition, the writer tells about his argument of how the phenomenon happened. The goal is to show the readers that the idea is the important matter.

8) Hortatory Exposition Text

Hortatory Exposition is a text that influences the reader to do something or act in a certain way. There are some opinions about certain things to reinforce the main ideas of the text. The purpose of hortatory exposition is to presenting and influencing the readers that should be so, and should not be.

#### 9) Procedure Text

Procedure text is a text that show a process in order. Its social function is to describe how something is completely done through a sequence of series. Its purpose is to help the readers to do or make something. They can be set of instructions or direction.

#### 10) Discussion Text

Discussion text is a text which present a problematic discourse. This problem will be discussed from different viewpoints. Discussion is commonly found in philosophical, historic, and social text. Its purpose is to present information and opinion about issues in more one side of an issue ('for/pros' and 'against/cons').

#### 11) Review Text

Review is a text which presents critical analysis on events or works for readers or public audiences. It purpose is to review or evaluate an artwork or event for a public audience

#### 12) Anecdote Text

Anecdote is a text that retells funny and unusual incidents in fact or imagination. Its purpose is to tell an event with a humorous twist and entertain the readers.

### 13) Spoof Text

Spoof text is a text which tells factual story happened in the past time with unpredictable and funny ending. Its function is to entertain and share the story to the readers.

## d. Descriptive Text

### 1) Definition of Descriptive Text

Etymologically, description or descriptive is from word “Describe” which means draw, illustrate an object, place, or person by the appearance. Descriptive text is a text which tell about what a person or thing is like. Descriptive text is a kind of text to describe something, person or place. Descriptive text has two main parts, they are identification and description. The structure of a text is called the generic structure.

According to Oshima and Hogue in Nadya Karimah “Descriptive text refers to the sense, so it tells how something looks, feels, smells, tastes, and/or sounds. A good description is a word picture; the reader can imagine the object, place, or person, in his or her mind”.<sup>25</sup> The function of descriptive text is to describe something in detail in order to enable the readers to see, hear, feel and touch it directly involve themselves in the event. The context of descriptive text is the description of particular thing, animal, person, or others, for instance: our pets or person we know well. A

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<sup>25</sup> Alice Oshima and Ann Hogue, *Introduction to Academic Writing 3rd edition* (New York: Addison Wesley Longman, 2007), 61.

good descriptive text includes many vivid sensory details that paint a picture and appeals to all of the reader's senses of sight, hearing, touch, smell and taste when appropriate. Descriptive text may also paint picture of the feeling the person, place or thing invokes in the writer.

## 2) Generic Structure of Descriptive Text

Generic structure means general structure that combines several sentences into paragraphs or narratives. Generic structure in descriptive text consist of introduction and description:

### a) Identification

In the identification, writer should introduces the subject that will be described.

### b) Description

In this part, the writer should give details of the subjects' characteristic. Such as: qualities, characteristics, describing the phenomenon in parts, size, physical appearance, ability, habit, daily live, and other characteristics such as a unique aspect of the object.

## 3) Language Feature of Descriptive Text

Language features is linguistic elements that contain in a text. The language features of descriptive text are:

- a) **Descriptive Text using Present Tense.** Present tense is a tense that show an action which is currently going on or

habitually performed, or a state that currently or generally exists for example: go, eat, fly, etc.

- b) **Descriptive Text uses Adjectives.** Variety of adjectives such describing, numbering, and classifying. For example two strong legs, sharp white fangs, etc. In conclusion, for all theories of descriptive text, the writer concludes that descriptive text is a text that describes people, things, animals, culture, and so on.

#### e. Teacher's Online Strategy

##### 1) Definition of Teacher's Online Strategy

According to Idham S, the word strategy comes from Latin language *Strategia* which is defined as the art of using plan to achieve the goal.<sup>26</sup> Strategy is a process how to get the goal. Fred Nickol stated "Strategy is concerned with how you will achieve your aims, not with what those aims are or ought to be, or how they are established. If strategy has any meaning at all, it is only in relation to some aim or end in view".<sup>27</sup> In the other word, strategy is tactics or effort that made to reach the end goal effectively.

Likewise, for teacher, the teacher must have strategy to be applied. According to Strasser in the Nurmadia and Mardania's Journal explain that teaching strategies is generalized plan for a

<sup>26</sup> Idham Syahputra," Strategi Pembelajaran Bahasa Inggris sebagai Bahasa Asing dalam Meningkatkan Kemampuan Berbahasa Siswa", *Journal of socio-religious research*, 1, (Juni, 2014), 127.

<sup>27</sup> Fred Nickols (2016),"Strategy Definition&Meaning", <https://www.nickols.us/> (28 December 2020)

lesson or a lesson which includes structure, desire learner behavior, in terms of the goals of instruction, and an outline of tactics necessary to implement the strategy.<sup>28</sup> S. Anita argue that “Strategy can also be define as patterns of activities learning that the teacher chooses and uses contextually, according to student characteristics, school conditions, surrounding environment and for the specifically formulated goals”.<sup>29</sup> The teacher should considering the suitable strategy to make teaching-learning process run effectively. Based on Cristina T, effective teaching requires flexibility, creativity and responsibility in order to provide an instructional environment able to respond to the learner’s individual needs”.<sup>30</sup>

Teaching is an activity where the teacher convey knowledge or experience to the learners. It is not only occurs in the classroom, but it can be done everywhere. The teacher has to be creative in choose or create a new strategy suit to the situation and condition. For example, the teacher can utilize technology which almost people in the world know and apply it. Teaching using technology can be done although the teacher and the students do not meet in person in the classroom. They can still interact and connect in online meeting through network.

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<sup>28</sup> Nurmada S & Mardania, “An Analysis on the English Teachers Strategies in Teaching Reading Comprehension SMP 1 of Wonomulyo”, *ETERNAL*, 2 (2017), 1.

<sup>29</sup> Sri Anita, *Strategi Pembelajaran* (Jakarta: Universitas Tebuka, 2007), 4.

<sup>30</sup> Cristina Tulbure, “Learning styles, teaching strategies and academic achievement in higher education: A cross-sectional investigation”, *Procedia*, 33, (2012),1.

Robert F. and Donna Z. Explain that “Online teaching and learning is faculty-delivered instruction via the Internet”.<sup>31</sup> Arif Nugroho & Arief Eko stated that online learning is a set of learning activities in a subject delivered through network giving access and exchange of knowledge.<sup>32</sup> Online learning was exist since in the mid 18<sup>th</sup> century, but it is called distance learning which means the teaching learning process is carried out not in person (face-to face). According to Tian Belawati, distance learning always used technology for the implementation of learning, it started from the simplest to the newest technology.<sup>33</sup> Currently, there are so many platform to be used in teaching online, it can be trough WhatsApp, E-learning, Google classroom, Edmodo, Zenius, Zoom meeting, Edmodo, Ruang guru and etc.

The implementation of online teaching and learning will different with doing the teaching and learning at school. The teachers’ role in the online learning is important, they have to facilitate and use the fit teaching strategy to bring situation as meeting in the classroom by consider the aspects which affect the learning process. From the explanation above, it can be concluded that teacher’s online strategy is any kind of effort used by teacher to facilitate the students through online meeting or connecting by

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<sup>31</sup> Robert F and Donna Z, *Teaching and Learning Online Communication, Community, and Assessment* (Amherst : UMASS, 2002), 5.

<sup>32</sup> Arif Nugroho, Arief Eko, “EFL Class must Go Online!”, *Register Journal*, 1 (2020), 53.

<sup>33</sup> Tian Belawati, *Pembelajaran Online* (South Tangerang : Universitas Terbuka, 2019), 6.



network with considering the needs and condition to maintain the goal effectively.

## 2) Characteristics of Teacher's Online Strategy

Generally, online teaching is very different from teaching conventionally. Online teaching is more emphasize on accuracy and foresight of students in receiving and processing the information presented by online. According to Cepi Riyana the characteristics of online teaching were personal learning, structured, make students active, and connective.<sup>34</sup>

### a) Personal Learning

One of the advantages of online learning is students can create their own learning atmosphere as comfortable as they desired. They do not need to be busy going to school, wearing uniforms, and following the specific schedule. The students can decide the learning process by the time, place, situation, etc.

In the online learning process, the student will learn in independently. There are several internal and external factors will be influence the success of online learning. The Internal factors are intelligence, high curiosity, motivation, personality, and so on. While the external factors are the using of technology, the surrounding environment, internet access speed and so on.

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<sup>34</sup> Cepi Riyana, "Konsep Pembelajaran Online", *Modul Pembelajaran On-line*, 1 (2020), 29.

Every student needs to create the presence of the teacher, who can be used to control for himself. When students have created teacher presence, students will be able to control their own learning pace. When the teacher's role is not used, it can cause the student laziness that affect in online learning.

b) Structured

As conventional learning, online learning is carried out structured. Before doing the teaching and learning online, the teacher need to prepare syllabus, material, media and learning resources. All of these activities are well structured. Besides, the learning material is arranged according to the level of students' ability. The easier material will be given at the beginning of the meeting, and difficult material will be given at the end meeting. In addition, difficult material will be explained clearly with some of examples.

c) Make Students Active

The learning process occurs due to the student activeness. The student activeness is necessary in conventional learning and online learning. Online learning requires the student activeness. In this modern era, where the development of science and technology increasing, there will be many things that can be done to make the students active.

In online learning, Technology was chosen to activate the students. Technology can facilitate and provide various things that can activate students. By using technology, the teacher can design several activities that can make students active, in either actively thinking, actively socializing or being active in other matters.

d) Connective

Online learning is known as personal learning. It does not mean students cannot interact with other students. In the online there are meetings between students, the difference is that the meetings are held online. Online learning do not change the activities that occur conventional learning such as interact with other friends or interaction with the teacher. One of the characteristics of online learning is connective. Online learning activities connect the students and the teacher, one student and another, connecting the teaching team or students with other teaching staff.

Connective learning is based on social learning and theory constructivist learning, as described by George Siemens learning does not have to be seen as an event, but it is a process that involves memory, cognition, emotions, beliefs, and perceptions. In addition, learning can be done with various ways such as sending e-mails, viewing blogs, having conversations online and

others.<sup>35</sup> Through online learning students will be connected to cyberspace. Students will find more sources of learning unlimitedly. In online learning there are no space restrictions and time so the students can learn connectively.

### 3) Kinds of Online Teaching Strategy

There are many kinds of strategy to be applied in teaching writing. According to Wherly and Nyquist (2003) in Najmi Harirusmida's thesis, they explain about classification of teacher's strategies.<sup>36</sup> The strategies are:

#### a) Brainstorming

Brainstorming is a strategy which the students are ordered to process for generating multiple ideas/ options in which judgment is suspended until a maximum number of ideas has been generated. This strategy can make students actively in higher levels of thinking, promotes peer learning and creates synergy, promotes critical thinking and can makes groups reach consensus. But this strategy may not be effective enough for large groups.

#### b) Demonstration

Demonstration means teacher performing an activity to the students. Therefore, they can observe how it is done in order to

<sup>35</sup> George Siemens, Petter T, "Handbook of emerging Technologies for learning", *University of Manitoba*, (2009), 14.

<sup>36</sup> Najmi Harirusmida (RRA1B210028), "Teacher's Strategies in Developing Students' Ability in Writing Descriptive Text at Mtsn Jambi Luar Kota", (Thesis, University of Jambi, Muaro Jambi, 2015), 24.

help prepare them to transfer theory to practical application. The advantages of using this strategy are can help people who learn well by modeling others, developing self-confidence, provides opportunity for target questions and answers. However, this strategy also may not be appropriate for the different students who do not learn by observing others.

c) Game

The game strategy is used to bring competition, participation, drills, and feedback into the learning experience as a motivator and opportunity for application of principles. This strategy can actively involves students, can give or increase motivation, supports team learning and collaborative skills, and provides a challenge that can lead to confidence in knowing and expressing the material. To use this strategy, the teacher should considering about this strategy is also can demotivate the students who are not competitive by nature and can create feelings of inadequacy in students who not as skilled or forceful.

d) Teacher/Presentation

Teacher or presentation means primarily didactic presentation of information, it usually used for a large group and often use the audiovisual aids to transmit information. This strategy is useful for covering underlying concepts, principles, and systems and can be an effective means of providing new

information and clarifying existing information to a large heterogeneous group in a short period. Because it is only focused on the one who present the material, it can also make bored situation and offers limited opportunities for assessment and feedback.

e) Self-Awareness Exercise/Test (Large and Small Group Discussion).

This strategy provide insight into how the learner thinks, acts, reacts, or “scores” regarding a particular topic. The advantages of using this strategy are provides personal relevance to the learner, provides a change of pace that create a high degree of interest. The disadvantages are can reduce morale if participants do not like what they learn about themselves and may create dead time while waiting for everyone in the group to finish.

Thus were the teaching writing strategies can be used in the classroom. If the teaching and learning process occurs online, the strategy will be different from the strategy used in the classroom.

According to Lisa Dawley, there are some strategies can be applied in online teaching.<sup>37</sup> They are:

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<sup>37</sup> Lisa Dawley, *The Tools for Successful Online Teaching* (USA: Information Science Publishing, 2007), 24.

### 1) Content Areas: Syllabus, Notes, Lesson Plans, and Documents.

Content Area means the teacher became an instructors host materials for the courses or the students. It can be in Learning Management System (LMS), website, wiki, blog, etc. In the content areas students can access folders for items such as the assignments, material, course documents and handouts, teacher information, and subject-area content, so do the teacher can share and upload any information, announcement, syllabus, lesson plans and etc for the students, the teacher can also command the students to discuss, analyze, comprehend the material through content areas. The advantages of content areas is the ability to organize the material between the students and the teacher, Find the information with minimal clicking, There are navigation in content areas which make the first time students to learn online environment. The disadvantages are: Poorly organized course could make confuse the learner, disorganized information, Duplication of documents, or unclear directions to locate or post assignments leads to students who are frustrated. Students in poorly organized courses usually difficult to find the information they need, not understanding how to work through the sequence of the course, and may choose to quit the LMS because of frustration.

## 2) E-mail

Email is short for "electronic mail" is distributed messages by electronic from one computer user to one or more receiver through network. Email can be alternative to quick transfer information, it is important for students who has technical issues and need to send the assignment quickly. It also easy to monitor and does not require a separate login anymore, can attached any type of files, offers a private communication forum to online students. E-mail can be achieved at low or no cost, and is easily accessible via the Web. but the weakness of email are the teacher will consuming more time to read the emails one by one, students get frustrated if the email is not respond yet by the teacher, text based formatting which often cause misunderstanding and interpreting meaning.

## 3) Discussion Forum

The most commonly strategies used in online teaching is discussion forum. Discussion forums are especially valuable from a social analytic standpoint as they are highly focused in their content and provide a candid view of the topic being discussed.<sup>38</sup> Teacher gives some guidelines of what is supposed to be discussed, the nature of discussion, how many posts, then discussion is used for peer feedback, with students posting drafts

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<sup>38</sup> Krish Krishnan, Shawn P. Rogers, "Social Platform, Discussion Forum"  
, <https://www.sciencedirect.com/topics/computer-science/discussion-forum> , (25 January 2021).



and other students commenting on their work. Discussion forum discussion capability, Allows time for in-depth reflection, all students can participate and train the student to increase confidence to expressing idea or opinion. But discussion also get the shy students feel frustrated to share the idea, need stable connection to keep up the discussion plot, the teacher must control and became an intermediary to prevent potential flaming between students.

#### 4) Small Group Learning

Small group learning is strategy where the students are divided into small groups to solve the problem. A purposeful and well-structured small group can allow the online student to work intimately with small group people and experience success as a team. Successful small group work offers the student a greater sense of community, increase enthusiasm and give motivation with coursework. Collaboration also addresses multiple learning styles, reduces online isolation, gives students opportunities to test out real-world practices, and it provides students to get competence in using teamwork, critical thinking. One of the main goals in using small groups is to promote a deepened sense of community among all class members. In chat or video conferencing, small group discussions can be solved using breakout rooms, private chat rooms that allow users to

leave a main discussion and breakout into smaller discussion groups. But the teacher also had to consider to apply this strategy, small group learning might make students who are individual feel being forced to work in group, non performing group members can affects in teamwork successful, and cause the members feel insecure to work in if the other members are in the up level of knowledge.

#### 5) Chat and Instant Messaging

Chat and instant messaging provide teachers and students with tools which offer the opposite of a discussion forum—that is synchronous (real time) communication. Instant messaging gives benefit of immediate access to the teacher or student when needed. By using chat and instant messaging teacher and students can make question-answer, conversations, and even lecturing. Chats can be recorded and the transcripts can be made available to teacher for future review. Make quite students participate in online class, provide interactions two-way conversations which more memorable and engaging than total lecturing. Can give comment, feedback and question immediately. The weakness of chat and instant messaging are often make overwhelmed in read or even type the opinion. Because it was quick chats, immediate response needed which make the students and teacher think fastly, stable connection

needed and adjust the time zone if in the discussion class, and the teacher need to control in order to keep the online class run well.

#### 6) Audio/Video Conferencing and Whiteboard

Video conferencing is a technology that allows users in different locations to hold face-to-face meetings without having to move to a single location together.<sup>39</sup> Video conferencing can occur in variety of software and Internet-based tools and may integrate other features such as a whiteboard area, application screen sharing, polling, file sharing, a graphing calculator, and chat room. The advantages of using audio/video conferencing are provides reduce misunderstanding and misinterpreting the meaning through the voice or facial expression, and offers screen sharing to make the online teaching or presentation easily. The disadvantage of using this strategy is need strong and stable internet connection which make the students who living in the rural area difficult to join the video conferencing.

#### 4) The Reasons to use Online Strategy

There were some reasons to use online teaching strategy, which give benefits for both teacher and student.<sup>40</sup> They are:

<sup>39</sup> Julia Kagan, "Video Conferencing", <https://www.investopedia.com/terms/v/video-conferencing.asp> , (25 January 2021).

<sup>40</sup> Davis, Nicole L., Mimi Gough, and Lorraine L. Taylor, "Online teaching: advantages, obstacles and tools for getting it right.", *Journal of Teaching in Travel & Tourism*, 19 (2019), 2.

a) Flexibility

Teaching and learning process can occur everywhere. It makes those who live in far locations benefit from not having to travel long distances to go to school. Online teaching may offer flexibility to balance study or teaching and other activities in home or even in the outside if it is needed. This benefit gives a chance to those who have important business that may conflict if done in face-to-face meetings, such as part-time or full jobs, business travel, emergency meetings for teachers and may be when caring for loved ones or health issues in hospital. The teacher has flexibility to share the material every week, for example usually the course will be paused if the teacher has other business or on a snowy day.

b) Improve Communication

The technology has been improved day by day. The online learning tools also have many features to be used in communication between teacher and student. It makes the online teaching more effective to communicate, discuss, give feedback, comment, submit the assignment, and etc.

c) Course Management

In online learning tools, the teacher can track and record how students engage in the online class. It can be data about how frequently students access the course and how long they spend time in the online class. Rather than a self-report from face-to-face

meeting, the teacher can see if the workload is appropriate for students and have supporting data about the effort that students are making which help to do assessment or review.

d) Course Design

Online class is different with meet in person in the class, so do the course need modification to be taught. The teacher are challenged to design or choose the appropriate media and technology that consider about the course and students ability. The teacher can get many references and knowing many teaching technology.

e) Self-Motivation

As online class's assignment is often released in bundles, self-directed and motivated students can work at an reinforced pace through material, with the potential of completing assignment before the deadline, and therefore opening up time in their schedule for other courses or responsibilities.

f) Working Independently

Introvert or individual students may feel more comfortable working independently in online class. Even if students are required to interact in discussion or work group, they may still feel they have more control over when and how they participate in the course.

## 5) The Problems in Online Teaching Strategy

According to Priyanka Gautam, there were some problems can occurs during online teaching.<sup>41</sup> They are:

### a) Inability to Focus on Screen

One of the biggest challenges for student is focused on the course, even it done in online class. The teacher should make the students to focus on the screen for long period time. The students is distracted easily to see something interesting such as other social media or other sites. That is why the teacher should manage the class and engage the student to make them focus on the online class.

### b) Technology Issues

Online class is held depend on the internet connection. Internet connection can be a challenge for both teacher and student, especially for who live in the village, small city and town, which has bad connection occasionally. Without consistent internet connection, there can be lack of communication and misunderstanding or even miss the lesson or class that affects on teaching effectiveness.

### c) Sense of Isolation

The majority of students usually like to interact and learn together with many friends in the classroom. In the online class,

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<sup>41</sup> Priyanka Gautam, "Advantages And Disadvantages Of Online Learning", <https://elearningindustry.com/advantages-and-disadvantages-online-learning> , (26 January 2021).

there are only minimal physical interactions between students and teachers. That is often make students feel sense of isolation. Therefore, communication is important for any situation.

d) Teacher Training

Technology can be a challenge for teacher in conducting online teaching. There were still many teacher who had basic understanding about technology. It's important for teacher to update and train the understanding of technology and make the online teaching run well and more interesting.

e) Manage Screen Time

Staring at a screen during online class in many hours makes many parents concern about the health hazards of their children. The weakness of online class is the increase in screen time which not good to the eyes' health and sometimes students also develop bad posture and other physical problems caused staying hunched in front of a screen in many hours.

**f. Teacher's Online Strategy for Writing Skill**

Based on the Fitri Ani's research, there found some online strategies used by teacher for teaching writing.<sup>42</sup> They were:

1) Online Learning

Online learning is the process of teaching and learning process that utilizes internet connection and digital media to

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<sup>42</sup> Fitri Ani, "An Analysis on the English Teacher's Strategies in Teaching Descriptive Writing through Online Class at the Seventh Grade of SMPN 3 Gubug in The Academic Year 2019/2020", (Thesis, IAIN Salatiga, Salatiga Central Java, 2020).

convey the material. The implementation of online learning strategy is the teacher provides modules that contain material and exercise, and then give videos to students by WhatsApp group. It can help the students understand the material easily and not quickly feel bored.

## 2) Breakdown Text

Breakdown text is a term that refer to analyze the text to find out its generic structure. The teacher asks students to arrange the breakdown text into correct arrangement. The students make a new descriptive text correctly and analyze the generic structure. It helps the students understand how to analyze generic structures of the text.

## 3) Mind Mapping

Mind mapping is a strategy that visualize the information, text, ideas and concepts to simplify understanding of material. In this implementation, the teacher asks the students to write descriptive texts from the animal picture of mind mapping. So the students write the text based on the mind map given by teacher. It will helps the students be more creative to develop their ideas in writing.



## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Approach and Type of Research

This research used qualitative research method. Ashley Crossman stated “Qualitative research is a type of social science research that collects and works with non-numerical data and that seeks to interpret meaning from these data that help understand social life through the study of targeted populations or places.”<sup>43</sup> According to Karina K, Fabian C and Janet S, qualitative researcher tries to ascertain how people who experience these conditions themselves define what they are going through, when they decide to seek treatment, what happens when they seek treatment, how their experience of illness impinges on their lives and so on.<sup>44</sup> Qualitative research focused on discovering and understanding experience, opinion and participants’ thoughts meaning, purpose, or reality. So that’s why the researcher use qualitative research because it will allows her to observe all potentially relevant phenomena that participant faced.

The type of this research was case study research with descriptive analysis, which investigate a case or multiple cases selected and often bounded by time and setting. As Creswell said in his book, case study research involves the study of an issue explored through one or more cases within a bounded

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<sup>43</sup> Ashley Crossman, "An Overview of Qualitative Research Methods.", <https://www.thoughtco.com/qualitative-research-methods-3026555> , (30 January 2021).

<sup>44</sup> Karina K, Fabian C, Janet S, *Introduction to Qualitative Research Methodology: A Training Manual* (UK: DFID, 2012), 8.

system (i.e., a setting, a context).<sup>45</sup> A case study is research study that focuses on a single unit, such as one individual, one group, one organization, or one program. The goal was to arrive at a detailed description and understanding of the case. This research focused on single case that explore the teacher's online teaching strategy at MTs Sunan Ampel Kandangtepus, Senduro-Lumajang

### **B. Research Setting**

This research conducted at Islamic Junior High School or Madrasah Tsanawiyah (MTs) Sunan Ampel. The school is located at St. Mbah Brojosari 01, Kandang tepus-Tepus village, Kec. Senduro, Lumajang regency, East Java. The purpose of the researcher chose this location was because of the study activities during this semester occurred in online meeting. MTs Sunan Ampel is the only one of Islamic junior high school in Senduro village. The location of this school is in rural area, which there is a little bit hard to find stable internet connection. Even though, MTs Sunan Ampel is considered as a school that had many students in that village. There were 267 total students study there, which each grade consist of 3 classes and 25-30 students in each class. Therefore, the researcher interested in conducting the research at MTs Sunan Ampel Kandang Tepus, Senduro-Lumajang that aims to know the teacher's online teaching strategy with considering the situation and condition.

### **C. Research Subject**

In this research, the researcher chose an English teacher who had experiencing teaching online during pandemic. The teacher taught English on

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<sup>45</sup> John W. Creswell, *Five Qualitative Approaches to Inquiry* 2nd Ed (Lincoln: Sage Publication, 2007), 73.

the seventh, eighth and ninth grade of MTs Sunan Ampel Kandang Tepus, Senduro-Lumajang and graduate from English faculty of Muhammadiyah university of Jember. The researcher focused on the teachers' online teaching strategies of descriptive text writing during pandemic of ninth grade at MTs Sunan Ampel Kandang Tepus, Senduro-Lumajang.

#### **D. Data Collection Technique**

Data collection is a process by the researcher in collecting or gathering information needed to answer the research problem. The researcher could choose the right method in collecting data that adjust to the type of research and the research questions. Quentin A explained that the right data collection method could mean the difference between useful insights and time-wasting misdirection.<sup>46</sup> The researcher will use three kinds of data collection technique:

##### 1. Observation

Observation is a common method to collect data in qualitative research. Observation are carried out to obtain data from real condition of an activity to answer the research questions. The researcher made a field notes and record the activities of individuals at research site. In these notes, the researcher used semi-structured way (prepare some guides/observation checklist) to answer the research questions.

Qualitative observers may also engage in roles varying from a non-participant to a complete participant.<sup>47</sup> This research used non-participant

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<sup>46</sup> Quentin Ainsworth, "Data Collection Method", <https://www.jotform.com/data-collection-methods/> (3 January 2020).

<sup>47</sup> John W. Creswell, *Research Design Qualitative, Quantitative, and Mixed Methods Approaches Third Edition* (Los Angeles: SAGE Publication, Inc, 2009), 181.

observation, which the researcher do not participate in the activities of the research object but only became an observer. The observation conducted in gathering data about online strategy used by the teacher in teaching descriptive text writing during pandemic.

## 2. Interview

According to Karina K, Fabian C and Janet S in their book “Interview is one of the main methods through which we collect data for qualitative research”<sup>48</sup> Interview is a process of obtaining information for purposes of the research. By interview, the researcher could understand culture through language and the expression and clarify the things that the researcher did not know before.

There are two types of interview. The two main types that we will focus on in this manual are unstructured and semi-structured interviews.<sup>49</sup> Unstructured interview is an interview that the researcher gather information by asking to the participant without some guidance questions, so both of them can ask and answer freely. Semi-structured is an interview which the researcher asks to the participant with structured questions, even so the researcher may introduce with additional questions to get more information.

In this study, the researcher used semi-structured interview that the researcher asked the participant with some guidance questions but she

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<sup>48</sup> Karina K, Fabian C, Janet S, *Introduction to Qualitative Research Methodology: A Training Manual* (UK: DFID, 2012), 24.

<sup>49</sup> Karina K, Fabian C, Janet S, *Introduction to Qualitative Research Methodology: A Training Manual* (UK: DFID, 2012), 27.

could add some questions to make a good atmosphere. The Interviews conducted to obtain information about the online teacher's strategies of descriptive text writing during pandemic at MTs Sunan Ampel Kandang Tepus, Senduro-Lumajang.

### 3. Document Review

Documentation is a method of collecting data through archival legacy including books, theories, arguments or the constitutions and the others document that relate to research problems. The research data can be obtained through reviewing documents. Creswell explained, "Documents consist of public and private records that qualitative researchers obtain about a site or participants in a study, and they can include newspapers, minutes of meetings, personal journals, and letters."<sup>50</sup>

The researcher used teacher's lesson plans and students' worksheet that provide the teacher's preparation for teaching and the impact of strategy for the students in order to enrich the information about teacher's online teaching strategies of descriptive text writing during pandemic

## E. Data Analysis

The next step after gather the information or data was analyze the data. There were three activities in analyzing qualitative data<sup>51</sup> :

### 1. Data Reduction

Data reduction is a process of selecting, focusing, abstracting, transforming, and simplifying the data appeared in written transcription or

<sup>50</sup> Creswell, *Educational research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research 4th ed*, Op.Cit., 223.

<sup>51</sup> Marthew B. Miles, *An Expanded Sourcebook Qualitative Data Analysis*, (California: Sage Publication, 1994), 10

field notes. It occurred after we gathered the data and transcribe it into written form, then the researcher start to reducing data until a final report is completed. Data reduction is such a form of analysis, which sorts, sharpens, discard, focuses, and organizes data so that conclusion can be written, reported, and verified. This reduction stage is carried out to determine whether the data is relevant or not with the research problem.

## 2. Data Displays

The second step was displaying data. Data display is a stage an organized, compressed assembly of information which permits conclusion drawing and action. Data display is an activity when a set of data is arranged systematically and it can be understood easily, thus providing the possibility of producing conclusions. The form of data display can be in the form of narrative text (in the form of field notes), matrix, graph, network or chart. By presenting the data, the data will be organized and arranged in exist pattern, so that it will be easier to be concluded and understood.

## 3. Conclusion Drawing/Verification.

Drawing conclusions or data verification was the final step in qualitative data analysis techniques. This process aimed to find out the meaning of the data collected by looking for relations, similarities, or differences to draw conclusions as an answer of research problem. Verification is intended to know the compatibility of data. If the result is supported with valid evidences or connected with the data/theories mentioned, the result will be credible conclusions.

## F. Data Validity

In qualitative research, validity can be defined as “appropriateness” of the tools, processes, and data.<sup>52</sup> Whether the data collected is answering the research questions or not. The researcher use triangulation to test the validity of data. “Triangulation is a powerful way of demonstrating concurrent validity, particularly in qualitative research”<sup>53</sup>. There were some types of triangulation: data triangulation, methodological triangulation, investigator triangulation and triangulation of theories.

The researcher used methodological triangulation and source triangulation which data is collected at different method and from different sources in the study of phenomenon. Then the researcher compared the result of observation with the result of interview and the contents of related document.

## G. Research Procedures

According to Creswell (2004) in his book, there some procedures in conducting case study research.<sup>54</sup> They are:

1. Determining whether the case study research is appropriate or not with the research problem.

The first step in conducting research is deciding case study as the research design. It is determined based on the research problem, which

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<sup>52</sup> Lawrence Leung, “Validity, reliability, and generalizability in qualitative research”, *J Family Med Prim Care*, 3 (July, 2015),1.

<sup>53</sup> Louis cohen, et al, *Research Methods In Education*, (New York: Routledge, 2007), 141.

<sup>54</sup> Creswell, *QUALITATIVE INQUIRY & RESEARCH DESIGN Choosing Among Five Approaches 2nd ed*, (London: Sage Publications, 2007), 74.

was exploring and understanding the teacher's teaching online strategy of descriptive text writing during pandemic.

2. Identifying the case or cases.

The next step is identifying the case or cases. The case may involve an individual, several individuals, a program, an event, or an activity. This research was focus on the individual or an English teacher who created or used online strategy in teaching descriptive text writing during pandemic.

3. Collecting data.

Robert K. Yin (2018) recommends six types of information to collect data.<sup>55</sup> They are documents, archival records, interviews, direct observations, participant-observations, and physical artifacts. The researcher used observation, interview and documentation in gathering information about teacher's online teaching strategy of descriptive text writing during pandemic.

4. Analyzing data.

The next stage after data gathered is analyzing data. This process consist of three activities, they are data reduction, data display and draw conclusion or verification.

5. Reporting the result.

The final stage is report the case. After analyzing data and find out the conclusion, the researcher had reported the case systematically.

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<sup>55</sup> Robert K. Yin, *Studi Kasus Desain & Metode (Translator : M. Djauzi M)*, (Depok : Rajawali Pers, 2018),103.



## CHAPTER IV

### RESEARCH FINDING AND DISCUSSION

This chapter consists of overview of the research subject, research finding and discussion. First, the researcher presents the description of research object including the vision and mission. The second is research finding which show the data result of research. Then the data will be analyzed and discussed with the supporting concepts that have been presented in the discussion section.

#### A. Overview of Research Object

##### 1. Profile of MTS Sunan Ampel Kandang Tepus Senduro Lumajang

MTs Sunan Ampel is Islamic junior high school where located at Kandang Tepus village, specifically in Senduro village Lumajang regency. The chairperson is Annikmatus Saidah, S.Pd.I. Since the location of this school is in rural area, no wonder that there's a lot of students come from village, even there are some students who came from the town just to study in there. During the pandemic Covid-19, the teaching and learning process is conducted in online meeting. Therefore, the researcher interested to do the research in this school.

##### 2. Vision, mission and goals of MTS Sunan Ampel Kandang Tepus Senduro Lumajang

###### a. Vision :

Terwujudnya generasi yang religius, berprestasi, terampil, berakhlakul karimah dan peduli pada lingkungan.

b. Mision :

- 1) Mengoptimalkan unsur keagamaan dalam kehidupan sehari-hari.
- 2) Menumbuh kembangkan semangat prestasi akademik dan non-akademik.
- 3) Menggali dan mengembangkan ketrampilan siswa melalui kegiatan kurikuler.
- 4) Menanamkan jiwa perilaku yang berakhlak mulia.
- 5) Memiliki kepedaan terhadap kelestarian lingkungan sekitar.

c. Goals :

- 1) Agar menjadikan agama sebagai landasan dalam berfikir dan berperilaku dalam kehidupan sehari-hari.
- 2) Melalui pembiasaan keagamaan setiap hari di lembaga (sholat dhuha, sholat dhuhur, ngaji bersama, pembacaan asmaul husna, doa sebelum dan sesudah KBM) diharapkan siswa mampu menerapkannya dalam kehidupan sehari-hari di lingkungan keluarga hingga di kehidupan masa depannya.
- 3) Melalui pembelajaran yang efektif, efisien dan kreatif dari dewan guru dan peran aktif siswa diharapkan dapat meningkatkan semangat belajar dan prestasi akademik dan non-akademik siswa.
- 4) Melalui kegiatan ekstrakurikuler diharapkan siswa mampu mengasah ketrampilannya dalam bidang seni dan olahraga yang didukung oleh tenaga pembimbing yang kompeten dan fasilitas yang memadai.

