

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



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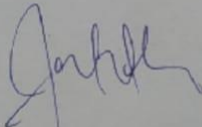
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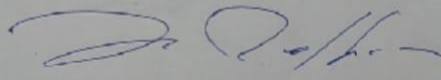
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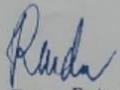


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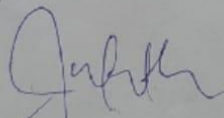
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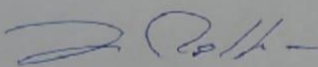
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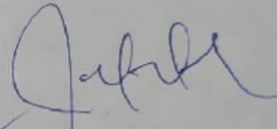
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PERNYATAAN

Dengan ini saya menyatakan bahwa karya tulis yang berjudul “AN ANALYSIS OF REMOTE TEACHING IMPLEMENTATION IN TEACHING ENGLISH AT SMAN 2 SINGARAJA DURING COVID-19 OUTBREAK” beserta seluruh isinya adalah benar-benar karya saya sendiri dan saya tidak melakukan penjiplakan dan pengutipan dengan cara-cara yang tidak sesuai dengan etika yang berlaku dalam masyarakat keilmuan. Atas pernyataan ini, saya siap menanggung resiko/sanksi yang dijatuhkan kepada saya apabila kemudian ditemukan adanya pelanggaran atas etika keilmuan dalam karya tulis ini atau terdapat klaim terhadap keaslian karya saya ini.

Singaraja, ... Juni 2022



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ACKNOWLEDGMENT

First of all, the author would like to thank Ida Sang Hyang Widhi Wasa, The Almighty God for His blessings, so that the researcher can complete the preparation of this thesis properly with the title **“An Analysis of Remote Teaching Implementation in Teaching English at SMAN 2 Singaraja During Covid-19 Outbreak”**. With all limitations, this thesis was completed with the help, guidance, and encouragement of many people. For that, the author would like to express the deepest gratitude to:

1. Dr. I G A Lokita Purnamika Utami, S.Pd., M.Pd. as the first supervisor who guides the line of this study from the beginning to the end by giving attention, feedback, and time
2. Nyoman Karina Wedhanti, S.Pd., M.Pd. as the second supervisor who supports the line of this study.
3. G.A.P Suprianti, S.Pd., M.Pd as the examiner of my thesis who gives a lot of meaningful feedback, advice, and improvement on my thesis.
4. Mrs. Sri and Mrs. Yunita are the English teachers in SMAN 2 Singaraja who are willing to participate in my thesis as the subjects of my study.
5. My beloved family always supports and blesses me to finish my thesis in terms of prayer, mentally, physically, and financially.
6. Jagung Tinggi in English group are my close friends in college life who still support me to keep me cheerful during making the thesis.
7. My thesis team (Dewa, Indra, and Nanda) always supports and gives me many feedbacks while progressing my thesis.
8. My friends in Diamond Class who gives me many various experiences, memories, and support while studying in English Language Education.
- 9.

Singaraja, 5 July 2022

Putu Arya Pratama



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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