Teachers' Strategies In Increasing Students' Motivation In On-Line English Learning At UPT SMK Negeri 1 Parepare

[1]Muhammad Ayyub, [2]Nasrullah A, [3]Sudarmanto

Universitas Muhammadiyah Parepare, Indonesia

[1] muh.ayyub99@gmail.com

[2] nasrullahumpar@gmail.com

[3] mantoeng50@gmail.com

ABSTRACT

The COVID-19 pandemic situation made the Government announce the learning activities into on-line learning. This research focused on the teachers' strategies used in increasing students' motivation in english on-line learning classes. This study aimed at answering the following research questions: (1) what are the teachers' strategies in increasing students' motivation in english on-line learning at UPT SMK Negeri 1 Parepare? (2) To what extent do the strategies help the teachers in English on-line classes? This type of research was field research with qualitative approach. The results showed that (1) There were several strategies used by English teachers in increasing student motivation in learning English online. The strategies include: using news text, using dialogue text, doing personal approach, giving students the praise/reward, and make a video. (2) Strategies in teaching through on-line learning classes during the COVID-19 pandemic greatly assisted teachers in the increasing motivation students in teaching and learning process to achieve learning goals.

Keywords: English Teaching, Teaching Strategy, Online learning.

Teachers' Strategies in Increasing Students' Motivation in On-Line English Learning at Upt Smk Negeri 1 Parepare in The Academic Year 2021/2022

ABSTRAK

Situasi pandemi COVID-19 membuat Pemerintah mencanangkan kegiatan pembelajaran menjadi pembelajaran online. Penelitian ini berfokus pada strategi yang digunakan guru dalam meningkatkan motivasi siswa di kelas pembelajaran online bahasa Inggris. Penelitian ini bertujuan untuk menjawab pertanyaan penelitian sebagai berikut: (1) Bagaimana strategi guru dalam meningkatkan motivasi belajar bahasa Inggris online di UPT SMK Negeri 1 Parepare? (2) Sejauh mana strategi membantu guru di kelas online bahasa Inggris? Jenis penelitian ini adalah penelitian lapangan dengan pendekatan kualitatif. Hasil penelitian menunjukkan bahwa (1) Ada beberapa strategi yang digunakan oleh guru bahasa Inggris dalam meningkatkan motivasi belajar bahasa Inggris siswa secara online. Strategi tersebut antara lain: menggunakan teks berita, menggunakan teks dialog, melakukan pendekatan personal, memberikan pujian/penghargaan kepada siswa, dan membuat video. (2) Strategi pembelajaran melalui pembelajaran online di masa pandemi COVID-19 sangat membantu guru dalam meningkatkan motivasi siswa dalam proses belajar mengajar untuk mencapai tujuan pembelajaran.

Kata Kunci: Pengajaran Bahasa Inggris, Strategi Mengajar, Pembelajaran Online.

INTRODUCTION

Covid-19 outbreak presents its challenges for educational institutions. To fight Covid-19, Government has forbidden crowding, social distancing, and physical distancing, wear masks and always wash hands. Through the Ministry of Education and Culture, the government has banned universities for carry out face-to-face (conventional) lectures and order to organizing lectures or learning online. This rule also applies to schools such as elementary, junior high, and high school levels. The spread of Covid-19 has forced the learning process to move into the online learning process. The schools are closed until further notice and adapt to a new way of learning. The learning during this pandemic has changed from face-to-face learning to online learning, which is learning process based technology and application. Online Learning encompasses a range of technologies such as the world wide web, email, chat, new groups and texts, audio and video conferencing delivered over computer networks to impart education. Teachers are required to be able to use technology or application that supports the learning process

which can make easier to achieve learning goals. In this Covid-19 pandemic, applications that can support online learning such as Google Classroom, Zoom, and Whatsapp. The application that is often used by teachers is Whatsapp because easier to use.

Although the evolution of technology has grown up, the shift to online learning doesn't work as well. Several factors make it happen such as lack of interaction, isolated learners, and can't concentrate. First, Guo et al (2018:1) state that communication between learners is usually limited to questions and answers similar to the forum format, the sending and receiving of emails, and the exchange of real-time chat tools between learners and learners. This physical separation leads to barriers to communication relies on the aid of network message, such as eye contact, expressions are missing in the online learning environment. Second, According to Davidson et al in Swan (2017:21) states that the barriers to participation that external students may experience are particularly evident in collaborative learning tasks through group work, group presentation, and group assessment. This rather psychological factor is still highly affecting students' motivation and learning progress. Being in the classroom, students got used to instant eye-to-eye communication with each other allowing reacting together, sharing the experience, joking, and making non-verbal contact, strengthening the social skills. For many students, a classroom has been a kind of sanctuary, which is now taken away. It's not a surprise most of them feel isolated, scared by the pandemic, parents' job loss, friends' disconnection. Last, According to Handayani (2020:17) many students find difficult to concentrate on class for long periods of time.

