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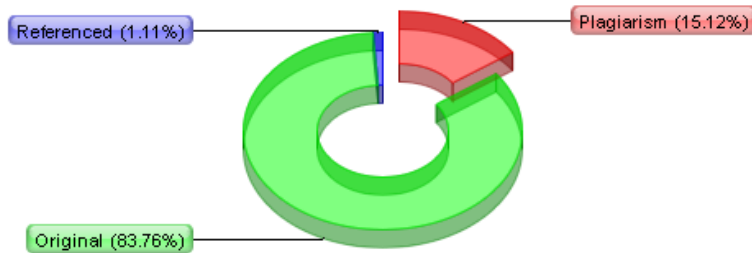
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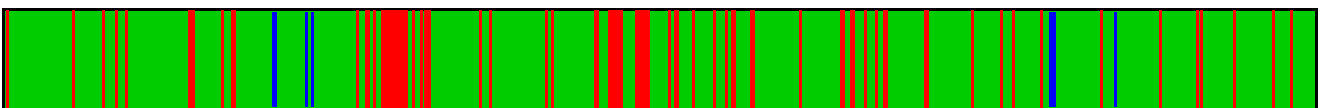
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CHAPTER 1
INTRODUCTION
In this chapter, the researcher explains about the introduction those are

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a) Background of the research, b) The identification of the problem, c) Limitation of the problem ,d) Problem statement, e) Purpose of the research,

f) Definition of key term. Background of the ResearchThe author chose a learning strategy because many students did not pay attention to the teacher while they joked while learning to play cellphones in class. at that time the teacher just reprimanded it but the students did not care and repeated it again. Here sometimes the teacher does not do the strategy first before teaching, indeed in the early stages the teacher uses it but after a long time the teache r no longer uses the strategy. The teacher's effort to make students learn is very difficult because students in class always have cellphones but they don't pay attention to the teacher in front of the class. Even so, teaching and learning activities continue, I think this teaching and learning activity will only succeed if students learn actively experience the learning process itself and a teacher cannot represent student learning, in this case students and teachers must work together in order to get satisfactory results. M ost of teaching learning process in SMK PGRI 4 Kediri some time teachers use a monotonous method in learning and make students not interested in taking lessons in class even students don't pay attention to the teacher in front of the class they prefer to be busy themselves by playing cellphones or joking with their friends next door. In my opinion, teachers and students should work together in conducting learning, teachers should also create a pleasant atmosphere so that students are interested in participating in learning such as playing games using learning materials, providing material using videos or making learning outside the room so that students do not feel bored. A student cannot be said to be learning because he is in the same room with the teacher who teaches, but students are said to be learning if the student understands the material given by the teacher. So teaching does not always have to be serious but the teacher is firm. Even though the presentation of the subject matter is not much, when students understand the material it is called learning. Indeed, learning activities are not the only way given, but there are many other ways that teachers can do to make students learn. The role that must be carried out by the teacher is to ensure that every student can interact actively with various existing learning resources.
Because in learning the uniqueness of each student will appear, according to the abilities, experiences and personality types of the students themselves. Then in this learning strategy, it will be both a science and an art. But as I explained earlier in learning students must pay attention to the teacher in front, understand the material, focus on learning and students don't play cellphones or anything else by doing that all students and teachers will get the same results.In my opinion, students should be taught empathy first in order to respect teachers in class, besides that schools should also limit students from using cell phones in class so that students stay focused on learning such as storing students' cellphones while studying and returning them while studying. break in this way will reduce students to play mobile phones. while for students who like to talk in class the teacher can provide fun material so that students can focus on the material such as providing material by using games so students don't feel bored while in class
.The Identification of the Problem
The process of

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teaching and learning process in the classroom is still monotonous, Monotonous learning can make students feel bored and lazy, it can affect the teaching and learning process,

there are several things students do when they are bored in class, for example, chatting with their classmates using letters, as if students are taking notes. important in the book but they are busy talking about more interesting things such as gossiping, even talking about teachers who are teaching presenting fun activities such as guessing, and other games, giving motivation and rewards to each student so that there is a good relationship between the two.Students' listening mastery is still low
, In learning to listen students experience some difficulties, namely in terms of the limitations of

listening itself and, students' perceptions of learning, materials that are difficult to understand, teaching methods that are lacking. Innovative, and an atmosphere that is not conducive to learning activities. Sometimes students do not master vocabulary, also lack of reference books to read, and lack of practice with native speakers to develop skills listen. Therefore, students should be more careful in listening to what being listened to, creative to find reference books and other materials through electronic media in order to improve listening skills for the better. While for teachers to use electronic media For learning it is better using various methods so that in carrying out the process, learning does not become boring for the students.Limitation of the Problem

This study aims to focus on students and see if

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students can understand the material conveyed by the teacher

or not
. This research is a survey research. Students are less focused in learning because students feel that teachers do not pay attention to students, whereas with strategies teachers can guide students better and students can understand and repeating the material given is better through their memories besides that students will be more focused in their learning.Statement of the problemW

hat are students learning strategies in listening online classes at SMK PGRI 4 Kediri ?What strategies is easier for students of SMK PGRI 4 Kediri to learn online?
How effective is
strategies of learning for students at SMK PGRI 4 Kediri?

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Purpose of the research
Based on the research formulation above, the purpose of this study was to determine the

significant effect of learning strategies on the mastery of listening to students in the eleventh grade students of SMK PGRI
4 Kediri.To know how students of SMK PGRI 4 Kediri learn when using learning strategies through online classes.
To know strategies easier for students of SMK PGRI 4 Kediri to learning online.To fine out how effectiveness the use learning strategies for students of SMK PGRI 4 Kediri.F. Definition of Key Term1.