- 5) Dengan memberikan contoh tata krama yang baik diharapkan siswa mampu berperilaku yang baik sesuai dengan tata krama yang berlaku di masyarakat.
- 6) Melalui kegiatan sosial kemasyarakatan diharapkan siswa memiliki jiwa yang peka terhadap lingkungan, baik kepada masyarakat maupun alam sekitar.

## **B. Research Finding**

Research findings present and discuss the answer of research questions, which was about online teaching strategy of descriptive text writing during pandemic at MTs Sunan Ampel Kandang Tepus, Senduro-Lumajang. The researcher elaborated research findings based on the result of observation, interview, and document review as follows:

### **1. The Teacher's Online Teaching Strategy of Descriptive Text Writing During Pandemic at MTS Sunan Ampel Kandang Tepus Senduro Lumajang**

#### **a. Teacher Presentation**

From the result of interview, the researcher found out that the strategy used in teaching descriptive text writing was teacher presentation. The teacher explained it as follows:

*“iya, strategi pertama yang saya gunakan tidak lain itu seperti presentasi. Jadi saya menjelaskan dulu materi deskriptif teks mulai dari pengertian hingga generic strukturnya itu supaya mereka paham dan mudah untuk membuat teks deskriptif”<sup>56</sup>*

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<sup>56</sup> Teacher, *Interview*, Lumajang, Wednesday August 25<sup>th</sup> 2021

“The first strategy I used is presentation, so I explain to the students about definition of descriptive text and the generic structure to make them understand and easily to make a descriptive text”

From the result of interview, it can be known that the teacher presented and explained about descriptive text with the generic structure. It aimed to make the student understand about the material easily. Usually, the teacher explain the material in front of class and make the students focus on her explanation. But it different with the online meeting, the teacher used such slides in pdf file as learning media, which show the explanation of descriptive text. It was stated by the teacher as follows:

*“sebelum saya menjelaskan kepada anak-anak, saya membuat beberapa slide di pdf. Kemudian saya menjelaskan materi melalui video atau ppt tersebut”<sup>57</sup>*

“Before I tell to the students, I made slides in pdf that show the explanation of the material”

The statement above was strengthened by observation that the researcher did. The researcher observed the online teaching and learning process did by the teacher. The teacher shared slides to the screen, asked the students of what they did not get from the material then explained the materials to make the students understand easily. The researcher saw that the students active in listening to the teacher’s explanation.<sup>58</sup>

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<sup>57</sup> Teacher, *Interview*, Lumajang, Wednesday August 25<sup>th</sup> 2021

<sup>58</sup> Observation on September 4<sup>th</sup> 2021

From the result of interview and observation, it can be concluded that the first online teaching strategy of descriptive text writing during pandemic at MTs Sunan Ampel Kandangtepus, Senduro-Lumajang was teacher presentation which used video, PPT (power point) as media of online teaching and learning process.

#### **b. Demonstrations**

In the field, the researcher found out that the teaching strategy used was demonstration. It was told by the teacher as follows:

*“saya biasanya langsung memberi contoh teks deskripsi supaya mereka langsung paham teks deskripsi itu seperti apa”<sup>59</sup>*

“I usually give the example of descriptive text to make them comprehend their knowledge about descriptive text”

From the result of interview it can be known that after presented the material, the teacher showed the example of the text and gave the explanation about what descriptive text is with its generic structure and language features. Then the teacher demonstrated how to describe thing/place around the environment.

It was supported by the research observation, the researcher observed that after explained the material the teacher gave the example of descriptive text to the students directly. The teacher showed the identification and description part of descriptive text writing. The teacher also signed the words included in adjective and simple present tense with different colors. The researcher also observe how the

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<sup>59</sup> Teacher, *Interview*, Lumajang, Wednesday August 25<sup>th</sup> 2021

students pay attention to the teacher about how to make and analyze the text. It aimed to make the students imitate how to write descriptive text with the correct generic structure and language features easily.<sup>60</sup>

From the result of interview and observation, it can be concluded that the second strategy used in online teaching during pandemic at MTs Sunan Ampel Kandang Tepus, Senduro-Lumajang was demonstration. The teacher gave the example of descriptive text and explained the generic structure and language feature of the text, so the students could comprehend their knowledge about how to write descriptive text easily.

### c. Using E-learning

In the field, the researcher found out that the strategy used in teaching descriptive text writing during pandemic was using e-learning.

It was explained by the teacher as follows:

*“setelah saya membuat materi, saya langsung menguploadnya di e-learning. Yang saya upload itu berupa materi, contoh dan tugasnya. Siswa juga bisa mengisi absen di e-learning.”<sup>61</sup>*

“after make the material, I upload it on *e-learning* directly. The things I upload are in the form of explanation of the material, example of the text and the task/assignment. The student can also fill the attendance list on it.”

Based on the result of interview above, it can be known that the teacher used e-learning strategy to teach descriptive text writing. The teacher made the material include the explanation, then uploaded lesson

<sup>60</sup> Observation on September 4<sup>th</sup> 2021

<sup>61</sup> Teacher, *Interview*, Lumajang, Wednesday August 25<sup>th</sup> 2021

plan, video, assignment, and etc. Then organized it on *e-learning* as the platform for both teacher and students. The students could access for the material, discussion, fill the attendance list, and submit the tasks due to the deadline that has been set.

According to the result of observation, the researcher saw about how the teacher used *e-learning* (content area) in teaching descriptive text writing during online meeting. The researcher observed how the teacher organize and access the platform to put the explanation of material, open discussion forum, submit the assignment and giving some instructions related to the material or the assignment for the students.<sup>62</sup>

The result above is also strengthened by reviewing document of teacher's lesson plan. In the lesson plan, the teacher put the steps in conducting teaching descriptive text writing during pandemic. Including how she used (*e-learning*). It stated before the teaching process, the teacher upload the material, lesson plan and the task on *e-learning*. When the online class started, the students required to access and fill the attendance on *e-learning*.<sup>63</sup>

From the result of interview, observation and document review, it can be concluded that the teacher used (*e-learning*), which is used in teaching descriptive text writing during pandemic at MTs Sunan Ampel Kandang Tepus, Senduro-Lumajang. The teacher shared the material,

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<sup>62</sup> Observation on September 4<sup>th</sup> 2021

<sup>63</sup> Teacher's lesson plan

gave some instructions about the task, so the students would accessed the material, and followed the instructions that the teacher made on it.

#### **d. Audio/Video Conferencing**

In the field, the researcher found that the strategy used in teaching descriptive text writing during pandemic was audio/video conferencing.

It was told by the teacher as follows:

*“iya, saya juga melakukan pertemuan secara online. Biasanya saya menggunakan google meet karena aplikasinya lebih ringan daripada yang lain”<sup>64</sup>*

“yes, I conduct the online meeting through Google meet cause it was easier/lighter than other application”

Based on the result of interview, it can be known that the teacher also conducted the online teaching by audio/video conferencing strategy. The teacher used Google meet application because it takes less cellular data and more space than other meeting application. The goal was to decrease misunderstanding material or explanation through facial expression and the teacher’s voice. The teacher required to explain and shared the material to the screen. So, it makes the online teaching and learning run effectively. Both teacher and students could open a discussion related to the topic in one time within stable internet connection.

The researcher was also observed how the teacher carried out the online meeting using audio/video conferencing. From the result of observation, the teacher became a host of online meeting, then giving

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<sup>64</sup> Teacher, *Interview*, Lumajang, Wednesday August 25<sup>th</sup> 2021



instructions for all students to join the meeting. The researcher also saw that the students join and launch the online meeting. Through video conferencing, the students could ask anything related to the material then discuss it together with the teacher in one time.<sup>65</sup>

The statement above was also supported by the teacher's lesson plan. In the teacher's lesson plan, it was stated that after learning the topic, the students could change information and discuss it with the teacher and other students on G-meet.<sup>66</sup>

From the result of interview, observation and document review of teacher's lesson plan, it can be concluded that the online teacher's teaching strategy of descriptive text writing during pandemic at MTs Sunan Ampel Kandang Tepus, Senduro-Lumajang was audio/video conferencing strategy. The online meeting application used was Google Meet, which provides the audience to share the screen and discuss the material in one time.

#### e. Instant Chat

In the field, the researcher found out that one of the strategies used by the teacher in teaching descriptive text writing during pandemic was instant chat. It was explained by the teacher as follows:

*“saya selalu menggunakan WA (whatsapp) saat mengajar. Disana saya bisa membagikan materi, memberi intruksi-intruksi lain mengenai materi, absen, tugas dsbg. Karena saya rasa semua siswa pasti dapat mengakses dengan mudah, jadi saya menggunakan WA.”<sup>67</sup>*

<sup>65</sup> Observation on September 4<sup>th</sup> 2021

<sup>66</sup> Teacher's lesson plan

<sup>67</sup> Teacher, *Interview*, Lumajang, Wednesday August 25<sup>th</sup> 2021

“I always use whatsapp application to teach the students. The reason I use it because I think all of students certainly have this app, so they can access it easily. Through this app I can share the material, give other instructions related to the material, check the attendance, give task and submit the task for the students.”

From the result of interview, it showed that the teacher use a tool or media to do the instan chat strategy in order to teach descriptive text writing during pandemic. The teacher used WA (WhatsApp) application which is a platform to do chat or messaging. She could keep and conduct the online class by instant chat. In this strategy, the teacher used to share the slides, give some instructions such announce the students to join the class, check the attendance, give assignment and make a discussion forum for the students, submit the assignment or even lecturing/explain the material.

The statement above was strengthened by research observation. In the teaching process, the researcher saw the teacher is also used chat or instant messaging strategy through WhatsApp application. The teacher started the class by chat in WhatsApp group, and give the instructions to attend the class, share the meeting link and the explanation video/picture, discussion, and give the assignment. The researcher also observed the students respons fastly and ask about what they did not get by instant chat. Through WhatsApp, the students actively doing the online class, cause it was accessible for all of them.<sup>68</sup>

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<sup>68</sup> Observation on September 4<sup>th</sup> 2021

This finding was also supported by document review, from the teacher's lesson plan it can be known that this strategy also stated in it. The teachers started the class by giving some brief instructions and share the meeting link that the students should access.<sup>69</sup>

From the result of interview, observation and documentation, it can be concluded that the online teacher's teaching strategy of descriptive text writing during pandemic at MTs Sunan Ampel Kandang Tepus, Senduro-Lumajang was instan chat strategy. The teacher used WhatsApp application to share some instructions, keep the class and even open discussion with the students.

#### **f. Breakdown Text**

In the field, the teacher found out that one of the teacher's online teaching strategy of descriptive text was breakdown text. It was explained by the teacher as follows:

*“setelah penjelasan, saya memberi tugas berupa membuat teks deskriptif sendiri dan menganalisa sendiri mengenai generik strukturnya dan language featurnya”*<sup>70</sup>

“after presentation, I give them assignment which they have to write descriptive text, then analyze it's generic structures and it's language features”

From the result of interview, it showed that after explaining the material, the teacher gave the students assignment which they had to write descriptive text and analyze the language features and generic structures. The goals of this activity were to increase the students' skill

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<sup>69</sup> Teacher's lesson plan

<sup>70</sup> Teacher, *Interview*, Lumajang, Wednesday August 25<sup>th</sup> 2021

to write descriptive text and comprehend their knowledge about its generic structures and language features.

The statement above is also supported by the result of observation. The researcher saw before the teacher gives the assignment, the teacher explained how to write and analyze descriptive text, for example the teacher has changed the color of word that signed simple present tense and adjective. It makes the students remember and find the words or phrase easily. After clear explanation, the teacher told the students to create and identify a new descriptive text that the student's made.<sup>71</sup>

Those statements were also strengthened by document review of teacher's lesson plan. It has stated in lesson plan that in the end of meeting, the teacher gave assignment for students to make a new descriptive text and identify the generic structure and the language feature. The students had to conclude which paragraph was identification and description, then change the color of words that sign simple present tense and adjectives and submit/upload it on *e-learning*.<sup>72</sup>

From the result of interview, observation and documentation, it can be concluded that the teacher's online teaching strategy of descriptive text writing at MTs Sunan Ampel Kandangtepus, Senduro-Lumajang was breakdown text. Breakdown text strategy means the students learn

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<sup>71</sup> Observation on September 4<sup>th</sup> 2021

<sup>72</sup> Teacher's lesson plan

how to analyze the generic structure and language feature of descriptive text.

For the impact of implementing online teaching strategies, the researcher reviewed the documents, which were students' worksheets. From the students' worksheets, it can be seen that the strategies give a good impact for the students. The students of 9A class were able to write descriptive text by themselves and analyze the generic structure and language feature of the text. They signed the identification and description part and colored the adjective words as the teacher's instruction.<sup>73</sup>

Based on the findings above, the researcher found out that the teacher used some online teaching strategies of descriptive text writing during pandemic at MTs Sunan Ampel Kandangtepus Senduro Lumajang. They were teacher presentation, demonstration, using e-learning, audio/video conferencing, instant chat, and breakdown text. The online teaching strategies also give a good impact for the students.

## **2. The reason to Use Online Teaching Strategy of Descriptive Text Writing during Pandemic at MTs Sunan Ampel Kandang Tepus, Senduro-Lumajang**

### **a. Flexible to manage time**

In the field, the researcher found out that one of the advantages of implementing the online teaching strategy was flexible for the time and place. It was told by the teacher as follows:

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<sup>73</sup> Students' Worksheets

*“untuk manfaat yang saya dapatkan itu mungkin bisa menghemat waktu, mengingat rumah saya juga lumayan jauh dari sekolah, anak-anak juga banyak yang rumahnya jauh. Jadi saya bisa lebih mampu membagi waktu saya dan bisa mengerjakan pekerjaan rumah yang lain. Saya juga bisa mengajar dimanapun asalkan ada sinyal yang kuat”<sup>74</sup>*

“the advantage of implementing the online strategy is I could manage and save the time. It’s very useful for me and especially for some students who have lived in long distances from school. I also can manage my time to do other activities in my home. I can do teaching online everywhere.”

From the result of interview, it can be known that in the implementation of online class, the teacher and students can save their time especially for who had travel long distance to go to school. They can do the online meeting in every place within internet connection. It makes the teacher and students manage their time easily. It facilitated both teacher and students who have lived in distance, and give more chances for who have important activities at home.

That statement is also strengthened by the result of observation. From the research observation, the researcher interviewed the teacher and saw her conduct the online teaching at home. As a housewife, the teacher has many things to do, she had to take care of her baby and do other house activities. By online class, the teacher does not need to go to school so she can get flexibility to save the time. This matter is also behaved for the students.<sup>75</sup>

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<sup>74</sup> Teacher, *Interview*, Lumajang, Wednesday August 25<sup>th</sup> 2021

<sup>75</sup> Observation on September 4<sup>th</sup> 2021

From the result of interview and observation, it can be concluded that the advantage of teacher while implementing the online teaching strategy of descriptive text writing at MTs Sunan Ampel Kandangtepus, Senduro-Lumajang was flexible to manage time. Both teacher and students could save their time to do online class just from their home and do not need to go to school. The online meeting is also can be conducted in everywhere within utilize internet connection.

#### **b. Manage the Course Easily**

In the field, the researcher found out that the teacher's experience of implementing online teaching strategy was managing the course easily. It was explain by the teacher's as follows:

*“hikmahnya itu saya jadi lebih mudah menilai keaktifan siswa saat pertemuan online. karena saat kelas sudah selesai, pasti ada rekaman atau jejak digital mereka. Jadi saya nanti meninjau itu lagi untuk penilaian.”<sup>76</sup>*

“the advantage was make the assessment of student's activeness more easy than in the face-to-face meeting. when the class is over, there will be recording or digital record about their activities in the apps. So whenever I need to do assessment , I scrolled up the app in order to know the encourage of students in online meeting”

Based on the result of interview, it can be concluded that the benefit of conducting online teaching was the teacher could do evaluation easily. Through the online meeting, all of the teacher and student's activity could be recorded. The teacher could scroll up to see which students were active to ask a question and discuss the material.

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<sup>76</sup> Teacher, *Interview*, Lumajang, Wednesday August 25<sup>th</sup> 2021

The teacher also could monitor the attendance of the students through the application.

This kind of evaluation/assessment is more efficient than on face-to-face meeting. At school, the teacher just assess the students depend on the knowledge score about the material and observe the attitude value through their daily activities in the classroom. In this case, not few of teacher remembering each student to give the score. So that is why the online teaching and learning must beneficial for the teacher in managing the course to do assessment.

Based on the result above, it can be concluded that the teacher's experience while implementing the online teaching strategy of descriptive text writing at MTs Sunan Ampel Kandang Tepus, Senduro-Lumajang was manage the course easily. The teacher could manage the course in order to scroll up the activities recorded in online meeting. So it made the assessment easier than face-to-face meeting in the class.

### **c. Design the Course**

In the field, the researcher found out that the teacher's experience while implementing the online strategy was give chances for teacher to know more knowledge about designing the course. It was told by the teacher as follows:

*“saya lebih bisa mengenal aplikasi-aplikasi baru untuk pembelajaran online ini. Saya juga bisa terus melatih skill teknologi saya ini untuk membuat pembelajaran online jadi lebih menarik.”<sup>77</sup>*

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<sup>77</sup>Teacher, *Interview*, Lumajang, Wednesday August 25<sup>th</sup> 2021



“I could recognize new applications which use in online class. I could learn continuously how to create learning media (video, slides) through the application and make it more interesting.”

From the result of interview, it can be known that the advantage of implementing online teaching strategy was design the course. The teacher might recognize some new applications used in online class. It is important for teacher to know more knowledge about technology used in teaching process. The teacher can also learn and practice her technology skill continuously to make the material and the online class more interesting, so the students do not feel bored easily whenever joins the online class.

From those statements, it can be concluded that the teacher's experience while implementing the online teaching strategy of descriptive text writing during pandemic at MTs Sunan Ampel Kandang Tepus, Senduro-Lumajang was course design. The teacher could explore some new applications and learn how to design the material to make it more fun and interesting used in online teaching.

From the findings above, it can be concluded that the reason of using online teaching strategy was in the form of advantages that the teacher could get while implementing the strategies. In the field, the researcher found out some advantages could the teacher and students get while using the online teaching strategies of descriptive text writing during pandemic at MTs Sunan Ampel Kandang Tepus, Senduro-

Lumajang. The reasons were because it flexible to manage time, manage the course easily, and design the course.

### **3. The Procedures of Teacher's Online Teaching Strategy of Descriptive Writing during Pandemic at MTS Sunan Ampel Kandang Tepus Senduro Lumajang**

In the field, the researcher found out there were some steps of implementation of using online teaching strategies of descriptive text writing at MTs Sunan Ampel Kandang Tepus, Senduro-Lumajang.. It was explain by the teacher as follows:

*“menyiapkan RPP dan menyusun materi berupa power point, mengupload segala keperluan mengajar yg berupa rpp,materi, dan tugasnya di e-learning. Mempersiapkan link untuk meeting dan dibagikan lewat grup whatsapp, kemudian melakukan G-meet, disana saya menjelaskan materi menggunakan ppt yang saya buat tadi,menunjukkan contohnya juga, berdiskusi dan memberi tugas.”<sup>78</sup>*

“prepare lesson plan, make the material into slides, upload the lesson plan, material, and the task to e-learning. Then prepare and share the link for online meeting, launch G-meet, on the meeting, I explain and show the example of descriptive text, discuss the material and giving an assignment.”

From the result of interview, the first step was preparing learning media such as lesson plan, material, and etc. Then upload it on *e-learning*, the teacher share the link of G-meet on Whatsapp group. After that, the teacher explained and gave the example of descriptive text then gives the assignment related to the topic.

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<sup>78</sup> Teacher, *Interview*, Lumajang, Wednesday August 25<sup>th</sup> 2021

The steps above were supported by the result of observation. The researcher saw before conducting the online class, the teacher shared the link of G-meet and give some instructions for students to prepare and study about descriptive text. After that, the teacher and students launch the online meeting and start the online teaching by greet the students, explain learning objectives then explain about descriptive text writing. After explain the text, the teacher show the example of the text, then demonstrate how to make descriptive text. The last activity was giving assignment for the students.<sup>79</sup>

The statement above was also strengthened by document review of teacher's lesson plan. In the lesson plan, the first step was launch the meet and do some teaching and learning activities such greetings, prays, give motivation and tell the learning objectives. After that, the teacher command the student to read the pdf file/material that had been shared in 30 minutes individually. Then, back to the meeting with the teacher to ask and discussed anything about what they did not understood. In the end of meeting the teacher do reflection and give assignment for the students to write new descriptive text and analyze the generic structure and language features of the text. Then close the meeting by pray together.<sup>80</sup>

Based on the result of interview, observation and document review, It can be concluded that the procedures of online teaching strategies of

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<sup>79</sup> Observation on September 4<sup>th</sup> 2021

<sup>80</sup> Teacher's lesson plan

descriptive text writing during pandemic at MTs Sunan Ampel Kandangtepus, Senduro-Lumajang as follows:

**a. Pre-Teaching**

- 1) Prepare lesson plan.
- 2) Make a learning media (video, slides, ppt, and etc) that contain the material.
- 3) Upload the lesson plan, learning media and the assignment on *e-learning* and WhatsApp group.
- 4) Prepare and share the link of online meeting on WhatsApp group.
- 5) Chat the students to join the meeting on WhatsApp group.

**b. Teaching**

- 1) Launch audio/video conferencing use G-meet application.
- 2) The teacher present/explain the definition, generic structure and language feature of descriptive text.
- 3) The teacher display the example of the text and demonstrate how to write descriptive text and identify the generic structure and language features of the text.
- 4) The students can ask of what they did not understand about the material to the teacher, then discuss it together.

**c. After teaching**

- 1) The teacher explains the summary of the material, and asks the students whether they understood or still confused about the material.

- 2) The teacher gives assignment to confirm the students' understanding by breakdown text.

From the findings above, it can be concluded that the procedures of online teaching strategies of descriptive text writing during pandemic at MTs Sunan Ampel Kandangtepus Senduro Lumajang were divided into three steps. First is pre-teaching, which the teacher prepared strategy, lesson plan, and learning media. The second step is while-teaching, which the teacher explained and demonstrated the material using online strategies. The third step is after-teaching, that the teacher concluded the material and give assignment for the students.

#### **4. The Problem Faced by Teacher while Implementing Online Teaching Strategy of Descriptive Text Writing During Pandemic at MTS Sunan Ampel Kandang Tepus Senduro Lumajang**

In the field, researcher found out several problems faced by the teacher while implementing the online teaching strategy. They were:

##### **a. Inability to Focus on Screen**

It was explained by the teacher as follows:

*“anak-anak itu susah sekali untuk disiplin saat mengikuti kelas. Mereka sering telat saat mengumpulkan tugas, itu karena saat meeting online mereka jarang merespon atau sekedar bertanya mengenai materi, jadi saya sulit mengkonfirmasi apakah mereka paham atau tidak, ada sebagian lagi yang tidak memahami materi karena memang tidak bisa join kelas.”<sup>81</sup>*

“it's difficult to make students dicipline in online meeting. During the class, it is hard to know whether they listen/focus or not. They rarely respond to my explanation. Then there is many

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<sup>81</sup> Teacher, *Interview*, Lumajang, Wednesday August 25<sup>th</sup> 2021

students submit the assignment lately. It's probably caused by two things. First they did not pay attention to the class so they could not understand the material or they just did not join the online class.”

From the result of interview, it can be known that the teacher feels difficult to control the class. There's a lot of students who did not focus on the screen during the teaching and learning process. Rarely, they did not respond to the teacher's instructions and explanation. It makes the teacher difficult to know whether if the students keep following the class or not. The students also late to submit the assignment even they have to be reminded by the teacher about the submission's deadline. These problems cause the online meeting did not run effectively.

It also strengthened by the research observation. Based on the result observation, the teacher became a host in online meeting, especially on Google Meet application to hold an online class. The goal of doing this was to know the students' expressions in order to ease them get the knowledge through teacher's explanation and they could discuss and ask about what they did not get yet to the teacher directly.

During the online teaching, they rarely respond to the teachers and cause the teacher difficult to control and confirm the student's understanding of the material.<sup>82</sup>

In order to make the students focus on the screen, the teacher made an interesting material. The researcher found out that the slide/ppt of the material was interesting and colorful to make the audience not

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<sup>82</sup> Observation on September 4<sup>th</sup> 2021

bored easily. With the interesting material, the teacher hopes it can help the students to focus on the screen.

Based on the result of interview and observation, it can be known that the challenge of conducting the online teaching strategy of descriptive text writing during pandemic at MTs Sunan Ampel Kandang Tepus, Senduro-Lumajang was inability to focus on screen. The students are bored and distracted easily, so the teacher has to make the students focus on screen while teaching by make interactive teaching and interesting learning media.

#### **b. Technology Issues**

In the field, the researcher found out that the challenge faced by teacher while implementing online strategy was technology issues. It was told by the teacher as follows:

*“masalah yang kedua yaitu tentang koneksi internet. Ada yang punya paket data tapi tidak ada sinyal, karena kebanyakan di daerah atas itu memang susah sinyal. Ada juga yang memang tidak punya paket data, meskipun dapat bantuan dari pemerintah, tapi balik lagi tidak ada sinyal.”*<sup>83</sup>

“the problem was internet connection. There’s some students have the data celular quota with low signal. Actually the Ministry of Education and Culture (Kemendikbud) had share the data celular, but they still could not use it because there are no signal / low signal in their area.”

From the result of interview, it can be known that the problem was internet connection. There were students who lived in village where still had unstable internet connection. Even the quota of data celular had share by Ministry of Education and Culture

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<sup>83</sup> Teacher, *Interview*, Lumajang, Wednesday August 25<sup>th</sup> 2021

(Kemendikbud), but there were still no data cellular service in their area, it just can be used in the central village or small town. This condition had affected on the teaching and learning process. There were some students late or even could not join the online class that influenced how they study and comprehend their knowledge, especially in writing skill. The students also often submit the knowledge lately.

*“ada juga mbak yang tidak bisa join karena memang tidak bisa caranya untuk join, atau juga ada yang hp nya tidak support untuk melakukan kelas online”<sup>84</sup>*

“there’s some students who could not apply the application so they did not join the class. there were also some of them having smartphone with low specification and it did not support to hold the online meeting”

Besides, the technology issue faced by the students was inability to apply the application appropriately. There were some students who still do not know how to join the meeting. Even there were some students still do not know how to join the meeting through an application. Some of them also could not join because of their phone had low specification to launch the online meeting.

Those statements also supported by the observation’s result. The researcher saw that during the online class, internet connection became the biggest challenge for the students. Not a few students join the meeting lately or even could not attend in it. There were just 13 of 27 students join the meeting.<sup>85</sup>

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<sup>84</sup> Teacher, *Interview*, Lumajang, Wednesday August 25<sup>th</sup> 2021

<sup>85</sup> Observation on September 4<sup>th</sup> 2021



The teacher trying to solved these problems by using the light online meeting application (G-meet) instead of Zoom in order to make all of students join the class easily. G-meet just needs a few internet quotas relatively than zoom. For the students who still could not join the meeting, the teacher had also share the material on *e-learning* and WhatsApp group, so they could read the given material every time and discuss it whenever they can access the application.

From the result of interview and observation, it can be concluded that the obstacle faced by the teacher while implementing the online teaching strategies of descriptive text writing during pandemic at MTs Sunan Ampel Kandang Tepus, Senduro-Lumajang was internet connection. The internet connection affects and influences the learning effectiveness in online class because the online learning need stable connection to keep the communication. To solve this problem the teacher need to choose online meeting application appropriately to make all of students join the class easily.

### **c. Teacher Training**

In the field, the researcher found out the obstacle while implementing the online strategy. It was about teacher training. It was explained by the teacher as follows:

*“yang susah itu saat menyusun materi, pertama saya harus membuat RPP dulu, kemudian membuat slide power point atau video, di sinilah kemampuan guru diuji, saya terus belajar*

*teknologi, aplikasi apa saja yang dapat saya dimanfaatkan untuk pelajaran saya”<sup>86</sup>*

“the most difficult thing is when I had to arrange the material, at first I have to make a lesson plan of course, then create slides of power point or even make a video. In this time, the most important is the teacher’s knowledge or skills to know which technology or learning app that can support the online class.”

From the result of interview, it can be known that online class must be seems tiring and bored for some students. In this situation, the teacher’s knowledge and technology skill must be examined in order to make the teaching and learning process interesting. The teacher also had to prepare a lesson plan which contain of strategies and media that will be used considered with the situation and condition of the students.

To solve the problem the teacher explored frequently about how to make an interesting material with exist or new application. This activity aimed to innovate and inspire the teacher to make a new media which use to explain the material. The teacher could also learn and practice in order to increase the technology skills through this activity.

From those explanations, it can be concluded that one of the challenge face by the teacher while implementing the online teaching strategy was teacher training. The teacher should prepare all of the stuff used in online teaching. Such a lesson plan, material, the teaching method/strategy, video and any others. Indirectly, the teacher had to explore and increase the competence or skill to use technology to keep the online teaching and learning run effectively.

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<sup>86</sup> Teacher, *Interview*, Lumajang, Wednesday August 25<sup>th</sup> 2021

Based on the findings above, it can be known that the problems faced by teacher while implementing online teaching strategies of descriptive text writing during pandemic at MTs Sunan Ampel Kandangtepus, Senduro Lumajang were inability to focus on screen, technology issues and teacher training.

**Table 4.1 Research Questions and Research Findings**

1	2	3
No.	Research Question	Research Finding
1	What is the teacher's online teaching strategy of descriptive text writing during pandemic at MTs Sunan Ampel Kandangtepus Senduro-Lumajang?	The online teaching strategies were: <ul style="list-style-type: none"> <li>• Teacher Presentation</li> <li>• Demonstration</li> <li>• Using E-learning (content areas)</li> <li>• Audio/video conferencing strategy</li> <li>• Instant chat strategy</li> <li>• Breakdown text</li> </ul>
2	Why does the teacher use the online teaching strategy to teach descriptive text writing during pandemic at MTs Sunan Ampel Kandangtepus Senduro-Lumajang?	The reasons of using online teaching strategy: <ul style="list-style-type: none"> <li>• Flexible to manage time</li> <li>• Ease the course management</li> <li>• Design the course</li> </ul>
3	How is the procedure of the teacher's online teaching strategy of descriptive text writing during pandemic at MTs Sunan Ampel Kandangtepus Senduro-Lumajang?	The procedures of implementing online strategies divided into 3 steps: <ul style="list-style-type: none"> <li>• Pre-teaching that required the teacher prepare lesson plan, learning media and share it into e-learning/WA, and prepare some online strategies used in teaching descriptive text</li> <li>• While-teaching that required the teacher present and demonstrate how to make descriptive text in online meeting, the teacher also let the students to ask what they did not get and discuss it together.</li> <li>• After-teaching that requires the teacher to explain the summary and check the students'</li> </ul>

1	2	3
		understanding by giving assignment.
4	What are the problems faced by teacher while implementing online teaching strategy of descriptive text writing during pandemic at MTs Sunan Ampel Kandangtepus Senduro-Lumajang?	The problems while implementing strategies were: <ul style="list-style-type: none"> <li>• Inability to focus on screen</li> <li>• Technology issues</li> <li>• Teacher training</li> </ul>

### C. Discussion

This section contains of finding's discussion, which present the relation between research results and based on the theory that has been mentioned. The detail of the discussion explained as follows:

#### 1. The Teacher's Online Teaching Strategy of Descriptive Text Writing During Pandemic at MTs Sunan Ampel Kandang Tepus Senduro Lumajang

The teacher's online teaching strategies of descriptive text writing at MTs Sunan Ampel Kandang Tepus Senduro Lumajang were teacher presentation, demonstration, content areas, audio/video conferencing, chat and instant messaging, and breakdown text.

The first strategy was teacher presentation. Teacher presentation means the teacher explaining the material in front of students. The teacher became a center of the class to share information of the course. This strategy is a basic strategy used in both face-to-face meeting and online meeting. in the online class, the teacher used some medias to facilitate the material's

explanation. Media used by the teacher is power point which contain about descriptive text writing and used an application to launch the meeting.

The second strategy was demonstration. Demonstration is a process of teaching someone how to make or do something in a step-by-step.<sup>87</sup> Demonstration is showing or doing the model/example of what the teacher explained. After explain the material, the teacher show the example of the text then demonstrate how to make descriptive text in order to help the student comprehend their knowledge about descriptive text.

The third strategy was using E-learning. The teacher could be a host/operator to manage and upload all the things related to the teaching and learning process such as syllabus, lesson plan, video/learning media, task, and etc. After the teacher uploaded the material, the students access the website and do as instructed by the teacher. In the *e-learning*, the students can checklist the attendance, access the material and the task, submit the task even discussion.

The fourth strategy was audio/video conferencing. Audio/video conferencing is strategy that utilizes technology and internet connection to hold an online meeting.<sup>88</sup> By audio/video conferencing, the teaching and learning process could be done everywhere and the audiences do not need to gather in one place. The technology used by teacher in audio/video conferencing strategy is google meet application. The teacher could share

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<sup>87</sup> Isuag Center. "How to give a method demonstration", <https://www.lsuagcenter.com> (Accessed on 2<sup>nd</sup> Oct 2021). 2021

<sup>88</sup> Lisa Dawley, *The Tools for Successful Online Teaching* (USA: Information Science Publishing, 2007), 24.

the screen then explain the material, the students could ask anything of what they do not get of the material in one time, and so both teacher and students can do discussion in real time through audio/video conferencing in order to reduce some misunderstanding meaning.

