

# TEACHERS' STRATEGIES IN INCREASING STUDENTS' MOTIVATION IN ON-LINE ENGLISH LEARNING AT MTSN 6 TANAH DATAR

## **Sirajul Munir**

Institut Agama Islam Negeri  
Batusangkar, Indonesia

## **Afri Yandi**

Institut Agama Islam Negeri  
Batusangkar, Indonesia  
E-mail: [afriyandi100@gmail.com](mailto:afriyandi100@gmail.com)

**Abstract:** The problem in this research is that most of the students at MTsN 6 Tanah Datar are more interested and enthusiastic in learning English online. This study aims to describe the strategies used by English teachers in increasing students' motivation in learning English online.

This study used descriptive qualitative with the method of case study. The data in this study were teachers' strategies in increasing students' motivation in online English learning. Sources of data in this study were the results of observations and interviews with several students at MTsN 6 Tanah Datar. This research was conducted at MTsN 6 Tanah Datar. The informants in this study were three English teachers at MTsN 6 Tanah Datar. The informants were selected using purposive sampling. In this study, the researcher used several theories to analyze the strategies used by English teachers in increasing student motivation in learning English online. El-Seoud et al (2015: 5) are used as the main theory. To test the validity of the research data, the researcher triangulated the results of the observations with the results of the interviews.

The results showed that there were several strategies used by English teachers in increasing student motivation in learning English online. The strategies include: giving video material, accepting students' assignment anytime, giving concise and dense material, using learning games, giving praise/ reward, and evaluating learning process.

**Keywords:** *Teachers Strategies, Students Motivation, Online English Learning*

## **INTRODUCTION:**

Covid-19 outbreak presents its challenges for educational institutions. To fight Covid-19, Government has forbidden crowding, social distancing, and physical distancing, wear masks and always wash hands. Through the Ministry of Education and Culture, the government has banned universities for carry out face-to-face (conventional) lectures and order to organizing lectures or learning online. Brown in Waryanto (2006:12) online learning is learning activities that utilize networks (internet, LAN, WAN) as a method of delivery, interaction, and facilitation that supported by various other forms of learning services in this Covid-19 pandemic, applications that can support online learning such as Google

Classroom, Zoom, and Whatsapp. The application that is often used by teachers is Whatsapp because easier to use.

Although the evolution of technology has grown up, the shift to online learning doesn't work as well. Several factors make it happen such as lack of interaction, isolated learners, and can't concentrate. First, Guo et al (2018:1) state that communication between learners is usually limited to questions and answers like the forum format, the sending and receiving of emails, and the exchange of real-time chat tools between learners and learners. Second, according to Davidson et al in Swan (2017:21) states that the barriers to participation that external students may experience are particularly evident in collaborative learning tasks through group work, group

presentation, and group assessment. Last, According to Handayani (2020:17) many students find difficult to concentrate on class for long periods of time.

In preliminary research, the researcher did observation to some students who learn used online learning at MTs and Junior High School in Batusangkar especially around the environment where the researcher lives. During the observation, the researcher found that students at MTsN 6 Tanah Datar were more interested and excited in English online learning than other students. The Researcher interviewed five students at MTsN 6 Tanah Datar related to this problem on 7 and 10 October 2020 which interviewed did at jorong lantai batu baringin district. Based on the interview with the students, the Researcher found that the students were excited because of their teachers.

Based on the background of the problem above, the writer focuses the research on *Teachers' Strategies in Increasing Students' Motivation in On-Line English Learning at MTsN 6 Tanah Datar.*

## **METHOD:**

Type of this research was used descriptive qualitative method in the study case. In this research, the researcher intended to know teachers' strategies in increasing students' motivation in online English learning at MTsN 6 Tanah Datar. According to Moleong (2010) qualitative research is research that intends to understand the phenomenon experienced by research subjects such as motivation, perception, behavior, holistically, etc.

The informants in this study were 3 (three) English teachers at MTsN 6 Tanah Datar. According to Moleong, (2010) research informants must meet several criteria. Namely: (1) Honest, (2) Reliable, (3) Speaking, (4) the subject is not involved in a particular group, and (5) the subject has certain views about the case.

Instrument of this research was used interview guideline. The interviews were conducted to find out more in-depth information related to teachers' strategies

in increasing students' motivation in online English learning at MTsN 6 Tanah Datar.

