

## **CHAPTER IV**

### **FINDING AND DISCUSSION OF RESEARCH**

In this chapter, the researcher presents the findings and discussion of the study. The data obtained from the observation, interview, and documentation are discussed on the tutor teaching strategies on Zoom meeting online course of a regular class at Jago Bahasa Kediri. This chapter covers what are the tutor's teaching strategies, how the tutor applies the teaching strategies and what are the obstacles to teaching on Zoom meeting online course of regular class at Jago Bahasa Kediri.

#### **A. Research Findings**

Teaching is the process of delivering or transferring knowledge from a tutor to the members. A tutor must know how to master the class when teaching, teaching techniques, and various teaching styles. The teaching style of a tutor in the online classroom is the tutor's way of making it easier for her members she presents materials and teaches them to accept the matter subject presented, as well as a tool to overcome boredom in members while studying, and to increase member's interest in learning English. Teaching style is also a determining factor in whether members can achieve the learning targets that have been proclaimed. Therefore, how to start teaching, teaching styles, teaching methods, and other teaching readiness must be carefully designed before learning begins.

The tutor teaching style is a way of changing the behavior, attitudes, and actions of a tutor in the context of online teaching and learning that aims to overcome member burn-out so that the members have a high interest in

learning their lesson, which will be proven through the diligence, enthusiasm, and activeness of members in learning and following lessons in online class.

In this chapter, the researcher is going to present the findings of this research based on the research focuses. The finding is in line with the problem statement stated in the introduction section, such as; what are the tutors' teaching strategies in zoom meeting online course of regular class at Jago Bahasa Kediri?, how the tutor apply the teaching strategies on Zoom meeting online course of regular class at Jago Bahasa Kediri?, and what are the obstacles of teaching on zoom meeting online course of regular class at Jago Bahasa Kediri?.

The results of the study, the researcher did an observation, interview, and documentation techniques as a way to complete the data that has been found and to know the tutor's teaching strategies on Zoom meetings as daily activities. As the researcher stated before the researcher is one of the members of the regular class at Jago Bahasa. The result which was done by the researcher was the strategy that used by the tutor in teaching. As known Jago Bahasa is the place that has two class sections, namely private class and regular class. However the researcher focuses on tutor teaching strategies on Zoom meetings of regular classes. All of the tutors of Jago Bahasa don't consist of Kediri people or alumnus members only, but also from other cities in Indonesia. In the discussion section, the researcher explains further explanations of the findings given.

## **1. Research Location**

This research was conducted at Jago Bahasa of institute course on 11<sup>th</sup> September 2023 to 31<sup>st</sup> October 2023 which is located on Langkat street, number 99 Singgahan, Pelem,

Pare Kediri, East Java, post 64213. The researcher researched the tutor teaching strategies in the zoom meeting online course at Jago Bahasa Kediri.

## **2. The Profile of the Institute**

An online English course of Jago Bahasa is led by several people, one of them Mr. Frandy Taqwa S. as the chief of executor officer, Mr. Wira Adi Prastyanto as the board of director, Miss Risky Aprillia as the board of director, Miss Resty Albintary as the board of director. Not only that, Jago Bahasa consists of several tutors both male and female. They are Miss Ifada, Miss Harum, Mr. Jojo, Miss Ira, Mr. Diaz, Miss Ricky, Miss Nining, and the other tutors. Jago Bahasa is one of the online English courses in Kediri City, East Java.

### **a. Vission**

To become the most complete and the best one-stop service English platform, as well as being a dream workplace throughout the world.

### **b. Mission**

1. Create and fulfill the need for English language services with the best quality.
2. Carry out continuous development and innovation of English language services
3. Develop the quality of teaching staff professionally and sustainably manner.
4. Creating a work environment that supports the growth of each individual in the organization.

Until now, Jago Bahasa has opened 2 program online classes, the name of the program including Test of English as a Foreign Language or International English Language Testing System, and English for Kids. According to researchers, Jago Bahasa is a fun course for members, besides the friendly tutors, the system at Jago Bahasa is also very young. For example, after attending a program class, whether a private class or regular class. Jago

Bahasa provides a special group for alumni. This group can be used to keep in communication with tutors and ask a question directly to the group if anyone is confused about English questions. Then, the tutor will answer the questions one by one from all members who join the group. Jago Bahasa often even holds live streaming on Tik Tok and Instagram as additional classes that discuss TOEFL and grammar.

Picture 1  
The Building of Jago Bahasa in Kediri.

**3. Data exposure regarding the first research focus: What are the tutor teaching strategies on Zoom meeting online course of a regular class at Jago Bahasa Kediri?**

Being a good tutor is not enough just to master the learning material. Knowing how to teach well also determines the success of a tutor in teaching the members. Tutors in informal educational institutions namely online courses or even tutoring centers have various teaching characteristics. Between one tutor and another, of course, they have different styles in teaching strategies according to their materials and their members.

a. The first Meeting

The researcher made the first observation on Monday, 11<sup>th</sup> September 2023. The class was conducted in English for Kids (EFK) class. Coincidentally the members of this class are elementary school and junior high school students, and the class consists of six participants, namely Miss Khoirun Nisah Ariski as a tutor, Rezky Zahira Putri, Dimas Pratama, Aliyah Salsabila, and Aletha Aura Khafshah as the members, and also Fatriyah as a researcher. English for Kids is an online program class of Jago Bahasa in Kediri, that it's the children will learn more than just the English language. They'll be able to express themselves with confidence that goes beyond their language skills. The class was conducted at 04 PM and finished at 05 PM for an hour, and at that time is a general discussion for speaking practice level champion 1 of English for kids. The researcher described from the result of research that had been gotten through observation, interview, and documentation. The researcher took the data from tutor and members activities when the teaching-learning process was in progress. The researcher described based on the result of observation when the tutor explained about "favorite thing".

