



**TEACHER'S EFFORTS IN INCREASING STUDENTS' LEARNING
ACTIVITIES IN ENGLISH LESSONS DURING A COVID-19 PANDEMIC
(At MTsN 1 Langkat)**

A THESIS

*Submitted to the Faculty Tarbiyah and Teacher Training The State Islamic
University of North Sumatera as a Partial Fulfilment of the Requirement for S-1
Program*

By:

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DEPARTMENT OF ENGLISH EDUCATION
FACULTY TARBIYAH AND TEACHER TRAINING
THE STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA
MEDAN
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SURAT PENGESAHAN

Skripsi ini yang berjudul “TEACHER’S EFFORTS IN INCREASING STUDENTS’ LEARNING ACTIVITIES IN ENGLISH LESSONS DURING A COVID-19 PANDEMIC (AT MTSN 1 LANGKAT).” yang disusun oleh **Miftahul Jannah** yang telah dimunaqasyahkan dalam Sidang Munaqasyah Sarjana Strata Satu (S-1) Fakultas Ilmu Tarbiyah dan Keguruan UIN SU Medan pada tanggal:

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Assalamu'alaikum Wr. Wb.

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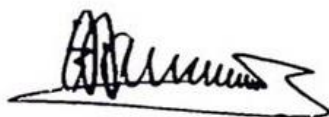
Maka kami berpendapat bahwa skripsi ini sudah dapat diterima untuk melengkapi syarat-syarat untuk mencapai gelar Sarjana Pendidikan (S. Pd) pada Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan.

Demikian surat ini kami sampaikan, atas perhatian Bapak kami ucapkan terimakasih.

Wassalamu'alaikum Wr. Wb.

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Menyatakan dengan sebenarnya bahwa skripsi yang saya serahkan ini benar-benar merupakan hasil karya saya sendiri, kecuali kutipan-kutipan dari ringkasan yang semuanya telah dijelaskan sumbernya. Apabila kemudian hari atau dapat dibuktikan skripsi ini hasil orang lain, maka gelar dan ijazah yang diberikan oleh universitas batal saya terima.

Medan, Januari 2022

Yang Membuat Pernyataan



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ABSTRACT

Miftahul Jannah. Registration Number: 0304172085. Teacher's Efforts In Increasing Students Learning Activities In English Lessons During A Covid-19 Pandemic. A Thesis, English Education Faculty Tarbiyah and Teacher Training The State Islamic University Of North Sumatera.

This interview study reports on the results and analysis of the efforts of teachers in increasing the students learning activities in english lessons during a covid-19 pandemic at MTsN 1 Langkat. Since the corona virus existed in Indonesia last year, since then the education system has been changed to online. This study aims to find out : What are the teacher's effort in increasing student learning activities in English lessons during the Covid-19 pandemic. This research uses descriptive qualitative research. Data collection techniques in this study are observation, interview and documentation. The findings of this study indicate that The teachers have made various efforts to increase student learning activities, such as creating creative media and engaging in interesting strategies during the Covid-19 pandemic and some of these efforts have been paired with the theory used to test this research. This study emphasizes that teachers play an important role in student learning activities through online learning, especially in English lessons.

Keywords: Covid-19 pandemic , English Lessons, Students Learning Activities, Teachers's Efforts.

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In the process of preparing this thesis, the author realizes that this thesis still has many shortcomings and weaknesses in certain points. The author also realizes that this thesis would not be completed without the guidance and assistance of the supervisor, family, friends, and comrades in arms. Therefore, the writer welcomes constructive criticism and suggestions for the perfection of this thesis. The author would like to thank all those who have guided, assisted and motivated in the

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CHAPTER I

INTRODUCTION

A. Background of Study

As we all know, in early 2020 the whole world was shocked by the emergence of a deadly virus, namely the corona virus. The virus was first identified from the city of Wuhan, China in the month of December 2019¹. The world health organization (WHO), explained that the corona virus is a newly discovered infectious disease caused by a type of coronavirus that has resulted in millions of lives worldwide in a short span of time. In March, Indonesia also became one of the countries in the world infected with the corona virus, based on data from the worldometers of corona virus cases in Indonesia on February 23, 2021 as many as 1,298,608 people in Indonesia were affected by the corona virus and 35,014 died². The initial symptoms of this virus are increased body temperature, cough, flu and difficulty breathing, this virus quickly attacks a person's immune system, so that when a person's immune system decreases, the level of exposure to the corona virus increases, especially people who already have the disease are more susceptible to exposure corona virus. For this reason, the World Health Organization (WHO) calls on all people in the world to keep a distance of more than one meter from other people to avoid and minimize transmission of the covid-19 virus. And on March 11, 2020, WHO officially

¹*WHO announces COVID-19 outbreak a pandemic.* Europe: World Health Organization, 2020 [cited 2021 Feb 26]. Available from: <http://www.euro.who.int/en/health-topics/health-emergencies/coronavirus-covid-19/news/news/2020/3/who-announces-covid-19-outbreak-a-pandemic>.

²*Worldmeters.info.* (2021). Retrieved February 23, 2021, from <https://www.worldometers.info/coronavirus/country/indonesia/>.

announced that the world was in a pandemic era.

