

**HIGH SCHOOL ENGLISH LANGUAGE TEACHER'S
TEACHING STRATEGIES IN PROMOTING STUDENTS'
VERBAL ENGAGEMENT IN ONLINE LEARNING**

A Research Paper

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Language and Literature Education, Universitas Pendidikan Indonesia
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Degree



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PAGE OF APPROVAL

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IN ONLINE LEARNING**

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STATEMENT OF AUTHORIZATION

I hereby state that this research paper entitled “High School English Language Teacher's Teaching Strategies in Promoting Students' Verbal Engagement in Online Learning” submitted for Sarjana Pendidikan degree is entirely the result of my own work. I am fully aware that I have cited some statements and ideas from many types of sources and I respectfully attach all the sources that I cited in this research paper in references. If there are any mistakes related to the paper, I am willing to give further clarification.

Bandung, Juli 2022



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PREFACE

This paper is submitted as a part of the partial fulfillment of the requirements for the Sarjana Pendidikan Degree. Contained in this paper is my study relating to the teaching strategies employed by a high school English language teacher in promoting her students' verbal engagement in an online learning space.

There had been many hurdles that I had to face before, during, and after writing for this research that dampened my spirits; but fortunately, in the end, this paper could be finished at last, thanks to the support of many people around me.

I hope the existence of this paper could be of help for and/or inspire future researchers that are interested in the subject, particularly online learning through the pandemic and student-teacher interactions.

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ABSTRACT

Student engagement has a significant role in achieving academic success. However, the sudden worldwide change forces students and teachers to shift to online learning, and it would lead to many difficulties shared by both teachers and students, effectively hampering students' motivation to actively engage in the classroom. This study is aimed to investigate a teacher's strategies in encouraging students' verbal engagement in the midst of online learning. This study employed a descriptive qualitative research design using discourse transcripts and teacher interview. The data collected through recordings and document analysis were analyzed qualitatively. The result of this study suggests that while problems and difficulties from online classes had proven to be quite difficult for the teacher to manage, but by making changes in her teaching strategy, she was able to improve the students' engagement in the lesson. The researcher recommends teachers to be resourceful in reaping benefits from having multiple teaching materials and alternating teaching techniques if faced with problems with retaining students' interest in the classroom.

Keywords: Online learning, students' verbal engagement, teaching strategy

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