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Learning Strategies Learning strategies refer to the

methods students use to learn. These range from techniques to improve memory to better study or test-taking strategies. For example, the locus method is a classic m
emory enhancement technique; it involves making associations between facts to remember and specific locations. To remember something, you simply visualize the place and the related facts. Some learning strategies involve changes to the instruction design. For example, the use of questions before, during or after teaching has been shown to improve learning. in this case. Learning strategy is the best method used by students to learn. Individually learning strategy means a method to achieve meaningful learning. To be able to achieve meaningful learning, students must have a tool called concept mapping.2. Teaching Listening In teaching English as a second foreign language to children, teacher must consider not only the pedagogical principle in language teaching but also the characteristics of children. The way children learn a foreign language depends on their development stage.
Scott and Ytreberg (1990:1) state that there is a difference between what a student of five can do with a student of ten can do. An important idea for teaching listening is that students should listen and make good use of hearing, by often practicing hearing repeatedly so that students can improve listening comprehension, students must practice hearing through other people and through other media (internet).in the cognitive view of language learning, including schematics, scripts, and top-down/bottom-up processing. This section also considers the equations and the difference between listening and reading, then look specifically at why prior knowledge activation may be even more important in listening than in reading. sometimes Students need practice in listening such as:
(1) listening to ideas/ideas, (2) and listening details, also make conclusions in learning. Besides that, teachers can build new ideas in learning by asking students to focus on the reasons they

listen each time they listening and students must also give their opinion in learning. This is a form of strategy training. A strategy that is a way to make it easier students listen and should be taught slowly. 3.

Online Teaching in ListeningOnline learning is learning where teachers or lecturers deliver content and teachers interact with students or students and lecturers through internet access through certain technological devices or applications. The online learning environment is not only useful for students to access information and materials but also to associate and establish cooperation between participants (Krish, 2008) in (Nugroho, 2020). Despite the importance of online learning; online learning is also seen as the use of the internet to access material; interact with other subjects, teachers and students; and assisting in the learning process to gain knowledge, meaning and progress through learning experiences (Ally, 2008) in (Nugroho, 2020). in teaching listening online must be done well through the process. each process students must be guided by the teacher in order to properly manage any difficulties they encounter during online learning. Meanwhile, this condition makes it more difficult for students to learn while at home because teachers must continue to accompany their students so they don't have difficulties with new learning.

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Face-to-face learning activities during the Covid-19 pandemic are not recommended because they are too risky for students and teachers. Therefore, several challenges arise in the classroom during listening lessons, the first challenge is that teachers must be able to choose the right devices, systems, or technology applications in the classroom during the Covid-19 pandemic.

Regarding the technology used, the teacher must wisely choose the type of technology that is easily accessible to students. Given that not all Indonesian students live in urban areas, teachers must decide to implement the most effective and efficient equipment or system devices, applications or technology platforms for students. Inappropriate selection of technology devices only makes it difficult for students, especially those with poor internet access.

Basically this online teaching activity will be more difficult to do without face to face where students can freely ask their lecturers about the difficulties they find while listening. Vandergriff (1999:168) in Martinez (2010:21) states that listening is a difficult job to do and requires optimal support and analysis. In addition, Gomez (2005 & 2008b) in Martinez (2010: 21) states that in teaching and learning a foreign language, listening is considered one of the most difficult things to teach and acquire, as a result it often leads to low abilities in it. Due to the difficulty of the teaching and learning process for listening, teachers must prepare materials that are in accordance with the conditions of online learning during this pandemic. Well-prepared material that can be understood and accessed can stimulate the learning outcomes to be achieved. The material itself can be obtained from several available sources. Given

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that the use of cassettes or DVD is no longer effective, teachers can access many sources of material that provide a wide variety of materials complete with audio and visual. Gomez (2008a, 2009) in Martinez (2010:21) states that the use of

new technology is one step further and is a major progress and brings a new trend in teaching listening comprehension today. Another challenge that will be faced is the teacher must prepare material packaging with instructions that are so

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simple and easy to understand. Because the challenge discussed is in listening, the teacher must provide material that is in accordance with the needs of students who learn through online learning. This step will make it easier for students to understand spoken English material more easily. Presenting material that is easy to understand. The

standard level of the material studied will be very helpful during online learning because students cannot have effective time to ask the teacher face to face. The final challenge is to apply an effective and appropriate method or strategy in providing instructions and delivering material, so that students continue to understand learning. In addition, the strategy given does not have to be simple so that it is easily understood by students in independent learning at home.CHAPTER II REVIEW OF RELATED LITERATURE

In this chapter the author describes the theoretical basis of learning strategies and the author provides an overview of related research,it will also describe about: a

). Learning strategi, b).Teaching Listening, c). The Importance of listening, d). Basic type fo Listening, e). Online Teaching, f). Online Teaching in Listening, g). The Importance of listening, h). Ratinal, i). Review of related researchLearning strategi learning strategies are conscious,teachable,intentional,self-chosen, and self-regulated thoughts and actions for learning the target culture and language (Oxford, 2017). The oxford (1898) stated that appropriate learning strategies help explain the performance of good language learners.The assessment here uses qualitative analysis taken from students using open-ended questions which are compared with data obtained during interviews also using research analysis. (Oxford, R. 1990). Learning Strategies presented a new approach to 'learning to learn'.The aim is to encourage teachers to start thinking about approaches that take advantage of the potential of young learners, using new approaches.It is also relevant for both old and new students.The application of appropriate learning strategies is related to students' self-regulatory behavior which in turn should be driven by pedagogical design (Hasanbegovic, Jasmina (2006).Learning strategies (LS) broadly as

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"behaviours and thoughts that a learner engages in during learning"

which are

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"intended to influence the learner's encoding process"

(p. 315) (Weinstein and Mayer (1986).Learning strategies refer to methods that students use to learn. This ranges from techniques for improved memory to better studying or test-taking strategies.For example, the method of loci is a classic memory improvement technique; it involves making associations between facts to be remembered and particular locations.In order to remember something, you simply visualize places and the associated facts.
Some learning strategies involve changes to the design of instruction. For example, the use of questions before, during or after instruction has been shown to increase the degree of learning (see Ausubel).Learning strategies are things that need to be considered by teachers in the learning process (Hamzah B. Uno (2008:45).Learning strategy is a component of a set of materials that includes activities before learning, and student participation which is a learning procedure used for subsequent activities (Dick and Carey (2005:7).The learning strategy is a combination of the sequence of activities, how to organize student materials, equipment and materials, and the time used in the learning process to achieve predetermined learning objectives (Suparman (1997:157). Learning strategies are the chosen ways to deliver learning methods in a particular learning environment (Gerlach and Ely (1990). Learning strategies are learning activities that must be carried out by teachers and students so that learning objectives can be achieved effectively and efficiently (Kemp (1995). Strategic or strategy according to Winarno Surachmad (2001:12) is

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"the best way to achieve a goal".