The sampling method used in this study was purposive sampling because the study interviewed teachers who taught students who had been observed.

In collect the data the researcher did an interview with teachers at MTsN 6 Tanah Datar. The interview data guideline was only used in the form of an outline of the strategy to be asked to the informants. Interviews are widely used as a data collection tool in qualitative research. They are typically used as a research strategy to gather information about participants' experience, views and beliefs concerning a specific research question or phenomenon of interest (According to Lambert and Loiselle: 2007). After that, the researcher also made a prolonged engagement to check the data trustworthiness of this research. In this step, the researcher interviewed twice to get more information. Technique of data analysis in this research were used data reduction, data display, and data verification. In reduced data, the researcher conducted several activities. He made the interview transcription. Then, provided the code of transcription for each informant as follows: I.1 (Informant 1), I.2 (Informant 2), and I.3 (Informant 3) related to strategy as follows: S.1 (Strategy 1) S.2 (Strategy 2). After that, the researcher displayed the data in tabular form in found out teachers' strategies in increasing students' motivation in online English learning. After reduced and displayed data, the final step was concluded and verified the data. In this activity, the researcher made conclusions and verified the data by concluding teachers' strategies in increasing students' motivation in online English learning.

## **RESULT (S) AND DISCUSSION (S):**

### **Result**

After conducted the interviews, the researcher gets the data about teachers' strategies in increasing students' motivation in online English learning at

MTsN 6 Tanah Datar based on the data below:

### 1. Using Video Material

In this strategy the teacher at MtsN 6 Tanah Datar using the video as material in online learning process. The video material made by the teachers that related to the learning material. In informant 1 and 2, the video that was used as learning material was made by themselves and after that summarizes it first before giving it to the students and ask them to practice the results of the video given. In informant 3, the video material was taken from Google and given to the students, then ask students to interpret the vocabulary related to the video. So, the teacher was used the video related to the learning material to attract the students' attention in online learning process.

It proved by the answer of informant (1) in the first interview on Monday, December 27, 2020.

*R: Apa saja strategi yang miss gunakan dalam meningkatkan motivasi siswa dalam belajar bahasa Inggris secara online?*

**R: What are strategies that you used in increasing students' motivation in online English learning?**

*I (1): "Strategi yang saya gunakan yaitu yang pertama yaitu menggunakan video"*

**I (1): "The strategy that i use is the first one, namely using video"**

The researcher interviewed on Wednesday, December 29, 2020, to check or clarify the first information and the result was:

*I (1): "...Yang pertama yaitu menggunakan video".*

**I (1): "...The first is using video".**

It also proved by the answer of informant (2) in the first interview on Monday, January 11, 2021.

*I (2): "kadang-kadang setelah di Bandicam mungkin minta dari siswanya sendiri apakah buat video percakapan bikin video atau nanti bikin seperti real seperti shortfilm mungkin untuk kelas 7 belum bisa kita cobakan mungkin kalau kelas 7 baru perkenalkan diri melalui video kalau kelas 8 itu pernah saya cobakan dia melakukan percakapan itu pilih tempat sendiri misalnya mungkin situasinya dikelas ya dicari kelas yang bisa dia manfaatkan kalau apa namanya percakapan di halaman apa dikebun"*

**I (2): "Sometimes after Bandicam, maybe ask their own students whether make a video conversation, make a video or later make it like a real one like a short film, maybe for grade 7 we can't try it maybe if class 7 just introduces itself via video when in class and class 8 i have tried him/her to have a conversation, choose his/her own place, for example, maybe the situation is in class, yes, look for a class that he can use if what is the name of a conversation in the yard or the garden"**

The researcher interviewed on Thursday, January 14, 2021 to check or clarify the first information and the result was:

*I (2): "menggunakan Bandicam dalam proses pembelajaran kadang-kadang sekali-sekali juga mengambil bahan yang berasal dari youtube"*

**I (2): "using Bandicam in the learning process, sometimes from time to time also take materials from YouTube"**

Furthermore, it proved by the answer of informant (3) in the first interview on Monday, January 19, 2021.

