APPENDICES

Appendix 1 Letter of Permission for SMP Negeri 2 Selat

KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS PENDIDIKAN GANESHA
FAKULTAS BAHASA DAN SENI
Jalan A.Yani No. 67 Singaraja Bali Kode Pos 81116
Telepon (0362) 21541 Fax. (0362) 27561
Laman: fbs.undiksha.ac.id

Nomor : 895/UN48.7.1/DT/2021 3 Maret 2021

Perihal : **Permohonan Izin Penelitian**

Yth. Kepala SMP Negeri 2 Selat
    di Selat

Dalam rangka pengumpulan data untuk menyelesaikan Skripsi/Tugas Akhir, dengan hormat kami mohon agar Bapak/Ibu mengizinkan mahasiswa di bawah ini:

Nama	:	I Gusti Ayu Rista Sukinten
NIM	:	1512021043
Jurusan	:	Bahasa Asing
Program Studi	:	Pendidikan Bahasa Inggris
Jenjang	:	S1
Tahun Akademik	:	2020/2021
Judul	:	The Use of E-learning By English Teachers at SMP Negeri 2 Selat

untuk mencari data yang diperlukan pada institusi yang Bapak/Ibu pimpin. Atas perhatian dan bantuan Bapak/Ibu, kami ucapkan terima kasih.

a.n. Dekan,
Wakil Dekan I,

Dr. Dewa Putu Ramendra, S.Pd., M.Pd.
NIP. 197609022000031001

Tembusan:
1. Dekan FBS Undiksha Singaraja
2. Kaprodi. Bahasa Asing
3. Sub Bagian Pendidikan FBS

Appendix 2 Letter of Conducting Research from SMP Negeri 2 Selat

PEMERINTAH KABUPATEN KARANGASEM
DINAS PENDIDIKAN KEPEMUDAAN DAN OLAHRAGA
SATUAN PENDIDIKAN SEKOLAH MENENGAH PERTAMA
NEGERI 2 SELAT
Alamat : Desa Peringsari Selat Karangasem Kode Pos : 80862
Laman : http://www.smpn-2-selat-karangasem.blogspot.com
E-mail : smpn2selatkarangasem@gmail.com

SURAT KETERANGAN
Nomor : 422.1/100/SMPN 2 Selat/ 2021

Yang bertanda tangan dibawah ini, Kepala SMP Negeri 2 Selat menerangkan dengan sebenarnya bahwa :

Nama	:	I Gusti Ayu Rista Sukinten
NIM	:	1512021043
Jrusan/ Prodi	:	Pendidikan Bahasa Inggris
Fakultas	:	Bahasa dan Seni
Universitas	:	Pendidikan Ganesha
Judul Skripsi	:	The Use Of E-learning By English Teachers at SMP Negeri 2 Selat

Memang benar Mahasiswa tersebut di atas telah melaksanakan Penelitian pada SMP Negeri 2 Selat, pada Guru Jurusan Bahasa Inggris, yang dilaksanakan pada tanggal 6 Mei sampai dengan 10 Mei tahun 2021.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Selat, 21 Juni 2021
Kepala Satuan Pendidikan
SMP Negeri 2 Selat

Mustara, S.Pd, M.Pd.H
NIP. 19630321 198503 1 014

Appendix 3 Expert Judgement for Research Instruments 1

RESEARCH INSTRUMENT BLUE PRINT

A. Instrument Description

Type	Checklist
Objective	To collect data about types of E-learning that are used by the teachers at SMP Negeri 2 Selat in order to answer the research question number 1
Source of data	Teachers
Grand Theory	E-learning Types of E-learning

B. Grand Theory

Since the aim of the checklist is to collect data about types of E-learning that used by the teachers, the researcher used definition of E-learning and types of E-learning. By using those theories the researcher will be able to identify the types of E-learning that is used by the teachers as the theories stated.

E-learning

E-learning is an activity that utilises ICT, which is useful in academic enhancement due to technology development. Hofstetter (2010) states that the use of technology and the internet assists people in producing learning materials, teaching learners, and regulating courses in an organization. This case leads to the existence of E-learning. According to Rosenberg (2001), E-learning is considered a learning practice under the use of the internet and technologies, providing wider solutions to increase performance and knowledge. Thakkar & Joshi (2017) also states that E-learning's function is to assist, enable, and reform the learning process digitally. The material of the learning process is delivered with the empowerment of electronic tools and technologies. From the definition above, it can be concluded that E-learning is an activity that utilizes ICT in order to support and enhance the teaching and learning process.

Types of E-learning

There are two types of E-learning, Asynchronous and Synchronous. According to Shahabadi and Uplane (2015), Synchronous happens with the involvement of interactions and time. Khan (2007) stated that the interaction between students and teacher by online learning happens in real-time. Hrastinski, in Shahabadi and Uplane (2015), stated that it is usually supported by media such as video conferencing and chat, which happened in real-time. In synchronous, the students can ask, and the teacher will answer questions instantly at that time. It also enables learners to interact with their teacher and friends during the course. Meanwhile, Asynchronous is not limited by time, place, or classroom restriction (Khan, 2007). It shows that it still happens even when the students are offline.

They can complete the teacher's task at their own pace in the limited given time just by using the internet as a support tool. Asynchronous E-learning is empowered by media such as e-mail and discussion boards and message board posted in an online forum (Shahabadi & Uplane, 2015). It allows the students to download resources given or send messages to teachers or other students at any time.

Platform that is used in E-learning

Technology nowadays is developing and changing very fast. Those developments can be useful in the educational sector. E-learning platforms that can be used in education as follows:

a. E-mail

E-mail is a communication tool that is being used in the teaching and learning process. E-mail is probably the most commonly used Internet application. By getting a single e-mail account, both teachers and students can join e-mail assisted language activities (Amiri, 2014). For English learners, e-mail is an excellent way to communicate with their teachers because of its usefulness and easy to use.

b. WhatsApp

WhatsApp is a free messenger application that works across multiple platforms and is being widely used among undergraduate students to send multimedia messages like photos, videos, audios, and simple text messages. Nowadays, WhatsApp is a very simple media used in E-learning.

c. Google for Education

Google for education is a service from Google that provides independently customizable versions of several Google products using a customer's domain name. Some of the applications of Google that are used in education are Google Classroom, Google Meet, Google Workspace, etc.

d. Zoom meeting

Zoom is a cloud-based video conferencing service that used to virtually meet with others either by video or audio-only or both, all while conducting live chats and Zoom lets you record those sessions to view later. A Zoom Meeting refers to a video conferencing meeting that's hosted using Zoom.

e. LMS

Learning Management System (LMS) is a software application that is used to assist the learning process. According to Ellis (2009) Learning Management System, the basic description is a software application that automates the administration, tracking, and reporting of training events. Simanullang (2020) states that LMS has two main objectives those are to make learning more independent and make it possible for LMS users to register, save, manage, publish learning via the web and print documents that are available through the LMS. According to Top Rated award 2020 these are LMS applications that commonly used based on

customer satisfaction ratings: Google Classroom, Moodle, Schoology Learning, Blackboard Learn etc.

From those theories, the checklist is designed by considering the types of E-learning that are used by the teachers whether it is synchronous (happened in real time) or asynchronous (happened even when the students and teachers are offline) and will be separated according to the platform that is used

C. Blue Print

Aspect	Indicators	items
Synchronous	Google meet	1
	WhatsApp	2
	Zoom	3
Asynchronous	E-mail	1
	WhatsApp	2
Synchronous and Asynchronous	WhatsApp	1
	Schoology	2
	Google classroom	3
	Moodle	4
	Blackboard learn	5

RESEARCH INSTRUMENT

OBSERVATION CHECKLIST

Date/Time   **:** _____

Subject being observed: _____

Observation Purpose: _____

No	Statement	Result	
		Yes	**No**
1.	Guru menggunakan Google meet		
2.	Guru menggunakan WhatsApp		
3.	Guru menggunakan Zoom		
4.	Guru menggunakan E-mail		
5.	Guru menggunakan Google classroom		
6.	Guru menggunakan Schoology		
7.	Guru menggunakan Moodle		
8.	Guru menggunakan Blackboard learn		

EXPERT JUDGEMENT SHEET

Instrument Description

Type	Observation Checklist
Objective	To collect data about types of e-learning platform used by the English teachers to answer the research question number 1.
Source of data	English Teachers
Grand Theory	E-Learning definition E-Learning Types Types of E-Learning Platform

Item no	Item	Relevant	Not Relevant	Comment
1.	Guru menggunakan Google meet			
2.	Guru menggunakan WhatsApp			
3.	Guru menggunakan Zoom			
4.	Guru menggunakan E-mail			
5.	Guru menggunakan Google classroom			
6.	Guru menggunakan Schoology			
7.	Guru menggunakan Moodle			
8.	Guru menggunakan Blackboard learn			

Singaraja, 25 April 2021

Expert I,

Prof. Dr. Ni Made
Ratminingsih, M.A.

