THE IMPLEMENTATION OF EXPOSITORY STRATEGY IN ENGLISH

ONLINE LEARNING AND ITS PROBLEMS AT MTSN 6 MADIUN

A THESIS

By:

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ABSTRACT

ARSITA, KUSUMA DEWI. 2021. The Implementation of Expository Strategy in English Online Learning and Its Problems at MTsN 6 Madiun. Thesis, English Education Department, Tarbiyah and Teachers Training Faculty, State Institute of Islamic Studies Ponorogo. Advisor Dr. Tintin Susilowati, M. Pd.

Keywords: Expository, English Online Learning, Pandemic Covid-19

The expository strategy is a teacher-oriented learning approach, so the role of educators is very dominant in the learning process. The English teacher at MTsN 6 Madiun chose expository as a teaching strategy applied in online learning. Expository strategies, especially in learning English with a characteristic that is verbal delivery that is able to encourage students to implement the materials that have been learned in everyday life.

The purposes of this research were to investigate the implementation of expository teaching used in English online learning at MTsN 6 Madiun, to find out the problems faced by the teachers and the students and efforts in solving the problems in online learning at MTsN 6 Madiun.

This research applied descriptive qualitative approach. It was conducted to the eighth grade students of MTsN 6 Madiun in the academic year 2020/2021. The data were collected by observation, interview and documentation. The data were analyzed using three steps of data analysis techniques. They were data reduction, data display, and conclusion and verification.

The research showed that the implementation of expository in English online learning has been going well. There are five steps in implementing the expository. That are preparation, presentation, correlation, generalization, and application. In addition, the students' responses toward this strategy are positive. The students enjoy the learning process and the students easily understand the learning materials. There were some problems faced by the teachers in online learning. They were difficulty of conveying material, difficultlty in controlling the students, the lack of students participation. To face them, the English teacher of MTsN 6 Madiun had some efforts, such as the teacher tries to make learning videos that are interesting and easy to understand, actively contacts the students, establishes good communication and cooperation with the students' parents. Besides that, there were some problems faced by the students. They were the students difficulty in understanding the material, cannot concentrate well when studying online, overwhelmed and bored because of too many assignments, poor internet connection. To face the, the students had some efforts, such as the students look for material that has not been understood through various sources and summarizes the material, study together at a friend's house, to find a place that provides free wifi.

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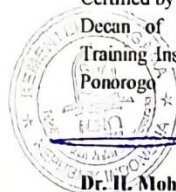
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CHAPTER I

INTRODUCTION

This chapter is an introduction to the research. It escribes how and why the writer choose this topic. The basic details of the research are described as following topics: Background of the Study, Focus of the Study, The Statements of the Problem, The Objectives of the Study, The Significances of the Study, Organizzation of the Study.

A. Background of the Study

As an international language, English has a crucial role in various aspects of human life, such as education, trade, etc. Therefore, English is used as the language of communication that connects people from various countries, including Indonesia. English in some countries is a foreign language that is taught in school.[1] Such as in Indonesia, English has become a foreign language that people and students have used as a means of international communication that can develop education in the world.

Learning English in Indonesia is not something easy for a students. Thompson stated that it would take seven years for someone who speaks a language other than their mother tongue to achieve the same level of proficiency as the academic language that students learning in their mother tongue expect.[2] In teaching English, the lack of students' motivation in the

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[1] Geoffrey Broughton et al, *English as a Foreign Language*: *Second Edition*, (London and New York: University of London Institute of Education, 2003), pg. 6.
[2] Natascha Thomson, *Languagee Teaching Strategies and Techniques Used to Supprot Students Learning in Language other than Their Language Mother Tongue*, (Konseberg International School, 2012), pg. 3.

importance of learning English makes students reluctant to learn, so the teachers must give more motivation to the students. In addition, many students lack vocabulary and think English is a difficult subject, so, during learning, students tend to be passive, afraid to try, and unable to concentrate well. Therefore the teacher must find a way to teach to easily understand the material being taught, such as using supporting learning media such as pictures or video.

Learning English faces various problems. Several research results and reports show that students' mastery of English in Indonesia is generally still low. Sukamerta said that the mastery of English graduates of basic education in Indonesia is not successful compared to other countries such as Malaysia and Singapore. The failure to master English is influenced by non-linguistic factors, such as the environment, culture, educational facilities, students' attitudes, and parents. All these factors significantly affect students' achievement in learning English.

Besides, in linguistics constraint pronunciation of standard English is very different from Indonesian, so it makes the students have difficulty pronouncing it is because, in English, the writing and pronunciation are different, while in Indonesian, the writing and pronunciation are the same. For example, in English, the word 'sleep' is pronounced /sli:p/, and in Indonesian, the word 'tidur' is still pronounced /tidur/. In addition system or structure between English and Indonesia is different as in English, question sentences begin with 5W1H (who, what, when, why, where, how) followed

by a verb and then the subject, or in yes/no questions, start with a verb followed by the subject. Different from Indonesian, the question sentence begins with the subject. In addition, in Indonesian, verbs remain the same in past, present, and future situations. It is different in English, which has 16 different tenses, so the verb is adjusted to the tenses used.[3]

Learning English that is often encountered in Indonesia is using face-to-face English learning in the classroom. It emphasizes the direct interaction between the students and the teachers. The teacher enters the classroom and begins learning with many students in one study group or class.

In face-to-face learning of English in schools, the teachers and the students can take advantage of the facilities provided by the school as a learning medium that supports the learning process such as language laboratories for learning English such as listening, blackboards to make it easier for the teachers to explain lessons to students and so on. The teacher directly controls the students and ensures that the material that has been delivered can be understood by the students.

Recently face-to-face learning in the classroom cannot be implemented due to the coronavirus outbreak. With the existence of Covid-19, the education system in Indonesia has changed. One of them is the government's decision to move the learning process from school to home or distance learning systems, especially for areas infected with the virus. Learning from

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[3]Agus S, Mukhtakul A, *E-link Journal,* English Curriculum Developmentof Elementary School at SDNU Banat Banin Lamongan, 2020, vol. 7, no. 1, pg. 30.

Home or online learning during the pandemic is carried out using the Distance Learning system. The distance learning system is a learning system whose learning process is without face-to-face directly between teachers and students, but online learning using the internet network.

One of the schools that implement online learning is MTsN 6 Madiun . in MTsN 6. In learning English at MTsN 6 Madiun, the teachers and the students carry out learning activities together, at the same time, using e-learning such as madrasah e-learning web, google classroom, WhatsApp, zoom. In teaching activities using e-learning, the teacher prepares materials to be taught in various forms and strategies, such as using video, music, or songs. These pictures match the learning material. It can also be a summary of the material or reading in pdf or documents related to the material.

Then the materials are uploaded and distributed to all students during the learning activities. The students are required to access the internet to obtain material and participate in learning activities. Students can continue to interact with the teacher using chat or discussion forums that the teacher has provided to ask about materials that students have not understood during learning activities. The teacher can also find out the students' level of understanding by giving assignments, then, the students work on and upload or send them to the teacher.

Teaching and learning strategy has an important role. The use of strategies by the teacher in learning activities can facilitate the learning process to achieve optimal goals or results in learning. The used strategy in

learning can accelerate the learning process for both teachers and students because each step in the learning process is neatly arranged so that the students can easily understand the material. Teaching and learning that are carried out without a strategy mean that the teaching and learning activities can cause deviations or not achieve the goal.[4] Many strategies can be applied and developed in teaching and learning activities. A good teacher or lecturer must be able to make students feel happy and comfortable in the teaching and learning process.[5]

In learning, many strategies are applied or used by the teacher so that the learning process is more focused and can achieve goals. A good teacher or lecturer should make students feel happy and comfortable in the teaching and learning process.[6] There are some strategies commonly used in learning: problem-based learning, cooperative or collaborative learning, contextual teaching and learning (CTL), expository teaching, inquiry-based learning, task-based learning, demonstration, role-playing, and many more strategies can be used in the learning process. In learning activities, no learning strategy is considered better than other strategies. Whether or not a strategy can be seen from the needs, conditions of students, and whether or not the strategy is effective in achieving learning objectives.[7]

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[4] Made Wena, *Strategi Pembelajaran Inovatif Kontemporer*, (Jakarta: umi aksara, 2013), pg. 3

[55] Yani Lubis, *The Effect of Teaching Strategy on Students' Achievement in Learning Phonology,* (FITK UIN Sumatera Utara, 2018*),* pg. 5.

[6] Yani Lubis, The Effect of Teaching Strategy on Students' Achievement in Learning Phonology, (FITK UIN Sumatera Utara, 2018), pg. 5.

[7] Harumni, *Strategi dan Model-Model Pembelajaran Aktif Menyenangkan,* (Yogyakarta: UIN Sunan Kalijaga, 2009), pg. 119.

Nowadays, the learning system has changed from face-to-face to learning from home or online learning. Strategies are needed that can make online learning more accessible. The use of appropriate strategies necessary during online learning in the pandemic are strategies that can increase students' interest and enthusiasm in following online learning, including preparing effective and fun learning strategies with material that is short and clear, easy to understand, interesting, and adapted to the material.[8] Learning with an online system is very different from face-to-face learning. In school, students can freely ask questions directly about subject matter that is unclear and not yet understood. However, when online learning students only study alone at their respective homes, there are no friends or teachers who can interact directly with each other, making students bored or having difficulty in the learning process. Therefore, the use of a simple, interesting, and meaningful strategy is needed. Simple media in terms of affordable costs, easy to use by the teachers and the students in the learning process. Interesting means not dull and can foster students' enthusiasm for learning.[9]

The application of expository strategies can improve the students' achievement in learning English learning. According to Peni R, she stated that the application of expository strategies could improve the students' achievement in learning English. This can increase the students' activity in learning English, increasing students' interest and thinking ability. Applying

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[8] Sutarto et al, *Jurnal Konseling dan Pendidikan,* Teacher Strategies in Online Learning to Increase Students' Interest in Learning During Covid-19 Pandemic, 2020, Vol. 8, No. 3, pg. 132

[9] Ibid, pg. 134

expository strategies in English teaching and learning activities can stimulate students' attention to the subject matter, arouse the students' learning motivation, improve the student learning outcomes, and the student's knowledge so that mastery of the subject matter is good enhances learning achievement in English.[10]

There are several strategies that teachers can use in online learning, such as project-based learning, task-based learning, lecturing, blended learning, etc. Vit Ardhiyantama et al. found in their research entitled "Project-based learning as the alternative for distance learning in the covid-19 outbreak".

Project-based distance learning during the pandemic can be used to overcome learning problems such as internet networks, limited bandwidth cap, hand paper test assignments. Although it is not far from the learning projects carried out in class, the modification can be done according to the needs and availability of facilities. Considering students who are getting bored with distance learning, this research can be used as a fun learning process variation. By implementing project-based learning, students get cognitive, social, affective, psychomotor, and other skills. Teachers can take advantage of learning resources around students and monitoring through online applications that are considered the most suitable for their conditions.[11]

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[10] Peni R, *The Implementation of ekspository Method to Increase Students' Achievment in English*, 2015, Vol.1, No. 9.

[11] Vit Ardhyantama, *Indonesian Journal of Primary Education,* Project-Based Learning as the Alternative for Distance Learning in Covid-19 Outbreak, 2020, vol. 4, no. 2, pg. 26.

Furthermore, research conducted by Paraz Putri in her study entitled "an analysis of English teaching activities at the pandemic era at SMPN 1Boplang" found that online learning activities carried out by teachers when teaching English during the COVID-19 pandemic were using lecturing and task-based learning. The teacher carries out the lecturing by providing a photo in a summary of the material, then explained orally using voice notes and sent to the WhatsApp group. The teacher also uses task-based learning. The teacher gives some tasks to the students send by WhatsApp group, then students do the homework and send it to the WhatsApp group. The tasks have two functions, assessment and showing their presence.[12]

There are several previous studies related to the application of expository in learning English. The first is a research conducted by Ramadhandi Muslimin and Kaharuddin entitled "The Impact Of Expository Method To Speaking Skills At Mts Madani 2020/2021 Academic Year". In his research, he found that the application of expository strategies can improve the speaking skills of MTsN Madani students. The results of the two tests evidence this.

Pre-test and post-test where the experimental group got better performance than the control group. In the statistical analysis, the two groups' mean pre-test and post-test scores showed an increase in student achievement. The experimental group performed better than the control group. In conclusion, students' speaking skills improved. The second research was

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[12] Paras P, Thesis: *An Analysis of English Teaching Activities in Pandemic Era At SMPN 1 Doplang*, Surakarta: Universitas Muhammadiyah Surakarta, 2020, pg. 8-10.

conducted by Lutfi Azizah with the title Learning Strategy To Enhance Reading Comprehension Ability In Procedure Text Among The Tenth Grader Students Of MA Ma'arif 9 Kotagajah Central Lampung".   This research found that an expository learning strategy can enhance students' reading comprehension ability in procedure text among tenth graders at MA Ma'arif 9 Kotagajah, Central Lampung. By applying the expository strategy in reading comprehension, the average pre-test showed an increase in these results. The average of the post-test is higher than the pre-test.

The student's average score in the pre-test was 58, the average score in post-test I was 67, and the average score in post-test II was 78.

The last one is research conducted by Umi Nur Azizah titled "Application of Expository Strategy In English Learning At MTs Al-Hidayah Purwokerto Barat Banyumas." In this research, she found that the application of expository strategies is very effective in learning English because, in this strategy, the teacher is active, creative, and innovative. Make students not bored during the learning process, so that it dramatically affects the improvement of student achievement. The application of expository strategies at MTs Al-Hidayah Purwokerto Barat has been carried out well and provides changes in good learning outcomes for students. Sometimes some students are less enthusiastic about learning, but the teacher can overcome this so that the learning process runs again effectively.

The MTsN 6 Madiun school also carried out online learning during the pandemic. According to previous observations at MTsN 6 Madiun in English

online learning, teachers use expository teaching. Expository learning is a learning strategy that emphasizes delivering material verbally from a teacher to a group of students with the intention that students can master the learning material optimally. In this learning strategy, the learning material is delivered directly by the teacher. According to Ulit, expository learning is known as direct instruction in which the teacher's role is as an information giver. Its means the teacher gives direct instruction learning by explaining the learning material.[13] The teacher prepares and delivers all English material to be taught in explanation videos and files to students via WhatsApp. Students are no longer looking for learning material and only need to listen to the explanations given by the teacher through the video.

