

AN ANALYSIS OF REMOTE TEACHING IMPLEMENTATION IN TEACHING ENGLISH AT SMAN 2 SINGARAJA DURING COVID-19 OUTBREAK

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ABSTRACT

The purpose of this research is to examine the implementation of remote English teaching in terms of preparation, method, and assessment, as well as to describe the challenges that English teachers encountered while teaching remotely. The descriptive qualitative research was carried out at SMAN 2 Singaraja. The descriptive qualitative approach was employed in this investigation. The subjects of the research were three teachers. Three instruments were used to gather data: an interview guide, a lesson plan assessment sheet, and observation sheet. Before performing remote teaching, the teachers prepared several teaching preparations, such as lesson plans, learning media/platforms, learning sources, and teaching strategies. In the procedure, referring to the finding, the session from teacher opened the class with greeting then to the main activity and continue to the closing, was run quite well although many troubles occurred during it. The assessment was given at the end of class by teachers which had been attached to the related platform. Furthermore, the study also found out that teachers encountered some challenges during remote teaching implementation such as connectivity issue, device specification differences, student activeness and student attendance rate.

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Tujuan dari penelitian ini adalah untuk mengkaji pelaksanaan pengajaran bahasa Inggris jarak jauh dalam hal persiapan, metode, dan penilaian, serta untuk mendeskripsikan tantangan yang dihadapi guru bahasa Inggris saat mengajar jarak jauh. Penelitian kualitatif deskriptif dilakukan di SMAN 2 Singaraja. Pendekatan kualitatif deskriptif digunakan dalam penelitian ini. Subjek penelitian ini adalah tiga orang guru. Tiga instrumen yang digunakan untuk mengumpulkan data yakni pedoman wawancara, lembar penilaian rencana pembelajaran, dan lembar observasi. Sebelum melakukan pembelajaran jarak jauh, guru menyiapkan beberapa persiapan pengajaran, seperti RPP, media pembelajaran, sumber belajar, dan strategi pengajaran. Dalam prosedurnya, mengacu pada temuan, sesi dari guru membuka kelas dengan salam kemudian ke kegiatan inti dan berlanjut ke penutupan, berjalan cukup baik meskipun banyak kendala yang terjadi selama itu. Penilaian diberikan di akhir kelas oleh guru yang telah dilampirkan pada platform terkait. Selain itu, penelitian ini juga menemukan bahwa guru menghadapi beberapa tantangan selama pelaksanaan pengajaran jarak jauh seperti masalah konektivitas, perbedaan spesifikasi perangkat, keaktifan siswa dan tingkat kehadiran siswa.

