THESIS SUMMARY

TEACHERS' PERCEPTION OF USING ENGLISH TEACHING STRATEGIES AT MTs NEGERI 1 MANADO

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ENGLISH EDUCATION STUDY PROGRAM

TARBIYAH AND TEACHER TRAINING FACULTY

MANADO STATE INSTITUTE OF ISLAMIC STUDIES

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Strategies At MTs Negeri 1 Manado

Dengan sungguh-sungguh menyatakan bahwa SKRIPSI ini secara keseluruhan adalah hasil penelitian atau karya saya sendiri, kecuali pada bagian-bagian yang dirujuk sumbernya.

Manado, 04 November 2021

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ABSTRACT

Nur Afiyin Tadore Alauddin. (2021). *Teacher Perception in The Use of English Language Teaching Strategies in MTs Negeri 1 Manado.* **A thesis, English Education Study Program, Faculty of Tarbiyah and Teacher Training, Manado State Institute of Islamic Studies.**

This research aims to determine teachers' perception of English teaching strategies in the pre and while covid-19 pandemic. In this research, the researcher used qualitative methods: observations, interviews, and documentation to collect data. To analyze the data, the researcher applied three steps. First, observing the teaching process of the teachers, second, interviewing the teachers, and finally taking documentation. The respondents of this research were 5 English Teachers in MTs Negeri 1 Manado. The results in this research showed that all English teachers used different strategies in teaching English in the pre-covid-19 and the while covid-19. all of the teachers had the same perception in pre-covid-19, it was excellent and enjoyable rather than in while covid-19. This research concluded that teachers' perception of using English teaching strategies in pre-covid-19 and covid-19 is different. It can be said that pre-covid-19 was good, enjoyable, and comfortable compared to the while covid-19.

Keywords: Teacher Perception, Teaching Strategy, Covid-19.

THESIS RATIFICATION

This thesis titled "Teachers' Perception of Using English Teaching Strategies At MTs Negeri 1 Manado" complied by Nur Afiyin Tadore Alauddin with student registration number 16.2.6.033 a student of English Education Study Program, has been examined and defended in the Munaqasyah session held on 4th November 2021 and has been declared acceptable as one of the requirement to obtain Sarjana Pendidikan (S.Pd) degree with several improvements.

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iv

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Manado, 04 November 2021

The Writer

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Background of the Problem

In the era of the Covid-19 Pandemic, the situation is not going easy. All perspectives of life have changed after the pandemic that is currently engulfing all countries in the world. Covid-19 has now spread to approximately 215 countries in the world. No one is immune to viruses. The ILO (International Labor Organization) claims that almost all sectors are affected, such as media and culture, education, civil aviation, public services, public emergency services, automotive industry, land transport, food retail, forests, textiles, clothing, health care, shipping & marine fisheries, tourism, agriculture, and food security[1].

This condition is a challenge for all teachers, especially English teachers. Teachers use various strategies in the teaching process. Therefore, using effective teaching strategies is a mandatory task for teachers. Stone and Morris state that teaching strategy is a description of learning, an outline of the planned tactics including their structure, and the teaching objectives needed to implement the strategy. Thus, teachers are expected to be able to manage a teaching and learning activity and create good learning interactions with students.

A variety of strategies make the teacher have a different perception of doing the learning process. The term *perception perceptio, percipio,* derives from Latin according to Schacteris "the identification, organization, and interpretation of

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[1] Organization, I.I.L, (2020). *COVID-19 and the education sector.*

sensory information to represent and understand the environment"[2]. Moreover, Holy Qur'an in Surah An-Nisa 59' shows perception. It follows as:

$$يَـٰٓأَيُّهَا ٱلَّذِينَ ءَامَنُوٓاْ أَطِيعُواْ ٱللَّهَ وَأَطِيعُواْ ٱلرَّسُولَ وَأُوْلِى ٱلْأَمْرِ مِنكُمْ ۖ فَإِن تَنَـٰزَعْتُمْ فِى شَىْءٍ فَرُدُّوهُ إِلَى ٱللَّهِ وَٱلرَّسُولِ إِن كُنتُمْ تُؤْمِنُونَ بِٱللَّهِ وَٱلْيَوْمِ ٱلْأَخِرِ ۚ ذَٰلِكَ خَيْرٌ وَأَحْسَنُ تَأْوِيلًا [3] ۝٥٩$$

Translate: 59. O you who believe, obey Allah and obey the apostle (Him), and ulil amri among you. Then if you different opinion about something then return it to Allah (Al-Qur'an) and Rasul (Sunnah), if you really believe in Allah and the day after. That is greater (for you) and better its consequences.

The interpretation of Quraish Shihab about the verses is if there is a difference of perception between you, return it to the Qur'an and the Sunnah of the messenger so that you know the law. Because Allah has sent down Qur'an to you which has been explained by his messenger. In it, there is a law that you are arguing about[4].

Concluding the explanation above, the writer interest to do observing and finding out what is the teachers' perception of using English teaching strategies in pre-Covid-19 and Covid-19. Therefore the writer is curious and tries to research

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[2] Nagauleng M.A. *"An Investigation Into Non English Educational Background Lecturers' Competence In Teaching English: A Case Study At UIN Alauddin Makassar"*, Postgraduate Program, State University Of Makassar, 2018, pp 49

[3] Qur'an Kemenag, *Al-Qur'an dan Terjemahannya*

[4] Quraish Shihab, Tafsir Al-Misbah, (Jakarta: Lentera Hati, 2009)

with a research entitled *"Teachers' Perception Of Using English Teaching Strategies At Mts Negeri 1 Manado".*

Scope and Limitation of the Study

To clarify the problem is necessary to make a limitation, as follows:

1. The object of the research is Teachers Perception of using English teaching strategies in the pre-Covid-19 and Covid-19 pandemic.

2. The subject of the research is five English teachers at MTs Negeri 1 Manado.

3. The Research is conducted in the academic year of 2021/2022.

Research Questions

Based on the research background, the identification of the problem are:

1. What is the teachers' perception of using English teaching strategies in the pre-Covid-19 pandemic?

2. What is the teachers' perception of using English teaching strategies in the Covid-19 pandemic?

Objectives of the Study

From the research question, the objectives of the research are to describe:

a. What is the teachers' perception of using English teaching strategies in pre-Covid-19 pandemic.

b. What is the teachers' perception of using English teaching strategies in the covid-19 pandemic.