Furthermore, the corona virus that has emerged throughout the world, including in Indonesia. In March, the president of the Republic of Indonesia, Jokowi, announced that Indonesia must carry out the PSBB, which stands for large-scale social restrictions made with the aim of preventing and stopping the spread of the corona virus in Indonesia, the government made a rule that at the time of the PSBB, the community was expected to limit all activities outside home and follow the health protocols established by WHO. For this reason, there have been many changes, including in the field of education throughout the world, including Indonesia. As announced by the Indonesian education minister that face-to-face learning in Indonesia was stopped indefinitely. For this reason, all schools in Indonesia must stop face-to-face learning and replace it with learning through networks or online learning to prevent and avoid exposure to the corona virus. Furthermore, during distance learning, there are many things that hinder the learning process, such as inadequate technology, no signal, and limited quotas. To overcome the ongoing problem, the government has provided quota assistance for all students in Indonesia so that students can easily access material or learning for free. However, it turns out that the problems that occur do not stop there, distance learning increases student burnout in the learning process. When students experience saturation, the level of understanding of their learning decreases. Many parents complain about the government's decision to eliminate face-to-face learning, because parents experience being overwhelmed in teaching and increasing children's enthusiasm for online learning.

While the student's enthusiasm for learning decreases, the student's learning

activity will automatically decrease as well. Because learning is basically doing or doing activities, if during the face-to-face learning process at school the students will learn from Monday to Saturday at school with a period of 4-18 hours per day, and it is clear that learning activities are going well, but with the existence of covid-19 student learning activity decreased. And one of the goals to be achieved in the learning process is learning activities. Because the higher learning activities carried out the chances of teaching success. This means that teacher teaching activities must be able to stimulate students to carry out various learning activities. In learning activities students not only receive and absorb the information conveyed by the teacher, but students must also be actively involved in learning activities. So that the learning results give results. Thus, to stimulate student activity in learning, the teacher must make several efforts. This effort is an effort made to achieve a goal. The efforts that can be made by the teacher to increase student activity when the learning process takes place, consists of various efforts and efforts made by the teacher that must be able to increase student activity both physically and mentally.³

In increasing student activity the teacher makes efforts to activate the senses, reason, memory and emotions of students. This effort requires that the teacher be able to understand the character of each student when the learning takes place and based on this, students can be encouraged to think and act actively and creatively. According to Jinping, teachers should try to be more sensitive to the needs, feelings, and mental non-psychological students, and give each student positive things and understand them as complex people with virtues and mistakes.

³Nana Sudjana. (2009). *Dasar-dasar Proses Belajar Mengajar*, Bandung: Sinar Baru Algesindo Offset, p. 72.

A teacher is a facilitator rather than an authority figure in developing a warm rapport with the students to deduce their anxiety.⁴ In the learning process, teacher is one of the main determinants learners in the class. To involve students independence the teacher must has many other potential roles like coordinator, teammate, and controller.⁵ Then, the teacher's efforts in increasing student learning activities can be done by paying attention to teaching methods or methods of teaching appropriately, efficiently and effectively. Teachers must be responsive in making and choosing the teaching methods used before starting the learning process in accordance with the Covid-19 period so that it can influence and increase student learning activities that have decreased and are already feeling bored. And it takes a teacher's role in increasing the spirit of learning activities.

The role of a teacher is very important, especially at the time of Covid-19, a significant teacher role is needed. Such as creating creative media and methods. Because when studying English, most students complain because they don't understand the meaning of the language, and during this pandemic, students find it more difficult to understand English learning, and this is where the role of the English teacher is needed to guide and teach students to learn. Huang et al mentioned that there are three main challenges in online learning in this covid-19 pandemic. First, the teachers have very limited time in preparing as well customize learning material from offline to online. Second, lack of opportunity teachers and students interact directly and freely during online learning which results in disrupted learning processes. Third, the use of a pedagogical approach

⁴Mattarima, K., & Hamdan, A. R. (2011). *Understanding Students' Learning Strategies as an Input Context to Design English Classroom Activities*. International Journal of Psychological Studies, 3, p. 240.

⁵*Ibid*, p. 241.

effective requires a greater effort to motivate and activate students in online learning.⁶

Then, there is research that related to this topic. A study entitled “Upaya Meningkatkan Motivasi Belajar Siswa Pada Pelajaran Bahasa Indonesia Berbasis Online Di Kelas 1 Madrasah Ibtidaiyah Nurul Ittihat Kota Jambi” was made by Dilla Amelia⁷. This research was conducted in 2020. In this study, researcher analyzed the results of this study show that the teacher tries to keep students active and motivated and the teacher gives more practice questions (drilling) via WhatsApp (WA) or telephone. However, it is unfortunate that only a small proportion of teachers are enthusiastic and provide creative lessons. Furthermore, there is a research with a similar topic entitled “Upaya Guru Dalam Meningkatkan Aktivitas Belajar Siswa Pada Mata Pelajaran Ekonomi Di Sekolah Menengah Atas (SMA) Negeri 1 Singingi Kabupaten Kuantan Singingi”.⁸ This research was written by Yenni Rosli Yanti. This study was made in 2013. The result of this study show that teachers give a many effort to increase students learning activities.