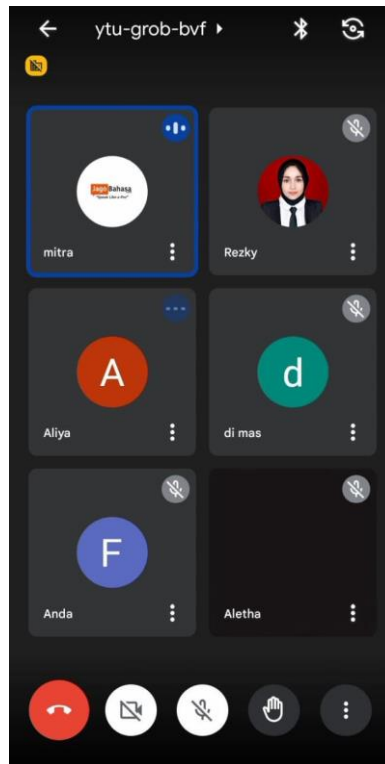
#### 1. Pre-teaching activity

The activity that happens in the online classroom, it means that it is the first section of the teaching and learning process before the tutor teaches in the class, as follows:

- 1). The members and the tutor prepare the tools for the class
- 2). Members take pray together before starting the class
- 3). The members answer the tutor's greeting while checking the name before starting the class

4). The tutor gives a warming-up of the material that will be given in that activity.

Picture 2



Miss Ira Started in the English for Kids Class.

#### b. Whilst Teaching

This is the process of teaching and learning in the online classroom, which is shown by the activities following:

- 1). The tutor explains the material
- 2). The tutor explains how to answer well of question from the other people in English
- 3). The tutor asked some question for members to speak up one by one to learn to speak English as well.

After members can better understand of the material, the tutor gives assignments or several questions to members that have been prepared before and one member can choose one question. The question is simple thing, it's about

daily activities and to answer questions the members must describe it as members know.

Example conversation from Miss Ira with Fitriyana Khafshah and Ahmad Zakaria as follows:

Miss Ira: What is your favorite color, sister Rezky?

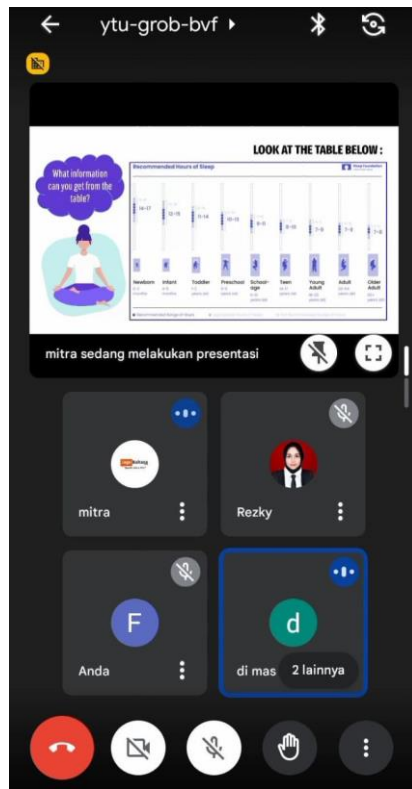
Rezky: I like pink miss, because this color symbolizes affection and tenderness. So that's why I always like pink things miss, I have a lot of toys that are pink miss, such as I have three Hello Kitty dolls, one package of pink cooking utensils, and I also have a pink watch (while showing his watch and then pointing the camera at her room which was full of pink)

The researcher feels like she has a flashback to her past when she was fanatical about the color pink, if she wanted to buy clothes, bags, or skincare, even her room was full of pink decorations. But, for now, she is fanatic with light blue so everything that she has is light blue.

Miss Ira: How about brother Dimas, what is your favorite food?

Dimas: I like to eat Soto miss, I like Soto from several regions in Indonesia. Soto typical Lamongan, Kediri, Madura, Bandung, Jepara, and Soto Pemanang I've eaten it all. Last Sunday I went on a trip to Solo with my family and stopped at a restaurant, then I chose the menu of Lamongan Soto when my mother asked me.

Miss Ira: Hmm... that's good, so happy journey, Zaka!!!



Picture 3  
The Teaching-Learning Process of EFK Class.