Significance of The Problem

There are two findings result of this research that is supposed to be useful which is theoretically and practically, as follows:

1. Theoretically, the findings of this research give theoretical information about teachers' perception of using English teaching strategies in pre-Covid-19 and Covid-19.

2. Practically, the findings of the research are expected to be feedback for:

   a. For the English Education Study Program, this research will be a reference for students in the early semester.

   b. For the English teacher, this research will be useful to understand what will be faced during the teaching process that students are more interested in learning English.

The Definition of Key Terms

There are three definitions of key terms, those are:

1. Teacher Perception

   The term "perception" is etymologically derived from the Old French Language "perception" and referred to the collecting rents by feudal landlords. While the term *perceptio, percipio,* derives from Latin according to Schacteris "the organization, identification, and interpretation of sensory information to represent and understand the environment"[5].

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[5] Nagauleng M.A. *"An Investigation Into Non English Educational Background Lecturers' Competence In Teaching English: A Case Study At UIN Alauddin of Makassar"*, Postgraduate Program, State University of Makassar, 2018, pp 49

According to Law No. 14 of 2005 on Teachers and Lecturers, "Teachers are professional with the main task of educating, teaching, guiding, directing, training, assessing and evaluating students at this age education, basic education and secondary education"[6]. Based on the meaning above, the writer gives the conclusion that the teacher perception is the identification, understanding, and interpretation of sensory information in the education and teaching process from a teacher.

2. Teaching Strategy

Stone and Morris stated that teaching strategies are a general description of learning that includes the structure, outline of planned tactics, and the teaching objectives needed to implement the strategies[7].

Based on the explanation above, the writer gives the conclusion that teaching strategies are a design before teaching and necessary so that learning adjectives can be achieved and the subject can be delivered easily.

3. MTs Negeri 1 Manado

Madrasah Tsanawiyah Negeri 1 Manado is a islamic Junior High School which is located in Bailang, Bailang, Bunaken, Kota Manado, North Sulawesi[8].

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[6] Passed by President Susilo Bambang Yudhoyono (2005), The Law of Republic Indonesia. *Teachers and Lectures*

[7] Stone and Morris, (As Quoted in Issac), 2010

[8] https://mtsn1manado.sch.id/profil/ accessed on Friday 09/04/21

REVIEW OF RELATED LITERATURE

Theoretical Description

1. **Concept of Perception**

    a. **The Definition of Perception**

Based on the Digital Edition of Collin English Dictionary, "perception" is defined as a process of perceiving something with sense. Can also be defined as the act or effect of perceiving insight or institution gain by perceiving the ability or capacity to perceive[9]. The terms *perception, perceptio, percipio,* derive from Latin According to Schacteris " the organization, identification, and interpretation of sensory information to represent and understand the environment"[10]. On the other hand, Perception is a process that is preceded by sensing, which is a real process of receiving a stimulus by an individual through the sense or also called a sensory process, in other words, perception occurs based on knowledge and experience[11]. Furthermore, In General Psychology, Bimo Walgito stated that perception is the individual observes the external world through senses or a tangible process that the individual receiving the stimulus through receptors[12]. Next Barry stated that perception is the set of the process by which we recognize, organize and make stimuli in our environment.[13] Also based on Jalaluddin Rahmat in his book psychology of communication " perception is experienced about the subject of events or relationship obtained by gathering information and interpreting messages[14]. Then according to Robbin's perception is the process taken by an individual to govern and to interpret perception of sensory to give significance in their environment[15]. Furthermore, Perception is a person's ability

[9] Nagauleng M.A.*"An Investation Into Non English Educational Background Lecturers' Competence In Teaching English: A Case Study At UIN Alauddin of Makassar"*, Postgraduate Program State University of Makassar, 2018, pp 49

[10] Nagauleng M.a."*An Investation Into Non English Educational Background Lecturers' Competence In Teaching English:A Case Study At UIN Alauddin of Makassar"*, Postgraduate Program State University of Makassar, 2018, pp 49

[11] Abdia and Mnan Sailan, *"Persepsi Guru Tentang Pendidikan Karakter (Studi di MAN 1 Buton Tengah"*, Jurnal Pendidikan Pancasila dan Kewarganegaraan IV, no. 2, 2017, pp 230-241

[12] Bimo Walgito, *Pengantar Psikologi Umum,* Yogyakarta: Andi Ofset, 20014, pp 33

[13]Wijayanti N.W. *"Students' Perception On The Use Of English As Medium Of Interaction In The Class At SMK Muhammadiyah 3 Makassar",* English Education Department Muhammadiyah University Of Makassar, 2019, pp 6

[14] Jalaluddin Rahmat, *Psikologi Komunikasi,* Bandung, Remaja Rosdakarya, 2004, pp 51

[15] Wijayanti N.W. *"Students' Perception On The Use Of English As Medium Of Interaction In The Class At SMK Muhammadiyah 3 Makassar",* English Education Department Muhammadiyah University Of Makassar, 2019, pp 7

to look at something in question, perception is only possible to have by a person according to his attitude[16]. According to Slameto "perception is a process that involves entry message and information into the brain[17]. Milikan also stated that perception is a way of understanding natural signs or better of translating natural signs into intentional signs[18].

b. Types of Perception

There are 3 types of perception according to Robbins divides perception into three types as follow[19]:

1. Person Perception

Person perception refers to two those processes by which we come to know and think about others. Their characteristics, qualities, and inner state.

2. Social Perception

Social perception means that trying to understand people whether they are professional athletes, political, leaders, criminals, defendants, entertainers, or loved ones closer to home is not easy to task.

3. Perception of Situation

Social psycholinguistic views a situation as all the social factors that influence a person's experience or behavior at a given time and give a place. It is an interaction of time and space within which we act in specific ways.