In the preliminary study, the researcher made observations during the internship 3. It was a pandemic period where Covid-19 had just entered Indonesia, which then forced the entire education system in Indonesia to be shifted to online learning. During the observation, the researcher found that students at UPT SMK Negeri 1 Parepare were not interested and not enthusiastic and had low motivation in learning English online. The researcher observed the class he taught during the internship 3. Based on the observations with the students, the researcher found that the students were happy or not excited because of their teacher's strategy in teaching. Knowing student motivation can affect the teacher's role in the learning process. Therefore, the teacher must know the types of motivation that students have and how this motivation can affect their learning. Therefore, the researcher wants to know the teacher's strategy in motivating students in online English learning, namely the teacher's strategy in the online English learning process.

Motivation is concerned with the factors that stimulate or inhibit the desire to engage in behavior. In education, motivation deals with the problem of setting up conditions so that learners will perform to the best of their abilities in academic setting. Motivation is very important to make students like learning English process. Teacher's motivation is related to teacher use of motivating strategies, which in turn are related to student's motivation and English achievement. Brophy (2004:1) states that learning is fun and exciting; the materials must be matched to the student interests and abilities. If students are not enjoying learning, the teachers have to somehow turn inherently into enjoyable activity. In this research, researcher will examine teacher strategies in increasing students' motivation in online English learning at UPT SMK Negeri 1 Parepare.

METHOD

In this research, the researcher applied qualitative method with a case study design. Sutopo and Arief (2010:1) writes that qualitative is a study aimed at doing a description and analysis 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. Moreover, the participants involved were 2 english teachers of UPT SMK Negeri 1 Parepare in the academic year 2021/2022 with used a purposive sampling technique. Next, to complete data, the researcher used three steps data collection such as observation, interview, and documentation. However, in analyzing data, the researcher used data reduction, data display and Conclusion and verification.

RESULTS

In this research, the researcher presented the findings of the research. The data were taken from observation and interview. In the observation section, there were two teachers at UPT SMK Negeri 1 Parepare who were observed by filling out the observation checklist that was distributing to them. After that, to answer the research questions, then the researcher conducted semi-structured interview with the two English teacher in UPT SMK Negeri 1 Parepare. In this section, the researcher has determined several questions related to the research. Additionally, the process of the interview showed varying answers from the participant. The researcher collected the data by recording the interview process by using Recorder on Smartphone.

A. Data from observation

In the observation, there are 9 statements that felt out by teachers regarding the background of their statements on on-line learning. As for the 9 statements that felt out by teacherss namely:

1. The teacher uses E-learning as a medium for learning English. All the teachers answered that they used e-learning learning media to be used in the on-line learning process.

2. The teacher uses WhatsApp as a medium for learning English. All the teachers responded that they used the whatsapp application as the main application in the on-line learning process

3. The teacher uses Google Classroom as a medium for learning English. All the teachers reacted that they used google classroom as one of the on-line learning media used for student attendance and collecting assignments.

4. The teacher uses *Ruang Guru* as a medium for learning English. All the teachers replied that they did not use *Ruang Guru* as an on-line learning medium and they had heard of the teacher's room application.

5. The teacher uses Zenius as a medium for learning English. All the teachers responded that they did not use Zenius as an on-line learning medium and they did not know about the Zenius application.

6. The teacher uses Zoom as a medium for learning English. One teacher uses the zoom application as a face-to-face learning media on-line.

7. The teacher understands how to operate (use) the E-Learning learning application. All the teachers answered that they understand how to operate on-line learning applications such as whatsapp, google classroom, and zoom.

8. The teacher has an E-Learning learning strategy. All the teachers replied that they have strategies in increasing students' motivation in on-line learning.

9. Teachers and students are active when on-line learning takes place. One teacher responded that students were active during on-line learning even though only a few students were active. Meanwhile, the other teachers answered that the students were not active during the on-line learning process.

B. Data from interview section

In this section, the researcher tries to find out what strategies teachers use in the online learning process and the second is to find out what causes students to lack motivation in online learning, especially learning English. The researcher interviewed by using Bahasa Indonesia to make the communication ran well and effectively.