A. Instrument descriptions

Type	Interview guide
Objective	To collect data about what are the problem s in E-learning that are faced by the teachers at SMP Negeri 2 Selat in order to answer the research question number 2
Source of data	Teachers
Grand Theory	Challenges in Teaching English Using E-learning Instructional problem

B. Grand Theory

Since the aim of the interview guide is to collect data about what are the problem s in E-learning that are faced by the teachers, the researcher used challenges in teaching English using E-learning. By using those theories the researcher will be able to identify the problems that faced by English teachers in teaching using E-learning as the theory stated.

Challenges in Teaching English Using E-learning

In the application of E-learning, teachers also faced several challenges. In teaching online, classes need technology and the internet to enhance what is happened in the face-to-face classroom. According to Williams (2016), technology is an important thing in English language learning and teaching. Learners can certainly learn English by using technology, where there are many different types of technologies, whether it is new or old, which support English language teaching (Fitria, 2020). However, students who have no high motivation to study tend to fail to follow the teaching and learning process through E-learning (Soeparno & Muslim, 2018). Lack of knowledge and skill to use ICT will also become a problem for both teacher and students to conduct E-learning. E-learning requires an internet facility; meanwhile, not all places provide a good internet facility (Aboderin, 2015).

Instructional problem

In teaching and learning process teachers might face several problems. According to Oxford dictionary, problem is a thing that is difficult to deal with or to understand. An instructional problem or challenge is a difficulty that faced by the students or teachers when they try to reach a specific learning outcome. Instructional problems or challenges can be motivational, cognitive or even logistical. According to (Bunn, 2001) instructional issues are determining the

instructional needs, resource availability, curriculum design, course development, and faculty capacity and incentive for effective delivery of distance education.

From those theories, the interview guide is designed by considering the challenges in teaching English using E-learning and instructional problems.

C. Blueprint

Aspect	Indicators	items
Challenges/problem	Students' motivation	1
	Skill in using ICT	2
	Internet facility	3
	Gadget availability	4
	Determining instructional needs	5
	Resource availability	6
	Curriculum design	7
	Course development	8
	Faculty capacity and incentive	9

Interview Guide

Date/Time :

_____

Subject being interviewed :

_____

Interview Purpose :

_____

No	Questions	Answer
1.	Apakah guru menemukan masalah dalam hal motivasi siswa dalam belajar daring?	
2.	Apakah guru menemukan masalah dalam hal penguasaan ICT?	
3.	Apakah guru menemukan masalah dalam hal ketersediaan internet?	
4.	Apakah guru menemukan masalah dalam hal kepemilikan gawai?	
5.	Apakah guru menemukan masalah dalam menentukan kebutuhan belajar?	
6.	Apakah guru menemukan masalah dalam hal ketersediaan sumber belajar?	
7.	Apakah guru menemukan masalah dalam hal desain kurikulum?	
8.	Apakah guru menemukan masalah dalam hal pengembangan pembelajaran?	
9.	Apakah guru bermasalah dalam hal kapasitas kelas dan kelas tambahan?	

EXPERT JUDGEMENT SHEET

Instrument Description

Type	Interview guide
Objective	To collect data about what are the problem s in E-learning that are faced by the teachers at SMP Negeri 2 Selat in order to answer the research question number 2
Source of data	Teachers
Grand Theory	Challenges in Teaching English Using E-learning Instructional problem

Item no	Item	Relevant	Not Relevant	Comment
1.	Apakah guru menemukan masalah dalam hal motivasi siswa dalam belajar daring?	√		
2.	Apakah guru menemukan masalah dalam hal penguasaan ICT?	√		
3.	Apakah guru menemukan masalah dalam hal ketersediaan internet?	√		
4.	Apakah guru menemukan masalah dalam hal kepemilikan gawai?	√		
5.	Apakah guru menemukan masalah dalam menentukan kebutuhan belajar?	√		
6.	Apakah guru menemukan masalah dalam hal ketersediaan sumber belajar?	√		
7.	Apakah guru menemukan masalah dalam hal desain kurikulum?	√		
8.	Apakah guru menemukan masalah dalam hal pengembangan pembelajaran?	√		
9.	Apakah guru bermasalah dalam hal kapasitas kelas dan kelas tambahan?	√		

Singaraja, 25 April 2021

Expert I,

Prof. Dr. Ni Made
Ratminingsih, M.A.

A. **Instrument descriptions**

Type	Interview guide
Objective	To collect data about how English teachers solve the problems in teaching using E-learning at SMP Negeri 2 Selat in order to answer the research question number 3
Source of data	Teachers
Grand Theory	Teaching English using E-learning Instructional solution

B. **Grand Theory**

Since the aim of the interview guide is to collect data about how teachers solve the problems in teaching using E-learning, the researcher used Teaching English using E-learning and instructional solution . By using those theories the researcher will be able to identify how the teachers solve the problems in teaching English using E-learning as the theory stated.

Teaching English Using E-learning

As education influenced by technology, teachers are obligated to adapt to the situation. Cooperman (2017, p. 8) stated that it is important for online teachers to know about technology or the ability of technical background to use new technology, which can be delivered in teaching online both effectively and efficiently. English has been taught starting from elementary school until university in Indonesia as a foreign language. Learning English will give the students chance to get wider sources from around the world and have a chance to follow current information development (Leo, 2013). By learning English, students will be able to use English functionally and open their mind to the world. Implementing E-learning might be the way to achieve the goal of the learning process.

Instructional Solution

Every problem has its own solution. According to Oxford dictionary solution is a way of solving a problem or dealing with difficult situation. From the definition of instructional problem we can conclude that instructional solution is the way the teachers solve the problem that they faced during the teaching and learning process.

From those theories, the interview guide is designed by considering teaching English using E-learning, the challenges in teaching English using E-learning, instructional problem and instructional solution.

Interview Guide

Date/Time :

_____

Subject being interviewed :

_____

Interview Purpose :

_____

No	Questions	Answer
1.	Bagaimana cara guru menemukan solusi dalam hal motivasi siswa yang kurang dalam belajar daring?	
2.	Bagaimana cara guru memberi solusi dalam hal penguasaan ICT?	
3.	Bagaimana cara guru menyelesaikan masalah dalam hal ketersediaan internet?	
4.	Bagaimana cara guru menyelesaikan masalah dalam hal kepemilikan gawai?	
5.	Bagaimana cara guru menyelesaikan masalah dalam menentukan kebutuhan belajar?	
6.	Bagaimana cara guru menyelesaikan masalah dalam hal ketersediaan sumber belajar?	
7.	Bagaimana cara guru menyelesaikan masalah jika kesulitan dalam hal desain kurikulum?	
8.	Bagaimana cara guru menyelesaikan masalah dalam hal pengembangan pembelajaran?	
9.	Bagaimana cara guru menyelesaikan masalah dalam hal kapasitas kelas dan kelas tambahan?	

