ENGLISH TEACHING ACTIVITIES USING SHIFT SYSTEM DURING PANDEMIC AT SMAN 3 LANGSA

SKRIPSI

By :

MAULIDA SAFIRA
1042018026

Degree (S1)

Study program : English Department
Tarbiyah and Teachers
Training Faculty

MINISTRY OF RELIGIOUS AFFAIRS
STATE INSTITUTE OF ISLAMIC STUDIES
LANGSA
2022 M/ 1443 H

STATEMENT OF APPROVAL

ENGLISH TEACHING ACTIVITIES USING SHIFT SYSTEM DURING PANDEMIC AT SMAN 3 LANGSA

Submitted to the Tarbiyah and Teachers Training
State Institute of Islamic Studies Langsa as Fulfillment of the
Requirement
For The Degree of *Sarjana Pendidikan (S.Pd)* In English Language Education

By

Maulida Safira
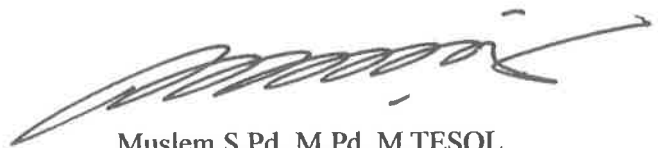**1042018026**

English Education Department

Approved by

Supervisor I,   Supervisor II,

Shafrida Wati, MA   Muslem,S.Pd, M.Pd, M.TESOL
                                                              NIP.19760527 200904 1 002

STATEMENT OF CERTIFICATION

ENGLISH TEACHING ACTIVITIES USING SHIFT SYSTEM DURING PANDEMIC AT SMAN 3 LANGSA

By

MAULIDA SAFIRA
1042018026

Has Been Defended in *Sidang Munaqasyah* by the board of Examiners
and has been accepted as a Partial Fulfillment of Requirements for
Sarjana Pendidikan (S.Pd) in English Education Tarbiyah and
Teachers Training Faculty, on :

Monday, 08th August 2022 M
10 Muharram 1444 H

Board of Examiners

Chairman,

Shafrida Wati, MA

Examiner I

Nina Afrida, M.Pd
NIP.19840501 201101 2 015

Secretary,

Muslem S.Pd.,M.Pd., M.TESOL
NIP.19760527 200904 1 002

Examiner II

Wahidah, M.Ed
NIP. 19830126 201503 2 003

Certified By :
The Dean of Tarbiyah and Teachers Training Faculty
State Institute For Islamic Studies Langsa

Dr. Zainal Abidin, S.Pd.I, MA
NIP. 197506032008011009

PERNYATAAN KEASLIAN TULISAN

Yang bertanda tangan di bawah ini:

Nama	:	**Maulida Safira**
NIM	:	**1042018026**
Fakultas/ Prodi	:	**FTIK/ Pendidikan Bahasa Inggris**

Menyatakan dengan sebenarnya bahwa skripsi yang ditulis dengan judul *"English Teaching Activities Using Shift System During Pandemic at SMAN 3 Langsa."* untuk memperoleh gelar sarjana pendidikan merupakan hasil karya sendiri.

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

Langsa, 12 Juni 2022
Yang membuat pernyataan

Maulida Safira
Nim . 1042018026

بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

In The Name of Allah, Most Gracious, Most Merciful

Alhamdullilaahi Robbil 'Aalamiin, praises and grateful to Allah SWT, peace and blessings be upon to the great prophet Muhammad SAW, his friends, family and followers until the end times. The researcher realize that since the preparation research until the result of this research there are many difficulties and challenges faced, but thanks to the blessing of Allah Almighty and the guidance of various parties, all difficulties and challenges face can be overcome.

The researcher realizes that many hands had given their helps and useful suggestion for the completion of this thesis. Her deepest gratitude goes to the researcher's beloved parents, Without the assistance of these people, this thesis would never have existed. Therefore, the researcher would like to express her appreciations and thanks to all of them particularly:

1. Dr. H. Basri Ibrahim, MA the Rector of Langsa State Institute of Islam (IAIN Langsa).

2. Dr. Zainal Abidin, MA the Dean of Teacher Training and Education Faculty.

3. Nina Afrida M.Pd the Head of English Education Department of Langsa State Institute of Islam (IAIN Langsa)

4. Her High appreciation and great thankfulness are due to consultant Shafrida Wati, MA, and Muslem, S.Pd, M.Pd, M.TESOL. Who have given their valuable time and guidance to finish this thesis.

5. Her gratitude to Headmaster of SMAN 3 Langsa and also the English Teacher, all of the staffs, and also all respondents of this research, the second grade of SMAN 3 Langsa.

6. The researcher's beloved sisters, who always pray to Allah Swt. for her successes in her research.

7. Thanks to all the researcher's friends in English Education Department 2018 for all support and motivation.

The Researcher

TABLE OF CONTENTS

ABSTRACT

Maulida Safira, 2022. English Teaching Activities Using Shift System During Pandemic at SMAN 3 Langsa. *Skripsi* English Department, Tarbiyah and Teacher Training Faculty, State Institute for Islamic Studies (IAIN) Langsa.

Supervisor (1). Shafrida Wati, MA **(2).** Muslem, M.Pd, M.Tesol

The aim of this research was to describe the experience of teaching activities using shift system during the pandemic and to know the obstacles students' experience in the learning activity. The method of this study was qualitative with descriptive design. Subject of the study was one teacher and 10 students of XI IPA^3 of SMAN No.3 Langsa. The data were collected by using questionnaire and documentation. Based the result of the research, the experience of teaching activity using shift system have an impact on the learning process. The teacher must arrange the schedule and students material according to the syllabus continously for different days. This was often lead the teacher to repeat the material was unintentionally. In addition the duration of learning was only 30 minutes, which the previous was 45 minutes. Then, students also experienced obstacles during the learning. Students found difficulties in understanding the materials explained by the teacher because the duration was short. The system made them lazy to study as the learning was divided in to shift A & B. It can be concluded that the teaching activity using the shift system do not run optimally.

Keywords: *Teaching Activities, pandemic, and Shift System.*

CHAPTER I

INTRODUCTION

A. Background of Study

English as an international language is one of the most important languages for humans. Because of the importance of English in communicating between people, English is used as a subject in schools and even as an additional subject outside of school. In a formal schools English lesson starting at the Junior High School, Senior High School, and college level. English teaching activity in senior high school is very interesting to research. Especially after the learning shift system due to covid-19.

Teaching activities by means of a shift system were first carried out during the Covid-19 outbreak in the world. Because this disease outbreak is terrible and contagious, so the domestic and foreign governments have decided to stay at home and not do any activities outside the home except for emergencies. This also includes the world of education. Where school activities are closed and an online learning system is implemented. This is done to reduce direct contact with people and to break the chain of spreading the virus.

Therefore, learning activities during the Covid-19 period are much different from offline learning in general. Where students only study from home using applications such as; google classroom, whatsapp, and so forth. Then, the learning system by integrating an internet connection with the teaching and learning process is known as the online learning system or virtual learning

system.[1] Online learning is still considered as a breakthrough or a new paradigm in teaching and learning activities where in the process of teaching and learning activities because teachers and students do not need to attend classrooms

In addition, teachers should also use technology as much as possible as a means and facilities for their online learning. This will certainly be a new experience for teachers and students, especially in Aceh, where students are usually used to learning face to face with teachers and friends then they are faced with online learning that has never been done before. However, the use of technology is not without problems, there are many types of problems that hinder the effectiveness of learning with online learning. Likely, the condition of teachers in Indonesia does not fully understand the use of technology, this can be seen from teachers who were born in the 1980s. Information technology constraints limit their use of online media.

Moreover, after the world began to improve from the outbreak, the government took a policy to carry out offline learning but by implementing a shift system. Where the learning process will be carried out in school again but will be divided gradually into one class. However, Mac Willaim describes the school shift system as a "system of" schools where there are ways to improve the efficient provision of existing school premises".[2] Harper states shift school is a situation in which teachers teach in one particular group with alternating sessions

---

[1] Liyan Song, et.al.. *Improving Online Learning: Student Perceptions of Useful and Challenging Characteristics*. Journal of Ethnic and Cultural Studies. 2020. Vol. 7, No. 2, 90.
[2] H. O. A Macmillan*, The Development of Education in Ghana*, (London: Longmans Green and Co. Limited. 1964), 106.

within two weeks alternately and on different days.[3] That will also be carried out at the SMAN 3 Langsa school in 2021 after the green zone is set by the government.

Based on the pre-observation in December 2020, SMAN 3 Langsa is one of the schools that implements shift learning because the school has not provided a policy to meet face to face with the number of students with totaling 35 students in one class. So that, the shift system learning during the pandemic period began to be applied where in one class it was divided into two groups. In addition, for learning English even one class will learn on different weeks. This is will certainly be a new experience again after learning online for both teachers and students.