The next strategy was instant chat. The application used to chat and instant chat was WhatsApp application. The online class might cause misleading information and need fast respond of it. The chat and instant messaging could be an effective way to overcome the problems. Through instant chat, the teacher and students can do a conversation, comment, and give feedback or even lecturing. In this case, the teacher use WhatsApp to inform some instructions about the online class.

The last strategy was breakdown text. Breakdown text means a strategy, which requires the student to identify and analyze the structure of the text. In this case, the teacher give an assignment for the student to write descriptive text, then analyze the generic structure and language features of the text as the teacher demonstrated before.

The finding about teacher presentation and demonstration strategy were suitable with Wherly and Nyquist's theory in Najmi H's thesis. Wherly and Nyquist classify the teacher's strategy into five. They are brainstorming which ordered the students to think and generating idea, Demonstration which the teacher show and performing activity to the students. Game requires the students to be more competitive and give motivation to study, Teacher presentation, which the teacher as the one who

explain the material and Self-awareness exercise/large or small group discussion that provides the learners thinks, act or scores regarding a particular topic.<sup>89</sup>

Those five strategies could be applied in teaching writing skill at school or offline meeting, even in online meeting. In this case, the teacher used teacher presentation and demonstration strategies to teach descriptive text writing in online meeting. As Tian Belawati said that the implementation of online teaching and learning used internet and technology, it started from the simplest to the newest technology.<sup>90</sup> So the teacher applied the strategies utilize internet connection. The teacher implemented the presentation and demonstration strategies through an online meeting application that use internet connection to launch the app.

The finding of using e-learning strategy, audio/video conferencing, and instant chat strategy were suitable with Lisa Dawley's theory. Lisa Dawley said that there were some strategies can be applied in online teaching. They were content areas, e-mail, discussion forum, small group learning, chat and instant messaging, and audio/video conferencing and whiteboard. Lisa Dawley explain that content areas is a platform used to share and access the learning media such lesson plan, material, attendance list and etc. Through content areas, the teacher could discuss and lecturing the students. The kinds of content areas were e-learning, LMS, and etc. The

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<sup>89</sup>Najmi Harisusmida (RRA1B210028), "Teacher's Strategies in Developing Students' Ability in Writing Descriptive Text at Mtsn Jambi Luar Kota" , (Thesis, University of Jambi, Muaro Jambi, 2015), 24.

<sup>90</sup> Tian Belawati, *Pembelajaran Online* (South Tangerang : Universitas Terbuka,2019), 6.

teacher used e-learning. The next strategy is instan chat that provide the teacher and students to transfer the information through chat apps. The last is audio/video conferencing is strategy that allows the audiences to hold meeting in different places utilize internet connection.<sup>91</sup>

The finding of breakdown text strategy was suitable with the result of Fitri Ani's research. Fitri Ani was research about what are the online strategies used by teacher in teaching writing. The results were online learning strategy, breakdown text strategy and mind mapping strategy. Breakdown text is strategy that requires the students to analyze the generic structure of the text.<sup>92</sup>

The strategies above have a good impact for the students. They are able to understand the meaning of descriptive text. They make their own text and analyze the generic structure and signed the part of language feature of the text as the teacher did.

Based on the research finding which supported by the theories, it can be concluded that the teacher's online teaching strategies of descriptive text writing at MTs Sunan Ampel Kandangtepus, Senduro-Lumajang were teacher presentation, demonstration, content areas strategy, audio/video conferencing strategy, chat or instant messaging strategy and breakdown text.

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<sup>91</sup> Lisa Dawley, *The Tools for Successful Online Teaching* (USA : Information Science Publishing, 2007), 24.

<sup>92</sup> Fitri Ani, "An Analysis on the English Teacher's Strategies in Teaching Descriptive Writing through Online Class at the Seventh Grade of SMPN 3 Gubug in The Academic Year 2019/2020", (Thesis, IAIN Salatiga, Salatiga Central Java, 2020).



## **2. The Reason to Use Online Teaching Strategy of Descriptive Text Writing during Pandemic at MTs Sunan Ampel Kandang Tepus, Senduro-Lumajang**

The reason to use online teaching strategies of descriptive text writing during pandemic, cause it were flexible to manage time, ease the course management, and experiencing of the course design.

The first was flexible manage time. In the online meeting, the audience do not need to gather in one place, it can be held in each audience's place. The teacher and students can manage their time. It was very useful for who had to travel long distance to go to school. Through online class, they do not need to go to school and just need internet to keep connect with each other. It also useful to save the time and do other activities at home.

The second was ease course management. It means manage the course to do an assessment. In the offline/face-to-face meeting, the assessment is done by the students' score of the task and the teacher observe the attitude value every day in the classroom. In this case, the teacher might forget about the students' activeness. Different with online class, the applications requires recording any activities, so the teacher can scrolled up the online activities and evaluate each students such as asking, giving comment and discuss of the topic.

The third was design the course. In online teaching process, the teacher must design the course by herself. Designing course could be create

a learning media such video/ppt and arrange some activities to keep the online teaching run effectively. The teacher must have some references to design an interesting media so the student do not bored easily. By online learning, the teacher can develop her technology skill and exploring new applications which could be used in online class.

The findings above were suitable with the journal written by Nicole Davis, Mimi Gough and Lorraine L. Based on the journal entitled “Online teaching: advantages, obstacles and tools for getting it right”, there were some advantages of using online meeting : flexibility, improve communication, course management, course design, self motivation and working independently. This journal explain about how online meeting can give some benefit for both teacher and students. The teacher and students can save their time from responsibility to go to school. By online class, they do not need to gather in one place, they can held the meeting from their home. Besides, online meeting can make the evaluation process easier by see the recording of online class activity. The online teaching requires the teacher’s to learn and experiencing new application used in online teaching.<sup>93</sup>

Based on the research findings which were supported by the theories, it can be concluded that the reasons or advantages of using online teaching strategies of descriptive text writing during pandemic at MTs Sunan Ampel

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<sup>93</sup> Davis, Nicole L., Mimi Gough, and Lorraine L. Taylor, "Online teaching: advantages, obstacles and tools for getting it right.", *Journal of Teaching in Travel & Tourism*, 19 (2019), 2.

Kandangtepus, Senduro-Lumajang were flexibility, course management and course design.

### **3. The Procedures of Teacher's Online Teaching Strategy of Descriptive Writing during Pandemic at MTS Sunan Ampel Kandang Tepus Senduro Lumajang**

The implementation of teacher's online teaching strategies of descriptive text writing during pandemic at MTs Sunan Ampel Kandangtepus, Senduro-Lumajang were in the form of procedures of teaching in online class. The procedures were divided into three steps. The first is pre-teaching which activities done by the teacher in preparing online teaching and learning, the second is while teaching that contain about activities done by the teacher while teaching and learning process, and the last is after teaching which usually used to confirm the student's comprehension about the material.

In pre-teaching steps, the teacher prepare some teaching equipments such lesson plan, learning media (pictures, video, slide, and etc.) that help teacher to explain the material with the assignments. Then upload and manage it on *e-learning*. Those activities is included in content areas strategy which means the teacher become a host and operate a learning platform such web, blog, wiki and etc. After that, the teacher share the link of online meeting on WhatsApp group and give instruction to access the material on *e-learning* and launch the meeting by click the link that had been shared. The activities above is included in chat and instant messaging

strategy that provides the teacher and students communicate and share the information by instant chat.

The next step is while teaching steps. In this steps, the teacher do some activities done while teaching online. The strategies used were audio/video conferencing, teacher presentation, and demonstration. In the implementation of audio/video conferencing strategy, the teacher launch the online meeting through google meet application which requires the teacher to share the screen that help the teacher explain the material easily. Through G-meet both teacher and students can keep doing communication each other. The next is teacher presentation, the teacher can explain the material in one time/real time by using online meeting application. The third is demonstration, in this strategy the teacher demonstrate and show the example of descriptive text, how to analyze the text and how to make the descriptive text correctly.

The last step was after-teaching. In this step, the teacher must check and confirm about the student's understanding about descriptive text after the class. The teacher used breakdown text as the strategy applied in after teaching step. The students are required to write descriptive text by themselves then identify the generic structures and language features of the text as the teacher explained before. The students must change the color of words that include adjectives and simple present tense. Then sign which paragraphs told about identification and description part.

The finding above were suitable with journal written by Ida Ayu Hani Erlina and Rahmad Rafid entitled “Teacher Strategies in the Implementation of Distance Learning During the Covid-19 Pandemic”. The journal explained the implementation of strategies in distance learning during pandemic at junior high school were the teacher used scientific approach which consist of some activities such observation, asking, collecting data, analyzing data and summarizing. The next step of implementing strategies was using two-way communication that provide the teacher and students exchange opinion/information about the topic. The last was giving practical assignment which the students must do or make as the teacher demonstrated.<sup>94</sup>

The findings of research were also suitable with Tathahira and Sriayu’s journal entitled “The Implementation of Online Learning During Covid-19 Pandemic: English Teachers’ Perceptions at Senior High Schools in South Aceh”. The journal mentioned the implementation of online learning at senior high school in south Aceh. The first procedure was initiating steps, technique and method which contain of teacher’s preparation for the online learning. The second was preparing learning material, the teacher usually pick the material from the student’s textbook and internet. The media used were slides of power point and manage content areas which LMS as the online learning platform. The next was maintaining interaction and discussion through WhatsApp application to chat and instant

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<sup>94</sup> Ida Ayu Hani Erlina, Rahmad Rafid, "Teacher Strategies in the Implementation of Distance Learning During the Covid-19 Pandemic", *Edunesia : Jurnal Ilmiah Pendidikan*, 1, (January,2019), 6.

messaging with the students. Then the last was assessing the student's work that used to evaluate of student's comprehension about the topic.<sup>95</sup>

Based on the research finding, it can be concluded that the implementation of the teachers' online teaching strategies of descriptive text writing during pandemic at MTs Sunan Ampel Kandangtepus, Senduro-Lumajang were prepare lesson plan, learning media such slides, video and etc., Upload and manage it on e-learning, share the link of meeting on WhatsApp group, explain the material, demonstrate the topic explained, discussion, and giving an assignment to check the student's understanding of the topic.

#### **4. The Problems faced by Teacher while Implementing Online Teaching Strategy of Descriptive Text Writing During Pandemic at MTs Sunan Ampel Kandang Tepus Senduro Lumajang**

The teacher's experiences while implementing online teaching strategies of descriptive text writing during pandemic were facing problems such as inability to focus on screen, technology issues and teacher training.

The first was inability to focus on screen. The long period of pandemic caused the class must be online, and it makes the students feel bored and do not focus on the class. During the online class, the students rarely active and ask anything related to the course, so the teacher feel difficult to confirm the student's understanding of material.

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<sup>95</sup> Tathahira, Sriayu, "The Implementation of Online Learning During Covid-19 Pandemic: English Teachers' Perceptions at Senior High Schools in South Aceh", *Indonesian Journal of Curriculum and Educational Technology Studies*, 2, (2020), 5.

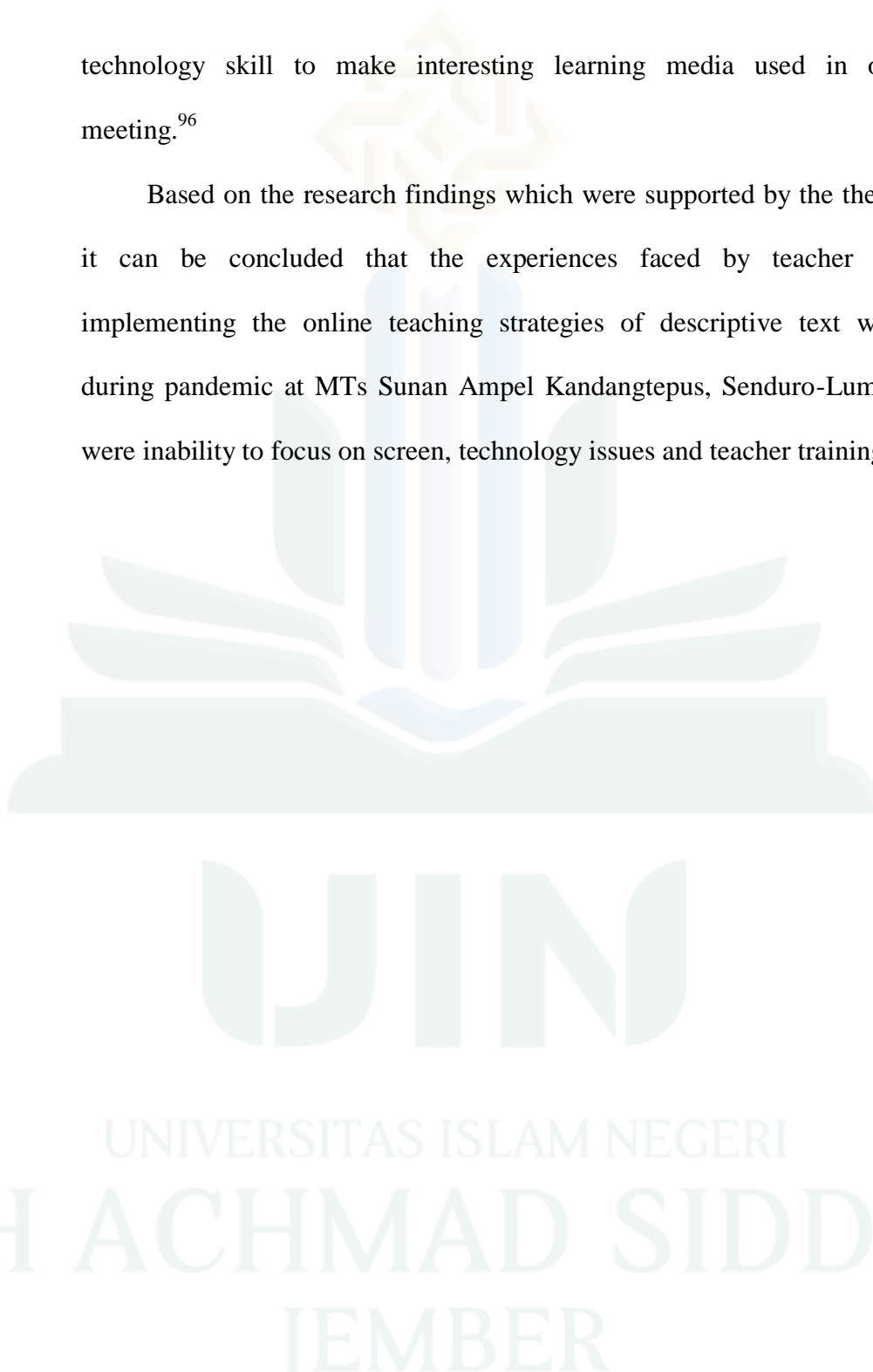
The second was technology issues. The important things needed in online class were technology and internet connection. There's not a few students could not join the class because most of students live in the village which still have low internet connection. Besides, technology must be a problem in conducting online teaching. There were some students had a hand phone with low specification which could not be used to launch online meeting.

The third was teacher training. To keep the teaching and learning during pandemic run well, the teacher's technology skill must be examined. The teacher should up to date her technology skill in preparing online teaching media. The teacher must create an interesting online teaching with considering the student's ability and condition.

The findings above were suitable with the article of Priyanka Gautam entitled "advantages and disadvantages of online learning". The article mentioned online learning might cause inability to focus on screen, technology issues, sense of isolation, teacher training and manage screen time. Priyanka Gautam explain that the students might bored with the long period of online class so it make them lazy to focus on screen. Conducting online class is depend on technology and internet connection. It might be problems for both teacher and student to be able to use technology and for who had live in village that still have low internet connection. Besides, the online teaching must be a problems for teacher to upgrade and train the

technology skill to make interesting learning media used in online meeting.<sup>96</sup>

Based on the research findings which were supported by the theories, it can be concluded that the experiences faced by teacher while implementing the online teaching strategies of descriptive text writing during pandemic at MTs Sunan Ampel Kandangtepus, Senduro-Lumajang were inability to focus on screen, technology issues and teacher training.



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<sup>96</sup> Priyanka Gautam, "Advantages And Disadvantages Of Online Learning", <https://elearningindustry.com/advantages-and-disadvantages-online-learning> , (26 January 2021).



## CHAPTER V

### CONCLUSION AND SUGGESTIONS

In this chapter, the researcher presents the conclusion of the research and suggestions for English teacher, students, and further researcher who are interested in similar or relevant research.

#### A. Conclusion

The objectives of this research were to find out the teacher's online teaching strategies of descriptive text writing during pandemic, the implementation of the strategies and the teacher's experiences while using the online teaching strategies. Based on the research findings and discussion in the previous chapter, it can be concluded that:

1. The teacher's online teaching strategies of descriptive text writing during pandemic at MTs Sunan Ampel Kandangtepus, Senduro-Lumajang were: teacher presentation, which the teacher explain the material to the students, demonstration which the teacher demonstrate how to write descriptive text to the students, content areas the teacher being a host and manage the online learning platform (e-learning), audio/video conferencing strategy that required the teacher and students launch the online meeting by G-meet, chat and instant massaging strategy, and breakdown text which the teacher give assignment to the students to write descriptive text and analyze it's generic structure and language features of the text.

2. The reasons to use online teaching strategy of descriptive text writing during pandemic at MTs Sunan Ampel Kandang Tepus, Senduro-Lumajang were in the form of advantages of using the strategies. They were flexible to manage the time and place, ease the teacher to manage the course on assessment, and train and enhance the teacher's skill to design the course.
3. The procedures of the online teaching strategy of descriptive text writing at MTs Sunan Ampel Kandangtepus, Senduro-Lumajang divided into three steps: pre-teaching, while teaching and after teaching. In pre-teaching step the teacher prepared lesson plan and learning media on e-learning (content areas), then shared the online meeting link on WhatsApp group so the students can access it. In while teaching step the teacher and students launch online meeting use G-meet, the teacher presented the material, then show the example of the text and demonstrate how to analyze and make it, and the teacher let the students to ask about what they did not get and discuss it together. In after teaching step, the teacher explain the summary of the material and give assignment to confirm the student's understanding by using breakdown text.
4. The problems faced by teacher while implementing online teaching strategy of descriptive text writing during pandemic at MTs Sunan Ampel Kandangtepus Senduro Lumajang were in the form of obstacles faced by the teacher. They were inability to focus on screen which the students were not focus on the meeting and the teacher's explanation, technology issues

which there's a lot of students could not join the online class caused the internet connection and the last obstacle was the teacher training of making learning media, this situation may be difficult and being a challenge for teacher to make an interesting learning media with consider the student's need and condition.

## **B. Suggestions**

The findings of the research were expected to be useful for English teachers, students, and other researchers.

1. For English teachers, it was expected to be able to explore the kinds of teaching strategies used in online class or during pandemic, so teacher can give and implement the appropriate strategy based on the student's need and condition.
2. For the schools, it was expected to be able to realize the condition current condition that changed the teaching and learning process into online meeting, so the institute and the teachers decided the policy and find the suitable strategies to overcome the problems with determine the situation and condition.
3. For the future researchers, it is expected that they will conduct researches on exploring online teaching strategies of other topics and situations of English. Thus, the strategies and it's implementation can be explored deeply.

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## PERNYATAAN KEASLIAN TULISAN

Yang bertanda tangan di bawah ini:

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Dengan ini menyatakan bahwa isi skripsi yang berjudul “English Teacher’s Online Teaching Strategy of Descriptive Text Writing During Pandemic at MTS Sunan Ampel Kandang Tepus, Senduro-Lumajang” adalah hasil karya/penelitian saya sendiri, kecuali bagian-bagian yang dirujuk sumbernya.

Demikian pernyataan keaslian tulisan ini saya buat dengan sebenarnya.

Lumajang, 10 November 2021  
Saya yang menyatakan



Kartika Nuril Adha  
NIM T20176052

### MATRIX OF RESEARCH

Title	Variable	Indicators	Research Method	Research Question
English Teacher's Online Teaching Strategy of Descriptive Text Writing during Pandemic at MTs Sunan Ampel Kandang Tepus, Senduro-Lumajang	1. Teacher's online teaching strategy 2. Teaching Descriptive text writing	1. Teacher's online teaching strategy a. Teacher Presentation b. Demonstration c. Content Areas d. Audio/Video Conferencing e. Chat and Instant Messaging f. Breakdown Text 2. Descriptive text a. Generic structure: identification, and description. b. Language features: use simple present tense, use adjective, specific object.	1. <b>Research Design and Research Type:</b> Qualitative research, case study research 2. <b>Data Resource:</b> English Teacher, Teacher's lesson plan. 3. <b>Data Collection Method:</b> Observation, Interview, documentation 4. <b>Data Analysis Method:</b> Marthew B. Miles method 5. <b>Stage of analysis data:</b> a. Data reduction b. Data displays c. Conclusion drawing/verification 6. <b>Data validity</b> Using Data Triangulation: a. Methodological triangulation	5. What is the teacher's online teaching strategy of descriptive text writing during pandemic at MTs Sunan Ampel Kandang Tepus Senduro Lumajang? 6. Why does the teacher use the online teaching strategy to teach descriptive text writing during pandemic at MTs Sunan Ampel Kandang Tepus Senduro Lumajang? 7. How is the implementation of the teacher's online teaching strategy of descriptive text writing during pandemic at MTs Sunan Ampel Kandang Tepus Senduro Lumajang? 8. What are the teacher's experiences while implementing online teaching strategy of descriptive text writing during pandemic at MTs Sunan Ampel Kandang Tepus Senduro Lumajang?



### Interview Guideline

Research Question	Topic	Questions
1. What is the teacher's online teaching strategy of descriptive text writing during pandemic at MTs Sunan Ampel Kandang Tepus Senduro Lumajang?	Teacher's online strategy of descriptive text writing during pandemic	What is your opinion about the pandemic covid-19?
		What is your opinion about online teaching during pandemic?
		What is your strategy in online teaching of descriptive text during pandemic?
2. Why does the teacher use the online teaching strategy to teach descriptive text writing during pandemic at MTs Sunan Ampel Kandang Tepus Senduro Lumajang?	The reason of using teacher's online strategy of descriptive text writing during pandemic	Why do you use the online strategy of descriptive text during pandemic?
3. How is the implementation of the teacher's online teaching strategy of descriptive text writing during pandemic at MTs Sunan Ampel Kandang Tepus Senduro Lumajang?	The implementation of teacher's online strategy of descriptive text writing during pandemic	How do you apply the online teaching strategy of descriptive text writing during pandemic?
		Can you explain the procedures of implementing the strategy?
4. What are the teacher's experience while implementing online teaching strategy of descriptive text writing during pandemic at MTs Sunan Ampel Kandang Tepus Senduro Lumajang?	The teacher's experiences while implementing teacher's online strategy of descriptive text writing during pandemic	What is your experiences while using the strategy during pandemic?
		What is your challenges in conducting online teaching during pandemic?
		How do you face the problems on your teaching process?
		What is your solutions to solved the problems?

### DOCUMENTATION CHECKLIST

The document that reviewed by researcher was lesson plan made by the teacher who had experienced in online teaching of descriptive text writing during pandemic.

Content	Answer		Description
	Yes	No	
The online teaching strategy of descriptive text writing during pandemic	✓		In lesson plan stated kinds of strategies will be used by the teacher in teaching descriptive text writing in online meeting
The procedures of implementing the online teaching strategy during pandemic	✓		In lesson plan explained the procedures of implementing the online teaching strategies
Learning Media or learning tools	✓		In lesson plan mentioned the learning tools used in online teaching process.

### RENCANA PELAKSANAAN PEMBELAJARAN

Mata Pelajaran : Bahasa Inggris Sekolah : MTs Sunan Ampel Senduro Kelas/Semester : IX/ Ganjil	KD : 3.10 dan 4.14 dan 4.10 Alokasi waktu : 1 sesi daring (60 Menit) Model Pembelajaran : Scientific
<b>A. KOMPETENSI DASAR</b>	<b>B. INDIKATOR PENCAPAIAN KOMPETENSI</b>
3.10. Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks factual report dengan menyatakan dan menanyakan tentang teks ilmiah faktual tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, pendek dan sederhana, sesuai dengan konteks pembelajaran di pelajaran lain di Kelas IX.  4.14 Menangkap makna dalam teks ilmiah faktual (report) lisan dan tulis, pendek dan sederhana, terkait dengan mata pelajaran lain di Kelas IX.  4.10 Menyusun teks ilmiah faktual (factual report), lisan dan tulis, pendek dan sederhana, tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, terkait dengan mata pelajaran lain di Kelas IX, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	3.10.1 Menganalisis struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks factual report dengan menyatakan dan menanyakan tentang teks ilmiah faktual tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, pendek dan sederhana, sesuai dengan konteks pembelajaran di pelajaran lain di Kelas IX.  <b>C. TUJUAN PEMBELAJARAN</b> <ul style="list-style-type: none"> <li>• Melalui file pdf yang disajikan dalam <i>E-Learning</i>, Peserta didik mampu menganalisis struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks factual report dengan menyatakan dan menanyakan tentang teks ilmiah faktual tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, pendek dan sederhana, sesuai dengan konteks pembelajaran di pelajaran lain di Kelas IX.</li> <li>• Melalui penjelasan dalam pertemuan secara daring melalui <i>Google Meet</i>, Peserta didik mampu fungsi sosial teks factual report dengan menyatakan dan menanyakan tentang teks ilmiah faktual tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, pendek dan sederhana, sesuai dengan konteks pembelajaran di pelajaran lain di Kelas IX.</li> </ul>
<b>KEGIATAN PEMBELAJARAN</b>	
<b>Kegiatan Awal (10 Menit)</b>	
<ul style="list-style-type: none"> <li>• Guru memberikan salam kepada peserta didik melalui <i>google meet</i> sebagai wujud sikap <i>religius</i>. Link <a href="http://meet.google.com/sxf-ztov-miu">http://meet.google.com/sxf-ztov-miu</a></li> <li>• Peserta didik dipimpin ketua kelas berdoa sebelum pembelajaran dimulai sebagai sikap disiplin dan bertanggungjawab</li> <li>• Guru meminta peserta didik mengisi kehadiran di <i>E-Learning</i></li> <li>• Guru memberikan motivasi kepada peserta didik dan menyiapkan untuk memulai pembelajaran</li> <li>• Guru menyebutkan tujuan pembelajaran pada pertemuan daring hari ini melalui <i>google meet</i></li> <li>• Guru menginformasikan peserta didik untuk belajar mandiri selama 30 menit menyimak materi dan mengerjakan LKPD yang sudah dikirim dalam <i>E-Learning</i> dan bertemu kembali di <i>google meet</i> untuk berdiskusi</li> <li>• Guru mengakhiri <i>google meet</i> dan memberikan kesempatan kepada peserta didik untuk belajar mandiri</li> </ul>	

<p><b>Kegiatan Inti (40 Menit)</b></p> <ul style="list-style-type: none"> <li>• Peserta didik secara mandiri melihat file pdf yang dibagikan dalam <i>E-Learning</i></li> <li>• Peserta didik secara mandiri mengamati file pdf teks deskriptif <i>My Lovely Bedroom</i></li> <li>• Peserta didik secara mandiri menganalisis makna, fungsi sosial, struktur teks deskripsi, dan unsur kebahasaan yang terdapat dalam teks tersebut</li> <li>• Peserta didik mengemukakan pendapatnya mengenai analisis fungsi sosial, struktur teks deskripsi, dan unsur kebahasaan yang terdapat dalam teks tersebut dalam <i>google meet</i>. Link: <a href="http://meet.google.com/sxf-ztov-miu">http://meet.google.com/sxf-ztov-miu</a></li> <li>• Peserta didik saling bertukar informasi mengenai hasil analisis fungsi sosial, struktur teks deskripsi, dan unsur kebahasaan yang terdapat dalam teks tersebut dalam <i>google meet</i></li> <li>• Guru mendampingi peserta didik selama diskusi berjalan dalam <i>google meet</i></li> </ul>
<p><b>Kegiatan Penutup(10 Menit)</b></p> <ul style="list-style-type: none"> <li>• Peserta didik diminta mengumpulkan tugas nya terkait analisis dan menyimpulkan fungsi sosial, struktur teks deskripsi, dan unsur kebahasaan yang terdapat dalam teks tersebut di <i>Penugasan KI3 E-Learning</i>.</li> <li>• Peserta didik melakukan refleksi di bantu oleh guru melalui <i>google meet</i></li> <li>• Guru menyampaikan materi untuk pertemuan selanjutnya.</li> <li>• Guru menutup pertemuan dengan berdoa dan mengucapkan salam melalui <i>google meet</i></li> </ul>
<p><b>MEDIA, ALAT DAN SUMBER BELAJAR</b>  Media: <i>File pdf, google meet, audio</i>. Alat : Laptop  Sumber: Handout Descriptive text. Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris Kelas X. Kemendikbud.</p>
<p><b>PENILAIAN</b></p> <p><b>Sikap</b> : Penilaian sikap melalui observasi lembar penilaian siswa (lampiran)  <b>Pengetahuan</b> :Penilaian pengetahuan melalui Tes Tertulis dalam bentuk <i>essay</i> (lampiran)  <b>Keterampilan</b> :Penilaian keterampilan <i>writing skill</i> (lampiran)</p>

## BAHAN AJAR

Materi *Descriptive Teks* berupa file pdf

**PENGERTIAN**

Descriptive Text adalah salah satu jenis text dalam Bahasa Inggris yang menggambarkan atau memberikan informasi dengan jelas mengenai sesuatu baik itu manusia, tempat, hewan, tumbuhan, mau pun benda mati secara detail.

**CIRI-CIRI**

1. Menggunakan Simple Present Tense  
Karena tenses ini digunakan untuk menunjukkan suatu fakta atau kebenaran.
2. Menggunakan Banyak Kata Sifat (adjective).  
Karena fungsi dari teks ini adalah untuk memberikan informasi dengan menggambarkan suatu objek yang dideskripsikan, maka dalam Descriptive Text akan banyak dijumpai kata sifat (adjective).

**CONTOH**

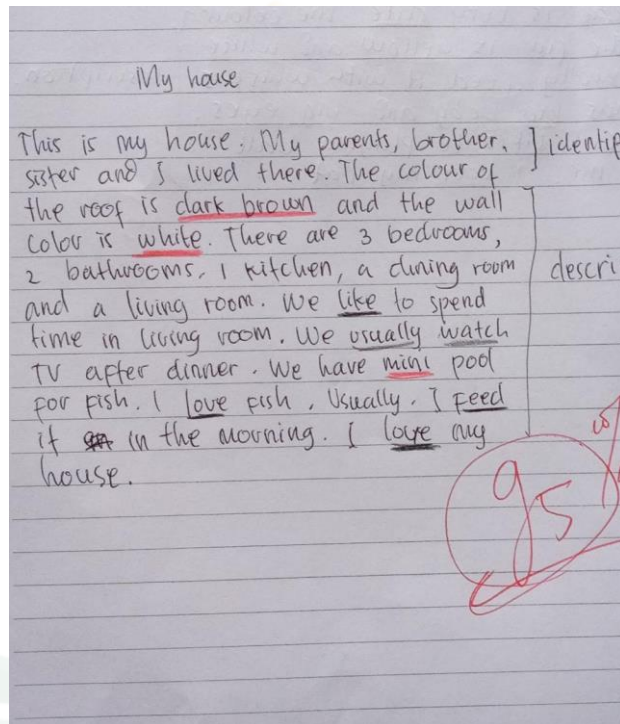
**MY LOVELY BEDROOM**

My lovely bedroom **is blue**. In my room there **are** some items. It **has** a bed, a study desk, a cabinet, and a dressing table. I often **study** in my room because I **feel very comfortable** when in the room.

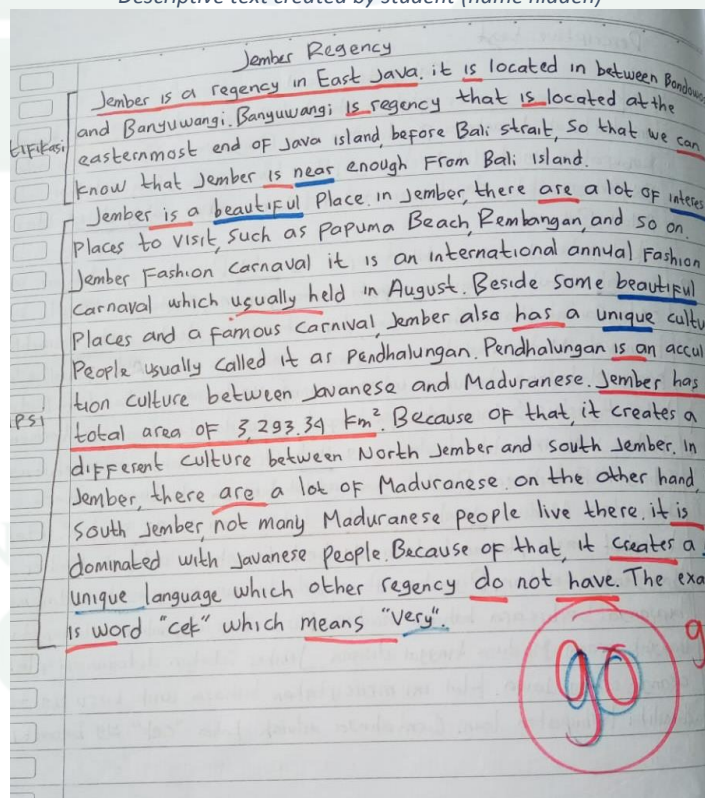
There **is** a **small** cabinet on the left the bed. On the cabinet, there **is** a **green** night lamp and a **black** printer. The study desk **is** located next to the cabinet. It **is white** and has many books. I usually **read** book on this desk. There **is** a **brown** chair in front of the desk. I **have** some picture on the wall above the bed.