After the data collected, the researcher found there are some English teacher strategies in teaching English students in online English learning, they were:

B.1. Strategies of teacher 1

B.1.a. Using news text

In this strategy the teacher at UPT SMK Negeri 1 Parepare using the News Text as material in online learning process. The News Text material was taken on the internet by the teachers that related to the learning material. The teacher shares the News Text on Google Classroom and after that the teacher creates a link to the Google Meet room then the teacher shares the link to the class chat group on WhatsApp. The teacher first gave an example of how to read a good and correct News Text and after that the students practiced reading the News Text online. So, the teacher was used the News Text related to the learning material to attract the students' attention in the online learning process.

It proved by the answer of teacher (1) in the interview on Monday, April 11, 2022.

R : *Strategi apa saja yang bapak lakukan/gunakan untuk mengajar bahasa Inggris terkait kemampuan mendengarkan, berbicara, membaca, dan menulis dengan metode kelas e-learning ?*

R : What strategies did you use to teach English regarding to the listening, speaking, reading, and writing skills with e-learning classes method ?

T (1) : "*Terkait dengan strategi yang saya gunakan dalam pembelajaran daring selama ini,dengan mengacu pada penilaian 4 skill itu adalah listening, writing, speaking, reading. tergantung dari materi juga, pernah memang satu dua kali bapak pernah sampaikan model kita dalam penyajian materi lewat daring. salah satunya lewat google classroom itu banyak-banyak terkait skill readingnya mereka. guru mengshare saja materi wacana atau text kemudian, meminta kepada siswa untuk membacanya. itu kadang lewat google meet .ya. google meet. itu kita meminta mereka hanya membaca saja beberapa kalimat setelah disampaikan bahwa teknik-tekniknya seperti ini, baru kami*

persilahkan kepada siswa untuk membacanya secara lansung. bergantian-bergantian seperti itu".

T (1) : "Regarding the strategies that I have used in online learning so far, with reference to the assessment of the 4 skills, they are listening, writing, speaking, reading. It also depends on the material, once or twice, you have conveyed our model in presenting material online. One of them is through Google Classroom, which has a lot to do with their reading skills. The teacher just shares the discourse or text material later, asking students to read it. it's sometimes through google meet. yes. google meet. Therefore, we ask them to only read a few sentences after being told that the techniques are like this, then we invite students to read them directly. take turns like that."

From the interview, it was confirmed that the teacher applied using News Text as material of teaching strategy in online English learning.

B.1.b. Using dialogue text

In this strategy the teacher at UPT SMK Negeri 1 Parepare using the Dialogue Text as material in online learning process. The Dialogue Text material was taken on the internet by the teachers that related to the learning material. The teacher shares the Dialogue Text on Google Classroom and after that the teacher creates a link to the Google Meet room then the teacher shares the link to the class chat group on WhatsApp. Then students will practice it by having a dialogue with other students online at Goggle Meet. So, the teacher was used the Dialogue Text related to the learning material to attract the students' attention in the online learning process.

It proved by the answer of teacher (1) in the interview on Monday, April 11, 2022.

T (1) : *"... Selanjutnya kalau skill yang lain seperti speaking, bisa kami juga ukur dengan memberikan semacam. aa. apa namanya instrument atau bahan dialog .yah. dialog terus begitu kemudian mereka .aa. saling menyapa lewat goggle meet ini .yah. lewat google meet saling menyapa. namun, ya mungkin karena ini online banyak-banyak kita terkendala di masalah jaringan mungkin kadang maksimal kita mendengarkan .ee. pembicaraan mereka, kadang juga lebih sering tidak maksimal .yah. mendengarkan pembicaraan mereka. itu mungkin factor jaringannya".*

T (1) : "… Furthermore, if you have other skills such as speaking, we can also measure it by giving something like. aa. what is the name of the instrument or dialogue material? the dialogue continues so then they .aa. greet each other through this goggle meet. via google meet greet each other. However, maybe because we are online a lot, we are having problems with the network, maybe sometimes we listen to .ee maximum. their

conversation, sometimes also not optimal. listen to their conversation. it might be the network factor."

From the interview, it was confirmed that the teacher applied and Dialogue Text as material of teaching strategy in online English learning.

B.1.c. Doing personal approach

In this strategy the teacher doing personal approach to students is to increase the motivation of each student that online learning is a learning that they must follow so that from doing this personal approach students will have more motivation to take online classes, especially learning English. So, the teacher doing personal approach so that the students can improve their motivation in online learning.