EXPERT JUDGEMENT SHEET

Instrument Description

Type	Interview guide
Objective	To collect data about what are the problem s in E-learning that are faced by the teachers at SMP Negeri 2 Selat in order to answer the research question number 2
Source of data	Teachers
Grand Theory	Challenges in Teaching English Using E-learning Instructional problem

Item no	Item	Relevant	Not Releva nt	Comment
1.	Bagaimana cara guru menemukan solusi dalam hal motivasi siswa yang kurang dalam belajar daring?	√		
2.	Bagaimana cara guru memberi solusi dalam hal penguasaan ICT?	√		
3.	Bagaimana cara guru menyelesaikan masalah dalam hal ketersediaan internet?	√		
4.	Bagaimana cara guru menyelesaikan masalah dalam hal kepemilikan gawai?	√		
5.	Bagaimana cara guru menyelesaikan masalah dalam menentukan kebutuhan belajar?	√		
6.	Bagaimana cara guru menyelesaikan masalah dalam hal ketersediaan sumber belajar?	√		
7.	Bagaimana cara guru menyelesaikan masalah jika kesulitan dalam hal desain kurikulum?	√		
8.	Bagaimana cara guru menyelesaikan masalah dalam hal pengembangan pembelajaran?	√		
9.	Bagaimana cara guru menyelesaikan masalah dalam hal kapasitas kelas dan kelas tambahan?	√		

Singaraja, 25 April 2021
Expert I,

Prof. Dr. Ni Made
Ratminingsih, M.A.

Appendix 4 Expert Judgements for Research Instruments 2

RESEARCH INSTRUMENT BLUE PRINT

D. Instrument Description

Type	Checklist
Objective	To collect data about types of E-learning that are used by the teachers at SMP Negeri 2 Selat in order to answer the research question number 1
Source of data	Teachers
Grand Theory	E-learning Types of E-learning

E. Grand Theory

Since the aim of the checklist is to collect data about types of E-learning that used by the teachers, the researcher used definition of E-learning and types of E-learning. By using those theories the researcher will be able to identify the types of E-learning that is used by the teachers as the theories stated.

E-learning

E-learning is an activity that utilises ICT, which is useful in academic enhancement due to technology development. Hofstetter (2010) states that the use of technology and the internet assists people in producing learning materials, teaching learners, and regulating courses in an organization. This case leads to the existence of E-learning. According to Rosenberg (2001), E-learning is considered a learning practice under the use of the internet and technologies, providing wider solutions to increase performance and knowledge. Thakkar & Joshi (2017) also states that E-learning's function is to assist, enable, and reform the learning process digitally. The material of the learning process is delivered with the empowerment of electronic tools and technologies. From the definition above, it can be concluded that E-learning is an activity that utilizes ICT in order to support and enhance the teaching and learning process.

Types of E-learning

There are two types of E-learning, Asynchronous and Synchronous. According to Shahabadi and Uplane (2015), Synchronous happens with the involvement of interactions and time. Khan (2007) stated that the interaction between students and teacher by online learning happens in real-time. Hrastinski, in Shahabadi and Uplane (2015), stated that it is usually supported by media such as video conferencing and chat, which happened in real-time. In synchronous, the students can ask, and the teacher will answer questions instantly at that time. It also enables learners to interact with their teacher and friends during the course. Meanwhile, Asynchronous is not limited by time, place, or classroom restriction (Khan, 2007). It shows that it still happens even when the students are offline. They can complete the teacher's task at their own pace in the limited given time just by using the internet as a support tool. Asynchronous E-learning is empowered by media such as e-mail and discussion boards and message board posted in an online forum (Shahabadi & Uplane, 2015). It allows the students to download resources given or send messages to teachers or other students at any time.

Platform that is used in E-learning

Technology nowadays is developing and changing very fast. Those developments can be useful in the educational sector. E-learning platforms that can be used in education as follows:

f. E-mail

E-mail is a communication tool that is being used in the teaching and learning process. E-mail is probably the most commonly used Internet application. By getting a single e-mail account, both teachers and students can join e-mail assisted language activities (Amiri, 2014). For English learners, e-mail is an excellent way to communicate with their teachers because of its usefulness and easy to use.

g. WhatsApp

WhatsApp is a free messenger application that works across multiple platforms and is being widely used among undergraduate students to send multimedia messages like photos, videos, audios, and simple text messages. Nowadays, WhatsApp is a very simple media used in E-learning.

h. Google for Education

Google for education is a service from Google that provides independently customizable versions of several Google products using a customer's domain name. Some of the applications of Google that are used in education are Google Classroom, Google Meet, Google Workspace, etc.

i. Zoom meeting

Zoom is a cloud-based video conferencing service that used to virtually meet with others either by video or audio-only or both, all while conducting live chats and Zoom lets you record those sessions to view later. A Zoom Meeting refers to a video conferencing meeting that's hosted using Zoom.

j. LMS

Learning Management System (LMS) is a software application that is used to assist the learning process. According to Ellis (2009) Learning Management System, the basic description is a software application that automates the administration, tracking, and reporting of training events. Simanullang (2020) states that LMS has two main objectives those are to make learning more independent and make it possible for LMS users to register, save, manage, publish learning via the web and print documents that are available through the LMS. According to Top Rated award 2020 these are LMS applications that commonly used based on customer satisfaction ratings: Google Classroom, Moodle, Schoology Learning, Blackboard Learn etc.

From those theories, the checklist is designed by considering the types of E-learning that are used by the teachers whether it is synchronous (happened in real time) or asynchronous (happened even when the students and teachers are offline) and will be separated according to the platform that is used

F. Blue Print

Aspect	Indicators	items
Synchronous	Google meet	1
	WhatsApp	2
	Zoom	3
Asynchronous	E-mail	1
	WhatsApp	2
Synchronous and Asynchronous	WhatsApp	1
	Schoology	2
	Google classroom	3
	Moodle	4
	Blackboard learn	5

RESEARCH INSTRUMENT

OBSERVATION CHECKLIST

Date/Time : _____

Subject being observed : _____

Observation Purpose : _____

No	Statement	Result	
		Yes	No
9.	Guru menggunakan Google meet		
10.	Guru menggunakan WhatsApp		
11.	Guru menggunakan Zoom		
12.	Guru menggunakan E-mail		
13.	Guru menggunakan Google classroom		
14.	Guru menggunakan Schoology		
15.	Guru menggunakan Moodle		
16.	Guru menggunakan Blackboard learn		

EXPERT JUDGEMENT SHEET

Instrument Description

Type	Observation Checklist
Objective	To collect data about types of e-learning platform used by the English teachers to answer the research question number 1.
Source of data	English Teachers
Grand Theory	E-Learning definition E-Learning Types Types of E-Learning Platform

Item no	Item	Relevant	Not Relevant	Comment
9.	Guru menggunakan Google meet	√		
10.	Guru menggunakan WhatsApp	√		
11.	Guru menggunakan Zoom	√		
12.	Guru menggunakan E-mail	√		
13.	Guru menggunakan Google classroom	√		
14.	Guru menggunakan Schoology	√		
15.	Guru menggunakan Moodle	√		
16.	Guru menggunakan Blackboard learn	√		

Singaraja, 27 April 2021
Expert II,

Ni Putu Astiti Pratiwi, S.Pd.,M.Pd
NIP. 198808252015042002

D. Instrument descriptions

Type	Interview guide
Objective	To collect data about what are the problem s in E-learning that are faced by the teachers at SMP Negeri 2 Selat in order to answer the research question number 2
Source of data	Teachers
Grand Theory	Challenges in Teaching English Using E-learning Instructional problem

E. Grand Theory

Since the aim of the interview guide is to collect data about what are the problem s in E-learning that are faced by the teachers, the researcher used challenges in teaching English using E-learning. By using those theories the researcher will be able to identify the problems that faced by English teachers in teaching using E-learning as the theory stated.

Challenges in Teaching English Using E-learning

In the application of E-learning, teachers also faced several challenges. In teaching online, classes need technology and the internet to enhance what is happened in the face-to-face classroom. According to Williams (2016), technology is an important thing in English language learning and teaching. Learners can certainly learn English by using technology, where there are many different types of technologies, whether it is new or old, which support English language teaching (Fitria, 2020). However, students who have no high motivation to study tend to fail to follow the teaching and learning process through E-learning (Soeparno & Muslim, 2018). Lack of knowledge and skill to use ICT will also become a problem for both teacher and students to conduct E-learning. E-learning requires an internet facility; meanwhile, not all places provide a good internet facility (Aboderin, 2015).