*Descriptive text created by teacher*

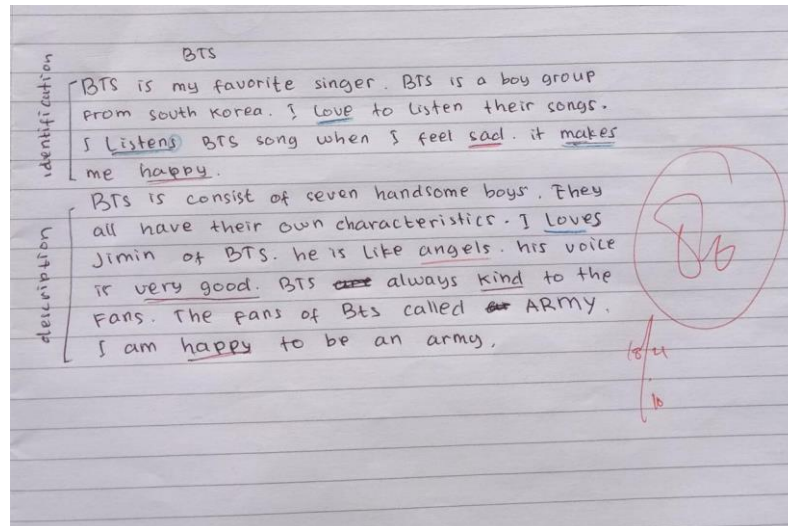
## Students' Worksheets



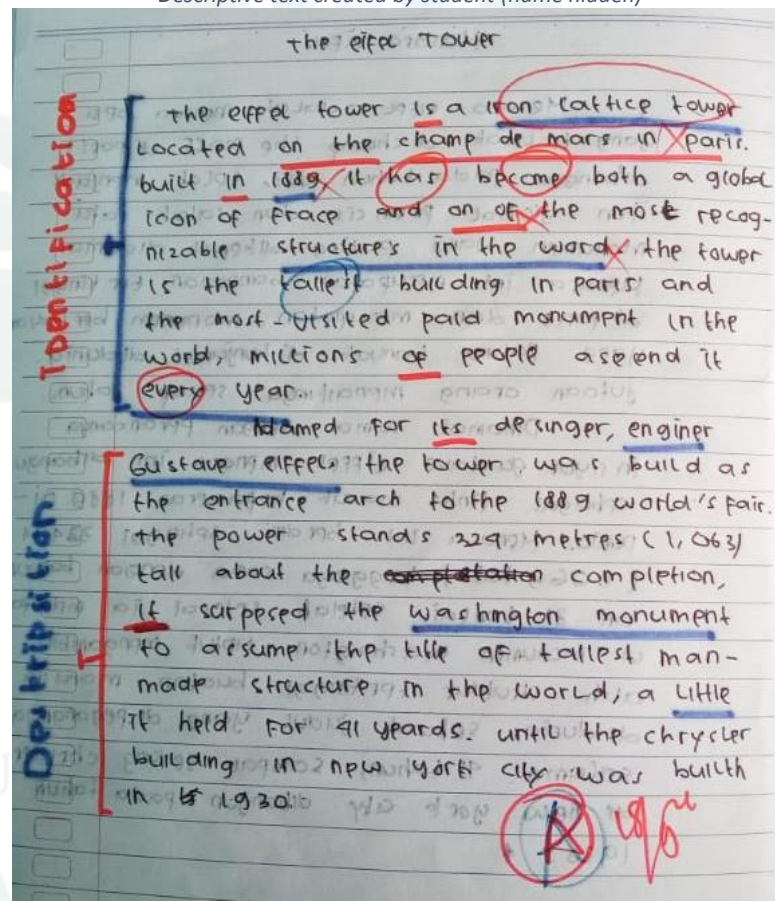
Descriptive text created by student (name hidden)



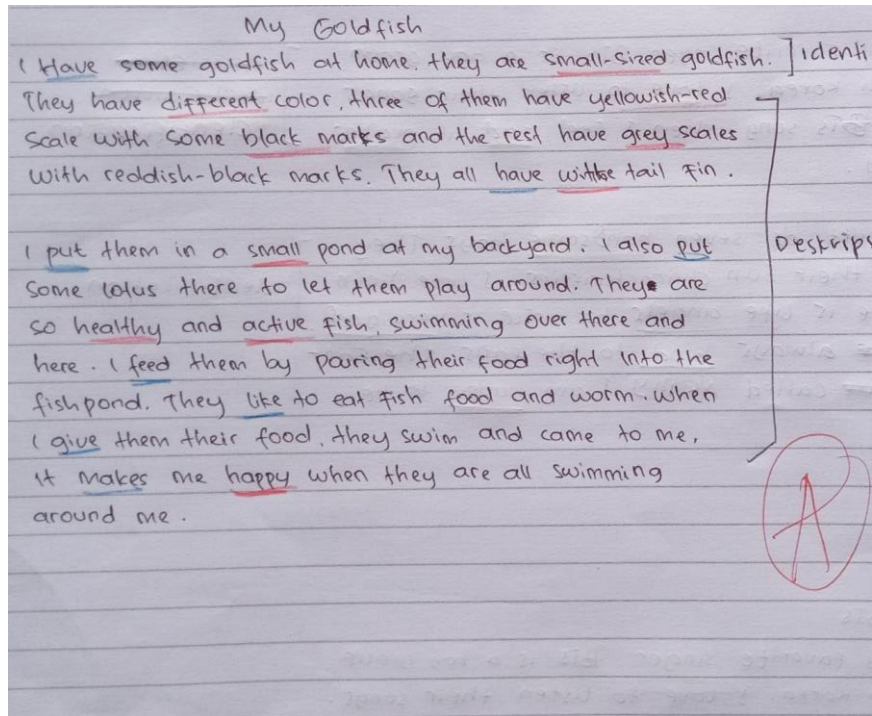
Descriptive text created by student (name hidden)



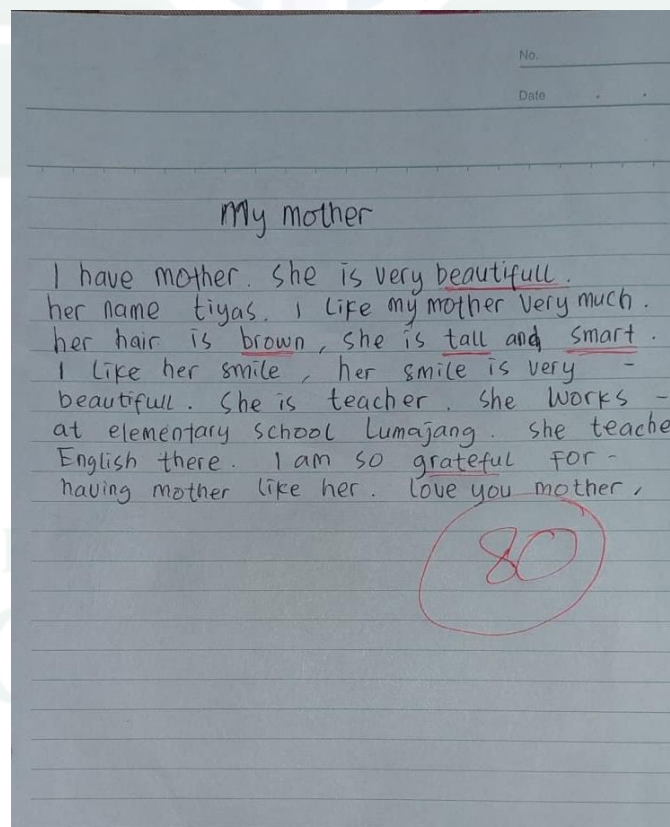
Descriptive text created by student (name hidden)



Descriptive text created by student (name hidden)



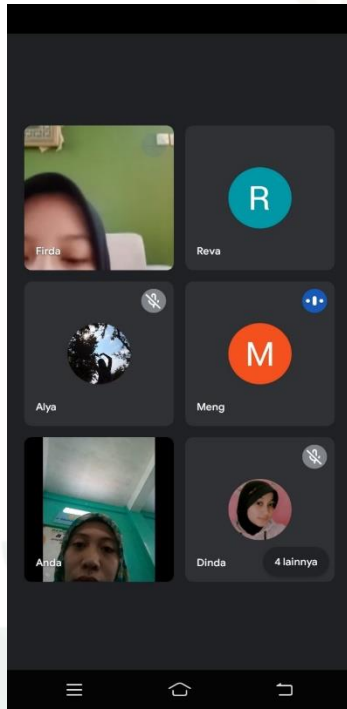
Descriptive text created by student (name hidden)



Descriptive text created by student (name hidden)



**Documentation of teacher conducted online teaching strategies of ninth grade at MTs Sunan Ampel Kandangtepus, Senduro-Lumajang**



NO	PURUSAN	ID	SEMA	KETERANGAN	WAKTU	HASIL
1	Kls 9 - Semester Gasal	31	Selesai	Sulalah BAHAN AJAR berjudul EI HOPE AND CONGRATULATIONS. Baca dan persiapkan bahan yang berisi MATERI, KONTAKSALOG, ENGLISH EXERCISE 2 dan materi cara penulisan jawaban. SOAL DAN PEMBAHASAN	23 Juli 2021 Pukul 07:00:00 sampai 24 Juli 2021 Pukul 17:00:00	Hasil
2	Kls 9 - Semester Gasal	17	Selesai	Sulalah memb BAHAN AJAR berjudul DESCRIPTIVE TEXT. Baca dan persiapkan jawaban materi pada file 18 lainnya. Sila jawab soal yang akan dibahas tentang materi ini. Silalah memb BAHAN AJAR berjudul DESCRIPTIVE TEXT. Baca dan persiapkan jawaban materi pada file 18 lainnya. Sila jawab soal yang akan dibahas tentang materi ini. Silalah memb BAHAN AJAR berjudul DESCRIPTIVE TEXT. Baca dan persiapkan jawaban materi pada file 18 lainnya. Sila jawab soal yang akan dibahas tentang materi ini.	04 September 2021 Pukul 07:00:00 sampai 07 September 2021 Pukul 12:00:00	Hasil



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Nomor : B. 1775/ln.20/3.a/PP.00.9/08/2021 24 Agustus 2021  
Sifat : Biasa  
Lampiran : -  
Hal : **Permohonan Ijin Penelitian**

Yth. Kepala MTs Sunan Ampel Kandang Tepus, Senduro - Lumajang  
Jl. Mbah brojosari 01 Kandangtepus

*Assalamualaikum Wr Wb.*

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

Nama : KARTIKA NURIL ADHA  
NIM : T20176052  
Semester : IX  
Prodi : TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai **ENGLISH TEACHER'S ONLINE TEACHING STRATEGY OF DESCRIPTIVE TEXT WRITING DURING PANDEMIC AT MTS SUSNAN AMPEL KANDANG TEPUS, SENDURO-LUMAJANG** selama **14 ( empat belas )** hari di lingkungan lembaga wewenang Bapak/Ibu Annikmatus Saidah, S.Pd.I.

Adapun pihak-pihak yang dituju adalah sebagai berikut:

Guru Mapel Bahasa Inggris

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

*Wassalamualaikum Wr Wb.*

Jember, 24 Agustus 2021

Dekan  
Wakil Dekan Bidang Akademik,



Mashudi



**YAYASAN AL - FATAH SENDURO LUMAJANG**

NOMOR: AHU-0030981.AH.01.04 TAHUN 2015

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Senduro, 11 Oktober 2021



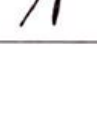
Kepala Madrasah



**ANNIKMATUS SAIDAH, S.Pd.I**

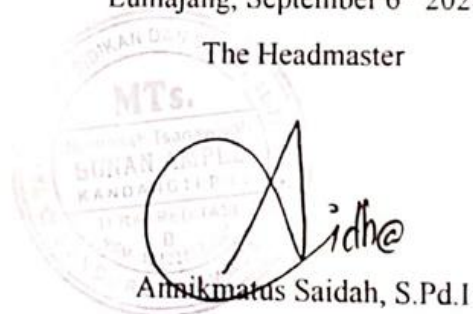
### JOURNAL OF RESEARCH ACTIVITIES

Name : Kartika Nuril Adha  
 NIM : T20176052  
 Title : English Teacher's Online Teaching Strategy of Descriptive Text Writing during Pandemic at MTs Sunan Ampel Kandangtepus, Senduro-Lumajang  
 Location : MTs Sunan Ampel Kandangtepus Senduro

No.	Day, Date	Activities	Initials
1	Wednesday, August 25 <sup>th</sup> 2021	The researcher was giving the research permission letter	
2	Wednesday, September 1 <sup>st</sup> 2021	The researcher interviewed the teacher	
3	Saturday, September 4 <sup>th</sup> 2021	The researcher observed the teacher implementing the online teaching strategies	

Lumajang, September 6<sup>th</sup> 2021

The Headmaster

  
 Annikmatas Saidah, S.Pd.I

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**ENGLISH TEACHER'S ONLINE TEACHING STRATEGY  
OF DESCRIPTIVE TEXT WRITING DURING PANDEMIC  
AT MTS SUNAN AMPEL KANDANG TEPUS  
SENDURO-LUMAJANG**

**UNDERGRADUATE THESIS**

Submitted to State Islamic University of Kiai Haji Ahmad Siddiq Jember  
to fulfill one of the requirements  
For Bachelor's Degree of *Sarjana Pendidikan* (S.Pd)  
Faculty of Tarbiyah and Teacher Training  
English Education Program



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J E M B E R

**By:**

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**SRN : T20176052**

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NOVEMBER 2021**

**ENGLISH TEACHER'S ONLINE TEACHING STRATEGY  
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**By:**

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Approved by Advisor



**Ninuk Indrayani, M.Pd.**  
**NIP 197802102009122002**



**ENGLISH TEACHER'S ONLINE TEACHING STRATEGY  
OF DESCRIPTIVE TEXT WRITING DURING PANDEMIC  
AT MTS SUNAN AMPEL KANDANG TEPUS  
SENDURO LUMAJANG**

**THESIS**

has been examined and approved as the requirements to obtain  
a bachelor's degree of *Sarjana Pendidikan* (S.Pd)  
Faculty of Tarbiyah and Teacher Training  
English Education Program

Day : Monday  
Date : November 22<sup>th</sup>, 2021

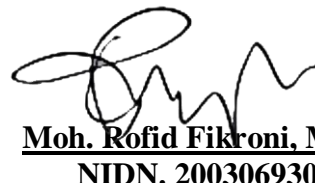
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Dean of Faculty of Tarbiyah and Teacher Training of  
UIN KH Ahmad Siddiq Jember

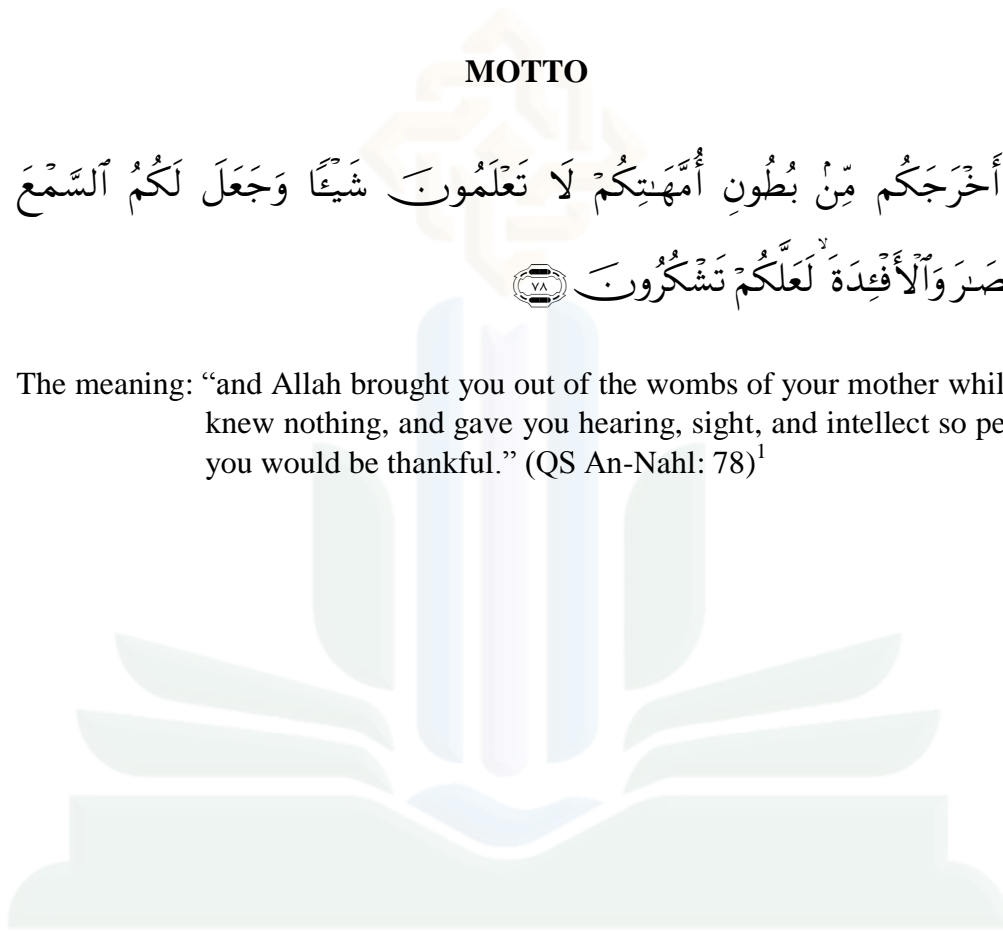


**Prof. Dr. Hj. Mukni'ah, M.Pd.I**  
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## MOTTO

وَاللَّهُ أَخْرَجَكُمْ مِنْ بُطُونِ أُمَّهَاتِكُمْ لَا تَعْلَمُونَ شَيْئًا وَجَعَلَ لَكُمُ السَّمْعَ  
وَالْأَبْصَرَ وَالْأَفْئِدَةَ لَعَلَّكُمْ تَشْكُرُونَ

The meaning: “and Allah brought you out of the wombs of your mother while you knew nothing, and gave you hearing, sight, and intellect so perhaps you would be thankful.” (QS An-Nahl: 78)<sup>1</sup>



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<sup>1</sup> Al-Qur'an 16: 78, Dr. Mustafa Khattab, *Quran English Translation*. <https://quran.com/16>

## DEDICATION

I proudly dedicate this undergraduate thesis to:

### 1. My Beloved Parents

Many thanks for my father and my mother for their prayers, motivation, encouragement and love. Who always support me to reach my dream, especially process in this University.

### 2. My Big Families

Thanks for the endless prayers and encouragement during my process to finish my undergraduate thesis.

### 3. All of My Friends

Thanks for all my friends in TBI 2 class who process together since I studied in this University and thanks to all of my friends especially Shofia, Afifah, Dewi, Tia, Dila, Naila, Lutfi, Sakinah, Yashinta and Hafidh who had supported and motivated me whenever I feel sad and sucks in the process of finishing this thesis.

## ACKNOWLEDGMENT

All praises be to Allah the almighty who has given me everything we need long our life. Peace and salutation may always be given to our prophet Muhammad SAW who has guided us from the misleading era into the bright, straight, right and blessed era. In addition, we always wait for his help in the doomsday or the day of qiyamah later.

All praises be to Allah the almighty for all his wishes so that the author can complete a thesis entitled “English Teacher’s Online Teaching Strategy of Descriptive Text Writing during Pandemic at MTs Sunan Ampel Kandang Tepus Senduro-Lumajang” to achieve undergraduate degree of English education department, Faculty of Education and Teacher Training, KH. Achmad Siddiq Islamic State University of Jember.

The researcher realized that this undergraduate thesis would not finish without help and guidance from other people. The researcher would like to express her gratitude and appreciation to the honorable people who gave their help, encouragement, and countless contribution to the researcher in the process of the study:

1. The excellency, Prof. Dr. H. Babun Soeharto, S.E,MM, as a rector of State Islamic University of KH Ahmad Siddiq Jember who has given opportunity for me to study in this university.
2. Prof. Dr. Hj. Mukni’ah, M.Pd.I as the Dean of the Faculty of Tarbiyah and Teacher Training State Islamic University of KH Achmad Siddiq Jember who has facilitated me to study in this faculty.

3. The headmaster of English Education Department, Mr. As'ari M.Pd.I who has motivated me to study English.
4. My advisor, Ninuk Indrayani, M.Pd who helped, guided and supported me during the writing of the undergraduate thesis.
5. The head of library of State Islamic University of KH Ahmad Siddiq Jember, H. Abdul Muis, S.Ag, M.Si who has facilitated me to borrow some books to conduct the research.
6. The lecturers of English Department who have given me knowledge.
7. All of teachers who had taught and guided me so that I can reach this step.
8. The headmaster of MTs Sunan Ampel Kandangtepus Senduro-Lumajang, Annikamatus Saidah, S.Pd.I and her staffs for giving me a permission and helping me during my research.
9. The English teacher, Novia Hastin S.Pd who gave me support and help in conducting my research in MTs Sunan Ampel Kandangtepus, Senduro-Lumajang.

May Allah repay all the kindness of people who have helped in this process. However, the writer understands that this thesis is far from perfect, but hopefully it will be used for readers and future researchers.

Lumajang, 24<sup>th</sup> October 2021

**Kartika Nuril Adha**

## ABSTRACT

**Kartika Nuril Adha, 2021: *English Teacher's Online Teaching Strategy of Descriptive Text Writing during Pandemic at MTs Sunan Ampel Kandangtepus Senduro Lumajang.***

**Key Words:** *Teacher's strategy, online teaching and learning, descriptive text writing*

This research explored the teacher's online teaching strategy of descriptive text writing during pandemic Covid-19. The pandemic changed the teaching and learning process into online. In conducting online class, the teacher should be wised to choose the appropriate strategy with consider the students need and condition.

The objectives of this research were 1) to reveal teacher's online teaching strategy of strategy of descriptive text during pandemic, 2) explain the reason why the teacher use the strategy, 3) describe the procedure of the strategy, and 4) investigate the problems faced by teacher while using the strategy. This research used qualitative research method and the type was case study with descriptive analysis that focused on single case. It was conducted at MTs Sunan Ampel Kandangtepus, Senduro-Lumajang cause the teaching and learning process occurred in online meeting. The subject of research was an English teacher of MTs Sunan Ampel Kandangtepus. The data were gathered by interview, observation and documentation. Methodological triangulation and source triangulation were used to validate the data.

The result of this research reveals several strategies used by the teacher in online teaching of descriptive text writing. 1) The strategies were teacher presentation, demonstration, content areas strategy, audio/video conferencing strategy, chat and instant messaging strategy, and breakdown text. 2) The reason of teacher used online teaching strategies because it were flexible, ease the course management, and enhance the teacher's skill to design the course. 3) The procedures of online teaching strategy decided into three steps. *Pre teaching* step that the teacher prepare lesson plan and learning media on e-learning (content areas), then share the online meeting link on WhatsApp group so the students can access it. Then, *while teaching* step which the teacher and students launch the meeting by G-meet app, the teacher present the material, then show the example of the text and demonstrate how to analyze and make it, and let the students ask anything and discuss it together. The last was *after teaching* step, the teacher explain the summary and give assignment to the student's by using breakdown text strategy. 4) The problems faced by teacher while implementing the strategies were inability to focus on screen, technology issues and teacher training.

This research concluded that the online teaching and learning may cause some difficulties for teacher to construct and prepare the teaching process with consider the situation and condition. Thus, the strategies are needed to be references and ease the online teaching and learning process for both teacher and students.

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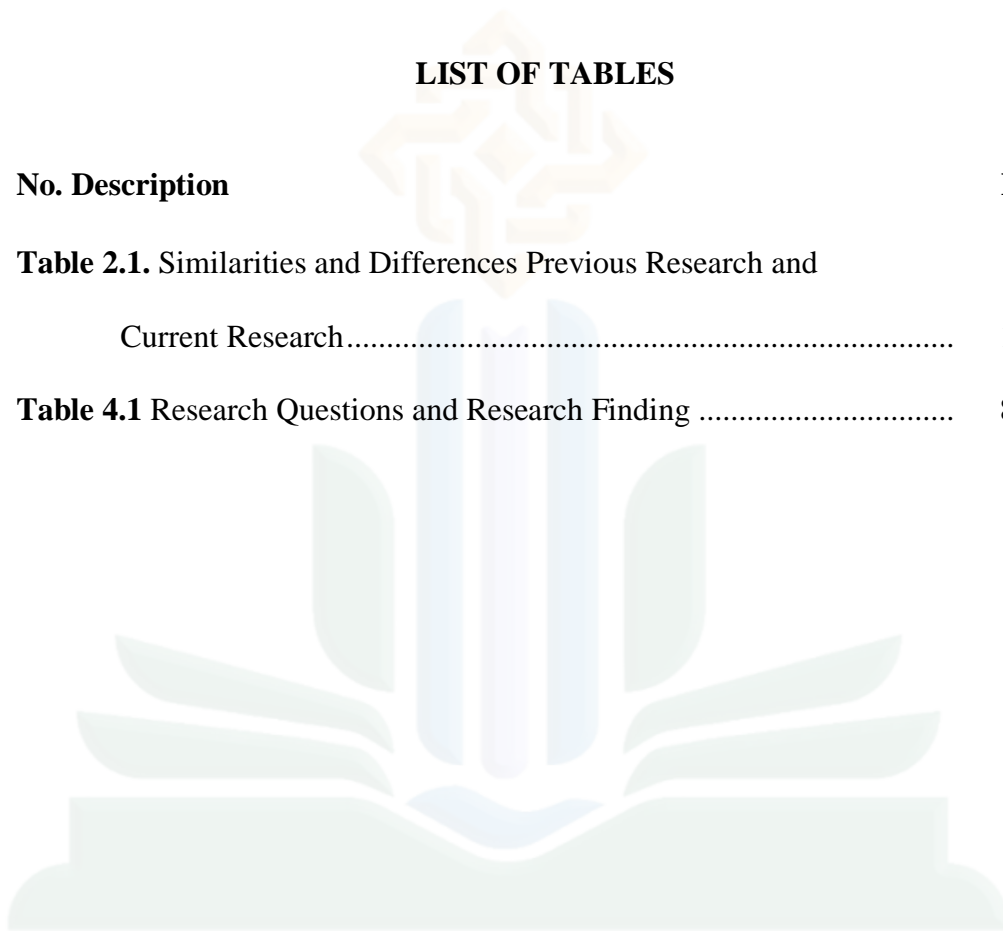
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## CHAPTER I

### INTRODUCTION

This chapter presents an introduction to the research. The part of the chapter I is research background, research questions, research objectives, research significant, and definition of the key terms.

#### A. Research Background

English is a universal language that become foreign language in Indonesia. In learning English there are four skills to be learnt. They are listening, speaking, reading and writing. All those skills especially reading and writing are important for all students who want to master English. It is stated in Al-Qur'an, one of the surah which explains about reading and writing is surah Al-Alaq verse 1-5<sup>2</sup> :

أَقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ۝ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ۝ اقْرَأْ وَرَبُّكَ الْأَكْرَمُ ۝ الَّذِي عَلَّمَ بِالْقَلَمِ ۝ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمَ ۝

The meaning: Read by (mentioning) in the name of your Lord Who created, created human from a clinging clot, Read, and your Lord is the most Generous, Who taught by the pen, taught humanity what they knew not.

These verses contains about how our God, Allah SWT created human and taught about what human do not know through read and write. It is clear that the word “read” means Allah is guided us to read and teach human by intermediary of “kalam” which means write. This Surah is also “Explain the wisdom of Allah for the creation of humans from weak to

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<sup>2</sup> Al-Qu'an 96: 1-5, Dr. Mustafa Khattab, *Quran English Translation*.

strong and equip them with knowledge that is not given to other creatures”.<sup>3</sup>

According to the Guides of Allah SWT, human are told to learn and gain the knowledge by reading and writing to get what they do not know before.

In fact, there are still found some problems in teaching reading and writing especially in writing. Writing is the most difficult skill to be taught and learn. As Vicki and Monette stated that Writing is a process which is complex, so many research literatures approve how it difficult for students. Then the teaching writing process is complex as well.<sup>4</sup> Writing is not only about write some words together but it needs special treatment. It can be choosing the fit model or strategy to be applied in teaching writing.

There are many kinds of writing, such as descriptive text, narrative text, recount text, news item text, explanation text, analytical exposition text and many more. From previous elaboration, descriptive text is one genre that must to be mastered by students in learning English.<sup>5</sup> Descriptive text is a text that describe about something, it can be person, animal, thing, place, etc. In descriptive text there are many aspects that can be learnt and applied, namely focus on using simple present tense, mastering vocabulary, and developing words into coherent descriptive paragraph. The students need to know the pattern to make correct sentence. Teaching descriptive text writing need specific strategy or method to achieve the goal.

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<sup>3</sup>M Agung Suhendra, “Tafsir Surat Al-Alaq Ayat 1-5” , <http://www.assakinah.or.id/2018/08/09/tafsir-surat-al-alaq-ayat-1-5/>, (18 October 2020).

<sup>4</sup> Vicki Urquhart and Monette Mclever, *Teaching Writing in the Content Areas* (USA : ASCD,2005), 6.

<sup>5</sup> Sumarsih & Dedi Sanjaya, *TPS as an Effective Technique to Enhance the Students' Achievement on Writing Descriptive Text* (Medan: Canadian Center of Science and Education, 2017),107.

Teacher strategy is a method that teacher use to make students reach the goals of teaching learning process that has been settled or a teacher's effort to engage the students improving their skill/knowledge by using structured plan. According to Rebecca "Strategies are important for Language Learning because they are tools for active, self-directed involvement, which is essential for developing communicative competence".<sup>6</sup> Teacher strategy is important to make learning process structured and running well, by planning actions and utilize some medium (media, source, technique, tool, and etc.) as a strategy to support both teacher and students in achieving the goals. Teacher strategy highly effected on how the learning process goes. Anderson explained "student outcomes may heavily depend on the teacher's instructional planning, teaching method selection, and having a variety of learning activities".<sup>7</sup> Teacher should determine what strategies which can match to the students' behavior and situation to make them active and develop their knowledge.

As we know, the situation of education and learning process is not good enough after the emergence of Coronavirus disease 2019 (COVID-19) and it has become a current pandemic in all over the world. Corona virus are type of virus appeared in China December 2019 with show symptoms cough, fever, sore throat, difficult to breath, new loss of taste and smell, even some cases caused death. The spread of virus is from person to person, and it has spread in all over the world.

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<sup>6</sup> Rebecca. *Language Learning Strategies* (Bostons: Heinle Publisher, 1990), 1.

<sup>7</sup> Anderson, W. R., *Bloom's Taxonomy: A Forty-Year Retrospective, Ninety-third Yearbook of the National Society for the Study of Education* (Chicago: 1994).

In 1<sup>st</sup> April 2020, WHO informs that the number of people confirmed COVID-19 cases in Indonesia has reached more than 1.500 cases.<sup>8</sup> The Minister of Education and Culture of Republic Indonesia has instructed schools to carry out online learning since 17<sup>th</sup> 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<sup>th</sup> March 2020 due to the increasing spread of COVID-19 and maintaining the health of students, teachers, and all educational staffs. This policy expected to reduce the people mobility so it will reduce and break the chain of the spread of COVID-19 disease. After the government announced the policies, all of the society must do their activities from home such do the work, study, and pray from home. Moreover, teaching and learning process in the classroom (face-to-face) should be replaced by online class maybe till the end of semester due to the Covid-19 pandemic. Both teacher and student must be ready to do online classroom. Especially for teacher, teaching process need preparation such planning the material/content and deciding method/strategies to be applied. There are four main points strategies promoted by Ministry of Education and Culture.<sup>9</sup> The Director General of Early Childhood Education, Primary and Secondary Education, Ministry of Education and Culture of the Republic of Indonesia, Hamid Muhammad in 2020 added, as an effort to enforce teaching and learning process during the Pandemic, the Ministry of

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<sup>8</sup> World Health Organization, (<https://www.who.int/indonesia> , accessed on September 10, 2020)

<sup>9</sup> Arif satrio & hiru Muhammad, “Strategi belajar kemendikbud di masa pandemi Covid-19”, [www.republika.co.id](http://www.republika.co.id) , (14 October 2020).

Education and Culture has regulated policies through Circular Number 4 of 2020 the Ministry of Education which contains these four things<sup>10</sup>: **First**, teaching and learning process must be online, it can be learning interactive or non-interactive. This activity must be done although not all students can do it because of infrastructure factors, the most important thing is learning process will always be held even at home. **Second**, the teacher should provide education for children about life skills, contextual learning according to the conditions of their environment, especially the knowledge about Covid-19, regarding its characteristics, how to avoid it and how to prevent someone from being infected. **Third**, the learning process must be considered by the student interest and condition including the internet access. **Fourth**, the assignment should not have to be assessed like usual, it should be qualitative in nature, which can motivate the students. The teacher need to consider and decide what kind of digital platform to be used and what kind of suitable strategy for the student to keep doing learning process and improving their abilities. This pandemic must become a new challenge for the teachers.

However, there are some difficulties from the teacher to teach online. According to the news Suara.com there are some English teachers say about their problem while online teaching.<sup>11</sup> Jenny Irnawati added, “teaching English is not easy, especially virtually. It takes more time and

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<sup>10</sup> Arif satrio &hiru Muhammad, “Strategi belajar kemendikbud di masa pandemi Covid-19”, [www.republika.co.id](http://www.republika.co.id) , (14 October 2020).

<sup>11</sup> Vania rossa. “Penuh tantangan,inikata mereka tentang belajar online di tangan pandemi”, [www.suara.com](http://www.suara.com) ,(Oktober 9,2020).

effort to prepare than teaching in classroom. It depend on the internet connection and the quality of audio and video so the material will be delivered to the student properly. Emotional support is more difficult to convey the students”.<sup>12</sup> In this case, Anggayuda as Head of teaching development from Sekolah.mu<sup>13</sup> is also admitted how difficult to teach online because there is no direct interaction between teacher and student so the teachers do not know the real condition and the difficulties of the students. Study from home is a good step that expected to break the chain of the spread of Coronavirus Disease, not a few teachers troubled by this activity, so it is need some information (tips or references) to face this problem.