*I (3): "...memakai video yang ibuk ambil dari google juga ada eee kosakata-kosakata penting yang ibuk sendiri catat dan mereka harus cari artinya ya habis cari artinya dan itu eee video kemudian"*

menjelaskan dan memberikan beberapa catatan karena mereka kelas 7 ibuk harus tahu harus banyak memerikan kosakata gitukan jadi kosakata itu mereka cari sendiri”

**I (3): " using the video that my mother took from Google also had important vocabulary words that the mother herself wrote down and they had to look for the meaning, finished looking for the meaning and that was the video then explained and gave some notes because they are in 7th grade mother. must know that they have to describe a lot of vocabulary, so they find the vocabulary by themselves"**

The researcher interviewed on Tuesday, January 21, 2021 to check or clarify the first information and the result was:

*I (3): "...Ya, lebih banyak video ya video setelah video ibuk miss berikan kemudian memberi penjelasan melalui audio kemudian setelah itu memberikan latihan untuk melihat apakah mereka melihat video itu dan memahaminya"*

**I (3): "... Yes, more videos, yes, videos after the video of Miss Mother was given, then gave an explanation via audio then after that gave practice to see if they saw the video and understood it"**

From the interview, it was confirmed that the informant applied using video material as strategy to increase students' motivation in online English learning.

## **2. Accepting Students' Assignment Anytime**

In this strategy, the teacher did not give time limits to students in collect assignments. This strategy was used because most of the students at MTsN 6 Tanah Datar live outside the city of Batusangkar which is constrained by the network. The teachers give a task to the students related to the

material. After that, the teachers ask the students to collect the task. For the students who have problem in signal or internet, the students can collect the task anytime depend on facilitate and infrastructure that have by the students. The students can also collect the task with bring it to the school.

It proved by the answer that said by the informant (1) in the second interview on Wednesday, December 29, 2020.

*R: Apa saja strategi yang miss gunakan dalam meningkatkan motivasi siswa dalam belajar bahasa Inggris secara online?*

**R: What are strategies that you used in increasing students' motivation in online English learning?**

*I (1): "kami sebagai guru menerima kapanpun dikirim tugas oleh siswa karena kita tidak boleh mempersulit siswa sekarang"*

**I (1): "We as teachers accept whenever assignments are sent by students because we can't make things difficult for students now"**

And, it proved by the answer that said by the informant (2) in the first interview on Monday, January 11, 2021.

*I (2): "pembelajaran melalui google classroom itu penyerahan tugasnya tidak diberi batas waktu karena mengingat kondisi jaringannya aman-aman saja pada waktu pembelajaran ada yang tidak kalau kita kasih batas waktu kemungkinan yang mengumpulkan tidak akan beberapa orang kalau tidak dikasih batas waktu walaupun telat masih bisa mengumpulkan"*

**I (2): "learning through google classroom is not given a time limit because the network is safe at the time of learning, if we give a time limit, it is possible that some people will not collect if they are not given a time limit"**

***even though it is late. can still collect "***

From the interview, it was confirmed that the informant applied not gave the time limit to students in collecting the assignment to make students feel easier in making and collecting the assignment.

### **3. Giving Concise and Dense Material to Students**

In this strategy the teacher give the students concise and dense material to the students. Before the teachers give the material to the students, the teachers make summarize and concise material. The teachers take photo of the material and give it to the students. After that, the teachers ask the students to identification the material. In online English learning, the teachers used this strategy that aims so that the students do not feel difficult to understand the material that provide by the teachers. So, the teacher gives the students concise and dense material so that the students easily to understand the learning material.

It proved by the answer that said by the informant (1) in the first interview on Monday, Desember 27, 2020.

*R: Apa saja strategi yang miss gunakan dalam meningkatkan motivasi siswa dalam belajar bahasa Inggris secara online?*

**R: What are strategies that you used in increasing students' motivation in online English learning?**

*I (1): "...Terus yang keduanya memberikan materi yang sudah diringkas atau di ee diringkas dengan ringkas dan padat"*

***I (1): "...Then the second one provides the summarized material with concise and dense"***

The researcher interviewed to informant 1 on Wednesday, December 29, 2020, to check or

clarify the first information and the result was:

*I (1): "...Terus yang kedua memberikan materi yang sudah diringkas dengan padat dan ringkas agar siswa itu lebih mengerti"*

***I (1): "...Then the second one provides the summarized material with concise and dense so that the students understand better"***

It also proved by the answer that said by the informant (3) in the first interview on Tuesday, January 19, 2021.

*I (3): "...memadatkan materi iya kemudian karena kita esensial materi esensial itu harus padat"*

***I (3): "... compacts matter yes then because we are essential the essential material must be densed"***

The researcher interviewed to informant (3) on Thursday, Januari 21, 2021 to check or clarify the first information and the result was:

*I (3): "...anak itu menyimpulkan membuat catatan sedikit tentang video tadi kemudian eee misalnya perkenalan diri kan apa saja tadi yang diucapkan oleh orang untuk perkenalan diri apa saja poin-poin perkenalan diri kemudian nanti mereka eee mencatatkan poin-poin itu nanti mereka sendiri bikin video tentang perkenalan diri sendiri"*

***I (3): "... the child concluded that he made a little note about the video earlier, then, for example, self-introductions, what were said by people for self-introduction, what are the points for self-introduction, then later they will write down those points. I make videos about self-introductions"***

From the interview, it was confirmed that the informants applied given the material to the students that summarize and dense material so that easily to understand by the students.

### **4. Using Learning Games**

The teacher's strategy was used games related to the material to the students. The teacher applies the games used by Kahood Application. The teachers make a material in form of game that related to English material via Kahood application. After that, the teachers share link about the game and ask the students to enter to the link. The students must answer the question that given by game. This strategy was used by the teacher so that students enjoy learning English online more.

It proved by the answer that said by the informant (2) in the first interview on Wednesday, December 29, 2020.

*R: Apa saja strategi yang miss gunakan dalam meningkatkan motivasi siswa dalam belajar bahasa Inggris secara online?*

**R: What are strategies that you used in increasing students' motivation in online English learning?**

*I (2): "menggunakan aplikasi Bandicam banyak sebenarnya ada Kahod ada Bandicam dan lain sebagainya yang memang intinya membuat anak lebih tertarik untuk belajar"*

***I (2): "using the Bandicam application a lot, actually there is Kahod, there is Bandicam and so on, which essentially makes children more interested in learning"***

The researcher interviewed on Thursday, January 14, 2021, to check or clarify the first information of informant (2) and the result was:

*I (2): "kadang-kadang juga menggunakan Kahod kalau Kahod tidak bisa langsung di Google Classroom tapi dibikin sendiri Kahod itu seperti game-game yang ada di hp anak-anak yang ada seperti who wants to be a millionaire"*

***I (2): "Sometimes Kahod also uses Kahod if Kahod can't go directly to Google Classroom, but Kahod's self-made games***

***are like games on existing children's cellphones such as who wants to be a millionaire"***

It also proved by the answer that said by the informant (3) in the second interview on Thursday, January 21, 2021.

*I (3): "sambil bermain game mereka bisa berbahasa inggris juga kan"*

***I (3): "While playing games they can speak English too, right"***

From the interview, it was confirmed that the informants applied give game related to the material to the students. The game used by Kahood Application and used for making the students enjoy the learning process.

In the second interview for informant 1, 2 and 3, the researchers conducted Prolong Engagement, in which the researcher conducted deeper interviews with informants. At this stage the researcher found several strategies, namely:

##### **5. Giving Praise/Reward**

The teacher's strategy was given praise to the students who work well. In this strategy, the teachers give task to the students. For the students who collect the task early and correct in answer the task, the teachers give appreciate to the students like word "Good Job" and the teachers give reward like books and pens to the students. This strategy was used by teachers to appreciate the results of student work so that students feel more valued for their work.

It proved by the answer that said by the informant (1) in the first interview on Monday, Desember 27, 2020.

*R: Apakah Miss pernah menerapkan strategi berupa memberikan pujian dan hadiah kepada siswa?*

**R: Have you ever implemented a strategy like giving praise and reward to the students?**

*I (1): Ya, biasanya anak-anak ibuk yang ibuk yang ngirim tugas lebih awal berarti dia udah mulai langsung pas tugas dikasih dia langsung bekerja terus eee dia kirim ada yang setengah jam sudah siap saat terus dikasih apa eee kata "good job" gitu kan"*

***I (1): Yes, usually my students who send assignments early mean that they have started immediately when the assignment was given, she immediately went to work and then he/she sent half an hour ready then were given what was the word "good job"***

It also proved by the answer that said by the informant (2) in the second interview on Monday, January 11, 2021.

*I (2): "anak-anak yang aktif itu akan kita kasih pujian misalnya good atau you can do like your friend, im sure you can do all of you apa namanya eee sebenarnya bisa contohnya saja teman kamu bisa tidak menutup kemungkinan kamu juga bisa jadi seperti itu membangkitkan semangatnya"*

***I (2): "The children who are active we will give praise, for example good or you can do like your friend, im sure you can do all of you, what is the name of eee, actually you can, for example, your friends can not rule out you can too. so like that raises his enthusiasm"***

And, based on the answer that said by the informant (3) in the second interview on Tuesday, January 19, 2021.

*I (3): "...Eee sudah pasti berupa pujian ada kalau mereka eee itu dijanjikan pas tatap muka ini akan diberikan gitu kan ketika nanti tatap muka ada reward yang akan ibuk berikan, tunggu ya jadi pas ibuk tatap muka atau ibuk karena sudah ada janji itu ibuk berikan ada yang berupa apakah kado kecil yang isinya buku atau apalah pena semacam itulah gitu kan jadi bagi mereka yang tugasnya lengkap,*

*latihannya lengkap, catatnya lengkap diberi reward"*

***I (3): "... .Eee is definitely in the form of a compliment if they are promised that when they meet face to face, this will be given, right when face to face there is a reward that will be given to you, wait yes, so when you meet face-to-face or mother because it's already there. I promised that mother gave something in the form of a small gift containing a book or something like a pen like that, so for those whose tasks are complete, the exercises are complete, complete notes are rewarded"***

From the interview, it was confirmed that the informants applied given praise and reward to the students who make the task well and active in online English learning process.

## **6. Give Evaluating Learning Process**

In this strategy, the teacher provided a learning evaluation so that teachers and students can find out whether the learning process has been achieved or not. After the learning process, teachers give evaluation like check the students work and give the students quiz and task about the material that has been learned. It aims to know students comprehend about the material. For the students', learning evaluation is very important so that students can find out their abilities and further improve their learning outcomes.

It proved by the answer that said by the informant in the first interview on Monday, Desember 27, 2020.

*R: Apakah Miss pernah menerapkan strategi berupa memberikan pujian dan hadiah kepada siswa?*

***R: Have you ever implemented a strategy like giving praise and reward to the students?***

*I (1): "...Diamati mungkin ada juga yang eee sama tugasnya dengan*

yang ngumpul yang pertama atau mencontek pada waktu itu saya kasih apa tolong ya nak tugasnya dikerjakan sendiri-sendiri kenapa tugasnya sama semua”

**I (1): “.... Observed, maybe there are also those who have the same job as the first one who gathered or cheated at that time. At that time I give, please, son, the tasks are done individually, why all the tasks are the same”**

It also proved by the answer that said by the informant (2) in the second interview on Monday, January 11, 2021.

*I (2): “Itu menggunakan Google Form, menggunakan Google Form yang bentuknya diusahakan bisa bisa semenarik mungkin”*

**I (2): “It uses Google Form, using Google Form which can be made as attractive as possible”**

Furthermore, it proved by the answer that said by the informant (3) in the second interview on Thursday, January 21, 2021.

*I (3): “Ya, setiap siap satu KD itu selalu diberikan evaluasi ya berupa evaluasinya itu ada yang kalau praktek praktek mereka harus mengirimkan misalnya video perkenalan diri mereka harus kirim video perkenalan diri japri pribadi ya yang untuk praktek kalau nanti dalam bentuk apapun eee pengetahuan itu dalam bentuk soal-soal diberi tes ya diberi tes”*

**I (3): “Yes, every KD is prepared, it is always given an evaluation, yes, in the form of evaluation, if they practice practice, they have to send, for example, self-introduction videos, they have to send self-introduction videos of Japri personally, yes, for practice, what kind of things. This knowledge is in the form of questions, given a test, yes, given a test”**

From the interview, it was confirmed that the informants applied learning evaluation to the students. The learning evaluation

useful for the students specifically to know their skills and enthusiastic to increase their skills than before.

## Discussion

Regarding with the data analysis above, it showed there are variety strategies that used by the teachers in increasing students' motivation in online English learning at MTsN 6 Tanah Datar.

The first strategy used by the English teacher at MTsN 6 Tanah Datar was giving video in online English learning process. In this strategy the teachers give a video, the video conveys material to students. After the video was watched by students, the teacher provided exercises in accordance with the video. Also, the teachers ask the students to make the conversation video related to their setting that their chosen. Video has become one of the fastest-moving trends and aims to provide a configurable infrastructure that integrates learning material, tools, and services. This strategy related to the theory of Stempleski & Tomalin in Mohamad et al (2014) states that video has a great motivational potential. Video as material delivery and teacher as task provider.

Second, Accepting students' assignment anytime. In this strategy, the teachers give the students assignment, and ask the students to make it and it can be collected anytime accordance the situation of the students includes the facilities and infrastructure owned by the students. This strategy, only for the students have problems on internet or signal. If the students really can't collect the assignment via internet, the students can collect the assignment with bring it to school. In this way, students do not feel overwhelmed when making



assignment and feel easier in collecting the assignment.

Third, giving concise and dense material to students. In this strategy, the teachers used concise and dense material to the students. Before the assignment provide to the students, the teachers first processed and summarized the material in dense shape. After the material was summarized, the teachers provided the material to the students. In give the material to the students, the teachers take photos of the material and send it to students through groups and asks students to take notes the material. for the next meeting the teacher provided training related to the material given. This strategy related to the theory El-Seoud et al (2015:5) states that design content to be relevant to students' goals and intention to avoid loss of interest in the subject. In addition, according to Dimiyati and Mudjiono IN Rahmawati (2010:97) states that the factors that can influence the students' motivation is the effort is how the teacher prepares themselves in teaching students starting from mastery of the material, how to convey it, interesting students' attention, and organize classroom discipline.

Fourth, using games to students. In this strategy, the teacher using the game to the students in English online learning process. The teacher provided games so that students enjoy the learning process more and do not feel pressured in the learning process when online learning. The game given by the teacher was used Kahood Application. Give the game to the students can make them more attractive in learning process. This strategy related to theory of El-Seoud et al (2015:5) use educational games to support learning material. There are many different apps and sites that

offer fun games to encourage learning in all subject areas.

The last is giving praise/reward to students who perform well. Giving praise by the teacher can be seen as motivation that can change the behavior of the student concerned, related to the cognitive, affective, and psychomotor domains. In this strategy, when the teacher gives assignments to each student, for students who submit assignments early and students who active in online English learning process, so the teacher gives praise and reward such as the word good job or little praise in form books and pens. This strategy related to theory of Dewi (2018:82) which is the teacher's strategy in increasing student motivation in learning is to give awards and praise. The psychological touch was in the form of students feeling appreciated for the efforts made. In addition, According to El-Seoud et al (2015:5) state that help students to gain confidence. This could be easily achieved when students in what they are doing and achieve their goals.

The last one was given evaluating learning process. In this stage, the teacher collects student assignments, then checks and reviews student assignments. And, the teachers give a test to students to find out whether these students can understand the learning material. This aims to make students know how good their abilities are and to make this evaluation as their motivation to learn harder. This strategy related to theory of Carol Ames in Wahyudi (2017:29) states that evaluation procedure he greater the emphasis on competitive evaluation and grading, the more students will focus on performance goals rather than mastery. Low-achieving students who have little hope of either performing well or mastery the task may merely want to get it over with evaluation was very important to apply every time the learning process is completed. This is useful for measuring the ability of

students in understanding the material provided by the teacher.

how to teach English students in online learning.

## CONCLUSION (S) AND RECOMMENDATION (S):

### Conclusion

Based on the research findings and discussion on Teachers' strategies in increasing students' motivation in online English learning at MTsN 6 Tanah Datar, the researcher concludes that the teacher used variety strategies for students in increasing their motivation in online English learning. Based on research findings there are six strategies used by the English teacher in increasing students' motivation in online English learning. They are: 1) Giving video material, 2) Accepting students' assignment anytime 3) Using concise and dense material, 4) Using Learning Games 5) Giving students the praise/reward, 6) Give evaluating learning process.

### Recommendation

1. The English teacher of MTsN 6 Tanah Datar

For the English teacher at MTsN 6 Tanah Datar, the researcher suggests keeping applying his strategies, keep doing creativity during the use of the strategy in teaching English for students in online or offline learning.

2. Other English teachers

For other English teachers, the researcher suggests to imitate and modify the strategies that used by English teachers at MTsN 6 Tanah Datar.

3. English Department of IAIN Batusangkar

For the English department of IAIN Batusangkar, the researcher suggest to added material about

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