

**ENGLISH TEACHER'S STRATEGIES IN THE OFFLINE LEARNING
AFTER THE PANDEMIC IN SMP N 3 PLERET**

BACHELOR THESIS



By :

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**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS AHMAD DAHLAN**

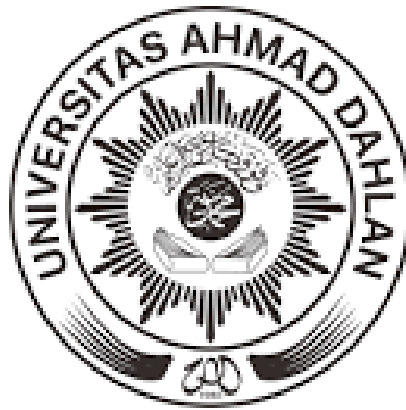
YOGYAKARTA

2023

**THE IMPLEMENTATION OF THE ENGLISH TEACHER'S STRATEGIES
IN THE OFFLINE LEARNING AFTER THE PANDEMIC IN SMP N 3
PLERET**

BACHELOR THESIS

Submitted of the Faculty of Teacher Training and Education
Universitas Ahmad Dahlan Yogyakarta as a Partial Fulfillment of the Requirements
for the Attainment of *Sarjana Pendidikan*



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Defended before the board of examiners of
Faculty of Teacher Training and Education
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and has been Declared fulfilling the Requirements for the
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Here states that the bachelor thesis within the title “**THE IMPLEMENTATION OF THE ENGLISH TEACHER’S STRATEGIES IN THE OFFLINE LEARNING AFTER THE PANDEMIC IN SMP N 3 PLERET**” is the result of my work does not contain material written by other people as a requirement for completing studies at this university or other universities, except for the certain part that I take as a reference by following the procedures and ethics of common scientific papers. If it turns out that this statement is not true, it is entirely my responsibility.

Yogyakarta, 21 November 2023



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Dengan ini saya menyerahkan hak *sepenuhnya* kepada Perpustakaan Universitas Ahmad Dahlan untuk menyimpan, mengatur akses serta melakukan pengelolaan terhadap karya saya ini dengan mengacu pada ketentuan akses tugas akhir elektronik sebagai berikut

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MOTTO

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

"Because indeed after difficulty there is ease. Indeed, after difficulty there is ease."

(QS. Al-Insyirah : 5-8)

"Without knowledge, charity is useless. Meanwhile, knowledge without charity is useless."-Abu Bakar Asshidiq

DEDICATION

All praise is due to Allah SWT, the Lord of the Worlds. My gratitude goes to the presence of Allah SWT, who has bestowed mercy, and guidance on me so that I can finish my thesis well. On this occasion, I would also like to thank:

1. I dedicate this thesis to my father and mother who always provide peace, comfort, motivation, and the best prayers, and set aside their finances, so that I can finish my studies. Mom and Dad mean a lot to me.
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8. I thank all parties who have been involved and helped me during the process of this thesis.

I hope this will be a prayer for help and good deeds given to researcher to get the reward and pleasure of Allah SWT. The researcher realizes that this thesis is still far from being perfect. Therefore, constructive criticism and suggestions are expected for the perfection of this thesis.

Yogyakarta, 10 September 2023

Researcher



Ratih Nur Annisa

1900004178

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ABSTRACT

A teaching strategy is a plan or pattern that can be used to achieve learning goals (long-term learning plans), design teaching materials and patterns and guide learning in the classroom. Therefore, teaching strategies are very necessary considering that learning is carried out using offline and online models which of course have different situations and strategies. This research was conducted with the aim of finding out the strategies implemented by English teachers in overcoming teaching obstacles in changing online to offline learning considering the pandemic at SMP N 3 Pleret.

The study used a descriptive qualitative approach. Researchers focus on offline teachers' strategies and the obstacles that teachers face in English language learning activities after the pandemic. The subject of the study was English teacher at the SMP N 3 Pleret. The researchers focused only on two teachers who taught grades 8 and 9. In this study researchers conducted interviews with English teachers in SMP N 3 Pleret conducted in person.. There are three stages of analysis in this research namely data reduction, data presentation, and conclusion verification.

From the results of interview data processing, strategies that have been implemented is motivating the students inside and outside the classroom, using interesting teaching media, ensuring the learning conditions, evaluating students' learning process, external and internal supporting factors which are also important in supporting students' interest in learning. However, there are also obstacles experienced by teachers during the transition phase between online to offline learning, namely students' previous learning habits which are still carried over to school learning, differences in the contents of online and offline lesson plans. Learning outcomes can be carried out quite effectively considering that there are no complaints from learning outcomes because teachers have more teaching strategies than teaching obstacles themselves.

Keywords: Teaching Strategy, After Pandemic, SMP N 3 Pleret