

**AN ANALYSIS OF REMOTE ENGLISH TEACHING
IMPLEMENTATION IN SMAN 2 BANJAR DURING THE PANDEMIC
OF COVID-19**

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ABSTRACT

This research study aims to analyze the implementation of remote English teaching in terms of preparation, procedure, and student assessment as well as to describe the challenges encountered by English teachers during remote English teaching. This descriptive qualitative study was conducted at SMAN 2 Banjar. The method used in this study was using descriptive qualitative. There were three teachers used as the subjects of the study. To collect the data, three instruments were utilized: interview guide, lesson plan evaluation sheet, and observation. The results show that the teachers prepared some teaching preparations, such as lesson plans, learning media/platforms, learning sources, and teaching strategies before conducting remote teaching. To conduct remote English teaching, the teachers included three stages: pre-activity, whilst-activity, and post-activity. In pre-activity, the teachers mostly greeted the students and instructed them to fill in the attendance. During whilst-activity, most of the teachers provided the materials but they did not try to make the remote class become active by some activities, like discussion sessions, or asking and answering sessions. At the end of the remote teaching, the teachers ended the class by appreciating the students that they had joined in the remote class and assigning a task. Furthermore, the study showed some challenges during the implementation of remote teaching which make it less interactive. These factors were lack of discussion sessions facilitated by the teachers, lack of internet access issues, and lack of the use of varied learning media.

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ABSTRAK

Tujuan dari penelitian ini adalah untuk menganalisis implementasi pengajaran daring dengan melihat persiapan, prosedur, penilaian siswa dan mendeskripsikan tantangan-tantangan yang dihadapi oleh guru Bahasa Inggris pada saat mengimplementasikan pembelajaran daring. *Descriptive qualitative* digunakan untuk penelitian ini di SMAN 2 Banjar. Oleh karena itu, metode yang digunakan untuk penelitian ini yaitu menggunakan *descriptive qualitative*. Terdapat tiga guru yang digunakan sebagai subjek dari penelitian ini. Untuk mendapatkan data, terdapat tiga instrumen yang digunakan pada penelitian ini, diantaranya: *interview guide*, *lesson plan evaluation*, dan *observation*. Hasil dari penelitian menunjukkan bahwa guru sudah mempersiapkan beberapa persiapan, seperti RPP, media pembelajaran, sumber belajar, dan strategy mengajar sebelum melakukan pembelajaran daring. Untuk melaksanakan pembelajaran daring, guru membagi kegiatan pembelajaran menjadi tiga jenis kegiatan, diantaranya: *pre-activity*, *whilst-activity*, dan *post-activity*. Saat *pre-activity*, guru menyapa siswa dan menyuruh mereka untuk mengisi kehadiran. Pada saat *whilst-activity*, kebanyakan guru hanya memberikan materi saja tanpa membuat pembelajaran daring menjadi aktif dengan melakukan beberapa kegiatan, seperti sesi diskusi, atau sesi tanya-jawab. Saat *post-activity*, guru mengakhiri pembelajaran dengan cara mengapresiasi siswa karena mereka sudah hadir di dalam pembelajaran daring dan memberikan tugas. Selain itu, ada beberapa tantangan yang dihadapi oleh guru saat pembelajaran daring yang dapat membuat pembelajaran kurang interaktif. Faktor-faktor diantaranya, tidak adanya kegiatan sesi diskusi yang dilaksanakan oleh guru, masalah dari internet, dan kurangnya memvariasikan media pembelajaran yang digunakan.