Instructional problem

In teaching and learning process teachers might face several problems. According to Oxford dictionary, problem is a thing that is difficult to deal with or to understand. An instructional problem or challenge is a difficulty that faced by the students or teachers when they try to reach a specific learning outcome. Instructional problems or challenges can be motivational, cognitive or even logistical. According to (Bunn, 2001) instructional issues are determining the instructional needs, resource availability, curriculum design, course development, and faculty capacity and incentive for effective delivery of distance education.

From those theories, the interview guide is designed by considering the challenges in teaching English using E-learning and instructional problems.

F. Blueprint

Aspect	Indicators	items
Challenges/problem	Students' motivation	1
	Skill in using ICT	2
	Internet facility	3
	Gadget availability	4
	Determining instructional needs	5
	Resource availability	6
	Curriculum design	7
	Course development	8
	Faculty capacity and incentive	9

Interview Guide

Date/Time :
_____

Subject being interviewed :
_____

Interview Purpose :
_____

No	Questions	Answer
10.	Apakah guru menemukan masalah dalam hal motivasi siswa dalam belajar daring?	
11.	Apakah guru menemukan masalah dalam hal penguasaan ICT?	
12.	Apakah guru menemukan masalah dalam hal ketersediaan internet?	
13.	Apakah guru menemukan masalah dalam hal kepemilikan gawai?	
14.	Apakah guru menemukan masalah dalam menentukan kebutuhan belajar?	
15.	Apakah guru menemukan masalah dalam hal ketersediaan sumber belajar?	
16.	Apakah guru menemukan masalah dalam hal desain kurikulum?	
17.	Apakah guru menemukan masalah dalam hal pengembangan pembelajaran?	
18.	Apakah guru bermasalah dalam hal kapasitas kelas dan kelas tambahan?	

EXPERT JUDGEMENT SHEET

Instrument Description

Type	Interview guide
Objective	To collect data about what are the problem s in E-learning that are faced by the teachers at SMP Negeri 2 Selat in order to answer the research question number 2
Source of data	Teachers
Grand Theory	Challenges in Teaching English Using E-learning Instructional problem

Item no	Item	Relevant	Not Relevant	Comment
10.	Apakah guru menemukan masalah dalam hal motivasi siswa dalam belajar daring?	√		
11.	Apakah guru menemukan masalah dalam hal penguasaan ICT?	√		
12.	Apakah guru menemukan masalah dalam hal ketersediaan internet?	√		
13.	Apakah guru menemukan masalah dalam hal kepemilikan gawai?	√		
14.	Apakah guru menemukan masalah dalam menentukan kebutuhan belajar?	√		
15.	Apakah guru menemukan masalah dalam hal ketersediaan sumber belajar?	√		
16.	Apakah guru menemukan masalah dalam hal desain kurikulum?	√		
17.	Apakah guru menemukan masalah dalam hal pengembangan pembelajaran?	√		
18.	Apakah guru bermasalah dalam hal kapasitas kelas dan kelas tambahan?	√		

Singaraja, 27 April 2021
Expert II,

Ni Putu Astiti Pratiwi,
S.Pd.,M.Pd
NIP. 198808252015042002

C. Instrument descriptions

Type	Interview guide
Objective	To collect data about how English teachers solve the problems in teaching using E-learning at SMP Negeri 2 Selat in order to answer the research question number 3
Source of data	Teachers
Grand Theory	Teaching English using E-learning Instructional solution

D. Grand Theory

Since the aim of the interview guide is to collect data about how teachers solve the problems in teaching using E-learning, the researcher used Teaching English using E-learning and instructional solution . By using those theories the researcher will be able to identify how the teachers solve the problems in teaching English using E-learning as the theory stated.

Teaching English Using E-learning

As education influenced by technology, teachers are obligated to adapt to the situation. Cooperman (2017, p. 8) stated that it is important for online teachers to know about technology or the ability of technical background to use new technology, which can be delivered in teaching online both effectively and efficiently. English has been taught starting from elementary school until university in Indonesia as a foreign language. Learning English will give the students chance to get wider sources from around the world and have a chance to follow current information development (Leo, 2013). By learning English, students will be able to use English functionally and open their mind to the world. Implementing E-learning might be the way to achieve the goal of the learning process.

Instructional Solution

Every problem has its own solution. According to Oxford dictionary solution is a way of solving a problem or dealing with difficult situation. From the definition of instructional problem we can conclude that instructional solution is the way the teachers solve the problem that they faced during the teaching and learning process.

From those theories, the interview guide is designed by considering teaching English using E-learning, the challenges in teaching English using E-learning, instructional problem and instructional solution.

Interview Guide

Date/Time :

_____

Subject being interviewed :

_____

Interview Purpose :

_____

No	Questions	Answer
10.	Bagaimana cara guru menemukan solusi dalam hal motivasi siswa yang kurang dalam belajar daring?	
11.	Bagaimana cara guru memberi solusi dalam hal penguasaan ICT?	
12.	Bagaimana cara guru menyelesaikan masalah dalam hal ketersediaan internet?	
13.	Bagaimana cara guru menyelesaikan masalah dalam hal kepemilikan gawai?	
14.	Bagaimana cara guru menyelesaikan masalah dalam menentukan kebutuhan belajar?	
15.	Bagaimana cara guru menyelesaikan masalah dalam hal ketersediaan sumber belajar?	
16.	Bagaimana cara guru menyelesaikan masalah jika kesulitan dalam hal desain kurikulum?	
17.	Bagaimana cara guru menyelesaikan masalah dalam hal pengembangan pembelajaran?	
18.	Bagaimana cara guru menyelesaikan masalah dalam hal kapasitas kelas dan kelas tambahan?	

EXPERT JUDGEMENT SHEET

Instrument Description

Type	Interview guide
Objective	To collect data about what are the problem s in E-learning that are faced by the teachers at SMP Negeri 2 Selat in order to answer the research question number 2
Source of data	Teachers
Grand Theory	Challenges in Teaching English Using E-learning Instructional problem

Item no	Item	Relevant	Not Relevant	Comment
10.	Bagaimana cara guru menemukan solusi dalam hal motivasi siswa yang kurang dalam belajar daring?	√		
11.	Bagaimana cara guru memberi solusi dalam hal penguasaan ICT?	√		
12.	Bagaimana cara guru menyelesaikan masalah dalam hal ketersediaan internet?	√		
13.	Bagaimana cara guru menyelesaikan masalah dalam hal kepemilikan gawai?	√		
14.	Bagaimana cara guru menyelesaikan masalah dalam menentukan kebutuhan belajar?	√		
15.	Bagaimana cara guru menyelesaikan masalah dalam hal ketersediaan sumber belajar?	√		
16.	Bagaimana cara guru menyelesaikan masalah jika kesulitan dalam hal desain kurikulum?	√		
17.	Bagaimana cara guru menyelesaikan masalah dalam hal pengembangan pembelajaran?	√		
18.	Bagaimana cara guru menyelesaikan masalah dalam hal kapasitas kelas dan kelas tambahan?	√		

Singaraja, 27 April 2021
Expert II,

Ni Putu Astiti Pratiwi, S.Pd.,M.Pd
NIP. 198808252015042002

Appendix 5 Observation Checklists from English Teachers at SMP Negeri 2 Selat
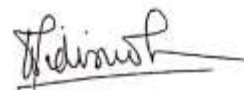
OBSERVATION CHECKLIST

Date/Time : May 6 2021

Subject being observed : English teacher

Observation Purpose : To know the types of E-learning apps that used by English teacher

No	Statement	Result	
		Yes	No
1.	Guru menggunakan Google meet	✓	
2.	Guru menggunakan WhatsApp	✓	
3.	Guru menggunakan Zoom		✓
4.	Guru menggunakan E-mail		✓
5.	Guru menggunakan Google classroom	✓	
6.	Guru menggunakan Schoology		✓
7.	Guru menggunakan Moodle		✓
8.	Guru menggunakan Blackboard learn		✓