In fact, shift learning system also has its positive and negative impacts as well. Where, positively the teacher will teach with the number of students who are not too much in one class will make it easier for them to control students and so will their students become more focused during the learning process. On the negative side, the teacher will find it difficult to arrange student schedules and materials for each group.

Therefore, based on the facts and explanations above, the researcher is interested in conducting research in order to understand learning and teaching activities using the shift system during the pandemic by choosing a title *"English Teaching Activity Using Shift System During Pandemic at SMAN 3 Langsa"*

---

[3] W.G. Harper, *The platoon system of education as implemented in primary schools of the department of national education of South West Africa* (Unpublished Master's thesis. WITS, Johannesburg, 1987), 1.

B. Research Questions

The research question of research were focused as allows;

1. How is the experience of teaching activities using the shift system during the pandemic at the second grade of SMAN 3 Langsa?

2. What are the obstacles in learning activities using the shift system during the pandemic at the second grade of SMAN 3 Langsa?

C. Purposes of Study

Based on the formulation of research question described above, this research has the purpose as follows;

1. To describe the experience of teaching activities using the shift system during the pandemic at the second grade of SMAN 3 Langsa.

2. To know the obstacles in learning activities using the shift system during the pandemic at the second grade of SMAN 3 Langsa

D. Significances of Study

There are theoretical and practical significances from this research as follows;

Theoretically, This research can be useful as a source of reference for relevant research on online English learning or activity using shift system and this research can be useful as input for increasing knowledge about shift system during pandemic at Senior High School.

Practically, the result of this research can be implemented by English teachers to used shift system model that can make it efficient the learning process, and help facilitate students to improve learning outcomes. In addition, the students can improve the knowledge about shift system learning in the Covid-19 pandemic. Lastly, for other researcher, can increase the knowledge and information about English teaching activity during pandemic

E. Terminology

1. English Teaching Activity

English and teaching activities both require the same activity, namely reflection to carry out tasks, and obligations in accordance with their respective functions (students and teachers). The interactive relationship of activities between students and teachers and other learning environments to lead to expected behavioral changes, and that is the nature of learning.[4]

2. Shift System

MacWillaim explains the school shift system as "a system of schooling where is a way of increasing the supply of school places by using existing resources efficiently". It is known as shift schooling and it is a situation where teachers teach in one particular group with alternating sessions within a period of two weeks for two group in one class throughout the academic year.[5] So that, shift

---

[4] O Qiong, *A Brief Introduction to Perception Studies in Literature and Language*. (New York: State University of New York Genesco, 2017), 67.
[5] H. O. A Macmillan, *The Development of Education in Ghana*, (London: Longmans Green and Co. Limited. 1964), 106.

system is one of teaching procedures that are divided into two parts or groups and which are carried out gradually and alternately.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Framework

1. English Teaching Activity

a. Definition of English Teaching Activity

International language means a language that already spoken in the whole of the world, as an effect of globalization era. People have to master the international language in this case is English, in order to make easier in socialize in business, interact, job, etc. In addition, Brumfit states that English as an international language in that it is the most widespread medium of internal communication both because of the number and the geographical spread of its speaker, and because of the large of number of non native speaker who use it for part at least of their international context.[6] Moody states that English is a language, it means that English language is develop technique of communication.[7]

Based on the moody statement, it can be explained that English is an important language in the process of developing communication where English is a communication tool used in every country including in the world of education Brown states that language is a system of arbitrary, vocal symbols that permit all

---

[6] Brumfit C.J. *English for International Communication.* (Oxford:Perganon Institute of English, 1982), 1.

[7] Moody , H.L.B. *Varieties of English.* (Singapore:Longman House Group, 1970), 3.

people in a given culture, or other people who have learned the system of that culture to communicate.[8]

Based on those definitions above it can be conclude that English is an International language, which is used as a tool of interaction with our society. Learning is the process through various experiences. Myer in Seels and Richey add that learning refers to the relatively permanent change in person's knowledge or behavior due to experience.[9]

Then, Sadirman states that learning is a process of behavior change or private person based on practices or particular experience.[10] The learning process begins with the lack of attention, motivation, and liveliness. Without the attention and motivation of students, students will not learn.[11] Students' attention will appear if students feel that learning is a necessity. In constructing the knowledge students need to be active both physically and psychologically therefore that the activity is directed to process the experience. Then, learning is the instructional is systematic process in which every component is crucial to successful learning. Another definition of learning presented by Mudjiono, learning is planning or design in an effort to encourage students to learn, so that students interact with teacher as a source of learning and interacting with the entire learning resources to achieve the desired learning.[12]

---

[8] Brown H. Douglas. *Principles of Language Learning and Teaching.* Fifth edition. Addison Wesley (Longman, Inc. A Pearson Education Company, 2007), 7.

[9] Myers, D. G. *Exploring Psychology.* (New York: Freeman & Co, 1996), 12.

[10] Sardiman. *Interaksi dan belajar mengajar.* (Jakarta: Rajawali Press, 2014), 20.

[11] Dimyati and Mudjiono. *Belajar dan Pembelajaran.* (Malang University. 1994), 42.,

[12] Dimyati and Mudjiono. *Belajar dan Pembelajaran..,* 45

From statements above, it can be concluded that the learning is a systematic process that is planned by teacher in order to help students to achieve and implement learning objectives in a way to interact with all the learning resources.

Teacher is a person who teaches, especially in school. Teaching is work of the teacher.[13] Teachers give some materials to the students; they make some interaction with the students. Teaching is a highly complex process and for the beginning professional, needs to be broken down into meaningful and acquirable parts. The skill of effective teaching represents the teaching process into relatively discrete, well defined behavior transferable to most classroom teaching contexts in which they can be adapted purposefully in different combinations

Teacher is coaching and facilitating. Students are using their knowledge. Teacher's role is to evaluate and remedy. Teaching is not a linear, one-way delivery of knowledge, but an interactive process that requires adapting to shifting contexts, demands of content, and student input. A good teacher always recognizes and minimizes worry and tension, avoid shouting and bullying but is quiet, firm disciplinarian who sees positive control as a means to exciting learning, sees creativity and curiosity as the key to learning experiences, varies teaching styles to suit the content and the children.[14] Teaching should be more than just a job. It is a profession and a career. It is a long term commitment to doing our best to help young people blossom intellectually, emotionally, and

---

[13] AS Hornby, *Oxford Advanced Learner's Dictionary*.(Oxford: University Press, 1995), 1225.

[14] Bob Moon, and Ann Shelton. *Teaching and Learning in the Secondary School*. (Canada: Routledge. 2011), 105.

behaviorally.[15] It is a position of incredible importance; teachers with passion and compassion can profoundly influence their students' lives.

At the worst, teachers also have the power to discourage, humiliate, and crush their students' spirit. Either way the lives we touch become part of our heritage, our immorality. Outstanding teachers are not born but developed. Some personality types are probably more attracted to education, but the art and craft of teaching is gradually honed through years of study, experimentation, reality testing, and reflection. Development of the effective teacher doesn't end with the receipt of undergraduate or even master's degree. The truer professionals learn, the more they realize there is to learn. Any teacher can become a better teacher; and with enough determination and hard work, probably any teacher could become a successful teacher.

However, teaching is hard work. Knowing your content is necessary, though wholly insufficient, prerequisite to becoming outstanding teacher. Many in the teaching profession are brilliant, possessing great knowledge and understanding of their chosen field of study, yet they will never be successful teachers. The skills of effective teaching are complex. It is not enough to be a scholar; a good teacher is also part of salesperson, entertainer, psychologist, counsellor, leader, mediator, conductor, guide, evaluator, advocate, and cheerleader.[16] Different teachers develop different combination of these talents, but all are helpful. Successful teachers are vital and full of passion.. They are

---

[15] Ronald L Partin,. *Classroom Teacher's Survival Guide.* (San Francisco: Jossey-Bass, 2005), 245.

[16] Ronald L Partin,. *Classroom Teacher's Survival Guide.,* 246.

people who have a motive, a passion for their subject, a spontaneity of character, and enormous fun doing what they do.

There are two requirements for the teacher in order to be a successful teacher. First, master the knowledge perfectly because the quality of the teaching depends on this ability. Second, teaching ability to apply the teaching principles in the teaching learning process.[17] Teacher is very good profession. Teachers could make students to be smart and successful. So teachers must try to do their job as well as they can because teacher and teaching are two things that do not be separated.

b. Teaching Style

Teaching style is a combination of personality plus the amount of expertise one has in teaching technology (methods), subject matter, and pedagogical theory.[18] The skill of variability relates to the teacher's manner with variations in gesture, voice, and movement in teaching learning process. Variations of voice, gesture, and movement can give effects on students attention and learning and the relationship between certain speech factors of the teacher and students achievement is well established. The teachers should master the use of display materials, and how to get the most of the various materials available will be one of the most pressing problems for the teachers to solve, if the teacher must teach effectively.

