

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

In this chapter, the researcher describes the findings about teacher implementation in English teaching strategies in online classes using online videos and student responses to online learning using media delivered by the teacher. The data were taken from one teacher who taught English during online and twenty students who studied during online at MTsN 2 Tanah Laut. In findings, the researcher discuss the implementation of teacher strategies and student responses regarding online learning based on theory and results of WhatsApp group observations, and interviews with teachers and students.

#### **A. Findings**

In this research, the researcher included English teacher, namely Mrs. N. the researcher first asked the school's permission to conduct the research and then the researcher contacted the teachers to inform them about my research. For observation, the researcher were allowed to observe and participate in English teaching and learning activities through WhatsApp groups. The researcher pays attention to the way the teacher teaches while in the whatsapp group. in this study, researchers focused on teaching strategies given by teachers during online learning. Hamruni (2009, pp. 8–9) divides teaching strategies into five categories. In this learning, of the five strategies described by the researcher, only 2 strategies were used by the teacher

during online learning. The researcher follow and collected learning activities with the following details:

The data from the observation shows that students do some activities. The total number of students in the class is twenty-four students, but only twenty students who ..respond to learning English while online. They respond the teacher in teaching activity in the online speaking class: The observation was conducted in online class. The researcher joined in Miss. N class through Whatsapp. The researcher allowed to join to observe the English learning process. The English lesson on that day discuss about procedure text in the video. The teacher explains the material through a video recording that the teacher has made, then sends it through the English class Whatsapp group. The teacher explains the material using the drill method to the students in the video. After that, the teacher asks the students to do the task, namely making a video about procedure text. Online learning is only carried out for about 30 minutes, then the students continue to work on their assignments. Although learning is done online, the teacher must carry out classroom management such as asking questions about the material in class groups so that students look active. Then the teacher closes the online learning by saying “wassalam” in the WhatsApp group.

Meanwhile, the interviews were conducted offline following the teachers’ demand. Offline interview was conducted directly in MTsN 2 Tanah Laut. The results of observation and interviews were presented in appendices. After gathering all of the data, the researcher then transcribed and coded the data. The researcher re-read and re-checked the results of interview teachers and students while coding the data. Therefore, the data found in the field are shown below.

## **1. Implementation teaching strategies**

There are several strategies that can be used in the language education process, namely Direct Instruction, Indirect Instruction, Interactive, Experiential, and Independent teaching strategies. Based on the data obtained through observation and interview, there are several implementation of teacher strategies that can be used at MTsN 2 Tanah Laut during online learning during the pandemic.

### **a. Direct Instruction teaching strategies**

According to the data collected in the field, there were two strategies that were mostly used and possibly to conducted by the English teacher at MTsN 2 Tanah Laut during online learning, one of which is “Direct Instruction teaching strategies”. In this strategy, the teacher becomes the center of learning resources. The teacher carries out this strategy through a video containing the teacher explaining about learning English. The teacher makes a presentation and students are required to respond or record the teacher’s explanation in the video. The teacher explain the material about procedure text in the video.

In the video, the teacher explains in detail about the procedure text. Procedure text which is about the steps to do or make something. Miss N said “Procedure text is the text to tell how to make something. *In English, when we want to make something, or use something, we use procedure text. Every text or reading discourse must have a purpose. The goal of the text procedure is to explain the steps or methods, to make, or to operate something. The next step is Ingredients (materials needed), the next is tools (equipment that we definitely need such as cups, or spoons, and etc), the last steps (steps, eg how to make cup of tea)*

In the video, the teacher uses the drill method in delivering learning material, namely the teacher explains and repeats the material or vocabulary repeatedly so that students are easier to

remember, understand, and to make it easier for students to improve pronunciation skills in vocabulary. After that, the teacher gave the task to the students to make a video as exemplified by the teacher in the video about procedure text. Students are asked to explain the steps in processing something while being recorded. The teacher will assess the pronunciation of the vocabulary, pronunciation fluency, and the content of the material.

#### **b. Independent teaching strategies**

According to the data collected in the field, another strategy used by teacher at MTsN 2 Tanah Laut is the “Independent teaching strategy”. This strategy is used by teachers to help and support the process of teaching and learning activities during online. Teachers provide learning materials through sites such as youtube links or in the form of online books. Students are taught to learn independently by analyzing and understanding knowledge according to the material being studied.