Strategy is an important tool for teachers in educating students, because if the teacher does not use the right strategy, it is likely that students will not succeed in absorbing each subject matter appropriately and effectively.
The notion of learning or learning is more descriptive of

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"the teacher's efforts to make students learn"

(Winarno Surachmad, 2001: 13). Learning activities will be meaningless if they do not produce learning activities for their students. Learning activities will only be successful if the learner actively experiences the learning process himself. A teacher cannot represent the learning of his students. A student cannot be said to have learned just because he is in the same room with the teacher who is teaching. According to Arends (1997:224), the notion of strategic learning is "learning strategies that refer to the behavior and thought processes used by students that affect what they learn, including memory".
Teaching Listening In teaching English as a second foreign language to students, teacher must consider not only the pedagogical principle in language teaching but also the characteristics of students. The way students learn a foreign language depends on their development stage. Scott and Ytreberg (1990:1) state that there is a difference between what a student of five can do with a student of ten can do. An important idea for teaching listening is that students should listen and make good use of hearing, by often practicing hearing repeatedly so that students can

improve listening comprehension, students must practice hearing through other people and through other media (internet).

Teaching is an instruction to perform or practice skills in certain subjects that are required by the teacher for students to do. Teaching can show or explain to students how to do something in learning. In education, teaching can be viewed as an integrated knowledge and experience, usually organized in a discipline and, more generally, in the intelligence of students. Teaching is a science in which a teacher imparts knowledge to students in a formal setting, using various methods. Teaching is considered as a deliberate act done with a view to facilitating learning. Teaching sets up the practice game of language learning,the opportunities for learner to listen,take risks,set goals and prosess feedback from the 'coach' and then recyle through the skills thet they are trying to master.

Listening or listening according to Downs 2008: 1 is making an effort to listen to something to pay attention to spoken language. Listening involves a five-step process, namely: visiting, understanding, interpreting, responding and remembering. This process is an active process and involves using a number of attitudes and tools to be effective. The process

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of Listening is a process of internalizing meaning

that cannot be heard but can be understood and does not depend on signals because this hearing enters through the ear and is digested into the brain. listening and reading are not verbal or written responses. the teacher can only observe meaningful input results

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in the form of oral or written output, as is done by students who pay attention to trees waving back and forth).
The

Importance of Listening
According Brown, H. Douglass 2003 (chapter 6),

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One reason for this emphasis is that listening is often

referred to as a component of speaking. other than listening and speaking is included in one observable component making it more measurable on a regular basis than listening alone. But the

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deeper cause lies in grammar or speech which is sometimes difficult for students. A good speaker is often valued more highly than a good listener.

Therefore, students must be able to do both so that there is no difficulty in learning. On a typical day, we definitely listen more than we talk the context in education, or the environment even goes beyond verbal but everything must be balanced so that students can respond to the environment. Therefore we

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need to pay close attention to listening as a way of performance for assessment in the classroom.

Basic type fo Listening
According Brown, H. Douglass 2003 (chapter 6),

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As with all effective tests, designing proper hearing begins with a specification of goals, or criteria. These goals can be classified under several types of listening performance. Think about what students are doing when students are listening. Literally in nanoseconds, he following processes flash through your brain:
1. You recognize speech sounds and hold a temporary 'imprint" of them in short-term memory.
2. You simultaneously deternine the type of speech event (monologue, interpersonal dialogue, transactional dialogue) that is being processed and attend to its context (who the speaker is, locatiou, purpose) and the content of the message.
3. You use (bottom-up) linguistic decoding skills and/or (top-down) background schemata to bring a plausible interpretation to the message, and assign a lit.

4. In most cases (except for repetition tasks, which involve short-term memory only), you delete the exact linguistic form in which the message was orignally received in favor of conceptually retaining important or relevant infor mation in long-term memory.For full comprehension, test-takers may at the extensive level need to invoke interactive skills (perhaps note-taking, questioning, discussion): listening thar includes all four of the above types as test-takers actively participate in discussions,debates, conversations, role plays, and pair and group work.

Before focusing on listening think about the concepts that interact with each other in shaping as well as observations that everyone makes such as the act

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of listening, speaking, reading, and writing. They certainly rely on their basic competence to achieve certain goals. When proposing to rate someone and ability in a combination of the four skills,

then the teacher or student can assess the competence of each. But sometimes the performance is not shows genuine competence because of the many perceived disturbances such as emotional disturbances, excessive activities

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or other student-related reliability factors

that can affect student learning, thus providing unpredictable competency constraints. Therefore, teachers must be able to make students comfortable and easy in learning at school so that students do not get obstacles in learning.Online Teaching
Online learning defines

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the use of information and communication technology to enable access to online learning or teaching resources. Acknowledgments from some teachers that they have a little difficulty in implementing online learning classes because they rarely use them. With a short time and without training, teachers must immediately apply it (Abbad (2009:398). Online learning

is an convenience that can be used to learn anytime and anywhere as long as you can access the system.
Without being limited by distance, space and time. The material has been provided in the system. The material provided can be in the form of verbal, visual, audio and motion. With online learning, students do not need to go to school to study, students can study at home easily. However, sometimes there are obstacles in online learning. In listening learning, there are several online learning resources that can be accessed. Technology has made the process of accessing various listening materials easy.The teacher can choose the material according to the learning objectives to be achieved in class. In real conditions, many students like to listen in their activities, listening to students can transfer knowledge to get good English when they speak English. Listening remains one of the least understood processes in language learning (Kavaliauskiene, 2011: 1). Furthermore, listening is not only listening, but also understanding and interpreting the meaning of conversation, so it can be developed through practice and requires more than just listening activities.
When students have difficulty understanding the words heard from the recordings of native speakers, the teacher should ask questions directly and provide explanations from the recordings. When the traditional method of listening is still used by teachers, it cannot provide sufficient assistance to students to acquire listening skills. The problem of this research is reflected in the low level of students' listening skills due to the lack of basic knowledge in learning English and using listening activities in class.
Online Teaching in Listening
Regarding the technology used, the teacher must wisely choose the type of technology that is easily accessible to students. Given that not all Indonesian students live in urban areas, teachers must decide to implement the most effective and efficient equipment or system devices, applications or technology platforms for students. Inappropriate selection of technology devices only makes it difficult for students, especially those with poor internet access. Basically this online teaching activity will be more difficult to do without face to face where students can freely ask their lecurers about the difficulties they find while listening. Vandergriff (1999:168) in Martinez (2010:21) states that listening is a difficult job to do and requires optimal support and analysis. In addition, Gomez (2005 & 2008b) in Martinez (2010: 21) states that

