

THESIS

**A DESCRIPTIVE STUDY OF TEACHING LEARNING PROCESS IN
EMERGENCY LEARNING SYSTEM DURING PANDEMIC (COVID-19)
AT THE ELEVENTH GRADE ENGLISH TEACHER OF MADRASAH
ALIYAH AL-AMIRIYYAH AT YEARS 2020/2021**



BY

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FACULTY OF EDUCATION AND TEACHER TRAINING
ISLAMIC INSTITUTE OF DARUSSALAM
BLOKAGUNG BANYUWANGI**

2021

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Presented to the Faculty of Education and Teacher Training
in a Particular Fulfillment of the Requirement for the Degree of Strata 1 in
English Education Department

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2021**

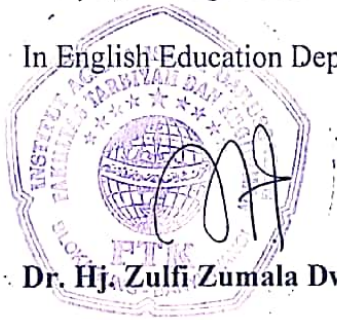
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This is certifying that Sarjana's thesis of **Marinda Elsa Andini** has been approved by thesis advisor for further approval by the board of examiners.

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MOTTO AND DEDICATION

Motto:

"The Roots Of Education Are Bitter, But The Fruit Is Sweet."

-Aristoteles-

Dedication:

With pride and joy, I dedicate my gratitude and thanks to:

1. Allah SWT, because it is only by His permission and grace that this thesis can be made and completed on time. Infinite thanks to God, the ruler of nature, who blesses and grants all prayers.
2. Mr. Rudini and Mrs. Mardiyah as my parents, and My brother Farel who have provided moral and material support as well as continuous prayers for my success, because there are no words as beautiful as chanting prayers and there is no prayer that is more solemn than prayer that is spoken from parents. Saying thanks alone will never be enough to repay the kindness of parents, therefore accept my devotion and love for you, my parents.
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4. Dear my friends, especially friends from TBIG 2017, Miss Assa'idiyyah's Office and someone behind me without the enthusiasm, support and help of all of you, it was impossible for me to get here, thank you for the laughter, tears, and struggles we went through together and thank you for the sweet memories that have been carved so far. With struggle and togetherness.

A big thank you to all of you. Finally, I dedicate this thesis to all of you, the people I love. And hopefully this thesis can be useful and useful for the advancement of science in the future, Aamiinn.

DECLARATION OF AUTHORSHIP

Bismillahirrohmanirrohim

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Declare that:

- 1) This thesis has never submitted to any other tertiary education for any other academic degree.
- 2) This thesis is the sole work of the author and has not been written in collaboration with any other person, nor does it include, without due acknowledgement, the work of any other person.
- 3) If a later time it is found that the thesis is product of plagiarism, I am willing to accept any legal consequences that imposed to me.



Banyuwangi, 6th July 2021

Deklator,



Marinda Elsa Andini
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ABSTRACT

Andini, Marinda Elsa. 2021. *A Descriptive Study Of Teaching Learning Process In Emergency Learning System During Pandemic (Covid-19) At The Eleventh Grade English Teacher Of Madrasah Aliyah Al-Amiriyyah At Years 2020/2021.*

Key Word: emergency learning system, english teacher, pandemic.

This study aims To describe the strategy of the eleventh grade English teacher of Madrasah Aliyah Al-Amiriyyah in implementing the emergency learning system and to analyze the problems faced by the eleventh grade English Teacher at Madrasah Aliyah Al-Amiriyyah in learning the emergency system during the pandemic (COVID-19) 2021-2022.

The type of this research is qualitative research.. The subject of this research is the eleventh grade English Teacher of Madrasah Aliyah Al-Amiriyyah, namely Mrs. Liya Uswatun Hasanah, S.Pd. Sources of data were taken using interview, observation, and documentation techniques.

The results of this study are strategy used by the eleventh grade English teacher of Madrasah Aliyah Al-Amiriyyah is a direct learning strategy with the lecture method. In using this strategy, several advantages and disadvantages arise. One of the advantages is that the material can be completed immediately in a shortened time due to the pandemic (COVID-19). Meanwhile, the drawback is that many students feel bored with learning because the learning strategy is too monotonous, so that student's attention is distracted and becomes obstacles in learning.

The Problems of English Teacher in Emergency Learning System are as follows: 1) The lack of time duration makes the delivery of material and evaluation less thorough. 2) Too often using direct learning strategies with the lecture method makes students lose their sense of responsibility and self-awareness. They believe the teacher will explain everything that students need to know. 3) At the time of giving time to read, students are less conditioned. The teacher's attention is not thorough.

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All praise be to Allah the lord of this universe, by the grace of Allah the highest finally the writer is able to finish her 'skripsi' after long effort of writing. Peace, blessing and salutation be upon our great prophet Muhammad, his family, his descendants, and his followers who strived in Islam.

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2. Dr. Siti Aimah, S.Pd.I., M.Si. Dean of Faculty of Education and Teacher Training.
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I do expect this thesis gives advantages to the world of education. For improvement this thesis, I welcome warmly for any constructive and suggestion. Hopefully, my God blesses those mentioned above for all their sacrifices and effort that will be valuable and beneficial for them to get successful in the future life. Aamiin.

Banyuwangi, 6th July 2021

The Writer

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CHAPTER I

INTRODUCTION

A. Background of the Study

The teacher is a maker of the future of the nation's children. Through science, teachers create various characteristics of the nation's children. According to Imran (2010:23), “teachers are positions or professions that require special expertise in their main tasks such as educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through formal education, primary and secondary education.” From this, it can be seen that the role of teachers is very large in improving the quality of Indonesian education.

Indonesian education is good for its planning, but often failed in its execution. This could be due to the frequent of curriculum changes. This replacement is an attempt by the government to improve the quality of Indonesian education. Although it has not been fully improved, the hope is that the quality of Indonesian education will gradually improve.

The world of education, Indonesia adheres to a curriculum. Where the curriculum has been revised many times. The curriculum that is currently used is the 2013 Curriculum (K-13). The 2013 Curriculum is a form of curriculum that shapes the character of students. This curriculum requires the agility and attention of the teacher in forming an activity that supports student activity.

The beginning of its application, this curriculum reaped many blasphemies from various circles. However, after being forced to be implemented, the 2013 curriculum can be said to be good for today's education. However, these results are not evenly distributed among all students in Indonesia. Some of the students felt that it was facilitated by the curriculum, and some others felt that it was difficult for the curriculum to be changed. There has not been a 100% success rate from this curriculum.