In this research, the writer use teacher as the object of this research, and show what are the efforts of the teachers in increase students activities in this covid-19 situation. Therefore, the writer interested to researching a study entitled **“Teacher’s Efforts In Increasing The Students Learning Activities In English**

⁶Huang, R., Tlili, A., Chang, T. W., Zhang, X., Nascimbeni, F., & Burgos, D. (2020). *Disrupted classes, undisrupted learning during COVID-19 outbreak in China: application of open educational practices and resources*. *Smart Learning Environments*, 7(1). <https://doi.org/10.1186/s40561-020-00125-8>, p. 2.

⁷Amelia, D. (2020). *Upaya Meningkatkan Motivasi Belajar Siswa Pada Pelajaran Bahasa Indonesia Berbasis Online Di Kelas 1 Madrasah Ibtidaiyah Nurul Ittihat Kota Jambi*.

⁸Yanti, Y. R. (2013). *Upaya Guru Dalam Meningkatkan Aktivitas Belajar Siswa Pada Mata Pelajaran Ekonomi Di Sekolah Menengah Atas (SMA) Negeri 1 Singingi Kabupaten Kuantan Singingi*.

Lessons During A Covid-19 Pandemic”.

B. The Limitation of the Study

In this study, researchers focused on Teacher's effort of in increasing student learning activities in English lessons during the Covid 19 pandemic. The subjects of this study were English teachers at MTsN 1 Langkat.

C. The formulation of the study

Based on the background of this study, researchers focused on:

What are the teacher's effort in increasing student learning activities in English lessons during the Covid-19 pandemic.

D. The Objective of the Study

Based on the formulation of the problem explains that:

To find out what are the teacher's effort increasing student learning activities in English lessons during the Covid-19 pandemic.

E. The Significance of the Study

This research consists of theoretical and practical benefits, namely:

1. Theoretical Benefit :

The writer expect that this reseach can give the information and the effort of the teacher's in increasing student learning activities in English lessons during the Covid-19 pandemic.

2. Practical Benefits

a. For researchers, this study is useful for proving the ability of researchers to analyze the efforts made by the teacher.

b. For readers, this research can be useful and used as reading material, especially for teachers in knowing what efforts can be made.

c. For future researchers, the results of this study are expected to be a topic of comparison or reference.

CHAPTER II

LITERATURE REVIEW

In this chapter, the researcher would like to present the theoretical framework and related study of this research.

A. Theoretical Framework

1. Teachers

1.1 Definition of Teacher

According to J.E.C. Gericke and T. Roorda quoted by Ir. Poedjawijatna, explained that the teacher came from Sanskrit, which means heavy, big, important, very kind, honorable and also means teacher.⁹ Then according to the Big Indonesian Dictionary (2003: 377) teachers are people whose livelihood is teaching. According to Wikipedia in Indonesian, teachers generally refer to professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students. In addition, teachers are educators and teachers in early childhood education through school or formal education, basic education, and secondary education. Such teachers must have some kind of formal qualification. In a broader definition, anyone who teaches something new can also be considered a teacher¹⁰. It is the same as stated by Nina Lamatenggo that a formal teacher is someone who has the ability based on a minimum educational background with a bachelor's status who teaches in public

⁹Supeno, Hadi. (1995). *Potret Guru*. Jakarta:Pustaka Sinar Harapan, p. 23.

¹⁰“Guru.” Wikipedia: The Free Encyclopedia, 13 february 2021. Web. 28 february 2021, id.wikipedia.org/wiki/Guru.

and private schools, and as for the legal provisions as teachers contained in the law on teachers and lecturers that apply in Indonesia.¹¹

According to Law number 20 of 2003 concerning the National Education System Article 1, regarding the general provisions point 6. Educators are educational personnel who are qualified as teachers, lecturers, counselors, tutors, instructors, facilitators, and other appropriate designations. with its specialty, as well as participating in organizing education. So the teacher is part of the educator who provides the instructor and acts as a facilitator. According to Nina Lamatenggo also said that teachers are educators who become role models. Therefore, teachers must have quality standards that include responsibility, authority, independence and discipline. The teacher must also be responsible for the actions in the learning process.¹²

Based on the understanding of the teacher above, the researcher can draw the conclusion that a teacher is someone who provides knowledge to others, becomes a facilitator, instructor and as a guide who must have values and responsibility to educate.

As explained from the above understanding, the teacher's task as facilitator, instructor and as a guide has been explained in the Qur'an Surah Al-Baqarah verse 151:

كَمَا أَرْسَلْنَا فِيكُمْ رَسُولًا مِّنكُمْ يَتْلُوا عَلَيْكُمْ آيَاتِنَا وَيُزَكِّيكُمْ وَيُعَلِّمُكُمُ الْكِتَابَ
وَالْحِكْمَةَ وَيُعَلِّمُكُم مَّا لَمْ تَكُونُوا تَعْلَمُونَ

Meaning : *As We have sent to you an Apostle (Muhammad) from (among)*

¹¹Uno, H. B., & Lamatenggo, N. (2016). *Tugas Guru dalam Pembelajaran : Aspek yang Memengaruhi*. Jakarta: PT Bumi Aksara, p. 2.

¹²*Ibid*, p. 3.

you who recites Our verses, purifies you, and teaches you the Book (Al-Qur'an) and Wisdom (Sunnah), and teaches what you have not know (Q.S Al-Baqarah:151).¹³

Based on this verse, it is explained that Allah SWT gave orders to the prophet Muhammad SAW to provide teaching, educational guidance to his people, such as reading the Qur'an, Sunnah and teaching about what is not yet known to mankind, based on this verse, humans are needed who have desire to learn so that they have knowledge which can then pass on that knowledge to others. So the teacher is an intermediary in the delivery of knowledge.