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in teaching and learning a foreign language, listening is considered one of the most difficult things to teach and acquire, as a result it often leads to low abilities in it. Due to the difficulty of the teaching and learning process

for listening, teachers must prepare materials that are in accordance with the conditions of online learning during this pandemic. Well-prepared material that can be understood and accessed can stimulate the learning outcomes to be achieved. The material it self can be obtained from several available sources. Given

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that the use of cassettes or DVD is no longer effective, teachers can access many sources of material that provide a wide variety of materials complete with audio and visual. Gomez (2008a, 2009) in Martinez (2010:21) states that the use of

new technology is one step further and is a major progress and brings a new trend in teaching listening comprehension today. In listening learning, there are several online learning resources that you can access. Technology has made the process of accessing various listening materials easy. The teacher can choose the material according to the learning objectives to be achieved in class. In real conditions, many students like to listen in their activities, listening to students can transfer knowledge to get good English when they speak English. Listening remains one of the least understood processes in language learning (Kavaliauskiene, 2011: 1).
Furthermore, listening is not only listening, but also understanding and interpreting the meaning of conversation, so it can be developed through practice and requires more than just listening activities.When students have difficulty understanding the words heard from the recordings of native speakers, the teacher should ask questions directly and provide explanations from the recordings. When the traditional method of listening is still used by teachers, it cannot provide sufficient assistance to students to acquire listening skills. The problem of this research is reflected in the low level of students' listening skills due to a lack of basic knowledge in learning English and using listening activities in the classroom. teachers are also not worried about their students, by using learning strategies, teachers and students alike learn which strategies should be used for good online classroom learning. Listening has an important role in everyday life. Everyday people listen for different purposes such as entertainmnet, academic purposes or obtain required information. It is important to learn languages because they make it possible to gain insight and information, and to achieve success in communicating with others. But many students fail to measure it because of some learning difficulties in listening class. Teachers must be aware of student learning difficulties. Understanding students' learning difficulties enables EFL teachers to help students develop effective learning strategies and ultimately improve their English listening skills. So hereby focusing on how teachers increase their positive attitude,train they are required to be responsive by providing appropriate strategies that will enable them to develop their students' listening skills. without listening skills students will not understand the material given, students also do not get to store new vocabulary in learning because they only know it, not understand it. the role of the teacher here is very important for students during online learning at home.
The Importance of listening
According Tyagi, B. (2013).

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Listening_ An important skill and its various aspects,

good listening skills make workers more productive. The ability to listen carefully will allow a person to: understand assignments in a better way and find

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and what is expected from him.
build rapport with co-workers, bosses, and clients;
show support;
work better in a team-based environment;
resolve problems with customers, co-workers, and bosses;
answer questions
find underlying meanings in what others say.

The importance of listening is easier to understand when we realize that we are bad listeners.The importance of listening goes beyond our ability to remember information. by listening we can get

a lot of new information and we can remember new material better listening well will produce good results too, not only in school but also in the environment. listening skills have little importance on speaking skills but there are some disturbing factors in the data such as students' anxiety level, level of exam difficulty and subjective evaluation. but with the guidance of the teacher students will be able to get through it all as long as the student really wants to try. Listening is often something we take for granted but listening is very important in everyday life. In general, people often hear what is said but hearing is very different from listening. To listen, we need to make aware the effort or focus to not only hear what people are saying but to accept it, digest it, and understand it. Listening is not only to improve students' abilities but to understand better and make students better at learning communicate, it also makes the experience of talking with peers more enjoyable because they both understand each other. Also apart from that Active listening can help:

Learn, listen and understand things better in a social environment
Become better at socializing
More sympathetic with friends and family
Improve problem solving skills.
Rational
Online learning is an open learning system that is also spread by using technological devices (educational tools), which can be via the internet and technology through networks to facilitate the teaching and learning process. Although online learning is easy, there are many obstacles that must be felt, such as: difficult signals, insufficient internet data to the lack of student understanding of the material presented. Review of related research
Many studies and research on learning strategi in there online listening , research conducted by Ilmi Firdaus from Universitas Negeri Surabaya, instruments

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resources!

in this research is a teacher and student questionnaire which is presented in the form of Google Forms and hard files. Data collection techniques in this study were unstructured interviews, observation, and documentation. The data analysis technique in this study is

descriptive analysis by determining the percentage of respondents' answers. The results in this study are 63% of science teachers have implemented online learning strategies during the Covid-19 pandemic. The synchronous discussion method is a learning method that is often applied by science teachers when learning online. The conclusion of this research is that the students' interest and attention to the learning strategies and methods applied by the teacher are able to foster students' interest in learning science.
The second, Puspanda Hatta,

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This article discusses the appropriate online learning strategies to use during a pandemic, especially for synchronous interaction models. Qualitative research with a narrative approach was used to explore teachers' experiences in learning, especially those related to the form of interaction between teachers and students during the Covid-19 pandemic. Active learning was chosen based on the results of observations and literature review through journal articles and proceedings that discuss interactive distance learning methods. Active learning strategies assisted by video conferencing applications that can be applied in online learning in elementary schools include: the use of Student Response Systems; Think Pair Share; One Minute Paper; Small Group Discussion; and Short Student Presentations.

The third research, A Systematic Review, Mohammad N Khreisat, SocArXiv, 2022,English Language Learning Strategies during COVID-19 in the Middle East, The results highlighted that among many strategies, three are most important in teaching the English language during COVID-19, first is collaborative learning (ie, breakout classes, cloud-based collaboration), the second is flipped classroom, and the final is scaffolding. In the end, the study concluded with the recommendation as the findings of this research can help policymakers and educationists in developing effective or efficient strategies for tackling tough situations or pandemics.
The fourth research related, Suryaman Amipriono,

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Jurnal Scientia 10 (2), 339-348, 2022 the effect of teacher work motivation of schol organizations and learning starategies on the effectiveness of vocational school students online learning in binjai city, The results of the analysis of research data showed that the influence of School Organization, Teacher Work Motivation, and Learning Strategies on the Effectiveness of

Online Learning of Vocational Students in Binjai City is as follows: First, school organizations have a positive and significant effect on learning strategies. Second, teacher work motivation has a positive and significant effect on learning strategies. Third, school organizations have no positive and insignificant effect on the effectiveness of learning. Fourth, the motivation of the teacher's work has a positive and significant effect on.