Many students and teachers go through difficulties in online learning during a pandemic, especially in junior high school. Even though the e-learning technology used today is increasingly sophisticated, many problems arise, are felt, and experienced by the teachers and the students. Many students find it difficult to understand the learning material because sometimes the teacher only provides the material without explaining it. Some students cannot concentrate well when studying at home due to environmental factors such as doing housework, noisy environment, and others. Besides that, the students are also overwhelmed by the teacher's assignments in all subjects because some teachers only provide assignments. Besides that, they are also bored because all day during online learning, the

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[13]Lutfi Azizah, Thesis: *Using Expository Learning Strategy to Enhance Reading Comprehension Ability in Procedure Text Among The Tenth Grader Students of MA Ma'arif 9 Kota Gajah Lampung Tengah*, (Lampung:IAIN Metro, 2020), pg. 26.

students only stare at the screen or laptop, and there is no direct interaction with friends or teachers during learning.

In addition, there are also many obstacles and problems experienced by the teachers during the implementation of learning using e-learning. One of them is that teachers find it difficult to control students when learning activities occur because of the lack of interaction between the teacher and the students. In learning using e-learning, the teacher must convey the material as simple as possible to make the students understand what the teacher gives even though it is not facing to face.

Besides that, technical problems also arise, such as an unstable internet connection, difficulty in operating the platform used during online learning, and less fortunate students will find it difficult to buy data for online learning. In research by Rochayani and Arif the entitled "strategies and problems faced by Indonesian teachers in conducting e-learning system during a covid-19 pandemic outbreak," found six problems arose during e-learning. The teaching problems were the teachers' disability in accessing technology, school facilities supporting e-learning, the difficulties in explaining material, students' limitation in accessing the internet, students' economycally disadvantaged family background, and parents' support system.[14]

Based on the disc the portion above and the observation at MTsN 6 Madiun, researchers are economically observing and investigating the implementation of Expository in online learning and the problems faced by

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[14] Lestiyanawati R, Widyantoro A, *Journal of Culture, Literature, linguistics, and English Teaching*, Strategies and Problems Faced by Indonesian Teachers in Conducting E-learning System During Covid-19 Outbreak.

the teacher and the students during online learning MTsN 6 Madiun. Therefore, researchers became curious and tried to research it with a study entitled "THE IMPLEMENTATION OF EXPOSITORY STRATEGY IN ENGLISH ONLINE LEARNING AND ITS PROBLEM AT MTSN 6 MADIUN."

B. **Focus of the Study**

The researcher focused on analized the implementation of expository strategy in English online learning used by the teacher at MTsN 6 Madiun and what were the problems faced by the teachers and the students in online learning during the Covid-19 Pandemic.

C. **The Statements of the Problem**

Regarding the background and research focus, the statement of the problems are formed into:

1. How does the teacher implement expository strategy in English online learning at MTsN 6 Madiun?

2. What are the problems faced by the teachers and the students in online learning at MTsN 6 Madiun?

D. **The Objectives of the Study**

According to the statement of the problem, these are the objectives of this research described by researcher:

1. To investigate the implementation of expository strategy used in English online learning at NTsN 6 Madiun.

2. To find out the problems faced by the teachers and the students in using online learning learning at MTsN 6 Madiun.

3. To ivestigate the efforts by the teachers and the students to overcoming problems in online learning.

E. The Significances of the Study

The findings of this research are expected to give contribution both theoritical and practically.

1. Theoritical Significances

This research will provide information related to the English teaching strategies used by the teachers in online classes. In adddition, it can provide descriptive adventages for future researchers that want to study the same case.

2. Practical Significances

1. For the teachers

This research is expected to be useful for English teachers in Indonesia regarding the use of English teaching strategies through online learning. So, the teachers can improve the quality of the English teacing and learning process to be more fun, active, effective, and efficient even though using E-learning.

2. For the students

By using the right teaching strategy, the students are expected to have fun in the teaching and learning procss through online learning. Also the students can easily understand the material presented by the

teacher eventhough they are not face-to-face, they will not find it difficult and bored to learn English online but they will feel enjoy.

3. For the institution

This research is hoped that the institution can improve the quality of learning in online learning, especially at MTsN 6 Madiun.

F. Organization of the Thesis

To make the readers easy in understanding the content of the study, this thesis is divided into six chapters which related to one another and compiled systematically.

The first chapter is introduction that consists of background of the study, research focus, statement of the problems, objectives of the study, significances of the study, and organization of the thesis.

The second chapter is previous research findings and theoretical framework which explains the previous study related to this research and some theories about grammar learning strategies, teaching grammar, tenses and covid-19.

The third chapter is research method where covers research design, researcher's role, research setting, data source, technique of data collection, technique of data analysis, checking validity of findings and research procedures.

The fourth chapter is research findings that describe general data description such as background of MTsN 6 Madiun, motto, vision and

mission of MTsN 6 Madidun, profile of MTsN 6 Madiun, teachers and students of MTsN 6 Madiun, specific data description related to the research.

The fifth chapter is discussion. It contains the discussion of the research as the answer of research questions mentioned before.

The sixth chapter is closing which explains the conclusion of the research and recommendations for the further study to make the better study.
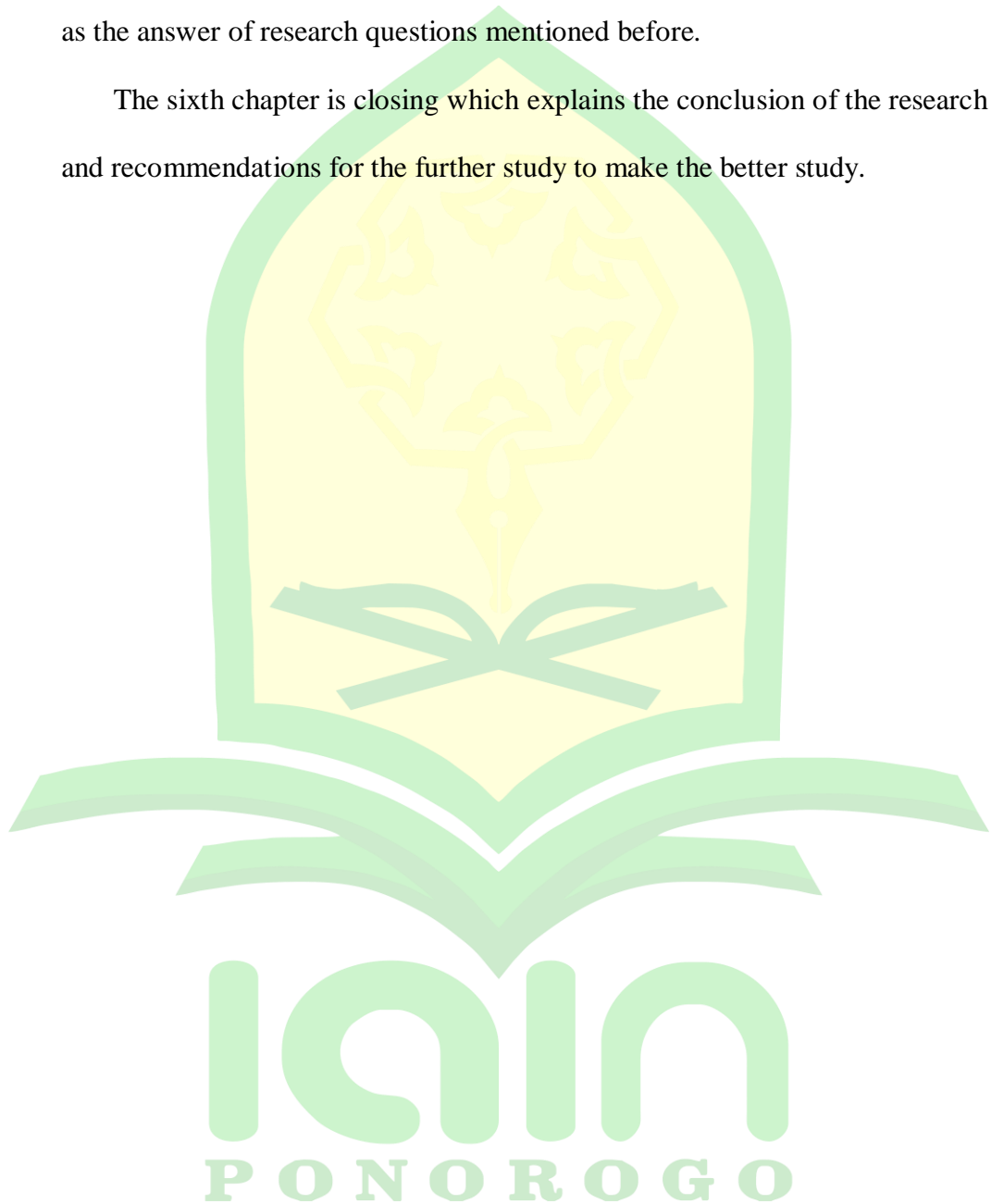
CHAPTER II

PREVIOUS RESEARCH FINDINGS AND THEORETICAL

FRAMEWORK

This chapter presents the previous reserach findings. Also this chapter consists of the theoritical framework of the related literature that relevant to the topic that is about the expository strategy, online learning, problem in online learning.

A. Previous Research Findings

On this previous study, researcher confirms previous researchs which ever conducted by other researchers before.

First research was presented by Lutfi Azizah with the title "*Using Expository Learning Strategy to Enhance Reading Comprehension Ability In Procedure Text Among the Tenth Grade Students of MA Ma'arif Kota Gajah Lampung Tengah*". The researcher used classroom action research (CAR). This research was done in two cycles. Each cycle is consists of planning, action, observation, and reflection. The result in cycle 1 showed that the average percentage of active students 43% and in the cycle 2is 78%. The average pre-test showed an increase in these result. The average of post-test is higher than pre-test. The students' average score in pre-test was 58, the average score in post-test I was 67, and the average score in post-test II was 78. The students' precentage who passed the minimum standart of criteria (MSC) in pre-test was 25%, in post-test I was 43%, post-test II was 78%.

Based on the result expository learning strategy can enhance students' reading comprehension ability in procedure text among tenth graders at MA Ma'arif 9 Kotagajah Lampung Tengah. both of this research focus on the use expository strategy in learning English. The differences are in the research conducted by Lutfi Azizah conducting classroom action research (CAR) and the research focused on the aplication of expository to improve students' reading comprehension. While the study conducted by researcher used descriptive quqalitative and focused on implementation of expository in English online learning.

Second research was conducted Rusminingsih with the title "*Implementation of Expository Methods to Increase Students' Achievement in English*" this research used Classroom Action Research and the research conducted at SMP Negeri 2 Kalipuro. Based on action research class and initial condition test results, cycle I, and cycle II. The results of the value of learning English in cycle 1, students who get a value of 9 are 3 students or 7.5%, a value of 8 is 4 students or 10%, a value of 7 is 5 students or 12.5%, a value of 6 is 8 students or 20% , the value of 5 is 9 students or 22.5%, the value of 4 is 7 students or 17.5%, the value of 3 is 4 students or 10%. In the second cycle, students who got a score of 9 were 7 students or 17.5%, a score of 8 was 7 students or 17.5%, a value of 7 was 8 students or 20%, a score of 6 was 12 students or 30%, a value of 5 there are 6 students or 15%.

From these results, it can be concluded that by applying the expository method in learning English, it can be improve student achievement class 8 B

3 Kalipuro in English lesson. Both of this research focuse on the use of expository srtategy in learning English. The differences are in the research conducted by Rusminingsih focusedd on applying expository to improve students' achievement in learning English. This research was conducted in offline learning activities. While the research conducted by researcher focused on the implementation of expository inn English online learning in the middle of the Covid-19

Third research was conducted by Rochyani Lestiyanawati and Arif Widyantoro with the title "*Strategies and Problems Faced by Indonesian Teachers in Conducting E-learning System During Covid-19 Outbreak*". This research used a descriptive qualitative approach which analyse the strategies used by teacher and teaching problem in conducting e-learning. The findings showed that were there three teaching strategies used by teacher, there were using online chat via whatsapp and google classroom, using teaching and learning video, video conference via zoom and google meet, and also combining both in teaching using e-learning.

Besides that the reasearcher foun 6 problems in teaching using e-learning. The teaching problems were: the teachers' disability in accesing technology that used in oline learning, school facilities in supporting e-learning, difficulties to delivered material, students' limitation in accessing technology that used in online learning, economic limitations of the students' parents, parents support system in conducting e-learning. Overall, the teachers tried their best by using various strategies in online learning using e-

learning and facing the problems that occur when using e-learning. Same as the study conducted by Rochayani and Arif both use qualitative research design and focused on the srategy used by the teacher when online learning, also problems faced by the teachers. The difference are this research focused in one strategy. That is expository srtategy. In this research not only focused in problems faced by the teachers but also focused in the problems faced by students in online learning.

This research is important to do because with this research, the researcher can help to solve problems faced by the teachers and students who face learninng difficulties during the Covid-19. In addition, this research is expected to be useful for English teachers in Indonesia regarding the use of expositoru strategy in English online learninf. So, it can help the teachers to improve the quality of the English online learning. This research is also important, so that the teachers and students know and anticipate if there are problems that occur when online learningcan be overcome with the data from the results of this research.

B. **Theoretical Framework**

This chapter presents a review of the literature related of the problem of the study. It consists of four sections. That are about expository strategy, online learning, problem in learning, and English online learning.

1. **Expository Learning**

Expository learning is a learning strategy that emphasizes the process of delivering material verbally from a teacher to a group of

students with the intention that students can master the learning material optimally. In this learning strategy, the learning material is delivered directly by the teacher.[15]

Roy Killen stated that, teacher-centered approaches are sometimes seen as direct instruction, deductive teaching or expository learning. Where in this learning the teacher has a dominant role, which means that the teacher plays an active role in learning activities such as explain the material directly to students. In adition, the teacher has the right to controlling learning activities such as the material to be taught and the information needed by students to learn.[16]This means that the teacher provides an explanation to the students that the material is in accordance with what has been prepared.

According to Ulit, expository learning is known as direct teaching where the role teacher in learning activities as information giver to students.[17] This means that the teacher provides direct instruction by explaining the learning material.

From definitions above, the researcher concludes that the expository learning strategy is a teacher-centered learning strategy

[15] Lutfi Azizah, Thesis: *Using Expository Learning Strategy to Enhance Reading Comprehension Ability in Procedure Text Among The Tenth Grader Students of MA Ma'arif 9 Kota Gajah Lampung Tengah*, (Lampung:IAIN Metro, 2020), pg. 26-27.

[16] Roy Killen, *Teaching Strategies for Outcomes-Based Education*, (Cape Town: Juta & Co., 2007), pg. 78.

[17] Ulit and Enriqueta, *Teaching the Elementary School Subject,* ((Manila: Boo Store, 2004), pg 235.

where the teacher explains the material directly to students and the students comprehend the delivered materials.

a. **The Characteristics of Expository Learning**

There are several characteristics of expository learning. First, in this strategy the delivery of material by the teacher is done verbally or by speaking orally. This strategy is also known as the lecturing strategy. Second, the learning material presented is prepared by the teacher, such as facts and certain concepts. Third, the main objective of expository learning is mastery of the learning material itself. This means that after the learning process ends, students are expected to understand correctly by being be able to re-express the material that has been explained.[18]

b. **The Principles of Expository Learning**

1) Goal-oriented

In applying the expository learning strategy, the teacher should formulate learning objectives clearly. Learning objectives must be formulated to measure the competency-oriented behavior that must be achieved by students. This is important because specific goals allow the teacher to control the effectiveness of using learning strategies.