At the next meeting, the teacher still explained the material about procedure text. And the teacher sends a youtube link that discusses the procedure text material. Miss N said “ we are continue about our material last week. About procedure text. *Today, we will continue about Language Features ( yaitu unsur kebahasaan dalam text procedure).* Miss kirim link youtube mengenai pembahasan tersebut dan coba kalian pahami mengenai materi tersebut. Jika ada yang tidak mengerti, silahkan tanyakan di grup belajar kita”.

And then the teacher sends a link to the class group, and each student open the given youtube link, they are given time to watch the material for about 10 minutes. After that they are allowed to ask about things they don't understand in the video material.

## **2. Student Response about teaching with Online Video**

The data got from interview about student responses regarding learning using online videos. The interview conducted on July, 05<sup>th</sup> 2022 in MTsN 2 Tanah Laut. Based on the interview result, there are some students who give clear explanations about their responses regarding learning using online videos during COVID-19 Pandemic. They are (1-20). The following interview result from those research as follows:

**a. Students Understanding toward the materials**

Based on the interview, students stated that the material delivered by the teacher in class during online learning was easy to understand. The teacher explains the material in the form of the video slowly and clearly. The teacher gives time for students to watch the video and understand the material. The teacher allows students to ask if there is material they do not understand.

*“If there is something that is not understand from the material that I convey, please ask. And I will explain again so that you understand”*

From this statement, it can be concluded that the teacher is more concerned with students' understanding first. The teacher uses the drill method or the delivery of material repeatedly in the video, so that it is easier for students to understand and remember the material because they watch the learning video repeatedly.

**b. Students difficulties in understanding the materials**

Based on the results of interviews, when students find it difficult to understand the material presented by the teacher through online videos, students will try to find out and ask the teacher about the material being taught and ask for a re-explanation.

Students said *“Miss, I find it difficult to understand this material, can you re-explain what the material means”*

The factor that causes students to have difficulty understanding English material is a language that is difficult to understand. So, the teacher's influence is very large on the students' ability to master learning English. As for how to overcome difficulties in understanding the material other than asking the teacher, students try to find other references such as google translate, articles or other English books, or other youtube videos that are easier for students to understand so that students' difficulties can be overcome.

### **c. The use of Online Video in Improving Students Speaking Skills**

Based on the interview, there are many things that students can learn during the current pandemic. One of them is improving students' speaking skills. The teacher can pour students' speaking skills into a learning video. In this case, most teachers use video as an interactive and interesting learning medium for students during this COVID-19 pandemic. In fact, making a learning video is considered a challenging new experience for a teacher. The learning video presented by the teacher can be easily understood, interesting, and does not seem monotonous for students. So, in this case the teacher or students can learn how to convey messages properly while still paying attention to the situations and conditions they face.

Students said *“the use of online videos during this pandemic makes it easier for us to understand the material and can be watched repeatedly so that it can increase our confidence to speak”*

In making videos for students, they can learn many things, especially in improving speaking skills for students. Because, speaking skills are needed in making videos to attract the attention of the audience.

#### **d. The Advantages and Disadvantages of Use Video Online**

Based on interviews, students explained the advantages of using online videos during a pandemic, namely the media in the form of videos being able to display material repeatedly or stopped at certain parts, making it easier for students to repeat material they did not understand, practical and time efficient. In addition, students are more relaxed in receiving online learning at home. While the disadvantages of using online video media for students are the lack of direct interaction between teachers and students, and the problem of internet networks that are sometimes less stable during the online learning process.

#### **e. The Impression of Learning Speaking Using Video Online**

The impression of students during the pandemic learning English using online videos in speaking skills is very fun. a new experience for students learning to speak not face to face with people. However, learning using online videos can help students practice their speaking skills by watching and listening to the material repeatedly without having to talk to each other face-to-face.

Based on the interview result above, it could be conclude that some students giving clear explanation about using video online during pandemic. They give a clear explanation that online videos can help them improve their speaking skills by watching the video repeatedly and following it. It will practice their pronunciation and their confidence in speaking.

### **C. Discussion**

This part present a discussion about the result of the research. Based the results of the observation, the researcher presents a discussion of the findings on the previous section based on the research questions which had been formulated before. From the previous explanation, the researcher aims to improve students speaking skill especially through the teacher strategies

used when teaching English. There are several teacher strategies in teaching English online during the covid-19 pandemic. Below is the discussion of the findings.