It proved by the answer of teacher (1) in the interview on Monday, April 11, 2022.

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

R : What strategies do you use to increase students' motivation in learning English online?

T (1) : *"... Ya beberapa diantara siswa memang... kami, apa namanya sampaikan lansung untuk... personal yah melakukan pendekatan secara lansung bahwa upayakan itu tadi memiliki hp sendiri- sendiri sampaikan kepada orang tuanya bahwa disekolah kami ini sudah dituntut untuk eee banyak menggunakan alat kemonikasi atau hp ini sebagai media untuk belajar online".*

T (1) : "… Yes, some of the students are… we, what is the name, convey it directly to… personally, please approach it directly that try to have your own cellphone, convey to their parents that at our school we are already required to use a lot of this communication tool or cellphone as a medium for online learning".

From the interview, it was confirmed that the teacher applied personal approach as teaching strategy in online English learning to increase students motivation.

B.1.d. Giving praise/reward

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

It proved by the answer of teacher (1) in the interview on Monday, April 11, 2022.

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

R : Have you ever implemented a strategy in the form of giving praise and gifts to students ?

T (1) : *"...Kalau saya, bukan hanya pernah… sering itu iya walaupun bentuk ekspresi atau pujiannya itu lewat kata - kata atau aaa tindakan – tindakan lain, tidak berupa hadiah itu biasa diberikan yah sebagai motivasi kepada mereka apalagi kalau hadiah… ya hadiahnya paling berupa pensil kah atau pulpen atau alat – alat aaa belajar yang sempat saya miliki memang saya persiapkan seperti itu. tapi kalau namanya pujian itu sering ya memberikan apresiasi kepada siswa itu berupa pujian – pujian ya oke".*

T (1) : "… Not only did I… often do that, even though the form of expression or praise is through words or other actions, not in the form of a gift, it is usually given as a motivation to them, especially if it is a gift… yes The prizes are mostly in the form of pencils or pens or aaa learning tools that I had, I did prepare like that. but if the name is praise often, then giving appreciation to students is in the form of compliments, okay."

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

B.2. Strategies of teacher 2

B.2.a. Make a video

In this strategy the teacher at UPT SMK Negeri 1 Parepare using make a video as material in online learning process. The video material made by the students that is related to the learning material. The material that the teacher uses is introduce yourself. Then students are required to introduce themselves through making a video. then students send it to Google Classroom. And after that the teacher will assess the speaking skills of each student. So, the teacher was used to make a video related to the learning material to attract the students' attention in the online learning process.

It proved by the answer of teacher (2) in the interview on Monday, April 11, 2022.

R : *Strategi apa saja yang bapak/ibu lakukan/gunakan untuk mengajar bahasa Inggris terkait kemampuan mendengarkan, berbicara, membaca, dan menulis dengan metode kelas e-learning ?*

R : What strategies did you use to teach English regarding to the listening, speaking, reading, and writing skills with e-learning classes method ?

T (2) : *"Iya. artinya yang kita pakai ini kan. pastinya .ya. kita kadang pakai whatsapp. aplikasi .ya. yang kita pakai. google classroom, tapi kalau untuk. ee. secara speaking mungkin tidak terlalu sama kalau pada saat tatap muka. ya. ada biasa saya berikan memperkenalkan diri. saya suruh bikin video. terus ee. kirim yah. ke google classroom".*

T (2) : "Yes. that means we use this right. sure .yes. we sometimes use whatsapp. application .yes. that we use. google classroom, but if for. ee. speaking, it may not be the same when face to face. yes. there is usually I give introduce myself. I told you to make a video. continue ee. send it. to google classroom".

B.2.b. Doing personal approach

In this strategy the teacher doing personal approach to student untuk meningkatkan motivasi setiap siswa bahwa pembelajaran online adalah pembelajaran yang wajib mereka ikuti sehingga dari doing personal approach tersebut siswa akan lebih memiliki motivasi untuk mengikuti kelas online khususnya pembelajaran Bahasa inggris. So, the teacher doing personal approach so that the students can improve motivasi mereka dalam pembelajaran online.

It proved by the answer of teacher (2) in the interview on Monday, April 11, 2022.

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

R : What strategies do you use to increase students' motivation in learning English online ?