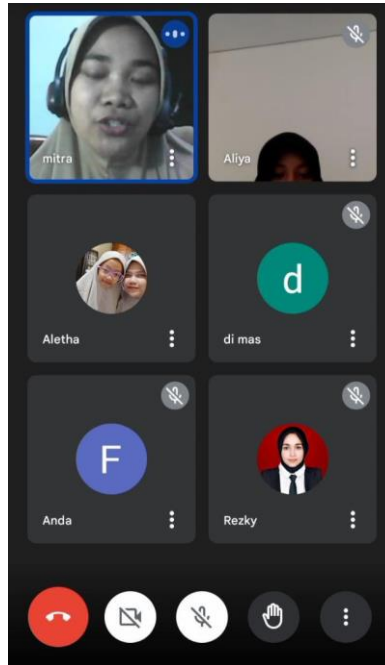
c) Post Teaching

This is the last step of teaching and learning activities in online class

1). The tutor gave a concluding of the materials on that day



- 2). The tutor gave a little discussion about the topic of the next day.
- 3). The tutor asked the members to pray together.
- 4). Finally, the tutor closed the lesson by saying *Salam*.



Picture 4

Miss Ira Closed the Class of English for Kids Program.

In the post-teaching activity, before ending the online class the tutor motivated the members to study hard at school and be more active than before so that the members feel enjoyed and happy.

b. The second meeting

It was the second observation of this research. It was conducted by the researcher on Tuesday, 13<sup>th</sup> October 2023. The class was begun at 08.00 WIB and finished at 09:00 PM only for one hour. The researcher conducted an observation in TOEFL class, especially in reading skills. The class consists of seven participants they are: Miss Nisah

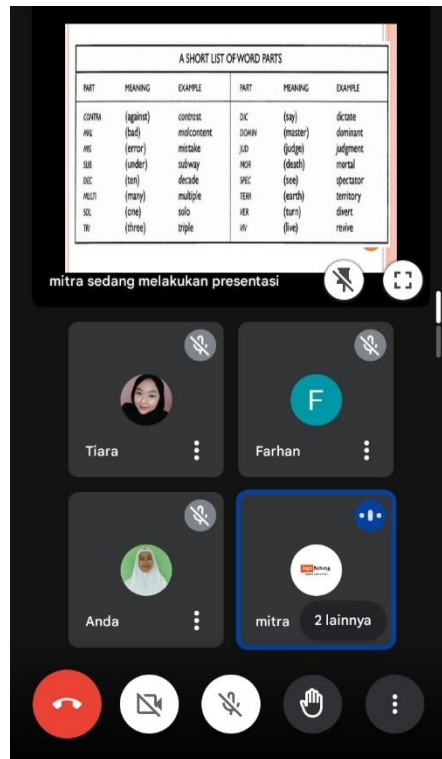
Ariski as a tutor, Sister Afifatul, Brother Fian, Brother Dwitya Nata, Sister Tiara, and Brother Farhan as the members, and Fatriyah as a researcher.

The class at that time started from skill 8 until skills 11 in reading skill of TOEFL (Test of English as a Foreign Language). The tutor explained “Vocabulary Questions”. It means that skill 8 about finding definition from structural clues, skill 9 about determine meanings from word parts, skill 10 about using context to determining meanings of difficult words, and skill 11 about using context to determine meanings of simple words. The tutor explained all the skills starting from skill 8 to skill 11, then asked to the members “Is anyone still confused or has understood our material tonight?” if the answer was “yes” then the tutor gave example questions from each skill, then the members analyze them one by one, after ten minutes passed, and the tutor asked the members for the correct answer to each question.

#### a. Pre-teaching activity

It was the first section in the teaching-learning process. This step has some activities manifested by the tutor in a regular class at Jago Bahasa, the tutor greets members by greeting and reads a prayer together before starting learning, “*Assalamu’alaikum Warahmatullahi Wabarakatuh class, please pray first before starting today’s lesson*”. After that, the tutor asked how members were doing and also checked the member’s attendance list “How are you in class tonight?”.

After that, the tutor prepares the lesson material to be delivered, the tutor explains the objectives and contents of the learning material. Then the tutor provides a warm-up according to the learning method that has been used by the tutor in the regular class of Jago Bahasa Kediri to activate it in members’ subject.



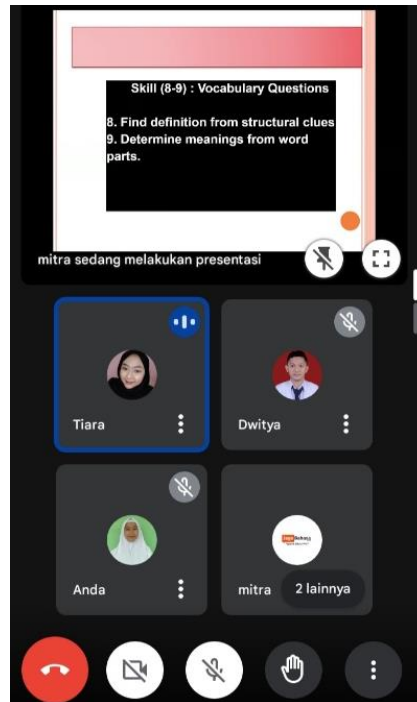
Picture 5  
The Tutor Prepared in the TOEFL Program.

b. Whilst-teaching activity

In the second stage of teaching and learning activities. At this stage, the tutor has prepared the lesson by providing basic concepts, references, or links needed in the learning process. At this stage, before the tutor continues the material to be learned the tutor first asks about the material that has been learned before “Ok class, before continuing this lesson I want to ask, “Who knows our material in the previous meeting”. After the tutor made sure that the tutor did not forget the previous material, the tutor continued by giving a little introduction to the material to be learned today, namely about TOEFL in reading skills more precisely in skills 8-11 then the tutor explained in great detail and enthusiastically in learning in the class. The tutor displayed the material through PowerPoint media and audio recording. The tutor also

explained the reading skill material and gave examples of each reading skill that was full of text.