March 2020 the world undergoes a major transition. Through the arrival of the corona virus that has swept the world, all activities related to the crowd and face-to-face must be limited. Coronavirus is a family of viruses that can cause various symptoms of health problems such as pneumonia, fever, and difficulty breathing. In its development, this virus can be transmitted from human to human (Yuyun Yulianingsih, 2020:4). This corona virus causes thousands of deaths for humans in nature. In addition, the corona virus (COVID-19) has also caused many changes in various activities, starting from economic activities, government, economy and especially in the field of education. Not only human lives, the world of Indonesian education has also been the impact of the arrival of this corona virus.

The spread of the corona-virus demands the government, one of them KEMENDIKBUD, to take the decision to implement study from home, which is described in circular No. 15 of 2020 concerning "Guidelines for Organizing Learning from Home in an Emergency for the

Spread of COVID-19”.

(<https://www.kemdikbud.go.id/main/blog/2020/05/kemendikbud-terbiten-pedoman-penyelenggara-belajar-dari-rumah> ,accessed on April 13, 2021 at 00.31). Education that initially had to do with the presence of students, must now be crippled and replaced by distance or online education. The learning experience of students at school is taken away and the school period for students is shortened by instant graduation status.

The decree from the government regarding "online" resulted in positive and negative responses from each community. For teachers who carry out face-to-face learning every day, they must be ready to carry out learning with technology, likewise with schools that are within the pesantren. The difference is, education outside the pesantren is easier to use technology, such as via Zoom, Google Classroom, Edmodo, Whatsaap, etc. Meanwhile, in the pesantren, students are generally not allowed to bring electronic devices. From the demands of this transition, teachers both outside and inside the pesantren must reverse the teaching concept, starting from learning methods, to student conditioning.

Pesantren is the oldest religious educational institution. Pesantren have been considered as educational institutions with strong roots from the indigenous culture of the Indonesian people. The presence of pesantren as Islamic educational institutions is now increasingly in demand by many groups. The characteristic of an Islamic boarding school is that it requires the implementation of teaching and learning activities face-to-face, not because of technical problems such as internet networks, or others but it is

more on regulation. The emphasis of education under the auspices of the pesantren is not only on the transfer of knowledge, but also the character building of knowledge that must be received in one's life directly and cannot be done remotely. So that the knowledge received can be directly applied in student life. Education in pesantren cannot be postponed until the COVID-19 period ends. Pesantren choses to reopen face-to-face learning in pesantren by paying attention to the face-to-face learning provisions set by the government and making every effort to comply with health protocols.

Madrasah Aliyah Al Amiriyyah Blokagung Banyuwangi was established on April 7, 1976 under the auspices of the Darussalam Islamic Boarding School Foundation. This school consists of 24 groups. 9 groups for grade 10, 8 groups for grade 11, and 8 groups for grade 12. The number of MA Al Amiriyyah personnel is 45 people consisting of 42 teachers, 4 employees, 1 security guard and 2 cleaning staff. In this transition, Madrasah Aliyah Al Amiriyyah has also become a victim of the COVID-19 pandemic. In delivering teaching, teachers must also be required to do it online. Because it is still under the auspices of the Islamic boarding school which demands that teaching and learning activities must remain face-to-face, Madrasah Aliyah Al Amiriyyah gets around this learning with an emergency learning system.

The emergency learning system is a system implemented in Madrasah Aliyah Al-Amiriyyah. Initially, Madrasah Aliyah Amiriyyah implemented an online system during a pandemic. However, it was

deemed ineffective and in trouble, because almost all of its students were housed in Islamic boarding schools, finally Madrasah Aliyah Al-Amiriyyah changed its learning system to an emergency learning system. This was not an initiative of the Madrasah Aliyah Al-Amiriyyah itself, but also a direction from the pesantren. This emergency learning system is carried out face to face. However, the learning hours, which are usually full for one day, are shortened to two hours per day by taking four subjects. Where one lesson is achieved in 30 minutes.

According to the researcher's observations, the learning system can be said to have been going well. However, many teachers still have difficulty choosing learning methods. Most of the teachers are less creative in providing explanation of the material because it is too short a time. Sometimes the teacher comes only to give assignments to students, and must be collected according to the predetermined time. In addition, the teacher may enter but with a method that is too monotonous, so that students feel boring with their learning. From this problem, students are required to be independent. Thus, this causes the student's activeness to be less conditioned. Many students feel bored and do not focus on receiving the material presented by the teacher. If this is not followed up, it will most likely affect student achievement.

From the description of these problems, the author is interested in conducting research with the title **“A Descriptive Study Of Teaching Learning Process In Emergency Learning System During Pandemic**

(Covid-19) At The Eleventh Grade English Teacher Of Madrasah Aliyah Al-Amiriyyah At Years 2020/2021”.

B. Research Problem

1. How is the strategy of eleventh grade English teacher of Madrasah Aliyah Al-Amiriyyah in implementing the emergency learning system?
2. What are the problems faced by the eleventh grade English teacher of Madrasah Aliyah Al-Amiriyyah in implementing the emergency learning system?

C. Objective of the Research

1. To describe the strategy of eleventh grade English teacher of Madrasah Aliyah Al-Amiriyyah in implementing the emergency learning system.
2. To analyze the problems faced by eleventh grade English teacher of Madrasah Aliyah Al-Amiriyyah to implement the emergency learning system.

D. Problem Limitation

This study, the limitation of research is related to the problems faced by English teachers, more specifically in the emergency learning system in the eleventh grade of Madrasah Aliyah Al-Amiriyyah in 2021.

E. Significance of the Study

1. Theoretical Benefits

Contribute thoughts to improve thinking competence and improve learning concepts.

2. Practical Benefits

- a. For researchers, as a medium in applying theory in the learning experience.
- b. For Madrasah Aliyah Al-Amiriyyah, especially English teachers, as input and consideration in improving teaching in the future.
- c. Readers are expected to be able to take the knowledge and experience that has been described in this study.

F. Writing Systematics

In this study, the researchers designed the systematic writing as follows: outer cover, inner cover, degree prerequisites page, approval sheet, agreement, page motto and offerings, declaration of authorship, abstract, acknowledgement, the list of contents, the list of figure, appendix list.

Chapter I Introduction: background of the study, research focus, objective of the research, problem limitation, significance of the study, writing systematics.

Chapter II Theory Objective: previous research, theory, research mindset.

Chapter III Research Methods: research approach, research location, researcher presence, research subject, types and sources of data, data collection techniques, data validity check technique, data analysis techniques.

Chapter IV Research Findings: research findings, discussion.

Bibliography, appendices, research cover letter, certificate of conducting research, guidance card, draft interview, documentation, statement of authenticity of writing, author biography.