2) Communication

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[18] Harumni, *Strategi dan Model-Model Pembelajaran Aktif Menyenangkan,* (Yogyakarta: UIN Sunan Kalijaga, 2009), pg. 117.

The learning process can be said to be a communication process where there is a process of delivering messages or information from someone (message giver) to other or a group of people (message recipient). The communication system can be said to be effective if the message conveyed can be received and understood by the recipient. The principle of communication is very important to note because the expository strategy emphasizes the process of conveying information from teacher to students.

3) Readiness

Student will respond quickly to any stimulus provided by the teacher when they are ready to learn. This means that students can receive the information provided by the teacher when they are ready. The teacher should make students ready both physically and psychologically, to receive lessons.

4) Sustainability

In the expository learning process students are required to further study the learning material that has been explained. Learning does not only take place at that time, but also for the next time. Successful expository is when the information delivery process can lead students to the situations of imbalance,

thus encouraging them to seek and find or gain insight through the independent learning process.[19]

c. Implementation Prosedur of Expository Learning

1) Preparation

The success of the implementation learning using the expository strategy is depend on the preparatory step. The objectives to be achieved in preparation are: to get students out of a fit mental state, arise student motivation and interest to learn, stimulate and arise student curiosity, and create an atmosphere and an open learning climate.

2) Presentation

The presentation is the step in delivering the subject matter in accordance with the preparations that have been made. In the presentation process the teacher should think about how the subject matter can be understood by students easily.

3) Correlation

The correlation is the step of connecting the subject matter with students' experiences or with other things. The correlation step is carried out aimed at giving meaning to the subject matter, both meaning to improve the knowledge structure that students to have and meaning to improve the quality of students' thinking abilities.

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[19] Harumni, *Strategi dan Model-Model Pembelajaran Aktif Menyenangkan,* (Yogyakarta: UIN Sunan Kalijaga, 2009), pg. 119-121.

4) Generalization

Generalization is a stage to understand the essence of the learning material that has been presented.The generalization step is an important step in the expository strategy, because through this step, the students can take the essence of the presentation process.

Generalization can be done in several ways.First, repeating the main points of the material.In this way, students can grasp the essence of the material that has been presented. Second,givingsome questions that are relevant to the material that has been presented. In this way, it is hoped that students can recall the entire subject matter that has been discussed.Third,mapping through the mapping of the relationship between materials.

5) Application

The application is a step to see students' abilities after they have listened to the teacher's explanation. Through this step the teacher can find out the extent to which students master and understand the subject matter. Techniques that are usually carried out in this step include giving students assignments or tests that are relevant to the material.[20]

d. **Strenght and Weakness of Expository Learning**

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[20]*Ibid,* 123-127.

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1) Strenghts of Expository Learning

The expository learning strategy is a learning strategy that has several advantages, including:

- With the expository learning strategy, the teacher can control the sequence of learning material, so the teacher can find out the extent to which students understand the subject matter.

- The expository learning strategy is considered very effective if the subject matter that students must master is wide enough while the time they have for learning is limited.

- Through the expository learning strategy, besides being able to hear the teacher's explanation of the subject matter, students can also see or observe (through demonstrations).

- This learning strategy can be used for classes that have a large number of students.

2) Weaknesses

Besides having advantages, the expository strategy also has weaknesses, including:

- This learning strategy only can be applied to students who have good listening skills. For students who do not have this ability, it is necessary to use another strategy.

- This strategy can not serve the differences of each individual both differences in ability, knowledge, interests, talents, and learning styles.

- It is difficult to develop students' socialization skills, interpersonal relationships, and critical thinking, because they are mostly given through lectures.

- The success of the expository learning strategy really depends on what the teacher has done, such as preparation, knowledge, self-confidence, enthusiasm, enthusiasm, motivation, and various abilities such as the ability to speak (communicate), and the ability to manage the class.

- The communication pattern of the expository learning strategy is one-way communication, so the opportunity to control student understanding is very limited. In addition, one-way communication it occurs because the teacher fails to facilitate the students' basic knowledge needs.[21]

2. Online Learning

a. The Definition of Online Learning

Online learning is learning that can be done anywhere and anytime, depending on the needs of human resources (instructors, lectures, teachers, and students) who carried out these online learning activities. Online learning is learning done electronically using the computernand internet.[22]

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[21]*Ibid,* 128-129.

[22]Dabbagh and Ritland, *Online Learning: Concept, Strategies, and Aplication*, (New Jersey: Pearson Education, 2005), pg. 15.

According to Naidu stated that "online learning is a learning system that uses information and communication technology". Online educational or learning activities are carried out by individuals or groups who work online or offline, through networked or independent computers and other electronics.[23] In addition, Indrakusuma and Putri stated that Online Learning is "an abbreviation of Electronic Learning which is a new way of the learning process that uses electronic media, especially the internet as a learning system".[24]

Through online learning, the material provided to students is flexible, meaning that it can be accessed anytime and anywhere. In addition, students get material that can be enriched or equipped with various supporting learning sources including multimedia that can be supported by the teacher.[25]

From the explanation of the experts above, it can be concluded that Online Learning is a learning system that is carried out by utilizing electronic media, especially the internet. This learning system model makes it easy for teachers and students because learning can be done anytime and anywhere.

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[23]Putri Ayu, *Students' Perception of Online Learning at English Education Department Faculty of Tarbiyah and Teacher Training of IAIN Tulungagung*, (STAI Tulungagung, 2020), pg. 9-10.

[24] Indrakusuma and Putri, *E-learning: Teori dan Desain*, (STKIP IAIN Tulungagung, 2016, pg. 2.

[25]*Ibid*, pg. 9.

b. The Characteristics of Online Learning

There are several characteristics of online learning are as following:

- The students' capture of learning material does not depend on the teacher or instructor, because students construct their own knowledge through teaching materials delivered through online learning.

- Knowledge sources are everywhere and can be easily accessed by everyone. This is due to the globalized nature of the internet media and can be accessed by anyone who is connected to it.

- Learners or educational institutions have function as mediators or mentors.

- Restructuring of education system policies, curriculum, and management can support the application of Information and Communication Technology for education optimally.

The four characteristics above are what distinguish online learning from conventional learning activities. In online learning, students' comprehension of learning material no longer depends on the teacher or student, because students process their knowledge through teaching materials delivered through the online learning

application interface. In online-learning, knowledge sources are scattered everywhere and can be easily accessed by everyone.[26]

c. Advantages and Disadvatages of Online Learning

1) Advantages of Online Learning

There are the advantages of online learning as following:
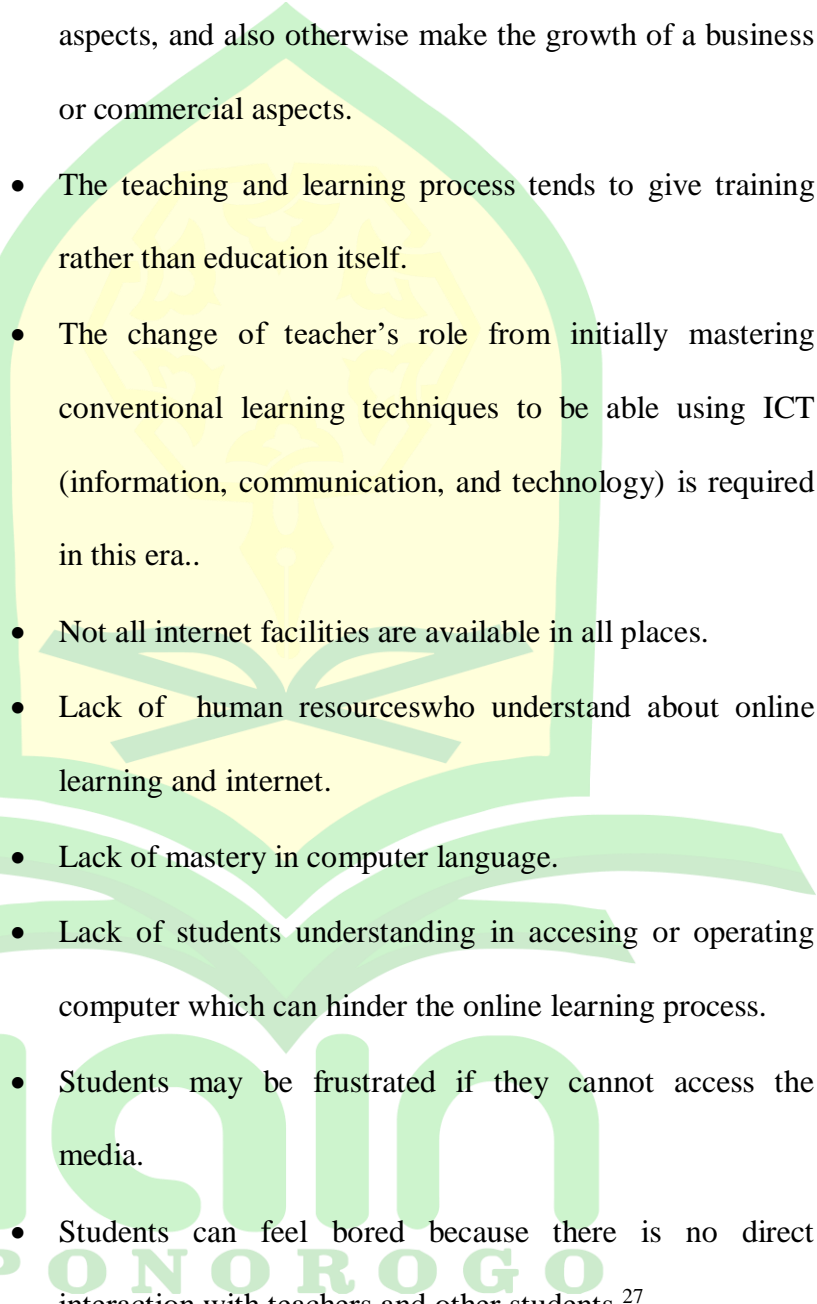
- Easier to absorb, it means that Online Learning can use multimedia facilities in the form of an image, text, animation, sound, and also video.

- More cost-effective, it means that used online learning does not need an instructor. There is also no need for a minimum audience. So it can be anywhere.

- More concise, it means thatlearning online learning does not contain much class formalities, directly into a subject, subjects as needed.

- Available 24 hours per day. It means that mastery in the material depends on the enthusiasm and also the absorption of students, can be monitored, can be tested by e-test.

2) Disadvantages of Online Learning

The disadvantages of online learning are as following:

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[26]Putri Ayu, *Students' Perception of Online Learning at English Education Department Faculty of Tarbiyah and Teacher Training of IAIN Tulungagung*, (STAI Tulungagung, 2020), pg. 9-10.

- Lack of an interaction between teacher and student or even between students themselves.

- This tendency can ignore the academic aspects, social aspects, and also otherwise make the growth of a business or commercial aspects.

- The teaching and learning process tends to give training rather than education itself.

- The change of teacher's role from initially mastering conventional learning techniques to be able using ICT (information, communication, and technology) is required in this era..

- Not all internet facilities are available in all places.

- Lack of human resourceswho understand about online learning and internet.

- Lack of mastery in computer language.

- Lack of students understanding in accesing or operating computer which can hinder the online learning process.

- Students may be frustrated if they cannot access the media.

- Students can feel bored because there is no direct interaction with teachers and other students.[27]

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[27] Indrakusuma and Putri, *E-learning: Teori dan Desain*, (STKIP IAIN Tulungagung, 2016, pg. 7.

3. Problem in Online Learning

Learning problem is obstacles that occur when learning activities take place so that too achieve a learning goal is hamperedd and not optimal. According to Dimyati and Sudji Learning Problems are difficulties or obstacles that hinder learning. Learning Problems are obstacles or problems in the teaching and learning process that must be solved in order to achieve maximum goals. So, what is meant by online learning problems are problems or obstacles in online learning that still cannot be solved so that achieving goals is hampered or not optimal.[28]

From the above understanding, it can be concluded that Online Learning Problems are problems or obstacles in the teaching and learning process that is carried out remotely and using online media that can hinder, complicate or result in failure in achieving learning objectives. So that the goals of online learning can be achieved optimally, problems must be solved properly and in the right way.

4. English Online Learning

English is one of the languages which is learned around the world because English is an international language that covers all global aspects whether for children, student exchanges to foreign universities, entrepreneurs, wholesalers, or high officials. English is an international language that is used as a language of communication

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[28] Izza Umaroh, *Problematika Pembelajaran Daring Masa Pandemi Covid-1 Mata Pelajaran PAI Bagi Peserta Didik SMP Negeri 23 Surabaya*, UIN Sunan Ampel Surabaya, 2021, pg. 31-32

that connects all nations and countries around the world.[29] So it can be concluded that according to English is an international language that it is the most widespread medium of international communication.

Learning English is developing the ability to speak English in a contextual and acceptable manner according to the context and conditions and daily situations of students.[30] According to English online learning is technology-based English learning that utilize the resources of the Internet, intranets, and extranets. English online learning is English learning that utilizes internet technology to distribute learning materials, so that students can access them from anywhere.[31]

So from the above understanding. It can be concluded that online English learning is English language learning that uses technology such as the internet to provide material to students, so that students can learn anywhere and anytime.

[29] Lister.co.id, *The Important of English Languag*, accessed from: https://lister.co.id/menurut-para-ahli-pentingnya-bahasa-inggris/, accessed date: 21 june 2020, time: 21:45.

[30] Iriyani Kesuma W, *Pembelajaran Bahasa Inggris di Sekolah Dasar*, STKIP YUPP, 2017.

[31] Risa Rakhmania et al, *Jurnal Penelitian Bahasa Inggris*, Students, Perception on Online Learning During Covid-19 Pandemic Era, 2020, Vol. 3, No. 2.

CHAPTER III

RESEARCH METHODOLOGY

In this chapter the reseacher would like to explain the method of this research. It consists of research approach and design, the researcher' role, research location, data sources, data collection technique, data analysis, checking validity.

A. Research Approach and Design

In this study, the researcher uses descriptive qualitative research that focuses on the implementation of expository in English online learning and the problems arises during online learning. Qualitative research is used to describe and analyze the abilities, forms, uniqueness, variations of words produced by the teacher in the e-learning class and the problems faced by teachers and students in learning using e-learning.