CHAPTER III
RESEARCH METHODOLOGY
In this chapter the author describes operational research and steps regarding : a.) research methods,b.
) Typet of research and Instruments, c.) research phases, e.) place and time of the research, f.) data sources, g.) data collection procedure, h.) data analysis.Research Methods
The methods of this research is descriptive qualitative research. According to Creswell, (2012) that qualitative research is a type of educational research where the research consists of collecting data using general forms, questions that arise, collecting word or image data, and collecting data from a small number of individuals or sites. The qualitative method is considered relevant to this research because it involves collecting data to describe the existing student learning performance by using learning strategies as a learning system. This study uses a case study as a research design. According to Gay and Airasian (2012),

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
the case study is a qualitative research approach. It focuses on the school of study as a finite system. The process of designing a case study research is

to define the research question, the role of theory development in case selection and the conceptual framework for the research.

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Based on the explanation above, the researcher

concludes that

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a case study is a research that is used to dig up detailed information. A case study is based on an in-depth investigation of a single individual, group or event to explore the

underlying causes for these principles.
B. Type of Research and Instruments1. Type of R
esearchThis type of research is qualitative, this research is carried out using a mobile phone to record, as w
ell as a camera to take the pictures or documentation. In qualitative research, the researcher acts as a planner, implementer, analysis, and ultimately reports the results of his research.In his study the author used the method of observation,interviews and documentation.Therefore,the instruments needed are observation guidelines, interview guidelines, recording devices, and documentation instruments. According to experts, this type of research

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can be interpreted as a plan structured work in terms of the relationships between variables comprehensive in such a way

that the research results can provide answers on research questions. The plan includes the things that will be carried out by researchers, starting from making hypotheses and their implications operational until the final analysis (Umar, 2007, p. 6).2. Instruments of Researcha. ObservationObservation is a research activity in order to collect data related to research problems through direct observation in the field. The author is in the field, to obtain valid evidence in the report to be submitted. This data collection technique is done by observing a phenomenon that exists and occurs. This observation was carried out to find out how the student learning process used learning strategies, during the process the author made observations as much as 5 times. The purpose of this observation was to obtain data on Problem Statement number 2 and to find out the learning strategies carried out by the teacher. By doing this observation, it is hoped that the author can obtain data that is appropriate or relevant to the research topic.

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What will be observed here is the effectiveness of

learning by using learning strategies. Observations were made, namely the research was in that location and brought the observations that had been made (Husain Usman, 1995: 56). Observation is a data collection technique that is carried out through observations, accompanied by notes on the condition or target object behavior. b. InterviewInterview and observation are like two sides that always go hand in hand observation can also be used as a single instrument in a research. The use of interviews in qualitative research is always included with observations for the sake of cross-checking and data validity (Herdiansyah, 2013, p. 123). An

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interview is a conversation with a specific purpose. The

main characteristic of the interview is the direct face-to-face contact between the author and the informant. During the interview the writer prepared what had been prepared, but sometimes other questions arise spontaneously during the interview session.

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Through this interview, the researcher explores data and information from the research subject. The interview technique used is a guided free interview, meaning that the questions spoken are not fixed on the interview guide and can be deepened or developed according to the situation and field conditions.

Interviews were conducted 5 times a week after learning was completed. Interviews were conducted at school and at Mrs. E's house as an English teacher at SMK PGRI 4 Kediri. The interview was conducted for 20 minutes. In November and June 2021 this data was taken to determine the effectiveness of learning strategies through media as online learning.
Documentation
In this study, documentation was obtained from the archives of interviews conducted at SMK PGRI 4 Kediri regarding learning strategies using online listening classes conducted by class XII students. Suharsimi Arikunto (2002:206) documentation method is looking for

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resources

data in the form of notes, transcripts, books, newspapers, magazines, inscriptions, meeting minutes, legger, agenda and so on. Hadari Nawawi (2005:133) stated that the study of documentation is a way of collecting data through written heritage, mainly in the form of

archives and including books regarding opinions, arguments related to the research problem.
Research data Sources
In this process the author is always in the field looking for information directly or indirectly, the author also looks for other data sources from the internet and libraries,taken more perfectly.The author also divides two sources of data, primary and secondary :
Primary Sources of data obtained through interviews and direct observation in the field. Primary data sources are data taken directly by researchers to the source without any intermediary by digging the original source directly through the respondent.The primary data source in this study was Mrs. E's the English teacher of class XII TKJ2.
Sources of secondary data obtained through documentation and literature study with the help of internet media and field notes. Secondary data sources are indirect data sources that are able to provide additional data and strengthen data research.
Research Phases
The implementation of this study is carried out in several stages as follows:
The preparation phasesThe preparation phases is the first step in research done at this phase, the drafting of a proposal of research plans. At this step researchers are guided by companion lecturer which is then approved and then can be developed by good writers according to the research method used,after the proposal was approved, based on the problem found, the writer chose teacher at SMK PGRI 4 right to be a research respondents. The teacher who responded w as the English teacher in the XII tkj-2 class.At this preliminary stage the writer prepares the interview guide and observation guide and prepares a research permit from the associated agency for its further development. Execution PhasesThe phases of execution is the stage of extracting deep data information from those involved. With a handle of interview manuals and observation guidelines made at the preparation stage the writer knows more about objects. In the interview guidelines and observation guides the researcher uses questions and observation guides that fit the purpose and research questions approved by a guidance counselor. Without guidance from the supervisor the interview session cannot be done because the guidance is not sure about what we are doing, the writer must be able to convince the supervisor so that the

interview session

can be carried out properly.
3. Reporting PhasesAt this reporting phases the writer performs a data triangulation that is a check or check of the data obtained in order to obtain