In this verse there is an educational goal, which is a concept of educational goals that leads to a process towards change for the better. Rasulullah SAW. is an educator for his people. Then there are various stages towards the concept of the goal. The activities of the Prophet in ancient times can be described as an educator, while his followers or friends are like students. Educators have a purpose when teaching something to their students. An educator must have something new when delivering material. With the aim, there will be maximum change as desired, namely towards social change that is more advanced than before. For this reason, this verse has a close relationship with education, especially educators. And in another verse about education as a guide has been explained in the Qur'an Surah Al-Mujadalah verse 11:

يَرْفَعُ اللَّهُ الَّذِينَ ءَامَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ

Meaning: "Allah will exalt those who believe among you and those who are given knowledge by several degrees," (Surah Al-Mujdah: 11).

¹³Departemen Agama RI, *Al Qur'an dan Terjemahannya*, Surah Al Baqarah (02) :151. Jakarta: CV Darus Sunah, p. 23.

And such in this hadith :

كُونُوا رَبَّانِينَ حُلَمَاءَ فُقَهَاءَ عُلَمَاءَ وَيُقَالُ الرَّبَّانِيُّ الَّذِي يُرَبِّي النَّاسَ بِصِغَارِ الْعِلْمِ قَبْلَ كِبَارِهِ

It means: "Be a forgiving educator, expert in jurisprudence, and a scholar.

It is called an educator if someone educates people by giving knowledge a little bit which eventually becomes a lot." (Narrated by Bukhari).

And in another hadith about education and the importance of mastering science :

مَنْ أَرَادَ الدُّنْيَا فَعَلَيْهِ بِالْعِلْمِ، وَمَنْ أَرَادَ الْآخِرَةَ فَعَلَيْهِ بِالْعِلْمِ، وَمَنْ أَرَادَهُمَا فَعَلَيْهِ بِالْعِلْمِ

Meaning: "Whoever wants to want the world, then let him master knowledge. Whoever wants the hereafter, let him master knowledge. And whoever wants both (the world and the hereafter), let him master knowledge," (Narrated by Ahmad).

The Role of the Teacher

The duties and functions of a teacher are one unit and are often described as roles. As described in Law no. 20 of 2003 and Law no. 14 of 2005 in Nina Lamatenggo states that the teacher's role is as an educator, teacher, mentor, director, assessor, trainer and student evaluator.

a. Teachers as Educators

Teachers as educators must have certain personal quality standards such as responsibility, authority, independence and also discipline because teachers are people who become role models for students.

b. Teachers as Lecturers

The teacher as a teacher must help developing students to learn something that they do not understand and know. And teachers also have to keep up with

technological developments so that what is conveyed to educators is the latest things.

c. Teacher as Guide

As a teacher, the teacher must be able to clearly formulate goals, determine travel times, determine the path to be taken, and also use travel guides, and assess fluency according to the needs and abilities of students.

d. Teacher as a Director

For a teacher educator is a guide, and as a teacher, the teacher must be able to teach students to solve the problems faced, and direct students to make decisions and direct students so that they can find their identity and develop their potential.

e. Teacher as Coach

The teacher is tasked with training students in the form of both intellectual and motor skills. Teachers must also be able to pay attention to individual differences in students and their environment.

f. Teacher as Evaluator

The most complex aspect of learning is assessment or evaluation because it involves many relationships and has several variables that cannot be separated. Because assessment is a process of determining the quality of learning outcomes, in the assessment process teachers need to have adequate knowledge, skills, and attitudes. Teachers must understand various evaluation techniques.¹⁴

Murphy & Rodriguez-Manzanares said that Teachers must monitoring students of their time and progress toward mastering learning objectives in this

¹⁴Uno, H. B., & Lamatenggo, N. (2016). *Tugas Guru dalam Pembelajaran : Aspek yang Memengaruhi*. Jakarta: PT Bumi Aksara, p. 7.

situation. However, effective monitoring of students' behavior and learning can be difficult at a distance.¹⁵ After knowing the explanation above regarding the role of a teacher, the writer draws the conclusion that the teacher plays a very large role for students, starting from knowledge to mental or the condition of a student, for that it takes the teacher's efforts to improve it, according to the next explanation.

2. Efforts to Increase

2.1 Definition of Efforts

According to Wahyu Baskoro, effort is a condition to convey something of purpose¹⁶. Meanwhile, according to Torsina, effort is an activity to achieve the desired goal. The Indonesian Language Compilation Team, also argues that an effort is an action, a method, a method of taking steps to do something. Then the effort according to Sriyanto is an attempt to achieve something. In the Big Indonesian Dictionary, effort is defined as activity such as exerting energy and thoughts to achieve a goal.

2.2 Definition of Increasing

According to the Oxford dictionary, increasing comes from the word increase.¹⁷ Then according to Merriam Webster, the definition of increase, something that is become progressively greater or the act or process of increasing.¹⁸ According to Cambridge Dictionary increasing is make something

¹⁵Borup, J., Graham, C. R., & Drysdale, J. S. (2014). *The nature of teacher engagement at an online high school*. British Journal of Educational Technology, 45(5), p. 8.