According to Creswell qualitative research is a research with an approach to understand the meaning of individual or group and explore social or human problems.[32] Furthermore, Sutopo and Arief stated that qualitative is a study aimed at doing a description and analyzing of a phenomenon, event, social activity, attitude, perception of each individual or in a particular group. This type of research was inductive, where data at the location would be the main source of the phenomenon and problems in the observation process.[33]

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[32]John W. Creswell, Research Desaign Qualitative, Quantitative, and Mixed Methods Approach, (California: Sage Publication, Inc, 2014)

[33] Tari, *An Analysis Of Teachers' Strategies On English E-Learning Classes During Covid-19 Pandemi*, (IAIN Salatiga, 2020), pg. 47-46.

So it can be concluded that descriptive qualitative trying to describe a social phenomenon in the form of words. The main purpose of descriptive. research is to describe the state of view as it exists today. Simply stated, this is a fact-finding investigation. In descriptive research, conclusions can certainly be accepted, but it does not build a cause and effect relationship.

B. The Researcher's Role

In qualitative research, the researcher acts as a primary data collection instrument which requires the identification of personal values, assumptions and biases at the beginning of the study.[34] As an instrument in research, a researcher must be an interviewer, observer, and collector to obtain data related to the implementation of expository in English online learning and the problems arise during online learning at MTsN 6 Madiun. Furthermore, participant observation is a process in which researcher is required to learn things related to the activities of the people being studied in the natural environment through observation and participation in these activities.

C. Reseach Location

In this study, the researchers chose MTsN 6 Madiunas a place for conducting research. This school is located on St. Dandang Gendis, Teguhan, Jiwan, Madiun. The reason why the researcher chose this school was MTsN 6 Madiun is one of the schools that implement online learning during Covid-19. The implementation of online learning here is quite good. In addition, the English teacher implements some teaching strategies, it is expository and in

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[34] John W. Creswell, Research Desaign Qualitative, Quantitative, and Mixed Methods Approach, (California: Sage Publication, Inc, 2014)

online learning. So, the researcher wants to know more about the impelementation of expository and in English online learning, also the problems faced by teachers and students in onlline learning.

D. Data Sources

Primary data in this study were obtained from the results of observations carried out when online teaching and learning activities took place at MTsN 6 Madiun, interviews, and documentation. In collecting the primary data of this research, the researcher presents several descriptions of each source result such as observation, interview and documentation. Sources of data can be obtained from people, things, and places that can provide information for a study. Researcher obtained data from several sources such as English teachers, students, school file documents which became the data collection in this study. So, the researchers can get a lot of information from these data relating to the research topic.

E. Data Collection Technique

In this study, researcher used data collection techniques. This aims to obtain valid information about English teaching strategies, and also the problems faced by teachers and students when online learning. The instruments used to collect the data were:

1. Observations

In the qualitative research observation is important. By observing the research site, the researcher gain the information.Observation is one way of collecting data by someone with the intention that someone can

feel and then understand the knowledge of a phenomenon. The number of periods and the length time in the observations made depends on the type of data collected. In this case, the researcher observed the condition of the school, learning process and how the teacher implemented expository in English online learning at MTsN 6.

2. **Interview**

Another way to collect data for research is to conduct research participant interviews. Interview is a data collection method in which a researcher or interviewer gives questions to the interviewee or research participants.[35] That is, the interviewer collects data from the interviewee, who provides the data. Interview can be conducted through face-to-face called direct interview and interview conducted by telephone is called indirect interview.

In this case, the researcher used structured interviews with 2 English teachers by giving 5 questions related to the implementation of expository, and 3 questions about problem faced by teachers in online learning. In Addition, the researcher also interviewed 8 students from class VIIIF by giving 4 questions related to the problem faced by students. Interviews were conducted to obtain accurate responses and information about the implementation of expository in English online learning and its problem. The function of the interview in this study is to check the data and ensure that the data are truly valid.

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[35] R. Burke Johnson and Larry Christensen, *Educational Reseach Quantitative, Qualitative, and Mixe Approach,* (United States of America: Sage Publications Inc, 2014)

3. Documentation

The third technique of collecting data is documentation. During the process of research, the researcher found the documents at the research site such as, school document (history of the school, vision and mission, geographic conditions, teacher and students' data), photo, video and etc.

F. Data Analysis

In data analysis, the researcher learnt the data in dept to clarify valid data before being presented in the description from:

1. Data Reduction

Data reduction is the process of selecting, focusing, simplifying, abstracting, and or transforming data that appears in a complete corpus (body) of written field notes, interview transcripts, documents, and other empirical material. By compressing the data, it makes the data stronger.

In reducing data, researcher was directed to meet the goals to be achieved. At this stage the researcher obtained data from interviews and documentationwhich showed how the implementation of expository in English online learning and the problems faced by teachers and students during online learning. After obtaining the data, the researcher summarized, chose the main thing, focused on the important things, and looked for themes and patterns. Thus the reduced data provided a clearer view, and make it easier for researchers to carried out further data collection, and looked for it if needed. In this step, the required data entered while irrelevant data is not needed.

Table 3.1

Data Implementation Expository in English Online Learning

Observation	Documentation	Interview
Pre teaching: – Observed teachers activities before learning activities begin. **While teaching:** – Observed the process of online learning take place. **Post teaching** – Observed when the learning process is complete.	– RPP – Screenshot of group chats during learning activities – Photos LKS – Videos of learning material – photos of students assignments – photos of students assessment – students attendance document	– teacher preparation before teaching using expository. – Reason for choosing expository strategy. – Steps for implementing the expository. – Students opinion about online learning.

Table 3.2

Problem Faced by Teachers and Students

Interview with teacher	Interview with students
– Problems faced by teachers in online learning – Efforts by teachers to overcome the problems in online learning	– Problems faced by students in online learning – Efforts by students to overcome the problems in online learning

Based on the table above, in conducting research, the researcher gets

a lot of data. The data are then reduced to make it easier for the

researcher to analyze. Researchers discard data that is not needed. By reducing the research data, the researcher can conclude what data is needed and not needed. The data are needed by researchers include observation of learning activities which include pre-teaching activities by observing the teacher before starting learning, while teaching by observing during online learning, and post-teaching by observing when the learning process ends.

In addition, researchers also obtained data from documentation including lesson plans, screenshots of online learning chats, worksheets, photos of student assignments and grades, attendance documents and learning videos. The last is data from interviews related to teacher preparation before teaching using expository strategies, reasons for choosing strategies, procedures for applying expository, student opinions about the application of expository in online learning, problems faced by teachers and students, and efforts made by teachers and students in dealing the problem.

2. Data Display

After the data was reduced, the next step was displayed the data. Data display is an organized and compressed collection of information from research results that allows for drawing conclusion and action. In this study the reasercher displayed the data using narrative essay, this is most often used in qualitative research. By looked at the display data,

ithelp the researcher to understand what is happened and analyzed based

on that understanding.

Table 3.3

Implementation of Expository in English Online Learning

Observasion	Documentation	Interview
Pre teaching: – The teacher opens the lesson by greeting in the group. – The teacher gives instructions so that students prepare for online learning. – The teacher gives instructions to fill out the attendance list. – The teacher tells the material to be studied. – The teacher gives simple questions related to the material to stimulate students to accept the material. **(Preparation)**	– RPP – Screenshot of group chats during learning activities – Photos LKS – Videos of learning material – Photos of students assignments – Photos of students assessment – Students attendance document	– Teacher preparation: making lesson plans related to the material, making learning objectives. – The teacher's reason for choosing the strategy: so that students understand the material more easily, don't get bored, enjoy online learning. – Steps for applying expository in online learning: preparation, presentation, correlation, generalization, application. – Students' opinions about the application of

		expository strategies: students feel happy and can easily understand the material during online learning
While teaching: − The teacher distributes a video explaining the material to students. − The teacher gives instructions for students to see and take a notes the teacher's explanation video. − The teacher asks questions to check students' understanding − The teacher gives examples related to the material. − The teacher asks students to give examples. **(Presentation)** − The teacher connects the material with the students' daily life. **(Correlation)**		
Post teaching: − The teacher concludes the		

material. **(Genesalization)** − The teacher gives assignments to students − Teacher assesses student assignments**. (Aplication)**		

Table 3.4

Problems Faced by Teachers and Students in Online Learning

Intrview with teachers	Interview with students
Problems faced by teachers in online learning: − Difficulties in making video explanations of material that are interesting and easy to understand by students. − Difficulty in controlling students − Lack of student participation or interaction in online learning **Efforts by teachers to overcome the problems:** − Teachers learn and try to make videos that are interesting and easy to understand, and add material from various sources to students. − Cooperate with students' parents to control students. − Teachers actively contact and interact with students during online	**Problems faced by students in online learning:** − Difficulty in understanding the material − Difficulty concentrating when studying at home − Feeling bored and overwhelmed − Unstable internet access **Efforts by students to overcome the problems:** − Take notes or summarize the materials explained by the teacher and look for additional material from various sources. − Study together with friends, study at night. − Study together with friends, learn while listening to songs. − Looking for wi-fi facilities, looking

learning.	for an easy place to access the internet.

Based on the table above, the researcher obtained data regarding the application of expository strategies in online learning English and the problems faced by teachers and students. Based on the data obtained, in the application of expository learning the teacher makes preparations such as making lesson plans. In addition, the steps for applying expository are preparation, presentation, correlation, generalization, application. In addition, in learning English online using expository includes three teaching activities, the first is pre-teaching. In pree teaching the teacher greets students, takes attendance, conveys what material will be studied, and gives simple questions to stimulate students to accept learning (preparation). Then while teaching, the teacher gives an explanation video about the material being studied (presentation), the teacher gives questions to find out students' understanding, and the teacher also gives examples of material related to students' daily lives (correlation). The last one is post teaching. The teacher provides conclusions regarding the learning material (generalization) and also gives assignments and assessments to students (application).

In addition, there are three problems faced by teachers, while students have four problems. From the data obtained, teachers and students also have their own efforts to deal with problems. These data are also supported by data from documentation results in the form of

screenshots of chat during learning activities, photos of grades, assignments, and student attendance.

3. Drawing Conclusions

The third stream of analysis activity is the drawing of conclusions of the research. The conclusions in qualitative research are new findings that have never existed before. Findings can be in the form of descriptions or descriptions of objects. In this conclusion stage, the researcher began to look at and examine all the data, then told the story by making connection between stories, so the researcher got the result and conclusions of the research.[36]

From the data obtained during the study, it can be concluded that the application of expository in online English learning at MTsN 6 Madiun is in accordance with the steps of expository learning, namely preparation, presentation, correlation, generalization, application and also before applying the teacher makes lesson plans and learning objectives. . In addition, there are three problems faced by teachers when learning online, namely the difficulty of making video explanations that are interesting, simple, and easy to understand, teachers find it difficult to control students, and lack of student participation or interaction during online learning. In addition, there are four problems faced by students, namely difficulty understanding the material, difficulty in concentrating

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[36] Matthew B. Miles et al, Qualitative Data Analysis A Methods Sourcebook third edition, (America: Sage Publication, 2014)

studying at home, feeling bored and bored, and unstable internet access problems.

G. Checking validity

Qualitative validity means that the researcher checks the accuracy of the research results or research findings using specific procedures, while the qualitative reliability indicates that the researcher's approach is consistent across different researchers and different projects. In this study, to prove the data obtained really valid, the researchers used the triangulation technique. Triangulation is defined as the researcher taking different perspectives on the problem being researched or studied in a more general form to answer questions in research.[37]

In this study, the researcher used the triangulation of data sources to check the validity of the data in the research to be carried out. Data from various sources such as observation, interview and documentation was described and categorized which ones are the same, which are different, and which ones are specific from these sources, which cannot be averaged as in quantitative research.

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[37] Deborah Rudd, *An Introduction to Triangulation*, (Switzerland: Avenue Appia Geneva, 2010), pg. 14-17.

CHAPTER IV

DATA DESCRIPTION

This chapter presented the result of the findings. It was intended to answer the problems of the study. In this chapter, the reseacher describe the process of calculating and presenting result of the data.

A. General Data MTsN 6 Madiun

1. The History of MTsN 6 Madiun

The existence of MTsN 6 Madiun is a long series of struggles of the leaders who pioneered the establishment of the Islamic Education Institute in Bibrik. To fulfill the wishes of some of the people of Bibrik Village, Jiwan District and its surroundings, religious leaders established PGAN 4 years in 1970, based on the decree of the minister of religion, it was relocated twice in Bondowoso in 1984 and in Teguhan Jiwan Madiun in 1986. Then again established the PGA 4 years filial Madiun City in 1986 and in 1993 in the country with the Decree of the Minister of Religion of the Republic of Indonesia No. 244 of 1993 dated 25 October 1993. In 1986, 4 years PGAN was changed to MTsN Bibrik and its location was moved to Teguhan Jiwan Madiun Village until now. Then on January 1, 2018 the name MTsN Bibrik Madiun changed to MTsN 6 Madiun.

2. Geographic Condition of MTsN 6 Madiun

Madrasah Tsanawiyah Negeri 6 Madiun is located in Teguhan village, Jiwan sub-district, Madiun district. The boundaries of the area

are to the south of Jiwan sub-district, north of Bedoho Village, next to it west of Bibrik and next to east, Grobogan village. Judging from its geographic location, Madrasah Tsanawiyah Negeri Bibrik is located in a strategic area. This is because the Madrasah is close to the main road and close to shops that provide school supplies and photocopying. In addition, Madrasah are also close to residents' homes.

3. **The Profile of MTsN 6 Madiun**

   a. **The Profile of MTsN 6 Madiun**

   NPSN   : 20582478

   NSM   : 121135190007

   School Name   : Madrasah Tsanawiyah Negeri 6 Madiun

   Address   : Jl. Dandang Gendis No. 1

   Village   : Teguhan

   District   : Jiwan

   Regency   : Madiun

   Province   : East Java Province

   Phone   : 0351-458675

   Degree   : SMP / MTs

   Status   : State

   Year of Establishment : 1993

   Accreditation Results : A (2017)

b. **Vission and Mission of MTsN 6 Madiun**

Vission

"Making students who are superior in quality, excellent, and cultural environmental"

This vision is prepared for short term, medium term and long term goals. hope can motivate all Madrasah elements to make it happen. The indicators are:

1. Excellent in achieving academic and non-academic achievements.

2. Quality of Education according to community expectations.

3. Excellent in Islamic religious development activities.

4. Always appear at the forefront of every religious activity.

5. The behavior of MTSN 6 students in Madiun district can be an example in the community.

6. Actively partnering in every bad luck, both religious and general, which is positive and constructive.

7. Getting high trust from the community.

8. All residents of MTSN 6 Madiun Regency really care about the environment. The environment in MTSN 6 Madiun Regency functions as a learning facility.

9. In MTsN 6 Madiun Regency there is no environmental pollution.

10. The environment in MTSN 6 Madiun Regency is clean and comfortable.

Mission

1. To carry out an effective, teaching and learning process so that students can achieve superior performance according to the expectations of the community.

