

**STUDENT TEACHERS' ENGLISH TEACHING STRATEGY IN  
“PLP II PROGRAM” 2021**



**Compiled as one of the requirements for completing the Strata 1 Study Program  
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**By:**

**LINA CAMELIA**

**A320180042**

**DEPARTMENT OF ENGLISH EDUCATION  
FACULTY OF TEACHER TRAINING AND EDUCATION  
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by:

**LINA CAMELIA**

**A320180042**

Checked and approved to be tested by

Consultant,



**Mauliy Halwat Hikmat, M.Hum., Ph. D**

**NIDN. 0613066801**

ACCEPTANCE

STUDENT TEACHERS' ENGLISH TEACHING STRATEGY IN "PLP II  
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BY

LINA CAMELIA  
A320180042

Accepted by the Board of Examiner  
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Universitas Muhammadiyah Surakarta  
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NIDN. 0007016002

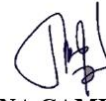
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Surakarta, 15 May 2022

The Researcher



**LINA CAMELIA**

**A320180042**

## STUDENT TEACHERS' ENGLISH TEACHING STRATEGY IN "PLP II PROGRAM" 2021

### Abstrak

Penelitian ini menjelaskan tentang strategi siswa guru dalam belajar mengajar di rumah selama Program PLP II. Jenis penelitian yang digunakan adalah deskriptif kualitatif. Subyek penelitian ini adalah lima mahasiswa guru di Universitas Muhammadiyah Surakarta. Hasil penelitian ini menunjukkan bahwa pelaksanaan pembelajaran di rumah menggunakan strategi yang sama seperti di sekolah, strategi yang digunakan oleh siswa guru adalah sebagai berikut: 1. Menggunakan berbagai media untuk menjelaskan materi, 2. Mengamati dan mengajukan pertanyaan, 3. Bergaul dan berkomunikasi, 4. Memberikan pekerjaan rumah. Namun, siswa guru juga menghadapi kesulitan, seperti: 1. Minat siswa yang rendah, 2. Perhatian yang rendah, 3. Kosakata yang tertinggal, 4. Masalah teknis. Solusi bagi calon guru adalah sebagai berikut: 1. Menggunakan permainan, 2. Menggunakan papan tulis dan buku pegangan. Hasil penelitian ini menunjukkan bahwa strategi yang digunakan oleh siswa guru untuk mengajar di rumah sama dengan mengajar di sekolah. Bedanya belajar lebih santai, lebih fleksibel dari jam pelajaran, pakaian, siswa lebih enjoy karena terkesan informal.

**Kata kunci:** strategi, kesulitan, solusi, siswa guru

### Abstract

This study describes the strategies of student teachers in teaching and learning at home during the PLP II Program. The type of research used is descriptive qualitative. The subjects of this study were five student teachers at the University of Muhammadiyah Surakarta. The results of this study indicate that the implementation of learning at home uses the same strategy as at school, the strategies used by student teachers are as follows: 1. Using various media to explain the material, 2. Observing and asking questions, 3. Associating and communicating, 4. Give homework. However, teacher students also face difficulties, such as: 1. Low student interest, 2. Low attention, 3. Lag Vocabulary, 4. Technical problems. The solutions for prospective teachers are as follows: 1. Using games, 2. Using whiteboards and handbooks. The results of this study indicate that the strategies used by student teachers to teach at home are the same as teaching at school. The difference in learning is more relaxed, more flexible than class hours, clothes, students enjoy it more because it seems informal.

**Keywords:** strategy, difficulty, solution, student teachers'

## **1. INTRODUCTION**

Teaching skills for prospective teachers are important because not everyone can master classroom learning. So that student teachers must be equipped with teaching skills. As an institution for producing teacher candidates, the department of english education at Muhammadiyah University of Surakarta completes its curriculum with several courses that provide practical teaching skills for the seventh semester, one of the practices is PLP 2.