¹⁶Baskoro, W. (2005). *Kamus Lengkap Bahasa Indonesia*. Jakarta: Setia Kawan

¹⁷dictionary, O. (2015). *Increase*. Retrieved 2021, from <https://www.Oxfordlearnersdictionaries.com/definition/english/increase>.

¹⁸Webster, M. (2019). *Increase*. Retrieved 2021, from <https://www.merriamwebster.com/dictionary/increase>.

become larger in amount or size.¹⁹ According to Poerwadarminta increasing is the process of increase something from low to medium and high.²⁰

Based on the above definition, the researcher concludes that the meaning of increasing efforts is an activity, process made by someone to make something to be achieved by using energy and thought.

3. Learning Activities

3.1 Definition of Learning Activities

In general, activities carried out so that behavior changes occur. According to the KBBI, activities is an activity that carried out in each company chart. Meanwhile, according to some experts, such as Anton M. Mulyono, revealed that is an activity so that all activities carried out either physically or non-physically constitute an activity. Meanwhile, according to KBBI learning, is an effort or effort made to gain knowledge, which means that activity and learning have a very close relationship, According to G. Knirk & Kent L. Gustofson , Learning is an activity planned by the teacher to help someone learn a new ability, skill, and or value in a systematic process through the stages of design, implementation, and evaluation in the context of teaching and learning activities.

National education system law no. 20 of 2003 states that learning is a process in which students interact with educational resources and learn in a learning environment. Based on the concept, in the word learning sometimes there are two activities, namely learning and teaching. Teaching activities are activities related to efforts to teach students to develop their potential and the process of

¹⁹Dictionary, C. (2018). *Increase*. Retrieved 2021, from <https://dictionary.cambridge.org/dictionary/english/increase>.

²⁰W.J.S.Poerwadarminta, (2009). *Kamus Umum Bahasa Indonesia Edisi Ketiga* . Jakarta: Balai Pustaka.

change that occurs in them both cognitively, effectively and psychologically, meaning that learning requires communication between two directions or two parties, namely the teaching party (teacher) as an educator and the teacher. the learning party (student). In line with this, E. Mulyana stated that learning is essentially an interaction between students and their environment, so that changes occur for the better.

Based on the three learning theories above, it can be concluded that learning is a process of student interaction with educators and learning resources in a learning environment that is directed at predetermined learning objectives. To make interaction between teachers and students a success, teachers must use variations of learning because it is important for students to make them easy to understand during teaching and learning activities.²¹

According to Oemar Hamalik, learning activity is a situation where students can be active in learning. The form of student activity in learning can be seen from student involvement in the learning process such as discussions, listening and actively working on assignments and presenting report results.²² Activities carried out by students while in class will result in the formation of knowledge that will lead to increased achievement and student activities in learning can cause learning in the classroom to be more lively because students become more active. The activities carried out by students during the learning process depend on each individual. Because, the teacher only guides and plans activities that will

²¹Ela Nur Laili, W. L. (2018). *The Using Of Learning Variation In Micro Teaching Midterm Test On Fifth Semester Of S1 English Education Department Of Nahdlatul Ulama University Of Surabaya*. Proceedings ICTE, p. 119.

²²Bahri Djamarah, Syaiful. (2006). *Guru dan Anak Didik dalam Interaksi Edukatif*. Jakarta: Rineka Cipta, p. 63

encourage students to be active during the learning process.

From the explanation above, the researcher can conclude that learning activities are a situation where students can carry out various active activities both physically and spiritually.

3.2 Types of learning activities

According to Paul. B Diedrich quoted by Helmiati, student learning activities can be classified into several things, namely:

- a. Motoric activities such as demonstrating, doing, working, drawing, painting, moving, pushing, operating.
- b. Listening activities such as listening to teacher explanations, lectures, briefings.
- c. Visual activities such as seeing, observing, paying attention.
- d. Intellectual activity such as identifying, thinking, asking, answering, analyzing, reviewing, solving problems.
- e. Oral activities such as pronouncing, imitating sounds, telling stories, reading, question and answer, expressing, conveying, speaking, and so on.
- f. Writing activities such as writing, writing papers, making conclusions.
- g. Mental activities such as responding, remembering, solving problems, seeing relationships, making decisions.
- h. Emotional activities such as interest, feeling bored, excited,

courageous, calm and nervous.²³

3.3 Factors Affecting Learning Activities

In general, there are two factors that influence student learning activities, namely internal factors (inside students) and external factors (outside students).

a. Internal factors, which include :

1). Physiological factors, which include :

Physical conditions affect a person's learning activities. A healthy physical condition will have a positive influence on student learning activities. Otherwise the physical condition of students who are weak or sick will hinder the achievement of maximum learning outcomes.

2). Psychological factors, which include :

a). Intelligence / intelligence of students

Intelligence is defined as the psycho-physical ability to stimulate or adapt to the environment in an appropriate way. Intelligence is an important factor in student learning factors that will determine the quality of learning.

b). Motivation

Motivation is a process within the individual that is active, encourages, directs and maintains behavior at all times. Motivation is needed in learning because motivation is one of the determinants of learning outcomes.