Picture 6  
The Process of TOEFL Class.

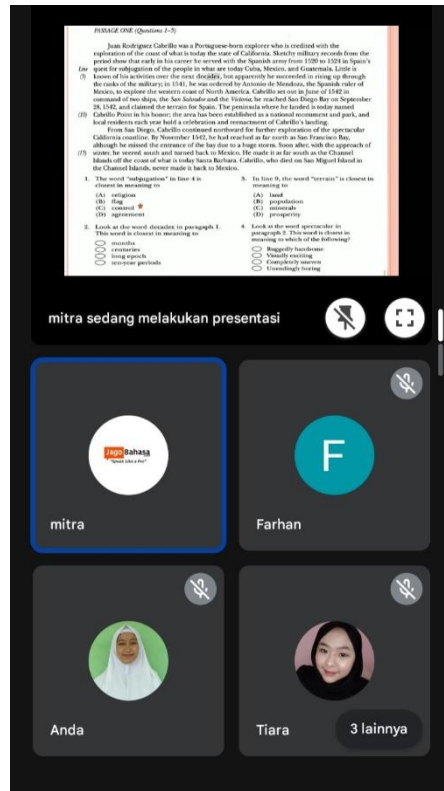


After the tutor explains the TOEFL reading material, the researcher gives time to members to ask about parts of the material that are not understood “*Ok class, before continuing, are there any that haven’t understood from my previous explanation?*”. After the tutor makes sure that the material has been understood by the members the tutor continues by giving an assignment to members that she used breakout screen on Zoom application and the tutor prepared a text for members to read on the screen during Zoom meeting, the texts are from skills 8-11 of reading, before reading the text the tutor first gives instruction “*Ok class before reading the text, let me tell you in advance that these texts are little long, later you have to focus on watching these texts, because at the end you have to analysis briefly where are the best answers. So, you*

*need to skim the important things continued in the text*". After the tutor explains the assignment system the tutor waits for members to read the text and mute the audio and camera to make the members more focused. After members read the texts, the tutor gives them minutes for members to prepare their assignments, then the tutor instructs students one by one to answer what the text means. *"Ok class, I will give you two minutes to prepare the assignment, after that for those who are ready, please go first"*.

c. Post Teaching Activity

In the final stage of teaching and learning activities, after members complete their assignment the tutor evaluates the learning that has been passed, provides reinforcement about learning, and provides motivation for learning to members. After that the tutor orders us to pray before learning *"Before close today's meeting let's pray together and we'll see you tomorrow with skill 12 to start, the last I say Wassalamu'alaikum Warahmatullahi Wabarakatuh"*



Picture 7

The Tutor Closed an Online Class in the TOEFL Program.

Based on the observation can concluded that the tutor can used the breakout of Zoom meeting well without told the question by speaking, the members can understand about the vocabulary mean in the breakout, then they answer for ten minutes, then if the time is up the tutor asked the what the members answer one by one.

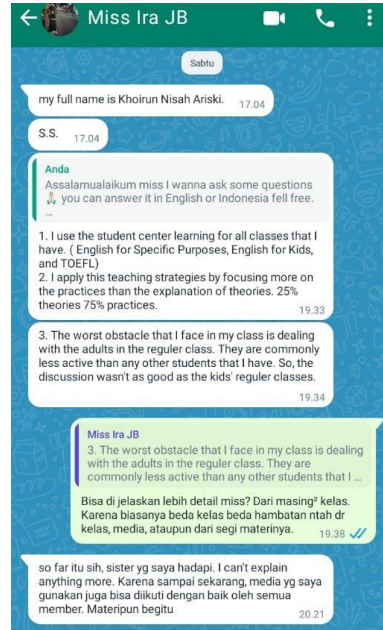
To support the result of observation, researcher also did interview with tutor that teach in regular class. The researcher asked about “what are the teaching strategies? She said:

“The first, I just focus to the members as students center learning that they join in regular class, the second, I providing 2 to 5 pictures (in EFK class) so the members can mention them in English vocabulary, the third, I ask the members to read and answer my questions that I have showed on breakout Zoom, however, specifically in the TOEFL class when class time is almost over and the members feel like they understand the material I

have taught, I give more complicated questions and send them to the group that night”.

Picture 8

The Researcher Conducted 1<sup>st</sup> Interview on WhatsApp.



#### 4. Data exposure regarding the second research focus: How the Tutor Apply the Teaching Strategies on Zoom Meeting Online Course of Regular Class at Jago Bahasa Kediri?

The learning method is a pattern that can be used to guide learning in the online classroom. The way the tutor conveys learning is very important to determine the success of the learning process in the online classroom, because it cannot be denied that every tutor can teach in the classroom, but not necessarily able to apply learning methods that are in accordance with the concepts being studied.

According to the author's view, teaching characteristics are characteristics or forms of the teaching style of a tutor that is attached to the person. The teaching style that needs to be applied in the teaching and learning process should be varied, innovative, and easily accepted by members. In this section the researcher would like to explain about the finding

interview among the researcher and the tutor. As was done by an English tutor at Jago Bahasa, Miss Ira said in her interview.