At the University of Muhammadiyah Surakarta, there is a program or activity for prospective teachers, the School Field Introduction Program atau Pengenalan Lapangan Persekolahan (PLP). The purpose of this PLP is to master the strategy and understand the methods of learning techniques. PLP is divided into 2, namely PLP 1 with observation activities at school for 2 weeks and PLP 2 activities carried out by practicing and training to teach students. This PLP was carried out in schools before the pandemic, but during the COVID-19 pandemic, PLP is carried out at home.

PLP 2 is a teaching practice activity in schools, but because of the pandemic, it is carried out at home. Implementation of PLP 2 for 4 weeks, students practice teaching and transferring knowledge to students. Minimum students 1 to 3 children, junior high school to high school. One of the materials taught is procedure text, descriptive text, and simple present tense.

The teacher's strategy is important in learning, one of which is teaching english. As for the previous research which shows strategies for teaching english. Such as "AN ANALYSIS OF TEACHERS' TEACHING STRATEGIES AND STUDENTS' DIFFERENT LEARNING STYLES IN ENGLISH TEACHING-LEARNING PROCESS" by FITRI YANI (2016) which shows. Interview, observation, and documentation were utilized to collect the data. The results demonstrate that the teachers utilized a variety of tactics to accommodate the various learning styles of their students. The tactics were developed with the character of the students in mind, as well as the learning objectives that the students would achieve and the characteristics of the learning material.

The reason why researcher interested in researching this title is that researcher want to know the strategies of student teachers to teach and utilize learning with limited media and facilities due to the pandemic so that some phenomena appear when teaching at home with a number of 1-2 students, the facilities are inadequate and the home environment is not supportive. Regarding the findings of the research above, it shows that different from the previous study, the current study focusses on student-teacher strategies that are used teach the students. From this research, the researcher wants to analyze the student-teacher strategies in teaching english.

## **2. METHOD**

The qualitative descriptive research style focuses on providing a qualitative explanation of themes in certain contexts, such as thematic structure type description analysis. The research data are a series of interviews about teaching English, lesson plans, and youtube videos. The source data for this research is an interview transcript about the strategy for teaching English to students, PLP 2. The data for this study was gathered using an observation, an interview, documentation by using video, and a lesson plan. After that, the interview and documentation are transcribed into Microsoft Word and classification analysis is carried out. Moleong's (2007) theory was used to analyze the data.

## **3. RESULT AND DISCUSSION**

This study research about the student teacher strategy in teaching English at home in PLP 2 program.

### **3.1 Result**

#### **3.1.1 Strategies Used by Student Teacher**

From the results of the interviews and the reference to research questions, the results of their interviews used several strategies. Namely using variety of media to explain the content, explaining the materials, questioning, giving assignment. The strategies they used are follow:

- a. Using a Variety of Media to Explain The Content.

The interview was conducted on 13rd April 2022 in Solo. All the students teacher mentions the media used when learning at home. From the results of interviews with student teachers found that all using laptops, power points, YouTube videos in all materials. Based on the results of interviews and observations of the media used, students pay attention to the teacher while explaining the material on the laptop.

b. Observing and Questioning

The interview conducted on 13rd April 2022 in Solo. Based on the interview result there were 5 informants who's explaining the material text descriptive, greeting and text procedure used observing and questioning. The following interview result from those research informants as follows:

c. Associating and Communicating

The interview conducted on 13rd April 2022 in Solo. Based on the interview result on the text material 4 student teachers using association and communication patterns.

d. Giving Assignment

The interview conducted on 13rd April 2022 in Solo. Based on the interview result, there were three informants giving random sentences and arranging them in procedure text, using cards in greeting card material, and describing surrounding objects in descriptive text material. The following interview result from those research informants as follows:

