

**THE EVALUATION OF TEACHER PREPARATION IN TEACHING
ENGLISH ONLINE IN LANGSA**

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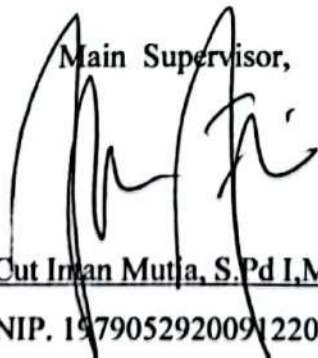
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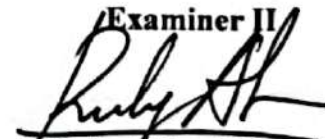
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Menyatakan dengan sebenarnya bahwa skripsi yang ditulis dengan judul *"The Evaluation of Teacher Preparation in Teaching English Online in Langsa"* untuk memperoleh gelar Sarjana Pendidikan merupakan hasil karya saya sendiri.

Apabila di kemudian hari terbukti atau dapat dibuktikan bahwa skripsi ini adalah hasil jiplakan, maka saya bersedia menerima segala sanksi yang diberikan atas perbuatan saya tersebut.

Langsa, 28 januari 2022

Yang membuat pernyataan



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The researcher realizes that this research still has some weakness and shortage. Thus, she would be grateful to accept any suggestion and correction from anyone to be better.

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ABSTRACT

Monika, Yovi. 2022. *The Evaluation of Teacher Preparation in Teaching English Online In Langsa*. Thesis English Department, Tarbiyah and Teachers Training Faculty, State Institute For Islamic Studies Langsa.

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The aims of this research were: 1) To find out teacher preparation in online-based teaching English learning to State Madrasah Aliyah students. 2) To find out the learning design that the teacher applies in teaching online-based English learning to State Madrasah Aliyah students. The research method used by the researcher was a qualitative method, and the techniques used in data collection were interviews, and documentation. Interviews were conducted in depth (Indepth Interview) through direct interviews. then analyzed using the theory of distance learning English teaching method. The results showed that: 1) the preparation made by the teacher was in accordance with the current situation, such as one sheet lesson plan, the method used must be effective so that students could absorb the lesson well, the application used must also be accessible to students. Teacher readiness is quite good and ready to carry out online learning. 2) The learning design applied at this time was the participant teacher using the Whatsapp application to deliver material and there was an overhaul of the learning device in accordance with online learning.

Keywords: Teacher Preparation, Online Learning

CHAPTER I

INTRODUCTION

A. Background Of Study

The world is currently facing a big phenomenon, namely the Corona Virus or better known as Covid-19. Many countries have felt the impact of Covid-19, Indonesia is one of the countries most affected by the ferocity of this virus. In fact, recently the number of people infected with Covid-19 is increasing day by day. This of course causes unrest for the community, the economy, health, and education sectors are in disarray due to the impact of Covid-19. Because it is so disturbing and also endangers the community, the government has finally put in a lot of effort in tackling the spread of Covid-19. Efforts are being made to break the chain of distribution through physical distancing and social distancing. Physical restrictions mean restrictions by maintaining a physical distance of 1-2 meters when making contact or passing other individuals. Likewise with social restrictions, namely keeping a distance in activities or socializing with other individuals. In addition, a clean lifestyle is also very important to break the chain of the spread of this virus, such as by always keeping a distance, using masks,

¹ zhou, W. (Buku Panduan Pencegahan Coronavirus) : *101 Tips Berbasis Sains yang Dapat Menyelamatkan Hidup Anda*. Diakses pada tanggal 4 Oktober 2020 dari:Fin e-book

always washing hands and so on.¹

The government has firmly issued various policies in all fields. In the field of education, the ministry of education has issued a circular regarding learning from home (learning from home). With this decision, students are forced to study from home by doing a distance learning pattern. The Ministry of Education and Culture of the Republic of Indonesia (2020) informs that the purpose of distance learning is to 1) ensure the fulfillment of students' rights to obtain educational services during covid-19 , 2) protect the Indonesian people, especially education units against the adverse effects of covid-19, 3) prevent the spread and transmission of covid-19 in education units, 4) ensure providing psychosocial support for educators, students and parents/guardians. Distance Learning (PJJ) is not easy to do, it is very different from face-to-face learning. The most basic difference is that students cannot interact directly with the teacher.² So that the communication that exists is very limited. The limitations of this communication cause limitations in capturing the information provided by the teacher. Indeed, distance learning should focus on student independence.³ This independence must be fostered in the

² Teguh, M. (Difusi Inovasi dalam Program Pembelajaran Jarak Jauh di Yayasan Trampil Indonesia.) *Lembaga Penelitian dan Pengabdian Kepada Masyarakat Universitas Kristen Petra*. Diakses pada tanggal 9 September 2020

³ Diana, P. Z., Wirawati, D., Rosalia, S. .(Blended Learning dalam Pembentukan Kemandirian Belajar.) *Alinea: Jurnal Bahasa, Sastra, dan Pengajaran* 9(1), 16-22, 2020

learning process during this Covid-19 period. Of course, this learning process has advantages and disadvantages. The advantage is that students will be more flexible in the learning process, the location of learning can be conditioned depending on the circumstances at that time. However, the weakness is that students cannot interact directly with teachers and other students in real terms, thus affecting the emotions of the students themselves. Not only that, students must rely on the internet network if distance learning is carried out based on the internet network (online).⁴

This changes the order that has been made by the school so that the government recommends using a new method. The method is learning from home in accordance with a circular from the Minister of Education and Culture of the Republic of Indonesia Nadiem Makarim at number 36962/MPK.A/HK/20201 which contains an appeal to do online learning from home. The excerpt of the certificate in accordance with the provisions of distance learning or online is as follows:

⁴ Nazerly, M. K. . (Implementasi zoom, google classroom, dan whatsapp group dalam mendukung pembelajaran daring (online)). *Pada mata kuliah Bahasa Inggris Lanjut (Studikusus pada 2 kelas semester 2, Jurusan Administrasi Bisnis, Fakultas Ekonomi dan Bisnis, Universitas Bina Bangsa*. AksaraPublik, 4(2), 155-156

- a. Learning from Home through online/distance learning is carried out to provide a meaningful learning experience for students, without being burdened with the demands of completing all curriculum achievements for grade promotion and graduation;
- b. Learning from Home can be focused on life skills education, including regarding the Covid 19 pandemic;
- c. Learning from Home learning activities and tasks may vary between students, according to their respective interests and conditions, including considering the gap in access/facilities for learning at home;
- d. Evidence or products of Learning from Home activities are provided with qualitative and useful feedback from the teacher, without being required to give quantitative scores/values.

With distance learning (Pembelajaran Jarak Jauh/PPJ) teachers are required to have readiness. A teacher who is ready in learning in any condition will be able to improve the quality of the teacher. In addition, the readiness of a teacher to face the learning process has a major influence on the success of education in schools and teachers who have good readiness will be able to improve student learning. Learning at this time requires a teacher to provide more variety in teaching, such

as variations in using learning strategies, because learning strategies are very influential in learning and can also improve student learning outcomes. Breen and Candlin add the importance of learning strategies in teaching language science. In this case, it is explained that strategies that have a communicative nature will be more effective to be applied in teaching and learning English, especially for the lower middle level.⁵ The explanation explains that the readiness of a teacher is important to help teachers and students in teaching and learning practices.

The concept of learning in foreign languages is an acquisition process that aims to achieve communication skills. According to the second language learning theory (Second Language Acquisition Theory) it shows that when a child learns because of the need to communicate and they can fulfill it from language learning. This theory also explains that a person's language skills will develop gradually from easy to more complex. And in language learning, the teacher acts as a model and interacts directly with students such as communicating directly using simple language.

⁵ Michael P. Breen dan Christopher N. Candlin, *The essentials of communicative curriculum in language teaching* dalam David R. Hall dan Ann Hewings (editor), *Innovative in English Language Teaching*. (New York: Routledge, 2001), 9.

There are several methods of teaching English, including the grammar translation method, the direct method, and other methods that can be a solution for teaching English face-to-face. Larsen-Freeman in his book on English teaching techniques and methods explains that although there are several alternative techniques/methods in teaching English, it does not require a teacher to apply all existing methods. Instead, the teacher is required to be more creative in applying existing techniques/methods in the practice of teaching and learning English.⁶

Referring to the Decree of the Minister of Education and Culture regarding the distance learning system (PJJ) due to the pandemic, teachers and students must conduct online-based learning (on the network). Several teachers, students, and even parents/guardians complained about this new normal. This is based on the lack of facilities and capabilities needed in PJJ. For example, some students do not have smartphones or computers/laptops that are the main means of connecting PJJ, internet signals are still weak in rural areas, or teachers who are still not fully acquainted with technology.

This is the main idea of this research in examining the concept and preparation of teachers in teaching English at Madrasah Aliyah based online or

⁶ Diane Larsen-Freeman, *Techniques and Principles in Language Teaching*. (New York: Oxford, 2000), . 177.

PJJ. By studying the strategies used by teachers in this new normal school, it is hoped that it will become a source of reference for future regulations/curricula. Furthermore, teacher preparation is expected to be able to provide a new perspective on how teachers deal with this new regulation with existing situations and conditions.

Previous research from research from the journal tatsqif with the title: “the effectiveness of online-based learning: an evidence on English language learning” provides an overview of the use of online-based English learning. From this research, there is an increase in the results of each test. Different from that research, this research is a case study that focuses on the subject under study, namely the English teacher. In this study, the researcher wanted to know the description of online-based English learning from the preparation of subject teachers. From this the researchers took the title: " The Evaluation Of Teacher Preparation In Teaching English Online In Langsa”

B. Problem of study

The problem of study were as following :

1. How did teachers prepared to teach online-based English to student of
MAN ?

2. How was the online-based English learning design at MAN ?

C. Purposes of study

The purpose of the study were as following :

1. To find out the teachers preparation in teaching online-based English learning to the student of MAN ?
2. To find out the learning design that the teacher applie in teaching online-based English learning in MAN ?

D. Significance of study

This research is expected to provide several benefits and contributions in the form of theory and practice. Theoretically, this research is expected to motivate students to practice English more than ever before and encourage them to study English more actively and enthusiastically. And for teachers it will be useful as a reflection of improving English teaching both online and offline. Practically, this research is expected that teachers will be able to improve skills and develop methods in teaching English more creatively so that students can be excited and

understand better. And students can learn more fun and don't feel bored in learning English.