1) What are the teaching strategies to teach your members?

“I use the students center learning for all classes that I have. Especially in English for Kids (EFK), Test of English as a Foreign Language (TOEFL) or International of English Foreign Language (IELTS). When the members already look tired, bored, and sleepy, I have innovations to raise their spirits again. Also knows that as an English tutor, not all students like learning English, seeing English which is not our native language, so as much as possible I make my members feel happy when learning English by providing 2 to 5 pictures then members mention them in English vocabulary”.<sup>1</sup>

Based on the results of the interview above, Miss Khoirun Nisah Ariski, or I usually call her Miss Ira. As long as the delivery of learning is smooth and conditions in the online classroom are fine, she always gives to the members center learning for all classes that she has. But this statement is used when the tutor has seen that her members are starting to look sleepy or bored studying in class.

In addition to relieving boredom, this statement has many benefits. Members are more focus in the online classroom and also the members know that learning vocabulary can be by any time, not only by memorizing. This can be overcome by the members interacting each other and creative learning style so the class does not saturate and improve members' attention. In addition, the selection of appropriate teaching methods can facilitate tutors in implementing learning.

2) How do you give the strategy to all your members?

“I encourage all members to be active in class and I encourage them to ask anything they don't understand in the class, I think the strategy that I used so far is quite successful. Overall material is provided by the office, but sometimes for the English for Kids class I design it by myself, not

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<sup>1</sup>Khoirun Nisah Ariski, Online interview by WhatsApp on Thursday, 19 October 2023 at 7:30 PM.



infrequently I also add some of my own material if the material from the office is not enough and feels incomplete. I apply this teaching strategy by focusing more on the practices than the explanation of theories. (25% are theories and 75% are practices”.<sup>2</sup>

Based on the results of the interview above, in the teaching process, Miss Ira always encourages her all members to be more active in the online class than the tutor, and also Miss Ira encourages them to ask questions about anything they do not know or do not understand, according to miss Ira this strategy which was implemented in all classes while she was teaching, was quite successful and was accepted by the members perfectly. Then, for the materials presented in any class, everything has been provided by the office namely the admins who work in the office themselves at Jago Bahasa. But, sometimes specifically for EFK class sometimes she designs it herself by adding some of her own material that she knows according to members’ need, if the materials are from the office is incomplete. Not only does she apply this strategy, but what is most interesting is that Miss Ira also applies a learning strategy that is based on members, namely that half of the members are given more opportunities, but the remains conducive, the material delivered is quickly received well, and all members are more active every day.

3) What is the media that you used when teaching and learning process?

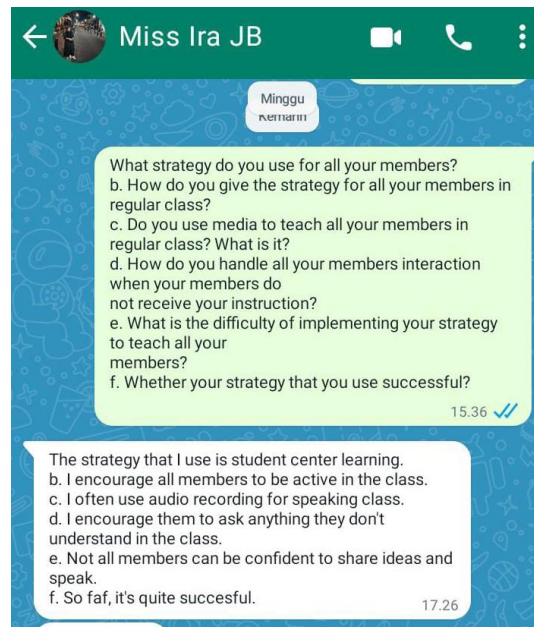
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<sup>2</sup>Khoirun Nisah Ariski, Online interview by WhatsApp on Wednesday, 25 October 2023 at 3:36 PM.

“If on online learning apart from the material that I will convey in class, such as in the soft file of Microsoft Word and summaries that I typed in Microsoft PowerPoint form. I also use different media for each class according to the needs of the class, including I often prepare pictures for classes English for Kids, and I use audio recordings of western sound for TOEFL class”.<sup>3</sup>

Picture 9

The researcher conducted 2<sup>nd</sup> interview on WhatsApp.



Based on the results of the interview above, as we all know a tutor in a class used several media that have been provided previously. Looking at different classes the media used is also different. Miss Ira also prepares some pictures of items related to the materials at that time then the members mention or analyze them using English vocabulary in the English for Kids classes this class is specifically designed for underage children because she thinks that children will quickly understand the subject matter one of which is with familiar and unique images. In TOEFL or IELTS class, she also prepares audio recordings from native speaker sound, such as in

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<sup>3</sup>Khoirun Nisah Ariski, Online interview by WhatsApp on Wednesday, 25 October 2023 at 3:36 PM.

TOEFL/IETLS tests in general, both classes for pupils and students in university there are even workers who took the class.

**5. Data exposure regarding the third research focus: What are the Obstacles to Teaching on Zoom Meeting Online Course of Regular Class at Jago Bahasa Kediri?**

This research focuses on the obstacles of the teaching strategy given by a tutor for her members in a regular class at Jago Bahasa Kediri. The obstacles of teaching on Zoom meeting does not always go according to what is stated in the online class, because it's application there will be many things that will become obstacles that will hinder the achievement of teaching in learning in regular class at Jago Bahasa Kediri. There are several obstacles that a tutor face during its obstacles, but this must be a solution from the teacher to anticipate so that the application of teaching can achieve the goals to be achieved.