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[16] Hidayat 2013:60

[17] Slameto, *"Belajar dan Faktor-faktor Yang Mempengaruhinya"*, Jakarta, Rineka Cipta, 1995 pp 102

[18] Wijayanti N.W. *"Students' Perception On The Use Of English As Medium Of Interaction In The Class At SMK Muhammadiyah 3 Makassar",* English Education Department Muhammadiyah University Of Makassar, 2019, pp 7

[19] Wijayanti N.W., *"Students' Perception On The Use Of English As Medium Of Interaction In The Class At SMK Muhammadiyah 3 Makassar",* English Education Department Muhammadiyah University Of Makassar, 2019, pp 9

Based on the three types of perception above the writer used person perception in this research this research related to the teachers' perception.

On other hand according to Irwanto after individuals interact with perceived objects the perception results can be divided into two, namely[20]:

1. Positive perception, perceptions that describe all knowledge and responses that are continued with their utilization efforts.

2. Negative perception, which describes all knowledge and responses that are not in harmony with the perceived object.

In Conducting this research there is 2 interactive result with perceived teachers that positive perception, negative perception in the pre-covid-19 and covid-19 pandemic.

2. Concept of Teaching Strategy

a. The Definition of Teaching Strategy

Strategy is often interpreted by technique or method, which is a way to convey a message in this case subject matter to students to achieve the stated learning goals[21]. A teaching strategy is a plan of activity used by a teacher to teach students. The strategy is included in the realm of learning design in this study of educational technology[22]. Thus the strategy is related to the way,

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[20] Hariyati Sri,*"An Analysis Of Online Learning In The Covid-10 Pandemic At Senior High School"*, Faculty of Teacher Training and Education, University of Muhammmadiyah Sumatera Utara, Medan, 2020, pp 10-11

[21] Haidir and Salim, 2012:99

[22] Tari Putri Utami *"An Analysis of Teachers' Strategies on English E-Learning Classes During Covid-19 Pandemic"*, Hlm 9-10

tactic, or method to do something. Strategy as specifications for selecting and sequencing events and activities within a lesson[23].

b. Element of Teaching Strategy

Janette states the principal elements that make teaching strategies and learning strategies possible and attainable are the teachers, the learners, and a conducive learning environment. The learners are the key participants in the learning process. the favorable environment provides essential features and ingredients that could make headway in guiding the process and methodologies needed for a smooth linkage among the three[24].

a. The learner

The learner is an embodied spirit, a union of a sentient body and a rational soul. His body experiences a sensation and feels pleasure and pain. His soul is the principle of spiritual acts, the source of intellectual abstraction, self-reflection, and free rational volition. The learners are the key participants in the learning process.

b. The Teacher

The professional teacher is the licensed professional who possesses dignity with high moral values as well as technical and professional competence.

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[23] Seel and Richey, 1994:13

[24] Miswar Dedi, *"The Teaching Strategies of The EFL Teacher In Teaching English In MA Madani Pao-Pao",* English Education Department, Islamic University of Makassar, Makassar, 2020, pp 8-10

c.   The Learning Environment

The learning environment is the place where teaching and learning can take place most effectively and productively. It consists of the classroom and all the instructional features and the non-threatening classroom climate needed in planning and implementing all teaching strategy and learning strategy activities.

c.   Types of Teaching strategy

According to Juni, there are many kinds of teaching strategies that can be applied in the language teaching process. Werli explained the teaching strategies as follow[25]:

1.   Brainstorming

Brainstorming is a process for generating multiple ideas/opinions in which judgment is suspended until a maximum number of ideas have been generated. Brainstorming as a group creativity forum for general ideas.

2.   Case-based Small-group Discussion

In teaching strategy, small groups of 5-10 address case-based tasks, exchanging points of view while working through a problem-solving process. the group focuses on creative problem solving, with some advanced preparation. Discovery is encouraged is a format in which both students and facilitators share responsibility for coming to closure on cardinal learning points.

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[25] Saputra Bayu Juni, *"Teaching Strategies",* Journal, hlm 2-4

3. Demonstration

Demonstration means performing an activity so that learners can observe how it is done in the order to help prepare the learner to transfer theory to practical application. Moreover, the demonstration strategy involves the teacher showing learners how to do something.

4. Games

Games are used to bring competition, participation, drills, and feedback into the learning experience as a motivator and opportunity for the application of principles. Carefully planned uses of games in the classroom (e.g., for practicing certain verbs, tenses, questions, locatives, etc.) add some interest to a classroom.

5. Independent Study

Independent study is a teaching strategy designed to enhance and support other instructional activities. Independent study is an individualized learning experience that allows students to select a topic focus, define problems or questions, gather and analyze information, apply skills, and create a product to show what has been learned.

3. **Concept of Online Teaching**

   a. **The Definition of Online Teaching**

   Online learning suggests a learning prepare that employments electronics as a learning medium. According to Onno W Purba online learning is a form

of information technology that is applied in the field of education in the form of virtual schools[26].

Gonzalez and Louis stated that online learning is defined as learning carried out from a distance assisted by electronic devices, for instance, tablets, smartphones, laptops, and computers which require internet connection[27].

By Ally, online learning is also perceived as the utilization of the internet in accessing materials; having interaction with content, teachers, and other students; and gaining assistance in the learning process to gain knowledge, make meaning, and progress through the learning experience[28].

According to H Li, J. Masters in online learning should not stand for electronic; it should be an abbreviation for "evolving, enhanced, everywhere, every time and everybody"[29].

b. Types of Online Teaching

Haughey stated there are three possibilities in the development of internet-based learning systems, namely as follows[30];

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[26] Hariyati Sri,*"An Analysis of Online English Learning In The Covid-19 Pandemic At Senior High School"*, Faculty Of Teacher Training And Education, University Of Muhammadiyah Sumatera Utara, Medan, 2020, pp 18

[27] Azhar Kirom Supriyanto, "*IAIN Salatiga Students' Perception On The Use of Online Learning During Covid-19 Pandemic",* English Education Department, State Institut For Islamic Studies (IAIN) Salatiga, 2020, pp 11

[28] Azhar Kirom Supriyanto, "*IAIN Salatiga Students' Perception On The Use of Online Learning During Covid-19 Pandemic",* English Education Department, State Institut For Islamic Studies (IAIN) Salatiga, 2020, pp 11

[29] Supriyanto Kirom Azhar, "*IAIN Salatiga Students' Perception On The Use of Online Learning During Covid-19 Pandemic",* English Education Department, State Institut For Islamic Studies (IAIN) Salatiga, 2020, pp 11

