

**ENGLISH TEACHERS' PEDAGOGICAL PRACTICES AND CHALLENGES DURING  
TRANSITION ERA FROM FACE-TO-FACE CLASSROOM TO ONLINE TEACHING**



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Pendidikan"*

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In terms of its contents, structure, and structure, the researcher acknowledged that this *skripsi* is far from ideal. This *skripsi*, however is supposed to be useful for any kind of data needed by whoever reads it. Thus, positive feedbacks are needed.

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## ABSTRACT

**Desyrianti Ramadhani. 2020.** *Teachers' Pedagogical Practices and Challenges in Transition from Face-to-face Classroom to Online Teaching.* A Skripsi. Jakarta: English Language Education Study Programme, Faculty of Languages and Arts, Universitas Negeri Jakarta, December 2020.

The current courses that were once presented in schools in a traditional classroom setting are now being moved online and presented through various software tools and technology systems. This study aims to create a portrait of the themes of the experiences of the English teachers in order to develop better understanding of their transition in teaching roles and teaching strategies, as well as an overview into what challenges teachers face in the online teaching environment. To accomplish the aims, this study uses quantitative method and qualitative method, in total 37 English teachers filled out questionnaires and participated in semi-structured interviews. The study found that teachers considered 'instruction designer' as the most important roles. Furthermore, from the result of teachers' strategies in online teaching, teachers most frequently reported strategies on affect / learning environment. Moreover, the result of teachers' challenges in online teaching showed that teachers most repeatedly reported challenges in designing work expectations in lesson plans. The information achieved through this research study is highly applicable at both a local and a global level, since previous studies have not discussed these three topics at once.

Key words: Online Teaching, Online Teaching Challenges, Teachers Roles, Teaching Strategies.

## ABSTRAK

**Desyrianti Ramadhani. 2020.** *Praktik Pedagogis dan Tantangan Guru dalam Transisi dari Kelas Tatap Muka ke Pengajaran Online.* Skripsi. Jakarta: Program Studi Pendidikan Bahasa Inggris, Fakultas Bahasa dan Seni, Universitas Negeri Jakarta, Desember 2020.

Pembelajaran saat ini yang dulunya dilaksanakan dalam ruang kelas tradisional (tatap muka langsung) di sekolah sekarang dipindahkan secara daring dan dilaksanakan melalui berbagai alat perangkat lunak dan sistem teknologi. Hal ini tentunya telah mengubah peran guru, cara guru mengajar di sekolah, dan tantangan yang dihadapi guru pun bermunculan. Studi ini bertujuan untuk membuat tema-tema pengalaman para guru bahasa Inggris sehingga dapat mengembangkan pemahaman yang lebih baik tentang transisi mereka dalam peran mengajar dan strategi pengajaran, serta gambaran tentang tantangan yang dihadapi guru dalam lingkungan pengajaran daring. Untuk mencapai tujuan tersebut, penelitian ini menggunakan metode kuantitatif dan metode kualitatif, sebanyak 37 guru bahasa Inggris mengisi kuesioner dan mengikuti wawancara semi terstruktur. Studi ini menemukan bahwa guru menganggap 'perancang instruksi' sebagai peran yang paling penting. Lalu, dari hasil strategi guru dalam pembelajaran daring, guru paling sering melaporkan strategi pengaruh / lingkungan belajar. Selain itu, hasil dari tantangan guru dalam pengajaran online menunjukkan bahwa guru paling sering melaporkan tantangan dalam merancang ekspektasi pekerjaan dalam rencana pembelajaran. Informasi yang diperoleh melalui studi penelitian ini sangat dapat diterapkan di tingkat lokal dan global, karena penelitian sebelumnya belum membahas ketiga topik ini sekaligus.

Kata kunci: Pengajaran Online, Peran Guru, Strategi Mengajar, Tantangan Mengajar Online

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