CHAPTER II

THEORETICAL REVIEW

A. Evaluation

Understanding evaluation in general can be interpreted as a systematic process to determine the value of something (provisions, activities, decisions, performance, processes, people, objects and others) based on certain criteria through assessment. To determine the value of something by comparing it with criteria, the evaluator can directly compare it with general criteria, can also take measurements of something being evaluated and then compare it with certain criteria.

In another sense, evaluation, measurement, and assessment are hierarchical activities. This means that these three activities in relation to the learning process cannot be separated from each other and in their implementation must be carried out sequentially.

Learning evaluation is a process to determine the value of learning and learning that is carried out, through learning and learning assessment activities. understanding learning and learning assessment is the process of making a decision on the value of learning and learning success in a qualitative way.

With the evaluation, students can find out how far the success that has been achieved while attending education. In conditions where students get satisfactory grades, it will have an impact in the form of a stimulus, a motivator so that students can further improve achievement. In conditions where the results achieved are not satisfactory. then students will try to improve learning activities, however, it is very necessary to provide positive stimulus from the teacher so that students do not despair.⁷

1. Types Learning Evaluation

a. Diagnostic evaluation

Diagnostic evaluation is an evaluation aimed at examining the weaknesses of students and the factors that cause it.

b. Selective evaluation

⁷ Lihat Jalaluddin dan Usman Said, *Filsafat Pendidikan Islam Konsep dan Perkembangan*, (Cet. I; Jakarta, Rajawali Pers, 2006. .75.

Selective evaluation is an evaluation that is used to select the most appropriate students according to the criteria for a particular activity program.

c. Placement evaluation

Placement evaluation is an evaluation that is used to place students in certain educational programs according to the characteristics of students.

d. Formative evaluation

Formative evaluation is an evaluation carried out to improve and enhance the teaching and learning process.

e. Summative evaluation

Summative evaluation is an evaluation carried out to determine the results and progress of student learning.

2. Purpose of Evaluation

Evaluation is a deliberate and purposeful activity. Evaluation activities are carried out consciously by the teacher with the aim of obtaining certainty about the success of student learning and providing input to the teacher about what he is doing in teaching activities. In other words, the evaluation carried out by the

teacher aims to find out whether the learning materials delivered have been mastered by the students or not. And besides that, whether the teaching activities carried out were in accordance with what was expected or not.

According to Sudirman N, et al, that the objectives of the assessment in the learning process are:

1. Making decisions about learning outcomes
2. Understanding students Improving and developing learning programs.

Furthermore, making decisions about learning outcomes is a must for a teacher in order to know whether or not students are successful in the learning process. The failure of the learning process was caused, among others, as follows:

1. The ability of students is low.
2. The quality of the learning materials is not in accordance with the child's age level.
3. The amount of lesson material is too much so that it does not match the time allotted.
4. Components of the learning process that are not in accordance with the goals set by the teacher himself.

In addition, decision making is also very necessary to understand students and know to what extent they can provide assistance to students' shortcomings. Evaluation also intends to improve and develop learning programs.

Thus, the purpose of evaluation is to improve learning methods, make improvements and enrichment for students, and place students in more appropriate learning situations according to their level of ability. Another goal is to improve and explore and expand lessons, and the last is to notify or report to parents/guardians of students regarding the determination of grade promotion or the determination of student graduation.

2. Evaluation Function

Evaluation that has become a staple in the ongoing process. Learning should be done every day with a systematic and planned scheme. The teacher can carry out this evaluation by placing it as a unit that is interrelated by implementing it in the unit of learning material. Another important part is that teachers need to involve students in evaluation so that they can consciously recognize the progress of their learning achievement, so that it is one of the components in the implementation of education. Evaluation has several functions. Based on the RI Law on National Education System No. 20 of 2003 article 58 paragraph 1 that

evaluation of student learning outcomes is carried out to assist the process, progress, and development of student learning outcomes on an ongoing basis.⁸

M. Ngalim Purwanto that it is the obligation of every teacher to carry out the evaluation activities. Regarding how and to what extent the mastery and abilities have been achieved by students regarding the material and skills regarding the subjects they have been given.⁹

From the opinion above, it can be understood that evaluation is absolutely carried out and is an obligation for every teacher in carrying out learning activities at all times. It is called so, because one of the main tasks of teachers apart from teaching is to carry out evaluation activities. Evaluation and teaching activities are a very close series in which the two cannot be separated. More than that, the teacher must know the duties and functions of the evaluation itself. It is said that so that teachers can easily apply it to assess learning activities in the formulation of the objectives that have been set are achieved. In this regard, the following authors also put forward some expert opinions, namely:

⁸ <http://www.google.Com>, dengan judul, *Kebijakan pendidikan*. tanggal 12 Mei 2019.

⁹ Lihat M. Ngalim Purwanto, *Ilmu Pendidikan Teoritis dan Praktis* (Cet. I; Bandung: PT Remaja Rosdakarya, 2005), . 26.

Jahja Qohar, stated that the evaluation function from the standpoint of individual students, and from the point of view of the teaching program includes, among others:

1. In terms of individual students, evaluation functions: Knowing the level of achievement of students in a learning process, namely:

- a. Determine the effectiveness of teaching and activity plans.
- b. Provide a basis for student progress reports
- c. Set graduation

2. From the point of view of the teaching program, evaluation functions:

- a. Provide the basis for consideration of the increase and promotion of students.
- b. Provide the basis for the preparation and placement of homogeneous groups of students.
- c. Diagnosis and remedial work of students.
- d. Provide basic guidance and counseling.
- e. The basis for providing numbers and report cards for student learning progress.

- f. Provide learning motivation for students.
- g. Identify and assess student abnormalities.
- h. Interpreting school activities into the community.
- i. To administer the school.
- j. To develop curriculum.
- k. Prepare for educational research in schools.¹⁰

Thus, it can be analyzed that the activity seems to provide input for students and the school in terms of knowing about learning developments and the development of learning charts and graduation of students.

All information entered at the institution (school) where students study will be accurate data in evaluating the development and improvement of schools. Even more so on how to develop the quality or quality of students.

Meanwhile, Nana Sudjana explained that the evaluation functions as follows:

1. To find out whether or not specific instructional objectives have been achieved. With this function, it can be seen that the level of mastery of the

¹⁰ Lihat Jahja Qohar Al-Haj, *Evaluasi Pendidikan Agama* (Cet.I; Jakarta: Ciawi Jaya, 2005), . 3.

subject matter is mastered by students. In other words, it can be seen that the learning outcomes of these students are good or not.

To find out the effectiveness of the learning process carried out by the teacher. The low achievement of learning outcomes obtained by students is not solely caused by the inability of the students themselves. But it may be because the teacher is not good at teaching.

With the assessment carried out, it will be known whether the learning outcomes are due to the ability of students or also because of the teacher's factors, in addition to this assessment can assess the teacher himself and the results can be used as material in improving the next teaching action.¹¹

Meanwhile, according to the function formulation presented by the Ministry of Religion of the Republic of Indonesia, the assessment is as follows:

1. Provide feedback to the teacher as a basis for improving the way of teaching and learning, making improvements for students, and placing in a more appropriate teaching and learning situation according to the level of ability possessed by students.

¹¹ Lihat Nana Sudjana, *Dasar-Dasar Proses Belajar Mengajar* (Cet. I; Bandung: Sinar Baru, 2005), .111.

2. Determining the value of student learning outcomes which, among other things, are needed for giving reports to parents as a determination of grade promotion and determining student graduation.
3. Become material for compiling reports in the context of improving ongoing learning programs.¹²

In addition, the opinion of Wayan Nurkencana et al., as follows, that is:

- a. To determine the level of readiness of students in placing a certain education.
- b. To find out some of the results that have been achieved in the learning activities carried out.
- c. To find out whether a subject that has been taught can be continued with new material or must be repeated.
- d. To obtain information materials in providing guidance about the type of education or type of position that is suitable for these students.
- e. To obtain information materials that determine whether a student can be promoted to a class above it or not or whether he or she remains in the original class.

¹² Lihat Departemen Agama RI, *Pedoman Sistem Penilaian Madrasah Aliyah* (Jakarta: Dirjen Binbaga Islam Proyek Madrasah Aliyah, 1988/1989), . 2.

- f. To compare whether the achievements of students are in accordance with their capacities or not.
- g. To interpret whether students are mature enough to be released into society or to continue higher education.
- h. To determine the level of efficiency of the methods used in the field of education.¹³

From the overall opinion of the experts mentioned above, it can be seen that the editorials are different from one another. However, the substance boils down to one goal or target point, namely how the evaluation function becomes a parameter for students, teachers, schools, communities, and parents towards learning activities.

For students with evaluations, they will know the ability of their learning graph development, whether there is progress or not, or is it decreasing. Whether he goes to class or not, or he passes the school exam or does not pass. For parents, it will be easy for them to know if their child has quality or not, going to the next class or not. This can be seen from the results of his education report book.

¹³ Lihat Wayan Nurkencana dan Sumartana, *Evaluasi Pendidikan* (Surabaya: Usaha Nasional, 2005). 3.

Likewise for the school. The principal as well as all teachers will be able to find out how the progress of the graduation graph of their students every year. Likewise with students who do not go to the next class.

The community will also know with this evaluation, whether the schools around them have quality or not. And people can compare one school with another in terms of sending their children to school or continuing their education. Moreover, if the community makes the output of the educational institution to be a ready-to-use workforce, then what about their productivity in relation to their scientific background. So the community as users of graduates from schools will see for themselves from the results of the evaluation itself.

2. Evaluation Benefits

Evaluation will provide benefits for parties related to learning, such as students, teachers, and principals. For Students, Knowing the level of achievement of learning objectives: Satisfactory or unsatisfactory, For the first teacher, detecting students who have and have not mastered the objectives: continuing, remedial or enrichment, second, the accuracy of the material provided: type, scope, level of difficulty, etc. . Third, the accuracy of the methods used and for

schools, firstly, learning outcomes reflect the quality of schools, secondly, making school programs, thirdly, meeting standards

Thus, it can be understood that evaluation is very necessary/useful and is an absolute requirement for improvement, so that it has significant meaning for all parties. If a relationship is found between learning outcomes and the effectiveness of teaching methods, it is possible to make improvements. Before we evaluate the ability of the new method on a number of students, we need to think that the learning process is dynamic, there are always changes in the teacher and students in the interaction. In addition to learning outcomes as expected by the teacher, there may also be positive or negative side results. For example, students master the material presented, but they also feel happy or hate the teacher's personal actions.¹⁴

Based on the description of the discussion above, the authors can draw conclusions:

Evaluation is an activity to collect data and information about students' learning abilities, to assess how far the program (instructional system development) has been going, and also as a tool to determine whether the

¹⁴ Slameto, *Belajar dan Faktor yang Mempengaruhinya* (Cet. IV; Jakarta: Rineka Cipta, 2003), 1

educational goals and learning process in developing science have taken place as they should.