[30] Hariyati Sri,*"An Analysis of Online English Learning In The Covid-19 Pandemic At Senior High School"*, Faculty Of Teacher Training And Education, University Of Muhammadiyah Sumatera Utara, Medan, 2020, pp 22

a. *The web course* is the use of the internet for educational purposes, in which students and instructors are completely separate and there is no need for face-to-face contact. All teaching materials, discussions, consultations, assignments, exercises, exams, and other learning activities are fully delivered via the internet. In other words this learning show employments as a removed framework.

b. *The web-centric course* is the use of the internet that combines distance learning and face-to-face (conventional).

c. *The web-enhanced course* is the use of the internet to support the improvement of the quality of learning carried out in class.

c. The Benefits of Online Learning

The benefits of flexibility in online learning courses cannot be overstated due to its prevalence in reasons why students are attracted to online learning. The online course is conducive to students who favor self-regulated learning. Also in online learning courses cannot be overstated due to their prevalence in the reason why students are attracted to online learning[31].

d. The Advantages of Online Learning

Online learning has several advantages as follows[32]:

a. Learning is not limited by place and time so that anytime students can access the learning process.

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[31] Supriyanto Kirom Azhar, *"IAIN Salatiga Students' Perception on the use of Online Learning During Covid-19 Pandemic",* English Education Department, State Institut For Islamic Studies (IAIN) Salatiga, 2020, pp 12

[32] Hariyati Sri, *"An Analysis Of Online English Learning In The Covid-19 Pandemic At Senior High School",* Faculty Of Teacher Training And Education, University of Muhammadiyah Sumatera Utara, Medan, 2020, pp 23

b. Students in this learning process must be active so that the online learning process is student-centered.

c. Save on education costs(infrastructure, equipment, books, official travel)

d. Train students to be more independent in gaining knowledge.

e. Professional online help

d. The Disadvantages of Online Learning

Online learning has several disadvantages as follows[33]:

a. Dissemination of information that is not appropriate, the internet makes it possible to present material or material that is inappropriate for students to enjoy because it does fit their level of development, for example, cigarette and alcohol advertisements or topics that may be too high for their understanding and too mature for their viewing.

b. Copyright, because the information is so easily accessed, it is so easy for someone to download files quickly.

c. Very fast website growth, it is estimated that several thousand new websites add to the internet every day. This growth makes finding information difficult.

d. Support, good technical support must be available. Without that support and good management, computer networks can die quickly. Problem with the network can cripple a laboratory or even shut down an entire school and company.

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[33] Hariyati Sri, *"An Analysis Of Online English Learning In The Covid-19 Pandemic At Senior High School",* Faculty Of Teacher Training And Education, University of Muhammadiyah Sumatera Utara, Medan, 2020, pp 23-24

e. Lack of quality control, the user must be a thinker and reader who know how to value information. Everything that is sent on the internet is not a "teaching".

4. Covid 19

In Wikipedia Coronavirus disease 2019(Covid-19), also known as the coronavirus or covid is a contagious disease caused by severe acute respiratory syndrome coronavirus 2 (SARS-CoV-2). The case was identified in Wuhan, China, in December 2019. Since spread worldwide, leading to an ongoing pandemic[34].

Previous Studies

The writer has found five similar research which is related to this research. The first research is from Hyasintha Lusia Soko 2017, Yogyakarta Sanata Dharma University of English Language Studies which entitled "Teachers'Perception of Using Language Teaching Media"[35]. The objective of this research is what makes the writer decide to research teachers' perception of ELT media this research method by using survey research. The result of this research is that teachers have a good understanding of media.

The second research is about "Teachers Perception about Teaching English Through English" from Sung Yeon Kim 2002 Hanyang University[36]. The research was aimed to explore differences in teachers' perception about teaching English

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[34] https://en.wikipedia.org/wiki/COVID-19 accessed on Friday 09/04/21
[35] Hyasintha Soko Lusia,*"Teachers' Perception of Using Language Teaching Media"*, Yogyakarta Sanata Dharma University of English Language Studies, 2017
[36] Sung Yeon Kim, *"Teachers Perception about Teaching English Through English",* Hamyang University, 2002

through English due to the following factors: school, major, teaching experience, and the amount of classroom English use. The method of this research was used qualitative research. The result of this research is teachers' perceptions of TETE (Teaching English Through English) were not so different whether they taught at elementary school, middle school, or high school and whether they were or female.

The third research is from Mentari Astuti&Imroatus Solikhah research about "Teacher Perception in Teaching English for SMP in Klaten Regency During Covid-19"[37] outbreak in general, explores teacher perception on teaching English using the online system and describe how teacher prepares to teach objectives, teaching materials, teaching methods and evaluation process for SMP students. A research method is a qualitative approach. The result in general of this research is teachers perceive that online teaching is not prospectively viewed from student perspectives.

The fourth research is about "Teacher Perception of Online Learning during Pandemic Covid-19" from Retno Puji Rahayu'& Yanti Wirza Indonesia Education University[38]. This research investigated EFL teachers' perception of online English language learning. This research employed a descriptive design with a qualitative approach. Then this research was found revelated that the teachers showed a positive perception of the usefulness and ease of online learning systems during the covid-19 pandemic.

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[37] Mentari Astuti&Imroatus Solikhah,"*Teacher Perception in Teaching English for SMP in Klaten Regency During Covid-19"*, 2020
[38]Retno Puji Rahayu'& Yanti Wirza, *"Teacher Perception of Online Learning during Pandemic Covid-19",* Indonesia Education University, 2020

The last research is based on "An Analysis of Teacher's Strategies on English E-Learning Classes During Covid-19 Pandemic" from Tari Putri Utami State Institute for Islamic Studies (IAIN) Salatiga[39]. The research was focused on the teachers' strategies used in teaching English with e-learning classes during the covid-19 pandemic. The method is qualitative research and the data collection techniques are observation, interview, and documentation. The result of this research is the teachers use different strategies because the expected skill outputs are different.

After the writer knows the result from the previous research, the difference between this research is that focuses on the teachers' perception of using English teaching strategies in pre-Covid-19 and Covid-19.

RESEARCH METHODOLOGY

Approach and Research Design

The design of this research is qualitative research, that uses observation, interviews, and documentation to get data. Focusing on teachers' perception of using English teaching strategies in the pre-Covid-19 and the Covid-19 pandemic.