2. Organizing training and deepening the learning material so that the child is complete in learning.

3. Organizing skills activities so that students can combine their talents and interests.

4. Organizing effective guidance so that students can develop optimally according to their prostation and manners of polite behavior. runues Carry out regular.

5. Scheduled and sustainable religious coaching activities.

6. Participate actively in every religious activity both in Madrasah and in the community.

7. Realizing adequate madrasah facilities and infrastructure.

8. Carry out activities that increase students' awareness of the environment.

9. Use the Madrasah environment as a medium / learning resource.

10. Carry out activities that do not cause environmental pollution.

11. Make the Madrasah environment a clean, healthy, and comfortable environment.

4. Teachers and Students in MTsN 6 Madiun

The total of the teachers in MTsN 6 Madiun are 37. The teacher's qualification of MTsN 6 Madiun is S1. The total of teacher consists of 13 male and 24 female.

Students are the important component in education. The total of students are about 677 students in academic year 20220/2021. It divided into 22 classes and three grades.

B. Specific Data

1. The Implementation of Expository in English Online Learning at MTsN 6 Madiun

One of the strategies that are usually encountered in the learning process is the expository strategy. Through this strategy, educators deliver structured learning materials with the hope that the students comprehend them well. The expository strategy is an educator-oriented learning approach. The role of the educator is very dominant in learning to provide understanding or knowledge, values, and skills to students because educators act as stimulus providers.

When the learning system changes to online learning due to the coronavirus, the English teacher at MTsN 6 Madiun chose expository as a teaching strategy applied in online learning. Expository learning strategies, especially in English with a characteristic that is delivered

verbally or speaking verbally, are considered capable of encouraging students to implement the material that has been studied by students in everyday life.

At MTsN 6 Madiun, the teacher chose an expository strategy to teach the online learning process on the grounds that this strategy was suitable for students. This strategy made the students understand the learning material easily. As said by Mrs. Ulfi as an English teacher at the eleventh grade of MTsN 6 Madiun,

> The reason why I chose the expository in online learning activities was that with the change in the learning process to be online, a teacher must be smart in choosing every way so that the students could learn smoothly, did not feel difficult and understand every material presented. In my opinion, the expository was a suitable teaching strategy for the students at MTsN 6 Madiun. Because in this strategy, the teacher explained the material to the students directly or verbally in the form of a video, so the students could easily understand it, even though we were not learning face-to-face.[38]

There is a purpose of choosing expository, Mrs. Ulfi said that:

> The purposes of choosing expository is in order to the students are able to understand the English material being studied, do not find it difficult when the learning process takes place online, and have no difficulty finding material to be studied because everything has been explained by the teacher.[39]

Based on the result of the interview, the teacher explained about goals and reasons using expository in online learning at the eleventh-grade students of MTsN 6 Madiun. When teaching English through

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[38]Look at appendix 1/15-III/2021 transcrip of interview
[39] Look at appendix 1/15-III/2021 transcrip of interview

online learning, the teacher must make the students understand and get the information from the material learned and conveyed by the teacher. Not only to make the students understand, but the teacher should make the learning process enjoyable, so the students are easier to learn through online learning.

Then, in implementing the learning strategy the teacher must prepare and design many things before implementing these strategies, Mrs. Ulfi stated that:

> In the learning strategy that I apply, the first is to make the learning objectives to be achieved. Next, I make the boundaries of the material that I explain. I also prepare materials that I present first in the form of a pdf summary or documents, books, and video explanations of the material. Besides that, the first preparation that must be made by the teacher is RPP. RPP is very useful so that the learning runs smoothly and can achieve learning objectives. By making lesson plans, I can carry out a structured learning process, even though sometimes what is made in the RPP is different from the actual situation, but at least we already know what we want to do.[40]

From the results of the interview above, the teacher made learning objectives that must be achieved by the students. Then, the teacher also focused on the material to be taught to the students. Where the teacher made important points about the material to be taught. So that, when explaining to the students, they could focus on the material. In addition, the English teacher also prepared an online lesson plan (lesson plan), it arranges activities of the teacher and the students did when the online learning process take place.

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[40] Look at appendix 1/15-III/2021 transcrip of interview

In teaching learning process using expository, there are some steps that applied by the teacher. There are preparation, presentation, correlation, generalization, and application. Based on the result of interview about the implementation of expository in online learning with Mrs. Ulfi, she stated that:

> In the online learning process using the expository, I apply four steps according to what I have learned before. The steps are preparation, presentation, correlation, generalization, and application. In the online learning preparation stage, I greeted first through WA, then asked the students to write attendance and prepare to participate in the online learning process. Then, I told the students what material studied. The second step is presentation. At this stage, I shared an explanatory video about the material studied, complete with examples. The students could see, listen, and take notes if there was something important about my explanation. Next is the concluding stage. At this stage, I provided conclusions about what has been learned at the end of the video so that the students can easily remember. I also occasionally asked questions to check their understanding of the material that I had explained. The last stage is application. At this stage, I usually gave assignments to the students to work on and collected them in the form of photos or sometimes come to school.[41]

Based on observations made at MTsN 6 Madiun related to the implementation of expository strategies in online learning. In the first observation, the teacher delivered material about simple past tense. The following are the results of observations at the first meeting on Wednesday, March 10, 2021.

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[41] Look at appendix 1/15-III/2021 transcrip of interview

1. Preparation

The success of the implementation learning using the expository strategy is depend on the preparatory step. Before starting online learning, the teacher gave greetings and asked the students how they were using WhatsApp messages in the 8F class group. Some students replied to the greeting, and others just read. Then the teacher asked students to list their attendance and sent via message on the WhatsApp group to find out if the student was presented and stand by to take part in online English learning. It aims to get students out of a fit mental state.

Furthermore, to arise student motivation and interest to learn, the teacher provided motivation and asked students to prepare themselves for learning, such as preparing books and pens to note essential parts. Before starting the lesson, the teacher informed the students about the learning objectives and that today study the simple past tense chapter. Also, before conducting presentation, the teacher first provided an overview of the simple past tense material and gave some simple questions related to the simple past tense material to stimulate students' prior knowledge. Some students answered questions presented by the teacher with simple answers. It aims to stimulate and arise student curiosity, and create an atmosphere and an open learning climate.[42]

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[42] Look at appeendix 4/10-III/2021 documentation

2. Presentation

The presentation is the step in delivering the subject matter in accordance with the preparations that have been made. In this step, the teacher distributed a video to the students about the simple past tense and asked the students to listen and watch the explanation video given by the teacher. By using a video explanation to the students, dapat mempermudah siswa untuk memahami materi pembelajaran simple past tense. After shared the explanation video, the teacher allowed the students who did not understand to ask, and the teacher explained when the student asked the teacher.[43]

3. Correlation

The correlation is the step of connecting the subject matter with students' experiences or with other things. At this stage the teacher connected the simple past tense material with students' experience. To connect the material with students'experience, the teacher gave an example to the students in using simple past tense in daily life. This activity can improve the students knowledge structure about learning material simple past tense.[44]

4. Generalization

Generalization is a stage to understand the essence of the learning material that has been presented. At this stage, the teacher menggunakan dua cara dalam generalization. The first by giving

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[43] Look at appeendix 4/10-III/2021 documentation
[44] Look at appeendix 4/10-III/2021 documentation

some questions that are relevant to the material that has been presented. In this way, it is hoped that students can recall the entire subject matter that has been discussed. The teacher asked the students several questions about the simple past tense material via WhatsApp. This is done to determine the extent of their understanding of the material that has been presented. Some students could answer questions posed by the teacher.

The second by repeating the main points of the material. In this way, students can grasp the essence of the material that has been presented. The teacher asked several students to provide conclusions or repearing the main points of the material from what they understand. However, at this first meeting, the researcher did not get students to conclude the material. Then, because there are no students who gave conclusions, the teacher concluded the essence of the subject matter studied to students.[45]

5. Application

The application is a step to see students' abilities after they have listened to the teacher's explanation. In this step techniques that the teacher used were giving students assignments or tests that are relevant to the material. After the learning activities were complete, to apply what has been learned by the students, the teacher gave the students a task to work on the worksheets on page 29, which is to

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[45] Look at appeendix 4/10-III/2021 documentation

change the simple present tense into simple past tense in accordance with the material that the teacher has conveyed through video. The students are asked to do it honestly, not cheating on friends. At the end of the online learning activity, the teacher invited the students via WhatsApp to close the lesson together by reciting hamdalah and giving closing greetings. Through this step the teacher can find out the extent to which students master and understand the subject matter.[46]

The expository strategy in learning English with simple past tense is used in every teaching and learning process in four language skills: listening, speaking, reading, and writing.

1. Listening

   In online learning English with listening skills, the teacher explained a video about the simple past tense material. After being given the video, the students were asked to listen to what the teacher explained and then record what material was in the video. Then the teacher also gave video dialogues about examples of using the simple past tense. The students were asked to listen and understand the video provided by the teacher. While listening to the video, the students are also given the task of writing the dialogues in the video shared by the teacher. That way, students could practice their listening skills in English online learning. Then the task is sent to the teacher to find out

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[46] Look at appeendix 4/10-III/2021 documentation

the extent of students' understanding and also students' listening skills.[47]

2. Writing

In teaching writing skills to the students, after the teacher finished giving an explanation video about the simple past tense and video examples of dialogues, the students were asked to write the dialogues in the video. It could help the students in improving their writing skills. During online learning activities, the teacher also asked the students through the WhatsApp group to make example sentences using the simple past tense to check whether the students have understood what the teacher has explained.

In addition, the teacher also gave assignments to the students to make a simple dialogue using the simple past tense. By making dialogues and examples of simple sentences, the students could hone their writing skills in English.[48]

3. Speaking

In speaking activities in online learning this time, the students were asked to make voice recordings or videos showing them speaking English. In learning the simple past tense material, the teacher asked the students to make a simple dialogue using the simple past tense. Then, the teacher gave the

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[47] Look at appeendix 4/10-III/2021 documentation
[48] Look at appeendix 4/10-III/2021 documentation

task to the students to read the dialogue aloud and then record it in the form of a video. The assignment was sent to the teacher via WhatsApp.[49]

4. Reading

In reading activities, the teacher gave assignments to the students to read a text in the student module book. During reading the text, the students were asked to look for verbs that use verb 2. After students finish reading the text, the teacher asked the students through a WhatsApp group to show which sentences use the simple past tense. For the last task, the teacher asked the students to do LKS on page 29 and collect it.[50]

The second observation was carried out on March 17, 2021. At the second meeting, the teacher delivered material about notice. The following are the results of the observations at the second meeting:

1. Preparation

The success of the implementation learning using the expository strategy is depend on the preparatory step. Before starting online learning, as usual, the teacher gave greetings, good morning greetings and asked the students how they were using WhatsApp messages in the 8F class group. Some students replied to the greeting, and others just read. Then the teacher asked the students to list their attendance and sent via message on the WhatsApp group to

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[49] Look at appeendix 4/10-III/2021 documentation
[50] Look at appeendix 4/10-III/2021 documentation

find out if the student was present and stand by to take part in online English learning. Hal ini bertujuan to get students out of a fit mental state.

Furthermore, to arise student motivation and interest to learn, the teacher provided motivation and asked the students to prepare themselves for learning, such as preparing books and pens to note important parts. Before starting the lesson, the teacher told the students that they studied about notice. Also, before conducting presentation, the teacher provided an overview of the notice material and also provided some simple questions related to the notice material to stimulate the students' prior knowledge. Some students answered questions given by the teacher with simple answers. Hal tersebut bertujuan untuk stimulate and arise student curiosity, and create an atmosphere and an open learning climate.[51]

2. Presentation

The presentation is the step in delivering the subject matter in accordance with the preparations that have been made. Then, after gave a stimulus to the students, the teacher asked them to open the textbook containing the material to make it easier for them to understand the material. In the next activity, the teacher distributed a video to the students containing an explanation of the notice and asked the students to listen to and watch the explanation video given

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[51] Look at appeendix 4/17-III/2021 documentation

by the teacher. By using a video explanation to the students, dapat mempermudah siswa untuk memahami materi pembelajaran simple past tense. After sharing the video, the teacher allowed the students to ask, and the teacher explained when the students ask questions.[52]

3. Correlation

The correlation is the step of connecting the subject matter with students' experiences or with other things. At this stage, the teacher connected the notice material with students' experience or other things that allowed them to understand its relationship to the material studied. To connect the material with students' experiences, the teacher gave examples of notices found from many places, such as schools, buildings, libraries, and others. This activity can improve the students knowledge structure about learning material notice.[53]

4. Generalization

Generalization is a stage to understand the essence of the learning material that has been presented. The teacher menggunakan dua cara dalam generalization. The first by giving some questions that are relevant to the material that has been presented. In this way, it is hoped that students can recall the entire subject matter that has been discussed. At this stage, the teacher asked the students several questions about notice material via WhatsApp. This is done to determine the extent of their understanding of the material that has

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[52] Look at appeendix 4/17-III/2021 documentation

[53] Look at appeendix 4/17-III/2021 documentation

been presented. However, only a few students actively answered the questions raised by the teacher.

The second by repeating the main points of the material. In this way, students can grasp the essence of the material that has been presented. The teacher asked several students to give conclusions from what they have learned and what they understand. At this second meeting, two students gave simple conclusions regarding the material that had been studied. Then to clarify the conclusions of the learning material, the teacher also provided conclusions from the subject matter that the students have learned.[54]

5. Application

The application is a step to see students' abilities after they have listened to the teacher's explanation. In this step techniques that the teacher used were giving students assignments or tests that are relevant to the material. After the learning activity was completed, to apply what has been learned by the students, the teacher assigns the students the task, namely questions related to notice according to the material that has been delivered. The students were asked to do it honestly, not cheating on friends. Through this step the teacher can find out the extent to which students master and understand the subject matter. At the end of the lesson, the teacher invited the

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[54] Look at appeendix 4/17-III/2021 documentation

students via WhatsApp to close the lesson by reciting hamdalah and giving closing greetings.[55]

The expository strategy in learning English with notice material is also used in every teaching and learning process in four language skills: listening, speaking, reading, and writing.