Evaluation aims to determine the level of achievement of students in a learning process, as well as to understand students about the extent to which they can provide assistance to students' deficiencies, with the aim of placing students in more appropriate learning situations according to their level of ability. While the evaluation function is to help the process, progress and development of student learning outcomes on an ongoing basis, and at the same time can find out the abilities and weaknesses of students in certain fields of study, as well as being able to provide information to parents / guardians of students regarding determining grade promotion or determining student graduation. educate.

B. Teacher Preparation

Readiness is "preparedness to respond or react" namely the willingness to respond or react. Slameto further explained that willingness arises from within a person and is also related to maturity, because maturity means readiness to carry out skills. Readiness is the overall condition of a person who makes him ready to respond or answer in a certain way to a situation. This readiness needs to be

considered in the learning process, because if students learn and there is readiness, the learning outcomes will be better. The following are the principles of readiness:

- a. All aspects of development interact (influence each other)
- b. Physical and spiritual maturity is necessary to obtain benefit from knowledge
- c. Experiences have a positive influence on readiness
- d. Basic readiness for certain activities is formed in certain periods during the formation period in the developmental period¹⁵

Teacher Preparation in the Online Learning Process:

1. Must be able to use technology media

Because they are required to do online learning, of course, teachers must also be able to take advantage of technological media properly. There are several technological media that can be used in the online learning process. This is of course an obligation for teachers, because these technological media can be used so that the material that has been delivered

¹⁵ Amrih femiya Laksananing Heti, *kesiapan guru dalam pembelajaran daring* (magelang: Universitas muhammadiyah. 2020. 28

can be well received by students. Teachers also find it easier when they want to give assignments by using several available technological media.

2. Preparing Materials and Teaching Materials

Before starting learning, it's a good idea to prepare the right materials and teaching materials. It is very useful to make students more focused when learning takes place.

3. Define Learning Objectives

To carry out an activity, we should have to determine the purpose of the activity. During a pandemic like this, teachers not only aim to improve students' abilities, but teachers also have to maintain and prevent the spread of the Covid-19 virus.

4. Prepare the Learning Implementation Plan (RPP)

The lesson plan (RPP) is a learning plan that will be made by the teacher to describe the learning steps that will be applied. In this case, each teacher must make one lesson plan for each material as usual. RPP is very useful for making learning activities better and structured. In addition to containing the learning steps, the lesson plans also contain basic competencies, learning objectives, learning methods to be applied, learning media to be used and assessment instruments to be provided.

5. Preparing Learning Media

The learning media that you will use are useful to increase students' interest and motivation in learning. The learning media that you will use don't have to be up-to-date and sophisticated, but for now it's a good idea to use learning media that don't involve students in the classroom. You may be able to use learning media in the form of videos. Learning videos are useful for training students in absorbing sourced knowledge and audio-visuals. They will be very interested when learning takes place later.

6. Designing Learning Strategies

Before returning to teaching, the teacher must prepare a strategy that will be used during the learning process. Learning strategies are useful for making learning more fun and increasing student learning motivation. When learning activities take place, something unexpected often happens, such as students getting bored. Therefore, it is very important to prepare strategies before the teacher returns to teaching.

7. Designing Learning Methods

When carrying out learning activities, you must design a learning method that will teach later. The right learning method for now is teacher-centered learning. In this case students pay attention to you while teaching.

8. Designing the Assessment

The last thing you have to prepare is how you evaluate the learning activities. At times like this, the assessment that you will do is limited by space, therefore you should make some practice questions for students so that they can see their abilities in the lesson. Preparation before teaching is very important for every teacher.

The preparation made by the teacher is useful to support learning so that it looks more effective and efficient later. Especially during a COVID-19 pandemic like this, it is very important for teachers to make learning more interesting, but with a limited period of time. Teaching and learning activities in the classroom during a pandemic like this don't last as long as usual, because it will have a huge impact on increasing the spread of the COVID-19 virus. Therefore, teachers must prepare learning as well as possible.

C. Online Based Learning

In the world of education must have quality in learning, from the various conditions and obstacles encountered, many efforts must be made to improve the quality of learning by develop student-oriented learning, so that learning is more

active, interactive, fun and varied. Online learning was first recognized because of the influence of development of electronic-based learning introduced by Hardiyanto from the University of Illinois who applies -based learning computer. In online learning, it provides facilities, namely: participantsstudents can learn all the time without the specified time limit because the material presented is more varied, not only in the form of verbal but in the form of audio, motion and visual.

In online learning, students and educators are not one place. So that online learning can also be called a learning method distance learning (PJJ) that utilizes computer technology and internet networks. And an educator must know the principles of learning and how students are in the learning process. According to Rovasi argues that learning design can determine learning activity.

In the implementation of online learning there is a combination of theory use. The right learning approach, learning strategyselcted must be able to increase students' learning motivation and can provide feedback and can encourage participants' interest in learning educate.

In general, online learning is different from learning conventional method that emphasizes the foresight of students when understanding Theory. In online learning requires students and teachers interactively by maximizing the use of

information technology and communication, such as using a computer with the internet or a cellphone with internet network. The use of this media depends on the structure learning materials.

Based on constructivism theory, students are used as an active learning center, not passive, while the teacher is facilitator so that students construct their own knowledge, and interpret knowledge obtained from outside. Implication online learning based on constructivism theory, namely:

- a. Make learning an active process
- b. Provide facilities during learning to construct his own knowledge.
- c. Collaborative and cooperative learning
- d. Students determine their own learning goals
- e. students can reflect and internalize information.
- f. Learning becomes a meaningful activity
- g. Learning must be interactive, so that there is interaction when delivery of material content between students and educators.¹⁶

¹⁶ Grendi Hendrastomo, "Dilemma dan Tantangan Pembelajaran E-Learning". *Majalah Ilmiah Pembelajaran*, Vol. 4, No.1, (Mei,2008) , 4.

In the application of online learning there are three factors that are used: as a benchmark before starting online learning, namely: delivery of material content between students and educators.

In the application of online learning there are three factors that are used: as a benchmark before starting online learning, namely:

a. Human Resources

To master technology today, human resources are needed who can master technology, because if there are HR participants who are not able to follow it, it can lead to ineffective learning. So that the human resources in question are students and educators because they have an important role in online learning.

b. Facilities and infrastructure

In online learning, adequate infrastructure is needed because online learning is dependent on tools. So infrastructure is needed. Facilities and infrastructure that support online learning include internet connections or networks, systems, e-learning software.

c. Implementation of online learning

In the application of online learning, there are several methods used which adjusts its function as follows:¹⁷

1. Supplements

Supplements function as additions, so students have the freedom to choose.

2. Complement

Complement is a complement that is used if students still need the completeness of learning materials received in class, so for enrichment or remedial material for students in participating in conventional learning.

3. Substitution

At this time the use of telecommunications technology in learning in Indonesia is getting better with the emergence of the system online-based learning "On the Network" and at this time there is also a circular letter from the Minister of education and culture of the Republic of Indonesia Nadiem Makarim at number 36962/MPK.A/HK/2020 which contains an appeal to do online learning from home.

D. Online learning media

¹⁷ Grendi Hendrastomo, "Dilema....", 9

The use of technology in learning is expected to further improve students' understanding of the material they are studying. Online learning at the education level generally uses online learning evaluation media. Online learning evaluation media is included in the category of independent media. Google forms are the most familiar online learning evaluation media among teachers. The software, which was originally intended for the purposes of surveys and questionnaires, is considered the most accessible for students. Next there are applications such as Kahoot and Quizizz, which are learning evaluation applications in the form of quizzes. Applications that have more diverse features are Proprofs and Wordwall. The use of online learning evaluation media can shift the negative paradigm of smartphone use by children. Online learning is a medium for children's interaction with their friends in a virtual world.

Online learning generally utilizes online panel discussions applications such as Google Classroom, Zoom Meeting, WhatsApp, Ms. Teams, Zoom, Google Meet, Cisco Webex, Duo, and so on as learning media. This media is synchronous or real time and allows teachers and students to meet face to face. Apart from being synchronous, learning can also be done asynchronously, such as using instant messengers (IM) such as WhatsApp and the Learning

Management System. WhatsApp is one of the most widely used IMs in Indonesia. The Ministry of Communication and Information noted that 83% of the 171 million internet users in Indonesia use the WhatsApp application to communicate. WhatsApp has been widely used by the public to be able to communicate both personally and in groups. Although it has been widely used as a communication medium, the use of WhatsApp as a learning medium is still something new, so a comprehensive study is needed. This study aims to see how the use of WhatsApp Groups as a learning medium during the Covid19 pandemic.

E. Learning English

Often used to communicate or relate to other people, because of that the use of language becomes more effective since an individual needs communication with other people.¹⁸ Children's language is strengthened by the presence of a mother tongue that has been known since toddler to the age of a child when they reach the age where they are already enter elementary school but they still use their mother tongue and in In elementary school, students are taught English Indonesian and English so that students are expected to be able to using language as:

¹⁸ Sunarto dan Agung Hartono, *Perkembangan Peserta Didik*, (Jakarta: Rineka Cipta, 1999), 136.

1. to communicate with other people,
2. giving expression when expressing thoughts, feelings, attitudes, or opinions,
3. understanding the contents of each reading material that he reads. English is a tool that can be used for social life in which people predominantly use English. Brown's opinion regarding language learning is that:¹⁹
 - a. Oriented to the intended destination object.
 - b. Based on needs.
 - c. Comprehension vs memorization
 - d. Processes that have a continuation.
 - e. Motivate in learning.
 - f. The learning method applied.
 - g. Factors that can affect learning²⁰

English is one of the international languages which have an important role in communicating abroad. One of Aspects that must be mastered by students are language skills English which is about grammar (grammar), vocabulary

¹⁹ Rizky Wuning Cahyani, Peningkatan Kemampuan Vocabulary Bahasa Inggris Menggunakan Media Scrabble Pada Kelas III MI Salafiyah Bahauddin Ngelom Taman Sidoarjo, Skripsi.: (Surabaya: UINSA, 2014), 13.

²⁰ H. Douglas Brown, Teaching by Principles, an Interactive Approach to Language Pedagogy (New York : Longman,2001) 47

(vocabulary), and The pronunciation of foreign language learning in Indonesia is growing over time, and according to Chaer, suggests that there is a term that foreign language is a language that you want to master and which is being studied. The form of the language you want to master, such as mother tongue, second language, or foreign language.

Foreign language learning has a history where linguists provide a conclusion that learning has three terms, namely: approaches, methods, and techniques. So language learning is a combination of processes through the collaboration of educators and students in the classroom, which will then be practiced directly in the classroom school and community environment.

In the past, English was only taught at the school level junior secondary school in accordance with Permendiknas number 26 of 2006 which explained that learning English is taught from junior secondary to higher education.

There are problems behind the implementation of learning English in Indonesia at various levels of education, namely:

1. Most of science and technology is written in English or other languages.
2. Today's society no longer has boundaries in the fields of technology, transportation and information so as to create a global society which is an

aspect of globalization which is one of the considerations in using English to be taught at all levels of education. These two things are the reasons for the development of the 2013 curriculum, which is called the external challenge in the attachment copy of the Minister of Education and Culture Number 69 of 2013 explaining the relationship with environmental problems, advances in technology and information as well as developments in the world of education at the international level.²¹

In learning English, the goal is for participants to so that students can communicate orally and in writing smoothly and in accordance with the social context.²² Competence in English includes skills in listening, reading, speak, and write. So that students must understand the meaning of various texts related to communicative, statur, and linguistics certain.

a. Speak

In speaking skills, namely expressing various meanings through spoken texts that aim to communicate or linguistically.

b. Read

²¹ mam santoso. "Pembelajaran Bahasa Asing di Indonesia Antara Globalisasi dan Hegemoni". *Jurnal Bahasa dan sastra*. Vol 14, No. 1, (April, 2014). 3

²² Depdiknas, 2003. 15

In reading skills, it is a skill understand the various meanings in various written texts that aim to communicate.

c. Write

In writing skills, namely skills in expressing the meaning of writing in various written texts.

F. Previous Study

The first research was research conducted by Roman Andrianto Pangondian, Paulus Insap Santosa and Eko Nugroho in 2019. This research raises the title “Factors Influencing The Success of Online Learning in the 4.0 Industrial Revolution”. Discuss the relationship between Information and Communication Technology (ICT) with models distance learning (online/online) to welcome the industrial revolution 4.0. The results of this study indicate that from the literature study conducted, The author designed several factors that determine success in implementation of e-learning in Indonesia that was adapted to the regulation. The limitations of this study focus on the importance of IoT (Internet of Things) itself.

The second research was conducted by Faridatul Rohmah in 2016. This research takes the title “Readiness Analysis Schools Against the Application of

Online Learning (E-Learning)". Based on the results of research and discussion of the level of readiness for the implementation of E- learning at SMA Negeri Kutowinangun was included in the ready-to-use category implementation of e-learning but required a little improvement on several factors. The limitations of this research were in terms of mentality or psychological readiness between teachers and students had not been explained clearly seen from the results Research turns out that this factor was still lacking and necessary enhancement.

The third research was conducted by Iin Muthmainnah in 2016. This research is entitled "Class Teacher Readiness Using Information and Communication Technology (ICT) Media in Learning in South Jakarta". The results of the study concluded that the readiness of classroom teachers to use Information and Communication Technology (ICT) media in South Jakarta based on teacher perceptions showed a good category. This was supported by understanding, computer skills and the availability of ICT media as school facilities. The limitation of this research was that the research is only based on the teacher's perception, also internal sampling has not been proven to have an impact or direct evidence of the success of learning from the relevant agencies.

From the research above, many studies have discussed or tried to examine the readiness of both teachers and schools in online learning with Information and Communication Technology (ICT). However, there has been no direct research on the Evaluation of Teacher Readiness in Online English Learning.

CHAPTER III

RESEARCH METHOD

A. Research Design

This research used qualitative research methods which were often called naturalistic research methods because the research was carried out in natural conditions (natural settings). The approach used in this research was a qualitative descriptive approach. Qualitative descriptive approach is a strategy and research technique used to understand society by collecting as many in-depth facts as possible, the data is presented in verbal form not in the form of values. So a qualitative descriptive approach is a research technique in which the data is compiled in written form and not in the form of words.

According to Rosman and Rallis²³, qualitative research is a broad approach

²³ Rossman, G. B. & Rallis, S. F. "Learning in The Field An Introduction To Qualitative Research". 3rd ed.(USA: SAGE Publications.2012).

to a study of social phenomena. Therefore, this qualitative research was conducted in a natural setting. According to Meriam²⁴, qualitative research is a study to understand someone interprets certain experiences, how to interpret or construct one's world, and implies the meaning of an experience. The data collected is usually in the form of stories, experiences, trips or activities. as previously described. This research is included in the type of analytical descriptive research, descriptive research has 10 types of research, namely:

1. Case study
2. Further study
3. Time and motion study
4. Social studies
5. Comparative study
6. Relationship studies
7. Further study
8. Trend study

²⁴ Merriam, S. B. *Qualitative Research: A Guide To Design And Implementation*. 2nd ed. (USA: Jossey-Bass. 2009). 38-50.

9. Activity analysis

10. Content or document analysis²⁵

This research uses case study research, namely research that has the aim of studying intensively about certain units which include individuals, groups, institutions, and communities.²⁶

Case study research is one of the strategies and methods for analyzing qualitative data that emphasizes cases that are currently happening in the object of analytical research.²⁷ By using the case study method, researchers can dig up information regarding the phenomena that occur. These phenomena can be: a group of educators or a group of students.

This research adopts a qualitative approach that focuses on case studies. This study is structured to illustrate an example of a particular action. Furthermore, a case study provides a unique example from a real person's situation that makes it easier for the reader to understand ideas more clearly than simply presenting data with an abstract theory or principle.

²⁵ Nana Syaodih Sukmadinata, *Metode Penelitian Pendidikan*. (Bandung: Remaja Rosdakarya, 2008), 77.

²⁶ Yatim Riyanto, *Metodologi Penelitian Pendidikan*, (Surabaya: Penerbit SIC, 2012), 24.

²⁷ M. Burhan Bungin, *Penelitian Kualitatif Komunikasi, Ekonomi, Kebijakan Public Dan Ilmu Social lainnya*, (Jakarta: Kencana Prenada Media Group, 2008), 11.

In this study, the case study examined is the readiness of teachers who are not ready to implement an online teaching system that affects students. This research will be a reference for new ideas in the world of online learning English at the State Madrasa Aiyah level. However, the results of this study cannot be an absolute reference for the theme being discussed according to the opinion of Rosman and Rallis, who stated that the results of case studies cannot be generalized, and each case study has its own characteristics.

B. Research Location

This research was conducted in Madrasah aliyah Negeri 1 Langsa and Madrasah aliyah Negeri 2 Langsa. Madrasah aliyah Negeri 1 Langsa is located on Jalan Banda Aceh - Medan Km 4 Sungai Lheung Village, Langsa sub-district, and the location for Madrasah Aliyah Negeri 2 Langsa is located at Jalan Jendral Ahmad Yani NO.7 Gampong Teungoh, Langsa Town, Langsa City. The participants of this study were Mrs. Inong Sabriani M, Hum from MAN 1 Langsa and Mrs. Rahmawati M, SPd.I from MAN 2 Langsa.

b. About the school MAN 1 Langsa

At MAN 1 Langsa, it seems that they still do not have readiness for online-based learning, given that the madrasa still has limitations in facilities, and

during the pandemic the learning system is partly online and partly offline, and they only rely on whatsapp groups.

c. About MAN 2 Langsa school

In MAN 2 Langsa as well as in MAN 1 Langsa, they also do not have readiness. Limited facilities, and during a pandemic the learning system is partly online and partly offline. And only use the whatsapp group.

C. Subject of Research

Informants are people who provide related information about online-based English learning so that the informants have experience about the research background.

Research informant data

1. English teacher at MAN 1 Langsa (Nursiah)

Data regarding the preparation of English teachers during online learning during the Covid 19 pandemic.

2. English teacher at MAN 2 Langsa (Ainiyah)

Data regarding the preparation of English teachers during online learning during the Covid 19 pandemic.

D. Technique of Collecting Data

The data collection technique is a step in the assessment, because the main objective is to obtain technical data. Correct technical data will produce relevant data. Researchers found problems caused by the current situation, namely during the COVID-19 pandemic, all students were required to carry out distance learning / online and this also happened in MAN 1 and MAN 2 Langsa. Then the researchers conducted interviews with the English subject teacher. After meeting with the English subject teacher, the next researcher will conduct interviews. In data collection techniques, researchers used data collection techniques as follows:

a. Interview

In this interview process, it was carried out to collect data about how the teacher's preparation for the distance learning-based English learning process so that the researcher would conduct interviews using the steps in data collection in this study using purposive sampling to maintain the accuracy of the data from the informants so that the data obtained came from from two sources, the English teacher at MAN 1 Langsa and the English teacher at MAN 2 Langsa, above with the interview type of planned (structured) interview, so the researcher has

prepared several questions to be asked at the time of the interview the questions to be asked are related to how the teaching and learning process of subjects English based online or distance learning (PJJ) and the researcher also prepared an audio that served to record the results of the interview. Interviews were conducted to the extent of knowing how teachers prepare for online-based learning.

b. Documentation

Documentation is the process of collecting variable data in the form of notes, book transcripts, sound recordings, photos and videos related to research problems. Documentation is a complement to the use of the interview method in qualitative research.²⁸ In this study, researchers used documentation in the form of voice recordings due to social distancing.

E. Technique of Data Analysis

This research was carried out carefully to produce a description and analysis of teacher preparation in teaching English learning using the online method. In this study using the triangulation method where the procedure is as follows:

²⁸ Suharsimi Arikunto, *Prosedur Penelitian*, (Bandung: Remaja Rosda Karya, 2006), 206.

- a. After getting the interview data, the researcher transcribed the data.
- b. Then after transcribing the data to the participants for correction, this is shown to avoid errors during the process of transcribing the data.
- c. After the transcript data was approved, the researcher began to analyze the data.

So from the data collection process above, the collected data will then be analyzed and interpreted in the form of stories. In analyzing the cases raised in this study, the data obtained from interviews with English subject teachers will be analyzed using the triangulation method³². Analysis and interpretation of data using this method is done by carefully selecting the data that has been collected. Data will be selected according to research needs with reference to the formulation of the problem.