T (2) : *"... eee biasa kasih nasehat – nasehat... yah supaya... biasa aaa menghubungi orang tuanya... kenapa anaknya seperti ini. komunikasi dengan orang tua komnikasi dengan wali kelas supaya bisa memberikan motivasi anak – anaknya bisa aktif di eee pembelajaran daring".*

T (2) : "… I usually give advice… well… so… I usually contact her parents… why is her child like this. communication with parents, communication with the homeroom teacher so that they can motivate their children to be active in online learning."

From the interview, it was confirmed that the teacher applied personal approach as teaching strategy in online English learning to increase students motivation.

B.2.c. Giving praise/reward

The teacher's strategy was give praise to the students who work well. In this strategy, the teachers give task to the students. For the students who collect the task early and correct in answer the task, the teachers give appreciate to the students like word "Good Job" and also the teachers give reward like books and pens to the students. This strategy

was used by teachers to appreciate the results of student work so that students feel more valued for their work.

It proved by the answer of teacher (2) in the interview on Monday, April 11, 2022.

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

R : Have you ever implemented a strategy in the form of giving praise and gifts to students?

T (2) : *"…of course ya kita berikan pujian kepada anak – anak yang rajin supaya ini memberikan eee bisa menjadi motivasi bagi siswa – siswa yang malas eee kalau khusus untuk anak wali saya sendiri… ya saya kasih hadiah bagi yang berprestasi lalu saya foto saya share digroupnya… nah ini eee jadi ini membuat teman – teman yang lain termotivasi untuk melakukan seperti itu… seperti temannya sekelas ya".*

T (2) : "…of course, we give praise to children who are diligent so that this can be a motivation for students who are lazy, eee, if it is specifically for my own guardian… yes, I will give prizes for those who excel, then I I share the photo in the group… so this is eee so this makes other friends motivated to do something like that… just like their classmates, right".

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

In addition, The extent to which the strategy helps teachers in learning English in online classes, based on the results of interviews with teacher 1 and teacher 2, it can be concluded that the strategies used by teachers are very helpful in the online learning process. such as using news text and dialogue text strategies really help teachers in training students' speaking skills and increase students' enthusiasm in participating in online learning. then the strategy of doing personal approach is very helpful for teachers in overcoming all the obstacles faced by students while increasing student motivation in online learning. teachers are also greatly helped by the strategy of giving praise or reward to increase students' interest in learning in online learning. and finally the make a video strategy which is very helpful for teachers in assessing students' speaking skills and assessing students' creativity in making an English video.

DISCUSSION

1. Teachers' strategies in increasing students' motivation in english on-line learning

According to the result of the interview conducted with an English teachers, strategy is important in learning as a way or method that makes students easier to learn. In line with the opinion from David (1976 as quoted in Sanjaya, 2006) strategy is a method, plan, or series of activities designed to achieve a particular educational goals. There are several strategies used by teachers in online teaching. All strategies used by the teachers are effective, because with that strategy students can understand the material easily. Some strategies that teachers using as follows:

The first strategy used by the English teacher at UPT SMK Negeri 1 Parepare was using news text in online English learning process. In this strategy the teachers give news text, The news text material was taken on the internet by the teachers that related to the learning material. The teacher first gave an example of how to read a good and correct News Text and after that the students practiced reading the News Text online. News text has become on of the interesting material aims to provide the breaking news to increasing students motivation in learning English. This strategy related to the theory El-Seoud et al (2015:5) states that design content to be relevant to students' goals and intention to avoid lose of interest in the subject. In addition, according to Dimyati and Mudjiono (2010:97) states that the factors that can influence the students' motivation is the effort is how the teacher prepares themselves in teaching students starting from mastery of the material, how to convey it, interesting students' attention, and organize classroom discipline.

Second, using dialogue text. In this strategy, the teachers gave dialogue text, The dialogue text material was taken on the internet by the teachers that related to the learning material. The teacher shares the Dialogue Text on Google Classroom and after that the teacher creates a link to the Google Meet room then the teacher shares the link to the class chat group on WhatsApp. Then students will practice it by having a dialogue with other students online at Goggle Meet. Dialogue text has become one of the interesting material aims to provide the speaking practice srudents. This strategy related to the theory of journal Sadikin & Hamidah (2020:216) shows that virtual classes that use Google Classroom, Edmodo, and Schoology (Enriquez, 2014; Sicat, 2015; Iftakhar, 2016) and instant messaging applications such as WhatsApp (So, 2016). Online learning can even be done through social media such as Facebook and Instagram (Kumar & Nanda, 2018).