## **1. The Direct and Independent Instruction Strategies Used by Teacher in Online Learning**

There are several strategies that can be used in the language education process, namely Direct Instruction, Indirect Instruction, Interactive, Experiential, and Independent teaching strategies (Hamruni, 2009). Based on the findings, the researcher found that there was little difference in the use of the direct instruction teaching strategies used during online learning. This strategy designed to enhance and support as instructional activities. This statement is supported by Haidir and Salim (2012:99) states the word strategy is often interpreted by technique or method, which is way to convey a message in this case subject matter to students to achieve the stated learning goal.

The researcher conclude that strategy is ways to be selected and used by a teacher to convey learning materials that will make it easier learners received and understood learning materials. During the pandemic, teachers teach and deliver material to students using the media, namely through videos made by the teachers themselves. The teacher sends a teaching video via WhatsApp group media so that students can watch it repeatedly and easily understand what the teacher explains. In the video, the teacher uses the drill method in delivering the material to help students improve speaking skills. The students will more easily understand the material if the pronunciation of the vocabulary in the material is done repeatedly such as adding the drill method in teaching English. Based on the explanation above, the researcher concludes that the use of Direct instruction teaching strategies while during can improve students speaking skills. The results of this study are also the same as those of the previous researcher, Andriyani (2015)

“Using the Direct Instruction method in Teaching to Improve Students Speaking Skill at Purikids Language Course” and the results show that applying the direct instruction method can help improve students speaking skills.

Moreover, the last strategy that had been applied by teacher in teaching English during pandemic is Independent teaching strategies. In this case, the teachers provide learning materials to students using supporting media, such as websites, links, online books and other. Students are taught to learn independently by analyzing, understanding, changing perceptions, and building their own knowledge through additional media provided by the teacher. During online learning, the teacher will start learning by delivering a material in a study group or WhatsApp which will be discussed by sending a link, site, or youtube video or in the form of an online book for them to read and watch. They are asked to watch repeatedly in order to understand the material, and ask them to practice what students watch and learn so that students speaking skills developed. If they still have difficulty understanding the material, students are allowed to ask back to the teacher through the whatsapp group or the student study group. The teacher will explain again slowly so that students can easily understand the material and can practice it in training students' speaking skills in learning English. The students claimed to be happy with online teaching by watched videos that shared by their teachers and being able to make videos related to the learning activities carried out. Using the learning materials provided by information technology was easier, faster, more interesting very attractive to students to improve their speaking skills (Cuban, 2018).

## **2. Students Response**

Student reponses to the use of online videos during the pandemic are very good. Students are more dominant in explaining that the use of online videos is easier to understand, fun, and can be watched repeatedly. From this, it can make students more confident in speaking

and can improve their speaking skills in online class. By creating interesting and supportive atmosphere in the classroom, the students would enjoy learning in the classroom and the students were possible to be confident and motivated during the learning process (Tsymbal, 2019). All in all, the teachers could overcome the problems which were rising during online learning and they could still implement strategies that were implemented during offline learning. Because learning strategies must take into account and be adapted to each student's unique history, the various contexts and settings in which education occurs, the personalities and skills of teachers, and the quality of the currently available facilities both quantity (Zein, 2016). Utilizing learning techniques is crucial for facilitating learning. Learning process in order to get the best results. Without a clear plan, the learning process is not efficient, making it difficult to attain the learning objectives to their fullest potential and preventing effective and efficient learning. For students the use of strategies learning can simplify the learning process (simplify and speed up understanding the content of the material), because each learning strategy is designed to facilitate the student learning process. One of the learning strategies that can be used by the teacher in this research are direct and independent teaching strategies. The teachers apply these strategies in learning using video. Learning using video during pandemic becomes a new experience for students learning to speak without face to face. The students find it helpful to improve skills through online videos by watching the video repeatedly and following each pronunciation in the video. This can practice their pronunciation in English vocabulary. This speaking skill is an important thing for students' success in learning English. By mastering good speaking skills, students can convey their ideas about the English material they are studying. And with this learning technique, it can get better. Encouraging the students to speak up will eventually help them develop their speaking skills (Sugianto, 2020). The utilization of online videos is clearly very beneficial for usage in learning activities relating to English speaking abilities, as evidenced by the positive feedback from students regarding its

use. Online videos can therefore make it simpler for everyone, especially English teachers, to implement distant learning procedures in the Covid-19 Pandemic age in order to improve students' proficiency in speaking English so that learning outcomes are more favorable.