Research Setting

This research has been conducted for three months begin from May until August 2021, the location had been held at MTs Negeri 1 Manado more specifically in Bailang, Bunaken, Kota Manado, North Sulawesi[40].

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[39] Tari Putri Utami , *"An Analysis of Teacher's Strategies on English E-Learning Classes During Covid-19 Pandemic"* , State Institute for Islamic Studies (IAIN) Salatiga, 2020
[40] https://mtsn1manado.sch.id/profil/ accessed on Friday 09/04/21

Source of Data

The writer used an interview method to get primary data. Then the Five English teachers became the source of data and to obtain secondary data the writer used the RPP of English teachers as a reference for data collection at MTs Negeri 1 Manado.

Research Instruments

The writer used the qualitative method to get the result. The technique of collecting the data in the research is to use an observation sheet, structure interview as the instrument of this research then the documentation as evidence or archives the teachers' perception for the writer.

Data Collecting Techniques

In this research, the writer used some techniques to collect the data, such as:

1. Observation

The writer used an observation sheet to know better the situation of the teachers at MTs Negeri 1 Manado.

2. Interview

The writer used a structured interview to get data by interview sheet with 20 questions to know the teachers' perception of using English teaching strategies in pre-Covid-19 and Covid-19 pandemic at MTs Negeri 1 Manado.

3. Documentation

The writer used documentation to retrieve data, such as photos, and recordings.

Data Analysis Techniques

According to Miles&Hubberman, the analysis consists of three flows of activities that occur simultaneously, namely: data reduction, data presentation, conclusion withdra'w/verification[41]. Explanation as follows:

1. Reduction

Data reduction is the process of selecting, focussing on simplification, abstraction, and transformation of rough data that arises from written records in the field. This data reduction/transformation continues after field research until a full final report is compiled.

2. Presentation

Miles and Huberman limit a presentation as a set of structured information that gives the possibility of conclusion drawing and action-taking. They believe that better presentations are a major way for valid qualitative analysis, which includes: different types of matrics, graphs, networks, and charts.

3. Conclusion

The withdrawal of conclusions according to Miles and Hubberman is only part of one activity of the impact configuration. The conclusion not only occurs at the time of the data collection process but needs to be verified to be fully accountable.

The writer will use qualitative analysis techniques to analyze the data processing is formed.

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[41] Miles&Hubberman,*"Analisis Data Kualitatif"*, Jakarta:Universitas Indonesia Press, 1992 pp 16

Findings

1. Teachers' Perception of Using English Teaching Strategies in pre-Covid-19

This research was conducted by five English teachers. English is a subject that the students should take for each semester. The school hopes that by subject English, students can cultivate their knowledge not only from Islamic subject but also from an according study in acquiring knowledge and science.

In gaining the data, the writer used three kinds of instruments. They were observation, interview, and documentation. The respondent of the observation, interview, and documentation was all of the English teachers at MTs Negeri 1 Manado who has been teaching English in different classes.

As the respondent said in the interview. The 2 teachers have been teaching for more than twenty years in teaching English at this school. One of them said

"I start teach in this school from 1993 until now"[42]

Then 3 teachers teach less than ten years. According to the results of an interview with teacher 1, The teacher said that she started teaching in 2011.

"I've been teaching in this school start from 2011 until now"[43]

On other hand, that teacher II start to teach five years in teaching English. She said

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[42] Interview with Fauzia Bau, Wednesday 30 June 2021, at 11.00 am, in the teachers room

[43] Interview with Yunita Abdul Razak M.Pd, Monday 31 May 2021, at 11.17 am, in the teachers room

"I start teach in this school from 2018"[44]

The number of classes in the teaching process can make the strategy more different for each teacher. 2 teachers taught less than 5 classes. Teacher III said

"I teach 3 classes, start from class 7 G, 7 H and 7 I"[45]

Then according to the resulting interview with Teacher V as follows :

"I was teaching at 7 starts from class 7C, 7D, 7E and 7F"[46]

However, there are more than five classes that teacher I, II, and teacher IV teaches. One of them said

"I've been teaching for 7 classes at class 9, start from group class C until I"[47]

Teachers give a different opinion about strategies in teaching English that can use in the school. It is regarding the teacher I that in MTs Negeri 1 Manado She said

"Speaking of strategy it terms the number of the students, when you teach in MTs Negeri 1 Manado, you are going to teach big class. Then the ability of the

[44] Interview with Devi Ariyani Safitri Tahir S.Pd, Thursday 17 Juni 2021 at 9.57 am , in the teachers room

[45] Interview with Arima Nila Sari S.Pd, Thursday 17 June 2021, at 10.30 am, in the teachers room

[46] Interview with Fauzia Bau, Wednesday 30 June 2021, at 11.00 am, in the teachers room

[47] Interview with Masjita Marjun, Friday 6 June 2021, at 9.30 am, in the teachers room

students especially particularlly in English it is what we call slow learner, except for those who are in tacsicif classes"[48].

Some teachers give the same opinion that strategy is a plan before doing the teaching process so that the goal can be maximized. She said:

"My opinion strategy is a plan when we teach so that the goal can be maximized"[49]

On the other side, teacher II have a different opinion about the strategy she said that

"I think strategy is a learning process that should have a direct impact and influence on students. In which it contains a series of activities that are covered in an action. So that learning objectives are form"[50]

Then teacher V thought that strategy is more like playing a game and taking the conversation.