According to Edward L. Deci Students who are high in motivation to learn (as a disposition) tend to do these things routinely, as if they possess a motivated learning schema that is triggered whenever they enter a learning situation. Even students who do not have much motivation to learn as a general disposition may

²³Helmiati. (2012). *Model pembelajaran*. Yogyakarta: Penerbit Aswaja Pressindo, p. 6.

display such motivation in specific situations because the teacher has sparked their interest or made them see the importance of the content or skill.²⁴

c). Interest

Interest is a high tendency and excitement or a great desire for something. Someone who is not interested in learning will not be enthusiastic in the learning process and will not even want to learn.

d). Attitude

Attitude is an internal symptom that has an affective dimension in the form of a tendency to react or respond in a relatively fixed way to objects, people, events and so on, both positively and negatively.

e). Talent

Talent is a person's ability which is one of the components needed in the learning process. New abilities will be realized into real skills after learning or practicing.

b. External Factors, consisting of:

1). Family factors, including:

- a). How parents educate
- b). Relationships between family members
- c).. Family economic situation
- d). Cultural background
- e). Understanding parents

2). School factors, which include:

- a). Teaching method

²⁴Brophy, Jere. (2004). *Motivating Students To Learn*. New Jersey London: Lawrence Erlbaum Associates, Publishers, p. 15.

Teaching method is a way or path that must be passed in teaching. Teachers' teaching methods that are not good will affect learning that is not good as well. In order for students to learn well, the method must be appropriate, effective and efficient.

b). Curriculum

The curriculum is defined as a number of activities given to students, most of which are to provide students with receiving, mastering and developing the subject matter. And the ability to master subject matter broadly and deeply is a professional competency that must be possessed by a teacher."²⁵

c). Learning Media

Good and complete learning tools are needed, so that teachers can teach well and students can receive lessons well and can learn well too. And according to Oemar Hamalik (1982: 23) explains that what is meant by with educational media are the methods, tools and techniques used to make communication more effective, interaction between students and teachers in the teaching and learning process at school. Media is a complementary basis and provide a lot of fluency in the teaching and learning process and success of education.²⁶

c). Good student relations

Good teacher relations with students, causing students to like the teacher, the subjects given so that students try to learn as well as possible.

d). Student relations with students

²⁵Ananda, Rusydi. (2018). *Profesi Pendidikan dan Tenaga Kependidikan*. Medan: Lembaga Peduli Pengembangan Pendidikan Indonesia (LPPPI), p. 40.

²⁶ Susanto, Heri. (2019). *Media Pembelajaran Sejarah Era Teknologi Informasi (Konsep Dasar, Prinsip Aplikatif, Dan Perancangannya)*. Banjarmasin: Program Studi Pendidikan Sejarah Fakultas Keguruan dan Ilmu Pendidikan Universitas Lambung Mangkurat, p. 15.

Creating good relations between students is necessary, in order to have a positive influence on student learning.

e). Building Condition

Variations in student characteristics require adequate building conditions in each class. Students will not be able to study comfortably if the class is not adequate.

f). School time

School time is the time when the teaching and learning process occurs at school, either in the morning, afternoon, evening or night.

g). Learning method

Student learning outcomes will increase if students learn the right way and get enough rest.

h). Homework

Teachers who give too much homework will interfere with children to do other activities. Learning activity is a condition where students can be active in learning. The form of student activity in learning can be seen from the involvement of students in the learning process such as discussions, listening and actively working on assignments and presenting the results of the report²⁷

3). Community factors, including:

- a) Student activities in the community
- b) Social Media
- c) Friends to hang out with

²⁷Bahri Djamarah, Syaiful. (2006). *Guru dan Anak Didik dalam Interaksi Edukatif*. Jakarta: Rineka Cipta.

d) The form of community life.²⁸

Knirk & Kent L. Gustafson defines learning as an activity designed by the teacher to help someone learn a new ability, skill and or value in a systematic process through the design, implementation and evaluation stages in the context of teaching and learning activities.²⁹

The current learning paradigm is Student Centered Learning. Students are encouraged to be able to acquire knowledge in their own way. Thus, his ability and love for learning activities will grow. To encourage students to be active in learning activities, teachers should apply a variety of learning methods that make students carry out various activities such as reading, seeing pictures (illustrations), writing, discussing, conveying thoughts, arguing, practicing a skill and not positioning students as parties who passive, which is only asked to listen to the teacher's lecture.³⁰

The National Education System Law No. 20 of 2003 states that: "learning is a process of interaction between students and educators and learning resources in a learning environment." in students, both in the form of potential thinking (intellectual), hearing (auditory), seeing (visual), and physical activity / movement (somatic).

To easily remember it, Dave Meier mentions this by learning the SAVI (Somatic, Auditory, Visual, Intellectual) style, namely:

- a. Somatic: Body movement that is learning by experiencing and doing.

²⁸*Ibid*, p. 43.

²⁹Helmiati. (2012). *Model pembelajaran*. Yogyakarta: Penerbit Aswaja Pressindo, p. 8.

³⁰*Ibid*, p. 9.

- b. Auditory: Listening, namely learning by listening, speaking, presenting, arguing, expressing opinions, and responding
- c. Visual: Seeing / using the eye senses, namely learning through observing, paying attention, drawing, demonstrating, reading, using media and props.
- d. Intellectual: Thinking / using the brain, namely learning by thinking, identifying, discovering, investigating, reasoning, formulating, creating, constructing, and solving problems.