data validity. This is done by verifying information obtained from an informant to others or by those related to the informant. The objective was to compare the information obtained to ensure its truthfulness. At this stage too, a comparison is made between observation results and interviews and a comparison of information obtained from both the Internet and libraries. The author compiled a report by data collection that is ob

servation and interview result and supported by documentation. After the compilation of this report, studies have been obtained in compiling reports on matters relating to the purpose and purpose of the research that has been systematically compiled according to reporting procedures.Place and Time of the Research
Place of the research
This research was conducted at SMK PGRI 4 Kediri, Jl. Ahmad Dahlan, Mojoroto Gang 1 No. 6, Kec. Mojoroto, Kediri City. The selection of SMK PGRI 4 Kediri as the research location was due to the initial observations made by the researcher.
Time of the research
About Using Learning Strategies for Online Listening. Teaching and learning activities at SMK PGRI 4 Kediri were carried out approximately 2 days from September 18 and June 15 after the proposal seminar.
Data Sources
Sources of data in descriptive qualitative research is through interviews and observations. Sources of data used in this study are:
1. Primary Data Sources Primary data sources were obtained through interviews and direct observations in the field. Primary data sources are data taken directly by researchers to the source without intermediaries by digging the original source directly through the respondent.The primary data source in this study was the English teacher of class XI
I TKJ-2.2. Secondary Data Sources Secondary data sources were obtained through documentation and literature study with the help of internet media and field notes. Secondary data sources are indirect data sources that are able to provide additional data and strengthen data research.
Data collection procedure
Data collection procedure

are a way of obtaining data needed in research. In this study, the

technique used include the following:
1. Interview
An

interview is a conversation with a specific purpose. The conversation was carried out by two parties, namely the interviewer who

asks questions and is interviewed that provides the answer to that question.The main feature of the interview is direct contact face-to-face between information seekers and information sources. During the interview, various questions were prepared. Questions but a variety of other questions arise while researching.

Through this interview, the researcher explores data, information, and framework of information from research subjects.The interview technique used is a guided free interview, meaning that the questions spoken are not fixed on the interview guide and can be deepened or developed according to the situation and field conditions.

Interviews were conducted with the English teacher of class XI
I TKJ-2. Interviews were conducted 4 times in November and June 2020 to determine the effectiveness of Learning Strategies for Online Listening class as learning media.2. Observation
Observation is a research activity in order to collect data related to research problems through direct observatio
n in the field. The researcher was there, to obtain valid evidence in the report that will be

submitted.

Observation is a data collection method in which the researcher record information as they witnessed during the study.

In this observation, the researcher uses the type of non-participants, that is, the researcher only observes the situation direction object, but the researcher is not active and participates directly. This data collection technique is done by observing a phenomenon that exists and occurs. The observations made are expected to obtain data that is appropriate or relevant to the research topic.

What will be observed is the effectiveness of

listening learning with Online Listening class media. Observations are carried out, namely the research is in that location and brings the observations that have been made.Documentation In this study, documentation was obtained from the archives of interviews conducted at SMK PGRI 4 Kediri regarding learning strategies using online listening classes conducted by class XII students. Suharsimi Arikunto (2002:206) documentation method is looking for

data in the form of notes, transcripts, books, newspapers, magazines, inscriptions, meeting minutes, legger, agenda and so on. Hadari Nawawi (2005:133) stated that the study of documentation is a way of collecting data through written heritage, mainly in the form of

archives and including books regarding opinions, arguments related to the research problem. Data Analysis Data analysis is a process of arranging data sequences, organizing them into patterns, categories and a basic description so that themes can be found and working hypotheses can be formulated as suggested by the data. Several stages of Miles and Herberman's interactive analysis model go through four stages, namely data collection, data reduction, data presentation and drawing conclusions:
1. Data Collection (data collection)
Data obtained from observations, interviews and documentation were recorded in field notes which consisted of two aspects, namely description and reflection. Description notes are natural data that contains what is seen, heard, felt and experienced by the researcher without any opinion and interpretation from the researcher about the phenomena encountered. While the reflection notes are notes that contain impressions, comments on the researcher's interpretation of the findings found and are material for data collection plans for the next stage. To get this note, the researcher conducted interviews with several informants.Data Reduction (data reduction)
Data reduction is a process of selection, simplification, and abstraction. How to reduce data is by selecting, making a summary or brief description, classifying into patterns by making transcripts, research to reinforce, shorten, create focus, make parts that are not important and arrange so that conclusions can be drawn.Data derived from interviews with research subjects and documentation obtained will be selected by researchers. Data sets will be selected and categorized as relevant data and raw data. The raw data is re-selected and relevant data according to the problem formulation and research objectives will be prepared for the data presentation process.
Data Presentation (data display)

Presentation of data is a set of structured information so as to provide the possibility of drawing conclusions and taking action. So that the data presentation does not deviate from the subject matter, the data presentation can be realized in the form of matrices,

graphics, networks or charts as a forum for guiding information about what is happening.The data is presented in accordance with what is being studied. without being made up, hereby the data written is very original and there is no interference from anyone other than the author him self. This data was taken without any coercion from one party or another. Students and teachers interviewed did not mind with data collection, and the author has prepared everything cor rectly and in an orderly manner.CHAPTER IV
RESEARCH FINDING AND DISCUSSION
In this chapter the author describes the results of the research and discussion. This study describes learning strategies as online learning media to improve listening skills in class XII TKJ-2

SMK PGRI 4 Kediri.

Research Findings

This study discusses the results of using learning strategies as online learning media for students of class XII TKJ-2 SMK PGRI 4 Kediri to improve listening skills. In this study, several instruments were chosen to collect data, namely observations and interviews, the results of the data can be presented as follows:

Students Learning Strategies in Listening classes

How students learn when using learning strategies through online classes during the application of online learning students use strategic open-ended questions that can be asked at any time as long as there is still time to study and in accordance with the material provided. Besides that, students can also interact with teachers simultaneously, such as using video calls or live chat. Online learning can be delivered electronically using forums or messages.Learning online certainly has its own challenges. Students not only need a supportive home atmosphere for learning, but also an adequate internet connection. However, an effective learning process is equally important. Another method used is communication between teachers and students, which must go well when making video calls and being active in discussions with teachers or friends. Even if students study at home, make sure students make notes about which assignments have been completed, and which tasks must be completed immediately so that the assignments given do not pile up and do not overwhelm students with their assignments.