1. Listening

   In learning English with notice material, the teacher gave an explanation video to the students. After the video was shared, the students were asked to listen and record what was in the video. By listening and then recording the contents of the video, the students could practice their listening skills. After that, the teacher also gave video examples of notices and how to read them. The students were asked to listen to the video and then translate the meaning of the notice examples in the video given by the teacher. Then, the task was collected via Whatsapp.[56]

2. Writing

   The students were asked to make or look for examples of notices that they often encounter in various places for writing activities. Then, the students were also asked to explain what the notice they wrote in English meant. By making notices and explaining them, it was hoped that it could help the students to

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[55] Look at appeendix 4/17-III/2021 documentation
[56] Look at appeendix 4/17-III/2021 documentation

improve their writing skills. After completing the task, the students were asked to send the assignment to the teacher.[57]

3. Speaking

For speaking activities, the teacher gave the students a video about examples of notices. Then, the teacher asked the students to listen and then imitates how to read the notice according to what is in the video. By imitating how to speak in the video, the students could practice their speaking skills. In addition to making videos imitating how to read notices, the students were also asked to explain the meaning of the notices they had written before.[58]

4. Reading

In reading activities on notice material. The students were asked to read various kinds of notices on students' worksheets. After reading, the students were asked to answer questions. This could help the students to practice reading and understand what they have read.[59]

The implementation of expository strategy in online English learning in class VIII MTsN 6 Madiun made it easier for the students to understand the learning material. In addition, it could increase the students' enthusiasm to participate in learning even though it is done online. Based on interviews conducted by researchers to several 8F grade

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[57] Look at appeendix 4/17-III/2021 documentation
[58] Look at appeendix 4/17-III/2021 documentation
[59] Look at appeendix 4/17-III/2021 documentation

students about the application of expository strategies in online learning, the students showed a positive response to the expository strategy adopted by the teacher. According to Lintang B.:

> In my opinion, the expository strategy used by the English teacher in the online learning process was quite fun and made it easy for me to understand the learning material. I was happy with the strategy used by Mrs. Ulfi because of this strategy. My friends and I had no difficulty learning online. It made it easier for me to understand the material because everything was explained in the video given by Ulfi. In addition, Ms. Ulfi also gave examples that made it easier for students to understand the material explained.[60]

From the result of the interview above, the students feel happy, and it is easier to understand the material being studied through the material explanation video provided by the teacher. So, this strategy helps the students in online learning. This statement was also reinforced Ardina Z., she stated that:

> I was happy with the way Mrs. Ulfi explains the material because it was easy to usnderstand, sometimes Mrs. Ulfi also asked questions first in the Whatsapp group before starting to explain the material, so I am motivated to study beforehand. So, I could answer the teacher's questions and quickly grasp the explanations given by the teacher.[61]

The researcher found that students enjoy joining in online learning by using expository teaching strategies from the conducted observation. The result of students' responses to expository interviews with several students is that they easily understand the material. In addition, during the learning process, the students were enthusiastic and tried their best to answer some questions from the teacher.

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[60] Look at appendix 3/16-III/2021 transcrip of interview
[61] Look at appendix 3/16-III/2021 transcrip of interview

2. Problems Faced By Teacher and Students in Online Learning

As aforementioned, learning at MTsN 6 Madiun during the Covid-19 pandemic was conducted online through online communication media, one of which is WhatsApp. Of course, there are many problems for the teachers and the students in the online learning process. In online learning given to eighth-grade students, some problems are found, including problems faced by the teachers and students.

1. Problems faced by teachers

In an interview with the teachers at MTsN 6 Madiun, they admitted that there were several problems faced by the teachers in online learning. As said by Mrs. Ulfi that the teachers had difficulty delivering material to the students.

> In online learning, as a teacher, I had to think creatively so that the material could be reached by the students. So, the teachers must be smart in making simple and interesting materials such as videos, power points, or material summaries that could make it easier for them. Because in face-to-face learning it is still difficult for the students to understand the material, especially nowadays with online learning.[62]

Compared to face-to-face learning, online learning is currently less effective because several problems arise when online learning is implemented, such as the material content submitted online does not necessarily understand all students. Because this material content is presented in the form of e-book, powerpoints, and videos. Maybe the material can be understood, but the students'

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[62] Look at appendix 2/16-III/2021 transcrip of interview

understanding is not comprehensive. They understand it based on their interpretation or point of view. This is evident from experience during online learning. Many students ask for further explanation of the material, which is served online via WhatsApp messages. In conducting online learning, the teacher must be smart in packaging the material so that the students can easily understand it.

Mrs. Heni said that in the online learning process the teachers had difficulty controlling the students.

> In online learning, it was difficult to control the students because did not interact directly. In the WhatsApp group, online learning also lacks interaction. So I could not know whether the students take online learning to completion, whether they understand the material that I explained. Also, I could not control the students to not cheat in doing the assignments and exams that I gave.[63]

In online learning activities, the teachers had difficulty controlling the students during teaching and learning activities. This was partly due to the lack of interaction between the teachers and the students. So, the teacher could not control the students' activities during learning. The teacher could not really ensure that the students take part in learning. The teacher could not ensure whether their assignments and exams were done honestly. Because at the beginning of the lesson, the students filled out the attendance list, but after that, the students were not active in learning until the

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[63] Look at appendix 2/16-III/2021 transcrip of interview

end. Some students did other activities during learning. But also, many students were really active until online learning was completed, and some were active but not full until the end of the lesson.

In addition, the students participations in online learning activities were very low. As said by Mrs. Heni that:

> Today's learning was very different from normal learning. Before the Covid-19 pandemic, the teachers and the students could meet face to face so that the teachers can guide the students directly and interact with the students easily, but for now, online or distance learning. In learning online, I complained that many students did not participate actively in learning. Like when I gave video explanations and questions about the material in the Whatsapp group, only a few were actively answering and responding. Apart from that, the students also did not respond less to the assignments I gave.[64]

During the Covid-19 pandemic like this, all schools conducted online learning because they were considered more efficient. However, when online learning was taking place, many students still did not actively participate in learning activities. When the teacher delivered material to the students, only a few students participate actively in online learning activities such as answering the teacher's questions, asking unknown material, etc. This happens because the teachers could not directly guide their students. Teachers who supervised the students can directly influence the teaching and learning process.

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[64] Look at appendix 2/16-III/2021 transcrip of interview

Based on the findings above, the problem faced by the teachers in the implementation of online learning is that the teachers have difficulty conveying material to the students. In addition, the teachers also have difficulty controlling the students during learning activities. The last problem is the low participation of the students during the learning process.

2. **Problems faced by students**

During the process of implementing online learning, the students also faced various kinds of problems. In an interview with the eighth-grade students of MTsN 6 Madiun, they encountered several problems. According to Nur H, one of the students from class VIIIF, she said that she had difficulty understanding the learning material in online learning.

> I had a little difficulty in understanding the material because sometimes the teacher only provided material, there were no other explanatory videos. There was also the teacher who gave videos but still had difficulty understanding because she was also difficult to ask the teacher.[65]

This statement was also confirmed by the opinion of one of the student in the class 8F, namely Safna A:

> Usually, when studying in school, the teacher explained us in detail until we understand. If you wanted to ask questions, you could easily answer them. In addition, we could also discuss with friends if someone did not understand. Meanwhile, in online learning, we had to understand the material ourselves. And also only gave assignments. So I found it difficult to study

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[65] Look at appendix 3/16-III/2021 transcrip of interview

and do assignments because I did not understand the material.[66]

In online learning, in the absence of face to face between the students and the teachers, the students must be independent in understanding the material that has been given. The delivery of material by the teacher is usually only through pdf or documents, the process of giving written assignments through photos, and sometimes also videos. Without a more detailed explanation of the learning material, the students sometimes do not understand the subject matter. Lack of interaction and communication between the teachers during the learning process made the students have difficulty understanding the material because the students could not directly ask the teacher or their friends about it.

In addition, Lintang said that it was difficult for her to concentrate when she had to study through online at home.

> Studying at home is difficult. There must be something disturbing. Parents who suddenly told me to do something sometimes also had to take care of my younger siblings. So, if I study online, sometimes I do my homework.[67]

This statement was reinforced by Nur, she stated that:

> Learning online at home is rather difficult. The problem is learning via cellphone sometimes even likes to play games or open social media. So in the end, the study is half-hearted and does not focus on the material and assignments given by the teacher.[68]

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[66] Look at appendix 3/16-III/2021 transcrip of interview
[67] Look at appendix 3/16-III/2021 transcrip of interview
[68] Look at appendix 3/16-III/2021 transcrip of interview

In learning activities, the students certainly need a calm and comfortable environment so that the learning process goes well. However, in studying online, many students could not concentrate because of the unsupportive environment like parents who gave homework or orders suddenly when the students were studying online, a noisy environment that causes the students to be unable to concentrate. In the absence of someone to supervise and control the students, the students were often negligent in their studies and chose to play on their cell phones. This also caused the students not to study well.

Another problem faced by the students is that they were bored and overwhelmed when they have to conduct online learning. Eka P said that:

> This online learning process made me dizzy. Here, my friends and I were very tired of the assignment given by the teacher. All of our tasks were material, so we had to keep reading and writing, so we got bored quickly too. We felt burdened by this, where one day's assignment includes several subjects and sometimes had to be gathered on the same day.[69]

This statement was reinforced by Fernanda, he stated that:

> It's nice to study at school because there are lots of friends, friends are chatting and also having discussions if we don't understand the material. If we study online at a lonely house, you get bored and bored of studying.[70]

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[69] Look at appendix 3/16-III/2021 transcrip of interview
[70] Look at appendix 3/16-III/2021 transcrip of interview

Assignments given by the teachers to the students made the students overwhelmed. Because many teachers gave continuous assignments to the students, the students were overwhelmed when being chased by the deadlines for collecting assignments given by the teacher. Online learning made the students bored because all day long, they only stare at their cellphones or books, there was no interaction with friends and teachers.

In addition, according to Nafla S online learning often experiences problems related to internet access. Dani said that:

When I was studying online or wanted to collect assignments, the signal suddenly disappeared. In addition, my friends and I also sometimes ran out of quota when the lesson was taking place, so we had to understand the material that was previously explained on our own because the teacher had already explained the next material. Now internet quota prices have also gone up as long as there is this virus, and we are required to learn via WhatsApp.[71]

The statement from Nafla was confirmed by Mrs. Ulfi, she said that:

Another problem faced when learning online was the difficulty of accessing the internet. The internet difficulty occurs because of the difficulty of the signal in their homes. Sometimes some students run out of quota, so they could not participate in online learning. This could hinder the online learning process, such as students having difficulty accessing the material, so many students were a bit left behind. In addition, many students were late in collecting assignments and many students who do not respond, sometimes even some who did not submit

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[71] Look at appendix 3/16-III/2021 transcrip of interview

assignments, so I had to contact students who did not submit assignments personally.[72]

In online learning, internet access is crucial for distance learning or online learning, especially during the Covid-19 pandemic. Communication between the teachers and the students requires good internet access to run the online teaching and learning process. Meanwhile, the teachers had difficulty communicating smoothly with the students during the learning process because some students at MTsN 6 Madiun faced poor internet access. The students had not been able to reach the signal well, limited internet data packages, so they could not access the internet, and there are even students who do not have smartphones. This caused the online learning process not to run well. The material becomes difficult to access for some students so that they were a bit behind in the lesson. Besides that, the collection of assignments by the students was a little late, and there were even some students who did not collect.

Based on the data obtained, the researcher finds the students' problems in following the online learning. First, the students have difficulty in understanding the material given by the teacher. Second, the students find it difficult to concentrate when studying at home because of the unsupportive environmental factors. Third,

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[72] Look at appendix 3/16-III/2021 transcrip of interview

the students are bored and overwhelmed when they learn online the whole day. And the last is an unstable internet network.

3. **Efforts by Teachers to Overcome Problems Faced in Online Learning**

There are several efforts made by the teacher to overcome their problems in teaching online learning at MTsN 6 Madiun, Mrs Ulfi said that:

> To overcome the difficulty of conveying material to the students, I learned to make video explanations of the material as clearly as possible so that the students understand better. Besides, I also gave summaries of the material in the form of power points. I also often provided links on google or youtube, making it easier to understand the material. And if the students did not understand the materials I explained, they could contact me via WhatsApp [73]

In addition, the teacher also tried to overcome less active students to become more active in online learning. Mrs. Heni said that:

> If it is to overcome the students who did not care or were less active following online learning, I overcome it proactively by contacting via message via WhatsApp or calling the students and their parents personally. Another solution was to change the learning strategies so that the students could be more active. Besides that, I provided the material and questions to the students by mentioning their names so that they want to participate in learning actively. [74]

The role of parents in online learning was also very important. Parents could help to control their children and motivate them to follow learning well and smoothly. Mrs. Heni said that:

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[73] Look at appendix 2/16-III/2021 transcrip of interview
[74] Look at appendix 2/16-III/2021 transcrip of interview

Other teachers and I made an effort so that all the guardians of the students could guide and assist the students as much as possible during their study at home, and also provided motivation and enthusiasm in learning. Because the teacher could not fully guide and teach the students continuously and asked the students during the learning process what were the difficulties and problems they faced during learning. So that the students did not feel alone and bored.[75]

In addition, Mrs. Ulfi also said that:

I also did my best to communicate with the parents so that I could help each other during online learning. Because with parents, the students could be more open about what problems they face during the implementation of this online class. Also asked the students to repeat the lessons that had been learned earlier to deepen their understanding. So, they did not quickly forget the material at that time. And I also asked parents to convey what was conveyed by the students to me. So, I as their teacher could also understand what they were complaining about.[76]

Based on the research conducted, the researcher found the efforts made by the teacher to overcome the problems through online learning. The effort was that the teacher continues to develop the ability to make explanations in videos that were interesting and easily accessible to students. Besides that, the teacher provided the students with learning resources or learning materials from various sources such as YouTube, the web, PowerPoint, and others. In addition, the teachers actively communicated with the students who were less active or even inactive during online learning activities. Besides that, the teacher also made interesting learning strategies so that the students were more active in

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[75] Look at appendix 2/16-III/2021 transcrip of interview
[76] Look at appendix 2/16-III/2021 transcrip of interview

participating in learning activities. Teachers also often established communication and cooperation with their parents in controlling the students during the learning process. The teacher asked the parents to accompany them when they learn at home.

4. **Efforts By the Students to Overcome Problems faced in Online Learning**

The students also made efforts to overcome the problems in online learning. In overcoming difficulties in understanding the material that was distributed, the students made several attempts. Nur H said that:

I summarized the material that the teacher has given in the notebook, and if I still did not understand it, I reread the material and look for additional knowledge on google.[77]

Apart from Nur, Safina also said that:

The effort if I did not understand the content of the material was I open and search for the material myself on Google and YouTube to find explanations for the material that I don't understand. Sometimes, I also asked my friends a little about the material that I did not understand.[78]

In online learning, the students' independence was needed in finding additional material. The additional material could make it easier for the students to understand the material provided by the teacher.