### 3.1.2 Problems that Student Teachers Faced

After conducting interviews with student teachers, referring to the research question the obstacles encountered by student teachers. The researcher concludes that there are several obstacles during learning activities, namely:

a. Students Low Interest



The interview was conducted on April 13th, 2022. The results of an interview with prospective teachers, two people said that students had no interest in learning English activities.

b. Low Attention

The interview was conducted on April 13, 2022. The results of interviews with student teachers said that students lacked focus when studying, enjoyed playing alone, and were weak in vocabulary in each subject.

c. Gap Vocabulary

The results of interviews and observation with student teachers said that some students have different abilities. Some student have good vocabulary but some student is weak on the vocabulary.

d. Technical Problem

The interview was conducted on April 13, 2022. The results of interviews with student teachers said that 2 out of 5 teachers said that the laptop used to explain the material took a long time to load. The following interview result from those research informants as follows:

### 3.1.3 Student Teacher Solutions of The Problems

Interviews conducted with several student teachers about how to deal with problems or obstacles during learning. The researcher concluded that all student teachers answered by making some games, creating a comfortable fun learning environment, use the blackboard or text book that each student has from school.

a. Fun Learning

The interview was conducted on April 13, 2022. The results of interviews with student teachers, the researcher conclude that 5 informants said that to deal with problems like lack of vocab and lost interest are using games in materials greeting, descriptive text and more expressive when studying. The following interview result from those research informants as follows:

b. Used Whiteboard and Textbook

Interviews conducted with several student teachers about how to deal with problems or obstacles during learning unsupported network and technical problem. The researcher concluded that 3 informants answered used whiteboard and textbook. The following interview result from those research informants as follows:

### **3.2 Discussion**

There are three student teachers' strategies, problems faced student teacher and solutions for teaching English at home. The strategies are using a variety of media to explain the content, explaining the steps used in learning activities, giving assignment. The problems faced by student teacher are students lost interest and student lack of attention and vocabulary. Last one, solutions are making some games, creating a comfortable and fun learning. The displaying discussion as follows:

#### **3.2.1 Strategies Used By The Student Teachers In Teaching English In PLP 2 Program**

Based on the findings that the researcher explained above, there are four strategies that are used by students' teachers during the process of learning and teaching English in the PLP 2 Program. Those are Using a variety of media to explain the content, observing and questioning, associating and communicating, and giving assignments. The use of learning media is very closely related to improving the expected quality of learning. The use of teaching media by a teacher is expected to create a more meaningful learning experience. Several bold learning media have been chosen, such as WhatsApp Group, Google Classroom, Zoom, Google Meeting, and Edmodo. The strategy used when explaining the material, namely descriptive text material, greetings, and procedure text, uses observation and questioning. The learning process takes place according to the lesson plan that the

student teachers make and design, such as asking questions about what the student teachers have taught.

Also, the strategy "observing and questioning" is used to review the extent of the abilities possessed by students. This strategy is in the form of asking questions during the ongoing teaching and learning process.

Furthermore, the application of the next strategy, association, and communication can be seen when students are allowed to practice greeting their next-door friends, forming groups for students to compare greeting and goodbye expressions from various sources, and asking to change in English. Then, ask students to greet friends using English. This mutual interaction is effective for increasing students skills in learning English at home.

Lastly, teachers use the giving assignment strategy to test students level of understanding of the materials. In procedure text, the teacher asks students to arrange random sentences into correct sentences. In the descriptive text of the student teachers, they ask students to make a descriptive text whose object has been chosen by their friend. In the greeting card material, the student teachers give a card containing greetings and ask students to explain the card's meaning.

The results of this study are in line with research conducted by Utami, Tari Putri (2020), which revealed that teachers use several techniques depending on the output of the resulting skills; for example, for writing skills, teachers use three strategies: planning, drafting, and editing. Regarding listening skills, the teacher used various techniques, including listening to songs, writing song lyrics, matching lyrics, and finally singing a repertoire of 20 songs.