The direct strategies directly involve the target language. It consists of the

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memory strategies, cognitive strategies, compensation strategies. The indirect strategies contribute indirectly but powerfully to learning. It consists of metacognitive strategies, affective strategies,

and social strategies.

Direct

Learning strategies are closely related to howprepare themselves to receive the material, In developing learning strategies, students need to consider several things that are possible the creation of effective learning. Component learning strategies, namely (a) listening to native speakers; (b) searching for and listening to new vocabulary; (c) repeating difficult sentences or words; (d) tests; (e) correction.

IndirectOnline learning strategies carried out by students during covid-19 are necessary prepare to receive material online through learning media that is accessed using the internet that allows the creation of effective learning. Online learning steps, namely (a) following online learning; (b) looking for listening material through social media with the direction of the teacher; (c) analyze the given meter; (d) feedback.

Strategies Easier for Students to Learning Online

Learning strategies that do not make students feel difficult with the material because the material is given through online and the teacher should not require students to focus on the material only because listening material is difficult for some students. The online learning recommended by the school is carried out through

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an Android smartphone, namely through the

Zoom application, while the material is provided via youtube, audio and so on. Of course, facilities such as smartphones are needed to use the application, but there are some students who do not have their own smartphone and also there is no quota. Internet for online learning is becoming a big problem for teachers and students. Furthermore, with online learning, teachers are also overwhelmed in applying the methods that will be given in online learning so that students understand the material presented, because learning is not done face-to-face. Online learning is like a

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teaching and learning process that uses electronic circuits (LAN, WAN or Internet) to provide learning content, interaction, or guidance.

It should be realized that the unpreparedness of teachers and students for online learning is also a problem. The transition from a face-to-face learning system to an online system was very sudden without adequate preparation. Therefore, teachers must continue to monitor students in learning and students must dare to ask their teachers. In this study, it is understood that the

main obstacle faced by schools in implementing online learning at SMK PGRI 4 Kediri is due to the problem of inadequate learning facilities or media. In this case the lack of readiness of parents and teachers is also the lack of facilities, the condition of teachers and student guardians can also be said to be not ready to face the challenges of learning creativity during this pandemic. For example, if there is an internet quota, a good network and other infrastructure are adequate, but the ability of teachers and guardians to guide students in online learning is not yet qualified. This is understandable because so far the teaching and learning process generally takes place face to face. So far, parents are only tasked with taking their children to school and picking them up when it's time to go home. However, when the pandemic came and changed the whole concept of these routine activities, teachers and parents were not ready to face something foreign to them. That is learning through online, or face to face through a smartphone screen. The Activeness of Online Learning for Students

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From the results of the research that the author did by collecting data in the field, it was found that the online learning process

at SMK PGRI 4 Kediri was less active in its implementation. This is based on an interview from an English teacher, the paperworker who answered questions when the author interviewed.when the author asks: How is the learning mechanism using learning strategies through online classes implemented in this school?
Mrs. E answered :

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"The process of implementing online learning did not go well, because many students were unable to access the online application that I provided for several reasons. Some are due to weak signals in their area, some do not have internet data to carry out online learning. And if some of them can access the app, they just respond like a presence, but few do the task I give them."

Author : why not do online learning such as learning through Zoom videos, google meet or using google quiz forms and so on. Can teachers and students in this SMK run online learning activities?
Mrs E : Teachers and students can operate online learning activities, however, almost all students cannot access the internet because they also have to pay to buy internet data to be able to do online learning".
Why this happened? Mrs.E explained that this was due to technical gaps, unstable internet connections, and other technical problems.Therefore, the teachers decided to use learning strategies as an alternative to online media. In learning If there are students who do not have internet data, they can look for a wifi connection from other family members or look for paid wifi. It is chosen as an alternative to online media because students can enjoy learning. If students cannot or do not understand the material given, the teacher will immediately ask students via cellphone. Therefore, parents of students can also find out whether their children understand the learning material or not,online learning is learning that is done online, using learning applications and social networks.Online learning is learning that is done without face to face, but through available platforms. One of the authors' parents or guardians asked the English teacher to agree with this online learning. Since the beginning of the pandemic, schools have closed schools and invited children to study at home with their parents, schools also provide homework such as homework that can be done at home. Based on the results of interviews and field observations with the presentation of the data above, it can be understood that online learning activities in SMK PGRI 4 Kediri less active. Schools at the beginning of the pandemic until July 2020 closed schools and implemented home learning for their students by giving assignments and asking their guardians to accompany students or their children to take part in online learning activities every day. Meanwhile, from August 2020 to December 2020, parents began to return their children to face-to-face learning at schools and even then it was not full-time like the study period before the pandemic, and this requirement was also fulfilled while maintaining health protocols.

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From the results of the research that the author did by collecting data in the field, it was found that the online learning process

at SMK PGRI 4 Kediri was less active in its implementation. This is based on an interview from an English teacher, Mrs. E who answered questions when the writer was interviewed, when the writer

asked: How is the online learning mechanism implemented in this school? Mrs. E replied, "The process of implementing online learning did not go well, because many students were unable to access the online application that I provided for several reasons. Some are due to weak signals in their area, some do not have mobile phones to carry out online learning. And if some of them can access the app, they just respond like a presence, but few do the task I give them.

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"
Then the author continues why online learning is not carried out such as learning via Zoom, google meet or using google quiz forms and so on. Can teachers and students in this SMK run online learning activities? M. E said that "

teachers and students can operate online learning activities. However, almost all students cannot access the internet because they also have to pay to buy internet data to be able to do online learning". Why this happened? Mrs. E explained that it was because of a technical gap, unstable internet connection, and other technical problems. Therefore, the teachers decided to use learning strategies as an alternative to online learning because with the learning strategy students can learn better in understanding learning. Why is that, ma'am? because by using learning strategies students can determine for themselves which strategy can make it easier for them to understand the material when learning online. This was chosen as an alternative to online media because students can understand the material without having to meet the teacher face to face. In addition, if students do not understand the tasks of the teacher, students can ask the teacher directly by telephone.So that parents can also find out whether their child understands the lesson or not. With online learning, parents (guardians) do not feel anxious if their child misses a lesson because even at home students still get material from the teacher. Schools at the beginning of the pandemic period until July 2020 closed schools and implemented home learning for their students by giving assignments and asking student guardians to accompany students or their children to take part in online learning activities every day using social media so that it can be easily accessed by all students. Meanwhile, from August 2020 to December 2020, parents began to send their children home to study face-to-face at school and even then it was not full time like the study period before the pandemic, why is that? because many parents complain that internet data runs out quickly and sometimes students don't focus on learning because of that parents want their children to go back to school and also carry out direct learning at school so that students can study better on condition that they meet the health protocol (3M) requirements. Discussion