Based on the results of observation and interview conducted by the researcher, it can be concluded that the tutor wants to maximize teaching by making a learning strategy so that members can receive the material well.

In this case, the researcher explains about how the observation had been taken by the researcher, and what are the obstacles in teaching on Zoom meeting online course to learn English, this is related with the observation sheet about the difficulties in fostering members' learning interest. A tutor motivates her members so that their enthusiasm for learning and what is the result from the obstacles in learning English by them.

There, the observation was done on Monday, 11<sup>th</sup> September 2023 in the afternoon around 04:00 PM. The researcher joined Miss Ira's class via Zoom meeting and researcher found that Aliyah as a member in EFK program of regular class, had his internet network jammed so when the tutor called his name to read the material, he didn't answer, let alone

read the contents of the material that had been delivered by Miss Ira. Suddenly, when Aliyah joined again in the class which had previously left on its own due to factors of his network it happened several times. Because this was to maximize existing members, the tutor gave Aliyah the opportunity at the end of the lesson at that time.

On Thursday, October 13<sup>th</sup>, 2023, the researcher joined Miss Ira's class in the TOEFL program of regular class around 07:45 PM to prepare but the class started at 08:00 PM via Zoom meeting application. The researcher found that one of the members mute his audio the name is Brother Farhan and the participant who listened most actively and often tried to answer the questions was sister Tiara. In the online classroom, Miss Ira explained material about reading skills starting from skill 8 to skill 11 by displaying the e-book of material on the presentation screen. Explain each of those skills one by one by giving 2-3 examples of each question. In every online class often there are obstacles, if normal internet networks sometimes from the application errors even sometimes from members themselves. Brother Farhan who was usually active in class suddenly became passive that day and was suspected of working overtime because the same thing had happened before. Therefore, Brother Farhan did not respond at all to several questions that Miss Ira had put in the material sheet and even those that were given in the chat room. So that the other members scrambled to answer them when they were part of the questions that would be given to Farhan.

The researcher took the last interview after making observations, the first time contacted Miss Ira as a tutor in Jago Bahasa on the WhatsApp application and asked "what is the difficulty of implementing your strategy to teach all your members? and What are the obstacles when you teach your members?" in the different day and different time.

“For difficulties of course in class English for Kids, not all members can be confident to share ideas and speak, they don’t become active in the class, so I have to motivate and educate them to learn to speak up in English, because if they are forced to talk, they will feel bored and don’t to learn when they are left to just listen and be engrossed in conditions like that without parental of their parents. Sometimes they don’t want their smartphone to be taken away, some strategies that I have used so far have been good and have produced results because my members have memorized a lot of English vocabulary and have been able to answer several questions that I have asked using English”.

After the researcher conducted the interview that had been written above, that interview with Miss Khoirun Nisah Ariski as an informant of a tutor at Jago Bahasa who is teaching in regular class, and it was done as evidence that the researcher did research on Miss Ira’s class and made observations and interviewed with some answers that have been stated by the informant.

The researcher also permitted an interview with Miss Khoirun Nisah Ariski with a face-to-face Zoom meeting but she didn’t want to because busy with her job so it was conducted with a WhatsApp application only. I asked “What are the obstacles when you teach your members?”

“The worst obstacle that I face in my class is dealing with the adults in the regular class, they are commonly less active than any other members that I have, so the discussion wasn’t as good as the English for Kids of regular classes.”

After the researcher conducted the online interview with Miss Khoirun Nisah Ariski an adult’s tutor who is currently still in regular class, the researcher conducted by her smartphone, and it was done as evidence that the researcher did research on WhatsApp personal chat and conducted observations as well as interviews with Miss Ira of the answers that have been stated by the informant, and the research finished on Sunday, 22 October 2023.

There is only one source that the researcher used, based on the findings from the data above, the researcher found out the obstacles in teaching and learning English online to its members, include:

1. The first is what the obstacles of participants in receiving the materials when they are still minors. By providing several ways that exist and have a goal in the future, the characteristics and types of different problems traits, and ways of teaching and dealing with their participants in various ways.
2. The second is what obstacles occur to the participants. Obstacles are what cause participants to not be able to follow the class smoothly to achieve learning objectives for participants in the teaching and learning process. With several strategies used by tutors to deal with obstacles that occur unexpectedly, it can make members prefer English more understand it, make it interesting, and make participants better in the future.

## **B. Discussion of Research**

In this part, the researcher discussed all of the data written above, within the data found by the researcher. In describing, the researcher wanted to give understanding to the reader about the tutor teaching strategies on Zoom meeting online course of a regular class at Jago Bahasa Kediri.

In this discussion, the researcher explains according to the focus of the research which has been the formulation of the problem since the beginning of the study. First, what are the teaching strategies for Zoom meeting online course of a regular class at Jago Bahasa Kediri? Second, how is the tutor applying the teaching strategies on Zoom meeting online course of a

regular class at Jago Bahasa Kediri? Third, what are the obstacles in teaching on Zoom meeting online course of a regular class at Jago Bahasa Kediri?