Third, doing personal approach, in this strategy the teacher doing personal approach to students to increase the motivation of each student that online learning is learning that

they must follow so that from doing personal approach students will be more motivated to take online classes, especially learning English. Doing personal approach has become one of the good strategy to increase students motivation and aims to provide effectiveness of online learning. This strategy related to the theory of According to Dimyati and Mudjiono in Rahmawati (2016:18) state that there are several elements that affect learning motivation, which is Students' environment can be in the form of natural conditions, environment place of residence or family, social circle or friend peers, and community life. It's environmentally safe, peaceful, orderly, and beautiful, so the learning spirit and motivation are easily reinforced.

Fourth, giving praise/reward to students who perform well. Giving praise by the teacher can be seen as motivation that can change the behavior of the student concerned, related to the cognitive, affective, and psychomotor domains. In this strategy, when the teacher gaves assignments to each student, for students who submit assignments early and students who active in online English learning process so the teacher gives praise and reward such as the word good job or little praise in form books and pens. This strategy related to theory of Dewi (2017:82) which is the teacher's strategy in increasing student motivation in learning is to give awards and praise. The psychological touch was in the form of students feeling appreciated for the efforts made. In addition, According to El-Seoud et al (2015:5) state that help students to gain confidence. This could be easily achieved when students in what they are doing and achieve their goals.

The last one was make a video, In this strategy the teacher at UPT SMK Negeri 1 Parepare using make a video as material in online learning process. The video material made by the students that is related to the learning material. The material that the teacher uses is introduce yourself. Then students are required to introduce themselves through making a video. then students send it to Google Classroom. And after that the teacher will assess the speaking skills of each student. Video has become one of the fastest-moving trends and aims to provide a configurable infrastructure that integrates learning materials, tools and services. This strategy related to the theory of Stempleski & Tomalin in Mohamad et al (2014) states that video has a great motivational potential. Video as material delivery and teacher as task provider.

2.The extent of the strategies help teachers in English on-line learning classes

In this session, the researcher showed some of the research results that had been done previously and then compared them to this study. There are three studies related to this

research, focusing on the extent of the strategies help teachers in English e-learning classes.

a. Using News Text and Dialogue Text

These strategies can help teachers in teaching reading understanding through web-based learning in the form of news text in e-learning classes. The teacher delivered the material simply and gave orders to students step by step. This is line with Azis (2019:309) learning model in the digital era consists of three models; first, the teachers or lecturers provide online learning material to students then is downloaded and studied manually.

With this strategy students can understand the material clearly and the delivery of material through news text and dialogue text also helps students' enthusiasm in learning increase more. The teacher does, to students know how to reading well by paying attention to some strategies or ways in reading themselves.

b. Doing Personal Approach and Giving Praise/Reward

These strategies can help the teacher to increase students' enthusiasm in online learning increase more. Doing personal approach and giving praise/reward has become one of the good strategy to increase students motivation and aims to provide effectiveness of online learning. This is line with theory of Dewi (2017:82) which is the teacher's strategy in increasing student motivation in learning is to get involved in helping students. This can help students enthusiasm in online learning increase more. This is line with theory of Dewi (2017:82) which is the teacher's strategy in increasing student motivation in learning is to give awards and praise. The psychological touch was in the form of students feeling appreciated for the efforts made.

c. Make a Video

These strategies can help the teacher deliver material about improving speaking skill through a make a video. Video has become one of the fastest-moving trends and aims to provide a configurable infrastructure that integrates learning materials, tools and services. This strategy related to the theory of Stempleski & Tomalin in Mohamad et al (2014) states that video has a great motivational potential. Video as material delivery and teacher as task provider. Make a video, this can help the teacher in assessing their skills in speaking, and of course students will also get some new vocabulary in make a video.

CONCLUSION

Based on the research findings and discussion on Teachers' Strategies in Increasing Students' Motivation in On-Line English Learning at UPT SMK Negeri 1 Parepare in The Academic Year 2021/2022, the researcher concludes that the teacher used variety strategies for students on english on-line learning classes. Based on research findings there are five strategies used by the English teacher in increasing students' motivation in online English learning. They are: 1) Using news text, 2) Using dialogue text, 3) Doing personal approach, 4) Giving students the praise/reward, 5) Make a video. In addition, from the analysis that has been done, researcher can conclude that some strategies in teaching some skills in English are considered to be very helpful for teachers in teaching assisted with e-learning models using video call in the middle of the COVID-19 pandemic, making students not get bored easily and strategies that are used can also facilitate students in achieved the learning goals.

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