---

[17] Ad Roijakers, *Mengajar dengan Sukses*. (Jakarta: Gramedia, 2011), 7.
[18] Joseph Callahan, *Teaching in the Middle and Secondary Schools*. (New York: Macmillan Publishing Co. Teaching, 2002), 9.

According to Cruickshank and Kennedy as quoted by C. Turney et al teaching style needs to be adapted to particular learning objectives and tasks.[19] Over exuberance may be inappropriate but judicious variations in manner make teaching more dynamic and enhance communication. While that teaching style can affect children's motivation. The teachers act as agents of social control on behalf of a capitalist society and will be predetermined by their initial perspective, just as the teacher who sought to confirm her notion of good primary practice.

According to Joseph F. Callahan every teacher develops a style of teaching that is her/his own and with which he/she feels most comfortable.[20] This teaching style is a combination of personality plus the amount of expertise such as teaching technology (methods), subject matter, and pedagogical theory. Evidently, the most effective teachers are those who can vary their styles, or whose styles are so flexible that they encompass a great number of strategies and tactics, and are therefore readily adaptable to the different sorts of teaching learning situations that may develop. Specific characteristics of teaching styles are clearly related to the outcomes of the educational process: praise, feedback, criticism, advance organizer or conceptual models, classroom climate, co-operative reward structures

From the statement, teaching style is very useful for the result of the teaching learning process especially for the students. So the teacher can try to make their own teaching style variations in classroom activities. Other inclusive teaching strategies communicate respect, fairness, and high expectations, support student success, foster equitable class participation.

---

[19] C Turney,. et al. *Sydney Micro Skills Redeveloped*. (Sydney: Sydney University Press, 2007), 67.

[20] Joseph Callahan, *Teaching in the Middle..,* 103.

c. Components of Teaching Activities

Variation in the teacher's manner or personal style are infinite in their possibilities. These changes, carefully employed, can do much to attract and sustain attention, convey meaning, and enhance communication and portray animation. Generally, component of teaching activity will be shown in the following ways:[21]

1. Voice variations

    These will include changes in the tone, pitch, volume and speed. A pleasant conversational talking style seems best for the teacher to adopt and this will naturally include moderate vocal variations such as those mentioned. There will be occasions, however, when the teacher may need to make more deliberate variations to dramatize an event, emphasize points, relate quietly to an individual pupil, speak sharply to an inattentive child, and so on.

2. Focusing

    To focus attention on significant or key aspects the teacher may use 'verbal markers of importance', such as 'watch closely', 'now this is important'. Such verbal focusing is often accompanied by gesture focusing where the teacher points to an object or taps the blackboard for emphasis.

3. Pausing

---

[21] C Turney,. et al. *Sydney Micro Skills Redeveloped…,* 115.

The insertion of spaces of silence in teacher talk and teaching activity is another attention-demanding device. It captures attention by changing the stimulus from one of noise to quiet, or from one of activity to inactivity. It can be used to break teaching into easily processed units, marking the end of one teaching segment and preparing the pupils for the next. In questioning sequences the teacher's use of pauses or 'wait time' after asking a question allows students organize more complete answers. In discussion pausing allows pupils to reflect on what has been said.

4. Eye contact

When talking to or interacting with pupils the teacher should gaze around the classroom, meeting pupils' eyes, establishing a positive relationship and avoiding impersonality. Eye contact may also be used to convey information and respond to an answer or comment. By fixing his / her gaze on inattentive pupils the teacher can gain their attention or by shifting eye contact, gauge pupil interest and understanding.

5. Gesturing

Variations in facial expression, hand, head, and body movements are an important aspect of communication. A smile or frown, a wave of the hand or turning towards a particular pupil, not only attract attention but help convey the meaning of the oral message.

6. Movement

The movement of the teacher in the teaching space can help sustain attention and personalize teaching. As the occasion demands, the teacher may move to the back or front, left or right sides of the classroom, among, behind and beside pupils. Those variations can be used by the teachers in teaching their students. They can do those variations while explaining the materials or giving assignments for the students.

Therefore, By those variations teachers can attract the students' attention and also make process of teaching and learning more effective. Then, in English teaching activity component is needed to help students in learning process.

2. Shift System

a. Definition of Shift System

Bray as one of the exponents of the multiple shift school system as it is organized and implemented admits to the lack of literature on this pertinent educational topic.[22] According to Bray "shift system means a school which caters for two or more entirely separate groups of students during a school day". Some education authorities extend this model into triple shift system, where three groups of pupils study for instance respectively.

However, MacWillaim, explains the school shift system as "a system of schooling there is a way of increasing the supply of school places by using

---

[22] M Bray,. *Multiple-shift Schoolings, Design and Operation for Cost Effectiveness.* (University of Hong : Cooperative Program, 2001), 1.

existing resources efficiently".[23] Shift schooling and it is a situation where teachers teach in one particular group with alternating sessions (morning and afternoon) within a period of two weeks throughout the academic year. It is very important to get clarity on the different terminology used in describing the double shift session.

According to Aggerwal "sometimes the difference in terminology implies a difference in meaning". In most contexts, terminology describing the double-shift sessions can be used interchangeably, although there are also exceptions to the rule.[24] These schools also have different teachers for the different sessions. Half-session schools have been formed in Botswana with different pupils in the mornings and afternoons but in which the total classroom hours are reduced. In this case the two groups are taught by the same teacher. Full-day schools had an extended curriculum and did not close till finished learning. Nevertheless, since the government is however faced by the ongoing growth of the population and acute resource constraints and in order for the government to reach the goal of education for all, it has no choice but to continue with the implementation of double-shift schooling as a tentative measure until new and adequate infrastructure are constructed. This situation leaves much to be desired in terms of the impact on academic activities which has a rippling effect on academic performance.

---

[23] H. O. A. Macmillan.*The Development of Education in Ghana*,(London: Longmans Green and Co. Limited, 2005), 106.

[24] J Aggarwal. *Teaching of Social Studies*. (Delhi: Vikas Publishing House, 1999), 8

b. Effects of the school shift system

The effects of the school shift system may be thought of in two main spheres, positive and negative. The positive effects look at how the school shift system has been of help to stakeholders, educational authorities and planners, teachers, parents and even the students. On the other hand, the negative effects look at how the school shift system is adversely affecting, personnel, teaching and learning. The main purpose of shift system schooling is according to is to increase the supply while avoiding the dangers of the impact of the pandemic so that the learning process continues in accordance with government recommendations.[25]

Introduction of shifts allows a single set of buildings and facilities to serve more students. This may be especially important in urban areas where land is scarce and buildings are expensive. Therefore, convinced that shift schooling has helped many countries to address the issue of access and to move towards universal primary and secondary education. In addition to addressing financial constraints and access to education, other purposes of the double-shift system is also to use human resources more intensively and effectively, for example, in cases where the same teacher is teaching different sessions. This type of arrangement can reduce the political tension in education that arises from receiving a low basic salary.

In some societies the double-shift system makes provision for some pupils to attend school and to work so as to be able to support themselves and their needy families. This arrangement reduces unit costs and thus also school fees. On

---

[25] O. C Nwana, *Introduction to Educational Research for Student-Teachers*. (Nigeria, Iseyin: Irepo Printing Press, 2019), 76.

the other hand, convinced that multiple shift schooling may create problems. She contends that the school day, especially in triple-session systems, is often shortened. This implies that quality is being sacrificed for quantity, resulting in pupils losing some classroom teaching and extra-curricular activities. Also, if teachers work in more than one session, they are likely to be tired. This can cause a further deterioration in quality. This is why the system is grudgingly accepted by most communities is no exception.

Harper makes reference to teachers who are "confronted by a group of tired, dirty and hungry students".[26] The Daily Graphic issue on February 22nd, 2004, carried a story in which the Eastern Regional National Commission on students, advocated strongly that the school shift system should be abolished. He maintained that, the system breads truancy among students, while others hide behind it to avoid being apprehended for not attending classes. Therefore. that most students seen loitering around during school hours generally give the excuses that they belong to the week shift, depending on when they are found outside the classroom.

In another Daly Graphic, the National Co-ordinator of Science Technology is reported to have urged the abolish the shift system since the program does not allow time for students to do enough practical in the sciences but they only engage in the theoretical aspects of the subject. Subsequently, the school shift system has proved disastrous, both in terms of making truants out of students, over stretching the teaching staff who are not paid for the extra hours and its also affecting the

---

[26] W.G. Harper, *The platoon system of education as implemented in primary schools of the department of national education of South West Africa/ Namibia*. (Unpublished Master's thesis. WITS, Johannesburg, 1998), 7.

general performance of students due to the reduction in contact hours and this he said really affects real academic work and teaching in these schools.

In another development, generally the school shift system is being phased out in her district because the shift system in schools has not proved effective adding that classes normally and this has affected the full coverage of syllabus". Furthermore, emphasized that teachers who work in both sessions are likely to be tired and this can cause a further deterioration in quality. Shift systems are sometimes accused of causing social problems because students are only occupied in school for shorter periods and so have more time to roam the streets cause trouble. In the view of many people, the problems posed by the shift system of schooling far outweighs its benefits.