We can imagine of how the teacher must have some preparation for online teaching, especially in teaching writing. The researcher is interested to investigate teacher’s online teaching strategy during pandemic, and focus on what kind of the teacher’s online teaching strategy of descriptive text writing by English teacher at MTs Sunan Ampel Senduro Lumajang and how the implementation of the strategy. Therefore, the writer interested in conducting research entitled “ENGLISH TEACHER’S ONLINE TEACHING STRATEGY OF DESCRIPTIVE TEXT WRITING DURING PANDEMIC AT MTS SUNAN AMPEL KANDANG TEPUS SENDURO-LUMAJANG”. The writer expects the result of this study will be useful for the reader.

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<sup>12</sup> Vania rossa. “Penuh tantangan, inikata mereka tentang belajar online di tangan pandemi”, [www.suara.com](http://www.suara.com), (Oktober 9, 2020).

<sup>13</sup> Sekolah.mu is Educational Platform with a Blended Learning Approach.



## **B. Research Questions**

Based on the background of the study, the researcher wants to know what is the teacher's online teaching strategy of descriptive text writing during pandemic at MTs Sunan Ampel Kandang Tepus Senduro Lumajang. Therefore, the researcher formulated the following research questions, which will be answered in the result of research:

1. What is the teacher's online teaching strategy of descriptive text writing during pandemic at MTs Sunan Ampel Kandang Tepus Senduro Lumajang?
2. Why does the teacher use the online teaching strategy to teach descriptive text writing during pandemic at MTs Sunan Ampel Kandang Tepus Senduro Lumajang?
3. How is the procedure of the teacher's online teaching strategy of descriptive text writing during pandemic at MTs Sunan Ampel Kandang Tepus Senduro Lumajang?
4. What are the problems faced by teacher while implementing online teaching strategy of descriptive text writing during pandemic at MTs Sunan Ampel Kandang Tepus Senduro Lumajang?

## **C. Research Objectives**

Based on the research questions, the objectives of this study were:

1. To reveal teacher's online teaching strategy of descriptive text writing during pandemic at MTs Sunan Ampel Kandang Tepus Senduro Lumajang.

2. To explain the reason why the teacher use the online teaching strategy to teach descriptive text writing during pandemic at MTs Sunan Ampel Kandang Tepus Senduro Lumajang.
3. To describe the procedure of teacher's online teaching strategy of descriptive text writing during pandemic at MTs Sunan Ampel Kandang Tepus Senduro Lumajang.
4. To investigate the problems faced by teacher while implementing the online teaching strategy of descriptive text writing during pandemic at MTs Sunan Ampel Kandang Tepus Senduro Lumajang.

#### **D. Research Significants**

##### **1. Theoretical significance**

The results of the research can provide information about the strategies of English teachers to teach descriptive writing through an online class and can be used as a reference material for all academic activities to explore further knowledge about something that related with this study.

##### **2. Practical significance**

The result of this study can give inputs to the English teachers in selecting appropriate method or strategy for teaching learning online or during pandemic. It also help students to choose suitable strategy in learning descriptive writing through online class, and can be reference for other researchers who were interested in conducting advances research or relevant research especially for student of English education department.

## **E. Definition of Key Terms**

The researcher has two definition of key terms were used to clarify the meaning of the terms. They were:

### **1. Teacher's Online Teaching Strategy during Pandemic**

Teacher's online teaching strategy during pandemic is a strategy or method used by the teacher in online teaching during pandemic. The pandemic is referred to pandemic Covid-19, which has spread in all over the world and causes some changes in teaching and learning process that turned into online meeting. Teaching strategy is important to make the teaching and learning process run effectively with consider the students' need and condition. Based on the current situation, the teacher must prepare and determine what are the best strategy will be applied in online teaching.

### **2. Descriptive Text Writing**

Descriptive text is a text that describe about something in specific way. It can be animal, person, place , and etc. To write descriptive text, some patterns have to be learnt. They are generic structures and language features of descriptive text.

## CHAPTER II

### LITERATURE REVIEW

#### A. Previous Research

Considering the topic discussed in this research, there are some researchers conducted related research to this topic. They are:

- 1. The first research is written by Najmi Harirusmida (2015) entitled “Teacher’s Strategies in Developing Students’ Ability in Writing Descriptive Text at MTsN Jambi Luar Kota”,** this research aimed to describe teachers’ strategies in developing students’ ability in writing descriptive text at MTSN Jambi Luar Kota. This research using qualitative design with descriptive approach. The participant of this research was one of English teacher at MTsN Jambi Luar Kota. The data in this research were obtained through demographic questionnaire, observation and interview. The result of this research were some strategies applied to develop students’ ability in writing descriptive text at MTsN Jambi Luar Kota. They were brainstorming, case-based small-group discussion, demonstration, game, large group discussion, and presentation/lecture. The teacher used strategies elaborate above because through the strategies the teacher could actively involve the students in teaching-learning process.<sup>14</sup>

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<sup>14</sup> Najmi Harirusmida (RRA1B210028), “Teacher’s Strategies in Developing Students’ Ability in Writing Descriptive Text at Mtsn Jambi Luar Kota” , (Thesis, University of Jambi, Muaro Jambi, 2015).

2. **The second research is written by M.Rasyid (2016) entitled “*The Strategies in Teaching Reading Narrative Text Applied by The Teachers at Second Grade of MAN Model Palangkaraya*”,** this research aimed to know the strategies used by the teacher in teaching reading narrative text at second grade of MAN Model Palangkaraya. This study used qualitative research with descriptive approach. The samples of this study are five English teachers. To collect the data the writer used observation, interview and documentation. To analyze the result of the data the writer used editing, coding and tabulating. The result of this study were strategies used by the teachers in MAN MODEL Palangkaraya for teaching reading are monitoring comprehension, metacognition, graphic and semantic organizers , answering question, generating questions, recognizing story structure and summarizing. The English teachers in MAN MODEL Palangkaraya supposed to increase their ability to use the best strategies to help the students felt motivated while English learning process.<sup>15</sup>
3. **The third research is written by Aliatul Muawanah (2018) entitled “*Teaching Writing Descriptive Text by Using Guided Writing Technique at The First Semester of The Tenth Grade of MA Mathlaul Anwar Kecapi Padang Cermin Kabupaten Pesawaran in The Academic Year Of 2017 / 2018*”.** The objectives of this research were to know the process and the problems of teaching writing descriptive text using guided writing technique at the first semester of the tenth grade of MA Mathlaul Anwar.

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<sup>15</sup> M. Rasyid (1001120578), “The Strategies in Teaching Reading Narrative Text Applied By The Teachers at Second Grade Of Man Model Palangka Raya”, (Thesis, IAIN Palangkaraya, Kalteng Palangkaraya, 2016).

The method of this research was qualitative design with descriptive approach. The researcher used purposive sampling to choose the participants, the researcher choose an English teacher and the students of tenth grade of MA Mathlaul Anwar as the participants. The researcher used observation, interview, and questionnaire to collecting data. To analyze the data, the researcher used three steps: data reduction, data display, concluding and verification of data. The result showed that the process of teaching writing descriptive text by using guided writing technique consist of pre activity, main activity, and close activity. The results were: first, the teacher had done guided writing technique yet still effective. There were many weaknesses during teaching and learning. The second, the teachers' problems in teaching writing descriptive text by using guided writing technique are the teacher difficult to handle the class because the students were very noisy and busy with their own activity. The third, the students' problems in learning writing descriptive text by using guided writing technique are the students had problems in developing their ideas, they had lack of vocabulary and grammar. Besides, they did not have enough self-confidence to make their own sentence.<sup>16</sup>

- 4. The fourth is journal research written by May Lien Tia Candra Ariesta entitled “Teaching Writing Strategies during Covid-19”. The Objectives of this research to find out the teaching writing online**

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<sup>16</sup> Aliatul Muawanah (1311040237), “Teaching Writing Descriptive Text By Using Guided Writing Technique at The First Semester of The Tenth Grade of MA Mathlaul Anwar Kecapi Padang Cermin Kabupaten Pesawaran in The Academic Year Of 2017 / 2018”, (Thesis, Raden Intan State Islamic University, Lampung, 2018).

strategies and the students' response of online strategies in the middle of pandemic at and the tenth grade of SMK Gusdur. The method was qualitative descriptive research. The subjects of this research were the English teachers who taught in X-IPA and X-IPS in SMK Gusdur during Covid-19. The instruments applied were observation and interview. The result of this research were several strategies used by teachers in teaching writing online strategies during Covid-19 pandemic era. The first teacher used video as learning strategy and small group discuss strategy and from the second teacher used pictures as learning strategy and imaginary strategy in teaching writing online. The result showed that the strategies helped the teachers to teach writing online easier. The teachers were able to know the students' understanding of the materials and the students were able to do the assignment given by teacher. The students also gave good response to the teaching writing online strategies during Covid-19 pandemic.<sup>17</sup>

5. **The fifth research is journal research written by Mister Gidion M, Sahril N, and Fergina L entitled “Applying Video for Writing Descriptive Text in Senior High School in the Covid-19 Pandemic Transition”.** The objective of this research was to examine whether the videos can develop students' ability in writing descriptive text or not. The study took place in before and during the covid-19 emergence. This research used quantitative research and used pre-experimental design. The

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<sup>17</sup> May Lien Tia Candra Ariesta. “Teaching Writing Strategies during Covid-19” in *Langedu Journal Vol*, 10(5). 2020

participant of this research was the 1st year students of one school in Manado. The result of this research indicates that the use of video in this pandemic transition period seems to be helpful mostly to low level students as they displayed higher gains. Besides, this study denotes the challenges for teachers and students in the Covid-19 pandemic era namely the competence in online learning, and the internet connectivity access and learning mode system.<sup>18</sup>

**Table 2.1 Similarities and Differences Previous Research, and Current Research**

1	2	3	4
No.	Researcher	Similarity	Difference
1	Najmi Harirusmida (2015) Teacher's Strategies in Developing Students' Ability in Writing Descriptive Text at MTsN Jambi Luar Kota	<ul style="list-style-type: none"> <li>• Explain about teacher's strategies in teaching descriptive text writing</li> <li>• Using qualitative research design</li> </ul>	This research described what are the strategies used by English teacher in developing students' writing ability of descriptive text at MTsN Jambi Luar Kota. Meanwhile, current research focused on the teacher's online teaching strategy of descriptive text during pandemic at MTs Sunan Ampel, Kandang Tepus Lumajang.
2	M.Rasyid (2016) The Strategies in Teaching Reading Narrative Text Applied by The Teachers at Second Grade of MAN Model Palangka Raya	Using qualitative research design to analyze English teacher's strategies in teaching students to increase their certain skill.	This research focused on the strategies used by the teacher in teaching reading narrative text. Meanwhile, current research focused on the strategies used by the teacher in teaching descriptive text writing.

<sup>18</sup> Mister Gidion M, Sahril N, and Fergina L. "Applying Video for Writing Descriptive Text in Senior High School in the Covid-19 Pandemic Transition" in *International Journal Language Education Vol,4(3)*. 2020.



1	2	3	4
3	Aliatul Muawanah (2018) Teaching Writing Descriptive Text by Using Guided Writing Technique at The First Semester of The Tenth Grade of MA Mathlaul Anwar Kecapi Padang Cermin Kabupaten Pesawaran in The Academic Year Of 2017/2018	<ul style="list-style-type: none"> <li>• Using qualitative research design</li> <li>• Using descriptive text writing as the topic of the research.</li> </ul>	<ul style="list-style-type: none"> <li>• The focus of this study was to describe teaching process of descriptive text writing using guided writing technique, whereas the focus of current research was to know what kind of the teacher strategies used to teach descriptive text in the online teaching.</li> <li>• In the finding data, this research chose the teacher and the students of tenth grade of MA Mathlaul Anwar, meanwhile the current research only chose an English teacher of MTs Sunan Ampel Kandang Tepus Senduro Lumajang.</li> </ul>
4	May Lien Tia Candra Ariesta (2020) Teaching Writing Strategies during Covid-19	the objective of this research and the current research was to explore the teaching writing online strategies used by the teacher and students during pandemic Covid-19	<ul style="list-style-type: none"> <li>• This research used qualitative descriptive as the research method, meanwhile the current research used descriptive case study.</li> <li>• The technique of data collection of this research used observation and interview, meanwhile the current research used observation, interview and documentation.</li> <li>• The subjects of this research were two of English teachers, meanwhile the current research was only one English teacher.</li> </ul>

1	2	3	4
5	Mister Gidion M, Sahril N, and Fergina L (2020) Applying Video for Writing Descriptive Text in Senior High School in the Covid-19 Pandemic Transition	<ul style="list-style-type: none"> <li>• used descriptive text as the specific topic of the research.</li> <li>• Both research were also conducted in online meeting during pandemic Covid-19.</li> </ul>	<ul style="list-style-type: none"> <li>• This research used quantitative as research method, meanwhile the current research used qualitative research.</li> <li>• The objective of this research was to examine whether the application video can help the students in writing descriptive text, meanwhile the current research focused on explore the teacher's online strategy in teaching descriptive text writing.</li> </ul>

Based on the table above, it could be seen that all of researches had their own ways in deciding and analyzing the research objectives. The similarities of five previous researches above with the current research were focused on explore the teacher strategies of specific skill and to know the implementation of specific strategy in developing students' skills. Meanwhile, the differences between previous researches with the current research were using different research design. The previous researches used qualitative descriptive and quantitative research, meanwhile the current research used qualitative with descriptive case study research that focused on exploring teaching strategies in online meeting during pandemic at MTs Sunan Ampel Kandangtepus, Senduro-Lumajang.

## B. Theoretical Review

### 1. Writing

#### a. Definition of Writing

Writing is one of four skills (listening, speaking, reading and writing) that must to be learnt in mastering English. Writing allows for

communicating with others. According to Patricia writing can be used to explain, persuade, or convey experience, or as a form of self-expression.<sup>19</sup> People can share everything and express all of their mind through writing. They need to learn writing in English for academic or job purposes. Anis Uswatun K. explained that to write well, learner should to know how to organize idea, construct the sentences and arrange the sentences into coherent paragraph.<sup>20</sup>

According to Jhon Langan, writing is treated as a process.<sup>21</sup> It means before writing, the people must already think about what and how to express the idea. After finishing writing, the next activity is read the content and proceed changes and corrections of it. Therefore, writing is never a one-step action, This is a process which has several steps.

Writing is a mental process to find the concept, think and considering about how to express and write it into sentences or paragraphs to make the readers understand the meaning clearly. According to Utami Dewi in her book, writing is the expression of language in the form of letters, symbols, or words.<sup>22</sup> People can express what are in their mind using letter, symbol, or words that can be understood by the readers as a manifestation from their mind.

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<sup>19</sup> Patricia Thatcher.K, “Development of Writing: Key Components of Written Language”, (Dissertation, Florida State University, America,2012), 1.

<sup>20</sup> Anis Uswatun K. ”TEACHING METHOD IN WRITING DESCRIPTIVE TEXT (A Descriptive Study at the Seventh Grade Students of SMP Negeri 3 Klaten Academic Year 2016/2017)”, *Edilingua Journal*, 1(Juni,2019), 2.

<sup>21</sup> Jhon Langan, *College Writing Skill with Readings (Fifth Edition)* (America: McGraw Hill Companies, 1985), 14.

<sup>22</sup> UtamiDewi, *How to Write* (Medan: La-Tansa Press,2013), 2.

Based on the explanation above, can be concluded that writing is a process of how people share and organize their idea or expression into letters, symbols or words and arrange sentences into coherent paragraphs that can be understood by the reader.

### **b. Aspects of Writing**

Brown and Bailey in the Muhammad F, Zulfadli, and Nurul research journal classified the aspect of writing into five categories.<sup>23</sup> They are content, Vocabulary, Grammar, Organization and Mechanism.

#### 1) Content

Content refers to main idea of the text. It is identified by seeing the topic sentence. The topic content is the most substance things in writing. Supposing that content is the pulse of writing. Without content, there is no writing. Content is connected to how we develop an idea. We have an idea, then how we develop the idea into good content.

#### 2) Vocabulary

Vocabulary refers to words. The writer can choose the words that fit to the content. It can be classified by looking at the selection of word in convey ideas to readers. By mastering vocabularies, the writer can write using various vocabulary, which can make a good paragraph. Besides, vocabulary also has

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<sup>23</sup> Brown & Bailey, *Teaching English as International Language* (London: Macmillan Publisher, 2004), 244.

advantages, vocabulary used to understand what the people hear or read and use to communicate successfully with other people. Vocabulary is particular important thing for language learner. The vocabulary will produce comprehension for the learner when they try to learn. The learner can produce the new word in speaking. In addition, the learner can share their opinion when they have many vocabularies.

### 3) Grammar

Grammar refers to syntactic patterns and correct grammatical forms. It is from construct well-formed sentences. Grammar is the system of a language. Sometimes, people describe grammar as the "rules" of a language. Grammar is important because it provides information that helps the reader's comprehension. It is the structure that conveys precise meaning from the writer to the reader. The writer should eliminate grammatical errors, and reward the readers with clear communication.

### 4) Organization

It is referred to the ideas that stick together so that ideas run smoothly within the paragraph. Writing also needs rules, such as writing the alphabet, there is an order from A-Z and it cannot be from A to S and back to G. Therefore, the aspect of organization is one of the important aspects of writing. Writing in sequence is necessary, the writer can tell something in sequence gradually.

The use of connecting words such as "then", "therefore", "next", and "so on" can help to connect every sentence or paragraph. The goal of organization is makes the readers understand the meaning and direction of the writing.

#### 5) Mechanism

Mechanics of writing are critical parts of learning writing. The writing mechanism includes the use of punctuation marks, the use of capital letters, and the spelling of words. The use of punctuation marks that may be just dots or question marks can also be a problem. It can make the readers difficult to distinguish between statements or questions. That is why the mechanism is important aspect in writing

### c. Kinds of Writing

There are many kinds of text types in writing such as narrative text, recount text, new items, procedure text, descriptive text, report text, analytical exposition, spoof text, hortatory exposition, explanation text, discussion text, review text, anecdote text.<sup>24</sup> Here the explanation of each types:

#### 1) Descriptive Text

Descriptive text is a text that say what a person or a thing is like. The purpose of Descriptive Text is to describe a particular person, place, or thing.

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<sup>24</sup> Renica Riyadi, "Teks dalam Bahasa Inggris disertai Jenis-jenisnya", <https://www.kampunginggris.id/jenis-jenis-teks-dalam-bahasa-inggris> (25 December 2020).

## 2) Recount Text

Recount Text is kind of Text which tell about event happen in the past. Recount text is a text, which retell the events or experiences. It focuses on individual participant and sequence of event. Its purpose is either to inform or to entertain the audience.

## 3) Narrative Text

Along the lines of Recount Text, Narrative Text is also kind of text which tell about events but the differences are at the time of event happened and the genuineness of the story. Recount text tells about the story happened in the past, then Narrative Text tells story in the past or even a story that never happen before. The purpose of narrative text is to amuse or to entertain the reader with a story.

## 4) Report Text

This kind of text is almost similar with descriptive text. Report text is explained something with more extensive explanation. Report text is a text which presents information about something. It is as a result of systematic observation and analysis. The purpose is to presents information about something.

## 5) News Item Text

News item is a text which tells readers about events of the day. The events are considered newsworthy or important. Its purpose is to inform readers about events of the day which are

considered newsworthy or important. Usually, this text can be found in the magazine or newspaper.

6) Explanation Text

Explanation text is a text which tells processes relating to forming of natural, social, scientific and cultural phenomena. Explanation text is to say 'why' and 'how' of the forming of the phenomena. It can be found in science, geography and history textbooks. The main purpose of this text is to explain how something works or state reasons for some phenomenon. The Explanation text answers the question "how" or "why".

7) Analytical Exposition Text

Analytical Exposition is a text that elaborates the writer's idea about the phenomenon surrounding. In the analytical exposition, the writer tells about his argument of how the phenomenon happened. The goal is to show the readers that the idea is the important matter.

8) Hortatory Exposition Text

Hortatory Exposition is a text that influences the reader to do something or act in a certain way. There are some opinions about certain things to reinforce the main ideas of the text. The purpose of hortatory exposition is to presenting and influencing the readers that should be so, and should not be.



#### 9) Procedure Text

Procedure text is a text that show a process in order. Its social function is to describe how something is completely done through a sequence of series. Its purpose is to help the readers to do or make something. They can be set of instructions or direction.

#### 10) Discussion Text

Discussion text is a text which present a problematic discourse. This problem will be discussed from different viewpoints. Discussion is commonly found in philosophical, historic, and social text. Its purpose is to present information and opinion about issues in more one side of an issue ('for/pros' and 'against/cons').

#### 11) Review Text

Review is a text which presents critical analysis on events or works for readers or public audiences. It purpose is to review or evaluate an artwork or event for a public audience

#### 12) Anecdote Text

Anecdote is a text that retells funny and unusual incidents in fact or imagination. Its purpose is to tell an event with a humorous twist and entertain the readers.

### 13) Spoof Text

Spoof text is a text which tells factual story happened in the past time with unpredictable and funny ending. Its function is to entertain and share the story to the readers.

## d. Descriptive Text

### 1) Definition of Descriptive Text

Etymologically, description or descriptive is from word “Describe” which means draw, illustrate an object, place, or person by the appearance. Descriptive text is a text which tell about what a person or thing is like. Descriptive text is a kind of text to describe something, person or place. Descriptive text has two main parts, they are identification and description. The structure of a text is called the generic structure.

According to Oshima and Hogue in Nadya Karimah “Descriptive text refers to the sense, so it tells how something looks, feels, smells, tastes, and/or sounds. A good description is a word picture; the reader can imagine the object, place, or person, in his or her mind”.<sup>25</sup> The function of descriptive text is to describe something in detail in order to enable the readers to see, hear, feel and touch it directly involve themselves in the event. The context of descriptive text is the description of particular thing, animal, person, or others, for instance: our pets or person we know well. A

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<sup>25</sup> Alice Oshima and Ann Hogue, *Introduction to Academic Writing 3rd edition* (New York: Addison Wesley Longman, 2007), 61.

good descriptive text includes many vivid sensory details that paint a picture and appeals to all of the reader's senses of sight, hearing, touch, smell and taste when appropriate. Descriptive text may also paint picture of the feeling the person, place or thing invokes in the writer.

## 2) Generic Structure of Descriptive Text

Generic structure means general structure that combines several sentences into paragraphs or narratives. Generic structure in descriptive text consist of introduction and description:

### a) Identification

In the identification, writer should introduces the subject that will be described.

### b) Description

In this part, the writer should give details of the subjects' characteristic. Such as: qualities, characteristics, describing the phenomenon in parts, size, physical appearance, ability, habit, daily live, and other characteristics such as a unique aspect of the object.

## 3) Language Feature of Descriptive Text

Language features is linguistic elements that contain in a text. The language features of descriptive text are:

- a) **Descriptive Text using Present Tense.** Present tense is a tense that show an action which is currently going on or

habitually performed, or a state that currently or generally exists for example: go, eat, fly, etc.

- b) **Descriptive Text uses Adjectives.** Variety of adjectives such describing, numbering, and classifying. For example two strong legs, sharp white fangs, etc. In conclusion, for all theories of descriptive text, the writer concludes that descriptive text is a text that describes people, things, animals, culture, and so on.

#### e. Teacher's Online Strategy

##### 1) Definition of Teacher's Online Strategy

According to Idham S, the word strategy comes from Latin language *Strategia* which is defined as the art of using plan to achieve the goal.<sup>26</sup> Strategy is a process how to get the goal. Fred Nickol stated "Strategy is concerned with how you will achieve your aims, not with what those aims are or ought to be, or how they are established. If strategy has any meaning at all, it is only in relation to some aim or end in view".<sup>27</sup> In the other word, strategy is tactics or effort that made to reach the end goal effectively.

Likewise, for teacher, the teacher must have strategy to be applied. According to Strasser in the Nurmadia and Mardania's Journal explain that teaching strategies is generalized plan for a

<sup>26</sup> Idham Syahputra," Strategi Pembelajaran Bahasa Inggris sebagai Bahasa Asing dalam Meningkatkan Kemampuan Berbahasa Siswa", *Journal of socio-religious research*, 1, (Juni, 2014), 127.

<sup>27</sup> Fred Nickols (2016),"Strategy Definition&Meaning", <https://www.nickols.us/> (28 December 2020)

lesson or a lesson which includes structure, desire learner behavior, in terms of the goals of instruction, and an outline of tactics necessary to implement the strategy.<sup>28</sup> S. Anitah argue that “Strategy can also be define as patterns of activities learning that the teacher chooses and uses contextually, according to student characteristics, school conditions, surrounding environment and for the specifically formulated goals”.<sup>29</sup> The teacher should considering the suitable strategy to make teaching-learning process run effectively. Based on Cristina T, effective teaching requires flexibility, creativity and responsibility in order to provide an instructional environment able to respond to the learner’s individual needs”.<sup>30</sup>

Teaching is an activity where the teacher convey knowledge or experience to the learners. It is not only occurs in the classroom, but it can be done everywhere. The teacher has to be creative in choose or create a new strategy suit to the situation and condition. For example, the teacher can utilize technology which almost people in the world know and apply it. Teaching using technology can be done although the teacher and the students do not meet in person in the classroom. They can still interact and connect in online meeting through network.

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<sup>28</sup> Nurmadia S & Mardania, “An Analysis on the English Teachers Strategies in Teaching Reading Comprehension SMP 1 of Wonomulyo”, *ETERNAL*, 2 (2017), 1.

<sup>29</sup> Sri Anitah, *Strategi Pembelajaran* (Jakarta: Universitas Tebuka, 2007), 4.

<sup>30</sup> Cristina Tulbure, “Learning styles, teaching strategies and academic achievement in higher education: A cross-sectional investigation”, *Procedia*, 33, (2012),1.

Robert F. and Donna Z. Explain that “Online teaching and learning is faculty-delivered instruction via the Internet”.<sup>31</sup> Arif Nugroho & Arief Eko stated that online learning is a set of learning activities in a subject delivered through network giving access and exchange of knowledge.<sup>32</sup> Online learning was exist since in the mid 18<sup>th</sup> century, but it is called distance learning which means the teaching learning process is carried out not in person (face-to face). According to Tian Belawati, distance learning always used technology for the implementation of learning, it started from the simplest to the newest technology.<sup>33</sup> Currently, there are so many platform to be used in teaching online, it can be trough WhatsApp, E-learning, Google classroom, Edmodo, Zenius, Zoom meeting, Edmodo, Ruang guru and etc.

The implementation of online teaching and learning will different with doing the teaching and learning at school. The teachers’ role in the online learning is important, they have to facilitate and use the fit teaching strategy to bring situation as meeting in the classroom by consider the aspects which affect the learning process. From the explanation above, it can be concluded that teacher’s online strategy is any kind of effort used by teacher to facilitate the students through online meeting or connecting by

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<sup>31</sup> Robert F and Donna Z, *Teaching and Learning Online Communication, Community, and Assessment* (Amherst : UMASS, 2002), 5.

<sup>32</sup> Arif Nugroho, Arief Eko, “EFL Class must Go Online!”, *Register Journal*, 1 (2020), 53.

<sup>33</sup> Tian Belawati, *Pembelajaran Online* (South Tangerang : Universitas Terbuka, 2019), 6.

network with considering the needs and condition to maintain the goal effectively.

## 2) Characteristics of Teacher's Online Strategy

Generally, online teaching is very different from teaching conventionally. Online teaching is more emphasize on accuracy and foresight of students in receiving and processing the information presented by online. According to Cepi Riyana the characteristics of online teaching were personal learning, structured, make students active, and connective.<sup>34</sup>

### a) Personal Learning

One of the advantages of online learning is students can create their own learning atmosphere as comfortable as they desired. They do not need to be busy going to school, wearing uniforms, and following the specific schedule. The students can decide the learning process by the time, place, situation, etc.

In the online learning process, the student will learn in independently. There are several internal and external factors will be influence the success of online learning. The Internal factors are intelligence, high curiosity, motivation, personality, and so on. While the external factors are the using of technology, the surrounding environment, internet access speed and so on.

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<sup>34</sup> Cepi Riyana, "Konsep Pembelajaran Online", *Modul Pembelajaran On-line*, 1 (2020), 29.

Every student needs to create the presence of the teacher, who can be used to control for himself. When students have created teacher presence, students will be able to control their own learning pace. When the teacher's role is not used, it can cause the student laziness that affect in online learning.

b) Structured

As conventional learning, online learning is carried out structured. Before doing the teaching and learning online, the teacher need to prepare syllabus, material, media and learning resources. All of these activities are well structured. Besides, the learning material is arranged according to the level of students' ability. The easier material will be given at the beginning of the meeting, and difficult material will be given at the end meeting. In addition, difficult material will be explained clearly with some of examples.

c) Make Students Active

The learning process occurs due to the student activeness. The student activeness is necessary in conventional learning and online learning. Online learning requires the student activeness. In this modern era, where the development of science and technology increasing, there will be many things that can be done to make the students active.



In online learning, Technology was chosen to activate the students. Technology can facilitate and provide various things that can activate students. By using technology, the teacher can design several activities that can make students active, in either actively thinking, actively socializing or being active in other matters.

d) Connective

Online learning is known as personal learning. It does not mean students cannot interact with other students. In the online there are meetings between students, the difference is that the meetings are held online. Online learning do not change the activities that occur conventional learning such as interact with other friends or interaction with the teacher. One of the characteristics of online learning is connective. Online learning activities connect the students and the teacher, one student and another, connecting the teaching team or students with other teaching staff.

Connective learning is based on social learning and theory constructivist learning, as described by George Siemens learning does not have to be seen as an event, but it is a process that involves memory, cognition, emotions, beliefs, and perceptions. In addition, learning can be done with various ways such as sending e-mails, viewing blogs, having conversations online and

others.<sup>35</sup> Through online learning students will be connected to cyberspace. Students will find more sources of learning unlimitedly. In online learning there are no space restrictions and time so the students can learn connectively.

### 3) Kinds of Online Teaching Strategy

There are many kinds of strategy to be applied in teaching writing. According to Wherly and Nyquist (2003) in Najmi Harirusmida's thesis, they explain about classification of teacher's strategies.<sup>36</sup> The strategies are:

#### a) Brainstorming

Brainstorming is a strategy which the students are ordered to process for generating multiple ideas/ options in which judgment is suspended until a maximum number of ideas has been generated. This strategy can make students actively in higher levels of thinking, promotes peer learning and creates synergy, promotes critical thinking and can makes groups reach consensus. But this strategy may not be effective enough for large groups.

#### b) Demonstration

Demonstration means teacher performing an activity to the students. Therefore, they can observe how it is done in order to

<sup>35</sup> George Siemens, Petter T, "Handbook of emerging Technologies for learning", *University of Manitoba*, (2009), 14.

<sup>36</sup> Najmi Harirusmida (RRA1B210028), "Teacher's Strategies in Developing Students' Ability in Writing Descriptive Text at Mtsn Jambi Luar Kota", (Thesis, University of Jambi, Muaro Jambi, 2015), 24.

help prepare them to transfer theory to practical application. The advantages of using this strategy are can help people who learn well by modeling others, developing self-confidence, provides opportunity for target questions and answers. However, this strategy also may not be appropriate for the different students who do not learn by observing others.

c) Game

The game strategy is used to bring competition, participation, drills, and feedback into the learning experience as a motivator and opportunity for application of principles. This strategy can actively involves students, can give or increase motivation, supports team learning and collaborative skills, and provides a challenge that can lead to confidence in knowing and expressing the material. To use this strategy, the teacher should considering about this strategy is also can demotivate the students who are not competitive by nature and can create feelings of inadequacy in students who not as skilled or forceful.

d) Teacher/Presentation

Teacher or presentation means primarily didactic presentation of information, it usually used for a large group and often use the audiovisual aids to transmit information. This strategy is useful for covering underlying concepts, principles, and systems and can be an effective means of providing new

information and clarifying existing information to a large heterogeneous group in a short period. Because it is only focused on the one who present the material, it can also make bored situation and offers limited opportunities for assessment and feedback.

e) Self-Awareness Exercise/Test (Large and Small Group Discussion).

This strategy provide insight into how the learner thinks, acts, reacts, or “scores” regarding a particular topic. The advantages of using this strategy are provides personal relevance to the learner, provides a change of pace that create a high degree of interest. The disadvantages are can reduce morale if participants do not like what they learn about themselves and may create dead time while waiting for everyone in the group to finish.

Thus were the teaching writing strategies can be used in the classroom. If the teaching and learning process occurs online, the strategy will be different from the strategy used in the classroom.

According to Lisa Dawley, there are some strategies can be applied in online teaching.<sup>37</sup> They are:

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<sup>37</sup> Lisa Dawley, *The Tools for Successful Online Teaching* (USA: Information Science Publishing, 2007), 24.

### 1) Content Areas: Syllabus, Notes, Lesson Plans, and Documents.

Content Area means the teacher became an instructors host materials for the courses or the students. It can be in Learning Management System (LMS), website, wiki, blog, etc. In the content areas students can access folders for items such as the assignments, material, course documents and handouts, teacher information, and subject-area content, so do the teacher can share and upload any information, announcement, syllabus, lesson plans and etc for the students, the teacher can also command the students to discuss, analyze, comprehend the material through content areas. The advantages of content areas is the ability to organize the material between the students and the teacher, Find the information with minimal clicking, There are navigation in content areas which make the first time students to learn online environment. The disadvantages are: Poorly organized course could make confuse the learner, disorganized information, Duplication of documents, or unclear directions to locate or post assignments leads to students who are frustrated. Students in poorly organized courses usually difficult to find the information they need, not understanding how to work through the sequence of the course, and may choose to quit the LMS because of frustration.

## 2) E-mail

Email is short for "electronic mail" is distributed messages by electronic from one computer user to one or more receiver through network. Email can be alternative to quick transfer information, it is important for students who has technical issues and need to send the assignment quickly. It also easy to monitor and does not require a separate login anymore, can attached any type of files, offers a private communication forum to online students. E-mail can be achieved at low or no cost, and is easily accessible via the Web. but the weakness of email are the teacher will consuming more time to read the emails one by one, students get frustrated if the email is not respond yet by the teacher, text based formatting which often cause misunderstanding and interpreting meaning.