"Strategy is same like play a game and take conversation"[51]

Based on the interview, the writer found that the teachers' strategies in pre-covid-19 were had many types of strategies. The strategy means the teachers plan

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[48] Interview with Yunita Abdul Razak M.Pd, Monday 31 May 2021, at 11.17 am, in the teachers room

[49] Interview with Arima Nila Sari S.Pd, Thursday 17 June 2021, at 10.30 am, in the teachers room

[50] Interview with Devi Ariyani Safitri Tahir S.Pd, Thursday 17 Juni 2021 at 9.57 am , in the teachers room

[51] Interview with Fauzia Bau, Wednesday 30 June 2021, at 11.00 am, in the teachers room

of action the use of technic or methods, the variety of sources, also can be arranged to get the goals[52]. Then the teacher I said

"Hhm, before pandemic covid-19 I choose the digital learning sources when we have face to face mode"[53]

On the other side teacher II doesn't have a specific strategy, only looked at the situation and condition when teaching in the classroom. Also used Q&A to train the students in speaking and pronunciation also self-confidence in English, memorize vocabulary and imperatives as often as possible to use. She said

"Regarding the strategy used actually I do not use a specific strategy because I look more at the situation and conditions of the class and adjust to the learning material to be taught. From that situation I can find out what strategies I will do for learning to achieve learning goals as well as the formation of student abilities. Because in 1 class we as teachers must understand the various characters of students. First I had to make all the students in the class focus their attention on me before I explained the material. After that it must be sure whether the material that has been explained is understood or not. After that can use Q&A to train their speaking and pronunciation and also train their self-confident in English although it still needs to be corrected. I also use imperatives as often as possible. Explain the material using English after it is explained again using Indonesian

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[52] Safi Aini&Siti Azizah, *"English Teacher's Strategy In English Teaching LearningAt The Fourth Grade Of SD Negeri Kowel 3 Pamekasan In 2013 Curriculum"*, Panyonara:Journal of English Education, Vol. 1, No. 1, September 2019, pp 19

[53] Interview with Yunita Abdul Razak M.Pd, Monday 31 May 2021, at 11.17 am, in the teachers room

Memorize vocabulary every week Always give instructions to them every English learning should bring a dictionary"[54]

This was the teacher III using the game to teach in the classroom, that are using puzzle game, She said.

"Ehhm, my strategy before Covid-19 for teaching English that I always used game or puzzle game"[55]

On the other side the teacher V used playing game words in listening, she said.

" My strategy is playing game and play game word in listening"[56]

According to teacher IV that has a different strategy is to repeat the material, she said

"Hmm, my strategy is to repeat the material and to be honest when do the teaching"[57]

Based on the interview the writer found that the teachers' had many obstacles during using the strategy. Two teachers have the same obstacle is to motivated students to learn the English material, one of them said

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[54] Interview with Devi Ariyani Safitri Tahir S.Pd, Thursday 17 Juni 2021 at 9.57 am , in the teachers room

[55] Interview with Arima Nila Sari S.Pd, Thursday 17 June 2021, at 10.30 am, in the teachers room

[56] Interview with Fauzia Bau, Wednesday 30 June 2021, at 11.00 am, in the teachers room

[57] Interview with Masjita Marjun, Friday 6 June 2021, at 9.30 am, in the teachers room

"In the classroom has a variety of children's characters and obstacles that are often obtained, namely students are less motivated to learn because what they have in mind English is difficult."[58]

However, teacher II and teacher III said students do not have basic in English, they do not have a dictionary and difficulty in words, she said

"I see, the obstacle for students they are don't have a basic in English different in other school, for example they don't have dictionary so I prefer to give them the dictionary"[59]

According to teacher V, she does not have a problem when using the strategy. She said

"I don't have problem with the strategy"[60]

The strategy that the teacher used makes students motivated to learn and enjoy the teaching process. All five teachers can motivate the student to learn English and enjoy the teaching process. One of them said

Teacher II said

"Yes, stay motivated, they prefer to hear explanations of material using English (although they don't understand the meaning) listening and prefer memorization."[61]

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[58] Interview with Devi Ariyani Safitri Tahir S.Pd, Thursday 17 Juni 2021 at 9.57 am , in the teachers room

[59] Interview with Masjita Marjun, Friday 6 June 2021, at 9.30 am, in the teachers room

[60] Interview with Fauzia Bau, Wednesday 30 June 2021, at 11.00 am, in the teachers room

Then follow the Teacher III said

"Yes, because students very enjoy play while learning"[62]

From the interview, all of the five teachers do not have failure in using the strategy during the teaching process. according to teachers, II said

"Alhamdulillah, Thank God for now it is not, so I prefers to use this strategy. But there are some difficulties."[63]

All of the five teachers said that the students are increasing in interest following the learning after using the strategy. One of them said
Teacher IV said

"Yes, it is. The strategy make students interest to learn English"[64]

The writer also found the challenges during the teaching process of using the strategy. According to the teacher, I said

"The challenges during the teaching process of using the strategies is I must manage my time, because finding the best tool, digital learning sources for me, especially I organize the principle has been a sign me to be the humas

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[61] Interview with Devi Ariyani Safitri Tahir S.Pd, Thursday 17 Juni 2021 at 9.57 am , in the teachers room

[62] Interview with Arima Nila Sari S.Pd, Thursday 17 June 2021, at 10.30 am, in the teachers room

[63] Interview with Devi Ariyani Safitri Tahir S.Pd, Thursday 17 Juni 2021 at 9.57 am , in the teachers room

[64] Interview with Masjita Marjun, Friday 6 June 2021, at 9.30 am, in the teachers room

department, beside being someone who handle human a fair in madrasah and being a teacher with 6 classes it is not easy for me to manage the time"[65].

Teacher, I not only English teacher but also as people relation department of the school who organize the principal. It must be challenging for the teacher I to teach with six classes.

On the other side teacher II also have challenges to motivated students, she said

"The challenges for me is how to motivate students in learning that they often feel that English is difficult and to found new word for students memorizing, because the students like to memorize word"[66]

Same as teacher III that to make the students keep on the learning process. Teacher III said

"The challenge is to make the student keep on the learning process and look for ideas to teach games"[67]

Also, teacher IV makes the students increase their ability in English. She said

"The challenge is for me to make the students increase their ability in English and try to give right answer"[68]

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[65] Interview with Yunita Abdul Razak M.Pd, Monday 31 May 2021, at 11.17 am, in the teachers room
[66] Interview with Devi Ariyani Safitri Tahir S.Pd, Thursday 17 Juni 2021 at 9.57 am , in the teachers room
[67] Interview with Arima Nila Sari S.Pd, Thursday 17 June 2021, at 10.30 am, in the teachers room

Different answer with teacher V who doesn't have a problem with the strategy. She said

"I don't have a problem"[69].