In addition, other problems the students face are difficulty concentrating when the learning online holds at home. Lintang said that:

If it was hard to concentrate on learning, I went to a friend's house and studied together so that no one interferes. Sometimes I also

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[77] Look at appendix 3/16-III/2021 transcrip of interview
[78] Look at appendix 3/16-III/2021 transcrip of interview

asked my parents kindly if I wanted to study online. When I talked to my parents, they did not disturb me.[79]

Nur also said that:

If I could not focus or take part in online learning, I studied the material the teacher gave me at night or when there was no more homework given to me. That way, I could study with focus, and nothing was distracting.[80]

In online learning, the students were bored because there were no friends who interacted with friends. In addition, the students also could not interact directly with the teacher when learning takes place. To overcome their boredom in online learning, they learned together with their friends. Fernanda said that:

When I am bored studying online, I went to a friend's house to study together, do assignments together there. So, there were friends to chat and discuss if we did not understand the subject. Sometimes I also studied while listening to music or watch interesting instructional videos.[81]

Regarding the efforts made by the students with internet connection problems, Nafla said that:

If there was a problem with the internet connection or my quota runs out, I went to a place where there was free wifi. Besides that, I borrowed my mother's cellphone. In addition, sometimes I also went to a friend's house to join study together and asked what material has been studied.[82]

Besides that, the teacher also tried to solve the problem if the students have an internet connection. Mrs. Heni stated that:

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[79] Look at appendix 3/16-III/2021 transcrip of interview
[80] Look at appendix 3/16-III/2021 transcrip of interview
[81] Look at appendix 3/16-III/2021 transcrip of interview
[82] Look at appendix 3/16-III/2021 transcrip of interview

If the students had difficulty accessing the internet, I gave an extension of time to send assignments, and if the students were still having trouble accessing the internet, assignments could be submitted to the school. Apart from that, I also had the initiative to contact one of the students whose homes were close to the students who did not have internet quotas to provide information about learning activities and tell them what assignments had to be done and submitted.[83]

Based on the research conducted, the researcher found the efforts made by the students in overcoming the problems. Efforts made by the students to overcome difficulties in understanding the material were by looking for additional material that could not be understood from various sources such as Google, YouTube. So, looking for other material could help the students to understand the material presented by the teacher.

To overcome concentration difficulties, the students choose to study with their friends and also learn at night. The students could also talk nicely with their parents so that they were given time to study. In addition, to overcome boredom, the students did group work with their friends while adhering to health protocols, and the teacher provided interesting learning videos. To solve internet connection problems, the students went to a free wifi place or a friend's house to ask about the material and assignments given by the teacher. The teacher also provided an extension of time in collecting assignments if there were students who had difficulty in accessing the internet. The students were also allowed to submit assignments directly to the school.

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[83] Look at appendix 2/16-III/2021 transcrip of interview

CHAPTER V

DISCUSSION

In this chapter, the researcher discusses the discussion result of the research based on the statement of the problem. The result is taken from the observation, interview, and documentation. The researcher collects all the data and concludes that has been applied to the Implementation of Expository in English online learning and its problems at MTsN 6 Madiun.

A. The Implementation of Expository in English Online Learning at MTsN 6 Madiun

In choosing the teaching strategies, the teacher must consider the suitability of the strategy with students' ability. In accordance with the observations made by the researcher, in online learning English, the teacher used an expository learning strategy. The expository learning strategy is a learning strategy that emphasizes the process of delivering material verbally from a teacher to the students with the intention that students can master the subject matter optimally.[84] Therefore, it helps the students to understand the material easily.

There are three characteristics of the expository strategy. First, the expository strategy is carried out by conveying the subject matter verbally, meaning that speaking orally is the primary tool in carrying out this strategy. Accordingly people often identify with lectures. Second, the subject matter

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[84] Lutfi Azizah, Thesis: *Using Expository Learning Strategy to Enhance Reading Comprehension Ability in Procedure Text Among The Tenth Grader Students of MA Ma'arif 9 Kota Gajah Lampung Tengah*, (Lampung:IAIN Metro, 2020), pg. 26-27.

that is delivered is finished subject matter, such as data or facts, certain concepts that must be memorized so that it does not require students to think again. Third, the main goal of learning is mastery of the subject matter itself. This means that after the learning process ends, the students are expected to understand it correctly by re-expressing the material that has been described.[85] From the theoretical explanation and research that has been done in online learning, the English teacher explains material about simple past tense and notice using the Expository learning strategy.

Before implementing this strategy, the teacher formulates learning objectives clearly and mastery of learning materials well. Learning objectives aims to measure the competency-oriented behavior that students must achieve. This is important because specific goals allow the teacher to control the effectiveness of using learning strategies.[86] Then the teacher also has to make preparation. First, the preparation made by the English teacher at MTsN 6 Madiun is to make RPP first. RPP is a learning implementation plan. In the RPP, there are methods used by the teacher, media, and learning resources that exist when learning takes place so that learning can achieve learning objectives well. In addition to preparing lesson plans, in online learning, the teacher also prepares the material and explanations in simple and attractive videos so that the students can easily understand the material presented.

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[85] Harumni, *Strategi dan Model-Model Pembelajaran Aktif Menyenangkan,* (Yogyakarta: UIN Sunan Kalijaga, 2009), pg. 117.
[86] *Ibid*, pg. 119-121.

Based on the observation, in teaching English online using an expository strategy, the teacher explained verbally or orally in the form of a video which is then distributed to the students via the WhatsApp group. In addition, the teacher also evaluated students' understanding by provided questions in between learning through the WhatsApp group. At the end of the lesson, the teacher gave homework. In this strategy, the material was explained or delivered directly by the teacher. The students only need to listen and study the explanation that the teacher has given.[87] In applying the expository strategy, the teacher took several steps in the learning process, namely:

1) Preparation

Before online lessons begin, the teacher prepared the students to receive English lessons by inviting the students to had dialogue via WhatsApp chat or giving a short, simple description of the material to be taught. It aims to get the students out of a fit mental state, raise students' motivation and interest to learn, stimulate and raise student curiosity.[88] After that, the teacher asked the students to fill the absence fully and prepared the tools or media needed when studying. So, online teaching and learning activities can run well. The teacher also conveyed the objectives to be achieved in the material to be taught, namely that the

[87] Lutfi Azizah, Thesis: *Using Expository Learning Strategy to Enhance Reading Comprehension Ability in Procedure Text Among The Tenth Grader Students of MA Ma'arif 9 Kota Gajah Lampung Tengah*, (Lampung:IAIN Metro, 2020), pg. 26-27.

[88] Harumni, *Strategi dan Model-Model Pembelajaran Aktif Menyenangkan*, (Yogyakarta: UIN Sunan Kalijaga, 2009), pg. 123-127.

students could understand the material well and inform about the material to be studied.

2) Presentation

The English teacher delivered the material according to the preparations that had been made.[89] Before giving explanatory videos to the students, the teacher gave questions to the students through the WhatsApp group to build the students' knowledge of the material to be studied. Then the teacher gave a video to the students through the WhatsApp group. In presenting the material, the teacher uses formal and communicative language. The teacher used controlled voice intonation when explaining the material, and then the intonation of the voice becomes firm and convincing. The teacher also uses a soft intonation when in a situation that is needed.

3) Correlation

This correlation step is carried out to give meaning to the subject matter, both meanings to improve the structure of knowledge that students already have and meaning to improve students' thinking and motor skills.[90] In this correlation stage, the teacher connected learning material with students' knowledge or experience in real life so that the students better understand the material taught by the teacher.

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[89] *Ibid,* 123-127.
[90] *Ibid,* 123-127.

4) Generalization

Generalization can be done in several ways, one of them is repeating the main points of the material.[91] In concluding the material, the teacher repeated the gist of the material learned in the video distributed to the students. The teacher provided questions relevant to the simple past tense and notice to find out the extent of students' understanding of the material.

5) Application

The final step in the expository strategy is to find out the students' understanding in receiving the material delivered by the teacher.[92] In this step, the teacher gave assignments according to the material being studied. Then the assignment was photographed and collected online via WhatsApp. Besides that, the teacher also evaluated at the end of online learning activities and gave a little motivation to the students so that they were enthusiastic about participating in online learning.

The expository strategy in learning English with simple past tense was used in every teaching and learning process in four language skills: listening, speaking, reading, and writing. The first is listening. Students' listening skills were also trained in online English learning activities by providing videos about examples related to the learning material. In listening activities, the students were asked to listen and understand the video given by the teacher. The students were also asked to write down

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[91] *Ibid,* 123-127.
[92] *Ibid,* 123-127

what they heard. Through these activities, besides listening to the teacher's explanation of the subject matter, the students can also see or observe the material.[93] By giving the assignment, the students can practice their listening skills. The second is talking. In online English learning, students' speaking skills were trained by being given assignments to make videos. In speaking activities, the students were asked to make sentences or dialogues and then asked to make videos as they speak. With these activities and assignments, the students can practice English speaking skills even though learning is carried out online.

The third is writing activity. In this activity, to train the students' writing skills, the teacher gave assignments to make dialogues and sentences related to the material to practice writing in English. The last one is reading. In this activity, the teacher gave simple story texts to the students and asked the students to read and understand what is in the text. By being given assignments to read and answer questions related to story texts, the students can practice reading English skills and understanding what is in the text. Thus, the teacher has the right to controlling the material to be taught and the information needed by the students.[94]

The activities of the online learning process above are in accordance with the steps in implementing the expository strategy, namely: preparation, presentation, connecting, generalization, and Application. In

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[93] *Ibid,* 128-129.

[94] Roy Killen, *Teaching Strategies for Outcomes-Based Education*, (Cape Town: Juta & Co., 2007), pg. 78.

the preparation stage, several things must be done in the preparation step: giving positive suggestions, starting learning activities by suggesting goals to be achieved, opening files in the students' brains, or opening the knowledge that students already have. Then, the presentation step is steps to deliver the subject matter according to the preparations that have been done.[95]

The third step is a correlation. Correlation is the step of connecting subject matter with the students' experiences or other things that allow the students to capture the relationship in the knowledge structure they already have. This activity aims to provide meaning to the subject matter. The fourth step is the concluding step. This stage aims to understand the essence of the subject matter that has been presented. It is very important in the expository strategy because through concluding steps. The students can take the essence of the presentation process. The last step is Application. At this stage, the teacher sees the extent to which the students understand through the assignments given to the students.[96] By providing assignments, the students can apply the knowledge they receive to answer questions and everyday life.

Related to the media used in supporting the English online learning process. The English teacher at MTsN 6 Madiun only uses module books and web addresses to help students learn online. Module books are a medium used for independent study. There is a brief explanation of the

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[95] Harumni, *Strategi dan Model-Model Pembelajaran Aktif Menyenangkan,* (Yogyakarta: UIN Sunan Kalijaga, 2009), pg. 123-127.

[96] *Ibid,* pg. 123-127.

material and lots of questions. This module book usually includes methods and ways of evaluating designed attractively to achieve the SK and KD listed in each material change. A web address is one of the knowledge sources that can easily be accessed everywhere and every time by everyone connected to the internet.[97] Web address contains additional material to have more references to increase their understanding of the material being studied.

B. An Analysis Problem Faced By Teacher and Students In Online Learning

In implementing online learning at MTsN 6 Madiun, there are several problems faced by the teachers and the students. Given that this online learning is the first time implemented at MTsN 6 Madiun due to unfavorable conditions (covid-19 pandemic). With the various problems that arise, the online learning process cannot run effectively. Learning problems are various problems that interfere, hinder, complicate or even result in failure to achieve learning goals. According to Dimyati and Sudjiono, learning problems are obstacles or problems in the teaching and learning process that hinder learning.[98]

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[97] Putri Ayu, *Students' Perception of Online Learning at English Education Department Faculty of Tarbiyah and Teacher Training of IAIN Tulungagung*, (STAI Tulungagung, 2020), pg. 9-10.

[98] Izza Umaroh, *Problematika Pembelajaran Daring Masa Pandemi Covid-1 Mata Pelajaran PAI Bagi Peserta Didik SMP Negeri 23 Surabaya*, UIN Sunan Ampel Surabaya, 2021, pg. 31-32

1) Problems Faced by the Teachers

Based on the observations and the interviews conducted with eighth-grade English teachers in the online learning process, the teachers have some problems. The problem faced by the first teacher is that the teacher finds it difficult to convey learning material to the students. In this online learning, the teacher uses an expository strategy to deliver material verbally to the students.[99] Due to the limited use of media in online learning, the teacher must be more creative and innovative in making explanatory material for the students. The teacher must make the material explanation simple and interesting to understand the material easily. The second problem is that the teacher has difficulty controlling the students during online learning activities. This is partly due to the lack of interaction between the teachers and the students. So, the teacher cannot control the student activities during learning. The teacher cannot ensure that students take part in learning, and also, the teacher cannot ensure whether their assignments and exams are done honestly.

Another problem faced by the teacher is the low participation of the students when the online learning process is taking place. When online learning takes place, many students still do not actively participate in learning activities. The lack of students who are active in learning activities can hinder the learning process. This makes the teacher not

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[99] Lutfi Azizah, Thesis: *Using Expository Learning Strategy to Enhance Reading Comprehension Ability in Procedure Text Among The Tenth Grader Students of MA Ma'arif 9 Kota Gajah Lampung Tengah*, (Lampung:IAIN Metro, 2020), pg. 26-27.

know whether the student has understood the material presented or not because, in online learning, the teacher cannot guide the students directly.

2) Problems Faced by the Students

Apart from the teachers, the students also face problems when implementing online learning. The problems faced by the students are the first, the students have difficulty in understanding the material presented by the teacher. The teacher plays an active role in learning activities such as explaining the material directly or verbally to the students.[100] With this online learning, the teacher cannot explain the material to the students directly and cannot confirm whether the students understand the material or not. The teacher usually provides explanations through videos that are distributed to the students. Sometimes the teacher only gives assignments and pdf material without explaining the material. Without a more detailed description of the learning material provided, the students sometimes do not understand the subject matter. Lack of interaction and communication between the teacher and the students during the learning process causes students to have difficulty in understanding the material. The students cannot ask directly about material that has not been understood to the teacher or their friends.

In addition, another problem faced by the students is not being able to concentrate properly when studying online. The learning environment dramatically influences the student learning process. The students need a

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[100] Roy Killen, *Teaching Strategies for Outcomes-Based Education*, (Cape Town: Juta & Co., 2007), pg. 78

quiet learning environment to focus and learn smoothly. However, when studying online at home, some students have difficulty in online learning because of the unfavorable environment. Parents always give homework or orders suddenly when students are studying online. This noisy environment causes the students to be unable to concentrate. In the absence of someone to supervise and control the students, students are often negligent in their studies and choose to play on their phones. This also causes the students not to be able to study well. Thus, the teacher has a dominant role in controlling students during learning activities.[101]

Another problem faced by the students is that students feel overwhelmed and bored when learning online. They are very overwhelmed by the piles of assignments that have to be collected on the same day because their tasks are not only one subject but also other subjects Also, they feel bored and lonely. Usually, in their class, there are always friends who make them excited to learn. Whereas during the Covid-19 pandemic, all lessons are conducted remotely or online. This makes them not eager to implement online learning. . In this part, the teacher plays an active role in learning activities such as delivered material to the students.The teacher can give the students material or assignment that do not make the students bored and overwhelmed.[102]

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[101] *Ibid,*pg. 78.