**1. The tutor teaching strategies on Zoom meeting online course of a regular class at Jago Bahasa Kediri**

Teaching and learning in the online classroom can be characterized as an interaction between members and tutors to realize a goal. Based on the definition above, it can be understood that the occurrence of learning behavior on the part of members and teaching behavior on the part of the tutor are not direct from one direction but occur actively within a framework by using ways and frameworks that also work.

The researcher observed the English tutor in the teaching process of the online classroom. According to the indicator the tutor must understand the concepts of tutoring and learning design in the online class so that later it will be carried out using observation in the online classroom. At the beginning of the activity the tutor greeted the members and asked about the state of the members the tutor slightly reviewed the lesson at the previous meeting, then continues in the core activities, the tutor started the lesson by often involving members as an example lesson in the online class by often or focusing on involving members fully as the center learning process. Then the tutor asked members to work on practice questions that have been displayed on the computer screen on Zoom application, usually the tutor applies learning activities in the form of dialog that must be understood by members to answer from sample questions in turn.

In the context of foreign languages, there are other strategies related to the language, called communicative strategies. It is helpful to confine learning strategies to communicate strategies. Farech and Kasper define communicative strategy as a

potentially conscious plan for solving what presents to an average individual as a problem in achieving a particular communicative goal. Tarone also said that communicative strategies relate to the common efforts of two interlocutors to agree on meaning in situations where the necessary meaning structures do not seem to be shared. In other research contexts, this latter type is called negotiation of meaning. From the above definition, it is clear that communication strategies relate to the process of communication between interlocutors. The interlocutors are engaged in the use of the language they are learning or may have already learned. If communicative strategies are used in communication, learning strategies occur when one is in the process of learning to learn another language.<sup>4</sup>

The strategies are specific methods for avoiding a problem or a task, the modes of operation for achieving specific goals, and plan designs for controlling and manipulating specific information. The strategies vary between individuals; each of us has several possible ways to complete a particular problem and we choose one or several ways in sequence for a particular problem.<sup>5</sup>

An English tutor in the regular class of Jago Bahasa is good at continuing the process and results of learning in the online classroom and can find out about the learning process.

## **2. The tutor applying teaching strategies on Zoom meeting online course of regular class at Jago Bahasa Kediri**

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<sup>4</sup>Bambang Setiyadi, *Language Learning Strategy Questionnaire (LLSQ)* (Yogyakarta: Graha Ilmu, 2019), 5.

<sup>5</sup>H. Douglas Brown, *Principle of Language Learning and Teaching* Fourth Edition, (San Francisco: Longman, 2000), page, 113.



A tutor or teacher holds an important and very influential role in the education of her members, in fact tutor generally feels fully responsible for everything starting from the continuity of her participants' education in the future. Therefore, it cannot be denied that one of the responsibilities for education lies with the tutor. Whether they recognize educational responsibility consciously or not, this is a decision that has been made to each educator.

The strategies are what the tutor used to achieve certain goals for the members in the teaching-learning process, and the strategies can also be called a tutoring style of tutor that was used in the learning process to make participants understand the material or make a difference in the learning process. The strategy includes the objectives of the activity, the activity of the process, and the infrastructure supporting activities.<sup>6</sup>

To know the teaching strategy used by the tutor of Jago Bahasa, the researcher did interviews with the tutor Jago Bahasa that have a regular class especially in programs English for kids (EFK) and Test of English as a Foreign Language (TOEFL). The researcher is going to present some results with the tutor of Jago Bahasa. In this case, the researcher would explain about the teaching strategies used by the tutor of Jago Bahasa Kediri. Each strategy used by the tutor of Jago Bahasa will be explained as follows:

Miss Nisah Ariski she is one of tutor at Jago Bahasa Kediri. The researcher interviewed with several questions that had been prepared before. Eventually would be answered by Miss Nisah Ariski an informant from Jago Bahasa Institute who has a strategy to teach her members to learn English. There were some questions that the researcher asked

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<sup>6</sup>Abdul Majid, Strategi Pembelajaran, (Bandung:PT.Remaja Rosdakarya, 2014), page 3-4.

Miss Nisah Ariski, are as “What are the teaching strategies that you used to teach your members in the online classroom?” and she answered

*“The strategy that I use is student center learning, so far that’s what I’ve been facing sister, I can’t explain anything more because until now the media that I use can also be followed well by all members or even the same materials”.*

Based on the interview data above, the researcher also took data by conducting the interviews with tutor. The processes of activity with used the media, and this is the name of media used by tutor such as PowerPoint, audio recordings, and some text books, the means to support teaching and learning activities of the tutor and members.

**a. PowerPoint**

The primary goal of instructional technology is to solve teaching and learning problems by facilitating learning activities. Utilization here means using something useful in helping the learning process by using computer-based media as a medium in delivering information to the public, namely members of regular classes of Jago Bahasa.

Every tutor at Jago Bahasa used to a PowerPoint as a media to display on the presentation screen Zoom for their members. PowerPoint media is one of the means of transmitting information in the learning process in the form of a computer program designed to deliver material in the form of slides with various text processing capabilities, color sound, videos, images, and animations that can be processed by themselves according to the creativity of their users.