The writer found there are many perceptions of using the strategy in pre-covid-19. Four teachers have the same perception that the strategy can help the student to learn English easily, be good to use in the teaching process, and understand the material. One of them said

"My perception is the strategy can help me and the student to understand easily"[70]

On the other side the strategy in pre-covid-19 was very effective, teacher II said

"I think learning English before and during covid shows, a very different process, face-to-face using this strategy is very effective."[71]

From the interview results that the teachers have a different perception of using English teaching strategies in pre-covid-19. It regarding with the teachers have

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[68] Interview with Masjita Marjun, Friday 6 June 2021, at 9.30 am, in the teachers room
[69] Interview with Fauzia Bau, Wednesday 30 June 2021, at 11.00 am, in the teachers room
[70] Interview with Masjita Marjun, Friday 6 June 2021, at 9.30 am, in the teachers room
[71] Interview with Devi Ariyani Safitri Tahir S.Pd, Thursday 17 Juni 2021 at 9.57 am , in the teachers room

used different strategies even teaching process, also have different classes situation and condition.

2. Teachers' Perception of Using English Teaching Strategies in Covid-19

In this part, the writer tries to answer the second research problem revealed to the teachers' perception of using English teaching strategies in covid-19. Teachers have a variety strategy in English teaching during Covid-19, there were used digital sources because all the learning sources must be an online mode. According to teacher 1, She has used digital learning sources in the teaching process.

"In pandemic covid-19 it is must with digital sources, all the learning sources should be an online mode or digital sources"[72]

On other hand, some teachers used learning videos, students making videos by themselves and matching vocabulary using google classroom. She said

"I just using learning video to student just like to the strategy"[73]

Different strategy with the teacher IV that used match vocabulary in google classroom.

"My strategy since pandemic gives assignment match vocabulary using google classroom"[74]

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[72] Interview with Yunita Abdul Razak M.Pd, Monday 31 May 2021, at 11.17 am, in the teachers room

[73] Interview with Devi Ariyani Safitri Tahir S.Pd, Thursday 17 Juni 2021 at 9.57 am , in the teachers room

However, teacher V has a different strategy that is used to make students make a video introduction in English.

Teacher V said

"My strategy is the students making video by themselves and introduce in English"[75]

Besides, one teacher used media with zoom, meeting to give students activities searcher the material before strat the English subject. She said

"Using zoom meeting, whatsapp, and give students activities to search the material before start the English subject and send youtube for the material for student at the day"[76]

From the interview one teacher don't have struggle using the strategy during covid-19, Teacher V said

"I don't have problem, just reduce the material so the student don't get bored and the students don't get difficult to understand the material"[77]

According to the interview, 2 teachers have the same struggle to use the strategy in the teaching process, that is some students don't have any quota to join

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[74] Interview with Arima Nila Sari S.Pd, Thursday 17 June 2021, at 10.30 am, in the teachers room

[75] Interview with Fauzia Bau, Wednesday 30 June 2021, at 11.00 am, in the teachers room

[76] Interview with Masjita Marjun, Friday 6 June 2021, at 9.30 am, in the teachers room

[77] Interview with Fauzia Bau, Wednesday 30 June 2021, at 11.00 am, in the teachers room

the learning process, internet networks, also make students understand the material even though learning various. One of them said

"The problem is the students don't have any quota to join the teaching process and the connection is not good. And for me that make students to increase their ability in English to try and give best answer"[78]

From the interview the writer found that teacher II have struggled with the student to be able to understand the material even covid-19, she said

"Efforts in teaching English in this pandemic era strive for students to be able to understand the material provided through video learning."[79]

The writer found from the teacher I only motivated students to learn in online mode be they struggled

"Just motivation the student to learn to study in online mode"[80]

4 teachers have the same reasons why choosing the strategies in covid-19, there is comfort, very easy for teachers in the teaching process, and students interest to understand. On the other hand teacher, I have a different reason because students need and find out the new teaching material. She said that

"Why I choose the strategy because the student needs the updated material in teaching"[81]

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[78] Interview with Masjita Marjun, Friday 6 June 2021, at 9.30 am, in the teachers room
[79] Interview with Devi Ariyani Safitri Tahir S.Pd, Thursday 17 Juni 2021 at 9.57 am , in the teachers room
[80] Interview with Yunita Abdul Razak M.Pd, Monday 31 May 2021, at 11.17 am, in the teachers room

From the interview the writer found that the impact when five teachers used the strategy were students enjoyed, students keep being motivated, facilitate teaching-learning, help students be able to understand, and teacher easy to teach. On the other side make the teaching process go well, students get more active in the learning process and get more information to learn the material.

Teacher IV said

"The student get more active in teaching process, because they know the material before enter the learning process and get more information for students to learn the material"[82]

From the interview, the five teachers have the same interest when using the strategy during covid-19. There is a student get the increase, teachers motivate to teach English, make easier teaching during covid-19, and the strategy can help the student to get the material. One of them said

Teacher III said

"The strategy can give students easy to know word and understand the material"[83]

All of the five teachers said that students enjoyed the strategy during the teaching process. it follows teacher I

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[81] Interview with Yunita Abdul Razak M.Pd, Monday 31 May 2021, at 11.17 am, in the teachers room

[82] Interview with Masjita Marjun, Friday 6 June 2021, at 9.30 am, in the teachers room

[83] Interview with Arima Nila Sari S.Pd, Thursday 17 June 2021, at 10.30 am, in the teachers room

"Yes, it is. The students enjoyed the learning process"[84]

Five teachers have the same benefit of using the strategy. There are giving students information, students easy to understand the material and can increase knowledge vocabulary, also teacher ger easier to teach in online mode.

Teacher III said

"I get easier to teach in online mode and students can be increase knowledge vocabulary"[85]

The writer found that the teachers' perception of using the English teaching strategy in covid-19 was different for each teacher. From teacher I that the best tools they use in teaching English in online mode should compare with the attendance list of teachers, the teacher is the best part during the learning process.

"My perception is I really hope the pandemic is over, the best tools we use in teaching English in online mode should be compare with the attendent list of teachers, the best part that teachers is here. But the teachers assistance is very important"[86]

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[84] Interview with Yunita Abdul Razak M.Pd, Monday 31 May 2021, at 11.17 am, in the teachers room

[85] Interview with Arima Nila Sari S.Pd, Thursday 17 June 2021, at 10.30 am, in the teachers room

[86] Interview with Yunita Abdul Razak M.Pd, Monday 31 May 2021, at 11.17 am, in the teachers room

Different perception with teacher V that better to enter the class, not online mode. It makes the teachers can evaluate students' attitudes in detail and give appropriate grades.