Based on the results, the study also proves that prospective teachers carry out learning by following the steps that have been designed. Mulyati, Sri (2020) researched An Analysis of Teachers' Strategies in Teaching English for Students of English Business. Her research result showed that teachers' strategies are: 1)

Teachers' strategies in explaining lessons. 2) The teachers' strategies for giving the assignment. 3) Teacher's strategies in providing grades. The similarity between the previous study and the research is focused on strategies for teaching English. However, the prior study concentrated on analyzing teachers' practices for teaching English to English business students.

The findings of the study conducted by Sarjan & Mardiana (2017) and Alfian (2018) revealed that the teacher employed similar strategies to teach reading comprehension which is QARs (Question Answer Relationships). Both of these studies are similar to Observing and Questioning. These techniques were employed by the teachers to help the students comprehend the reading material. They also helped the students narrow their attention on the text and develop their understanding of the meaning that was there in the reading material. These two approaches are associated even though they are not identical to the findings of this study. However, both studies can enhance the effectiveness of English teachers in their instruction of English. Because this is the teacher's method of establishing learning objectives during the teaching and learning process, teacher methods must be used. Also, the researcher hopes that the students would comprehend more about English learning comprehension and being grateful for the teacher's strategies.

Also, the theory that is used to analyze the strategy that is used by students' teachers in Universitas Muhammadiyah Surakarta is carried out by Haidir & Salim (2012). According to them, there are three strategies that is used to deliver messages to students in the form of learning materials to achieve learning goals, which are: (1) Inquiry Based-Learning; (2) Cooperative Learning; and (3) Differentiated Instruction. According to the result of this research, it can be seen that it is already in line with the theory of Haidir & Salim. The strategy of observing and questioning and giving assignments can be included in Inquiry Based-Learning because it places participants' ideas, questions, and observations

at the center of the learning experience. Also, because it provides a condition in which group members can attain personal goals, if their group can succeed, associating and communicating are considered cooperative learning.

### 3.2.2 Problems that student teachers faced

During the COVID-19 virus pandemic, learning activities in schools were shifted to learning from home, which was presented boldly. It's just that the implementation process does not entirely run smoothly. Learning policies that trigger the implementation of many components of education that are not yet ready, causing obstacles to them (Anugrahana, 2020; Widodo & Nursaptin, 2020).

Based on the research results, by conducting interviews with student teachers related to the obstacles faced by student teachers. The researcher concluded that there were several obstacles during the learning activities, namely low student interest; two informants said students were not interested in learning English. Students tend to take English lessons without any claim and follow instructions from the teacher without having the initiative to be actively involved during online learning.

The results of this study are in line with research on student learning interests in online learning during the COVID-19 pandemic carried out by Santika, Sutisnawati, & Uswatun (2020), which showed that the COVID-19 pandemic in Indonesia had an impact on students' interests in learning when the learning process switched to online learning, resulting in a decreased student interest in learning marked by a lack of active student participation when participating in learning.

Students should have the ability to concentrate when the learning process takes place; through learning concentration, students can follow the learning process so that they can achieve the expected learning goals. Based on the results

of research by interviewing student teachers, it is known that students are less focused when studying and experience learning disorders. The learning disorder is characterized by students enjoying playing alone, playing and telling stories with those around them, so it has an impact on weakening knowledge, especially vocabulary. Moreover, students view learning English as a difficult subject.

Many students experience learning and concentration disorders, especially when studying subjects with a high level of difficulty. Difficulties in maintaining concentration while learning also increase if students are forced to study subjects they do not like (Ikawati, 2015). The results of this study are in line with Winata (2021). Based on the data analysis conducted in the study, it is known that the average level of student concentration on online learning is in the low category and the intermediate level of student motivation for online learning is in the medium category.

Students who cannot maintain concentration while studying will have difficulty carrying out learning activities as a whole and can have an impact on learning outcomes that are less than optimal. which is not optimal (Mindari & Supriyo, 2015).