The first step is to answer the first question formulation of the problem. Data from the interview of the English subject teacher, after the triangulation stage³³, the data will then be analyzed and interpreted using the theory that has been discussed in the previous chapter. Several previous studies will also be a reference in carrying out this stage. The second step is to answer the second problem formulation like answering the first formulation. The third step is to

display or present data where the data has been processed in the form of words or narrative. The discussion in this study is presented in the form of a written text containing the interpretation of teacher preparation in teaching English using the online method found when collecting data. Then the results will be concluded.

The conclusion of this study will present a discussion of the problem by providing an interpretation of all the data that has been collected and placing it in the context of education in Indonesia. After categorizing the data, the final analysis in this study is to integrate the data to focus only on the questions that have been asked by the researcher in this study.

CHAPTER IV

FINDING AND DISCUSSION

A. Finding

1. Research Results on Teacher Preparation in Online Learning

Interview data were taken from two sources, namely English teachers at MAN 1 and MAN 2 Langsa. From the data collected, the researcher can get two views on the concept of learning English which are carried out at MAN 1 and MAN 2 Langsa using online/PJJ-based learning. In this sub-chapter, a discussion on teacher readiness in PJJ English subjects would be presented based on the formulation of the problem in this study.

The preparation of teachers in online learning, participants argued that the learning carried out encountered many obstacles, both encountered by participants and from students' parents, such as the lack of facilities that support online learning.

One participant thought that online learning which lasted for more than a year was not better than conventional learning, it was supported by other teacher participants who thought that conventional learning was much better.

In delivering learning materials, participant teachers have opinions, they need a much deeper effort when delivering material when implementing distance learning. Likewise with the relationship between teachers and students, The teachers find out more difficult to reach students, such as while providing motivation or other support in the implementation of online-based English learning. Furthermore, based on to the readiness of the participating teachers in this study, the process of learning English based online or distance learning is very difficult to implement compared to conventional learning.

Based on to the participant teacher, this research is one of the main roles of the teacher is to be a supervisor or mentor for a student, but in the application of distance learning the participant teacher argues that it is very difficult to implement or monitor students directly so that teachers are less effective in knowing the condition of students.

However, in the use of learning media, the application of distance learning makes it easier for participating teachers to use media such as video-based media or interactive images so that they can motivate students indirectly. And in the implementation of online learning or PJJ the time used while teaching online according to the participant teacher are less than the time used during conventional learning.

2. Research Results on the Design of Online-Based English Learning or Distance Learning (PJJ)

Design of the implementation of online learning-based English learning In a lesson, every teacher needs to prepare a lesson plan and/or arrange class activities before class starts. The learning process consists of several processes, namely: planning, implementation, and evaluation of learning. In this case, it can be better known by means of class observations. However, due to situations and conditions that do not allow for classroom observations, the data of this study depend entirely on teacher interviews, as well as several other supporting data, such as teacher lesson plans. In addition, the main focus of this research is

distance learning or online learning methods for English subjects.

Therefore, sufficient data were obtained from teacher interviews.

The findings of distance learning strategies by two respondent teachers are presented in accordance with the theory of learning strategies according to Subiyanto in learning that there are three components, namely learning objectives, learning models and learning evaluations,²⁹ theories on how to deliver English lessons from Johnson,³⁰ and several other theories, such as, the previous studies that have been described in chapter 2, here are some learning tools that are adapted to the conditions at the time of distance learning:

1. Class planning

In the class planning process the teacher prepares the learning objectives, the material to be taught and evaluates the learning outcomes. As the results of interviews with teachers of English subjects as one of the respondents in this study:

²⁹ Trianto Ibnu Badar, *mendesain model pembelajaran inovatif, progresif dan kontekstual: konsep landasa, dan implementasi pada kurikulum 2013*.(Jakarta : Kencana, 2017). page. 166

³⁰ Keith Johnson, *An Introduction to Foreign Language Learning and Teaching* (England, Pearson, 2001), 236-268

"In the implementation of online-based learning, I am currently making changes to the learning tools that have previously been made to adapt to current conditions ... so that students can understand the material being taught according to the teaching guidelines in class."

From this excerpt from the interview, it can be concluded that there have been several changes in the lesson plans because they adjust to current conditions which require online learning. RPP is an important part that must be prepared by teachers so that classroom learning is more structured and can be used as teaching guidelines.

This is consistent with the opinion of Aruan and Lubis³¹ that teachers should always be ready to condition the lesson plans that they had previously prepared if the situation and circumstances in the classroom required them to slightly or even almost change all of the lesson plans. In this case, the participant explained that he had to change almost the entire series of lesson plans that he had prepared to adapt to current conditions. The teacher added that the change in lesson plans in terms of class planning had a very big influence on the PJJ of the subjects he was working on, namely English.

³¹ Mei Anggriani Aruan dan Fitriani Lubis, "*Analisis Rencana Pelaksanaan Pembelajaran (Rpp) Guru Bahasa Indonesia SMA Negeri 7 Medan Tahun Pembelajaran 2016/2017*". Basastra. Vol. 6 No. 2, 2017, 80-92

Other teachers also experienced RPP adjustments as he revealed in the following interview excerpt:

"We made one sheet of lesson plans, apart from me having to adjust all of this, many children also had difficulty adapting to the new teaching system."

The adjustment of the lesson plans in terms of class planning is also one of the strategies used by the teacher in the PJJ of the English subject. In this case, the teacher emphasized that the current situation and conditions required him to adjust the lesson plans that were previously neatly arranged to be implemented in a simpler class so that all students could understand well.

The two participants of this study explained that the PJJ was conducted through a WhatsApp group where almost all students needed to be accompanied by their parents. This parental assistance is known because most of their students do not have smartphones. In the WhatsApp group discussion, the two teachers argued that the learning carried out was not optimal and they were afraid that it would result in a lack of understanding of some students in the material being taught.

Changes in learning strategies by teachers of English subjects are considered to be less than optimal, considering that language learning will be more effective if it is done face-to-face.³² However, Yensy has a different opinion about learning using WhatsApp groups which bead on to her is more in a better direction while compared to learning that uses WhatsApp groups. done face-to-face. However, this case occurs in Mathematics which has very different characteristics from English in terms of class planning.

2. Implementation

Implementation of learning in the classroom, teachers are expected to create effective learning so that students can develop optimal learning abilities and reduce obstacles that will be obtained by students. During online-based learning, the English teacher would try to found common ground for solutions to the problems encountered so that learning runs optimally. One of the teachers participating in this study argued that classroom practice is more important than planning before entering the classroom. This is in accordance with the results of the interview with the teacher quoted in the following paragraph:

³² Willy A. Renandya dan Handoyo Puji Widodo, *English Language Teaching Today – Linking Theory and Practice* (Switzerland, Springer, 2016), 6-7.

“...sometimes I have prepared (RPP) thoroughly, but the situation in class is different. This is when I'm teaching online, moreover. The plan is like this, it turns out that way.”

From the statement above, it can be explained that what has been planned before starting English learning, there would be a possibility that it would change while it is implied. In this case, teacher one explained that, most of the teaching and learning activities for English subjects were carried out through WhatsApp groups. However, the teacher mentioned that the change in plans persisted in teaching this online method, as well as teaching in the classroom.

The two teachers participating in this study agreed that the responses the children got from the WhatsApp group were not what they expected. However, this happened at the beginning of this study. Dewi also explained that the use of WhatsApp groups has several negative impacts, one of which is that teachers cannot ensure that all students follow their lessons.³³

From the above actions, the approach taken by the teacher serves to provide assistance to facilitate students in understanding the material being

³³ Wahyu Aji Fatma Dewi, “*Dampak Covid 19 Terhadap Implementasi Pembelajaran Daring di Sekolah Dasar*”. Edukatif: Jurnal Ilmu Pendidikan. Vol. 2 No. 1, 2020, page. 55-61

taught and can solve problems that occur both individually and in groups. So that it can create active learning. In terms of action, the research discusses the methods and learning media used by the two participating teachers in teaching English subjects.

a. Learning methods

The learning method is the method used by the teacher in delivering teaching materials. Likewise, the teachers participating in this study, they admitted that the learning methods prepared for this PJJ were different from the learning methods they used in face-to-face classes.

"I apply various methods to maximize the activeness of students, especially now that teachers cannot meet face-to-face with students, so I provide innovation in the delivery of learning".

Other participating teachers gave their opinions about the use of learning methods in this PJJ:

"I use the teacher centered method because we cannot meet face to face so students are only glued to the teacher waiting for the teacher to deliver the material".

In learning the use of methods is very important and a teacher can provide variations according to the objectives to be achieved. A teacher would not be able to carry out his duties if the teacher cannot master the methods applied so that teacher competence is needed in the selection of learning methods in order to increase the effectiveness of learning by adjusting to current conditions.

Participant teachers said that changes in learning methods must be made to adapt to current conditions. This is in accordance with the results of previous studies which said that online teaching methods were different from classroom teaching methods, where many teachers turned to several mobile phone applications and social media to deliver teaching materials.³⁴ This resulted in some teachers being required to master different learning methods. new, for example teaching using technology.

On another occasion, one of the participating teachers in this study revealed that the learning method used was not very effective because the teacher could not directly monitor the children while studying. In the case of this research, the teacher also added that in addition to teachers who did not

³⁴ Agus Wilson, "Penerapan Metode Pembelajaran Daring (Online) Melalui Aplikasi Berbasis Android Saat Pandemi Global". *SAP (Susunan Artikel Pendidikan)*. Vol. 5 No. 1, (Agustus, 2020), 66-72

master the latest technology to help the learning process, some students and parents also found it difficult with the latest method. Moreover, some of them come from underprivileged families so that some students do not have smart phones.

"If you want to say whether it's effective or not, it's definitely not.

It's difficult, because there are many who don't have hp."

However, the use of technology can improve students' learning abilities, especially the ability to read English.³⁵ This contradicts the opinion of the teachers participating in this study who said that most of the students' abilities had decreased due to this new teaching method. However, for now, technology is the main way in the operation of learning methods. While some students and teachers are not too familiar with the applications used.

b. Use of media

Because the school does not require teachers to use certain media, the two participating teachers in this study use WhatsApp groups as the main medium of learning. In the group discussion, one of the teachers thought that

³⁵ Veny dan Ilmiyah, Guru Bahasa Inggris MI Ihyaul Islam Bolo Ujungpangkah, wawancara pribadi, Gresik 29 Juli 2020

he was trying his best to make the class (discussion) more effective so that later students would be able to understand the material presented as well as when they studied in class. Other teachers gave the same opinion that teachers are required to create a learning using creative and efficient media for better understanding of students.

“Currently I use interactive media such as the use of videos and voice recordings when the material being taught is in the form of pronouncing vocabulary. And the use of pictures to improve students' memorization skills. So students are more interested in participating in learning”.

In the excerpt of the interview, it was explained that the participating teachers tried to make the class run as when they taught in the classroom by using several methods. This is in accordance with the results of previous research which explained that the media was able to help students to better understand the material.³⁶ Meanwhile, other participatory teachers added:

“I use this media to use videos, sound recordings, and pictures. Because at this time the media that supports only the media but the

³⁶ Nurul Lailatul Khusniya, "Efektifitas...". hal. 19-33

pictures only attach photos instead of PPT and also I use student worksheets and also textbooks to support the material presented”.

The use of learning media can affect the level of interest of students in learning because it can arouse students' interest in learning and also motivate students in teaching and learning activities. Different from the first teacher, the second teacher tried to say that he wanted to use other media, but only some media could be used when teaching using the WhatsApp group application.

The two participating teachers shared the opinion that the use of video in teaching English can increase students' enthusiasm for learning. This is in accordance with the results of previous research that learning from videos taken on YouTube helps students to be more enthusiastic about English lessons.³⁷ Another study that focused on using media without the help of technology, also gave the same results about the benefits of teaching English with assistance. media other than textbooks.³⁸ However, this cannot be applied in this study because the online learning process (PJJ) is carried out without face to face. Therefore, the media referred to in this study are media that use

³⁷ Yusri, Ana Rosida, Jufri, & Mantasiah R, “Efektivitas Penggunaan Media Youtube Berbasis Various Approaches Dalam Meningkatkan Motivasi Belajar Bahasa Inggris”. *Eralingua: Jurnal Pendidikan Bahasa Asing dan Sastra*. Vol. 2 No. 2, (Agustus, 2018), 77-82

³⁸ Yanuarti Apsari, Ida Lisdawati, & Euis Rina Mulyani, “Alat Permainan Edukatif Sebagai Media Pembelajaran Bahasa Inggris”. *Abdimas Siliwangi*. Vol. 03 No. 01,(Januari, 2020), 38-47

the latest technology assistance.

The use of media in teaching English subjects is also supported by previous research which says that learning media can increase the attractiveness of students in English.³⁹ In this case, the participant teacher stated that students' responses would be different if they were given a picture as a medium for teaching English. get to know new English words and if they are only given the words directly without media intermediaries. The response the teacher gets is better if he provides learning media.

"I used to use applications other than whatsapp by using google forms when giving assignments and I also made google classroom but many parents complained that they were confused about how to run the application."

Most of the teacher's difficulties in teaching English subjects online are how students or students' guardians are able to operate the media that I choose as a learning companion. Almost all of the students of this school need the help of their parents/relatives to take English PJJ. However, none other than

³⁹ Sri Supiah Cahyati, Aseptiana Parmawati, & Nai Supartini Atmawidjaja, "Pendampingan Dalam Membuat Dan Menggunakan Media Pembelajaran Bahasa Inggris Bagi Guru Tk Dan Sd Di Wilayah Cihampelas Kabupaten Bandung Barat". *Abdimas Siliwangi*. Vol. 03, No. 02, (Juli, 2020), 229-237

the students, their guardians are also many who still do not understand how to use certain applications.

In learning English, the two participant teachers also mentioned that they used and relied heavily on learning media when conducting quizzes or exercises. However, their desire to plan innovative activities is hindered by the difficulty of accessing the media, either due to internet connection or other factors.

"When the material is related to vocabulary/vocabulary, I give examples of pronunciation and students can imitate what I have shown."

In the end, the two participating teachers used WhatsApp groups and the facilities provided to conduct PJJ and tests. Like the example mentioned in the interview excerpt above, the teacher uses the recording feature on WhatsApp to teach how to pronounce English words. At first, the teacher will record his voice when he is reciting certain words then the students one by one follow / imitate the way the teacher pronounces the word and send their recordings to the WhatsApp group.

3. Learning evaluation

Learning evaluation is the last series in a lesson. None other than the distance learning of English subjects conducted by the two teachers participating in this study. at the learning evaluation stage, the two teachers evaluate what they have taught the students. However, different from the evaluation method they always used, now the teachers had to do it online due to the current situation. The two teachers agreed that the evaluation of the PJJ was more difficult than the face-to-face evaluation.

“Evaluation time is the most difficult. The problem is that many children are helped by their parents when doing something.”

In this regard, both teachers expressed their concern about the credibility of the evaluation if someone else was involved in the process. Previous studies have stated that learning evaluation is a process to measure students' understanding of the material that has been previously presented.⁴⁰ However, a different reality was found in this study, namely, the participation of others in the learning process.

⁴⁰ Yeni Diana Putri & Renny Dwijayanti, “Pengembangan Alat Evaluasi Berbantuan Aplikasi Android Pada Mata Pelajaran Penataan Produk Kelas XI BDP di SMK Negeri 10 Surabaya”. *JPTN*. Vol 9 No 1, 2020, 1041-1047

In this distance learning process (PJJ) the teacher makes several changes when carrying out learning such as in the reshuffle of lesson plans and other devices to adjust to the current situation:

1. Applications used during the learning process, the teacher uses the WhatsApp application to facilitate learning.
2. In the implementation of participant learning the teacher made changes to the lesson plans to adjust to the current situation so that in this adjustment the participants encountered several obstacles, namely:
 - a. Students find it difficult to adapt to the new learning system.
 - b. The selection of learning methods is deemed less effective because participants and students cannot meet face to face directly, so learning is less than optimal and ineffective.
 - c. The learning media used are video and image-based, this is because this is the only method that teachers can apply at this time

B. Discussion

Based on the exposure, research findings and the results of the discussion of the research focus can be formulated.

1. Teacher preparation in teaching online-based English to madrasah aliyah students

Teacher readiness is very important in preparing learning under any conditions and situations. Teacher readiness is the most important thing, considering the teacher is someone who influences the success of students in the learning process. In addition, the readiness of teachers in facing the distance learning process also determines the success of student learning. This readiness includes lesson plans, learning materials to be delivered, learning media, arranging online learning schedules, and so on. Preparations that must be prepared by teachers in online learning in this study are infrastructure (smartphones and internet quota packages), Learning Implementation Plans (RPP), Electronic Media (video tutorials, quizzes, etc.) The application used by the teacher in online learning is WhatsApp. This is because the preparation that teachers have to prepare in online learning is the first adequate facilities and infrastructure such as WiFi, computers/laptops, then one of the most important preparations in online learning is school data and the information conveyed is well received by children.

Then human resources in running online learning programs such as preparing material to be delivered to children.

- a. The readiness of the teachers at the Madrasah is quite good and ready to carry out online learning. Readiness of a teacher both physically and mentally, teacher competence which includes abilities, skills and knowledge of technology is a major factor in a learning process, especially online learning.
- b. The availability of facilities and infrastructure for the implementation of online learning, especially the ease of internet access, is well available in schools. Good management and utilization of facilities and infrastructure will support learning process activities and improve teacher performance in implementing online learning.
- c. Online learning activities in Madrasahs are not optimal because cellphones or cellphones as a communication medium in learning that students have are not evenly distributed because the existing cellphones or cellphones belong to parents who are usually brought to work so that information from the teacher and collection of assignments is delayed. The places where students live in remote areas do not have good internet access or even the absence of a signal is also an obstacle to

learning. Limited supporting facilities and infrastructure due to the lack of funding allocation is a factor that hinders the continuity of online learning (In the Network).

2. Design of online-based English learning at Madrasah Aliyah

Based on the data obtained by the researcher, the implementation of online-based English learning at the Madrasah level are that the learning design of the implementation of English learning takes place through the WhatsApp application. In the implementation of learning English, the teacher revamps the lesson plans to adjust the current conditions so that learning can be structured and can be used as a learning guide. various types of methods such as the drill method. The drill method is a way of presenting lessons by training students repeatedly and seriously in the form of oral, written and physical activities that allow it to be carried out during online learning. So that the learning design applied by the English teacher is by using the WhatsApp application, the method used when learning is using the drill method, using the teacher centered approach model, the time used is according to the schedule determined by Madrasah aliyah, the evaluation is carried out when the learning materials have been over.

a. Lesson plan

Learning planning is prepared by the teacher before the implementation of learning, namely at the beginning of the semester, which consists of: subject identity, competency standards, basic competencies, indicators of competency achievement, learning objectives, teaching materials, methods, time allocation, learning activities, learning resources/tools and assessment results that can improve student achievement. Learning planning is guided by the online syllabus/RPP model that has been simplified and adapted to current conditions in the field.

b. Implementation of learning

The implementation of learning carried out by teachers is still guided by the online syllabus/RPP. In carrying out learning activities, teachers have implemented innovative learning, but are still focused on applying conventional methods such as questions and answers, and giving assignments. The activities carried out by the teacher in the implementation of learning are opening lessons, delivering material (core activities) and closing lessons which use the WhatsApp group application.

c. Assessment technique

The assessment technique used in learning is to make direct observations during the online learning process, conduct tests/practices at the end of the lesson, in addition to the teacher giving assignments or homework using Whatsapp which will be collected directly by students to the Madrasa. Keep in mind that assessment is not an end, but a means to an end.

The results of the interview show that teachers have challenges in relation to classroom management and technical aspects. Teachers have limitations in explaining learning materials related to the variation of learning methods carried out. In the previous conventional class, the teacher had creativity, flexibility, and diversity in the use of teaching methods that were adapted to the material, task characteristics, learner characteristics, learning situations and environments, and so on. However, teachers have limited ability to explain because learning is done online. It also poses a challenge to teachers in carrying out learning activities. Activities are limited to sharing learning materials, videos, assignments, voice messages, and related information that have limited interaction patterns, namely from teacher to student and from student to teacher. The pattern of interaction between

students is quite limited. Group work activities or in pairs have not been seen in learning, so activities that require students to discuss and group are still limited. Student-centered or student-centered learning cannot be carried out because all materials, activities, questions, assignments, and information are centered or sourced from the teacher (teacher centered).

Teachers are also constrained by learning time which makes presentation, explanation, reinforcement, enrichment of learning materials, and clarification of materials difficult. For example, some students who do not understand a material within the specified learning period must ask the teacher directly through the teacher's personal WA. Teachers also have limited time and methods or techniques in providing explanations to students satisfactorily because it is quite difficult to give them online.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the results of descriptive research using interview and documentation techniques conducted at MAN 1 and MAN 2 Langsa regarding online-based English learning or distance learning (PJJ), several conclusions can be drawn which can be presented as follows:

1. Based on the data obtained by the researcher, the readiness of English teachers in MAN 1 and MAN 2 Langsa on the implications of distance learning for English subjects, the teacher argues that distance learning is less effective because the teacher cannot monitor the learning process directly and various changes the learning process carried out such as reshuffling the lesson plans, the methods applied were different from usual, and inadequate facilities and infrastructure made teachers and students feel difficult in the learning process. So that the preparations made by the teacher must be in accordance with current conditions, such as one sheet lesson plan, the method used must be effective so that students can absorb the lesson well, the application used must also be accessible to students.