"I think is better to enter the class not online mode. So that teachers can evaluate attitudes in detail and give appropriate grades to students"[87]

However, two teachers have the same perception using the strategy, that effective enough to help teachers teaching during covid, give students to understand easy make students increase their knowledge. According to teacher IV

"I think the strategy can help students to understand and learn the material easilly"[88]

Based on the interview, the writer concluded that the teachers' perception of using English teaching strategies in covid-19 was different. The teachers mentioned that the strategy in Covid-19 was good for students to understand and enjoy the teaching process.

Discussion

This part deals with the interpretation of the findings derived from the description of the data gained from the observation, interview, and documentation based on the English teachers.

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[87] Interview with Fauzia Bau, Wednesday 30 June 2021, at 11.00 am, in the teachers room
[88] Interview with Masjita Marjun, Friday 6 June 2021, at 9.30 am, in the teachers room

Based on the findings, the teachers had many perceptions of using English teaching strategies in pre-covid-19. The teachers mentioned that the strategy in pre-Covid-19 was good for students to understand and enjoy the teaching process.

By the explanation, according to Abdia and Minan Sailan said, perception is a process that is preceded by sensing, which is a real process of receiving a stimulus by an individual through the sense or also called a sensory process, in other words, perception occurs based on knowledge and experience[89].

It is in line with what was stated by Bimo Walgito perception is the individual observes the external world through senses or a tangible process that the individual perceives the stimulus in our environment[90]. The teachers are also given a memorable time during the teaching process.

It is shown on the teachers' result of the interview that, the teachers' are happy and very excited to teach using the strategy in pre-covid-19. Same as the statement that strategy is often interpreted by technique or method, which is a way to convey a message in this case subject matter to students to achieve the stated learning goals[91]. Also, the students were happy and appreciate the teachers' because the strategy was good. According to Robbins divides social situation perception that views a situation as all the social factors that influence a person's experience or behavior at a given time and give a place. It is an interaction of time and space within which we act in specific ways[92].

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[89] Abdia and Mnan Sailan, *"Persepsi Guru Tentang Pendidikan Karakter (Studi di MAN 1 Buton Tengah"*, Jurnal Pendidikan Pancasila dan Kewarganegaraan IV, no. 2, 2017, pp 230-241

[90] Bimo Walgito, *Pengantar Psikologi Umum,* Yogyakarta: Andi Ofset, 20014, pp 33

[91] Haidir and Salim, 2012:99

Although during covid 19, all the students were unable to attend the school. The online course is conducive to students who favor self-regulated learning. State by Supriyanto in online learning courses cannot be overstated due to their prevalence in the reason why students are attracted to online learning[93].

However, most teachers were already using digital learning strategies before the arrival of covid 19. The teachers did not change their strategy much because they had already used digital learning strategies. Therefore the teachers and students enjoyed when in the learning process during the covid19 period. It regarding By Ally, online learning is also perceived as the utilization of the internet in accessing materials; having interaction with contents, teachers, and other students; and gaining assistance in the learning process to gain knowledge, make meaning, and progress through the learning experience[94].

Then the advantages of online learning based on the findings students enjoyed, students keep being motivated, facilitate teaching-learning, help students be able to understand, and teacher easy to teach. On the other side make the teaching process go well, students get more active in the learning process and get more information to learn the material. It relates with the advantages of online learning

[92] Wijayanti N.W., *"Students' Perception On The Use Of English As Medium Of Interaction In The Class At SMK Muhammadiyah 3 Makassar",* English Education Department Muhammadiyah University Of Makassar, 2019, pp 9

[93] Supriyanto Kirom Azhar, *"IAIN Salatiga Students' Perception on the use of Online Learning During Covid-19 Pandemic",* English Education Department, State Institut For Islamic Studies (IAIN) Salatiga, 2020, pp 12

[94] Azhar Kirom Supriyanto, *"IAIN Salatiga Students' Perception On The Use of Online Learning During Covid-19 Pandemic",* English Education Department, State Institut For Islamic Studies (IAIN) Salatiga, 2020, pp 11

by Sri Haryati that students in this learning must be active, train students to be more independent in gaining knowledge, and professional online help[95].

The strategy gives the teacher a way to make a plan, even though the teachers enjoy the teaching process during the covid period like now, some teachers also experience the obstacles that they faced during the teaching process. It is shown in the interview that, the difficulties faced by the teacher ain during and pre covid 19 were because almost all the students did not know the basics of English. When studying faced-to-faced, the teacher always gives instructions to students to bring a dictionary every lesson will start, and when during covid the teacher tells the students to watch youtube, etc to increase their knowledge of English.

Conclusion

Based on the research findings and discussion in the previous chapter, there is a different perception of using English teaching strategies in the pre-Covid-19 and Covid-19 pandemic. The strategies of teaching using the right strategy. Then teaching process will be the right way, also students can enjoy the learning process. The writer comes to the following conclusions:

1. Teachers' perception of using English teaching strategies in pre-covid-19 is very different and variety each other. There is a positive perception of the strategies using digital sources, games, role play, and singing in the classroom. The strategies in pre covid-19 more comfort and enjoy teaching in the classroom mode.

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[95] Hariyati Sri, *"An Analysis Of Online English Learning In The Covid-19 Pandemic At Senior High School",* Faculty Of Teacher Training And Education, University of Muhammadiyah Sumatera Utara, Medan, 2020, pp 23

2. Teachers' perception of using English teaching strategies in covid-19 is the writer found that the teacher has a different perception, which is the positive perception and negative perception. The strategies were used on youtube, making videos, and google class meets. The strategies in covid-19 are also comfortable but have struggled when using it.

Suggestions

Remarking the conclusion above, there are several suggestions that the research would like to deliver:

1. For teachers

The teachers must have more motivation and quality to use the strategies when teaching in a classroom pre-covid-19 pandemic or online mode in the covid-19 pandemic.

2. For next writer

The writer suggests to the next writer, is to find out the English teaching strategies in pre-covid-19 and covid-19. Hence, it can be more functional to be examined further.

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