With hundreds of millions of slide templates from contributors around the world, this application makes it easier for English tutors and English learners to deliver and receive learning materials because it can condense multiple slides in one file. Using

PowerPoint as a learning medium is familiar in today's society, members can learn to understand effectively by using C, members have the opportunity to observe how the original tutor summarizes the lesson members can also practice how to present and summarize the key points, accurately with a sense of fun and confidence in performing. Meanwhile, this research is focused on improving members' critical thinking from the text, so that members can read fluently to master grammar and vocabulary in English and use English for their lives in both active and passive situations. In addition, tutors can also use texts complemented by role-playing, this will be more interesting than just reading a text.

Using PPT as media can help members improve their speed readings skills. It can be an attraction to attract members' attention while learning. Members will be more interested in learning if the situation and conditions in the classroom are different from usual. This makes them more enthusiastic and feel more comfortable. PPT is an effective tool that can enhance the learning experience if the text is relevant to the subject being studied.

#### **b. Audio Recording**

Learning media is an integral part of the teaching and learning process to achieve educational goals in general and learning objectives at school or in course institutions in particular. In learning media, there are indeed many bases, one of which is audio media which is already described above and which was developed by the development group, namely using audio recording with listening as a media. The main characteristic of this media is that messages channeled through audio media are poured into auditive

symbols, either verbal or non-verbal. Most members if asked about learning by using this media prefer and answer that learning more interesting.

In this era, audio recording is the electrical or mechanical recording and re-creation of sound waves. Such as the spoken voice of the tutor. Audio recording is a media formed in the form of a CD that has been prepared by the tutor before and it's to improve member's listening skills. Digital audio recording is done because it sees many members who have been learning English for several years but are still reluctant to speak. The process of using digital audio recording starts with a listening session to show some examples of situational conversations and the expressions that can be used in them. The expressions used were common situations that members would encounter in everyday English conversations. The next step to composing their conversations as described in the listening material and record their voices in digitally for using voice recordings to creat a fun atmosphere for members to start speaking in English after they had been exposed to listening materials. The members are allowed to operate their recordings and listen back to what they have produced in speaking. Another advantage of audio recording is that it can track exactly which part the listener wants. So, the tutor can easily determine which parts need to be repeated several times.

Audio recording is also used in speaking class and TOEFL class of listening skill. Specific to TOEFL online classroom, more precisely in listening skills every material from skill 1 to skill 27 all have audio recording but from the native speaker's sound.

### **c. Text Book**

A textbook is a logical and systematic presentation of material about a specific branch of knowledge or a particular field of study. The usefulness of text books are: as

an individual study aid, as a tutor's guide in teaching, and as a tool to encourage members to choose appropriate learning techniques, as a tool to improve tutor's skill in organizing lesson material. The advantages of using textbooks are economical, comprehensive, and systematic, developing an independent attitude in learning.<sup>7</sup>

The text book was widely used by tutor in teaching the materials to their members so that the members could read them early. Textbook was very interesting for members because they could explore the contents of the book which could make member happy to read, how they used this media was that the tutor explain according to the contents of the textbook, by improving intonation and practicing an interesting pronunciation, members would be enthusiastic to read the contents of each paragraph that was read because members liked reading to practice pronunciation.

There are two types of textbook, namely soft files and hard file which are developed by considering mean contents. Soft file (Soft Copies) are intangible and virtual, viewable only on a computer or handphone screen, soft copies are electronically stored documents. While hard files (hard copies) are tangible and can be physically touched as they are printed on materials like paper, hard copies are physical documents that are written or printed on paper. The tutor at Jago Bahasa in regular class uses a soft file book to present her materials during the teaching and learning process and it media can be well received by the members of every program class.

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<sup>7</sup> Darratul Hikmah, Universitas Nurul Jadid, *Media for Language Teaching and Learning in Digital Era*, Journal, 2019, 86.

### **3. The obstacles in teaching on Zoom meeting online course of a regular class at Jago Bahasa Kediri**

In teaching on Zoom meetings several obstacles can prevent teaching and learning activities from being fully maximized, 1) The difficulties in fostering members' learning interest, 2) the internet network being jammed, 3) the Zoom meeting application was error, 4) Kid members can't confident to speak up, 5) the adults are commonly less active than any other members. The various obstacles above, can be interpreted that the tutor acts as a guide besides the sage on the stages. In addition, the tutor also acts as a motivator for her members to collect information that is appropriate to the problem. This emphasizes the importance of learning assistance in the early stages of learning.

Teaching on Zoom meetings does not always go according to what is stated of the tutor plan, because in its application there will be many things that will become obstacles that will hinder the achievement of a learning goal. As with the Zoom meeting application in a regular class, this must be a solution from the tutor to anticipate so that the application of learning can achieve the goals to be achieved.

Based on the results of interviews conducted by the researcher, it can be concluded that the tutor wants to maximize teaching-learning process by making learning materials as simple and the class as active as possible. So, a tutor has to motivate and educate them to learn to speak up in English, because if they are forced to talk, they will feel bored and don't to learn so that members can receive the material, besides that the tutor also plays an important role in guiding members to achieve learning goals. In addition, based on the observation made by thee researcher there are the fact that researcher got in the field, namely when tutor found one of her members who was not very active in the online class,

because this was to maximize existing members, the tutor gave the member opportunity at the end of the lesson at that time.