## 3) Discussion Forum

The most commonly strategies used in online teaching is discussion forum. Discussion forums are especially valuable from a social analytic standpoint as they are highly focused in their content and provide a candid view of the topic being discussed.<sup>38</sup> Teacher gives some guidelines of what is supposed to be discussed, the nature of discussion, how many posts, then discussion is used for peer feedback, with students posting drafts

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<sup>38</sup> Krish Krishnan, Shawn P. Rogers, "Social Platform, Discussion Forum"  
, <https://www.sciencedirect.com/topics/computer-science/discussion-forum> , (25 January 2021).

and other students commenting on their work. Discussion forum discussion capability, Allows time for in-depth reflection, all students can participate and train the student to increase confidence to expressing idea or opinion. But discussion also get the shy students feel frustrated to share the idea, need stable connection to keep up the discussion plot, the teacher must control and became an intermediary to prevent potential flaming between students.

#### 4) Small Group Learning

Small group learning is strategy where the students are divided into small groups to solve the problem. A purposeful and well-structured small group can allow the online student to work intimately with small group people and experience success as a team. Successful small group work offers the student a greater sense of community, increase enthusiasm and give motivation with coursework. Collaboration also addresses multiple learning styles, reduces online isolation, gives students opportunities to test out real-world practices, and it provides students to get competence in using teamwork, critical thinking. One of the main goals in using small groups is to promote a deepened sense of community among all class members. In chat or video conferencing, small group discussions can be solved using breakout rooms, private chat rooms that allow users to

leave a main discussion and breakout into smaller discussion groups. But the teacher also had to consider to apply this strategy, small group learning might make students who are individual feel being forced to work in group, non performing group members can affects in teamwork successful, and cause the members feel insecure to work in if the other members are in the up level of knowledge.

#### 5) Chat and Instant Messaging

Chat and instant messaging provide teachers and students with tools which offer the opposite of a discussion forum—that is synchronous (real time) communication. Instant messaging gives benefit of immediate access to the teacher or student when needed. By using chat and instant messaging teacher and students can make question-answer, conversations, and even lecturing. Chats can be recorded and the transcripts can be made available to teacher for future review. Make quite students participate in online class, provide interactions two-way conversations which more memorable and engaging than total lecturing. Can give comment, feedback and question immediately. The weakness of chat and instant messaging are often make overwhelmed in read or even type the opinion. Because it was quick chats, immediate response needed which make the students and teacher think fastly, stable connection



needed and adjust the time zone if in the discussion class, and the teacher need to control in order to keep the online class run well.

#### 6) Audio/Video Conferencing and Whiteboard

Video conferencing is a technology that allows users in different locations to hold face-to-face meetings without having to move to a single location together.<sup>39</sup> Video conferencing can occur in variety of software and Internet-based tools and may integrate other features such as a whiteboard area, application screen sharing, polling, file sharing, a graphing calculator, and chat room. The advantages of using audio/video conferencing are provides reduce misunderstanding and misinterpreting the meaning through the voice or facial expression, and offers screen sharing to make the online teaching or presentation easily. The disadvantage of using this strategy is need strong and stable internet connection which make the students who living in the rural area difficult to join the video conferencing.

#### 4) The Reasons to use Online Strategy

There were some reasons to use online teaching strategy, which give benefits for both teacher and student.<sup>40</sup> They are:

<sup>39</sup> Julia Kagan, "Video Conferencing", <https://www.investopedia.com/terms/v/video-conferencing.asp> , (25 January 2021).

<sup>40</sup> Davis, Nicole L., Mimi Gough, and Lorraine L. Taylor, "Online teaching: advantages, obstacles and tools for getting it right.", *Journal of Teaching in Travel & Tourism*, 19 (2019), 2.

a) Flexibility

Teaching and learning process can occur everywhere. It makes those who live in far locations benefit from not having to travel long distances to go to school. Online teaching may offer flexibility to balance study or teaching and other activities in home or even in the outside if it is needed. This benefit gives a chance to those who have important business that may conflict if done in face-to-face meetings, such as part-time or full jobs, business travel, emergency meetings for teachers and may be when caring for loved ones or health issues in hospital. The teacher has flexibility to share the material every week, for example usually the course will be paused if the teacher has other business or on a snowy day.

b) Improve Communication

The technology has been improved day by day. The online learning tools also have many features to be used in communication between teacher and student. It makes the online teaching more effective to communicate, discuss, give feedback, comment, submit the assignment, and etc.

c) Course Management

In online learning tools, the teacher can track and record how students engage in the online class. It can be data about how frequently students access the course and how long they spend time in the online class. Rather than a self-report from face-to-face

meeting, the teacher can see if the workload is appropriate for students and have supporting data about the effort that students are making which help to do assessment or review.

d) Course Design

Online class is different with meet in person in the class, so do the course need modification to be taught. The teacher are challenged to design or choose the appropriate media and technology that consider about the course and students ability. The teacher can get many references and knowing many teaching technology.

e) Self-Motivation

As online class's assignment is often released in bundles, self-directed and motivated students can work at an reinforced pace through material, with the potential of completing assignment before the deadline, and therefore opening up time in their schedule for other courses or responsibilities.

f) Working Independently

Introvert or individual students may feel more comfortable working independently in online class. Even if students are required to interact in discussion or work group, they may still feel they have more control over when and how they participate in the course.

## 5) The Problems in Online Teaching Strategy

According to Priyanka Gautam, there were some problems can occurs during online teaching.<sup>41</sup> They are:

### a) Inability to Focus on Screen

One of the biggest challenges for student is focused on the course, even it done in online class. The teacher should make the students to focus on the screen for long period time. The students is distracted easily to see something interesting such as other social media or other sites. That is why the teacher should manage the class and engage the student to make them focus on the online class.

### b) Technology Issues

Online class is held depend on the internet connection. Internet connection can be a challenge for both teacher and student, especially for who live in the village, small city and town, which has bad connection occasionally. Without consistent internet connection, there can be lack of communication and misunderstanding or even miss the lesson or class that affects on teaching effectiveness.

### c) Sense of Isolation

The majority of students usually like to interact and learn together with many friends in the classroom. In the online class,

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<sup>41</sup> Priyanka Gautam, "Advantages And Disadvantages Of Online Learning", <https://elearningindustry.com/advantages-and-disadvantages-online-learning> , (26 January 2021).

there are only minimal physical interactions between students and teachers. That is often make students feel sense of isolation. Therefore, communication is important for any situation.

d) Teacher Training

Technology can be a challenge for teacher in conducting online teaching. There were still many teacher who had basic understanding about technology. It's important for teacher to update and train the understanding of technology and make the online teaching run well and more interesting.

e) Manage Screen Time

Staring at a screen during online class in many hours makes many parents concern about the health hazards of their children. The weakness of online class is the increase in screen time which not good to the eyes' health and sometimes students also develop bad posture and other physical problems caused staying hunched in front of a screen in many hours.

**f. Teacher's Online Strategy for Writing Skill**

Based on the Fitri Ani's research, there found some online strategies used by teacher for teaching writing.<sup>42</sup> They were:

1) Online Learning

Online learning is the process of teaching and learning process that utilizes internet connection and digital media to

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<sup>42</sup> Fitri Ani, "An Analysis on the English Teacher's Strategies in Teaching Descriptive Writing through Online Class at the Seventh Grade of SMPN 3 Gubug in The Academic Year 2019/2020", (Thesis, IAIN Salatiga, Salatiga Central Java, 2020).

convey the material. The implementation of online learning strategy is the teacher provides modules that contain material and exercise, and then give videos to students by WhatsApp group. It can help the students understand the material easily and not quickly feel bored.

## 2) Breakdown Text

Breakdown text is a term that refer to analyze the text to find out its generic structure. The teacher asks students to arrange the breakdown text into correct arrangement. The students make a new descriptive text correctly and analyze the generic structure. It helps the students understand how to analyze generic structures of the text.

## 3) Mind Mapping

Mind mapping is a strategy that visualize the information, text, ideas and concepts to simplify understanding of material. In this implementation, the teacher asks the students to write descriptive texts from the animal picture of mind mapping. So the students write the text based on the mind map given by teacher. It will helps the students be more creative to develop their ideas in writing.

## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Approach and Type of Research

This research used qualitative research method. Ashley Crossman stated “Qualitative research is a type of social science research that collects and works with non-numerical data and that seeks to interpret meaning from these data that help understand social life through the study of targeted populations or places.”<sup>43</sup> According to Karina K, Fabian C and Janet S, qualitative researcher tries to ascertain how people who experience these conditions themselves define what they are going through, when they decide to seek treatment, what happens when they seek treatment, how their experience of illness impinges on their lives and so on.<sup>44</sup> Qualitative research focused on discovering and understanding experience, opinion and participants’ thoughts meaning, purpose, or reality. So that’s why the researcher use qualitative research because it will allows her to observe all potentially relevant phenomena that participant faced.

The type of this research was case study research with descriptive analysis, which investigate a case or multiple cases selected and often bounded by time and setting. As Creswell said in his book, case study research involves the study of an issue explored through one or more cases within a bounded

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<sup>43</sup> Ashley Crossman, "An Overview of Qualitative Research Methods.", <https://www.thoughtco.com/qualitative-research-methods-3026555> , (30 January 2021).

<sup>44</sup> Karina K, Fabian C, Janet S, *Introduction to Qualitative Research Methodology: A Training Manual* (UK: DFID, 2012), 8.

system (i.e., a setting, a context).<sup>45</sup> A case study is research study that focuses on a single unit, such as one individual, one group, one organization, or one program. The goal was to arrive at a detailed description and understanding of the case. This research focused on single case that explore the teacher's online teaching strategy at MTs Sunan Ampel Kandangtepus, Senduro-Lumajang

### **B. Research Setting**

This research conducted at Islamic Junior High School or Madrasah Tsanawiyah (MTs) Sunan Ampel. The school is located at St. Mbah Brojosari 01, Kandang tepus-Tepus village, Kec. Senduro, Lumajang regency, East Java. The purpose of the researcher chose this location was because of the study activities during this semester occurred in online meeting. MTs Sunan Ampel is the only one of Islamic junior high school in Senduro village. The location of this school is in rural area, which there is a little bit hard to find stable internet connection. Even though, MTs Sunan Ampel is considered as a school that had many students in that village. There were 267 total students study there, which each grade consist of 3 classes and 25-30 students in each class. Therefore, the researcher interested in conducting the research at MTs Sunan Ampel Kandang Tepus, Senduro-Lumajang that aims to know the teacher's online teaching strategy with considering the situation and condition.

### **C. Research Subject**

In this research, the researcher chose an English teacher who had experiencing teaching online during pandemic. The teacher taught English on

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<sup>45</sup> John W. Creswell, *Five Qualitative Approaches to Inquiry* 2nd Ed (Lincoln: Sage Publication, 2007), 73.



the seventh, eighth and ninth grade of MTs Sunan Ampel Kandang Tepus, Senduro-Lumajang and graduate from English faculty of Muhammadiyah university of Jember. The researcher focused on the teachers' online teaching strategies of descriptive text writing during pandemic of ninth grade at MTs Sunan Ampel Kandang Tepus, Senduro-Lumajang.

#### **D. Data Collection Technique**

Data collection is a process by the researcher in collecting or gathering information needed to answer the research problem. The researcher could choose the right method in collecting data that adjust to the type of research and the research questions. Quentin A explained that the right data collection method could mean the difference between useful insights and time-wasting misdirection.<sup>46</sup> The researcher will use three kinds of data collection technique:

##### 1. Observation

Observation is a common method to collect data in qualitative research. Observation are carried out to obtain data from real condition of an activity to answer the research questions. The researcher made a field notes and record the activities of individuals at research site. In these notes, the researcher used semi-structured way (prepare some guides/observation checklist) to answer the research questions.

Qualitative observers may also engage in roles varying from a non-participant to a complete participant.<sup>47</sup> This research used non-participant

<sup>46</sup> Quentin Ainsworth, "Data Collection Method", <https://www.jotform.com/data-collection-methods/> (3 January 2020).

<sup>47</sup> John W. Creswell, *Research Design Qualitative, Quantitative, and Mixed Methods Approaches Third Edition* (Los Angeles: SAGE Publication, Inc, 2009), 181.

observation, which the researcher do not participate in the activities of the research object but only became an observer. The observation conducted in gathering data about online strategy used by the teacher in teaching descriptive text writing during pandemic.

## 2. Interview

According to Karina K, Fabian C and Janet S in their book “Interview is one of the main methods through which we collect data for qualitative research”<sup>48</sup> Interview is a process of obtaining information for purposes of the research. By interview, the researcher could understand culture through language and the expression and clarify the things that the researcher did not know before.

There are two types of interview. The two main types that we will focus on in this manual are unstructured and semi-structured interviews.<sup>49</sup> Unstructured interview is an interview that the researcher gather information by asking to the participant without some guidance questions, so both of them can ask and answer freely. Semi-structured is an interview which the researcher asks to the participant with structured questions, even so the researcher may introduce with additional questions to get more information.

In this study, the researcher used semi-structured interview that the researcher asked the participant with some guidance questions but she

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<sup>48</sup> Karina K, Fabian C, Janet S, *Introduction to Qualitative Research Methodology: A Training Manual* (UK: DFID, 2012), 24.

<sup>49</sup> Karina K, Fabian C, Janet S, *Introduction to Qualitative Research Methodology: A Training Manual* (UK: DFID, 2012), 27.

could add some questions to make a good atmosphere. The Interviews conducted to obtain information about the online teacher's strategies of descriptive text writing during pandemic at MTs Sunan Ampel Kandang Tepus, Senduro-Lumajang.

### 3. Document Review

Documentation is a method of collecting data through archival legacy including books, theories, arguments or the constitutions and the others document that relate to research problems. The research data can be obtained through reviewing documents. Creswell explained, "Documents consist of public and private records that qualitative researchers obtain about a site or participants in a study, and they can include newspapers, minutes of meetings, personal journals, and letters."<sup>50</sup>

The researcher used teacher's lesson plans and students' worksheet that provide the teacher's preparation for teaching and the impact of strategy for the students in order to enrich the information about teacher's online teaching strategies of descriptive text writing during pandemic

## E. Data Analysis

The next step after gather the information or data was analyze the data. There were three activities in analyzing qualitative data<sup>51</sup> :

### 1. Data Reduction

Data reduction is a process of selecting, focusing, abstracting, transforming, and simplifying the data appeared in written transcription or

<sup>50</sup> Creswell, *Educational research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research 4th ed*, Op.Cit., 223.

<sup>51</sup> Marthew B. Miles, *An Expanded Sourcebook Qualitative Data Analysis*, (California: Sage Publication, 1994), 10

field notes. It occurred after we gathered the data and transcribe it into written form, then the researcher start to reducing data until a final report is completed. Data reduction is such a form of analysis, which sorts, sharpens, discard, focuses, and organizes data so that conclusion can be written, reported, and verified. This reduction stage is carried out to determine whether the data is relevant or not with the research problem.

## 2. Data Displays

The second step was displaying data. Data display is a stage an organized, compressed assembly of information which permits conclusion drawing and action. Data display is an activity when a set of data is arranged systematically and it can be understood easily, thus providing the possibility of producing conclusions. The form of data display can be in the form of narrative text (in the form of field notes), matrix, graph, network or chart. By presenting the data, the data will be organized and arranged in exist pattern, so that it will be easier to be concluded and understood.

## 3. Conclusion Drawing/Verification.

Drawing conclusions or data verification was the final step in qualitative data analysis techniques. This process aimed to find out the meaning of the data collected by looking for relations, similarities, or differences to draw conclusions as an answer of research problem. Verification is intended to know the compatibility of data. If the result is supported with valid evidences or connected with the data/theories mentioned, the result will be credible conclusions.

## F. Data Validity

In qualitative research, validity can be defined as “appropriateness” of the tools, processes, and data.<sup>52</sup> Whether the data collected is answering the research questions or not. The researcher use triangulation to test the validity of data. “Triangulation is a powerful way of demonstrating concurrent validity, particularly in qualitative research”<sup>53</sup>. There were some types of triangulation: data triangulation, methodological triangulation, investigator triangulation and triangulation of theories.

The researcher used methodological triangulation and source triangulation which data is collected at different method and from different sources in the study of phenomenon. Then the researcher compared the result of observation with the result of interview and the contents of related document.

## G. Research Procedures

According to Creswell (2004) in his book, there some procedures in conducting case study research.<sup>54</sup> They are:

1. Determining whether the case study research is appropriate or not with the research problem.

The first step in conducting research is deciding case study as the research design. It is determined based on the research problem, which

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<sup>52</sup> Lawrence Leung, “Validity, reliability, and generalizability in qualitative research”, *J Family Med Prim Care*, 3 (July, 2015),1.

<sup>53</sup> Louis cohen, et al, *Research Methods In Education*, (New York: Routledge, 2007), 141.

<sup>54</sup> Creswell, *QUALITATIVE INQUIRY & RESEARCH DESIGN Choosing Among Five Approaches 2nd ed*, (London: Sage Publications, 2007), 74.

was exploring and understanding the teacher's teaching online strategy of descriptive text writing during pandemic.

2. Identifying the case or cases.

The next step is identifying the case or cases. The case may involve an individual, several individuals, a program, an event, or an activity. This research was focus on the individual or an English teacher who created or used online strategy in teaching descriptive text writing during pandemic.

3. Collecting data.

Robert K. Yin (2018) recommends six types of information to collect data.<sup>55</sup> They are documents, archival records, interviews, direct observations, participant-observations, and physical artifacts. The researcher used observation, interview and documentation in gathering information about teacher's online teaching strategy of descriptive text writing during pandemic.

4. Analyzing data.

The next stage after data gathered is analyzing data. This process consist of three activities, they are data reduction, data display and draw conclusion or verification.

5. Reporting the result.

The final stage is report the case. After analyzing data and find out the conclusion, the researcher had reported the case systematically.

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<sup>55</sup> Robert K. Yin, *Studi Kasus Desain & Metode (Translator : M. Djauzi M)*, (Depok : Rajawali Pers, 2018),103.

## CHAPTER IV

### RESEARCH FINDING AND DISCUSSION

This chapter consists of overview of the research subject, research finding and discussion. First, the researcher presents the description of research object including the vision and mission. The second is research finding which show the data result of research. Then the data will be analyzed and discussed with the supporting concepts that have been presented in the discussion section.

#### A. Overview of Research Object

##### 1. Profile of MTS Sunan Ampel Kandang Tepus Senduro Lumajang

MTs Sunan Ampel is Islamic junior high school where located at Kandang Tepus village, specifically in Senduro village Lumajang regency. The chairperson is Annikmatus Saidah, S.Pd.I. Since the location of this school is in rural area, no wonder that there's a lot of students come from village, even there are some students who came from the town just to study in there. During the pandemic Covid-19, the teaching and learning process is conducted in online meeting. Therefore, the researcher interested to do the research in this school.

##### 2. Vision, mission and goals of MTS Sunan Ampel Kandang Tepus Senduro Lumajang

###### a. Vision :

Terwujudnya generasi yang religius, berprestasi, terampil, berakhlakul karimah dan peduli pada lingkungan.

b. Mision :

- 1) Mengoptimalkan unsur keagamaan dalam kehidupan sehari-hari.
- 2) Menumbuh kembangkan semangat prestasi akademik dan non-akademik.
- 3) Menggali dan mengembangkan ketrampilan siswa melalui kegiatan kurikuler.
- 4) Menanamkan jiwa perilaku yang berakhlaq mulia.
- 5) Memiliki kepedaan terhadap kelestarian lingkungan sekitar.

c. Goals :

- 1) Agar menjadikan agama sebagai landasan dalam berfikir dan berperilaku dalam kehidupan sehari-hari.
- 2) Melalui pembiasaan keagamaan setiap hari di lembaga (sholat dhuha, sholat dhuhur, ngaji bersama, pembacaan asmaul husna, doa sebelum dan sesudah KBM) diharapkan siswa mampu menerapkannya dalam kehidupan sehari-hari di lingkungan keluarga hingga di kehidupan masa depannya.
- 3) Melalui pembelajaran yang efektif, efisien dan kreatif dari dewan guru dan peran aktif siswa diharapkan dapat meningkatkan semangat belajar dan prestasi akademik dan non-akademik siswa.
- 4) Melalui kegiatan ekstrakurikuler diharapkan siswa mampu mengasah ketrampilannya dalam bidang seni dan olahraga yang didukung oleh tenaga pembimbing yang kompeten dan fasilitas yang memadai.



- 5) Dengan memberikan contoh tata krama yang baik diharapkan siswa mampu berperilaku yang baik sesuai dengan tata krama yang berlaku di masyarakat.
- 6) Melalui kegiatan sosial kemasyarakatan diharapkan siswa memiliki jiwa yang peka terhadap lingkungan, baik kepada masyarakat maupun alam sekitar.

## **B. Research Finding**

Research findings present and discuss the answer of research questions, which was about online teaching strategy of descriptive text writing during pandemic at MTs Sunan Ampel Kandang Tepus, Senduro-Lumajang. The researcher elaborated research findings based on the result of observation, interview, and document review as follows:

### **1. The Teacher's Online Teaching Strategy of Descriptive Text Writing During Pandemic at MTS Sunan Ampel Kandang Tepus Senduro Lumajang**

#### **a. Teacher Presentation**

From the result of interview, the researcher found out that the strategy used in teaching descriptive text writing was teacher presentation. The teacher explained it as follows:

*“iya, strategi pertama yang saya gunakan tidak lain itu seperti presentasi. Jadi saya menjelaskan dulu materi deskriptif teks mulai dari pengertian hingga generic strukturnya itu supaya mereka paham dan mudah untuk membuat teks deskriptif”<sup>56</sup>*

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<sup>56</sup> Teacher, *Interview*, Lumajang, Wednesday August 25<sup>th</sup> 2021

“The first strategy I used is presentation, so I explain to the students about definition of descriptive text and the generic structure to make them understand and easily to make a descriptive text”

From the result of interview, it can be known that the teacher presented and explained about descriptive text with the generic structure. It aimed to make the student understand about the material easily. Usually, the teacher explain the material in front of class and make the students focus on her explanation. But it different with the online meeting, the teacher used such slides in pdf file as learning media, which show the explanation of descriptive text. It was stated by the teacher as follows:

*“sebelum saya menjelaskan kepada anak-anak, saya membuat beberapa slide di pdf. Kemudian saya menjelaskan materi melalui video atau ppt tersebut”<sup>57</sup>*

“Before I tell to the students, I made slides in pdf that show the explanation of the material”

The statement above was strengthened by observation that the researcher did. The researcher observed the online teaching and learning process did by the teacher. The teacher shared slides to the screen, asked the students of what they did not get from the material then explained the materials to make the students understand easily. The researcher saw that the students active in listening to the teacher’s explanation.<sup>58</sup>

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<sup>57</sup> Teacher, *Interview*, Lumajang, Wednesday August 25<sup>th</sup> 2021

<sup>58</sup> Observation on September 4<sup>th</sup> 2021

From the result of interview and observation, it can be concluded that the first online teaching strategy of descriptive text writing during pandemic at MTs Sunan Ampel Kandangtepus, Senduro-Lumajang was teacher presentation which used video, PPT (power point) as media of online teaching and learning process.

#### **b. Demonstrations**

In the field, the researcher found out that the teaching strategy used was demonstration. It was told by the teacher as follows:

*“saya biasanya langsung memberi contoh teks deskripsi supaya mereka langsung paham teks deskripsi itu seperti apa”<sup>59</sup>*

“I usually give the example of descriptive text to make them comprehend their knowledge about descriptive text”

From the result of interview it can be known that after presented the material, the teacher showed the example of the text and gave the explanation about what descriptive text is with its generic structure and language features. Then the teacher demonstrated how to describe thing/place around the environment.

It was supported by the research observation, the researcher observed that after explained the material the teacher gave the example of descriptive text to the students directly. The teacher showed the identification and description part of descriptive text writing. The teacher also signed the words included in adjective and simple present tense with different colors. The researcher also observe how the

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<sup>59</sup> Teacher, *Interview*, Lumajang, Wednesday August 25<sup>th</sup> 2021

students pay attention to the teacher about how to make and analyze the text. It aimed to make the students imitate how to write descriptive text with the correct generic structure and language features easily.<sup>60</sup>

From the result of interview and observation, it can be concluded that the second strategy used in online teaching during pandemic at MTs Sunan Ampel Kandang Tepus, Senduro-Lumajang was demonstration. The teacher gave the example of descriptive text and explained the generic structure and language feature of the text, so the students could comprehend their knowledge about how to write descriptive text easily.

### c. Using E-learning

In the field, the researcher found out that the strategy used in teaching descriptive text writing during pandemic was using e-learning.

It was explained by the teacher as follows:

*“setelah saya membuat materi, saya langsung menguploadnya di e-learning. Yang saya upload itu berupa materi, contoh dan tugasnya. Siswa juga bisa mengisi absen di e-learning.”<sup>61</sup>*

“after make the material, I upload it on *e-learning* directly. The things I upload are in the form of explanation of the material, example of the text and the task/assignment. The student can also fill the attendance list on it.”

Based on the result of interview above, it can be known that the teacher used e-learning strategy to teach descriptive text writing. The teacher made the material include the explanation, then uploaded lesson

<sup>60</sup> Observation on September 4<sup>th</sup> 2021

<sup>61</sup> Teacher, *Interview*, Lumajang, Wednesday August 25<sup>th</sup> 2021

plan, video, assignment, and etc. Then organized it on *e-learning* as the platform for both teacher and students. The students could access for the material, discussion, fill the attendance list, and submit the tasks due to the deadline that has been set.

According to the result of observation, the researcher saw about how the teacher used *e-learning* (content area) in teaching descriptive text writing during online meeting. The researcher observed how the teacher organize and access the platform to put the explanation of material, open discussion forum, submit the assignment and giving some instructions related to the material or the assignment for the students.<sup>62</sup>

The result above is also strengthened by reviewing document of teacher's lesson plan. In the lesson plan, the teacher put the steps in conducting teaching descriptive text writing during pandemic. Including how she used (*e-learning*). It stated before the teaching process, the teacher upload the material, lesson plan and the task on *e-learning*. When the online class started, the students required to access and fill the attendance on *e-learning*.<sup>63</sup>

From the result of interview, observation and document review, it can be concluded that the teacher used (*e-learning*), which is used in teaching descriptive text writing during pandemic at MTs Sunan Ampel Kandang Tepus, Senduro-Lumajang. The teacher shared the material,

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<sup>62</sup> Observation on September 4<sup>th</sup> 2021

<sup>63</sup> Teacher's lesson plan

gave some instructions about the task, so the students would accessed the material, and followed the instructions that the teacher made on it.

#### **d. Audio/Video Conferencing**

In the field, the researcher found that the strategy used in teaching descriptive text writing during pandemic was audio/video conferencing.

It was told by the teacher as follows:

*“iya, saya juga melakukan pertemuan secara online. Biasanya saya menggunakan google meet karena aplikasinya lebih ringan daripada yang lain”<sup>64</sup>*

“yes, I conduct the online meeting through Google meet cause it was easier/lighter than other application”

Based on the result of interview, it can be known that the teacher also conducted the online teaching by audio/video conferencing strategy. The teacher used Google meet application because it takes less cellular data and more space than other meeting application. The goal was to decrease misunderstanding material or explanation through facial expression and the teacher’s voice. The teacher required to explain and shared the material to the screen. So, it makes the online teaching and learning run effectively. Both teacher and students could open a discussion related to the topic in one time within stable internet connection.

The researcher was also observed how the teacher carried out the online meeting using audio/video conferencing. From the result of observation, the teacher became a host of online meeting, then giving

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<sup>64</sup> Teacher, *Interview*, Lumajang, Wednesday August 25<sup>th</sup> 2021

instructions for all students to join the meeting. The researcher also saw that the students join and launch the online meeting. Through video conferencing, the students could ask anything related to the material then discuss it together with the teacher in one time.<sup>65</sup>

The statement above was also supported by the teacher's lesson plan. In the teacher's lesson plan, it was stated that after learning the topic, the students could change information and discuss it with the teacher and other students on G-meet.<sup>66</sup>

From the result of interview, observation and document review of teacher's lesson plan, it can be concluded that the online teacher's teaching strategy of descriptive text writing during pandemic at MTs Sunan Ampel Kandang Tepus, Senduro-Lumajang was audio/video conferencing strategy. The online meeting application used was Google Meet, which provides the audience to share the screen and discuss the material in one time.

#### e. Instant Chat

In the field, the researcher found out that one of the strategies used by the teacher in teaching descriptive text writing during pandemic was instant chat. It was explained by the teacher as follows:

*“saya selalu menggunakan WA (whatsapp) saat mengajar. Disana saya bisa membagikan materi, memberi intruksi-intruksi lain mengenai materi, absen, tugas dsbg. Karena saya rasa semua siswa pasti dapat mengakses dengan mudah, jadi saya menggunakan WA.”<sup>67</sup>*

<sup>65</sup> Observation on September 4<sup>th</sup> 2021

<sup>66</sup> Teacher's lesson plan

<sup>67</sup> Teacher, *Interview*, Lumajang, Wednesday August 25<sup>th</sup> 2021

“I always use whatsapp application to teach the students. The reason I use it because I think all of students certainly have this app, so they can access it easily. Through this app I can share the material, give other instructions related to the material, check the attendance, give task and submit the task for the students.”

From the result of interview, it showed that the teacher use a tool or media to do the instan chat strategy in order to teach descriptive text writing during pandemic. The teacher used WA (WhatsApp) application which is a platform to do chat or messaging. She could keep and conduct the online class by instant chat. In this strategy, the teacher used to share the slides, give some instructions such announce the students to join the class, check the attendance, give assignment and make a discussion forum for the students, submit the assignment or even lecturing/explain the material.

The statement above was strengthened by research observation. In the teaching process, the researcher saw the teacher is also used chat or instant messaging strategy through WhatsApp application. The teacher started the class by chat in WhatsApp group, and give the instructions to attend the class, share the meeting link and the explanation video/picture, discussion, and give the assignment. The researcher also observed the students respons fastly and ask about what they did not get by instant chat. Through WhatsApp, the students actively doing the online class, cause it was accessible for all of them.<sup>68</sup>

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<sup>68</sup> Observation on September 4<sup>th</sup> 2021



This finding was also supported by document review, from the teacher's lesson plan it can be known that this strategy also stated in it. The teachers started the class by giving some brief instructions and share the meeting link that the students should access.<sup>69</sup>

From the result of interview, observation and documentation, it can be concluded that the online teacher's teaching strategy of descriptive text writing during pandemic at MTs Sunan Ampel Kandang Tepus, Senduro-Lumajang was instan chat strategy. The teacher used WhatsApp application to share some instructions, keep the class and even open discussion with the students.

#### **f. Breakdown Text**

In the field, the teacher found out that one of the teacher's online teaching strategy of descriptive text was breakdown text. It was explained by the teacher as follows:

*“setelah penjelasan, saya memberi tugas berupa membuat teks deskriptif sendiri dan menganalisa sendiri mengenai generik strukturnya dan language featurnya”<sup>70</sup>*

“after presentation, I give them assignment which they have to write descriptive text, then analyze it's generic structures and it's language features”

From the result of interview, it showed that after explaining the material, the teacher gave the students assignment which they had to write descriptive text and analyze the language features and generic structures. The goals of this activity were to increase the students' skill

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<sup>69</sup> Teacher's lesson plan

<sup>70</sup> Teacher, *Interview*, Lumajang, Wednesday August 25<sup>th</sup> 2021

to write descriptive text and comprehend their knowledge about its generic structures and language features.

The statement above is also supported by the result of observation. The researcher saw before the teacher gives the assignment, the teacher explained how to write and analyze descriptive text, for example the teacher has changed the color of word that signed simple present tense and adjective. It makes the students remember and find the words or phrase easily. After clear explanation, the teacher told the students to create and identify a new descriptive text that the student's made.<sup>71</sup>

Those statements were also strengthened by document review of teacher's lesson plan. It has stated in lesson plan that in the end of meeting, the teacher gave assignment for students to make a new descriptive text and identify the generic structure and the language feature. The students had to conclude which paragraph was identification and description, then change the color of words that sign simple present tense and adjectives and submit/upload it on *e-learning*.<sup>72</sup>

From the result of interview, observation and documentation, it can be concluded that the teacher's online teaching strategy of descriptive text writing at MTs Sunan Ampel Kandangtepus, Senduro-Lumajang was breakdown text. Breakdown text strategy means the students learn

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<sup>71</sup> Observation on September 4<sup>th</sup> 2021

<sup>72</sup> Teacher's lesson plan

how to analyze the generic structure and language feature of descriptive text.

For the impact of implementing online teaching strategies, the researcher reviewed the documents, which were students' worksheets. From the students' worksheets, it can be seen that the strategies give a good impact for the students. The students of 9A class were able to write descriptive text by themselves and analyze the generic structure and language feature of the text. They signed the identification and description part and colored the adjective words as the teacher's instruction.<sup>73</sup>

Based on the findings above, the researcher found out that the teacher used some online teaching strategies of descriptive text writing during pandemic at MTs Sunan Ampel Kandangtepus Senduro Lumajang. They were teacher presentation, demonstration, using e-learning, audio/video conferencing, instant chat, and breakdown text. The online teaching strategies also give a good impact for the students.

## **2. The reason to Use Online Teaching Strategy of Descriptive Text Writing during Pandemic at MTs Sunan Ampel Kandang Tepus, Senduro-Lumajang**

### **a. Flexible to manage time**

In the field, the researcher found out that one of the advantages of implementing the online teaching strategy was flexible for the time and place. It was told by the teacher as follows:

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<sup>73</sup> Students' Worksheets

*“untuk manfaat yang saya dapatkan itu mungkin bisa menghemat waktu, mengingat rumah saya juga lumayan jauh dari sekolah, anak-anak juga banyak yang rumahnya jauh. Jadi saya bisa lebih mampu membagi waktu saya dan bisa mengerjakan pekerjaan rumah yang lain. Saya juga bisa mengajar dimanapun asalkan ada sinyal yang kuat”<sup>74</sup>*

“the advantage of implementing the online strategy is I could manage and save the time. It’s very useful for me and especially for some students who have lived in long distances from school. I also can manage my time to do other activities in my home. I can do teaching online everywhere.”

From the result of interview, it can be known that in the implementation of online class, the teacher and students can save their time especially for who had travel long distance to go to school. They can do the online meeting in every place within internet connection. It makes the teacher and students manage their time easily. It facilitated both teacher and students who have lived in distance, and give more chances for who have important activities at home.

That statement is also strengthened by the result of observation. From the research observation, the researcher interviewed the teacher and saw her conduct the online teaching at home. As a housewife, the teacher has many things to do, she had to take care of her baby and do other house activities. By online class, the teacher does not need to go to school so she can get flexibility to save the time. This matter is also behaved for the students.<sup>75</sup>

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<sup>74</sup> Teacher, *Interview*, Lumajang, Wednesday August 25<sup>th</sup> 2021

<sup>75</sup> Observation on September 4<sup>th</sup> 2021

From the result of interview and observation, it can be concluded that the advantage of teacher while implementing the online teaching strategy of descriptive text writing at MTs Sunan Ampel Kandangtepus, Senduro-Lumajang was flexible to manage time. Both teacher and students could save their time to do online class just from their home and do not need to go to school. The online meeting is also can be conducted in everywhere within utilize internet connection.

#### **b. Manage the Course Easily**

In the field, the researcher found out that the teacher's experience of implementing online teaching strategy was managing the course easily. It was explain by the teacher's as follows:

*“hikmahnya itu saya jadi lebih mudah menilai keaktifan siswa saat pertemuan online. karena saat kelas sudah selesai, pasti ada rekaman atau jejak digital mereka. Jadi saya nanti meninjau itu lagi untuk penilaian.”<sup>76</sup>*

“the advantage was make the assessment of student's activeness more easy than in the face-to-face meeting. when the class is over, there will be recording or digital record about their activities in the apps. So whenever I need to do assessment , I scrolled up the app in order to know the encourage of students in online meeting”

Based on the result of interview, it can be concluded that the benefit of conducting online teaching was the teacher could do evaluation easily. Through the online meeting, all of the teacher and student's activity could be recorded. The teacher could scroll up to see which students were active to ask a question and discuss the material.

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<sup>76</sup> Teacher, *Interview*, Lumajang, Wednesday August 25<sup>th</sup> 2021

The teacher also could monitor the attendance of the students through the application.

This kind of evaluation/assessment is more efficient than on face-to-face meeting. At school, the teacher just assess the students depend on the knowledge score about the material and observe the attitude value through their daily activities in the classroom. In this case, not few of teacher remembering each student to give the score. So that is why the online teaching and learning must beneficial for the teacher in managing the course to do assessment.

Based on the result above, it can be concluded that the teacher's experience while implementing the online teaching strategy of descriptive text writing at MTs Sunan Ampel Kandang Tepus, Senduro-Lumajang was manage the course easily. The teacher could manage the course in order to scroll up the activities recorded in online meeting. So it made the assessment easier than face-to-face meeting in the class.

### **c. Design the Course**

In the field, the researcher found out that the teacher's experience while implementing the online strategy was give chances for teacher to know more knowledge about designing the course. It was told by the teacher as follows:

*“saya lebih bisa mengenal aplikasi-aplikasi baru untuk pembelajaran online ini. Saya juga bisa terus melatih skill teknologi saya ini untuk membuat pembelajaran online jadi lebih menarik.”<sup>77</sup>*

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<sup>77</sup>Teacher, *Interview*, Lumajang, Wednesday August 25<sup>th</sup> 2021

“I could recognize new applications which use in online class. I could learn continuously how to create learning media (video, slides) through the application and make it more interesting.”

From the result of interview, it can be known that the advantage of implementing online teaching strategy was design the course. The teacher might recognize some new applications used in online class. It is important for teacher to know more knowledge about technology used in teaching process. The teacher can also learn and practice her technology skill continuously to make the material and the online class more interesting, so the students do not feel bored easily whenever joins the online class.

From those statements, it can be concluded that the teacher's experience while implementing the online teaching strategy of descriptive text writing during pandemic at MTs Sunan Ampel Kandang Tepus, Senduro-Lumajang was course design. The teacher could explore some new applications and learn how to design the material to make it more fun and interesting used in online teaching.

From the findings above, it can be concluded that the reason of using online teaching strategy was in the form of advantages that the teacher could get while implementing the strategies. In the field, the researcher found out some advantages could the teacher and students get while using the online teaching strategies of descriptive text writing during pandemic at MTs Sunan Ampel Kandang Tepus, Senduro-

Lumajang. The reasons were because it flexible to manage time, manage the course easily, and design the course.

### **3. The Procedures of Teacher's Online Teaching Strategy of Descriptive Writing during Pandemic at MTS Sunan Ampel Kandang Tepus Senduro Lumajang**

In the field, the researcher found out there were some steps of implementation of using online teaching strategies of descriptive text writing at MTs Sunan Ampel Kandang Tepus, Senduro-Lumajang.. It was explain by the teacher as follows:

*“menyiapkan RPP dan menyusun materi berupa power point, mengupload segala keperluan mengajar yg berupa rpp,materi, dan tugasnya di e-learning. Mempersiapkan link untuk meeting dan dibagikan lewat grup whatsapp, kemudian melakukan G-meet, disana saya menjelaskan materi menggunakan ppt yang saya buat tadi,menunjukkan contohnya juga, berdiskusi dan memberi tugas.”<sup>78</sup>*

“prepare lesson plan, make the material into slides, upload the lesson plan, material, and the task to e-learning. Then prepare and share the link for online meeting, launch G-meet, on the meeting, I explain and show the example of descriptive text, discuss the material and giving an assignment.”

From the result of interview, the first step was preparing learning media such as lesson plan, material, and etc. Then upload it on *e-learning*, the teacher share the link of G-meet on Whatsapp group. After that, the teacher explained and gave the example of descriptive text then gives the assignment related to the topic.

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<sup>78</sup> Teacher, *Interview*, Lumajang, Wednesday August 25<sup>th</sup> 2021



The steps above were supported by the result of observation. The researcher saw before conducting the online class, the teacher shared the link of G-meet and give some instructions for students to prepare and study about descriptive text. After that, the teacher and students launch the online meeting and start the online teaching by greet the students, explain learning objectives then explain about descriptive text writing. After explain the text, the teacher show the example of the text, then demonstrate how to make descriptive text. The last activity was giving assignment for the students.<sup>79</sup>

The statement above was also strengthened by document review of teacher's lesson plan. In the lesson plan, the first step was launch the meet and do some teaching and learning activities such greetings, prays, give motivation and tell the learning objectives. After that, the teacher command the student to read the pdf file/material that had been shared in 30 minutes individually. Then, back to the meeting with the teacher to ask and discussed anything about what they did not understood. In the end of meeting the teacher do reflection and give assignment for the students to write new descriptive text and analyze the generic structure and language features of the text. Then close the meeting by pray together.<sup>80</sup>

Based on the result of interview, observation and document review, It can be concluded that the procedures of online teaching strategies of

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<sup>79</sup> Observation on September 4<sup>th</sup> 2021

<sup>80</sup> Teacher's lesson plan

descriptive text writing during pandemic at MTs Sunan Ampel Kandangtepus, Senduro-Lumajang as follows:

**a. Pre-Teaching**

- 1) Prepare lesson plan.
- 2) Make a learning media (video, slides, ppt, and etc) that contain the material.
- 3) Upload the lesson plan, learning media and the assignment on *e-learning* and WhatsApp group.
- 4) Prepare and share the link of online meeting on WhatsApp group.
- 5) Chat the students to join the meeting on WhatsApp group.

**b. Teaching**

- 1) Launch audio/video conferencing use G-meet application.
- 2) The teacher present/explain the definition, generic structure and language feature of descriptive text.
- 3) The teacher display the example of the text and demonstrate how to write descriptive text and identify the generic structure and language features of the text.
- 4) The students can ask of what they did not understand about the material to the teacher, then discuss it together.

**c. After teaching**

- 1) The teacher explains the summary of the material, and asks the students whether they understood or still confused about the material.

- 2) The teacher gives assignment to confirm the students' understanding by breakdown text.

From the findings above, it can be concluded that the procedures of online teaching strategies of descriptive text writing during pandemic at MTs Sunan Ampel Kandangtepus Senduro Lumajang were divided into three steps. First is pre-teaching, which the teacher prepared strategy, lesson plan, and learning media. The second step is while-teaching, which the teacher explained and demonstrated the material using online strategies. The third step is after-teaching, that the teacher concluded the material and give assignment for the students.

#### **4. The Problem Faced by Teacher while Implementing Online Teaching Strategy of Descriptive Text Writing During Pandemic at MTS Sunan Ampel Kandang Tepus Senduro Lumajang**

In the field, researcher found out several problems faced by the teacher while implementing the online teaching strategy. They were:

##### **a. Inability to Focus on Screen**

It was explained by the teacher as follows:

*“anak-anak itu susah sekali untuk disiplin saat mengikuti kelas. Mereka sering telat saat mengumpulkan tugas, itu karena saat meeting online mereka jarang merespon atau sekedar bertanya mengenai materi, jadi saya sulit mengkonfirmasi apakah mereka paham atau tidak, ada sebagian lagi yang tidak memahami materi karena memang tidak bisa join kelas.”<sup>81</sup>*

“it's difficult to make students dicipline in online meeting. During the class, it is hard to know whether they listen/focus or not. They rarely respond to my explanation. Then there is many

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<sup>81</sup> Teacher, *Interview*, Lumajang, Wednesday August 25<sup>th</sup> 2021

students submit the assignment lately. It's probably caused by two things. First they did not pay attention to the class so they could not understand the material or they just did not join the online class.”

From the result of interview, it can be known that the teacher feels difficult to control the class. There's a lot of students who did not focus on the screen during teaching and learning process. Rarely, they did not respond to the teacher's instructions and explanation. It makes the teacher difficult to know whether if the students keep following the class or not. The students also late to submit the assignment even they have to be reminded by the teacher about the submission's deadline. These problems cause the online meeting did not run effectively.

It also strengthened by the research observation. Based on the result observation, the teacher became a host in online meeting, especially on Google Meet application to hold an online class. The goal of doing this was to know the students' expressions in order to ease them get the knowledge through teacher's explanation and they could discuss and ask about what they did not get yet to the teacher directly.

During the online teaching, they rarely respond to the teachers and cause the teacher difficult to control and confirm the student's understanding of the material.<sup>82</sup>

In order to make the students focus on the screen, the teacher made an interesting material. The researcher found out that the slide/ppt of the material was interesting and colorful to make the audience not

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<sup>82</sup> Observation on September 4<sup>th</sup> 2021

bored easily. With the interesting material, the teacher hopes it can help the students to focus on the screen.

Based on the result of interview and observation, it can be known that the challenge of conducting the online teaching strategy of descriptive text writing during pandemic at MTs Sunan Ampel Kandang Tepus, Senduro-Lumajang was inability to focus on screen. The students are bored and distracted easily, so the teacher has to make the students focus on screen while teaching by make interactive teaching and interesting learning media.

#### **b. Technology Issues**

In the field, the researcher found out that the challenge faced by teacher while implementing online strategy was technology issues. It was told by the teacher as follows:

*“masalah yang kedua yaitu tentang koneksi internet. Ada yang punya paket data tapi tidak ada sinyal, karena kebanyakan di daerah atas itu memang susah sinyal. Ada juga yang memang tidak punya paket data, meskipun dapat bantuan dari pemerintah, tapi balik lagi tidak ada sinyal.”*<sup>83</sup>

“the problem was internet connection. There’s some students have the data celular quota with low signal. Actually the Ministry of Education and Culture (Kemendikbud) had share the data celular, but they still could not use it because there are no signal / low signal in their area.”

From the result of interview, it can be known that the problem was internet connection. There were students who lived in village where still had unstable internet connection. Even the quota of data celular had share by Ministry of Education and Culture

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<sup>83</sup> Teacher, *Interview*, Lumajang, Wednesday August 25<sup>th</sup> 2021

(Kemendikbud), but there were still no data cellular service in their area, it just can be used in the central village or small town. This condition had affected on the teaching and learning process. There were some students late or even could not join the online class that influenced how they study and comprehend their knowledge, especially in writing skill. The students also often submit the knowledge lately.

*“ada juga mbak yang tidak bisa join karena memang tidak bisa caranya untuk join, atau juga ada yang hp nya tidak support untuk melakukan kelas online”<sup>84</sup>*

“there’s some students who could not apply the application so they did not join the class. there were also some of them having smartphone with low specification and it did not support to hold the online meeting”

Besides, the technology issue faced by the students was inability to apply the application appropriately. There were some students who still do not know how to join the meeting. Even there were some students still do not know how to join the meeting through an application. Some of them also could not join because of their phone had low specification to launch the online meeting.

Those statements also supported by the observation’s result. The researcher saw that during the online class, internet connection became the biggest challenge for the students. Not a few students join the meeting lately or even could not attend in it. There were just 13 of 27 students join the meeting.<sup>85</sup>

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<sup>84</sup> Teacher, *Interview*, Lumajang, Wednesday August 25<sup>th</sup> 2021

<sup>85</sup> Observation on September 4<sup>th</sup> 2021

The teacher trying to solved these problems by using the light online meeting application (G-meet) instead of Zoom in order to make all of students join the class easily. G-meet just needs a few internet quotas relatively than zoom. For the students who still could not join the meeting, the teacher had also share the material on *e-learning* and WhatsApp group, so they could read the given material every time and discuss it whenever they can access the application.

From the result of interview and observation, it can be concluded that the obstacle faced by the teacher while implementing the online teaching strategies of descriptive text writing during pandemic at MTs Sunan Ampel Kandang Tepus, Senduro-Lumajang was internet connection. The internet connection affects and influences the learning effectiveness in online class because the online learning need stable connection to keep the communication. To solve this problem the teacher need to choose online meeting application appropriately to make all of students join the class easily.

### **c. Teacher Training**

In the field, the researcher found out the obstacle while implementing the online strategy. It was about teacher training. It was explained by the teacher as follows:

*“yang susah itu saat menyusun materi, pertama saya harus membuat RPP dulu, kemudian membuat slide power point atau video, di sinilah kemampuan guru diuji, saya terus belajar*

*teknologi, aplikasi apa saja yang dapat saya dimanfaatkan untuk pelajaran saya”<sup>86</sup>*

“the most difficult thing is when I had to arrange the material, at first I have to make a lesson plan of course, then create slides of power point or even make a video. In this time, the most important is the teacher’s knowledge or skills to know which technology or learning app that can support the online class.”

From the result of interview, it can be known that online class must be seems tiring and bored for some students. In this situation, the teacher’s knowledge and technology skill must be examined in order to make the teaching and learning process interesting. The teacher also had to prepare a lesson plan which contain of strategies and media that will be used considered with the situation and condition of the students.

To solve the problem the teacher explored frequently about how to make an interesting material with exist or new application. This activity aimed to innovate and inspire the teacher to make a new media which use to explain the material. The teacher could also learn and practice in order to increase the technology skills through this activity.

From those explanations, it can be concluded that one of the challenge face by the teacher while implementing the online teaching strategy was teacher training. The teacher should prepare all of the stuff used in online teaching. Such a lesson plan, material, the teaching method/strategy, video and any others. Indirectly, the teacher had to explore and increase the competence or skill to use technology to keep the online teaching and learning run effectively.

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<sup>86</sup> Teacher, *Interview*, Lumajang, Wednesday August 25<sup>th</sup> 2021



Based on the findings above, it can be known that the problems faced by teacher while implementing online teaching strategies of descriptive text writing during pandemic at MTs Sunan Ampel Kandangtepus, Senduro Lumajang were inability to focus on screen, technology issues and teacher training.

**Table 4.1 Research Questions and Research Findings**

1	2	3
No.	Research Question	Research Finding
1	What is the teacher's online teaching strategy of descriptive text writing during pandemic at MTs Sunan Ampel Kandangtepus Senduro-Lumajang?	The online teaching strategies were: <ul style="list-style-type: none"> <li>• Teacher Presentation</li> <li>• Demonstration</li> <li>• Using E-learning (content areas)</li> <li>• Audio/video conferencing strategy</li> <li>• Instant chat strategy</li> <li>• Breakdown text</li> </ul>
2	Why does the teacher use the online teaching strategy to teach descriptive text writing during pandemic at MTs Sunan Ampel Kandangtepus Senduro-Lumajang?	The reasons of using online teaching strategy: <ul style="list-style-type: none"> <li>• Flexible to manage time</li> <li>• Ease the course management</li> <li>• Design the course</li> </ul>
3	How is the procedure of the teacher's online teaching strategy of descriptive text writing during pandemic at MTs Sunan Ampel Kandangtepus Senduro-Lumajang?	The procedures of implementing online strategies divided into 3 steps: <ul style="list-style-type: none"> <li>• Pre-teaching that required the teacher prepare lesson plan, learning media and share it into e-learning/WA, and prepare some online strategies used in teaching descriptive text</li> <li>• While-teaching that required the teacher present and demonstrate how to make descriptive text in online meeting, the teacher also let the students to ask what they did not get and discuss it together.</li> <li>• After-teaching that requires the teacher to explain the summary and check the students'</li> </ul>

1	2	3
		understanding by giving assignment.
4	What are the problems faced by teacher while implementing online teaching strategy of descriptive text writing during pandemic at MTs Sunan Ampel Kandangtepus Senduro-Lumajang?	The problems while implementing strategies were: <ul style="list-style-type: none"> <li>• Inability to focus on screen</li> <li>• Technology issues</li> <li>• Teacher training</li> </ul>

### C. Discussion

This section contains of finding's discussion, which present the relation between research results and based on the theory that has been mentioned. The detail of the discussion explained as follows:

#### 1. The Teacher's Online Teaching Strategy of Descriptive Text Writing During Pandemic at MTs Sunan Ampel Kandang Tepus Senduro Lumajang

The teacher's online teaching strategies of descriptive text writing at MTs Sunan Ampel Kandang Tepus Senduro Lumajang were teacher presentation, demonstration, content areas, audio/video conferencing, chat and instant messaging, and breakdown text.

The first strategy was teacher presentation. Teacher presentation means the teacher explaining the material in front of students. The teacher became a center of the class to share information of the course. This strategy is a basic strategy used in both face-to-face meeting and online meeting. in the online class, the teacher used some medias to facilitate the material's

explanation. Media used by the teacher is power point which contain about descriptive text writing and used an application to launch the meeting.

The second strategy was demonstration. Demonstration is a process of teaching someone how to make or do something in a step-by-step.<sup>87</sup> Demonstration is showing or doing the model/example of what the teacher explained. After explain the material, the teacher show the example of the text then demonstrate how to make descriptive text in order to help the student comprehend their knowledge about descriptive text.

The third strategy was using E-learning. The teacher could be a host/operator to manage and upload all the things related to the teaching and learning process such as syllabus, lesson plan, video/learning media, task, and etc. After the teacher uploaded the material, the students access the website and do as instructed by the teacher. In the *e-learning*, the students can checklist the attendance, access the material and the task, submit the task even discussion.

The fourth strategy was audio/video conferencing. Audio/video conferencing is strategy that utilizes technology and internet connection to hold an online meeting.<sup>88</sup> By audio/video conferencing, the teaching and learning process could be done everywhere and the audiences do not need to gather in one place. The technology used by teacher in audio/video conferencing strategy is google meet application. The teacher could share

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<sup>87</sup> Isuag Center. "How to give a method demonstration", <https://www.lsuagcenter.com> (Accessed on 2<sup>nd</sup> Oct 2021). 2021

<sup>88</sup> Lisa Dawley, *The Tools for Successful Online Teaching* (USA: Information Science Publishing, 2007), 24.

the screen then explain the material, the students could ask anything of what they do not get of the material in one time, and so both teacher and students can do discussion in real time through audio/video conferencing in order to reduce some misunderstanding meaning.

The next strategy was instant chat. The application used to chat and instant chat was WhatsApp application. The online class might cause misleading information and need fast respond of it. The chat and instant messaging could be an effective way to overcome the problems. Through instant chat, the teacher and students can do a conversation, comment, and give feedback or even lecturing. In this case, the teacher use WhatsApp to inform some instructions about the online class.

The last strategy was breakdown text. Breakdown text means a strategy, which requires the student to identify and analyze the structure of the text. In this case, the teacher give an assignment for the student to write descriptive text, then analyze the generic structure and language features of the text as the teacher demonstrated before.

The finding about teacher presentation and demonstration strategy were suitable with Wherly and Nyquist's theory in Najmi H's thesis. Wherly and Nyquist classify the teacher's strategy into five. They are brainstorming which ordered the students to think and generating idea, Demonstration which the teacher show and performing activity to the students. Game requires the students to be more competitive and give motivation to study, Teacher presentation, which the teacher as the one who

explain the material and Self-awareness exercise/large or small group discussion that provides the learners thinks, act or scores regarding a particular topic.<sup>89</sup>

Those five strategies could be applied in teaching writing skill at school or offline meeting, even in online meeting. In this case, the teacher used teacher presentation and demonstration strategies to teach descriptive text writing in online meeting. As Tian Belawati said that the implementation of online teaching and learning used internet and technology, it started from the simplest to the newest technology.<sup>90</sup> So the teacher applied the strategies utilize internet connection. The teacher implemented the presentation and demonstration strategies through an online meeting application that use internet connection to launch the app.

The finding of using e-learning strategy, audio/video conferencing, and instant chat strategy were suitable with Lisa Dawley's theory. Lisa Dawley said that there were some strategies can be applied in online teaching. They were content areas, e-mail, discussion forum, small group learning, chat and instant messaging, and audio/video conferencing and whiteboard. Lisa Dawley explain that content areas is a platform used to share and access the learning media such lesson plan, material, attendance list and etc. Through content areas, the teacher could discuss and lecturing the students. The kinds of content areas were e-learning, LMS, and etc. The

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<sup>89</sup>Najmi Harisusmida (RRA1B210028), "Teacher's Strategies in Developing Students' Ability in Writing Descriptive Text at Mtsn Jambi Luar Kota" , (Thesis, University of Jambi, Muaro Jambi, 2015), 24.

<sup>90</sup> Tian Belawati, *Pembelajaran Online* (South Tangerang : Universitas Terbuka,2019), 6.

teacher used e-learning. The next strategy is instan chat that provide the teacher and students to transfer the information through chat apps. The last is audio/video conferencing is strategy that allows the audiences to hold meeting in different places utilize internet connection.<sup>91</sup>

The finding of breakdown text strategy was suitable with the result of Fitri Ani's research. Fitri Ani was research about what are the online strategies used by teacher in teaching writing. The results were online learning strategy, breakdown text strategy and mind mapping strategy. Breakdown text is strategy that requires the students to analyze the generic structure of the text.<sup>92</sup>

The strategies above have a good impact for the students. They are able to understand the meaning of descriptive text. They make their own text and analyze the generic structure and signed the part of language feature of the text as the teacher did.

Based on the research finding which supported by the theories, it can be concluded that the teacher's online teaching strategies of descriptive text writing at MTs Sunan Ampel Kandangtepus, Senduro-Lumajang were teacher presentation, demonstration, content areas strategy, audio/video conferencing strategy, chat or instant messaging strategy and breakdown text.

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<sup>91</sup> Lisa Dawley, *The Tools for Successful Online Teaching* (USA : Information Science Publishing, 2007), 24.

<sup>92</sup> Fitri Ani, "An Analysis on the English Teacher's Strategies in Teaching Descriptive Writing through Online Class at the Seventh Grade of SMPN 3 Gubug in The Academic Year 2019/2020", (Thesis, IAIN Salatiga, Salatiga Central Java, 2020).

## **2. The Reason to Use Online Teaching Strategy of Descriptive Text Writing during Pandemic at MTs Sunan Ampel Kandang Tepus, Senduro-Lumajang**

The reason to use online teaching strategies of descriptive text writing during pandemic, cause it were flexible to manage time, ease the course management, and experiencing of the course design.

The first was flexible manage time. In the online meeting, the audience do not need to gather in one place, it can be held in each audience's place. The teacher and students can manage their time. It was very useful for who had to travel long distance to go to school. Through online class, they do not need to go to school and just need internet to keep connect with each other. It also useful to save the time and do other activities at home.

The second was ease course management. It means manage the course to do an assessment. In the offline/face-to-face meeting, the assessment is done by the students' score of the task and the teacher observe the attitude value every day in the classroom. In this case, the teacher might forget about the students' activeness. Different with online class, the applications requires recording any activities, so the teacher can scrolled up the online activities and evaluate each students such as asking, giving comment and discuss of the topic.

The third was design the course. In online teaching process, the teacher must design the course by herself. Designing course could be create

a learning media such video/ppt and arrange some activities to keep the online teaching run effectively. The teacher must have some references to design an interesting media so the student do not bored easily. By online learning, the teacher can develop her technology skill and exploring new applications which could be used in online class.

The findings above were suitable with the journal written by Nicole Davis, Mimi Gough and Lorraine L. Based on the journal entitled “Online teaching: advantages, obstacles and tools for getting it right”, there were some advantages of using online meeting : flexibility, improve communication, course management, course design, self motivation and working independently. This journal explain about how online meeting can give some benefit for both teacher and students. The teacher and students can save their time from responsibility to go to school. By online class, they do not need to gather in one place, they can held the meeting from their home. Besides, online meeting can make the evaluation process easier by see the recording of online class activity. The online teaching requires the teacher’s to learn and experiencing new application used in online teaching.<sup>93</sup>

Based on the research findings which were supported by the theories, it can be concluded that the reasons or advantages of using online teaching strategies of descriptive text writing during pandemic at MTs Sunan Ampel

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<sup>93</sup> Davis, Nicole L., Mimi Gough, and Lorraine L. Taylor, "Online teaching: advantages, obstacles and tools for getting it right.", *Journal of Teaching in Travel & Tourism*, 19 (2019), 2.



Kandangtepus, Senduro-Lumajang were flexibility, course management and course design.

### **3. The Procedures of Teacher's Online Teaching Strategy of Descriptive Writing during Pandemic at MTS Sunan Ampel Kandang Tepus Senduro Lumajang**

The implementation of teacher's online teaching strategies of descriptive text writing during pandemic at MTs Sunan Ampel Kandangtepus, Senduro-Lumajang were in the form of procedures of teaching in online class. The procedures were divided into three steps. The first is pre-teaching which activities done by the teacher in preparing online teaching and learning, the second is while teaching that contain about activities done by the teacher while teaching and learning process, and the last is after teaching which usually used to confirm the student's comprehension about the material.

In pre-teaching steps, the teacher prepare some teaching equipments such lesson plan, learning media (pictures, video, slide, and etc.) that help teacher to explain the material with the assignments. Then upload and manage it on *e-learning*. Those activities is included in content areas strategy which means the teacher become a host and operate a learning platform such web, blog, wiki and etc. After that, the teacher share the link of online meeting on WhatsApp group and give instruction to access the material on *e-learning* and launch the meeting by click the link that had been shared. The activities above is included in chat and instant messaging

strategy that provides the teacher and students communicate and share the information by instant chat.

The next step is while teaching steps. In this steps, the teacher do some activities done while teaching online. The strategies used were audio/video conferencing, teacher presentation, and demonstration. In the implementation of audio/video conferencing strategy, the teacher launch the online meeting through google meet application which requires the teacher to share the screen that help the teacher explain the material easily. Through G-meet both teacher and students can keep doing communication each other. The next is teacher presentation, the teacher can explain the material in one time/real time by using online meeting application. The third is demonstration, in this strategy the teacher demonstrate and show the example of descriptive text, how to analyze the text and how to make the descriptive text correctly.

The last step was after-teaching. In this step, the teacher must check and confirm about the student's understanding about descriptive text after the class. The teacher used breakdown text as the strategy applied in after teaching step. The students are required to write descriptive text by themselves then identify the generic structures and language features of the text as the teacher explained before. The students must change the color of words that include adjectives and simple present tense. Then sign which paragraphs told about identification and description part.

The finding above were suitable with journal written by Ida Ayu Hani Erlina and Rahmad Rafid entitled “Teacher Strategies in the Implementation of Distance Learning During the Covid-19 Pandemic”. The journal explained the implementation of strategies in distance learning during pandemic at junior high school were the teacher used scientific approach which consist of some activities such observation, asking, collecting data, analyzing data and summarizing. The next step of implementing strategies was using two-way communication that provide the teacher and students exchange opinion/information about the topic. The last was giving practical assignment which the students must do or make as the teacher demonstrated.<sup>94</sup>

The findings of research were also suitable with Tathahira and Sriayu’s journal entitled “The Implementation of Online Learning During Covid-19 Pandemic: English Teachers’ Perceptions at Senior High Schools in South Aceh”. The journal mentioned the implementation of online learning at senior high school in south Aceh. The first procedure was initiating steps, technique and method which contain of teacher’s preparation for the online learning. The second was preparing learning material, the teacher usually pick the material from the student’s textbook and internet. The media used were slides of power point and manage content areas which LMS as the online learning platform. The next was maintaining interaction and discussion through WhatsApp application to chat and instant

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<sup>94</sup> Ida Ayu Hani Erlina, Rahmad Rafid, "Teacher Strategies in the Implementation of Distance Learning During the Covid-19 Pandemic", *Edunesia : Jurnal Ilmiah Pendidikan*, 1, (January,2019), 6.

messaging with the students. Then the last was assessing the student's work that used to evaluate of student's comprehension about the topic.<sup>95</sup>

Based on the research finding, it can be concluded that the implementation of the teachers' online teaching strategies of descriptive text writing during pandemic at MTs Sunan Ampel Kandangtepus, Senduro-Lumajang were prepare lesson plan, learning media such slides, video and etc., Upload and manage it on e-learning, share the link of meeting on WhatsApp group, explain the material, demonstrate the topic explained, discussion, and giving an assignment to check the student's understanding of the topic.

#### **4. The Problems faced by Teacher while Implementing Online Teaching Strategy of Descriptive Text Writing During Pandemic at MTs Sunan Ampel Kandang Tepus Senduro Lumajang**

The teacher's experiences while implementing online teaching strategies of descriptive text writing during pandemic were facing problems such as inability to focus on screen, technology issues and teacher training.

The first was inability to focus on screen. The long period of pandemic caused the class must be online, and it makes the students feel bored and do not focus on the class. During the online class, the students rarely active and ask anything related to the course, so the teacher feel difficult to confirm the student's understanding of material.

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<sup>95</sup> Tathahira, Sriayu, "The Implementation of Online Learning During Covid-19 Pandemic: English Teachers' Perceptions at Senior High Schools in South Aceh", *Indonesian Journal of Curriculum and Educational Technology Studies*, 2, (2020), 5.

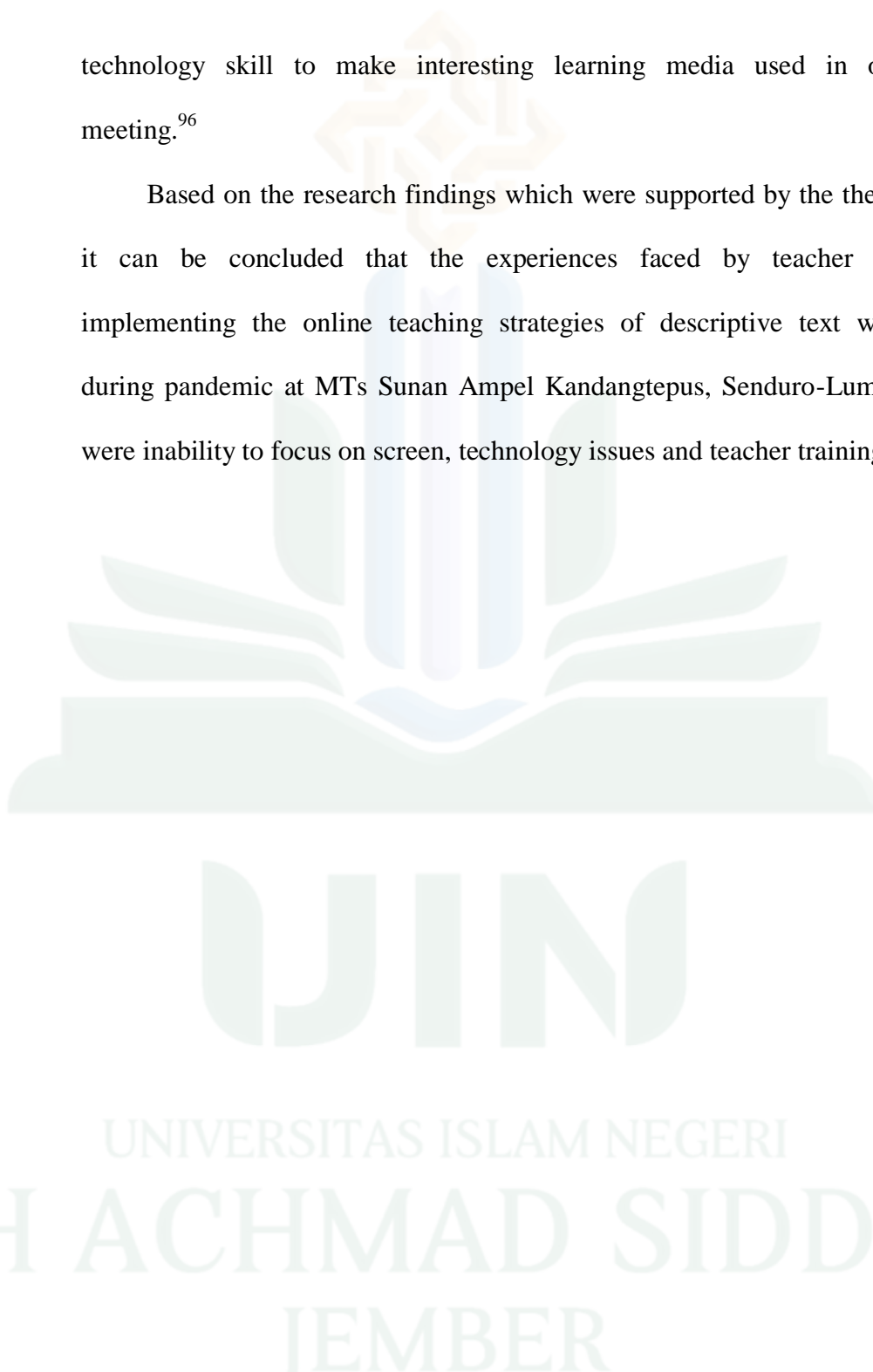
The second was technology issues. The important things needed in online class were technology and internet connection. There's not a few students could not join the class because most of students live in the village which still have low internet connection. Besides, technology must be a problem in conducting online teaching. There were some students had a hand phone with low specification which could not be used to launch online meeting.

The third was teacher training. To keep the teaching and learning during pandemic run well, the teacher's technology skill must be examined. The teacher should up to date her technology skill in preparing online teaching media. The teacher must create an interesting online teaching with considering the student's ability and condition.

The findings above were suitable with the article of Priyanka Gautam entitled "advantages and disadvantages of online learning". The article mentioned online learning might cause inability to focus on screen, technology issues, sense of isolation, teacher training and manage screen time. Priyanka Gautam explain that the students might bored with the long period of online class so it make them lazy to focus on screen. Conducting online class is depend on technology and internet connection. It might be problems for both teacher and student to be able to use technology and for who had live in village that still have low internet connection. Besides, the online teaching must be a problems for teacher to upgrade and train the

technology skill to make interesting learning media used in online meeting.<sup>96</sup>

Based on the research findings which were supported by the theories, it can be concluded that the experiences faced by teacher while implementing the online teaching strategies of descriptive text writing during pandemic at MTs Sunan Ampel Kandangtepus, Senduro-Lumajang were inability to focus on screen, technology issues and teacher training.



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<sup>96</sup> Priyanka Gautam, "Advantages And Disadvantages Of Online Learning", <https://elearningindustry.com/advantages-and-disadvantages-online-learning> , (26 January 2021).

## CHAPTER V

### CONCLUSION AND SUGGESTIONS

In this chapter, the researcher presents the conclusion of the research and suggestions for English teacher, students, and further researcher who are interested in similar or relevant research.

#### A. Conclusion

The objectives of this research were to find out the teacher's online teaching strategies of descriptive text writing during pandemic, the implementation of the strategies and the teacher's experiences while using the online teaching strategies. Based on the research findings and discussion in the previous chapter, it can be concluded that:

1. The teacher's online teaching strategies of descriptive text writing during pandemic at MTs Sunan Ampel Kandangtepus, Senduro-Lumajang were: teacher presentation, which the teacher explain the material to the students, demonstration which the teacher demonstrate how to write descriptive text to the students, content areas the teacher being a host and manage the online learning platform (e-learning), audio/video conferencing strategy that required the teacher and students launch the online meeting by G-meet, chat and instant massaging strategy, and breakdown text which the teacher give assignment to the students to write descriptive text and analyze it's generic structure and language features of the text.

2. The reasons to use online teaching strategy of descriptive text writing during pandemic at MTs Sunan Ampel Kandang Tepus, Senduro-Lumajang were in the form of advantages of using the strategies. They were flexible to manage the time and place, ease the teacher to manage the course on assessment, and train and enhance the teacher's skill to design the course.
3. The procedures of the online teaching strategy of descriptive text writing at MTs Sunan Ampel Kandangtepus, Senduro-Lumajang divided into three steps: pre-teaching, while teaching and after teaching. In pre-teaching step the teacher prepared lesson plan and learning media on e-learning (content areas), then shared the online meeting link on WhatsApp group so the students can access it. In while teaching step the teacher and students launch online meeting use G-meet, the teacher presented the material, then show the example of the text and demonstrate how to analyze and make it, and the teacher let the students to ask about what they did not get and discuss it together. In after teaching step, the teacher explain the summary of the material and give assignment to confirm the student's understanding by using breakdown text.
4. The problems faced by teacher while implementing online teaching strategy of descriptive text writing during pandemic at MTs Sunan Ampel Kandangtepus Senduro Lumajang were in the form of obstacles faced by the teacher. They were inability to focus on screen which the students were not focus on the meeting and the teacher's explanation, technology issues



which there's a lot of students could not join the online class caused the internet connection and the last obstacle was the teacher training of making learning media, this situation may be difficult and being a challenge for teacher to make an interesting learning media with consider the student's need and condition.

## **B. Suggestions**

The findings of the research were expected to be useful for English teachers, students, and other researchers.

1. For English teachers, it was expected to be able to explore the kinds of teaching strategies used in online class or during pandemic, so teacher can give and implement the appropriate strategy based on the student's need and condition.
2. For the schools, it was expected to be able to realize the condition current condition that changed the teaching and learning process into online meeting, so the institute and the teachers decided the policy and find the suitable strategies to overcome the problems with determine the situation and condition.
3. For the future researchers, it is expected that they will conduct researches on exploring online teaching strategies of other topics and situations of English. Thus, the strategies and it's implementation can be explored deeply.

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## PERNYATAAN KEASLIAN TULISAN

Yang bertanda tangan di bawah ini:

Nama : Kartika Nuril Adha  
NIM : T20176052  
Prodi : Tadris Bahasa Inggris  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Institusi : UIN Kia Haji Achmad Siddiq Jember

Dengan ini menyatakan bahwa isi skripsi yang berjudul “English Teacher’s Online Teaching Strategy of Descriptive Text Writing During Pandemic at MTS Sunan Ampel Kandang Tepus, Senduro-Lumajang” adalah hasil karya/penelitian saya sendiri, kecuali bagian-bagian yang dirujuk sumbernya.

Demikian pernyataan keaslian tulisan ini saya buat dengan sebenarnya.

Lumajang, 10 November 2021  
Saya yang menyatakan



Kartika Nuril Adha  
NIM T20176052

**MATRIX OF RESEARCH**

Title	Variable	Indicators	Research Method	Research Question
English Teacher's Online Teaching Strategy of Descriptive Text Writing during Pandemic at MTs Sunan Ampel Kandang Tepus, Senduro-Lumajang	1. Teacher's online teaching strategy 2. Teaching Descriptive text writing	1. Teacher's online teaching strategy a. Teacher Presentation b. Demonstration c. Content Areas d. Audio/Video Conferencing e. Chat and Instant Messaging f. Breakdown Text 2. Descriptive text a. Generic structure: identification, and description. b. Language features: use simple present tense, use adjective, specific object.	1. <b>Research Design and Research Type:</b> Qualitative research, case study research 2. <b>Data Resource:</b> English Teacher, Teacher's lesson plan. 3. <b>Data Collection Method:</b> Observation, Interview, documentation 4. <b>Data Analysis Method:</b> Marthew B. Miles method 5. <b>Stage of analysis data:</b> a. Data reduction b. Data displays c. Conclusion drawing/verification 6. <b>Data validity</b> Using Data Triangulation: a. Methodological triangulation	5. What is the teacher's online teaching strategy of descriptive text writing during pandemic at MTs Sunan Ampel Kandang Tepus Senduro Lumajang? 6. Why does the teacher use the online teaching strategy to teach descriptive text writing during pandemic at MTs Sunan Ampel Kandang Tepus Senduro Lumajang? 7. How is the implementation of the teacher's online teaching strategy of descriptive text writing during pandemic at MTs Sunan Ampel Kandang Tepus Senduro Lumajang? 8. What are the teacher's experiences while implementing online teaching strategy of descriptive text writing during pandemic at MTs Sunan Ampel Kandang Tepus Senduro Lumajang?

### Interview Guideline

Research Question	Topic	Questions
1. What is the teacher's online teaching strategy of descriptive text writing during pandemic at MTs Sunan Ampel Kandang Tepus Senduro Lumajang?	Teacher's online strategy of descriptive text writing during pandemic	What is your opinion about the pandemic covid-19?
		What is your opinion about online teaching during pandemic?
		What is your strategy in online teaching of descriptive text during pandemic?
2. Why does the teacher use the online teaching strategy to teach descriptive text writing during pandemic at MTs Sunan Ampel Kandang Tepus Senduro Lumajang?	The reason of using teacher's online strategy of descriptive text writing during pandemic	Why do you use the online strategy of descriptive text during pandemic?
3. How is the implementation of the teacher's online teaching strategy of descriptive text writing during pandemic at MTs Sunan Ampel Kandang Tepus Senduro Lumajang?	The implementation of teacher's online strategy of descriptive text writing during pandemic	How do you apply the online teaching strategy of descriptive text writing during pandemic?
		Can you explain the procedures of implementing the strategy?
4. What are the teacher's experience while implementing online teaching strategy of descriptive text writing during pandemic at MTs Sunan Ampel Kandang Tepus Senduro Lumajang?	The teacher's experiences while implementing teacher's online strategy of descriptive text writing during pandemic	What is your experiences while using the strategy during pandemic?
		What is your challenges in conducting online teaching during pandemic?
		How do you face the problems on your teaching process?
		What is your solutions to solved the problems?

### DOCUMENTATION CHECKLIST

The document that reviewed by researcher was lesson plan made by the teacher who had experienced in online teaching of descriptive text writing during pandemic.

Content	Answer		Description
	Yes	No	
The online teaching strategy of descriptive text writing during pandemic	✓		In lesson plan stated kinds of strategies will be used by the teacher in teaching descriptive text writing in online meeting
The procedures of implementing the online teaching strategy during pandemic	✓		In lesson plan explained the procedures of implementing the online teaching strategies
Learning Media or learning tools	✓		In lesson plan mentioned the learning tools used in online teaching process.



### RENCANA PELAKSANAAN PEMBELAJARAN

Mata Pelajaran : Bahasa Inggris Sekolah : MTs Sunan Ampel Senduro Kelas/Semester : IX/ Ganjil	KD : 3.10 dan 4.14 dan 4.10 Alokasi waktu : 1 sesi daring (60 Menit) Model Pembelajaran : Scientific
<b>A. KOMPETENSI DASAR</b>	<b>B. INDIKATOR PENCAPAIAN KOMPETENSI</b>
3.10. Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks factual report dengan menyatakan dan menanyakan tentang teks ilmiah faktual tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, pendek dan sederhana, sesuai dengan konteks pembelajaran di pelajaran lain di Kelas IX.  4.14 Menangkap makna dalam teks ilmiah faktual (report) lisan dan tulis, pendek dan sederhana, terkait dengan mata pelajaran lain di Kelas IX.  4.10 Menyusun teks ilmiah faktual (factual report), lisan dan tulis, pendek dan sederhana, tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, terkait dengan mata pelajaran lain di Kelas IX, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	3.10.1 Menganalisis struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks factual report dengan menyatakan dan menanyakan tentang teks ilmiah faktual tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, pendek dan sederhana, sesuai dengan konteks pembelajaran di pelajaran lain di Kelas IX.  <b>C. TUJUAN PEMBELAJARAN</b> <ul style="list-style-type: none"> <li>• Melalui file pdf yang disajikan dalam <i>E-Learning</i>, Peserta didik mampu menganalisis struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks factual report dengan menyatakan dan menanyakan tentang teks ilmiah faktual tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, pendek dan sederhana, sesuai dengan konteks pembelajaran di pelajaran lain di Kelas IX.</li> <li>• Melalui penjelasan dalam pertemuan secara daring melalui <i>Google Meet</i>, Peserta didik mampu fungsi sosial teks factual report dengan menyatakan dan menanyakan tentang teks ilmiah faktual tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, pendek dan sederhana, sesuai dengan konteks pembelajaran di pelajaran lain di Kelas IX.</li> </ul>
<b>KEGIATAN PEMBELAJARAN</b>	
<b>Kegiatan Awal (10 Menit)</b>	
<ul style="list-style-type: none"> <li>• Guru memberikan salam kepada peserta didik melalui <i>google meet</i> sebagai wujud sikap <i>religius</i>. Link <a href="http://meet.google.com/sxf-ztov-miu">http://meet.google.com/sxf-ztov-miu</a></li> <li>• Peserta didik dipimpin ketua kelas berdoa sebelum pembelajaran dimulai sebagai sikap disiplin dan bertanggungjawab</li> <li>• Guru meminta peserta didik mengisi kehadiran di <i>E-Learning</i></li> <li>• Guru memberikan motivasi kepada peserta didik dan menyiapkan untuk memulai pembelajaran</li> <li>• Guru menyebutkan tujuan pembelajaran pada pertemuan daring hari ini melalui <i>google meet</i></li> <li>• Guru menginformasikan peserta didik untuk belajar mandiri selama 30 menit menyimak materi dan mengerjakan LKPD yang sudah dikirim dalam <i>E-Learning</i> dan bertemu kembali di <i>google meet</i> untuk berdiskusi</li> <li>• Guru mengakhiri <i>google meet</i> dan memberikan kesempatan kepada peserta didik untuk belajar mandiri</li> </ul>	

<p><b>Kegiatan Inti (40 Menit)</b></p> <ul style="list-style-type: none"> <li>• Peserta didik secara mandiri melihat file pdf yang dibagikan dalam <i>E-Learning</i></li> <li>• Peserta didik secara mandiri mengamati file pdf teks deskriptif <i>My Lovely Bedroom</i></li> <li>• Peserta didik secara mandiri menganalisis makna, fungsi sosial, struktur teks deskripsi, dan unsur kebahasaan yang terdapat dalam teks tersebut</li> <li>• Peserta didik mengemukakan pendapatnya mengenai analisis fungsi sosial, struktur teks deskripsi, dan unsur kebahasaan yang terdapat dalam teks tersebut dalam <i>google meet</i>. Link: <a href="http://meet.google.com/sxf-ztov-miu">http://meet.google.com/sxf-ztov-miu</a></li> <li>• Peserta didik saling bertukar informasi mengenai hasil analisis fungsi sosial, struktur teks deskripsi, dan unsur kebahasaan yang terdapat dalam teks tersebut dalam <i>google meet</i></li> <li>• Guru mendampingi peserta didik selama diskusi berjalan dalam <i>google meet</i></li> </ul>
<p><b>Kegiatan Penutup(10 Menit)</b></p> <ul style="list-style-type: none"> <li>• Peserta didik diminta mengumpulkan tugas nya terkait analisis dan menyimpulkan fungsi sosial, struktur teks deskripsi, dan unsur kebahasaan yang terdapat dalam teks tersebut di <i>Penugasan KI3 E-Learning</i>.</li> <li>• Peserta didik melakukan refleksi di bantu oleh guru melalui <i>google meet</i></li> <li>• Guru menyampaikan materi untuk pertemuan selanjutnya.</li> <li>• Guru menutup pertemuan dengan berdoa dan mengucapkan salam melalui <i>google meet</i></li> </ul>
<p><b>MEDIA, ALAT DAN SUMBER BELAJAR</b>  Media: <i>File pdf, google meet, audio</i>. Alat : Laptop  Sumber: Handout Descriptive text. Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris Kelas X. Kemendikbud.</p>
<p><b>PENILAIAN</b></p> <p><b>Sikap</b> : Penilaian sikap melalui observasi lembar penilaian siswa (lampiran)  <b>Pengetahuan</b> :Penilaian pengetahuan melalui Tes Tertulis dalam bentuk <i>essay</i> (lampiran)  <b>Keterampilan</b> :Penilaian keterampilan <i>writing skill</i> (lampiran)</p>

## BAHAN AJAR

Materi *Descriptive Teks* berupa file pdf

**PENGERTIAN**

Descriptive Text adalah salah satu jenis text dalam Bahasa Inggris yang menggambarkan atau memberikan informasi dengan jelas mengenai sesuatu baik itu manusia, tempat, hewan, tumbuhan, mau pun benda mati secara detail.

**CIRI-CIRI**

1. Menggunakan Simple Present Tense  
Karena tenses ini digunakan untuk menunjukkan suatu fakta atau kebenaran.
2. Menggunakan Banyak Kata Sifat (adjective).  
Karena fungsi dari teks ini adalah untuk memberikan informasi dengan menggambarkan suatu objek yang dideskripsikan, maka dalam Descriptive Text akan banyak dijumpai kata sifat (adjective).

**CONTOH**

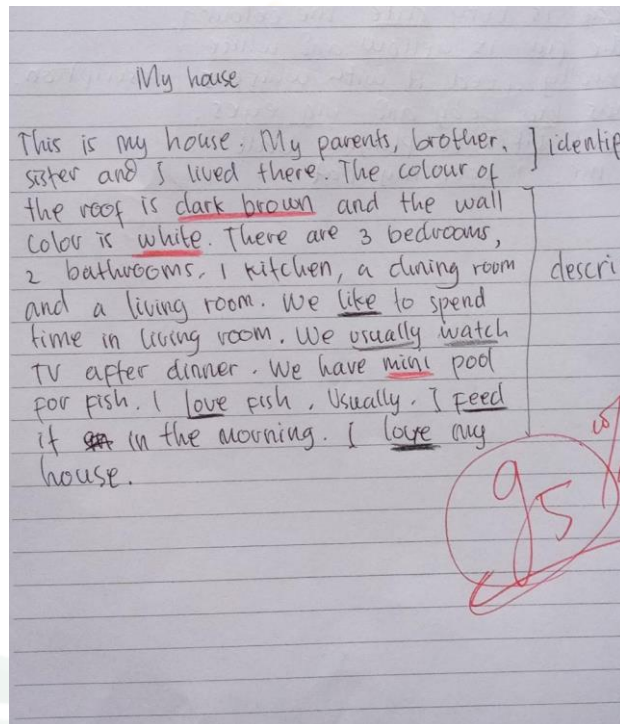
**MY LOVELY BEDROOM**

My lovely bedroom **is blue**. In my room there **are** some items. It **has** a bed, a study desk, a cabinet, and a dressing table. I often **study** in my room because I **feel very comfortable** when in the room.

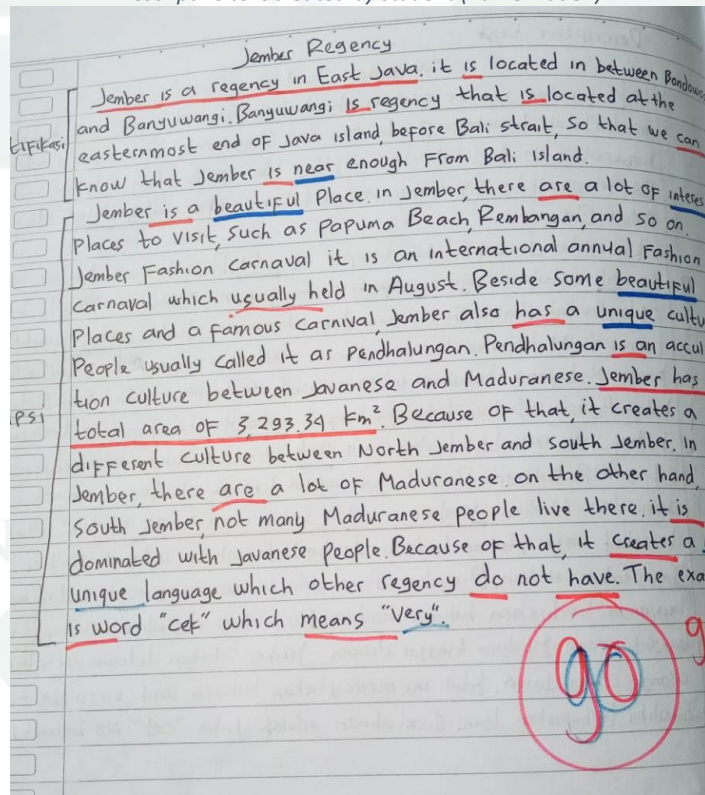
There **is** a **small** cabinet on the left the bed. On the cabinet, there **is** a **green** night lamp and a **black** printer. The study desk **is** located next to the cabinet. It **is white** and has many books. I usually **read** book on this desk. There **is** a **brown** chair in front of the desk. I **have** some picture on the wall above the bed.

*Descriptive text created by teacher*

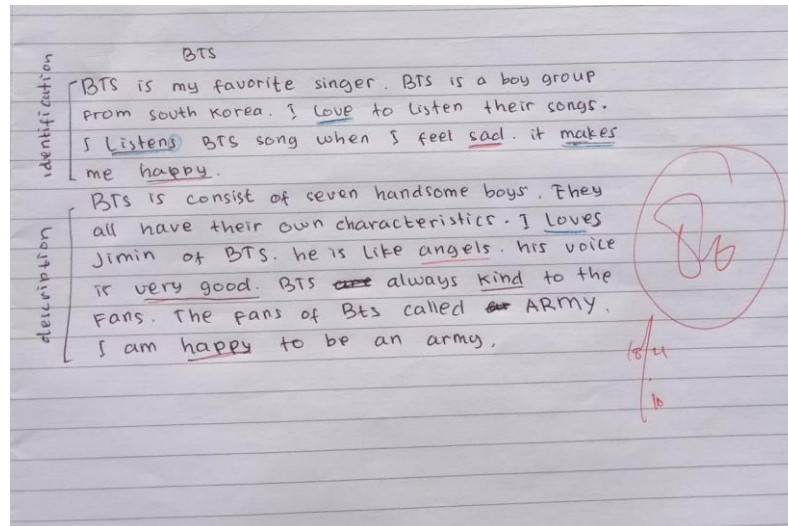
## Students' Worksheets



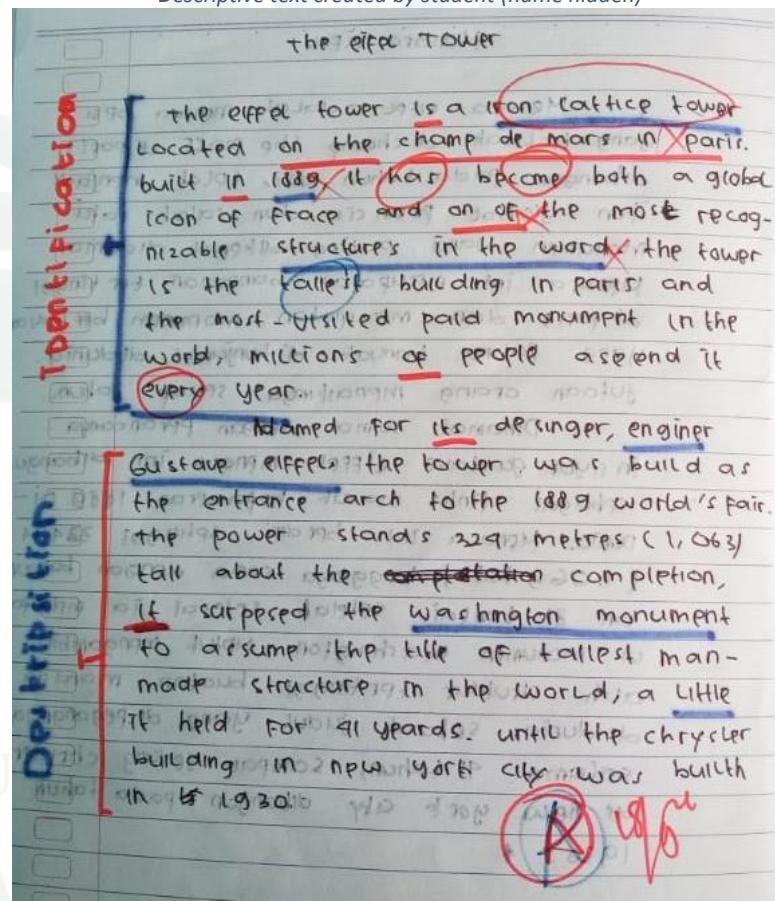
Descriptive text created by student (name hidden)



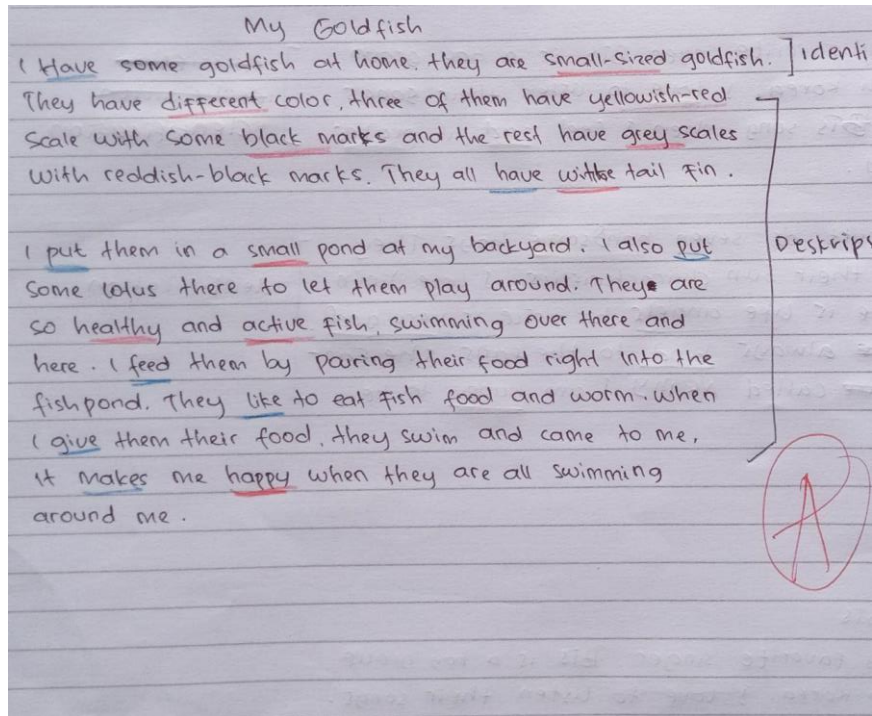
Descriptive text created by student (name hidden)



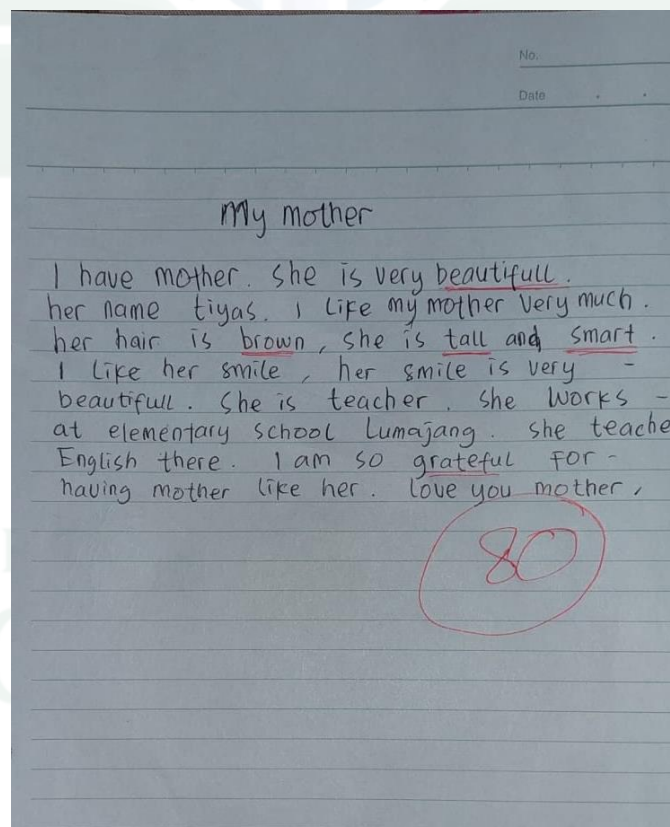
Descriptive text created by student (name hidden)



Descriptive text created by student (name hidden)

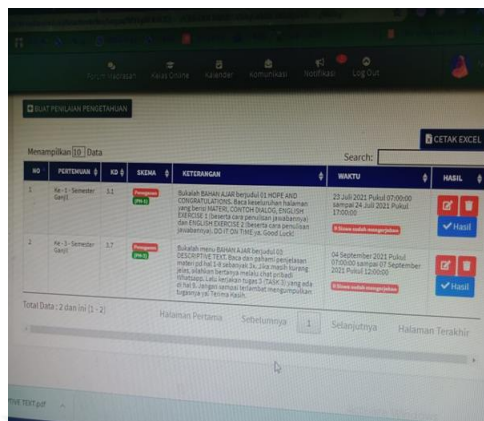
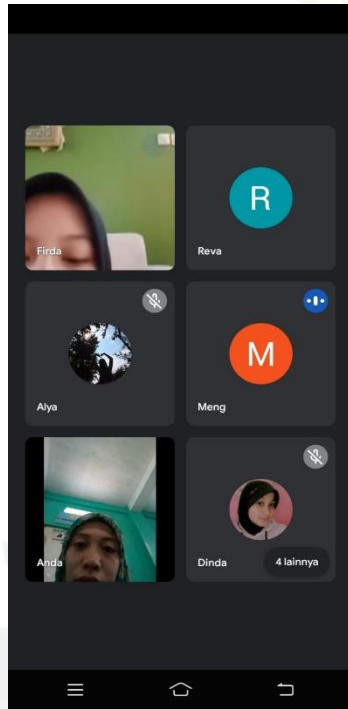


Descriptive text created by student (name hidden)



Descriptive text created by student (name hidden)

**Documentation of teacher conducted online teaching strategies of ninth grade at MTs Sunan Ampel Kandangtepus, Senduro-Lumajang**



ISLAM NEGERI  
KH ACHMAD SIDDIQ  
JEMBER







**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI JEMBER  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jl. Mataram No.1 Mangli, Telp. (0331) 487550 Fax. (0331) 472005, Kode Pos : 68136  
Website : [www.http://flik.iain-jember.ac.id](http://flik.iain-jember.ac.id) e-mail : [tarbiyah.iainjember@gmail.com](mailto:tarbiyah.iainjember@gmail.com)

Nomor : B. 1775/ln.20/3.a/PP.00.9/08/2021 24 Agustus 2021  
Sifat : Biasa  
Lampiran : -  
Hal : **Permohonan Ijin Penelitian**

Yth. Kepala MTs Sunan Ampel Kandang Tepus, Senduro - Lumajang  
Jl. Mbah brojosari 01 Kandangtepus

*Assalamualaikum Wr Wb.*

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

Nama : KARTIKA NURIL ADHA  
NIM : T20176052  
Semester : IX  
Prodi : TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai **ENGLISH TEACHER'S ONLINE TEACHING STRATEGY OF DESCRIPTIVE TEXT WRITING DURING PANDEMIC AT MTS SUSNAN AMPEL KANDANG TEPUS, SENDURO-LUMAJANG** selama **14 ( empat belas )** hari di lingkungan lembaga wewenang Bapak/Ibu Annikmatus Saidah, S.Pd.I.

Adapun pihak-pihak yang dituju adalah sebagai berikut:

Guru Mapel Bahasa Inggris

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

*Wassalamualaikum Wr Wb.*

Jember, 24 Agustus 2021

an Dekan  
Wakil Dekan Bidang Akademik,



Mashudi



**YAYASAN AL - FATAH SENDURO LUMAJANG**

NOMOR: AHU-0030981.AH.01.04 TAHUN 2015

**MTs. SUNAN AMPEL KANDANGTEPUS**

NPSN: 69726398 / NSM: 121235080008

Jln. Mbah Brojosari 001 Kandangtepus Kec. Senduro Kab. Lumajang

**SURAT KETERANGAN**

0692/MTs.SA/0520/X/2021

Yang bertanda tangan di bawah ini :

Nama : ANNIKMATUS SAIDAH, S.Pd.I  
 Jabatan : Kepala Madrasah  
 Satuan Pendidikan : MTs. Sunan Ampel senduro  
 NPSN : 69726398  
 Alamat : Desa Kandangtepus Kec. Senduro Kabupaten Lumajang

Dengan ini menerangkan dengan sesungguhnya bahwa :

Nama : Kartika Nuril Adha  
 NIM : T20176052  
 Semester : 9 (Sembilan)  
 Prodi : Bahasa Inggris

Dengan ini telah melaksanakan Penelitian/Riset mengenai **English Teacher's Online Teaching Strategy of Descriptive Text Writing during Pandemic at MTs Sunan Ampel Kandangtepus, Senduro-Lumajang** mulai Tanggal 24 Agustus – 04 September 2021.

Senduro, 11 Oktober 2021



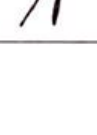
Kepala Madrasah



**ANNIKMATUS SAIDAH, S.Pd.I**

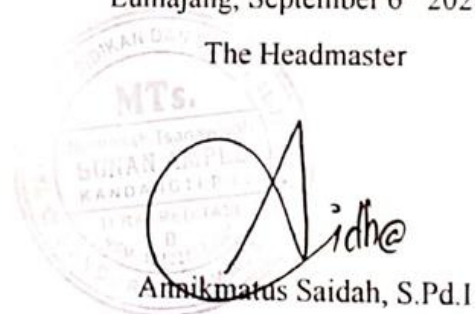
### JOURNAL OF RESEARCH ACTIVITIES

Name : Kartika Nuril Adha  
 NIM : T20176052  
 Title : English Teacher's Online Teaching Strategy of Descriptive Text Writing during Pandemic at MTs Sunan Ampel Kandangtepus, Senduro-Lumajang  
 Location : MTs Sunan Ampel Kandangtepus Senduro

No.	Day, Date	Activities	Initials
1	Wednesday, August 25 <sup>th</sup> 2021	The researcher was giving the research permission letter	
2	Wednesday, September 1 <sup>st</sup> 2021	The researcher interviewed the teacher	
3	Saturday, September 4 <sup>th</sup> 2021	The researcher observed the teacher implementing the online teaching strategies	

Lumajang, September 6<sup>th</sup> 2021

The Headmaster

  
 Annikmatas Saidah, S.Pd.I

## CURRICULUM VITAE



### Personal Information

Full Name : Kartika Nuril Adha  
NIM : T20176052  
Gender : Female  
Place, Date, of Birth : Lumajang, March 14<sup>th</sup> 1999  
Address : Senduro – Lumajang  
Religion : Islam  
Department/ Major Courses : Language education/ English Department  
Email Address : [kartikaadha1403@gmail.com](mailto:kartikaadha1403@gmail.com)

### Educational Background

1. TK Muslimat NU Senduro
2. SDN Senduro 02
3. MTsN 1 lumajang
4. MAN Lumajang
5. UIN Kiai Haji Achmad Siddiq Jember