The online learning policy that seems sudden has resulted in many components of education being unprepared, causing various obstacles, especially related to internet network connections. Based on the results of the research by interviewing prospective teachers, it is known that the limitations of the use of learning media are due to the ability of teachers and students. The available internet network is based on the location of the house. In contrast, the majority of students live in places on the edge of the city, where existing infrastructure and student enthusiasm decrease because they are bored. Limitations in internet accessibility, hardware (hardware), and software (software), as well as financing, are often obstacles to maximizing online learning resources.

The results of this study are in line with technological barriers, the environment, acceptance of materials, and other barriers that can be one of the main factors in the slow absorption of teaching materials by students (Asbari et al. 2020).

Learning that requires facilitation is like a laptop. Based on research by interviewing prospective teachers, it was found that 2 out of 5 teachers said laptops were used to explain material that took a long time to load. Therefore, teachers find it challenging to carry out the learning process during this pandemic. Every student wants to learn quietly and quickly in the learning process. However, teachers are also confused about how learning during this pandemic can be carried out without obstacles, especially when using technological devices.

Learning using laptop media requires a trusted facilitator in information technology. On the one hand, the instructor can be represented by a learning system consisting of firmware, brainware, and software and carry out the instructions given by the system, starting from implementation, learning implementation, to evaluation.

### 3.2.3 Problems with Students' Teacher Solutions

Online learning activities are carried out as a substitute for direct learning and have several weaknesses, namely, internet network users require adequate infrastructure, require a lot of costs, and communication via the internet has several obstacles (Mu'ayyadah & Fatmawati, 2021; Nur, 2021).

To achieve maximum learning, these issues necessitate significant efforts from all school components to collaborate and involve one another. So the teacher must provide assistance and guidance to students in accepting online learning.

Based on the results of the research, it is known that all prospective teachers answered by making some games, creating a fun and comfortable

learning environment, and using a blackboard or textbook that each student from the school has.

Teachers' efforts in improving student learning activities can be made by paying attention to appropriate and effective teaching methods. The interviews with five informants said that to overcome problems such as lack of vocabulary and loss of interest in using games in greeting materials, descriptive texts, and when studying, one must be more expressive.

The results of this study are in line with research by Afifi and Zahro (2021). The teacher's efforts in increasing learning activities during the COVID-19 pandemic at SD IES Al-Ghuroba are by teaching teachers creatively in explaining learning to students and doing short but straightforward lessons. Effective. So that these students do not become bored or bored with the teaching, the teacher must also design lesson plans and thematic learning media that encourage students to take an active role in their learning.

The next effort, based on the results of the research, is to ensure that students teacher overcome problems or obstacles during learning that do not support networks and that technical issues are replaced by learning media, namely by asking students to read textbooks.

A teacher must have a comprehensive picture of what steps are needed so that his teacher's tasks can be carried out correctly and obtain the expected results. One of the insights that teachers need to know and have is the "Teaching and Learning Strategy," which is the outline of the direction to act to achieve the goals that have been outlined (Mu'awanah, 2011).

#### **4. CLOSING**

The researcher concludes at the end of this chapter. The issue statement for this study is addressed in this conclusion. There were four strategies, four problems faced, and two solutions that were applied by the students' teachers teaching English at home in



the PLP II Program in 2021. The strategies are: 1) using a variety of media to explain the content. 2) Observing and inquiring 3) Collaboration and communication 4) Assigning tasks The problems faced are: 1) students' low interest. 2) Students lack focus and vocabulary. 3) Network not supported. 4) A technical issue. The solutions are 1) fun learning; 2) Making use of a whiteboard and a textbook The study concludes that the strategy used by student teachers to teach at home is the same as teaching at school. The difference is in the learning more relaxed, more flexible than class hours, clothes, students enjoy it more because it seems informal.

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