Student activities in learning have a very important meaning, remembering:

- a. Learning can only occur if students are actively involved in activities. Because the process of change in them both cognitive, affective and psychomotor changes can occur when they are actively involved by using their learning potential.
- b. Every student has the potential to be developed.
- c. The role of the teacher is more as a facilitator of learning (which facilitates and makes things easy for students to find easy) both knowledge and skills.

4. English Lesson

Learning English is a lesson that develops contextual English language skills in accordance with the context and conditions and daily situations of students. Aims to produce a form of learning English that is more touching the needs of students.

Learning is an effort made by the teacher to make students learn, namely by changing the behavior of students who learn as if they have new abilities.

Learning is a system that aims to assist the student learning process, which contains a series of events designed and arranged in such a way as to influence and support the internal student learning process.

According to Knowles, learning is a way of organizing students to achieve educational goals. Meanwhile, according to Munif Chatib, learning is a two-way process of transfer of knowledge that occurs between teachers and students, the teacher is the provider of information while the student is the recipient of information.³¹

The English learning method play very important role in English learning activities. There are many students who are able to achieve good achievement because they are taught using appropriate English learning methods. And the following are nine main models of learning English:

- a. Direct Method.
- b. Berlitz Method.
- c. Natural Method.
- d. Conversation Method.
- e. Phonetic Methods (Hearing and Saying).
- f. Practice Methods – Theory.
- g. Reading Method.
- h. Oral Method.
- i. Pattern-Practice Method.³²

³¹Yamin, M. (2017). *Metode Pembelajaran Bahasa Inggris Di Tingkat Dasar*. Jurnal Pesona Dasar,1(5), p. 83.

³²*Ibid*, p. 85.

B. Related Study

The relevant research results in this study are needed to support theoretical studies so that they can be used as a basis for a framework of thought. And the relevant research results are as follows:

1. A study entitled “Upaya Meningkatkan Motivasi Belajar Siswa Pada Pelajaran Bahasa Indonesia Berbasis Online Di Kelas 1 Madrasah Ibtidaiyah Nurul Ittihat Kota Jambi” was made by Dilla Amelia³³. This research was conducted in 2020. In this study, researcher analyzed the results of this study show that the teacher tries to keep students active and motivated and the teacher gives more practice questions (drilling) via WhatsApp (WA) or telephone. However, it is unfortunate that only a small proportion of teachers are enthusiastic and provide creative lessons.

2. Research with a similar topic entitled “Upaya Guru Dalam Meningkatkan Aktivitas Belajar Siswa Pada Mata Pelajaran Ekonomi Di Sekolah Menengah Atas (Sma) Negeri 1 Singingi Kabupaten Kuantan Singingi”.³⁴ This research was written by Yenni Rosli Yanti. This study was made in 2013. The result of this study show that teachers give a many effort to increase students learning activities.

3. Research with a similar topic entitled “Upaya Guru Dalam Meningkatkan Minat Belajar Siswa Pada Mata Pelajaran Fiqih di Madrasah Aliyah Swasta Nurul

³³Amelia, D. (2020). *Upaya Meningkatkan Motivasi Belajar Siswa Pada Pelajaran Bahasa Indonesia Berbasis Online Di Kelas 1 Madrasah Ibtidaiyah Nurul Ittihat Kota Jambi*.

³⁴Yanti, Y. R. (2013). *Upaya Guru Dalam Meningkatkan Aktivitas Belajar Siswa Pada Mata Pelajaran Ekonomi Di Sekolah Menengah Atas (Sma) Negeri 1 Singingi Kabupaten Kuantan Singingi*.

Falah Kota Jambi.”³⁵This research wa written by Sahdiyah. This study was made in 2020. The result of this study show that The teacher's efforts in increasing student interest in learning at the Private Madrasah Aliyah Nurul Falah in Jambu City are still not optimal.

4. Research with a similar topic entitled “Upaya Guru Dalam Meningkatkan Aktivitas Belajar Siswa Pada Mata Pelajaran SKI di Kelas V MI Darul Mukmin Kuala Pembuang”.³⁶ This research wa written by Siti Munifah. This study was made in 2020. The result of this study show that teachers give a many effort to increase students learning activities that is teacher's efforts in preparing lesson plans.

5. Research with a similar topic entitled “Upaya Guru BK Dalam Meningkatkan Budaya Membaca Pada Siswa Kelass VIII Di MTsN 1 Langkat.”³⁷ This research wa written by Indah Sari. This study was made in 2020. The result of this study show that The reading culture implemented at MTsN 1 Langkat which is already running is by giving 15 minutes before the lesson starts and then the efforts of the BK teacher in improving the reading culture have been quite successful.

The reason the researcher uses these five theses as research material is because these five theses discuss the efforts made by teachers in improving learning, so that these five theses provide inspiration to researchers to conduct further research with different titles, objects and situations.

³⁵Sahdiyah. (2020). *Upaya Guru Dalam Meningkatkan Minat Belajar Siswa Pada Mata Pelajaran Fiqih di Madrasah Aliyah Swasta Nurul Falah Kota Jambi.*

³⁶Munifah, S. (2020). *Upaya Guru Dalam Meningkatkan Aktivitas Belajar Siswa Pada Mata Pelajaran SKI di Kelas V MI Darul Mukmin Kuala Pembuang.*

³⁷Sari, I. (2020). *Upaya Guru BK Dalam Meningkatkan Budaya Membaca Pada Siswa Kelass VIII Di MTsN 1 Langkat.*

C. Conceptual Framework

The problem that occurred in this study was that it started with the emergence of the corona virus, which spread to Indonesia which caused various problems, especially in the field of education. The government decided to carry out PSBB. For this reason, all schools in Indonesia must stop face-to-face learning and replace it with learning through networks or online learning to prevent and avoid exposure to the corona virus. And one of the goals to be achieved in the learning process is learning activities. Because the higher learning activities carried out the chances of teaching success. This means that teacher teaching activities must be able to stimulate students to carry out various learning activities.