B. Previous Study

There are some researchers who have done research about teaching English by using shift system:

1. Muhammad Sandy Al Fath (2020) conducted a research entitled "*Shift-learning Towards Remote Area on Freshers of English Education at Universitas Ahmad Dahlan"*.[27] This research brings new concepts; a sense of easiness in learning and teaching process, such as, easiness of receiving information (knowledge) through internet, conducting teaching and learning process in distance area. This new concept is called shift – learning. E-learning systems are different from learning that is usually held

---

[27] Sandi AL-Fath, *Shift-learning Towards Remote Area on Freshers of English Education at Universitas Ahmad Dahlan. (*University Ahmad Dahlan, 2020).

in class (traditional learning). In industrial revolution 4.0, it is important that we use internet to fulfill the objective of education. This paper aims to identify the way fresh students from remote areas handle this situation. This research used descriptive qualitative. The research subjects consisted of 12 students of the English Language Study Program of Universitas Ahmad Dahlan in 2019. Data collection techniques were carried out using observation and interviews. From the student's perspectives, it was found that Shift-learning (e − Learning) is not something new for them, Shift-learning (e − Learning) leads students to broaden their knowledge, making them flexible to access the materials. However, less supported facility becomes the significant challenge. It showed that most English students from remote areas are ready to use e-learning in learning English because e-learning is not something new to them. Although less supporting facility and guidance from lecturers become the challenges for students, these do not stop them from using e-learning

2. Dwi Suputra (2021) conducted research entitled "*Teaching English through Online shift Learning*".[28] The aim of this research is to investigate the teaching strategy to be implemented on teaching English through online shift learning. The design of the present study is a literature review design. Related studies about strategies on teaching English through online learning were analyzed in order to be described in present study. The finding of this present study show that teaching through video

---

[28] Dwi Saputra, *Teaching English through Online shift Learning.* (Universitas Pendidikan Ganesha,2021).

conferencing, instant messaging, and game could be useful strategies on teaching English through online learning. Video conferencing is found appropriate for enhancing oral interaction. Instant messaging is found appropriate for enhancing written interaction. Game is found appropriate for creating enjoyable learning atmosphere. There is high recommendation for teachers to use the strategy based on learning goal and situation. Teachers could utilize various ICT applications or platforms which support the implementation of the strategies.

3. Marilia (2020) conducted research entitled *"Multiple-Shift Schooling: International Context And The Brazilian Case".*[29] The article systematizes the main concepts, arguments and characteristics of multiple shift schooling in the international context and in Brazil, through bibliographic and documental research. The presentation of the specificities of the multiple-shift schooling in different countries provided elements for the analysis of the Brazilian case. The article highlights the emergence of multiple-shift schooling in the early twentieth century, its widespread nationwide, the emergence of experiences of extended school day, the naturalization of the multiple-shift schooling in the country, the diversity of shifts, school day and schedules and the recent goal of full-time education. Expanding the provision of full-time education does not necessarily mean eliminating multiple-shift schooling. There are still numerous challenges for public schools (half-day or fullday). Analysis of

---

[29] Marilia, *Multiple-Shift Schooling: International Context And The Brazilian Case* (Paulo State University, 2020).

school day and full-time education associated with multiple-shift schooling may bring new perspectives to the formulation and implementation of educational policies.

4. Zohorul Islam (2021) research title "*Shift of English Literature Learning from Classroom to Online: Preferences and Attitude of Bangladeshi Undergraduate Students*.[30] This paper explores the English Literature classes that are taught online in Bangladeshi universities and the attitude of the students towards these classes. The new-normal after the Covid-19 outbreak forced the students to attend classes online and their experience about the English Literature classes are investigated in this research. The total number of participants for this study was ninety-seven. The research was conducted on the students of the Department of English in four private universities in Bangladesh. A survey questionnaire was prepared consisting of twenty questions to collect the data online. The data was analysed with quantitative method of research. Digital statistical software Microsoft Excel used for the data analysis. The research finding shows that the students find poetry and short story classes effective and engaging in online classes but showed unfavorable attitude towards novel and drama classes. The results also show that the students want more opportunity to share their opinion in the class and preferred visual aids in online classes. This study implies that while the instructors and the students are going through an unprecedented challenge of learning English Literature in

---

[30] Zohorul Islam, "*Shift of English Literature Learning from Classroom to Online: Preferences and Attitude of Bangladeshi Undergraduate Student.* (Green University of Bangladesh, Dhaka, 2021).

online classrooms, the obstacles can be mitigated through increasing interactive classroom discussion and precise use of multimedia tools while teaching different genres of English Literature.

5. Bunga Febriani (2017) with title *"The Roles of Language Shift in English Language Teaching (A Case Study in the Class of Grammar III in the English Department in Universitas Galuh Ciamis"*.[31] This study emphasizes the use of language shift in the English language teaching classroom. Language shift is a common phenomenon in multilingual conversations, in this case, in the teaching and learning process in language classrooms. The purposes of the study are to find out the use and the roles of language shift in EFL classrooms, how the roles contributed to the Teaching English as Foreign Language in the EFL, and how the language shift affects the process of teaching and in the EFL classroom. The study employed a qualitative approach by using interview and classroom observations as the instruments of the research. The study was a case study in the teaching and learning process of Grammar III to the second-grade students of English department in Universitas Galuh Ciamis. The findings of the study revealed that using language shift while learning and teaching English is useful in the process of teaching and learning English as a foreign language, in this case in the subject of Grammar III subject; and that code-switching as one of the kinds of language shift is necessary and inevitable in language classrooms.

[31] Bunga Febriani *"The Roles of Language Shift in English Language Teaching (A Case Study in the Class of Grammar III in the English Department in Universitas Galuh Ciami* (Universitas Galuh Ciamis ,2017).

Taking from research Findings above the application of system shift learning is often carried out even outside the region even from the research above, learning by using the shift system can be said to be very effective for more effective quality learning. however, the shift system learning in this study was applied because they applied full day learning. So that, some of these studies indicate the influence of learning activities using the shift system. However, the researcher who will be doing this will discuss teaching activities from the learning experience by implementing a shift system where for the Aceh region itself, especially the shift learning system, the new system is implemented during the pandemic. Therefore, in this study, we will discuss how learning activities are carried out through a shift system and the constraints faced during shift system.

CHAPTER III

RESEARCH METHOD

A. Research Design

In this study, the researcher used qualitative research. Qualitative research used by the researcher to conduct this study because the researcher seeks to understand a phenomenon, a process, or a particular point of view from the perspective of those involved.[32] The central purpose of this study was to understand the world or the experience of another. The ultimate goal of this kind of research was to portray the complex pattern of what being studied in sufficient depth and detail so that someone who has not experienced it can understand it. This research focused on the teaching activity using shift system during pandemic

Qualitative research discussed a variety of strategy, including case study, ethnography, critical ethnography, performance ethnography, grounded theory, phenomenology, narrative inquiry, historical research, descriptive research, document or content analysis, naturalistic observation, and focused interviews.[33] This research is categorized into the descriptive study which refers to the researcher's act in arriving and identifying a rich description of the people, objects, events, places, conversations and so on.

---

[32]Ary Donald and Friends. *Introduction to Research in Education* (USA: Wadsworth Group,200), 453.

[33] Ary, Donald and Friends, *Introduction to Research,…*455.

B. Place and Time of Research

The research was conducted at SMAN 3 Langsa which is located on Chut Nyak Dhien street, Gp. Jawa, Langsa City. The researcher selected the second grade of SMAN 3 Langsa in the Academic Year of 2022. The researcher chose the location because SMAN 3 Langsa is one of the schools that implements shift system in December 2021. In addition, shift system learning is only implemented during the pandemic period. Therefore, the researcher decided to choose this location to find out the activities of teaching English using shift system. The research was conducted for two weeks from May, 18th 2022 to May,27th 2022. For collected the data from questionnaire the researcher began from 18th up to 24th May 2022. Then, to get the data more completed the researcher collected documentation on 24th and 27th May 2022. There were schedule from activity research in the field.

C. Subject of Research

Subject in a study required to get the needed information. Ladico et.al reveal "depending on the types of question asked, the researcher will want to select the subject so that they will be able to provide the key information essential for the study".[34] Thus, in this research, the researcher used purposive sampling to achieve the subject of research . Purposive sampling helps a researcher to select individuals that can provide the needed information to understand the case, to

---

[34] Marguerite G.Ladico. *Method in educational research from theory to practice* San fransisco Bass. 2006. http// jurnal method.ac.id, di akses pada tanggal 11 February 2022 pukull 09.00.

answer the research question, and to address the purpose of the research.[35] The researcher chose the participants regarding the characteristics or required criteria. From all the teachers who teach English at SMAN 3 Langsa, the researcher only chose one teacher who teach at the second grade to be respondent of this research and also ten students from one class.