Teacher readiness is quite good and ready to carry out online learning. Readiness of a teacher both physically and mentally, teacher competence which includes abilities, skills and knowledge of technology is a major factor in a learning process, especially online learning.

Online learning activities are less than optimal because cell phones or cellphones as communication media in learning are owned by students unevenly because the existing cellphones or cellphones belong to parents who are usually brought to work so that information from the teacher and collection of assignments is delayed. Lack of teacher competence in technology, limited supporting facilities and infrastructure due to the lack of funding allocation are factors that hinder the continuity of online learning.

2. Implementation of online-based English learning at MAN 1 and MAN 2 Langsa, the conclusion is that the learning design of the implementation of English learning takes place through the whatsapp application. In the implementation of learning English, the teacher revamps the lesson plans to adjust the current conditions so that learning can be structured and can be used as a learning guide. various types of methods such as the drill method that allows it to be carried out during online learning. So that the learning

design applied by the English teacher at MAN 1 and MAN 2 Langsa is by using the WhatsApp application, the method used when learning is using the drill method, using a teacher centered approach model, the time used is according to the schedule determined by the madrasa. , the evaluation is carried out when the learning materials have been completed.

B. SUGGESTION

Based on the results of the research and the conclusions above, the suggestions that can be given for online-based English learning or distance learning (PJJ) are as follows:

1. Teachers should strive to achieve goals in learning at school. because the teacher plays an important role in the ongoing learning process to achieve effective learning..
2. Teachers should develop learning strategies in the current era which requires teachers to be more creative in conveying learning. so that it can develop students' ways of thinking about the material being taught.Distance learning, which can also be called online, must have support such as network availability and a high level of human resource capability in order to create ideal and effective learning.

INTERVIEW GUIDELINES

1. What is the condition of the teacher's physical and mental readiness when the online learning process is implemented?
2. How is the availability of supporting facilities and infrastructure for online learning (internet, computer lab, smart phone)?
3. How are the concepts applied by teachers in online learning based on English or distance learning (PJJ)?
4. Does the teacher make changes to the learning tools to suit current learning?
5. What applications do teachers use when learning online? and which application according to the teacher is more effective to use in the teaching and learning process?
6. Are there any parents who complain about the learning that is being implemented at this time?

7. What methods do teachers often use to increase students' learning motivation in learning?
8. What media are often used when learning English based online or PJJ?
9. What kind of tasks does the teacher give when learning English based online or PJJ?
10. What obstacles did the teacher encounter when this online-based English learning was implemented?
11. What are the advantages that you feel when learning English based online or PJJ?
12. How is the process of learning English when implementing distance learning?

LESSON PLAN

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : Madrasah Aliyah Negeri 1 **Kelas/Semester** : XII / 1 (Ganjil)
Langsa : **Alokasi Waktu** : 90 Menit
Mata Pelajaran : Bahasa Inggris

Materi Pokok : Teks Caption

A. TUJUAN PEMBELAJARAN

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Mengidentifikasi beberapa caption beserta fotonya dari koran
- Menirukan guru membacakan semua caption, dan ucapan dan tekanan kata yang benar.
- Menganalisis unsur-unsur caption, bertanya jawab, dan kemudian menerapkannya untuk menganalisis beberapa caption lainnya
- Mengumpulkan beberapa caption dari koran beserta gambar/foto/tabel/grafik/bagan.
- Membacakan, menganalisis dengan tabel caption yang telah dikumpulkan
- Membuat caption untuk beberapa foto pribadi
- Menyajikan captionnya dengan teman dan guru di depan kelas

Media/Alat, dan Sumber Belajar

Media	:	Worksheet atau lembar kerja (siswa), Lembar penilaian
Alat/Bahan	:	Spidol, papan tulis, Laptop & infocus
Sumber Belajar	:	Buku Bahasa Inggris Kelas XII, Kemendikbud, Tahun 2016, Internet http://www.ilmuguru.org

B. KEGIATAN PEMBELAJARAN

Pertemuan Ke-1

Pendahuluan (15 menit)

Pertemuan Ke-1

Pendahuluan (15 menit)

1. Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik sebagai sikap disiplin
2. Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi selanjutnya.
3. Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan & manfaat) dengan mempelajari materi :
Fungsi Sosial Mendeskripsikan, Mengomentari Gambar, Foto, Tabel, Grafik,Bagan.
4. Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh,

Kegiatan KEGIATAN LITERASI

- Inti**
(60 menit)
- Peserta didik diberi motivasi dan panduan untuk melihat, mengamati, membaca dan menuliskannya kembali. Mereka diberi tayangan dan bahan bacaan terkait materi ***Fungsi Sosial Mendeskripsikan, Mengomentari Gambar, Foto, Tabel, Grafik,Bagan.***

CRITICAL THINKING (BERPIKIR KRITIK)

- Guru memberikan kesempatan untuk mengidentifikasi sebanyak mungkin hal yang belum dipahami, dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik. Pertanyaan ini harus tetap berkaitan dengan materi ***Fungsi Sosial Mendeskripsikan, Mengomentari Gambar, Foto, Tabel, Grafik,Bagan.***

Pertemuan Ke-1

Pendahuluan (15 menit)

COLLABORATION (KERJASAMA)

- Peserta didik dibentuk dalam beberapa kelompok untuk mendiskusikan, mengumpulkan informasi, mempresentasikan ulang, dan saling bertukar informasi mengenai ***Fungsi Sosial Mendeskripsikan, Mengomentari Gambar, Foto, Tabel, Grafik, Bagan.***

COMMUNICATION (BERKOMUNIKASI)

- Peserta didik mempresentasikan hasil kerja kelompok atau individu secara klasikal, mengemukakan pendapat atas presentasi yang dilakukan kemudian ditanggapi kembali oleh kelompok atau individu yang mempresentasikan

CREATIVITY (KREATIVITAS)

- Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait ***Fungsi Sosial Mendeskripsikan, Mengomentari Gambar, Foto, Tabel, Grafik, Bagan.*** Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami

Penutup (15 menit)

1. Peserta didik membuat rangkuman/simpulan pelajaran.tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.
2. Guru membuat rangkuman/simpulan pelajaran.tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.

C. PENILAIAN HASIL PEMBELAJARAN

- **Penilaian Pengetahuan:** berupa tes tertulis pilihan ganda & tertulis uraian, tes lisan / observasi terhadap diskusi tanya jawab dan percakapan serta penugasan
- **Penilaian Keterampilan:** berupa penilaian unjuk kerja, penilaian proyek, penilaian produk dan penilaian portofolio

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : Madrasah Aliyah Negeri 2 Langsa	Kelas / Semester : X / Genap
Mata pelajaran : Bahasa Inggris	Pertemuan Ke- : 1
Materi : Teks Interaksi Transaksional; Keadaan/Tindakan/ Kegiatan/ Kejadian	Alokasi Waktu : 45 Menit JP

Di Waktu Lampau yang Merujuk

Waktu Terjadinya dan Kesudahannya

A. TUJUAN PEMBELAJARAN

Dengan menggunakan pendekatan saintifik dan model pembelajaran *discovery learning* diharapkan siswa dapat menjelaskan, menentukan, menyajikan, dan menyelesaikan masalah berkaitan dengan *ungkapan-ungkapan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/ kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya*

B. LANGKAH-LANGKAH PEMBELAJARAN

KEGIATAN PENDAHULUAN

- Melakukan pembukaan dengan salam pembuka dan berdoa.
- Menyampaikan tujuan pembelajaran pertemuan hari ini.
- Apersepsi materi yang akan disampaikan

KEGIATAN INTI

- Stimulus*
- Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topik materi : *ungkapan-ungkapan memberi dan meminta informasi terkait keadaan/tindakan/ kegiatan/ kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya*
- Identifikasi masalah*
- Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan materi : *ungkapan-ungkapan memberi dan meminta informasi terkait keadaan/tindakan/*

kegiatan/ kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya

- Mengamati dengan seksama materi : *ungkapan-ungkapan memberi dan meminta informasi terkait keadaan/tindakan/ kegiatan/ kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya*, dalam bentuk gambar/video/slide presentasi yang disajikan dan mencoba menginterpretasikannya

Pengumpulan data

- Mencari dan membaca berbagai referensi dari berbagai sumber guna menambah pengetahuan dan pemahaman tentang materi : *ungkapan-ungkapan memberi dan meminta informasi terkait keadaan/tindakan/ kegiatan/ kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya*
- Mengajukan pertanyaan berkaitan dengan materi : *ungkapan-ungkapan memberi dan meminta informasi terkait keadaan/tindakan/ kegiatan/ kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya*

Pembuktian

- Berdiskusi tentang data dari materi : *ungkapan-ungkapan memberi dan meminta informasi terkait keadaan/tindakan/ kegiatan/ kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya*.
- Peserta didik mengerjakan beberapa soal mengenai materi : *ungkapan-ungkapan memberi dan meminta informasi terkait keadaan/tindakan/*

kegiatan/ kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya.

Menarik

kesimpulan

- Menyampaikan hasil diskusi tentang materi : *ungkapan-ungkapan memberi dan meminta informasi terkait keadaan/tindakan/ kegiatan/ kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya* berupa kesimpulan berdasarkan hasil analisis secara lisan, tertulis, atau media lainnya untuk mengembangkan sikap jujur, teliti, toleransi, kemampuan berpikir sistematis, mengungkapkan pendapat dengan sopan
- Mempresentasikan hasil diskusi kelompok secara klasikal tentang materi : *ungkapan-ungkapan memberi dan meminta informasi terkait keadaan/tindakan/ kegiatan/ kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya.*
- Mengemukakan pendapat atas presentasi yang dilakukan tentang materi : *ungkapan-ungkapan memberi dan meminta informasi terkait keadaan/tindakan/ kegiatan/ kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya* dan ditanggapi oleh kelompok yang mempresentasikan
- Bertanya atas presentasi tentang materi : *ungkapan-ungkapan memberi dan meminta informasi terkait keadaan/tindakan/ kegiatan/ kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya* dan peserta didik lain diberi kesempatan untuk menjawabnya.

REFLEKSI DAN KONFIRMASI

- Refleksi pencapaian siswa/formatif asesmen, dan refleksi guru untuk mengetahui ketercapaian proses pembelajaran dan perbaikan.
- Menginformasikan kegiatan pembelajaran yang akan dilakukan pada pertemuan berikutnya.
- Guru mengakhiri kegiatan belajar dengan memberikan pesan dan motivasi tetap semangat belajar dan diakhiri dengan berdoa.

C. PENILAIAN PEMBELAJARAN (*ASESMEN*)

No	Aspek yang dinilai	Bentuk Penilaian	Instrumen Penilaian	Waktu Penilaian
1	Sikap	Observasi dan Jurnal	Pengamatan sikap (jurnal)	Selama KBM
2	Pengetahuan	Tes tertulis	Soal tes	Setelah KBM
3	Keterampilan	- Unjuk kerja - Laporan tertulis	- Pengamatan unjuk kerja - Penilaian laporan tertulis	- Pada saat presentasi - Pengumpulan tugas

PHOTOS OF INTERVIEW ACTIVITIES



Gambar 1: Photo of the interview with the English teacher at MAN 1 langsa.



Gambar 2: Photo of the interview with the English teacher at MAN 2 langsa.



**KEPUTUSAN DEKAN FAKULTAS TARBİYAH DAN ILMU KEGURUAN
INSTITUT AGAMA ISLAM NEGERI (IAIN) LANGSA**

Nomor : **61** Tahun 2021

TENTANG

PENUNJUKAN PEMBIMBING SKRIPSI MAHASISWA INSTITUT AGAMA ISLAM NEGERI (IAIN) LANGSA

DEKAN FAKULTAS TARBİYAH DAN ILMU KEGURUAN INSTITUT AGAMA ISLAM NEGERI (IAIN) LANGSA

- Menimbang** : a. bahwa untuk Kelancaran Penyusunan Skripsi mahasiswa pada Fakultas Tarbiyah dan Ilmu Keguruan Langsa Institut Agama Islam Negeri (IAIN) Langsa, maka dipandang perlu menunjuk Pembimbing Skripsi;
b. bahwa yang namanya tercantum dalam Surat Keputusan ini dipandang mampu dan cakap serta memenuhi syarat untuk ditunjuk dalam tugas tersebut.
- Mengingat** : 1. Undang-Undang Nomor : 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Peraturan Pemerintah Nomor : 60 Tahun 1999, tentang Pendidikan Tinggi;
3. Peraturan Presiden Republik Indonesia Nomor : 146 Tahun 2014 Tentang perubahan Sekolah Tinggi Agama Islam menjadi Institut Agama Islam Negeri (IAIN) Langsa;
4. Peraturan Menteri Agama Republik Indonesia Nomor : 10 Tahun 2015 tentang Organisasi dan Tata Kerja Institut Agama Islam Negeri (IAIN) Langsa;
5. Surat Keputusan Menteri Agama Republik Indonesia Nomor : B.II/3/17201, tanggal 24 April 2019 Tentang Pengangkatan Rektor Institut Agama Islam Negeri (IAIN) Langsa yang definitif;
6. Surat Keputusan Menteri Agama Republik Indonesia No. 27 Tahun 2021 tanggal 21 Januari 2021, tentang Pengangkatan Dekan dan Wakil Dekan Institut Agama Islam Negeri (IAIN) Langsa;
7. DIPA Nomor : 025.04.2.888040/2021, tanggal 23 November 2020;
- Memperhatikan** : Hasil Seminar Mahasiswa Tanggal 14 Desember 2020

MEMUTUSKAN :

- Menetapkan** : Keputusan Dekan Fakultas Tarbiyah dan Ilmu Keguruan IAIN Langsa Tentang Penunjukan Pembimbing Skripsi Mahasiswa IAIN Langsa
- Kesatu** : Menunjuk Dosen Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri (IAIN) Langsa :

1. **CUT INTAN MEUTIA, MA**
(Membimbing Isi)
2. **WAHIDAH, M.Ed**
(Membimbing Metodologi)

Untuk membimbing Skripsi :

N a m a : **Yovi Monika**
Tempat / Tgl.Lahir : **Sinabang, 12 Juli 1999**
Nomor Pokok : **1042017048**
Fakultas/ Program Studi : **FTIK/Pendidikan Bahasa Inggris**
Judul Skripsi : **THE EVALUATION OF TEACHER PREPARATION IN TEACHING ENGLISH ONLINE IN LANGSA**

- Kedua** : Bimbingan harus diselesaikan selambat-lambatnya selama 1 (satu) tahun terhitung sejak tanggal ditetapkan;
- Ketiga** : Kepada Pembimbing tersebut di atas, diberi honorarium sesuai dengan ketentuan yang berlaku pada Institut Agama Islam Negeri (IAIN) Langsa;
- Keempat** : Keputusan ini berlaku sejak tanggal ditetapkan dan apabila terdapat kekeliruan dalam penetapan ini akan diadakan perbaikan sebagaimana mestinya;
Kutipan Keputusan ini diberikan kepada yang bersangkutan untuk dapat dilaksanakan sebagaimana mestinya.

Ditetapkan di Langsa
Pada Tanggal 1 Februari 2021

Dekan,


ZAINAL ABIDIN



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI LANGSA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Kampus IAIN Langsa, Jln. Meurandeh - Kota Langsa, Provinsi Aceh, Telp. 0641-22619/23129
Fax. 0641-425139 website : <http://www.ftik.iainlangsa.ac.id> email : ftik@iainlangsa.ac.id

Nomor : B-72/In.24/FTIK/PP.00.9/01/2022
Lampiran : -
Perihal : **Mohon Izin Untuk Penelitian Ilmiah**

Kepada Yth,
MAN 1 langsa dan MAN 2 langsa
Di -
Tempat

Assalamu'alaikum Wr. Wb.,

Dengan hormat,
Dekan Fakultas Tarbiyah Dan Ilmu Keguruan Institut Agama Islam Negeri (IAIN) Langsa dengan ini memaklumkan kepada Bapak/Ibu bahwa mahasiswa kami yang tersebut di bawah ini :

Nama : YOVI MONIKA
Tempat / Tanggal Lahir : Sinabang, 12 Juli 1999
Nomor Induk Mahasiswa : 1042017048
Jurusan : Pendidikan Bahasa Inggris

Bermaksud mengadakan penelitian di wilayah Bapak/Ibu, sehubungan dengan penyusunan skripsi berjudul 'THE EVALUATION OF TEACHER PREPARATION IN TEACHING ENGLISH ONLINE IN LANGSA '

Untuk kelancaran penelitian dimaksud kami mengharapkan kepada Bapak/ibu berkenan memberikan bantuan sepenuhnya sesuai dengan ketentuan yang berlaku, segala biaya penelitian dimaksud ditanggung yang bersangkutan.

Demikian harapan kami atas bantuan serta perhatian Bapak/ibu kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Langsa, 17 Januari 2022
Dekan




Zainal Abidin



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KOTA LANGSA
MADRASAH ALIYAH NEGERI 2 LANGSA

Jalan Islamic Centre Nomor 7 Paya Bujok Beuramoe Kecamatan Langsa Barat - Kota Langsa
Email : man2langsa614532@gmail.com / mankampungteungoh@kemenag.go.id
Website : man2langsa.sch.id

SURAT KETERANGAN PENELITIAN
NOMOR : B- 058 /Ma.01.21.2/TL.00/01/2022

Yang bertanda tangan di bawah ini, Kepala Madrasah Aliyah Negeri 2 Langsa menerangkan bahwa :

Nama : YOVI MONIKA
Perguruan Tinggi : IAIN Langsa
NIM : 1042017048
Semester : IX (Sembilan)
Fakultas/ Prodi : Pendidikan Bahasa Inggris
Tanggal Penelitian : 21 s.d 22 Januari 2022
Alamat : Desa Labuhan Keude Kec. Sungai Raya
Kab. Aceh Timur
Judul Penelitian : The Evaluation Of Teaher Preparation In Teaching English Online in Langsa

Benar yang nama tersebut di atas telah melakukan penelitian pada Madrasah Aliyah Negeri 2 Langsa sejak tanggal 21 s.d 22 Januari 2022.

Demikian Surat Keterangan Penelitian ini dibuat dengan sebenarnya untuk dapat digunakan sebagaimana mestinya.

Langsa, 22 Januari 2022
Kepala

Rohani, S.Ag
NIP. 19730621 199905 2 001



SURAT KETERANGAN PENELITIAN
NOMOR : B- 018 /Ma.01.21.1/TL.00/01/2022

Yang bertanda tangan di bawah ini,

Nama : Teuku Juliadi
NIP : 19700724 200501 1 008
Jabatan : Guru Madya / Kepala Madrasah.

dengan ini menerangkan bahwa,

Nama Mahasiswa : YOVI MONIKA
Nama Perguruan Tinggi : Institut Agama Islam Negeri Langsa
NIM : 1042017048
Semester : 9 / 1x
Fakultas : Fakultas Tarbiyah dan Ilmu Keguruan
Jurusan / Prodi : Pendidikan Bahasa Inggris
Judul Penelitian : **THE EVALUTION OF TEACHER PREPARATION
IN TEACHING ENGLISH ONLINE IN LANGSA**

Benar Mahasiswa yang namanya tersebut diatas telah melakukan penelitian pada Madrasah Aliyah Negeri 1 Langsa tanggal 20 Januari 2022.

Demikian Surat Keterangan Telah Melakukan Penelitian ini dibuat untuk dapat digunakan sebagaimana mestinya.



Langsa, 21 Januari 2022
Kepala Madrasah,

Teuku Juliadi

CURICULUM VITAE

A. Personal Identity

Name : **Yovi Monika**

Student's Number : 1042017048

Place / Date of Birth : Sinabang, July 12th 1999

Occupation : Student

Marital Status : Single

Nationality/Ethnic : Indonesian/ Acehnese

Hobbies : Singing, Watching, Swimming

Address : Desa labuhan keude, kec. Sungai Raya, Kab. Aceh Timur

B. Background of Education

Elementary School : SD Negeri 2 Sungai Raya (2006-2011)

Junior High School : SMP Negeri 1 Sungai Raya (2011-2014)

Senior High School : MAS Nurul Iman Cot Girek (2014-2017)

University : IAIN Zawiyah Cot Kala Langsa
Tarbiyah Faculty/ English Education Department

C. Family

Father's Name : Kamidin

Mother's Name : Evi Yulianti

Sister's Name : Fera Rachmi

Brother's Name : MHD. Sholahuddin

Sister's Name : Risky Maulina

Sister's Name : Adeeva Syaquila