Selat, May 6 2021
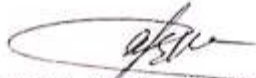
English teacher,

I Gusti Ayu Buncing W. S.Pd

OBSERVATION CHECKLIST

Date/Time : May 7 2021

Subject being observed : English teacher

Observation Purpose : To know the types of E learning App that used by English teacher

No	Statement	Result	
		Yes	No
1.	Guru menggunakan Google meet		✓
2.	Guru menggunakan WhatsApp	✓	
3.	Guru menggunakan Zoom		✓
4.	Guru menggunakan E-mail		
5.	Guru menggunakan Google classroom	✓	
6.	Guru menggunakan Schoology		✓
7.	Guru menggunakan Moodle		✓
8.	Guru menggunakan Blackboard learn		✓

Selat, May 7 2021

English teacher,

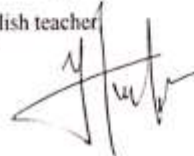Gusti Ayu Darkuati, S Pd Ing
NIP 19690628 300604 2 008

OBSERVATION CHECKLIST

Date/Time   : May 7 2021

Subject being observed   : English Teacher

Observation Purpose   : To know the types of E-learning Apps that used by English teacher

No	Statement	Result	
		Yes	No
1.	Guru menggunakan Google meet		✓
2.	Guru menggunakan WhatsApp	✓	
3.	Guru menggunakan Zoom	✓	
4.	Guru menggunakan E-mail	✓	
5.	Guru menggunakan Google classroom	✓	
6.	Guru menggunakan Schoology		✓
7.	Guru menggunakan Moodle		✓
8.	Guru menggunakan Blackboard learn		✓

Selat, May 7 2021

English teacher,

I Gusti Made Goeitmika, S.Pd
NIP. 198706080 201102 1003

OBSERVATION CHECKLIST

Date/Time   : May 8 2021

Subject being observed   : English teacher

Observation Purpose   : To know the types of E-learning apps that used by English teacher

No	Statement	Result	
		Yes	No
1.	Guru menggunakan Google meet		✓
2.	Guru menggunakan WhatsApp	✓	
3.	Guru menggunakan Zoom	✓	
4.	Guru menggunakan E-mail		✓
5.	Guru menggunakan Google classroom	✓	
6.	Guru menggunakan Schoology		✓
7.	Guru menggunakan Moodle		✓
8.	Guru menggunakan Blackboard learn		✓

Selat, May 8 2021

English teacher

I Gst Ngr Wahyu Bawa Saputra

OBSERVATION CHECKLIST

Date/Time : May 10 2021

Subject being observed : English teacher

Observation Purpose : to know the types of E-learning apps that used by English teacher

No	Statement	Result	
		Yes	No
1.	Guru menggunakan Google meet		✓
2.	Guru menggunakan WhatsApp	✓	
3.	Guru menggunakan Zoom		✓
4.	Guru menggunakan E-mail	✓	
5.	Guru menggunakan Google classroom	✓	
6.	Guru menggunakan Schoology		✓
7.	Guru menggunakan Moodle		✓
8.	Guru menggunakan Blackboard learn		✓

Selat, May 10 2021

English teacher,

GUSTI AYU PUSPA WATI, S. Pd.
NIP. 19671205 199803 2 005

Appendix 6 Picture of E-Learning Applications Used by English Teachers at SMP Negeri 2 Selat
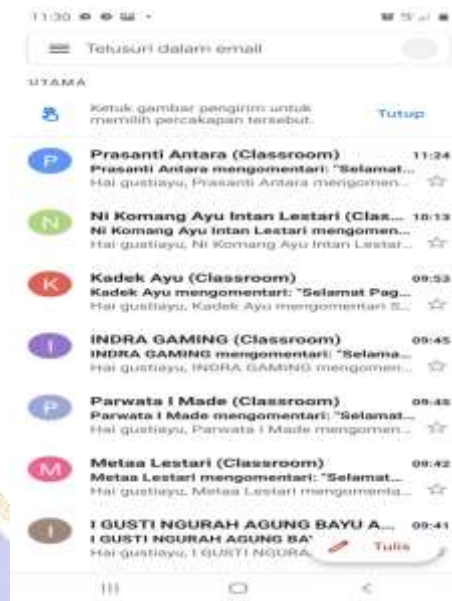
Appendix 7 Interview Transcript

Teacher 1

Interview guide 1

Q: *Apakah guru menemukan masalah dalam hal motivasi siswa dalam belajar daring?*

   (Did the teachers find any problems about students' motivation in online learning?)

A: *Iya ada. Kadang di setiap kelas kehadirannya untuk belajar daring cuma 20-50%. Masalah yang paling sering itu seperti tidak memiliki HP dan signal.*

   (Yes. Sometimes the students' presence is only 20-50%. The most frequent problems are unavailability of gadget and signals)

Q: *Apakah guru menemukan masalah dalam hal penguasaan ICT?*

   (Did the teachers find any problems about mastery of ICT?)

A: *Ada. Ada guru yang tidak terlalu mahir.*

   (Yes, there are teachers who are not proficient)

Q: *Apakah guru menemukan masalah dalam hal ketersediaan internet?*

   (Did the teachers find any problems about internet availability?)

A: *Ada. Salah satu kendala ya keberadaan signal.*

   (Yes. One of the problems is availability of signals)

Q: *Apakah guru menemukan masalah dalam hal kepemilikan gawai?*

   (Did the teachers find any problems about gadget ownership?)

A: *Iya, ada. Karena ada juga siswa yang kurang mampu. Jadi handphone-nya kadang memakai milik orang tua. Untuk saya tidak*

   (Yes. Because there are students who come from underprivileged family, so sometimes they shared hand phones with their parents. For me it is not a problem)

Q: *Apakah guru menemukan masalah dalam menentukan kebutuhan belajar?*

   (Did the teachers find any problems in determining learning needs?)

A: *Tidak. Karena sudah tersedia buku paket, ada LKS. Jadi tidak ada.*

(No. Because textbooks and LKS are available. So I don't have any problem.)

Q: *Apakah guru menemukan masalah dalam hal ketersediaan sumber belajar?*

(Did the teachers find any problems in the availability of learning source?)

A: *Tidak. Karena sudah tersedia buku penunjang, buku paket dan juga LKS*

(No, because supporting books such as textbooks   and worksheet books are available)

Q: *Apakah guru menemukan masalah dalam hal desain kurikulum?*

(Did teachers find any problems in curriculum design?)

A: *Tidak ada.*

(No)

Q: *Apakah guru menemukan masalah dalam hal pengembangan pembelajaran?*

(Did teacher find any problems about course development?)

A: *Karena belajar online, jadi signal internet dan gawai saja sih yang bermasalah.*

(The problems are only signal and gadget availability because it is online learning)

Q: *Apakah guru bermasalah dalam hal kapasitas kelas dan kelas tambahan?*

(Did teachers find any problems about faculty capacity and additional classes?)

A: *Tidak ada. Karena sudah dihitung.*

(No because it has been counted)

Interview guide 2

Q: *Bagaimana cara guru menemukan solusi dalam hal motivasi siswa yang kurang dalam belajar daring?*

(How did teacher find the solution for students' low motivation in online learning?)

A: *Bagi motivasi siswa yang kurang, kita bisa tambahkan media menarik supaya mereka mau belajar.*

(If the students' have low motivatin, we can add exiting media so that they are willing to learn)

Q: *Bagaimana cara guru memberi solusi dalam hal penguasaan ICT?*

(How did teachers give any solutions about ICT proficiency?)

A: *Ada admin sekolah. Untuk guru yang kurang mahir, ada admin sekolah. Kalau kurang mengusai ada admin kita tinggal kasi materinya.*

(There are school admins that are available for teachers who are not proficient in ICT)

Q: *Bagaimana cara guru menyelesaikan masalah dalam hal ketersediaan internet?*

(How did the teacher solve the problems about internet availability?)

A: *Ada bantuan internet dari pemerintah ya. Di sekolaah juga sudah menginstal* Wi-Fi *jadi bisa di manfaatkan.*

(There are free internet assistant from the government. Wi-Fi has been installed at school so it could be helpful)

Q: *Bagaimana cara guru menyelesaikan masalah dalam hal kepemilikan gawai?*

(How did teachers solve the problem about gadget availability?)

A: *Sama seperti yang di atas ya.*

(The way is same as the previous.)

Q: *Bagaimana cara guru menyelesaikan masalah dalam menentukan kebutuhan belajar?*

(How did teacher solve the problem about determining learning needs?)

A: *Iya tidak ada. Karena siswa sudah diberikan LKS, buku paket dan buku penunjang juga sudah dibagikan.*

(There is no problem because the students are already given supporting books, textbooks and worksheet books)

Q: *Bagaimana cara guru menyelesaikan masalah dalam hal ketersediaan sumber belajar?*

(How did teachers solved the problems about learning sources availability?)

A: *Tidak ada.*

(There is no problem)

Q: *Bagaimana cara guru menyelesaikan masalah jika kesulitan dalam hal desain kurikulum?*

(How did teacher solve the problem in curriculum design?)

A: *Biasanya ada MGMP disni. Disana kita berdiskusi, mecari jalan bagaimana menyelesaikan masalah.*

        (Usually there is *MGMP* that were held in order to discuss and finding way how to solve any problem that the teachers find)

Q: *Bagaimana cara guru menyelesaikan masalah dalam hal pengembangan pembelajaran?*

(How did teacher solve the problem about course development?)

A: *Tidak ada*

(There is no problem)

Q: *Bagaimana cara guru menyelesaikan masalah dalam hal kapasitas kelas dan kelas tambahan?*

        (How did teacher solve the problem about faculty capacity and additional class?)

A: *Tidak ada ya.*

(There is no problem)

Teacher 2

Interview guide 1

Q: *Apakah guru menemukan masalah dalam hal motivasi siswa dalam belajar daring?*

    (Is there any problem that teachers face about students' motivation in online learning?)

A: *Iya, pasti ada. Biasanya siswa beralasan seperti tidak punya kuota, tidak ada signal, siswa bilang HPnya tidak smartphone, padahal kan mungkin mereka punya.*

(Yes, there must be problems. Usually the reasons are students are run out of internet kuota, there are no internet signals and the students said that their phone is not smart phone even though maybe they already have it)

Q*: Apakah guru menemukan masalah dalam hal penguasaan ICT?*

(Did the teachers find any problems about mastery of ICT?)

A*: Iya. Seperti ibu ya, tidak semua guru menguasai yang namanya aplikasi-aplikasi itu.*

(Yes. Not all teachers are proficient in running those apps on the gadget)

Q*: Apakah guru menemukan masalah dalam hal ketersediaan internet?*

(Did the teachers find any problems about internet availability?)

A*: Iya , kan terbatas.*

(Yes, because it is limited)

Q*: Apakah guru menemukan masalah dalam hal kepemilikan gawai?*

(Did the teachers find any problems about gadget ownership?)

A: *Untuk yang HPnya belum* smartphone *pasti ada masalah*

(it's a problem for the one whose phone is not smartphone yet)

Q*: Apakah guru menemukan masalah dalam menentukan kebutuhan belajar?*

(Did the teachers find any problems in determining learning needs?)

A: *Iya juga. Apa yang dibutuhkan siswa kita kan tidak tahu. Kadang siswa gak mau ngomong apa sebenarnya yang dia butuhkan. Kadang setelah kita kasi materi, baru mereka bilang missal " saya tidak punya smartphone bu"*

(Yes. We do not know what the students' needs are. Sometimes students won't say what their needs are. Sometimes they said they do not have any smart phone after we gave them learning material)

Q*: Apakah guru menemukan masalah dalam hal ketersediaan sumber belajar?*

(Did the teachers find any problems in the availability of learning source?)

A: *Tidak. Kalau buku tidak masalah. Kalau kurang anak-anak bisa mencari tahu di internet.*

(No, we do not have any problems with books. If the students think it is lacking, they are able to search it on the internet)

Q: *Apakah guru menemukan masalah dalam hal desain kurikulum?*

(Did teachers find any problems in curriculum design?)

A: *Tidak. Kan sudah ada panduannya, kta tinggal ikuti panduannya.*

(No, because we already have guide lines so that we just follow it)

Q: *Apakah guru menemukan masalah dalam hal pengembangan pembelajaran?*

(How did teacher solve the problem about course development?)

A: *Iya. Karena keterbatasan motivasi siswa itu. Kita kasi materi, mereka tidak mau mengembangkan, tidak mau mencari di internet.*

(Yes, because of the lack of students' motivation. They won't develop the learning material that we gave by searching on the internet)

Q: *Apakah guru bermasalah dalam hal kapasitas kelas dan kelas tambahan?*

(Did teachers find any problems about faculty capacity and additional classes?)

A: *Tidak ada. Untuk itu tidak ada masalah.*

(No, there is no problem for that)

Interview guide 2

Q: *Bagaimana cara guru menemukan solusi dalam hal motivasi siswa yang kurang dalam belajar daring?*

(How did teacher find the solution for students' low motivation in online learning?)

A: *Dengan pendekatan. Kita Tanya kendalanya apa.* (We approach the student first. We ask about what the problem is.

Q: *Bagaimana cara guru memberi solusi dalam hal penguasaan ICT?*

(How did teachers give any solutions about ICT proficiency?)

A: *Untuk itu sudah ada panduannya ya. Guru dan siswa sudah diberikan. Kalau siswa juga bisa cari tahu dari youtube atau tanya teman dan keluarga.*

(There is also a guide line for that. Teacher and students are already given a guide line. Students also allowed to search it on the internet or ask their friend or family for help)

Q: *Bagaimana cara guru menyelesaikan masalah dalam hal ketersediaan internet?*

(How did teachers solve the problem about internet availability?)

A: *Guru dan siswa sudah dapat bantuan kuota internet dari pemerintah*

(Teacher and students have been given free internet assistance by the goverment)

Q: *Bagaimana cara guru menyelesaikan masalah dalam hal kepemilikan gawai?*

(How did teachers solve the problem about gadget availability?)

A: *Guru yang HPnya belum* smartphone *bisa menggunakan fasilitas sekolah ya,* Wi-Fi *dan computer sudah ada.* (For teacher whose phone is not smartphone yet they can use school's facilities. Wi-Fi and computers are provided)

Q: *Bagaimana cara guru menyelesaikan masalah dalam menentukan kebutuhan belajar?*

(How did teacher solve the problem about determining learning needs?)

A: *Selama covid ini sudah dibatasi sih materi pembelajarannya dari pemerintah. Jadi di masa covid ini materi sudah dipilih dan dibatasi.*

(Application of learning material has been limited by the government. So during this pandemic the learning material is selected and limited)

Q: *Bagaimana cara guru menyelesaikan masalah dalam hal ketersediaan sumber belajar?*

(How did teachers solved the problems about learning sources availability?)

A: *Ada internet kan. Jadi kalau memang di buku itu kurang, siswa boleh cari di internet. Jika guru sudah mencarikan materi di internet atau youtube siswa tingal belajar saja.*

(Students can use the internet if they think there is less material on the book. If it is already given by the teacher, student just have to study)

Q: *Bagaimana cara guru menyelesaikan masalah jika kesulitan dalam hal desain kurikulum?*

(How did teacher solve the problem in curriculum design?)

A: Dengan MGMP. Jadi kita mendiskusikannya dengan guru mapel bahasa Inggris lainnya.

(There is *MGMP* for English teachers. We discuss our problems there)

Q: Bagaimana cara guru menyelesaikan masalah dalam hal pengembangan pembelajaran?

(How did teacher solve the problem about course development?)

A: Kalau tidak cukup hanya di buku paket, bisa dicari di internet

(We can search on the internet if we found less in the book)

Q: Bagaimana cara guru menyelesaikan masalah dalam hal kapasitas kelas dan kelas tambahan?

(How did teacher solve the problem about faculty capacity and additional class?)

A: Kita tidak ada masalah dengan ini.

(We don't have any problem with this)

Teacher 3

Interview guide 1

Q: Apakah guru menemukan masalah dalam hal motivasi siswa dalam belajar daring?

(Is there any problem that teachers face about students' motivation in online learning?)

A: Ada. kebanyakan siswa beralasan tidak punya kuota dan signal.

(Yes, there are problems. Many students said that they did not have internet kuota and signals)

Q: Apakah guru menemukan masalah dalam hal penguasaan ICT?

(Did the teachers find any problems about mastery of ICT?)

A: Untuk siswa ada ya.

(It is a problem for the students)

Q: Apakah guru menemukan masalah dalam hal ketersediaan internet?

      (Did the teachers find any problems about internet availability?)

A: Ada. Karena tidak semua tempat ada sinyal internetnya.

(Yes, I did because not all places have internet connection)

Q: Apakah guru menemukan masalah dalam hal kepemilikan gawai?

(Did the teachers find any problems about gadget ownership?)

A: Di siswa 99% persen mereka sudah punya. Kalau guru sudah pasti punya.

(99% of the students are already had their own gadget. all of the teacher must already have it)

Q: Apakah guru menemukan masalah dalam menentukan kebutuhan belajar?

(Did the teachers find any problems in determining learning needs?)

A: Iya ada.

(Yes, I did)

Q: Apakah guru menemukan masalah dalam hal ketersediaan sumber belajar?

      (Did the teachers find any problems in the availability of learning source?)

A: Tidak. Sumber belajar kan banyak, ada buku dan internet.

(No, I didn't. There are a lot of learning sources such as books and internet)

Q: Apakah guru menemukan masalah dalam hal desain kurikulum?

(Did teachers find any problems in curriculum design?)

A: Tidak.

(No)

Q: Apakah guru menemukan masalah dalam hal pengembangan pembelajaran?

(Did teacher find any problem about course development?)

A: Ada ya. Kadang siswa tidak mau mengembangkan materi dengan mencarinya di internet

(Yes, sometimes students didn't want to develop the material by themselves by searching on the internet)

Q: Apakah guru bermasalah dalam hal kapasitas kelas dan kelas tambahan?

(Did teachers find any problems about faculty capacity and additional classes?)

A: Untuk ini tidak ada

(I don't have a problem with that)

.

Interview guide 2

Q: Bagaimana cara guru menemukan solusi dalam hal motivasi siswa yang kurang dalam belajar daring?

(How did teacher find the solution for students' low motivation in online learning?)

A: Pendekatan dulu, mencari informasi kendalanya apa, baru nanti diberikan solusinya bagai mana. Jadi, solusi tergantung dari kendalanya.

(I did approach to find the problem first and then we gave solution according to the problem)

Q: Bagaimana cara guru memberi solusi dalam hal penguasaan ICT?

(How did teachers give any solutions about ICT proficiency?)

A: Dengan cara membaca panduan. Secara mandiri guru dan siswa sudah diberikan panduan misalnya penggunaan zoom dan sebagainya. Lewat youtube juga ada cara-caranya. Kadang kalau ada masalah seperti itu kita konfirmasi ke siswanya untuk mencoba bertanya ke teman sejawat atau keluarga.

(By reading the guideline. Students and teachers are given guidelines independently about how to use zoom etc. We can also search on youtube about the tutorials. Sometimes we ask the students to discuss that problem with friends or family.)

Q: Bagaimana cara guru menyelesaikan masalah dalam hal ketersediaan internet?

(How did the teacher solve the problems about internet availability?)

A: Kalau untuk siswa sudah mendapat bantuan internet geratis dari pemerintah. Guru juga dapat

(There is free internet for teacher and students that given by the goverment)

Q: Bagaimana cara guru menyelesaikan masalah dalam hal kepemilikan gawai?

(How did teachers solve the problem about gadget availability?)

A: Sebagian besar siswa sudah memiliki gawai. 99% lah

(Most of the students are already had their own gadget, 99% of them.)

Q: Bagaimana cara guru menyelesaikan masalah dalam menentukan kebutuhan belajar?

(How did teacher solve the problem about determining learning needs?)

A: Sesuaikan dengan topic pembelajarannya. Topik pembelajaran yang akan dibahas itu seberapa, dan juga selama covid ini ada pembatasan materi yang akan dibahas.

(It corresponds with the learning topic and how much topic that will be discussed. The material has been limited during this pandemic)

Q: Bagaimana cara guru menyelesaikan masalah dalam hal ketersediaan sumber belajar?

(How did teachers solved the problems about learning sources availability?)

A: Bisa cari di internet. Guru juga memberikan sumber belajar dari internet. Dari youtube misalnya. Jadi, siswa tinggal klik link yang diberikan.

(Students can search it on the internet. For example, learning sources from youtube were given by the teacher so that students just have to click on the link)

Q: Bagaimana cara guru menyelesaikan masalah jika kesulitan dalam hal desain kurikulum?

(How did teacher solve the problem in curriculum design?)

A: Mendiskusikannya dengan teman sejawat guru dulu. Jadi kalau memang ada masalah yang tidak bisa diselesaikan, baru kita konsultasi di MGMP

(I discuss it with other English teacher first, and if we can't find the solution we consult it in MGMP)

Q: Bagaimana cara guru menyelesaikan masalah dalam hal pengembangan pembelajaran?

(How did teacher solve the problem about course development?)

A: Bisa dicari di internet ya, kalau siswa merasa di buku tidak cukup.

(We search it on the internet if the books is not enough)

Q: Bagaimana cara guru menyelesaikan masalah dalam hal kapasitas kelas dan kelas tambahan?

(How did teacher solve the problem about faculty capacity and additional class?)

A: Tidak ada ya. (There's no problem with that)

Teacher 4

Interview guide 1

Q: Apakah guru menemukan masalah dalam hal motivasi siswa dalam belajar daring?

(Is there any problem that teachers face about students' motivation in online learning?)

A: Masalahnya banyak. Pertama, siswa tidak punya hand phone, kedua internet, sinyal, yang ketiga kemauan siswa untuk daring misalnya mengukuti google classroom, siswa ada yang mau, ada yang tidak. (There are lots of problems. First, some students do not have their own phone, second internet connection or signals and third not all students' are willing in joining online class in google classroom for example.)

Q: Apakah guru menemukan masalah dalam hal penguasaan ICT?

(Did the teachers find any problems about mastery of ICT?)

A: Banyak masalahnya. Salah satunya yaitu siswa yang baru pertama kali menggunakan handphone. Jadi, untuk penggunaan aplikasi daring harus dijelaskan dulu. (There are a lot of problem. One of them is there are students

which are new in using hand phone. So we teachers need to explain it first to them)

Q: Apakah guru menemukan masalah dalam hal ketersediaan internet?

(Did the teachers find any problems about internet availability?)

A: Ada. Karena ada rumah siswa yang berada di pelosok, jadi sinyal internetnya kurang.

(Yes, some students are living in rural area so that the internet connection is poor)

Q: Apakah guru menemukan masalah dalam hal kepemilikan gawai?

(Did the teachers find any problems about gadget ownership?)

A: Kalau guru tidak. (There is no problem for the teachers)

Q: Apakah guru menemukan masalah dalam menentukan kebutuhan belajar?

(Did the teachers find any problems in determining learning needs?)

A: Kalau sumber belajar seperti buku itu tidak terbatas. Kalau LKS tidak diwajibkan semua siswa untuk membeli, apalagi di situasi covid ini kan. (Learning needs such as textbooks is unlimited. But for worksheet book not all student are obliged to buy)

Q: Apakah guru menemukan masalah dalam hal ketersediaan sumber belajar?

(Did the teachers find any problems in the availability of learning source?)

A: Kalau ketersediaan sumber belajarnya tidak masalah karena ada buku paket dan internet. Tapi hanya beberapa siswa saja yang mau mencari di internet. (There is no problem about the availability of learning sources because there are books and internet. But there are only few students that are willing to search on the internet)

Q: Apakah guru menemukan masalah dalam hal desain kurikulum?

(Did teachers find any problems in curriculum design?)

A: Kesulitan kita yaitu dituntut mengasai materi dan juga ada Student Centered Learning jadi susah. (Our Struggles are we must master the material and also it should be student centered learning. That are what make it difficult)

Q: Apakah guru menemukan masalah dalam hal pengembangan pembelajaran?

(How did teacher solve the problem about course development?)

A: Iya sulit karena jarang ketemu sama siswanya. Kalau ada yang tidak dikuasai, mereka tidak mau bilang. (It is difficult because we are rarely meet with students so that if there any problem they won't say it)

Q: Apakah guru bermasalah dalam hal kapasitas kelas dan kelas tambahan?

(Did teachers find any problems about faculty capacity and additional classes?)

A: Tidak ada. (There is no problem with that)

Interview guide 2

Q: Bagaimana cara guru menemukan solusi dalam hal motivasi siswa yang kurang dalam belajar daring?

(How did teacher find the solution for students' low motivation in online learning?)

A: Bisa dengan cara menambah media yang menarik ya, bisa juga dengan menambah video belajar dari Youtube. (It could be by adding an exciting media and also we could add a learning video from Youtube)

Q: Bagaimana cara guru memberi solusi dalam hal penguasaan ICT?

(How did teachers give any solutions about ICT proficiency?)

A: Cara-caranya dijelaskan di guidelines. (The tutorials are explained in the guidelines)

Q: Bagaimana cara guru menyelesaikan masalah dalam hal ketersediaan internet?

(How did the teacher solve the problems about internet availability?)

A: Untuk itu, sekolah sudah menginstal Wi-Fi *dan juga siswa sudah diregistrasikan untuk mendapat bantuan kuota .*(School has Wi-Fi and also students have been registered to get free quota assistance)

Q: Bagaimana cara guru menyelesaikan masalah dalam hal kepemilikan gawai?

(How did teachers solve the problem about gadget availability?)

A: Dengan datang ke sekolah juga. (By going to school also)

Q: Bagaimana cara guru menyelesaikan masalah dalam menentukan kebutuhan belajar?

(How did teacher solve the problem about determining learning needs?)

A: Kembali ke buku paket dan internet. Siswa dibolehkan juga belajar kelompok tetapi dibatasi 2-3 orang karena tidak semua siswa punya LKS. (Back to the textbooks and internet. Students are also allowed to do group learning but limited for 2-3 students only because not all students are obliged to buy worksheet book)

Q: Bagaimana cara guru menyelesaikan masalah dalam hal ketersediaan sumber belajar?

(How did teachers solved the problems about learning sources availability?)

A: Internet, buku dan LKS (Internet, books and worksheet book are available)

Q: Bagaimana cara guru menyelesaikan masalah jika kesulitan dalam hal desain kurikulum?

(How did teacher solve the problem in curriculum design?)

A: Kalau kita sebagai guru, kita bertanya di MGMP. Bagai mana kita menerapkan biar efektif di keadaan seperti ini. (For us teachers there is MGMP so that we can discuss how to implement the material effectively in this kind of situation)

Q: Bagaimana cara guru menyelesaikan masalah dalam hal pengembangan pembelajaran?

(How did teacher solve the problem about course development?)

A: Menyelesaikan masalahnya yaitu dengan cara ketika siswa mengumpulkan tugas, kita sharing bagaimana cara mengerjakan materi yang diberikan.(We solved the problem by sharing about what was the problem that the students faced when they come to school to collect their assignments)

Q: Bagaimana cara guru menyelesaikan masalah dalam hal kapasitas kelas dan kelas tambahan?

(How did teacher solve the problem about faculty capacity and additional class?)

A: Tidak ada masalah. (There is no problem)

Teacher 5

Interview guide 1

Q: Apakah guru menemukan masalah dalam hal motivasi siswa dalam belajar daring?

(Is there any problem that teachers face about students' motivation in online learning?)

A: Kendalanya di kuota biasanya. Siswa mengatakan tidak ada sinyal. Benar atau tidaknya saya tidak tahu juga. Begitu saja sih alasan siswanya. (Usually the problem is internet quota. Students said that there were poor internet connections. Is that true or not I didn't know about that)

Q: Apakah guru menemukan masalah dalam hal penguasaan ICT?

(Did the teachers find any problems about mastery of ICT?)

A: Selama ini tidak ada masalah. (There is no problem during this time)

Q: Apakah guru menemukan masalah dalam hal ketersediaan internet?

(Did the teachers find any problems about internet availability?)

A: Ada. (Yes, I did)

Q: Apakah guru menemukan masalah dalam hal kepemilikan gawai?

(Did the teachers find any problems about gadget ownership?)

A: saya sudah punya. Kalau murid tidak semua punya. (I already have it but not all students)

Q: Apakah guru menemukan masalah dalam menentukan kebutuhan belajar?

(Did the teachers find any problems in determining learning needs?)

A: Tidak ada, sudah ada buku. (No, because books are available)

Q: Apakah guru menemukan masalah dalam hal ketersediaan sumber belajar?

(Did the teachers find any problems in the availability of learning source?)

A: Tidak. Internet juga sudah ada. (No, because there is also internet)

Q: Apakah guru menemukan masalah dalam hal desain kurikulum?

(Did teachers find any problems in curriculum design?)

A: Kalau ada kita diskusikan di MGMP. (If there are problems we discuss it in MGMP)

Q: Apakah guru menemukan masalah dalam hal pengembangan pembelajaran?

(How did teacher solve the problem about course development?)

A: Jelas ada. Kalau PTM kan gampang kita menyampaikan, kalau daring agak susah jadinya. (Of course. It is easy to share knowledge if it is face to face with the students. Online learning is a little difficult)

Q: Apakah guru bermasalah dalam hal kapasitas kelas dan kelas tambahan?

(Did teachers find any problems about faculty capacity and additional classes?)

A: Tidak ada. (No, there is no problem)

Interview guide 2

Q: Bagaimana cara guru menemukan solusi dalam hal motivasi siswa yang kurang dalam belajar daring?

    (How did teacher find the solution for students' low motivation in online learning?)

A: Bisa dengan mngubah pembelajaran menjadi lebih menarik ya (it can be done by changing the learning process to be more exciting)

Q: Bagaimana cara guru memberi solusi dalam hal penguasaan ICT?

(How did teachers give any solutions about ICT proficiency?)

A: Tidak ada (There is no problem)

Q: Bagaimana cara guru menyelesaikan masalah dalam hal ketersediaan internet?

(How did the teacher solve the problems about internet availability?)

A: Selain siswa, guru juga mendapat bantuan internet dari pemerintah. (Not only students that are given free internet assistance from the government but so does teachers)

Q: Bagaimana cara guru menyelesaikan masalah dalam hal kepemilikan gawai?

(How did teachers solve the problem about gadget availability?)

A: Sama juga, dibolehkan mengumpul tugas ke sekolah. (It is also the same, they are allowed to collect their assignments to school)

Q: Bagaimana cara guru menyelesaikan masalah dalam menentukan kebutuhan belajar?

(How did teacher solve the problem about determining learning needs?)

A: Tidak ada. (There is no problem)

Q: Bagaimana cara guru menyelesaikan masalah dalam hal ketersediaan sumber belajar?

(How did teachers solved the problems about learning sources availability?)

A: Tidak ada. (There is no problem)

Q: Bagaimana cara guru menyelesaikan masalah jika kesulitan dalam hal desain kurikulum?

(How did teacher solve the problem in curriculum design?)

A: Kalau susah kita bisa lihat contoh di internet. (If we find it difficult, we can find an example on the internet)

Q: Bagaimana cara guru menyelesaikan masalah dalam hal pengembangan pembelajaran?

(How did teacher solve the problem about course development?)

A: salah satunya bisa cari di internet ya, kalau buku tidak cukup. (One of the way is we can search it on the internet if the books is not enough)

Q: Bagaimana cara guru menyelesaikan masalah dalam hal kapasitas kelas dan kelas tambahan?

(How did teacher solve the problem about faculty capacity and additional class?)

A: Tidak ada ya. (There is no problem)