In learning activities students not only receive and absorb the information conveyed by the teacher, but students must also be actively involved in learning activities. So that the learning give results. Thus, to stimulate student activity in learning, the teacher must make several efforts to increase students learning activities during covid-19 pandemic. In increasing student activity the teacher makes efforts to activate the senses, reason, memory and emotions of students. This effort requires that the teacher be able to understand the character of each student when the learning takes place and based on this, students can be encouraged to think and act actively and creatively. The conceptual framework of the study is summarized in a visual illustration bellow.

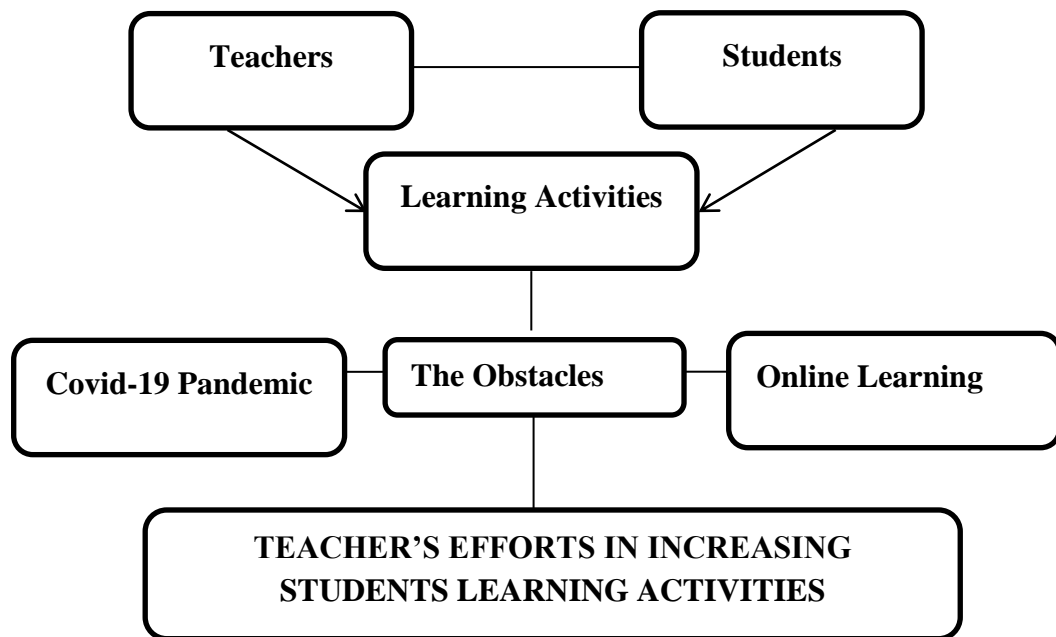


Figure 2.1 The Conceptual Framework of the Study

CHAPTER III

RESEARCH METHODS

A. Research Approach and Design

This study uses a qualitative approach. According to Strauss and Corbin, quoted from Salim and Syahrur, qualitative research is a study in which the procedure of finding is carried out without using statistical quantification procedures. Qualitative research is research that concerns a person's life, stories, behavior as well as organizational functions and reciprocal relationships. According to Ibnu Hajar quoted from Salim and Syahrur, he explained that qualitative research presents the results in a descriptive narrative form when viewed from the perspective of research results.³⁸

And there are two main objectives of qualitative research, namely: 1) to describe and explore. And then to describe and explain. In this study, researchers examine the efforts made by several English teachers.

B. Research Subject

The subjects of this study were English teachers at MTsN 1 Langkat. And other research subjects are students, principals and researchers themselves. and the main subject of this study are 3 English teachers.

The location in this research is located at MTsN 1 Langkat. This study discusses the efforts of teachers to carry out learning during the Covid-19 period.

³⁸Salim, S. (2012). *Metodologi Penelitian Kualitatif*. Bandung: Citapustaka Media, p. 41.

The reasons for choosing this location are based on several considerations, namely:

1. The research location is easy to reach by researchers, there by saving energy and time.
2. Before obtaining formal permission from the school, the researcher had asked permission from one of the English teachers who wanted to be interviewed later so that the researcher could get permission formally.

C. Types and Sources of Data

1. Types of Data

Researchers used 2 types of data to obtain information and collect data, namely primary and secondary, these data include:

a. Primary data

Primary data is data that is received directly from data sources. Primary data was first collected by researchers through direct field data collection efforts. And as for the data that the researcher wants to obtain are:³⁹

The results of interviews with teaching teachers in English lessons at MTsN 1 Langkat, about teachers' efforts to increase learning activities in learning English during the Covid-19 period.

b. Secondary Data

Meanwhile, secondary data is data that is not directly obtained from data sources or data obtained from third parties.⁴⁰ Secondary data in this study is data

³⁹Barlian, E. (2016). *Metodologi Penelitian Kualitatif & Kuantitatif*. