

**STUDENTS' PERCEPTION OF TEACHER'S TEACHING  
STRATEGIES IN E-LEARNING CLASSES DURING  
PANDEMIC**

**By  
KHAIRUNNISA**



**ANTASARI STATE ISLAMIC UNIVERSITY  
BANJARMASIN  
2022**

**STUDENTS' PERCEPTION OF TEACHER'S TEACHING STRATEGIES  
IN E-LEARNING CLASSES DURING PANDEMIC**

**AN UNDERGRADUATE THESIS**

Presented to  
Faculty of Tarbiyah and Teacher Training  
in partial fulfillment of requirements  
for the degree of *Sarjana Pendidikan* in English Language Education

by  
**Khairunnisa**  
**170102030451**

**ANTASARI STATE ISLAMIC UNIVERSITY  
TARBIYAH AND TEACHERS TRAINING FACULTY  
ENGLISH EDUCATION DEPARTMENT  
2022**

## APPROVAL

Title : Students' Perception of Teacher's Teaching Strategies  
in E-Learning Classes during Pandemic.

Name : Khairunnisa

SRN : 170102030451

Faculty : Tarbiyah and Teacher Training

Program : Undergraduate Study (S-1)

Department : English Education Department

Place/Date of Birth : Puruk Cahu, March 15<sup>th</sup> 1999

Address : Puruk Cahu, Jl. Cendrawasih RT.03, Kec.Murung,  
Kab.Murung Raya, .Kalimantan Tengah.

After being checked and revised, this thesis has been approved to be examined in front of the board of Examiners of Faculty of Tarbiyah and Teacher Training UIN Antasari Banjarmasin.

Banjarmasin, 28 December 2021

Advisor  
Contents and Research Method



Dr. Hj. Nida Mufidah, M.Pd  
NIP. 196512141992032002

Advisor  
Language and Writing Techniques



Sovia Rahmania, S.Pd, M.Pd  
NUP. 201702018

Acknowledged by  
Head of English Education Department  
Faculty of Tarbiyah and Teacher Training  
UIN Antasari Banjarmasin



Afifah Linda Sari, S.S., M.Pd  
NIP. 198711102015032004

## VALIDATION


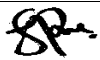

Title : Students' Perception of Teacher's Teaching Strategies in E-Learning Classes during Pandemic, Name: Khairunnisa, SRN: 170102030451, has been examined by the board of thesis examiners of Faculty and Teacher Training UIN Antasari Banjarmasin.

Day : Tuesday  
Date : January, 18, 2021  
Stated : Approved  
Score : 77,7 (B+)

Dean of Faculty of Tarbiyah and Teacher Training  
UIN Antasari Banjarmasin

Dr. H. Hamdan, M.Pd  
NIP. 196604051993031005

## THE BOARD OF EXAMINERS:

Name	Signature
1. DRS. Sa'adillah, M.Pd (Chairperson)	
2. Fajrianor, S.Pd, M.Pd (Member)	
3. Sovia Rahmaniah, M.Pd (Member)	

### STATEMENT OF AUTHENTICITY

I, the undersigned, ***Khairunnisa***, this undergraduate thesis is my original work, gathered and utilized especially to fulfil the purposes and objectives of this study, and has not been previously submitted to any other university for any degree or other purposes. I also declare that the publications cited in this work have been properly acknowledged. If someday, it is proven otherwise, I understand that my degree will be revoked.

Banjarmasin, 28 December 2021

The writer,

A handwritten signature in black ink, appearing to be 'Khairunnisa', written in a cursive style.

Khairunnisa

## ***ABSTRACT***

**Khairunnisa.** 2021. Student's Perception of Teachers's Teaching Strategies in E-Learning Classes during Pandemic. Thesis. English Education Department, Faculty of Tarbiyah and Teacher Training, UIN Antasari Banjarmasin. Supervisor (I) Dr. Hj. Nida Mufidah, M.Pd, (II) Sovia Rahmaniah, S.Pd, M.Pd

**Keywords:** Students' perception, English Learning, E-Learning Classes.

Since the Covid-19 began to spread in Indonesia, the Government announce the learning activities into E-Learning. Therefore, the teacher's strategies in teaching to keep the class effective during online classes were very important to make learning activities more effective and fun. So in this study, the researcher was aimed to find out students' perception toward English Teacher' teaching strategies in E-Learning classes. This study employed a qualitative method. The data were gained from questionnaires and inteviews. The participants took part in this study were eleventh-grade students consisting of 23 students from two classes at SMA Muhammadiyah Puruk Cahu. Basic statistical analysis used to analyze data from questionnaires and the data from interviews were analyzed used the theory of Miles and Huberman. The result indicated that English teacher was perceived not to thoroughly apply the strategies suggested in teaching English. Students also perceived that E-Learning classes were boring, so they found it difficult to focus on learning. Students in E-Learning classes were not too active during the lesson. So they lost motivation and perceived that the strategies that teacher used were still not effective in E-learning classes. On other hand, students also gave positive perceptions such as teachers allowed students to access the internet as learning support. With this research, it is hope that teachers will be able to know the students' needs in the learning process and be able to implement and improve teaching strategies optimally. So that students can learn well and effectively.

## ***ABSTRAK***

**Khairunnisa.** 2021. Persepsi Siswa terhadap Strategi Mengajar Guru di Kelas E-Learning selama masa Pandemi. Skripsi. Tadris Bahasa Inggris, Fakultas Tarbiyah dan Keguruan UIN Antasari Banjarmasin. Dosen Pembimbing: (I) Dr. Hj. Nida Mufidah, M.Pd, (II) Sovia Rahmaniah, S.Pd, M.Pd

**Kata Kunci:** Students' Perception, English E-Learning, E-Learning Classes.

Sejak Covid-19 mulai menyabar di Indonesia, pemerintah mencanangkan bahwa kegiatan pembelajaran menjadi E-Learning. Oleh karena itu, strategi guru dalam mengajar untuk membuat kelas tetap efektif selama kelas online sangatlah penting untuk membuat kegiatan pembelajaran menjadi lebih efektif dan menyenangkan. Jadi dalam penelitian ini, peneliti bertujuan untuk mengetahui persepsi para siswa terhadap strategi guru bahasa Inggris di kelas E-Learning. Penelitian ini menggunakan metode kualitatif. Data diperoleh dari kuesioner dan wawancara. Partisipan yang mengikuti penelitian ini adalah siswa kelas sebelas yang terdiri dari 23 siswa dari dua kelas di SMA Muhammadiyah Puruk Cahu. Analisis statistik dasar digunakan untuk menganalisis data dari kuesioner dan data wawancara di analisis dengan menggunakan teori dari Miles dan Huberman. Hasil dari penelitian ini menunjukkan bahwa guru bahasa Inggris dianggap tidak sepenuhnya menerapkan strategi yang disarankan dalam mengajar bahasa Inggris. Siswa juga beranggapan bahwa kelas E-learning membosankan, sehingga sulit fokus pada pembelajaran. Siswa dikelas E-Learning menjadi tidak terlalu aktif selama pembelajaran. Sehingga mereka kehilangan motivasi belajar dan beranggapan bahwa strategi yang guru terapkan di kelas E-Learning masih belum efektif. Disisi lain, siswa juga memberikan persepsi positif seperti, guru memperbolehkan siswa untuk mengakses internet sebagai penunjang pembelajaran. Dengan adanya penelitian, diharapkan guru dapat mengetahui kebutuhan siswa dalam proses pembelajaran serta mampu menerapkan dan meningkatkan strategi mengajar secara optimal. Sehingga siswa dapat belajar dengan baik dan efektif.

**MOTTO**

“Prayer is My Greatest Power and All Miracles that Happen to Me are Because of  
Prayer”



## **DEDICATION**

Thanks to Allah SWT who has given me everything so I can finish this thesis.

I dedicate this thesis for:

1. My Beloved Parents, Sabarudin and Siti Halimah who pray the best for me, provided me, support me mentally, spiritually, materially during the time of study and the process of making this thesis.
2. The one and only my beloved sister who always support me in everything.
3. The one and only my beloved brother who always support me.
4. Also thanks to my beloved friends who always help, support and motivate me.

## ACKNOWLEDGMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

الْحَمْدُ لِلَّهِ رَبِّ الْعَالَمِينَ وَالصَّلَاةُ وَالسَّلَامُ عَلَى أَشْرَفِ الْأَنْبِيَاءِ وَالْمُرْسَلِينَ وَعَلَى  
آلِهِ وَصَحْبِهِ أَجْمَعِينَ أَمَّا بَعْدُ

Praise to Allah the Almighty who has been giving me guidance till the researcher finished this thesis entitled “*Students’ Perception of Teacher’s Teaching Strategies in E-Learning Clasess during Pandemic*”. Peace and salutation always be upon Prophet Muhammad P.B.U.H. and all his friends who struggle for Allah.

The researcher likes to express appreciation and gratitude to:

1. Dr. H. Hamdan, M. Pd, as the Dean of Faculty of Tarbiyah and Teacher Training of Antasari State Islamic University and all his staff for their help in the administrative and matters.
2. Afifah Linda Sari, S.S., M.Pd, as the Head of English Education Department and all his staff for their help in the administrative and matters.
3. Dra. Andi Irlina, M. Hum, as my academic advisor for the guidance and encouragement.
4. Dr. Hj. Nida Mufidah M. Pd, as the advisor of content and research methods for the advice, helps, suggestion and correction. Sovia Rahmaniah, S. Pd, M. Pd, as the advisor of language and writing techniques for the advice, helps, suggestion and correction, and all lectures and assistants in Faculty of Tarbiyah and Teacher Training for the priceless knowledge.

5. The headmaster of SMA Muhammadiyah Puruk Cahu Mitra, S. H.I, M. Pd who have given the chance to do research there.
6. All the teachers of SMA Muhammadiyah Puruk Cahu who have provided opportunities and helped in this research
7. All students of class XI IIS and MIA SMA Muhammadiyah Puruk Cahu, who have given the researcher chance and help to get the data when conducted the research.

Finally, the researcher hopes that this research will be useful for the next researchers. The researcher admits that this research paper is not perfect yet. Therefore, suggestion will be expected to make it better.

Banjarmasin, 28 December 2021



Khairunnisa

## CONTENS

COVER.....	
TITLE PAGE.....	i
APPROVAL .....	ii
VALIDATION .....	iii
STATEMENT OF AUTHENTICITY .....	iv
ABSTRACT .....	v
ABSTRAK.....	vi
MOTTO .....	vii
DEDICATION.....	viii
ACKNOWLEDGMENT .....	ix
CONTENS.....	xi
LIST OF TABLE.....	xiii
LIST OF APPENDIX.....	xiv

### CHAPTER I INTRODUCTION

A. Background of Study.....	<b>Error! Bookmark not defined.</b>
B. Research Questions.....	<b>Error! Bookmark not defined.</b>
C. Research Objective .....	<b>Error! Bookmark not defined.</b>
D. Significance of the Research .....	<b>Error! Bookmark not defined.</b>
E. Definition of Key Terms.....	<b>Error! Bookmark not defined.</b>

### CHAPTER II THEORITICAL REVIEW

A. Strategy in English Teaching.....	<b>Error! Bookmark not defined.</b>
B. E- Learning .....	<b>Error! Bookmark not defined.</b>
C. Pandemic .....	<b>Error! Bookmark not defined.</b>
D. Previous Study.....	<b>Error! Bookmark not defined.</b>

### CHAPTER III RESEARCH METHODOLOGY

A. Research Design.....	<b>Error! Bookmark not defined.</b>
B. Research Setting .....	<b>Error! Bookmark not defined.</b>

C. Subject or Participant .....	<b>Error! Bookmark not defined.</b>
D. Source of Data .....	<b>Error! Bookmark not defined.</b>
E. Data Collection .....	<b>Error! Bookmark not defined.</b>
F. Data Analysis .....	<b>Error! Bookmark not defined.</b>
<b>CHAPTER IV FINDING AND DISCUSSION</b>	
A. Findings .....	<b>Error! Bookmark not defined.</b>
B. Discussions .....	<b>Error! Bookmark not defined.</b>
<b>CHAPTER V CLOSURE</b>	
A. Conclusion .....	<b>Error! Bookmark not defined.</b>
B. Suggestion .....	<b>Error! Bookmark not defined.</b>
REFERENCES .....	<b>Error! Bookmark not defined.</b>
APPENDICES .....	<b>Error! Bookmark not defined.</b>
CURRICULUM VITAE .....	<b>Error! Bookmark not defined.</b>

## LIST OF TABLE

Table 1 The Use of English in Teaching.....	27
Table 2 The Teacher Taught English by the Text book.....	28
Table 3 The Teacher Use of Media.....	29
Table 4 The Teacher Teach with Varied Activities .....	30
Table 5 The Teacher Gave Clear Instruction .....	31
Table 6 The Teacher Gave Appropriate Tasks for Student to do or Discuss.....	32
Table 7 The Teacher Divide Students to Study in Pairs or Group.....	33
Table 8 The Teacher Provided Enough Time for Students to Practice.....	34
Table 9 The Teacher Gave Feedback and Correction for each Teaching Materials in Every Meeting.....	35

## LIST OF APPENDIX

Appendix I Translation of Qur'an Verse .....	49
Appendix II Questionnaire for Students .....	50
Appendix III Interview Question for students .....	55
Appendix IV Official Letters .....	68
Appendix V Notes .....	77