G. Definition of Key Terms

Emergency learning system has occurred since the COVID-19 pandemic. After the emergence of the COVID-19 outbreak, the education system began looking for an innovation in the teaching and learning process. Moreover, there is a Circular No. 4 of 2020 from the Minister of Education and Culture which recommends that all activities in educational institutions must keep their distance and all material delivery will be delivered in their respective homes.

Understanding the teacher according to Muhammad Ali as stated by Nazarudin (2007:161) is the holder of a central role in the teaching and learning process. Teachers deal with students every day including the characteristics and teaching problems they face related to the teaching and learning process.

The existence of Circular no. 4 of 2020 from the Minister of Education and culture which recommends that all activities in educational institutions must keep their distance and all material delivery will be delivered in their respective homes. Among them, providing training for students to be more able to collaborate, work together, and empathize with others. It could also be an online method. And also face-to-face methods, namely learning that is carried out face-to-face by paying attention to zoning and applicable health protocols. students who will be taught in

turns (shift model) to avoid crowds. This learning model was suggested by the Minister of Education and Culture to meet the simplification of the curriculum during this emergency pandemic.

The strategy used by the eleventh grade English teacher of Madrasah Aliyah Al-Amiriyyah is a direct learning strategy with the lecture method. In using this strategy, several advantages and disadvantages arise.

CHAPTER II

THEORITICAL REVIEW

A. Previous Study

Thesis of Aulia Nabilah (2020), student of English Education Department, Teacher Training And Education Faculty, State Institute For Islamic Studies (Iain) Of Salatiga, with the title *"The Teacher's Implementations Of Distance Learning During The Covid-19 Pandemic At SMPN 3 Bringin"* resulted in the conclusion that distance learning has several advantages and disadvantages. However, learning can still take place even though the results are not optimal. The similarities of this thesis include a discussion of the content of research related to the learning process during the COVID-19 pandemic, and the method used in the research is Qualitative Research with Descriptive Qualitative Methods. While the differences in this thesis include the data collection techniques used are interviewing, coding, classifying, and documentation. Likewise with the media used, namely online media in the form of a mobile phone (WhatsApp).

Journal written by Awal Bahasoanand friends (2020), student Economic of Development, Faculty of Economics, University of West Sulawesi, Majene, West Sulawesi, with the title *"Effectiveness of Online Learning In Pandemic COVID-19"*. The difference with this journal is the research model. In this study using the Quantitative Descriptive Study using survey methods. And the conclusion of this journal is the Primary data collection in this study was carried out by distributing questionnaires

online to 115 respondents. Data obtained by filling out questions that were distributed to all respondents in the form. The results of data analysis obtained from filling student questionnaires can be concluded that the online learning system carried out during the COVID-19 pandemic is effective and inefficient. Effectively implemented because of the conditions that require online study and inefficient because the costs incurred more when compared with offline lectures.

The article was written by Siti Maryam Munjiat (2020), student of the Faculty of Tarbiyah and Teacher Training at the State Islamic Institute of Syekh Nurjati Cirebon, Indonesia with the title *"Implementation Of Islamic Religious Education Learning In Higher Education on the Pandemic Period"*. The difference with this article is that learning which is the object of research is Islamic Religious Education, and the target object of research is in Higher Education. While the conclusion of this article is that online pendidikan agama islam learning planning should look at the conditions of lecturers and students regarding the ability to hold online lectures. Lecturers are given the freedom to conduct online lectures using any media as long as it is useful and learning outcomes can be maximized. The implementation of Islamic Education learning is carried out online through the lecture and discussion method.

B. Review of Literature

1. Learning

In Law no. 20 of 2003 concerning the national education system states that, "learning is a process of interaction between

students and educators and learning resources in a learning environment". Then according to Oemar Hamalik (2006: 239) learning is "a combination composed of human elements, material facilities, equipment and procedures that influence the achievement of learning objectives". Learning is essentially a process of interaction between students and their environment, so that behavior changes for the better. From the statements above, it can be seen that learning is an internal or external interaction between students and teachers in order to achieve better success.

Learning can also be interpreted as a preparation prepared by the teacher in order to attract and provide information to students, so that the preparation designed by the teacher can help students face their goals (Dimiyati and Udjiono. 2010:230). From the above definition, learning is a process of interaction that occurs between educators and students in a learning environment to achieve learning goals. And learning must be well supported by all elements in learning which include educators, students, human, facility materials, equipment, procedures, and also the learning environment.

Learning is the interaction of students with education and learning resources in an environment as well as the efforts made by educators so that an interaction process can occur in order to gain knowledge and skills in students (Anderson. 2008:24). Activities carried out by educators in order to understand students are also called learning. In this case, educators are required to have a professional

attitude in learning so that students are able to capture a good understanding in the learning process.

Learning can be said to be of good quality depending on the motivation and creativity of an educator in the ongoing learning process, learning that has high motivation will support quality learning in teaching.

2. Learning Components

a. Learners

According to law No.20 concerning the National Education System, students are members of society who try to develop their potential through a learning process available at certain paths, levels, and types of education. Based on this opinion it can be argued that a student is someone with all the potential that is in him to always be developed both through the learning process and when interacting with everything.

According to Nazarudin (2007:49) students are human beings with all their nature. They have feelings and thoughts and desires or aspirations. They have basic needs that must be met, namely clothing, food, shelter, the need for security, the need for recognition, and the need to actualize themselves according to their potential.

b. Teacher

Mochtar Buchori (1994:4) states that those who will be able to improve the educational situation will eventually return to

teachers who work in the field every day. From the above opinion it can be argued that a teacher is someone with a natural personality who plays an important role in the teaching and learning process. and participate fully in providing education.

Understanding the teacher according to Muhammad Ali as stated by Nazarudin (2007:161) is the holder of a central role in the teaching and learning process. Teachers deal with students every day including the characteristics and teaching problems they face related to the teaching and learning process.

c. Learning Objectives

In the Minister of National Education of the Republic of Indonesia No. 52 of 2008 as stated by Akhmad Sudrajat (2009) concerning Process Standards, it is stated that the learning objectives provide instructions for selecting subject content, arranging the order of topics, allocating time, instructions in choosing teaching aids and teaching procedures, as well as providing measures (standard) to measure student achievement.

Nana Syaodah Sukmadinata (2002:32) identifies four benefits of learning objectives, namely:

- 1) Make it easier to communicate the meaning of teaching and learning activities to students, so that students can carry out their learning actions more independently.

- 2) Make it easier for teachers to choose and arrange teaching materials.
- 3) Helping make it easier for teachers to determine learning activities and learning media.
- 4) Make it easier for teachers to conduct assessments.

The learning objective is a design that focuses on the achievements that students will get after going through the learning process itself.

d. Material or Content

Broadly speaking, it can be argued that instructional materials are knowledge, skills, and attitudes that must be mastered by students in order to meet the set competency standards. Learning materials occupy a very important position in the entire curriculum, which must be prepared so that the implementation of learning can achieve the goals. These targets must be in accordance with the Competency Standards and Basic Competencies that must be achieved by students.

e. Learning strategies

Linguistically, strategy can be interpreted as tactics, tips, tricks or methods (Pupuh. 2007:3). While the general strategy is a plan on the utilization and use of existing potential and facilities to improve teaching effectiveness and efficiency (Riyanto. 2009:131).

In the world of education, strategy has meaning as a plan that contains a series of activities designed to achieve certain goals

(Sanjaya, 2008:126). According to Kemp (1995) states that, "learning strategy is a learning activity that must be done by teachers and students so that learning objectives can be achieved effectively and efficiently". From these definitions, it can be concluded that the learning strategy is an action that uses the method and utilization of learning resources. The strategy is structured to achieve certain goals.

1) Classification of Learning Strategies

Learning strategies are classified into four, namely: direct learning strategies (direct instruction), indirect (indirect instruction), interactive (Husniyatus. 2010:9).

2) Direct Instruction Strategy

Arends (1997), stated that "The direct instruction strategy was specifically designed to promote student learning of procedural knowledge and declarative knowledge that is well structured and can be taught in a step-by-step" (Husniyatus. 2010:10). Lessons in direct learning strategies require careful planning by the teacher and a fun and task-oriented learning environment. Therefore, the important thing that must be considered in implementing direct learning strategies is to avoid conveying knowledge that is too complex because it can cause student boredom in class.

The teacher who uses the direct learning strategy is responsible for identifying the learning objectives, material structure, and basic skills to be taught. If the information or skills to be taught are well structured and can be taught step by step, the direct learning model is very suitable to be used.

3) Indirect Learning Strategy

Indirect learning strategies are often called inquiry, inductive, problem solving, decision making and discovery (Husniyatus. 2010:10). This strategy is opposite to direct learning strategy. In this strategy, the teacher's role shifts from being a lecturer to being a facilitator. Teachers manage the learning environment, and provide opportunities for students to be involved.

4) Interactive Learning Strategy

Interactive learning strategies emphasize discussion and sharing among students (Husniyatus. 2010:11). In discussions and sharing, students have the opportunity to respond to ideas, experiences, approaches and experiences of teachers or friends. With this strategy, students can build their critical thinking.

f. Learning Method

The learning method according to Oemar Hamalik is one of the ways used by teachers in establishing relationships with

students during learning to achieve the goals set. According to Tri Mulyani (2003: 53) the methods used in classroom learning include as lecture method, question and answer method, discussion methods, demonstration method, group work methods, methods of assigning assignments, experimental method, discovery method, simulation method, unit teaching methods. Based on this opinion, it can be argued that the learning method is a strategy or method used by the teacher in making relationships or interactions with students to achieve predetermined learning objectives.

g. Learning Media

According to Arief S. Sadiman (2006:7) learning media is anything that can be used to transmit messages from sender to receiver so that it can stimulate thoughts, feelings, attention, and competence as well as student attention in such a way that the learning process occurs.

Meanwhile, according to Sudarwan Danim (1995:7) learning media is a set of tools or complementary used by teachers or educators in order to communicate with students or learners. Based on this opinion, it can be concluded that learning media is a set of tools used as learning resources by teachers in delivering material to students or students. Can also stimulate the thoughts, feelings, attention and willingness of students so as to encourage the teaching and learning process.

3. Pesantren

a. Definition of Pesantren

Pesantren are students, namely people who study Islam (Ali, 2005: 310). According to H. Rohadi Abdul Fatah, pesantren comes from the word santri which can be interpreted as a place for students. While the term pesantren is epistemologically derived from santri, which means a place for students. Santri or students learn religion from a Kyai or Shaykh in a boarding school. Islamic boarding schools are religious institutions, which provide education and teaching as well as develop and disseminate religious and Islamic knowledge.

b. Purpose of Occupying Islamic Boarding Schools

- 1) Require knowledge from the kyai.
- 2) Upholding the morals of a santri by learning directly from the kyai in order to get noble morals.

From these objectives, it can be seen that learning at the pesantren demands face-to-face meetings. Cannot be done online or remotely.

c. Islamic Boarding School Classification

1) The Salaf Islamic boarding schools

The teaching system of salaf pesantren often applies the sorogan and wetonan models. The sorogan method is a system in which the students advance one by one to read and describe the contents of the book in front of a teacher or kyai.

2) The Khalaf Islamic boarding school

Pesantren institutions that include general subjects in the developed madrasah curriculum, or pesantren that organize general school types such as MI / SD, MTs / SMP, MA / SMA / SMK and even universities within their environment (Depag, 2003: 87). Thus, modern Islamic boarding schools are modernized Islamic boarding schools according to the school system.

4. Emergency Learning

This learning has occurred since the COVID-19 pandemic. After the emergence of the COVID-19 outbreak, the education system began looking for an innovation in the teaching and learning process. Moreover, there is a Circular No. 4 of 2020 from the Minister of Education and Culture which recommends that all activities in educational institutions must keep their distance and all material delivery will be delivered in their respective homes.

Head of the District Education Office, OKU, Sumatra Selatan (H. Teddy Meilwansyah, S.STP., MM.) explained that there are several methods that can be used, including (<https://diknas.okukab.go.id/berita/detail/pembelajaran-di-masa-pandemi-covid19>, taken on July 15, 2021 at 7:55 am):

a. Project Based Learning

This project based learning has the main objective to provide training to students to be more able to

collaborate, work together, and have empathy with others. This project-based learning method is very effective for students by forming small study groups to work on projects, experiments, and innovations.

b. Online Method

This method utilizes online networks, and can make students creative using existing facilities, such as creating content using items around the house or doing all learning activities through the online system.

c. Offline Method

The offline method is a learning model that is carried out outside the network. In that sense, this one lesson is carried out face-to-face by paying attention to the zoning and applicable health protocols.

5. Implementation of Learning Activities in Islamic Boarding Schools During the Pandemic (COVID-19). (Kemendikbud. 2020:42)

Leaders of Islamic boarding schools and religious education coordinate with the task force for the acceleration of the handling of COVID-19 in the regions and health service facilities or local health offices to:

- a. Checking that the health condition of students is safe from COVID-19, if any are unwell, immediately take security steps according to the instructions of the health service facility or the local health office.

- b. Checking the condition of the dormitory, if there are any that do not meet the health protocols, so that they are immediately addressed or security measures are taken according to the instructions of the regional COVID-19 acceleration task force and health service facilities or the local health office.
- c. Adhere to health protocols as well as possible.

C. Research Mindset

The spread of the corona-virus demands the government, one of them KEMENDIKBUD, to take the decision to implement study from home, which is described in circular No. 15 of 2020 concerning “Guidelines for Organizing Learning from Home in an Emergency for the Spread of COVID-19”.

The emergency learning system is a learning system implemented at Madrasah Aliyah Al-Amiriyyah during the pandemic (COVID-19). The emergency learning system applied here is face-to-face with a zoning system. The lesson which originally started at seven in the morning until twelve in the afternoon was now cut to half a day. It starts at eight and ends at half past ten for the men's zoning. And for women's zoning starts at ten and ends at twelve. The learning time, which was originally one hour and forty-five minutes, has now been reduced to thirty minutes.

CHAPTER III

RESEARCH METHODS

A. Research Design

This research is a qualitative approach, where it tends to lead to descriptive methods. Descriptive qualitative research, namely data collected in the form of words, pictures, not numbers (Sudarwan, 2002: 51). This qualitative research method is a research method based on the philosophy of postpositivism, which is used to examine the condition of natural objects, where the researcher is the key instrument, the data collection technique is carried out by triangulation, and the results of qualitative research emphasize meaning rather than generalization (Sugiyono. 2016: 24). According to Cresswell (1994) “a qualitative study is defined as an inquiry process of understanding a social or human problem, based on building a complex, holistic picture, formed with words, reporting detailed views of informant, and conducted in a natural setting. Meanwhile, qualitative research, according to Robert Bogdan and Steven J. Taylor, a social science expert, in their book *Introduction To Qualitative Research Methods*, that qualitative research is a research procedure that produces descriptive data, speech or writing that can be observed from the people themselves. This method was chosen to extract data in order to produce accurate results.

B. Research Location

The research will be conducted in the eleventh grade of Madrasah Aliyah Al-Amiriyyah which is one of the education units under the

auspices of the Darussalam Blokagung Islamic Boarding School, Tegalsari District, Banyuwangi Regency, East Java Province.

Madrasah Aliyah Al-Amiriyyah is located on the edge of a rural road in the Darussalam Islamic Boarding School, Blokagung Banyuwangi. Students or students from other sub-districts and outside Java, to reach Madrasah Aliyah Al-Amiriyyah are required to mukim or reside in Pondok Pesantren Darussalam Blokagung or surrounding pesantren. This strategic location will be more complete if you look at the existence of Madrasah Aliyah Al-Amiriyyah, which is located in the southern Banyuwangi area, precisely in the northwest direction from the center of Banyuwangi City.

C. Researcher's Presence

The researcher conducts the research starting from the circulation of notification letters from higher education institutions, in this case the Darussalam Blokagung Banyuwangi Islamic Institute of the research object, which is located in the eleventh grade of Madrasah Aliyah Al-Amiriyyah. Starting from 06 July 2021 to 25 July 2021.

D. Research Subjects

The research subject is the target which is used as the analysis or focus of the problem. The research subject describes the focus to be studied, in this case the eleventh grade English teacher at Madrasah Aliyah Al-Amiriyyah, by referring to reference books, articles, and journals.

E. Sources of Data

According to Lofland in Moleong (2006:57) the main data sources in qualitative research are words and actions, the rest are additional data such as documentation and others.

What is meant by data sources in research are subjects from which data can be obtained. When using interviews in collecting data, the source of the data is called informants, namely people who respond or answer questions both in writing and orally. When using observation, the source of the data is in the form of objects, motion, or the process of something. When using documentation, documents or records are the source of the data.

From this study, the primary data source in the form of words was obtained from interviews with predetermined informants which included the principal, curriculum and English teacher of the eleventh grade of MA Al-Amiriyah. While the secondary data sources in this study were attendance and photos.

F. Data Collection Techniques

1. Interview

According to Harsono, the interview is a data collection process that directly obtains information from the source. Interview is a dialogue that is used in a study to obtain information or direct information from the party concerned.

Interviews were conducted by asking open-ended questions, which allowed respondents to provide broad answers. The data

obtained from interviews in the form of experiences, opinions, feelings, and knowledge to informants and information about the Problems of Learning English in the eleventh grade at Madrasah Aliyah Al-Amiriyyah. This case, the researcher interviewed the principal, the curriculum section, and eleventh grade English teacher of Madrasah Aliyah Al-Amiriyyah.

2. Observation

Observation is an observation and gives attention to a certain object by using all the five senses used to measure the behavior or the process of an observable activity. This data collection technique was used to collect the data needed to complete the data from the interviews. According to Sutopo, Observation is an observation activity carried out by researchers where researchers play an active role in the study location so that it is really visible in the activities being researched (Harsono, 2008:164).

Researchers are present as pure researchers, not as teachers or students. Observations were made by plunging the researchers into the field actively to get a real picture and information about the attitudes and behavior of informants.

3. Documentation

The documentation method is a data collection method used to obtain data whose variables are daily notes, meeting minutes, documents, agendas, and so on. This study, the documentation technique was carried out by collecting official documents related to

the teaching of the eleventh grade English teacher at Madrasah Aliyah Al-Amiriyyah.

G. Data Analysis

Data analysis according to Sugiyono (2016: 89) is the process of systematically searching and compiling data obtained through interviews, obser, and documentation. The data obtained from the study were analyzed in stages. Data analysis in qualitative research is carried out before entering the field, while in the field, and after completing the field.

Data analysis in qualitative research is carried out before entering the field, during entering the field, and after leaving the field. Nasution in Sugiyono (2008:236), states that data analysis has started since formulating and explaining the problem, before going into the field, and continues until the writing of research results.

The steps in data analysis activities with several parts, namely data collection (data collection), data reduction (data display), and drawing conclusions or verification (conclutions).

1. Data collection

From the analysis of the first model, data collected from interviews, observations, and various documents based on categorization in accordance with the research problem were then developed to secure data through search and so on.

2. Data Reduction

According to Miles and Huberman (2007:16), data reduction is a form of analysis that sharpens, categorizes,

directs, discards unnecessary data and organizes data in such a way that final conclusions can be drawn and verified.

According to Mantja in Harsono (2008:169), data reduction takes place continuously as long as the research has not been ended. The product of data reduction is a summary of the datafield notes, both from field notes, from initial notes, expansions, and additions.

3. Data Presentation

According to Miles and Huberman (2007:84) Data presentation is a series of information organization that allows research conclusions to be made. Data presentation is intended to find meaningful patterns and provide the possibility of drawing conclusions and providing actions. According to Sutopo, the data presentation is in the form of sentence narratives, pictures or schemes, networks and tables as narratives.

4. Drawing conclusions

Drawing conclusions is part of a complete configuration activity, conclusions are also verified during the research. Conclusions were drawn since the researcher compiled notes, patterns, statements, configurations, causal directions, and various propositions.

The research writer using analysis of the data which is a process of systematically searching and compiling data

obtained from interviews, observations, and documentation by organizing data into categories, describing them into units, performing synthesis, arrange into patterns, choose which ones are important and which will be studied, and make conclusions so that they are easily understood by oneself and others.

H. Data Validity Check

The validity of the data is carried out to prove whether the research carried out is truly scientific research as well as to test the data obtained. Data validity tests in qualitative research include credibility, transferability, dependability, and confirmability tests (Sugiyono, 2007: 270). In data validity, researchers used triangulation techniques. According to Moleong (2010: 330) triangulation is a data validity checking technique that utilizes something other than that data for checking purposes or as a comparison to the data.

The techniques used in checking the validity of the data as proposed by Moleong (2006:327), are extension of participation, persistence of observation, poleculation, peer checking, negative case analysis, adequacy of references, and checking with members involved in the study. Testing the validity of the data uses four criteria as proposed by Sugiyono, namely: credibility (credibility), transferability (transferability), dependence or reliability (dependability), and certainty or can be confirmed (confirmability).

1. Trust (credibility)

Credibility test or internal validity is a test of confidence in the data from qualitative research conducted with extended observations, increased persistence in research, triangulation, discussions with colleagues, negative case analysis and member checks. According to Sutopo (Harsono, 2008:173), triangulation is the most commonly used method for increasing validity in qualitative research. There are three types of triangulation plus an informant review.

a. Source triangulation

Comparing observational data with interview data, comparing what is said in public with what is said in private, and comparing interviews with documents with related documents.

b. Triangulation Method

Checking the degree of confidence in the findings of several data collection techniques and checking the degree of confidence in several data sources with the same method.

c. Researcher Triangulation

Compare the same information from the three cases.

d. Informant Review

Consuming the results of the analysis with the main informants of the study.

e. Transferability

Transferability is basically an external validity in qualitative research. Transferability needs to be done by other people who have studied the researcher's report (Sutama, 2010:73). Other people, including fellow researchers, the examiners will compare it with the literature, discourse, researchers, and their respective experiences. In order for them to get a clear picture, the researcher needs to explain the setting and scene of the field where the phenomenon occurs and the researcher is thorough.

2. Dependence or reliability (dependability)

The positivistic paradigm views the reliability of research findings as replicability, namely the ability of research results to be repeated using parallel-shaped testing techniques (Sutama, 2010: 73). Dependability in qualitative research is called reliability. A study is said to be dependable if other people can repeat or replicate the research process. In qualitative research, the dependability test is carried out by

conducting an audit of the entire research process. The method is carried out by an independent auditor or supervisor to audit the overall activities of researchers in conducting research.

3. Certainty / can be confirmed (confirmability)

Confirmability or confirmability is a series of steps to get answers whether there is a relationship between the data that has been organized in the field notes with the materials used in the audit trail (Harsono, 2008:176). An audit trail is an analytical discussion step for all research data files, from research data files to reporting transcripts. Strictly speaking, confirmability is done by confirming information directly to the resource persons and linking the information obtained with each other. Confirmability testing in qualitative research is called the research objectivity test. Research is said to be objective if the results of the research are agreed upon by many people. In qualitative research, the confirmability test is similar to the dependability test, so the tests can be carried out simultaneously. Confirmability test is to test the results of research associated with the process carried out.

CHAPTER IV

RESEARCH FINDINGS

From this chapter the researcher was describe and explain the data and research results on the problems that have been formulated. The results of this study is the primary data source in the form of words was obtained from interviews with predetermined informants which included the principal, curriculum and English teacher of the eleventh grade of MA Al-Amiriyah. While the secondary data sources in this study were attendance and photos. This study focuses on the problems of the eleventh grade English teacher. Researchers also use a qualitative approach to see the natural conditions of a phenomenon. This approach aims to gain understanding and describe complex realities. Research with a qualitative approach is a research procedure that produces descriptive data in the form of written or spoken words based on people or observed behavior (Nasution, 2003: 3).

A. Finding of the Research

1. The Strategy Used by Eleventh Grade English Teacher of MA Al Amiriyah

The learning strategy used by the eleventh grade English teacher at Madrasah Aliyah Al-Amiriyah during the pandemic (COVID-19) is a direct learning strategy. This learning strategy is a learning that is mostly directed by the teacher.

From the direct learning strategy, the preliminary activity carried out by the English teacher of class XI Madrasah Aliyah Al-Amiriyyah is to inform the material or concept that will be used and the activities that will be carried out during learning. Furthermore, the teacher presents the subject matter using the lecture method. One by one the material in one chapter is explained by the teacher. Followed by self-evaluation. After explaining the material, the teacher gave an evaluation by asking and answering questions directly with students regarding the material that had been delivered.

Due to limited time, learning is not only done during school time, but the teacher forms discussion groups with the aim that students can discuss material that has not been conveyed. Mrs. Liya Uswatun Hasanah, S.Pd. as an eleventh grade English teacher said:

“Satu semester dengan durasi waktu yang sedikit, saya pikir tidak mungkin semua materi bisa tersampaikan. Dari hal tersebut, saya membentuk kelompok diskusi dengan tujuan siswa dapat mendiskusikan beberapa materi yang belum bisa tersampaikan. Dan untuk setiap kelompoknya maksimal terdiri dari empat siswa. Saya rasa apabila kelompok diskusi semakin banyak, maka diskusi kurang efektif.” (22 Juli 2021)

“One semester with a short duration, I don't think it's possible for all the material to be delivered. From this, I formed a discussion group with the aim that students can discuss some material that has not been conveyed. And each group consists of a maximum of four

students. I think the more discussion groups there are, the less effective the discussion.”(22 July 2021)

The addition to this, for learning in class students are required to bring a dictionary. Mrs. Liya Uswatun Hasanah, S.Pd. said:

“Semua siswa yang saya ajar, ketika pelajaran Bahasa Inggris harus membawa kamus. Apabila tidak membawa kamus, maka ada hukuman tersendiri dari saya. Saya terapkan hal tersebut karena apabila ada vocab baru yang mungkin mereka belum mengerti, mereka akan kesulitan tanpa adanya kamus”. (22 Juli 2021)

“All the students I teach, when they study English, they must bring a dictionary. If you don't bring a dictionary, then there will be a separate punishment from me. I apply this because if there is a new vocab that they may not understand, they will have difficulty without a dictionary”.(22 July 2021)

In addition, when conversation material was found in a chapter, the teacher, Mrs. Liya Uswatun Hasanah, S.Pd. appoint two representative students to come to the front of the class to practice the conversation. As he said:

“Setiap bab dalam materi dibuku LKS biasanya terdapat materi yang berkaitan dengan conversation. Dari materi tersebut, saya minta perwakilan dua siswa untuk maju kedepan mempraktekkan secara langsung conversation tersebut.” (22 Juli 2021)

"Each chapter in the material in the LKS book usually contains material related to conversation. From this material, I asked

representatives of two students to come forward to practice the conversation directly.” (22 July 2021)

2. Problems Faced by the Eleventh Grade English Teacher of Madrasah Aliyah Al-Amiriyyah

The implementation of teaching and learning activities, several things are done by Madrasah Aliyah Al-Amiriyyah to improve the quality of teachers by holding debriefing every morning before teaching and learning activities take place. These routine activities include evaluating the problems experienced during previous learning. The evaluation was held because of the problems experienced by some teachers. From these problems, it is hoped that Madrasah Aliyah Al-Amiriyyah can fix these problems. One of them is by discussing solutions to these problems, and motivating each other to become teachers who innovate.

The information was obtained from Mr. Ahmad Fauzan, S.Pd., S.Pd.I. (Head of Madrasah Aliyah Al-Amiriyyah) who stated:

“Keberhasilan siswa juga tergantung pada kualitas pengajaran guru. Jadi bagaimana saya berusaha untuk menciptakan guru yang berkualitas. Salah satunya dengan melakukan pembekalan setiap pagi sebelum kegiatan pembelajaran berlangsung. Dari pembekalan tersebut, saya dapat mengetahui permasalahan yang dihadapi oleh para guru. Di situ juga masalah akan terpecahkan. Selain meninjau kembali masalah yang dihadapi, sebagai pendidik,

kami saling memotivasi dan berbagi inovasi dalam mengajar.” (25 Juli 2021)

"Student success also depends on the quality of teacher teaching. So how do I try to create quality teachers. One of them is by briefing every morning before learning activities take place. From the briefing, I can find out the problems faced by the teachers. And there too, the problems will be solved. In addition to reviewing the problems faced, as educators, we motivate each other and share innovations in teaching.”(25 July 2021)

In addition to these routines, the Madrasah Aliyah Al-Amiriyyah curriculum section conducted a student survey regarding teacher teaching in the classroom. When it was found that several teachers had problems, the curriculum section approached the teacher. This was explained by Mrs. Rita Sugiarti, S.Pd. (Section of Madrasah Aliyah Al-Amiriyyah Curriculum) with explanations:

“Untuk mengetahui karakter dan permasalahan masing-masing guru, saya melakukan survei siswa. Ketika saya menemukan beberapa masalah, saya mendiskusikannya dengan kepala madrasah, kemudian saya mendekati guru.”(25 Juli 2021)

“To find out each teacher's character and problems, I conducted a student survey. When I find some problems, I discuss them with the head of the madrasa, then I approach the teacher.”(25 July 2021)

Every learning course has several problems that become obstacles in delivering the material. Likewise the teachers at Madrasah

Aliyah Al-Amiriyyah, especially the eleventh grade English teacher. Her problem, among others, is the very limited duration of time. With the available time duration, which is thirty minutes, the teacher is less than optimal in delivering all the material and conducting evaluations. The data were taken from an interview with Mrs. Liya Uswatun Hasanah, S.Pd. (Eleventh grade English teacher at Madrasah Aliyah Al-Amiriyyah). She stated:

“Dalam masa pandemi seperti sekarang, pendidikan di sini dibuat sistem pembelajaran darurat. Waktu yang dipersingkat membuat penyampaian materi dan evaluasi siswa tidak bisa maksimal dan komprehensif. Waktu yang digunakan hanya cukup untuk penyajian materi utama. Jadi saya menggunakan metode ceramah agar penyampaian materi bisa segera selesai.” (25 Juli 2021)

"During a pandemic like now, education here is made an emergency learning system. The shortened time makes the delivery of material and student evaluations unable to be maximal and comprehensive. The time used is only sufficient for the presentation of the main material. So I use the lecture method so that the delivery of the material can be completed immediately." (25 July 2021)

Meanwhile, Mr. Ahmad Fauzan, S.Pd. S.Pd.I. (Head of Madrasa Aliyah Al-Amiriyyah) stated:

“Kalau mebicarakan masalah darurat, tentu menimbulkan beberapa masalah di dalamnya. Masalah utamanya adalah waktu yang singkat. Namun, ini tergantung pada guru dimasing-masing

bidang studi. Bagaimana penyampaian materinya berhasil dan bagaimana inovasi guru untuk menghidupkan kelas.”(25 Juli 2021)

“When we talk about emergency issues, it certainly causes some problems in it. The main problem is the short time. However, this depends on the teacher in each field of study. How is the delivery of the material successful and how is the teacher's innovation to bring the class to life.”(25 July 2021)

The addition to the problem of time, the lack of student awareness is also a problem for the eleventh grade English teacher of Madrasah Aliyah Al-Amiriyyah. Too often teachers use the lecture method, making students lose their sense of responsibility and self-awareness to read before the material is delivered. Because they believe the teacher will convey and explain everything that students do not know.

Due to the lack of material preparation from students, the time for students to read the material is placed in learning hours. However, with the opportunity to read, most of the students did not use the time well. Some students are sleeping, chatting with other friends, etc.

B. Discussion

Learning Strategies for Eleventh Grade English Teacher Aliyah Al-Amiriyyah Madrasah During the Pandemic (COVID-19). Within the scope of education, strategy means “a plan, method, or series of activities designed to achieve a particular education goal” (Husniyatus. 2010:1). Thus the learning strategy can be interpreted as a plan that contains a

series of activities designed to achieve certain educational goals. Therefore, before determining a strategy, it is necessary to formulate clear goals that can be measured for success, because goals are the spirit in implementing a strategy. Learning strategies are classified into four, namely: direct instruction, indirect, interactive, independent, and experiential learning strategies. (Husniyatun. 2010:9).

Mrs. Liya Uswatun Hasanah, S.Pd. applied direct learning in her teaching. She present the all the materials in teaching and learning activity. This is due to the limited time that the school provided. Direct method is usually deductive in nature (Husniyatun. 2010:9). The advantage of this direct learning strategy is that learning materials can be delivered completely by educators according to the learning program, can be followed by large numbers of students, the time used will remain in accordance with the schedule set, the target material is relatively easy to achieve (Rosdianai. 2010:155).

From the strategy used, there are several advantages and disadvantages that occur in the classroom. The advantage of this strategy is that the material can be completed immediately in a shortened time duration due to the pandemic (COVID-19). While the weakness of implementing this strategy in the eleventh grade of Madrasah Aliyah Al-Amiriyyah, especially in the field of English studies, is that many students feel bored, disturbed so that it becomes an obstacle in learning.

Learning problems are difficulties or obstacles that hinder the occurrence of learning (Dimiyati and Mudjiono. 2010:296). It can be

concluded that the learning problem is an obstacle or problem in the teaching and learning process that must be solved to achieve maximum goals.

In this pandemic condition (COVID-19), many teachers are having problems in learning. The main problem today is that the time duration is too short so that the delivery of materials and evaluations cannot be as comprehensive as in previous years. So, the teacher in the class with thirty minutes is only enough to deliver the main material. As for the evaluation, students are only given homework. And because of the position of the santri in the pesantren, most of the santri are indifferent to the task. By reason of the many activities in the pesantren.

The addition to the problems above, because teachers often use the direct method, students lose their sense of responsibility and are not independent in learning. Lack of self-awareness of students to read the material first before learning begins, so the eleventh grade English teacher of Madrasah Aliyah Al-Amiriyyah puts students' time to read the material during learning hours. And again, many students do not make good use of this time. There are still many students sleeping, chatting with their classmates, etc.

From the eleventh grade English teacher of Madrasah Aliyah Al-Amiriyyah, in response to students who are less responsive and have self-awareness by providing direct evaluations (questions and answers) related to the material that has been delivered. However, there are still many students who are not swayed by the evaluation. In addition, children are

often absent (either sick, home, absent, or for other reasons) so that the delivery of material is not evenly distributed to all students.

Because the target material is pursued in a short time, so the method used by the teacher is too monotonous by using the lecture method. Even though learning English can use other games or roll play.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After carrying out research and discussion, it can be concluded that:

The strategy used by the eleventh grade English teacher of Madrasah Aliyah Al-Amiriyyah is a direct learning strategy with the lecture method. In using this strategy, several advantages and disadvantages arise. One of the advantages is that the material can be completed immediately in a shortened time due to the pandemic (COVID-19). Meanwhile, the drawback is that many students feel bored with learning because the learning strategy is too monotonous, so that students' attention is distracted and becomes obstacles in learning. In addition to these methods, the teacher's strategy to complete the learning material is to form discussion groups. Each group discusses the material and presents the material in class. One group consists of a maximum of four people. If the group consists of many students, the discussion cannot be maximized.

Furthermore, The Problems of English Teacher in Emergency Learning System During Pandemic (COVID-19) at the eleventh grade English teacher of Madrasah Aliyah Al-Amiriyyah at years 2021-2022 are as follows:

- a. The lack of time duration makes the delivery of material and evaluation less thorough.
- b. Too often using direct learning strategies with the lecture method makes students lose their sense of responsibility and self-

awareness. They believe the teacher will explain everything that students need to know.

- c. At the time of giving time to read, students are less conditioned.

The teacher's attention is not through.

B. Suggestions

1. For Eleventh Grade English Teachers at Aliyah Al-Amiriyah Madrasah

It is hoped that teachers will continue to improve learning innovation, especially in choosing learning strategies, learning models, learning tactics and other things that can liven up the classroom atmosphere. The success of learning depends on the success of the teacher playing a role in the classroom. In addition, teachers are expected to be more assertive in responding to students who need attention.

2. For researchers

For further researchers, it is expected to improve the quality of research, especially regarding the problems of English teachers during the pandemic (COVID-19), because the problem is an obstacle that must be solved so that learning can be achieved properly. Because the author is aware, this research still needs criticism and suggestions that support for its perfection later.



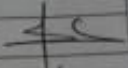

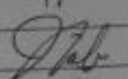
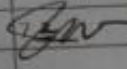
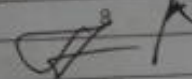
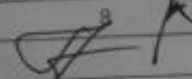
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Appendix 1

PRESENSI KEHADIRAN
TENAGA PENDIDIK DAN TENAGA KEPENDIDIKAN
MADRASAH ALIYAH AL AMIRIYYAH TAHUN 2021/2022

Hari/Tanggal : Selasa 6 Juli 2021

NO	NAMA	JABATAN	TID
1			1
2	Desy	Guru	2 
3	RITA	Guru PAIKa	3 
4	MUETATI	GURU	4 
5	Rina Zahid U.	Guru	5 
6	Whiska PA	Guru	6 
7	Lisa	Guru	7 
8	Abdul Wahid-Am	Guru PKK	8 
9	Taufiq K	-	9 
10			10
11			11
12			12
13			13
14			14
15			15
16			16
17			17
18			18
19			19
20			20
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25			25
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28			28
29			29
30			30
			31

Appendix 2



Interview with Mr. Ahmad Fauzan, S.Pd. S.Pd.I (headmaster of Madrasah Aliyah Al-Amiriyyah)



Interview with Department Curriculum of Madrasah Aliyah Al-Amiriyyah





Appendix 3

INTERVIEW GUIDELINES

1. **Question** = How are your efforts in creating quality and innovative teachers?
Answer = One of them is by briefing every morning before learning activities take place. From the briefing, I can find out the problems faced by the teachers. And there too, the problems will be solved. In addition to reviewing the problems faced, as educators, we motivate each other and share innovations in teaching.
2. **Question** = What are the problems experienced by every teachers in the field of study specifically English in this Emergency Learning System?
Answer = very little time duration so that learning cannot be delivered optimally.
3. **Question** = What learning strategies do you often use?
Answer = direct learning strategy. because of a pandemic situation like this, I think this strategy is a suitable strategy to deliver material quickly. Besides that, I form discussion groups so that students can review the material presented. and during English learning hours, all students are required to bring a dictionary. because without the dictionary, students will find it difficult with new vocabularies.
4. **Question** = How do you handle children who are less responsive in learning?
Answer = often give him direct questions about the material presented.
5. **Question** = What are the problems you face when the school implements the emergency learning system?
Answer = the duration of time is very little so that we have limitations in delivering the material. In addition to this, there is a lack of self-awareness of students to be more active and read the material before entering learning hours.

BIOGRAPHY



Marinda Elsa Andini

Student majoring in English Education Department (TBIG 2017), born in the Kesilir, Siliragung, Banyuwangi on 11st March. The first child from Mr. Rudini and Mrs. Mardiyah. She has a brother. His name is Farel Ardian Permana. Her educational history starts from RA Perwanida 2 (2004), the next in SDN 6 Kesilir (2011), SMPN 1 Siliragung (2014). After that, she school in Darussalam Islamic boarding school. While there, she school in MA Al-Amiriyyah (2017), and Islamic Institute Of Darussalam (2021).