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Based on the results of interviews and observations, researchers obtained information that the implementation of online and offline learning due to the Covid-19 pandemic at SMK PGRI 4 Kediri had positive and negative impacts

on students and teachers or homeroom teachers.In carrying out online learning from the student's point of view, before starting learning, first prepare a cellphone and cellular data as a means of online learning, followed by pens, books and stationery. In learning to use youtube, audio and other applications, students also enjoy the form of learning held by the school a little. Based on the results of other interviews, the negative impact of the pandemic in the implementation of learning, students admitted that they had difficulties in accessing media. In addition, because learning is separate from the teacher, it makes students independent in following the lessons and assignments given.In addition, problems related to quotas are still a common obstacle in the implementation of online learning. When carrying out learning, in the middle of learning the quota runs out, students usually tell the kanya with the teacher or guardian.Based on the results of interviews with students that students claimed to be happy with offline learning home visit activities presented by the teacher. This has a good impact on students because it makes students directly involved in learning so that students can better understand learning. The application of distance learning or online learning in the midst of the Covid-19 pandemic is an alternative learning to break the chain of the spread of the corona virus. This is supported by the opinion of Munir, (2012:22) Distance learning allows students to obtain education of all types, pathways and levels independently by using learning resources with learning programs that are in accordance with their characteristics, needs, and conditions.Distance learning is expected to be able to overcome problems of equal distribution of opportunity, improvement of quality, relevance, and efficiency

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in the field of education caused by obstacles such as distance, place and time. For this reason, the implementation of distance learning must be in accordance with the

characteristics of students, learning objectives, and the learning process. Thus, the goal of distance learning is

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to provide educational opportunities to members of the

public who cannot participate in face-to-face conventional learning. The implementation of distance learning in the network is a learning activity that requires an internet network with connectivity, accessibility, flexibility, and the ability to create various types of learning interactions, according to Moore et al (in Firman and Sari, 2020). Then, Sofyana & Abdul (2019: 82) explained that online learning is a learning system that is not done face-to-face, but uses a platform that can help the teaching and learning process that is carried out even though the distance is far.The purpose of online learning is to provide quality learning services in a massive and open network to reach more and more enthusiasts of learning spaces. Handarini and Wulandari (2020:496-503) explained that online learning is one solution for implementing social distancing to prevent the spread of the Covid-19 outbreak. Because online learning is learning that is carried out online at a distance or learning that is carried out by students wherever and whenever needed. with online learning students can avoid crowds which are considered as one way of implementing social distancing. But in reality the learning in the network that is presented also has shortcomings in its implementation at SMK PGRI 4 Kediri. In teaching English as a second foreign language for students it is not easy, therefore the teacher must consider not only the material without any clearer explanation in language teaching, the teacher must also pay attention to the characteristics of students, by paying attention to students in foreign language learning at the developmental stage.

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CHAPTER V
CONCLUSION AND SUGESSTION
Here the researcher made the conclusion and suggestion

for the teacher, for the students, for reader, and for other researchers as follow :
CONCLUSION
Online learning during the current pandemic makes students, teachers and even parents have to feel the impact. They must understand the changes as well as the varied learning methods. Like it or not, they must be able to explore technology. Positively, online learning is flexible, which can be done anytime and anywhere according to existing conditions. As more time is spent at home, online learning can also increase the closeness between students and their parents.The teaching and learning process is carried out online and avoids face-to-face activities. Online learning is very useful during the current pandemic, so that students continue to follow learning even at home. For teachers, this online learning system is only effective for assignments. They consider that to make students understand the material, the online method is considered difficult. In addition, each student's technological and economic abilities are different. Not all students have facilities that support distance learning activities.In my opinion, online learning is not optimal due to many unsupportive factors, such as lack of communication between teachers and students, unsupported signals, and expensive internet quota accommodation costs. In teaching listening online must be done well through the process. each process students must be guided by the teacher in order to properly manage any difficulties they encounter during online learning. Meanwhile, this condition makes it more difficult for students to learn while at home because teachers must continue to accompany their students so they don't have difficulties with new learning. So in the discussion of the previous chapter listening is skills used in online learning and listening teaching make students accustomed to hearing voices, and correct pronunciation also students will get used to new sentences and understand spoken message.
SUGESSTION

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Based on the results of the research that has been done, there are several suggestions as follows:
For Teachers.
For teachers of SMK PGRI 4 Kediri, they can re-evaluate strategies and learning methods during the Covid-19 pandemic.

Especially with online learning, many students have problems. Both in signal and in learning devices such as smart phones.
For Students
For students of SMK PGRI 4 Kediri to be more optimal and cooperate with the school and teachers so that learning continues to run well, don't hesitate to ask the school, especially those who have problems in learning. Like the problem of a weak signal in their home area, they can come to school to get school wifi, of course, by complying with health protocols. And also for students who have problems with learning devices (smartphones) can also come to school using computers in the school computer lab. Or ask for assignments directly from the teacher. For Reader
Readers will know the importance of online listening classes in listening classes. Besides

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knowing the advantages and disadvantages of

learning the learning strategies used, listening teachers must also be more sensitive to students when students find it difficult to learn. besides that the teacher must be more patient in listening learning because students will ask a lot of questions about the material, so the teacher must be ready at any time to answer students' questions in listening learning. For Other Researchers Other researchers are advised to read this research as one of the consideration in making decisions about how teachers teach listening and students' responses to teacher strategies in learning English used in online classes. This study also provides feedback for English teachers to develop the best and most effective approach and implement learning strategies in teaching listening comprehension in online classes. In addition, the results of this study encourage students to apply learning strategies in online classes and develop better learning,
learning strategies through extensive listening become effective independent learning is carried out during a pandemic like this so that students are more creative in developing the new ideas they manage.84
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