D. Source of Data

Source of data can be classified into two those are primary data and secondary data.[36]

1. Primary data

   Primary data is related to the subject of this study that is selected by the researcher directly. In this type of research, the primary data source included of questionnaire and documentation with the subject of this research.

2. Secondary data

   Secondary data is a source of data that was taken by the researcher indirectly from the subject. It can be from relevant books, journal, etc. The secondary data source of this research were accepted to complete the primary data. It was from any relevant book, journal of school, school archives about the history of school, etc and some photos when the researcher conducted the observation in the subject's classroom.

---

[35] C. R Jack,., & A. R Willy,. *Methodology in Language Teaching: An Anthology in Current Practice*. Cambridge: Cambridge University Press,2008), 88.

[36] Sugiono. Metodologi *Penelitian Pendidikan Pendekatan Kualitatif, dan R & D.* (Alfabeta: Bandung, 2011), 153.

E. Research instrument

Instrument has important functions in this research. Instrument is one of the significant steps in conducting this research. Therefore, the researcher must choose an instrument in the process of collecting data. Research instrument is tool of collecting data that should be valid and reliable. According to Arikunto the device the researcher uses to collect data is called instrument. Instrument has important in this research.[37] Instrument is one of the significant steps in conducting this research. The successful of research is much decided by instrument used, because data which is need to answer research question and examine gained trough instrument itself. Instrument was constitute measurer that used to get qualitative information about variation of characteristics objectively.[38] The instrument of this research were questionnaire and documentation. The instruments from researcher is to know English teaching activity using shift system.

F. Technique of Collecting Data

In this research the researcher used questionnaire and documentation for the procedure of collecting dara to apply in this research as following :

1. Questionnaire

The questionnaire is to answer both of the statement problems on this study, the students responses to a set question that is formulated to get information from subject of the study about their opinion. In this study, the

---

[37]Suharsimi Arikunto, *Metode Penelitian Kualitatif*, (Jakarta: Bumi Aksara,2006),126.
[38] Ibnu Hajar, *Dasar- Dasar Metodologi Penen;ituian Kuantitatif Dalam Pendidikan*,(Jakarta: PT. Raja Grafindo Persada, 1999), 160.

researcher used open-ended questionnaire as the third tool. According to Cohan, "Open-ended questionnaire is very attractive device for smaller scale research or for those sections of a questionnaire that invite an honest and personal comment."[39]

It meant the researcher gave some questions and asked the students to give their reasons. The benefit of using open-ended questionnaire is to allow respondents to include more information includes their feeling, behavior and opinion to obtain student's answers that are appropriate with the goal of the study.

2. Documentation

Document is a concrete evidence used in research in the form of shapes, drawings, books, small notes, and soon. Besides, documentation method is a technique of collecting data that is indirectly given to research subject.[40] Sources of data for the document is the all of the document teaching and learning process using shift system during pandemic.

G. Technique of Data Analysis

In qualitative research, data analysis begin when the observation started. According to Sugiyono, "data analysis is the process of systematically searching and arranging the interview transcripts, observation sheet, and other materials that you accumulate to increase your own understanding of them and to enable you to

---

[39] L.Cohen, *Research Method in Education (Six Edition)* (New York : Routledge, 2007), 145.

[40] R.C Bogdan & S.K.B Biklen. *Cualitative Research for Education to Theory and Methods. Allyin and Bacon,*(Inc: Boston.,1998), 11.

present about what you have discovered to other".[41] Data analysis is a process whereby the researchers systematically search and arrange the data in order to increase their understanding of the data presented and to enable them to present what they learned to others. Data analysis is done after the data is completely collected.

The researcher followed steps in data analysis by Milles and Huberman which is called as *Interactive Analysis Model* that consists of data collection, data reduction, data display and drawing conclusion.[42]

1. Data Collection

It helps the researcher to code the important information from the activity done in the class. That the research can actually begin some data analysis in the field, while collecting the data. Furthermore, process coding is the process continuous categories may be changed merged or omitted new categories are generated and new relationship can be discovered.

2. Data Reduction

The next phase is data reduction. Data reduction is form of analysis that sharpened sorts, focuses, discards, and organizes the data in such a way that final conclusions can be drawn and verified. Data reduction is applied based on the research question. The data which were not suited with the proposed research question were discarded. In this case, the researcher only identified about teaching English activity using shift system. All the taken data were transcribed and the selected data were the

---

[41] Sugiyono. *Metode Penelitian Kuantitatif Kualitatif dan R&D..,*334.
[42] Milles Huberman& *Qualitative Data Analysis* (London: Safe Publisher,1994),10.

organized to be displayed. Therefore, unimportant data were reduced by the researcher.

3. Drawing Conclusion

The data display presents the process of showing data simply in the form of table, and graphic in order that the data collected is mastered by the researcher as the basic to take appropriate conclusion. In the study, the data that were displayed from questionnaire and documentation. Then, the researcher describe about the activity of teaching English using shift system during pandemic.

CHAPTER IV

FINDING AND DISCUSSION

A. Findings

The data in this research were collected from questionnaire and documentation. The questionnaire and documentation were about of the shift learning system which distributed to the teacher and students of the eleventh grade of IPA 3, SMAN 3 Langsa. This research was conducted from Wednesday, May 18th 2022 to Friday, May 27th 2022.

Based on the result of data collection and analysis, the researcher found the teaching activity experience from open ended questionnaire data. The following are the list of teacher responses to the experience of teaching activities using the shift learning system:

1. Teaching Activity Experience Using Shift System

As we know, the shift learning system is implemented in almost all schools in Aceh in particular, including SMAN 3 Langsa during the pandemic or covid-19 outbreak. The shift learning system was carried out in order to reduce the spread of covid-19 and also tried to maximize the educational procedures that have been regulated by the government. Shift learning System is a new learning process which generates experience for teacher and students in its implementation. Therefore, the following is the experience of teaching English to students by using the shift system obtained from result of teacher questionnaire.

a. The application of shift learning systems and its reasons.

To obtain clear information, the researcher asked questions related to the timing of the implementation of shift learning system at SMAN 3 Langsa and why did the school take part in applying the shift learning to their students. As for the answer from Mr. JI is the following

The e-shift system learning at SMA Negeri 3 Langsa will be held in the new school year, June 2021, along with the increasing number of Covid-19 cases in Aceh, especially in Langsa City. The reason for implementing the shift system was after the government decided for all students to study from home or online. Then after world conditions began to recover from the covid-19 outbreak, the government decided to re-implement offline learning through shift system and this must be obeyed by all levels of education including SMAN 3 Langsa.

Based on this statement, the shift learning system was carried out in early June 2021 and by other schools as well. The school itself implemented this learning because of the government regulations that cannot be contested. Related to the implementation of the shift system that has just been implemented at SMAN 3 Langsa, of course there are differences from previous learning situation. The following are activities for teaching English by using the shift system described by MR JI:

b. English Teaching Activities Using the Shift System

The shift system implemented did not stop the teaching and learning process (KBM), but reduce the meeting schedule and school hours from 45 minutes to 30 minutes. Even to study at home by using a smartphone. In addition, the number of students in the class was

limited and the meeting was divided into 2 different weeks in one class so that the number of students was only 15 people and for the other 15 students will study by the following week. This activity was carried out continuously during shift learning system. Then, this teaching activity makes the teacher be able to manage the time, the number of students, and even the materials learn which were very different from the previous normal learning.

Teaching activities by using the shift system are very limited in time. With 30 minutes of each meeting, of course there will be obstacles in conveying the material and this can also make the teacher less optimal in delivering learning material and so do students in understanding the learning material. The English teacher also agreed with the following answer:

c. Shift system helps the process of learning English

There are two different point of view related to learning English using this shift system. During the pandemic the shift system is a better alternative to keep learning face to face than studying from home during the lockdown period. Another point of view, the shift learning system is ineffective as there are many negative impacts on students in accepting the learning process. The school limits the time to study less than 30 minutes each meeting and this not optimal for learning.