[102] Roy Killen, *Teaching Strategies for Outcomes-Based Education*, (Cape Town: Juta & Co., 2007), pg. 78

The last problem is unstable internet access. The internet is an essential factor in the smooth running of online learning, especially during the Covid-19 pandemic. The online learning process and communication between the teachers and the students need good internet access so that the online teaching and learning process can run well. With bad internet access, the teachers have difficulty delivering material to the students, and the teacher has difficulty communicating with students. Some students have not been able to reach the signal properly, the internet data package has problems, so they cannot access the internet. This causes the online learning process not to run well. The material becomes difficult to access for some students so that they are a bit behind in the lesson. Besides that, the collection of assignments by the students was a little late, and there were even some students who did not collect.

C. **An Analysis Efforts by Teachers to Overcome Problems faced in Online Learning**

From some of the problems faced by the teacher during the implementation of online learning, there are several efforts made by the teacher to overcome the problems that occur. Efforts made to overcome the problems faced by the teachers include the teacher trying to continue to hone their skills and creativity in presenting quality lesson content and attracting attractiveness, and providing understanding for students. The teacher also provides additional learning materials such as material summaries in the form of power points, giving the students a link to a website or youtube related

material to make it easier for the students to understand the material. Thus, the teacher has a dominant role in controlling learning in the class.[103]

In addition, the effort made by the teacher to overcome the students who are less active during learning is that the teacher actively contacts the students through WhatsApp messages so that the students follow learning actively. Another effort made by the teacher is changing the learning strategies used in online learning so that the students are more active. During learning activities, the teacher also questions the students to be more active in participating in online learning. In addition, the efforts made by the teacher to keep the students in control when learning online are to establish good communication and cooperation with parents regarding the learning process and ask parents to guide and accompany the students when the learning process is in progress. Then asked students' parents to provide motivation and encouragement to their children often. Thus, the teacher plays an active role in learning activities such as delivering material and controlling the students during learning activities.[104]

D. An Analysis Efforts by Students to Overcome Problems faced in Online Learning

The students also make efforts to overcome problems faced when learning online. In online learning, The students' capture of learning material

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[103] Roy Killen, *Teaching Strategies for Outcomes-Based Education*, (Cape Town: Juta & Co., 2007), pg. 78.
[104] *Ibid*, pg.78.

does not depend on the teacher or instructor.[105] The efforts made by the students include overcoming difficulties in understanding the material, the students looking for material that has not been understood through Google, YouTube, and several other book sources. And also, the students will summarize the material that the teacher has explained to make it easier to learn. This is very helpful for the students to improve their understanding of the material presented by the teacher.

In addition, when the students have difficulty concentrating at home, the students will choose to study together at their friends' houses. Another effort is to ask their parents not to interfere when learning online. That way, parents will not disturb their children in the learning process at home. Not a few students also choose to study at night when the environment is calm. This can make the students concentrate more on understanding the learning material. So what is learned can be appropriately understood.

On the other hand, the efforts made by the students to overcome feelings of boredom and being overwhelmed are by studying together and doing assignments together with their friends. By studying with friends, the students do not feel bored. The students can discuss and chat with their friends and help each other in understanding the learning material. The teacher plays an active role in controlling the material that given to the students.[106] So that, the

[105] Putri Ayu, *Students' Perception of Online Learning at English Education Department Faculty of Tarbiyah and Teacher Training of IAIN Tulungagung*, (STAI Tulungagung, 2020), pg. 9-10.

[106] Roy Killen, *Teaching Strategies for Outcomes-Based Education*, (Cape Town: Juta & Co., 2007), pg. 78.

teacher can tries to keep the students from getting bored by giving group assignments to the students to adhere to health protocols.

The last effort made by the students to solve internet connection problems is to find a place that provides free wifi. With the free wifi, the students can still participate in online learning activities. The students also go to friends' houses to ask about materials and assignments given by the teacher when they don't have an internet quota. So, the students can still get material and do the assignments given. Apart from the students, the teacher also provides an accurate solution by providing an extension of time for collecting assignments if the students have difficulty accessing the internet. Also, if the students do not have an internet quota, assignments can be submitted at school. This effort can make it easier for the students who have internet difficulties to collect assignments and get grades. Thus, the teacher has a role in controlling students and learning activities such as the material to be taught.[107]

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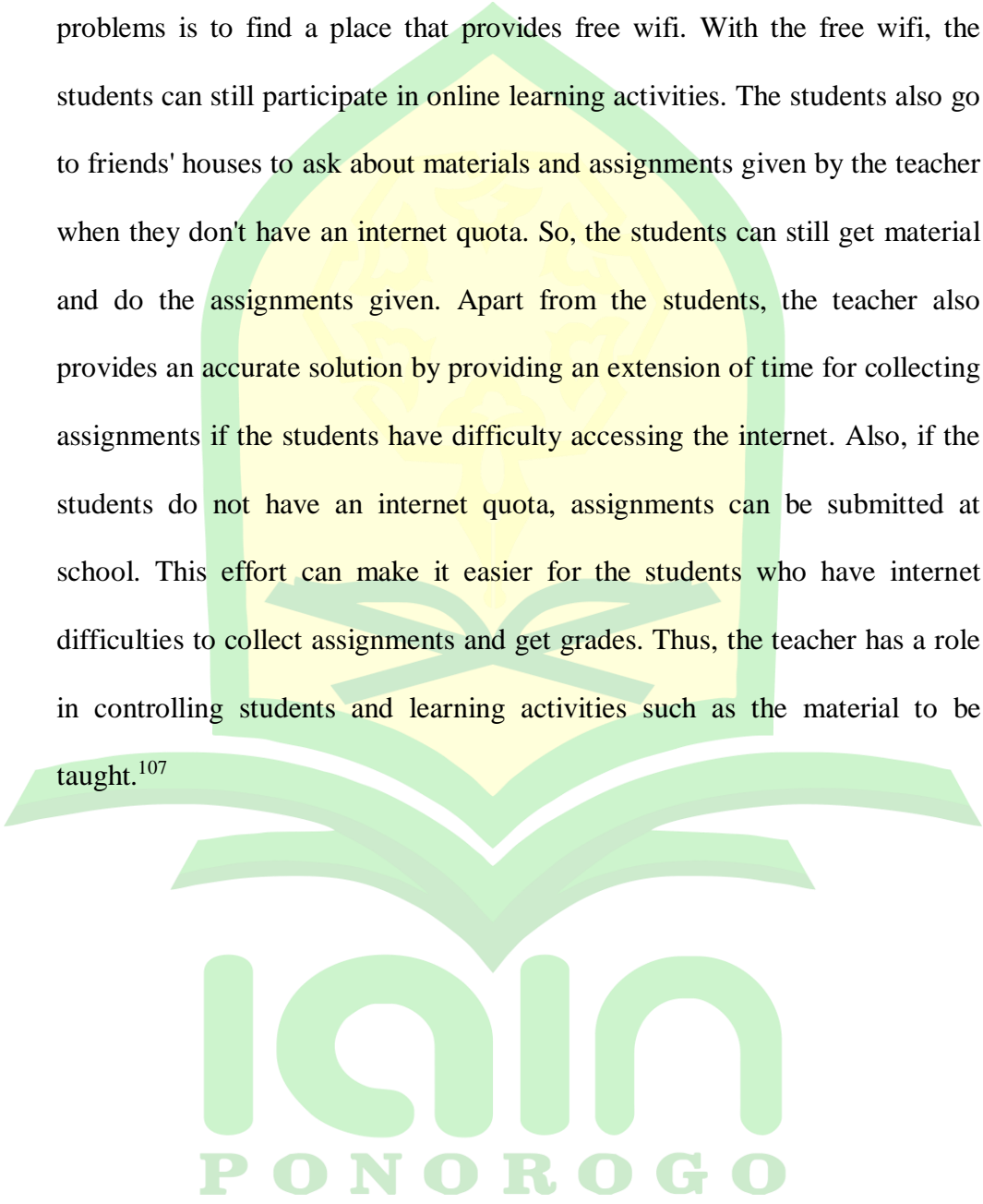
[107] *Ibid*, pg. 78.

CHAPTER VI

CONCLUSION

This chapter presents the conclusion and suggestion regarding results research. The conclusions are dawn from the findings of the previous chapter, then sugestions directs further researchers who are interested in conducting similar research.

A. Conclusion

Based on the obtained data, the researcher concludes the research as follow:

In teaching English online using an expository strategy, the teacher explains verbally in a video, then distributed to the students via WhatsApp groups. The online learning process activities above are in accordance with the steps in applying expository strategy: preparation, presentation, connecting, concluding, and application. In the implementation of learning using expository, the teacher has an active role in learning activities such as explaining the material to the students directly, controlling the material taught to the students, and the information needed by the students. Online learning of English using an expository strategy can make it easier for the students to digest, listen, re-express what the teacher says. Besides that, the students are motivated to demand themselves to master the material and improve learning outcomes for the better.

In online learning, the teachers and the students also experience various problems in its implementation. These problems can hinder the

learning process so that the learning objectives cannot be achieved. Problems faced by the teachers include the difficulty of conveying material to the students. The teachers cannot control the students directly, so the teachers cannot control what the students do during learning activities. The lack of student participation in learning activities. In addition, the students also face problems, including difficulty in understanding the material presented. The students cannot concentrate well when studying online. The students were overwhelmed and bored because of too many assignments. The last, the students often experience poor internet connection problems that can hinder the online learning process.

The teachers and the students also made efforts to overcome these problems. The efforts made by the teacher are the teacher tries to make learning videos that are interesting and easy to understand. Second, the teacher actively contacts the students via WhatsApp messages to participate in learning. Lastly, the teacher establishes good communication and cooperation with the students' parents to guide and assist the students. In addition, the efforts made by the students are first, in overcoming difficulties in understanding the material, the students look for material that has not been understood through various sources and summarizes the material that the teacher has explained. Second, when the students have difficulty concentrating and are bored at home, the students choose to

study together at a friend's house. Lastly, to solve the internet connection problem, the students try to find a place that provides free wifi.

B. Recommendation

1. For Teachers

a. The teachers must prepare learning activities optimally.

b. The teachers must have deep understanding of the materials delivered.

c. The teachers should constantly improve their competence in operating online learning media.

d. The teacher continues to innovate on the use of varied strategies so that the students do not get bored easily so that the teaching and learning process can run well.

e. The teachers must continue to establish good communication with students' parents.

2. For Students

a. The students should be more active in participating in online learning activities.

b. The students must increase their participation in learning activities.

c. The students are expected to continue to repeat learning materials that have not been understood and discuss them with parents so that the difficulties experienced in online learning can be resolved.

3. Future researcher

The researcher hopes that for future researchers who are interested in conducting similar research, it will contribute to understanding expository strategy in English online learning. Besides, hopefully, this research will provide inspiration and guidance for the future researchers to be more careful in conducting research, so that the results are better than this. Therefore, the results will be more profitable and be applied in larger area.
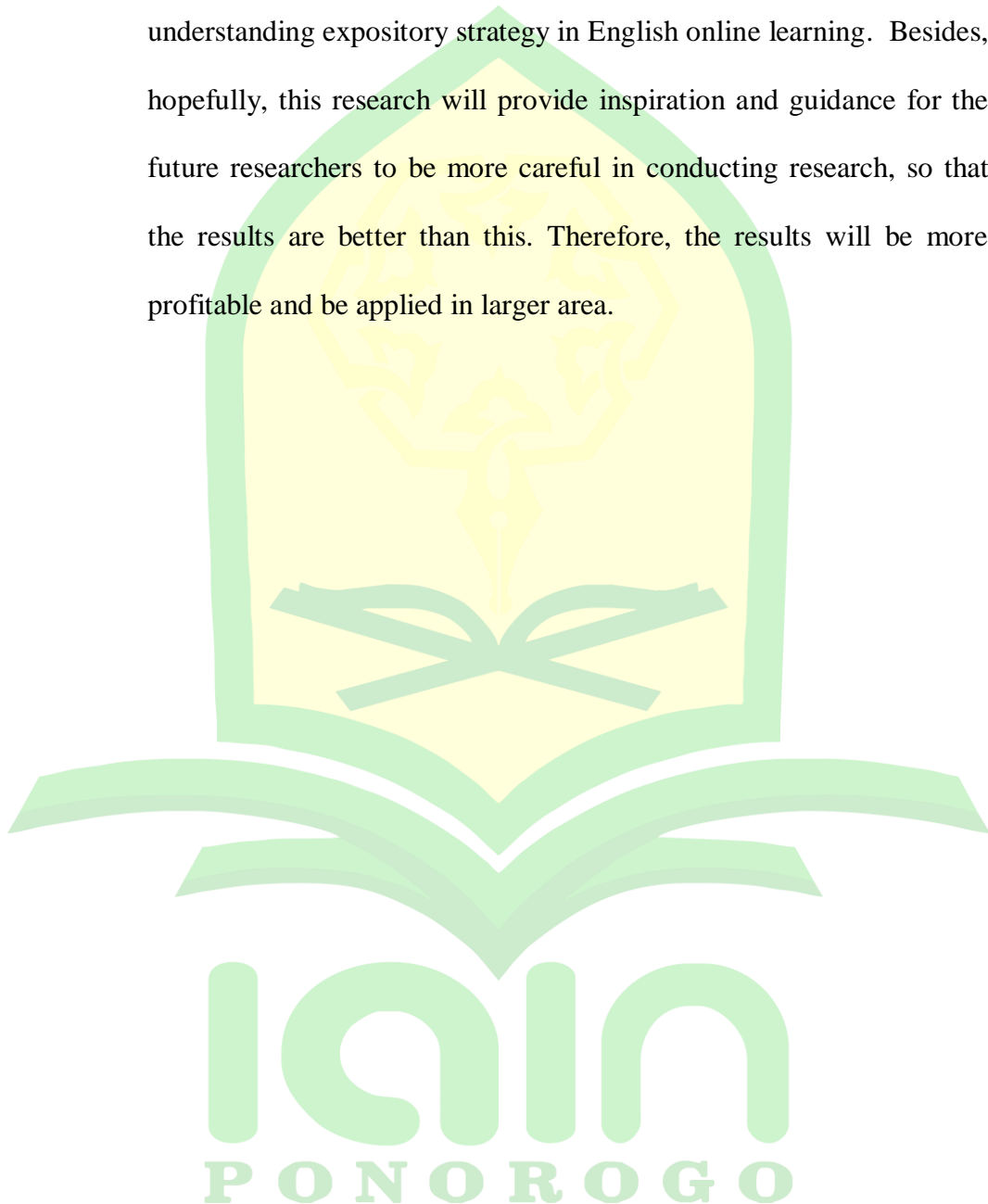
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