From the answer above, it can be said that shift learning system is not a way to help students to understand English learning well. However, it actually caused many problems with the implementation of the shift system, especially for the SMAN 3 Langsa school itself. This is because the implementation of the shift system is not carried out with maximum rules and conditions because it is only

implemented during the pandemic. It turns out, the implementation of this system shift has more negative impacts than its positive impacts. This was as stated by MR. JI

d. Positive and Negative Impacts of Shift Learning System

> *Yes of course there is. The positive impact is that the number of students in the class is limited with a small number so that the class conditions are more conducive and more effective than before with large number of students. They make noise and also play a lot. While the negative impact the shift learning system implemented during the pandemic period was ineffective and required attention because the time indicated was not optimal. Students tend to complain that they did not understand learning. Teachers find it difficult to organize material so that there are often repetition and interaction between students are also limited.*

Based on the teacher statement, the shift learning system has more negative impacts on students in understanding the learning process. The teacher also said that with shift learning, the learning system actually became less effective. Moreover, before the implementation of the shift system, students faced an online learning system and had to use a smartphone through an application used by the teacher and from the online learning process. Many students actually lost their focus on learning, even some of them misused smartphone for things outside learning. Therefore, with the shift system implemented in June 2021 the learning process became unstable and still requires special attention. It is better for this shift learning system not to be resumed and preferably when the conditions

have improved the learning and can be carried out normally. This is confirmed from the answer to the last questionnaire by Mr. JI:

e. Long Term Implementation of shift system

> *In my opinion, the shift system has no benefit. The material from the teacher is not perfectly absorbed by students. Students become increasingly trivial with learning, they are also very dependent on smartphone. Learning shift systems will not work as effectively as before. This is because the teacher cannot provide learning strategies or various media to help students understand the material due to a very short time so I think it is better if this system is abolished or updated with terms and conditions that have been revised.*

From all answers of the questionnaire that was explained by Mr. JI as the eleventh grade English teacher of SMAN 3 Langsa. It can be concluded that the experience of teaching English, especially by using the shift system, did not go well and gave many negative values rather than positive values. This was also a problem for teachers to adjust the material and students' abilities. So that, teacher felt it is better for the system took place during the covid-19 period not to be extended and instead it is hoped that it will return to normal as before. Therefore, there were also many negative impacts on shift learning system behind the least positive impact of teaching experiences using the learning system.

Besides, the researcher also gave a questionnaire to the students to see their answers related to the obstacles they found during the shift learning system. The questionnaire was conducted from May 20 to May 27, 2022. The researcher gave the questionnaire to all students in only one class.

2. The Obstacles in Learning Activities Using Shift System

Obstacles in learning will certainly be faced by each of the rest. However, the obstacles in learning are certainly different. During the pandemic, students went through an unusual and unprecedented learning process. Before studying with the shift system, students studied online which they did not meet directly with the teacher. It made it more difficult for students to receive learning than before. Furthermore, students also used their mobile phones more often every day for the reasons to stud and they are off school for a very long period of time. Then, when the shift system is implemented, of course new problems arise, namely the time restrictions they experience in the learning process apart from teachers who receive complaints and the students also experience the same thing. The following are students' responses to the shift learning system.

a. The application of shift learning systems and the reasons.

The following are students' answers regarding the timing of the implementation of the shift system in their school and also the students' learning activities while using the system shift, according to the rest of the Students MK:

> "*The learning by using shift system will start in June 2021. Then the learning activities are the same as normal learning but we are divided into two groups and the time is also shorter than usual.*

The following are the responses from four other students, namely RR, MN, SK, and NT related to shift learning system activities.

> "*The shift learning system as I recall was carried out in early June, and we learned in different ways, starting from the arrangement of students who were divided into two parts in 1 class, we had less*

time to study, and we also often repeated the same material when
studying"

Other students stated

"I forgot the date, if was not mistaken, it was on June 2021 for 2
months. The learning activities seemed to be less effective because
it was very different from the previous one which was full face-to-
face without any reduction in number of hours and also a reduction
in students in one class.

"When studying by using shift in June 2021, the learning activities
were calmer and less noisy because to the number of students used
to be large, but studying by shift system has fewer students. To
understand the material was more difficult through the shifts
learning.

The last opinion was from NT*:*

"Learning activities by using the shift system were very tiring to
remember the school schedule, because it was divided into two
different meeting weeks. The shift system was implemented in June
2021.

Based on the answers of the five students, the shift learning system was
relevant to what Mr. JI said, which it was held in June, 2021. Meanwhile, for their
learning activities they had different perceptions but the same goals where there
were differences in the shift learning system process from the previous offline
learning.

b. Learning Activities by Using Shifts System and Students' Obstacles

Afterwards, the researcher also asked the students questions related to
learning English activities and the difficulties they encountered while learning
through shift system, here are the answers from 5 other students. According to PA

learning the shift system was very ineffective because of the study schedule was changed every week:

> *"I encountered many obstacles while studying during shift system. In fact, I often forgot the school schedule because the week was different, then I often had difficulty understanding the learning material, it made it even more difficult.*

Meanwhile, according to AL:

> *"This shift system was more tiring in my opinion, and it also made difficult to understand the material".*

Then, three other students also had almost the same opinion as AF:

> *"I think learning this system shift makes learning conditions less stable, especially after a long lockdown we become more confused and find it difficult to understand the learning,"*

Moreover, the same thing also said by AF:

> *"The activities are like normal learning, but there are so many obstacles. It is quite often to happen that the teacher has not finished explaining the material but the learning time is over. In my opinion, it is not very exciting.*

The last, AS conveyed that:

> *"Learning activities are confusing as long as this system is implemented, it's better to study normally as it is now."*

Thus, from all the answers of students who expressed their opinions about learning activities through the shift system, there were many obstacles they found during the learning and almost all of them stated that the time was very limited so that the learning process was not optimal. So they more move confused

learning through shift system than previous offline learning. Therefore, students found many obstacles during learning activities.

c. Students' Interest in Learning During Shift System

Based on question about students' interest in learning through shift system, all of the students responded they were lack of interest in the learning. This was expressed by five students answers as shown below. AN responded as following:

> *"I'm not interested because during the shift there were many repetition of material because only one shift learns it, so the other shifts will miss the material.*

Likewise MK stated that:

> *"We were unhappy as the material we study has to be repeated and sometimes even our own teachers often forget the schedule for next material which was on shift. The teacher must be confused in arranging the material we will study for each shift at each meeting.*

Therefore, MK also expressed his feeling during the learning as follows:

> *"I'm really not interested, even if possible, never apply the shift learning system again because it really confused us as students.*

SK stated similar that:

> *"I'm not very interested in learning during the shift system, apart from making us even more lazy to go to school because we have a lot of holidays, it also makes us fall behind on the material that we should be good ."*

> *"I really don't like and have no interest in learning during the shift system during the corona period. It is good that the learning*

continues as it is now so that we, who were a little difficult to learn English, become better than learning system shifts."

Thus, students prefer to study offline as the time before the shift learning it is because they find it difficult to learn many other obstacles they get. Students' motivation to learn English is also reduced by the shift system.

d. Positive and Negative Impacts of Shift System on Learning English.

Although there are many obstacles due to shifts system, of course there is a positive impact from the learning. This was expressed by all students as NT stated:

"Of course there are positive and negative impacts, during the learning process uses a shift system. The positive impact where when the learning process was in progress, the classroom atmosphere becomes calmer and less noisy as usual, the negative impact of this system was it is many often repetitions of material.

Besides that, PA also stated the positive and negative impacts of the shift system learning

"There are positive and negative impacts. The positive side was when learning was more controlled because there were not too many students in the class. While the negative impact was the lack of time affects our learning ability".

AL also conveyed the same thing:

"The positive impact of shift learning was that the classroom atmosphere system was more conducive, learning can be more focused. However, the negative impact was that students are often lazy

to go to school because school schedules were starting to become irregular, then limited time constraints became less effective.

Next, AF said:

"Yes, there were positive and negative impacts. The positive impacts were calmer and we listen to the teacher's explanation clearly, the negatives are repetition of material and the time was limited.

The last opinion was from AS:

"*The positive impact of system shift learning was that learning can be more focused, but the negatives were that there was less time and the material was not very clear.*

In other words, learning English using the shift system has a positive impact on the focus of students' learning, because fewer students become more controlled students and it was easier for the teachers to manage students in class. However, the shift system arrangement that made negative impacts arose from both students and teachers such as lack of time, material that will be repeated because of shift arrangements, students became less motivated to learn because they often had holidays. Therefore, there were many negative impacts of system shift learning.

e. Long – Term Shift Learning System

Related to the opinion of students if the shift system was extended for a longer period of time they agreed that they did not want learning using this shift system to be applied longer. Besides, that they also agreed with their teachers who feel they did not agree if the system shift was carried out for a longer period of

time. The following were the reasons students related to their disagreement if the shift system was extended. The following were HN answers:

>*"I totally disagree if this system shift learning is extended because in one class it is divided into shift A and shift B which makes us often miss learning material*

While MK conveyed:

>*I really don't agree if the shift learning system is extended, even though the class atmosphere is calmer and less noisy, but we can't study more excitingly as usual because the teacher rarely brings fun methods or media to class due to limited time*

Then RR students said:

>*"I disagree, I don't think it's more effective, it's even more confusing by dividing the shifts in each meeting.*

The same thing was also conveyed by MN who disagree if the shift system was extended.

>*"In my opinion, if the shift system is continued and even extended, more students will be left behind in their understanding of learning, especially for learning English.*

The last was SK he said "

>*I really disagree, because this shift learning system will only fool us as students because the time is short and very ineffective.*

Therefore, from all students' answers related to their obstacles in learning English using the shift system, it can be concluded that learning English, especially during the shift system was very ineffective and there were many

obstacles that students encountered during the learning experience using the shift system. The most important point related to students' constraints in the shift learning system was less time made learning did not work effectively.

B. Discussion

Based on the data from questionnaire, the researcher gave further information and discussion as follow:

This research was conducted at the second grade students of SMAN 3 Langsa related to the shift learning system at the time of Covid19 in the 2021 school year. The purpose of this study was to find out the experience of teaching English activities by using shift system during the pandemic period and also to find out the obstacles of students in learning English while using the shift system. In addition, this research was conducted at one class XI Natural Sciences teacher of SMAN 3 Langsa with a number of students were 35 in one class but the researcher only focused on ten students. The results of this study were obtained from teacher and students through open questionnaires shared by the researcher. Before the shift system students faced e-learning learning by using applications such as Google Classroom, WhatsApp, Zoom, and others. Based on the teacher experience in teaching English using shift system implemented did not completely stop the teaching and learning process (KBM), but reduced the meeting schedule by reducing school hours from 45 minutes to 30 minutes and to study at home by using a smartphone. In addition, the number of students in the class was limited and the meeting was divided into 2 different weeks in one class so that the number of students was not too many. Each class consisted of only 15 students and for

the other 15 students the learning will be held by the following week. This activity was carried out continuosly during shift learning system. Then, this teaching activity also made the teacher had to be able to manage the time, the number of students and even the material which was very different from the previous learning. Teaching activities using the shift system were very limited in time which was 30 minutes for each meeting. There were obstacles in conveying the material and this also made the teacher less optimal in delivering the lesson.

It can be concluded that the experience of teaching English, especially during the shift system did not go well and gave many negative values rather than positive values. This was also a problem for teachers in adjusting the material and students' abilities. So that, teacher felt it was better for the system shift learning process that took place during the covid-19 period not to be extended and instead it was hoped that it will return to normal as before. Therefore, there were also very many negative impacts on shift learning system.

Furthermore, Bray states that one of the exponents of the multiple shift school system as it is organized and implemented admits to the lack of literature on this pertinent educational topic.[43] However, the application of the shift system carried out in Indonesia, especially Aceh still has many deficiencies that make the learning system less effective starting from the management of time and also the way teachers prepare materials for two different groups of students every week. Therefore the application of this system shift has a lot of shortcomings that make teachers and students disagree if they must learn through shift system. In addition,

---

[43] M Bray. *Multiple-shift Schoolings, Design and Operation for Cost Effectiveness*. (University of Hong : Cooperative Program, 2001), 1.

from the statement of students, it was revealed that they had many obstacles starting from the lack of time and difficulty in understanding the material. Nevertheless, there was also positive and negative impacts in learning process during shift system. The positive impact was when the learning process was in progress, the classroom atmosphere became calmer and less noisy as usual. The negative impact of this system shift learning was often repetition of materials or missing previously materials. So that, from the experience of the teaching activities by using a shift system there were many obstacles and also no better than offline learning applied in schools.

As for several previous studies that examined the shift system, the result found answers that were almost the same as this research for example, Yogie Kairusta examined the impact of the implementation of the shift system on student learning outcomes. The finding indicated that the implementation of the shift system on students worked effectively in accordance with the curriculum and the shift system also had a positive impact, that was students were more focused on learning because the number of students were not too many and they were divided into two groups which made the class atmosphere calmer.[44] Then, there was a negative impact which made students faced difficulties in learning because the duration of the learning changed significantly. The duration for the learning became shorter. This made students difficult to understand the lesson.

Furthermore, Achsia Devi's research examined the role of teachers in managing the shift system described the same results which stated that the shift

---

[44] Yogie Kairusta, *Dampak Sistem Pembelajaran Shift bagi peserta didik pada mata pelajaran Sejarah. Jurnal Pendidikan Sejarah dan Ilmu Pendidikan* (2021),Vol.5 No.3, 1

system can be applied in accordance with the regulations set by the government.[45] The teacher was overwhelmed in managing the class due to the different schedules of teaching in each group in one class. So that during the implementation of the shift system the teacher had difficulty in remembering the different schedules of each class and each group.

Lastly, the same result was also obtained in a research conducted by Amri Fadlullah who researched the advantages and disadvantages of implementing the shift system the result showed that the shift system contributed positively in classroom management.[46] This was because the number of students were not many. It made teachers more comfortable and, easier in conveying the material. However, the problem a rose was that students found it more difficult to understand the material due made quote time for the teacher to explain the material. This was a problem that mostly occurred during the implementation of the shift system.

Based on the three previous studies above it can be concluded that almost all studies that examine the implementation of shift systems had the same constraints. Where, the problem with the implementation of the shift system was the reduction of ineffective time and teacher's difficulty in managing the schedule.

---

[45] Achsia Devi, *Peran Guru dalam Pengelolaan Kelas Shift Sistem Pada Mata Pelajaran Ilmu Pengetahuan Sosia*l. Jurnal Ilmu Pengetahuan Sosial, 2021. Vol 4, No.2, 2.
[46] Amri Fadlullah, the *Advantages and Disadvantages of Implementing the Shift System for Students in Learning English*. Journal of Cultural Studies 2020. Vol.7, No.1

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings of study, the researcher concluded that:

1. The experience of teaching activity using shift system have an impact on the learning process. Where, the shift system applied at SMAN 3 Langsa is divided into two shift group A and B and each group learn English in two different meetings. Then, the teacher must arrange the schedule and students' material according to the syllabus simultaneously on different days. This is often lead to a mistake for the teacher when repeating the material. In addition, the duration of the learning was only 30 minutes which the previous duration was 45 minutes. Based on the result, it can be concluded that the teaching activities using the shift system were not running optimally.

2. Students also experienced obstacles in learning. Almost all students complained that they do not like the implementation of learning using the shift system. apart from the problem of shorter learning period, repetition of material, and also they give other reasons such as difficulty to understand the material conveyed by the teacher because sometimes the explanation is often incomplete due to the time is limited. They also lazy to study and go to school because the learning was divided into shifts A and B. Although there was a positive impact, namely the implementation

of the shift system, students became more focused because fewer students made the class atmosphere were more conducive.

B. Suggestion

Based on the conclusion, it is suggested that :

1. For English teacher

    Hopefully in the future, the English teachers are expected to be able to create the learning material and develop students' concentration in learning activities.

2. For students

    Students will increase their interest in learning English and adapt themselves to the use of the platforms to overcome the lack of understanding of the learning material

3. For the next researcher

    Future researcher can use this study as additional source and explore more about shift learning system in English teaching learning process.

BIBLIOGRAPHY

AL-Fath, Sandi *Shift-learning Towards Remote Area on Freshers of English Education at Universitas Ahmad Dahlan.* University Ahmad Dahlan, 2020.

Arikunto, Suharsimi. *Metode Penelitian Kualitatif*, Jakarta: Bumi Aksara, 2006.

Boghdan, R.C & Biklen, S.K.B. *Cualitative Research for Education to Theory and Methods. Allyin and Bacon,* Inc: Boston., 1998.

Bray, M. *Multiple-shift Schoolings, Design and Operation for Cost Effectiveness*. University of Hong : Cooperative Program, 2001.

Brumfit, C.J. *English for International Communication.* Oxford : Perganon Institute of English, 1982.

Cohen, L. *Research Method in Education (Six Edition)*. New York : Routledge, 2007.

Callahan, Joseph. *Teaching in the Middle and Secondary Schools*. New York: Macmillan Publishing Co. Teaching, 2002.

Devi, Achsia *Peran Guru dalam Pengelolaan Kelas Shift Sistem Pada Mata Pelajaran Ilmu Pengetahuan Sosia*l. Jurnal Ilmu Pengetahuan Sosial, Vol 4, No.2, 2. 2021.

Donald, Ary and Friends. *Introduction to Research in Education*. USA: Wadsworth Group, 2000.

Douglas, H. Brown. *Principles of Language Learning and Teaching.* Fifth edition. Addison Wesley. Longman, Inc. A Pearson Education Company, 2007.

Fadlullah, Amri, the *Advantages and Disadvantages of Implementing the Shift System for Students in Learning English*. Journal of Cultural Studies Vol.7, No.1, 2020.

Febrian, Bunga. *"The Roles of Language Shift in English Language Teaching A Case Study in the Class of Grammar III in the English Department in Universitas Galuh Ciami* . Universitas Galuh Ciamis , 2017.

G, Ladico Marguerite. *Method in educational research from theory to practice* San fransisco Bass. 2006.

Hajar, Ibnu *Dasar- Dasar Metodologi Penen;ituian Kuantitatif Dalam Pendidikan*, Jakarta: PT. Raja Grafindo Persada, 1999.

Harper, W.G. *The platoon system of education as implemented in primary schools of the department of national education of South West Africa*. Unpublished Master's thesis. WITS, Johannesburg, 1987.

Huberman, Milles. *Qualitative & Data Analysis* London: Safe Publisher,1994.
Islam, Zohorul. "*Shift of English Literature Learning from Classroom to Online: Preferences and Attitude of Bangladeshi Undergraduate Student.* Green University of Bangladesh, Dhaka, 2021.

Marilia, *Multiple-Shift Schooling: International Context And The Brazilian Case* Paulo State University, 2020.

H.L.B, Moody , *Varieties of English.* Singapore: Longman House Group, 1970.

Hornby, AS. *Oxford Advanced Learner's Dictionary*. Oxford: University Press, 1995.

Jack, C. R, & Willy,A. R .*Methodology in Language Teaching: An Anthology in Current Practice*. Cambridge: Cambridge University Press, 2008.

J, Aggarwal. *Teaching of Social Studies*. Delhi: Vikas Publishing House, 1999.

Kairusta, Yogie, *Dampak Sistem Pembelajaran Shift bagi peserta didik pada mata pelajaran Sejarah. Jurnal Pendidikan Sejarah dan Ilmu Pendidikan* Vol.5 No.3, 1. 2021.

Macmillan, H. O. A. *The Development of Education in Ghana*, London: Longmans Green and Co. Limited. 1964.

Mudjiono, and Dimyati. *Belajar dan Pembelajaran.* Malang University. 1994.

Moon, Bob and Shelton, Ann. *Teaching and Learning in the Secondary School*. Canada: Routledge. 2011.

Myers, D. G. *Exploring Psychology.* New York: Freeman & Co, 1996.

Nwana, O. C. *Introduction to Educational Research for Student-Teachers*. Nigeria, Iseyin: Irepo Printing Press, 2019.

Partin, L Song, Liyan et.al. *Improving Online Learning: Student Perceptions of Useful and Challenging Characteristics*. Journal of Ethnic and Cultural Studies. 2020.

Qiong, O. *A Brief Introduction to Perception Studies in Literature and Language*. New York: State University of New York Genesco, 2017.

Ronald. *Classroom Teacher's Survival Guide.* San Francisco: Jossey-Bass, 2005.

Roijakers, Ad. *Mengajar dengan Sukses*. Jakarta: Gramedia, 2011.

Sardiman. *Interaksi dan belajar mengajar,* Jakarta: Rajawali Press, 2014.

Sugiono. Metodologi *Penelitian Pendidikan Pendekatan Kualitatif, dan R & D.* Alfabeta: Bandung, 2011.

Turney, C et al. *Sydney Micro Skills Redeveloped*. Sydney: Sydney University Press, 2007.

KUESIONER GURU

UNTUK MENGETAHUI AKTIVITAS MENGAJAR BAHASA INGGRIS
MENGGUNAKAN SHIFT SISTEM

Nama   : Januar Irawan, S.Pd

Guru kelas   : XI IPA 3

1. Since when has shift system learning been implemented in this school, and why? (Sejak kapan pembelajaran sift sistem dilaksanakan di sekolah ini, dan apa alasannya?) **The e-shift system learning at SMA Negeri 3 Langsa will be held in the new school year, June 2021, along with the increasing number of Covid-19 cases in Aceh, especially in Langsa City. The reason for implementing the shift system was after the government decided for all students to study from home or online. Then after world conditions began to improve from the covid-19 outbreak, the government decided to re-implement offline learning but on the condition that it implements a shift system and this must be obeyed by all levels of education including SMAN 3 Langsa.**

2. (How is the activity of teaching English using the shift system, please explain!) Bagaimana aktivitas mengajar bahasa inggris dengan menggunakan sift sistem, jelaskan! **The shift system implemented does not completely stop the teaching and learning process (KBM), but reduces the meeting schedule between students by reducing school hours from 45 minutes to 30 minutes. Even to study at home using a Smartphone. In addition, the number of students in the class is limited and the meeting is divided into 2 different weeks in one class so that the number of students is not too many in every one class consisting of only 15 people and for the other 15 students it will be held the following week. This activity is carried out routinely during system**

shift learning. Then, this teaching activity also really makes the teacher have to be as much as possible in managing the time, the number of students, and even the material which is very different from the previous normal learning.

3. (Is the shift system a way of teaching English that can help the teaching process become better? Please give your reason) Apakah sift sistem merupakan salah satu cara mengajar bahasa inggris yang dapat membantu proses pengajaran menjadi lebih baik? sertakan alasannya! **There are two different points of view related to learning English using this shift system. Because during the pandemic the shift system is a better alternative to keep learning face to face than studying from home during the lockdown period. Then, on another point of view, the shift learning system is very ineffective if it has to be extended because there are so many negative impacts on students in accepting the learning process because the school limits time to less than 30 minutes each meeting and this can be said to be a very not optimal time for learning students can understand the learning material well in accordance with the learning curriculum or syllabus that has been set.**

4. (There are positive and negative impacts in teaching English as long as the shift system is implemented in the classroom? Determine what kind of positive and negative impacts!) Adakah dampak positif dan negatif dalam pengajaran bahasa inggris selama sift sistem di laksanakan di kelas? Setakan dampak positif dan negatif yang seperti apa! **Yes of course there is. The positive impact is that the number of students in the class is limited with a small number so that the class conditions are much calmer and more effective than before with the number of students who are full, they are noisier and also play a lot. while the negative impact is, the shift system learning implemented during the pandemic period is still very ineffective and requires attention, because the time indicated is not optimal, students tend to complain that they do not**

understand learning, teachers find it difficult to organize material so that there is often repetition, and interaction between students also more limited.

5. (Is the shift system good to implement in the process of teaching English in the long term or not? Please give your reason!) Apakah sift sistem baik untuk dilaksanakan dalam proses pengajaran bahasa inggris dalam jangka waktu yang panjang atau tidak? Sertakan alasannya! **In my opinion, the shift system has no benefits, the material from the teacher is not perfectly absorbed by students, students become increasingly trivial with learning, they are also very dependent on Smartphone. Learning shift systems will not work as effectively as before. This is because the teacher cannot provide learning strategies or various media to help students understand the material due to a very short time so I think it is better if this system is abolished or updated with terms and conditions that have been revised for the better.**

KUESIONER SISWA

UNTUK MENGETAHUI AKTIVITAS BELAJAR BAHASA INGGRIS
MENGGUNAKAN SHIFT SISTEM

Nama Siswa   : Muhammad Khadafi

Kelas   : XI IPA 3

1. (Since when has the shift system learning been implemented at your school, and what do you think about learning English using the shift system?) Sejak kapan pembelajaran sift sistem di sekolah kamu dilaksanakan, dan bagaimana pendapat kamu tentang belajar bahasa inggris menggunakan sift sistem? **Learning the shift system will start in June 2021. Then the learning activities are the same as normal learning, but we are divided into two groups and the time is also shorter, not as usual.**

2. (How was the activity of learning English while using the shift system, did you find any obstacles? What kind of obstacles!) Bagaimana aktivitas belajar bahasa inggris selama menggunakan sift sistem, adakah hambatan yang kamu temukan? Hambatan yang seperti apa! **I think learning this system shift makes learning conditions less stable, especially after a long lockdown we become more confused and find it difficult to understand learning,**

3. (Are you interested in the process of teaching English using the shift system? Please explain!) Apakah kamu tertarik dengan proses pengajaran bahasa inggris menggunakan sift sistem? Jelaskan! **"I'm not very interested in learning the shift system, apart from making us even more lazy to go to school because we have a lot of holidays, it also makes us fall behind on the material that we should be good ."**

4. (Were there any positive and negative impacts that you experienced during the process of learning English using the shift system? What are they!) Adakah dampak positif dan negatif yang kamu alami selama proses pembelajaran bahasa inggris menggunakan sift sistem? Seperti apa! **Of course there are positive and negative impacts, when the learning process uses a system shift. The positive impact is when the learning process is in progress, the classroom atmosphere becomes calmer and less noisy as usual, the negative impact of this system shift learning is often repetition of material or missing material previously**

5. (Do you agree or not if learning at school will be carried out with a shift system for a long time? please explain why!) Apakah kamu setuju atau tidak jika pembelajaran di sekolah akan dilakukan dengan sift sistem dalam waktu yang panjang? Jelaskan alasannya! **The positive impact of shift learning is that the classroom atmosphere system is more conducive, learning can be more focused. However, the negative impact is that students are often lazy to go to school because school schedules are starting to become irregular, then very little time constraints become less effective**

The Documentation of English Teaching Activity Using Shift System During Pandemic at SMAN 3 Langsa

AUTOBIOGRAPHY

A. Personal Identity

Name : Maulida Safira

Student's Number : 1042018026

Place / Date of Birth : Langsa, 25 June 2000

Occupation : Student

Marital Status : Single

Nationality / Ethnic : Indonesian

Hobbies : Travelling, Eating, Sporting.

Address : Jln. Panglima Polem, Kp. Jawa Belakang

Gg.Macan, Langsa City.

B. Background of Education

Elementary School : MI Al- Ashriyah (2006- 2012)

Junior High School : MTsN 1 Langsa (2013- 2015)

Senior High School : MAN 2 Langsa (2016- 2018)

University : IAIN Langsa, FTIK/TBI

C. Family

Father's Name : Alm. Tengku Bahagia AB

Mother's Name : Zubaidah

Brother'/ sisterName : Marhamah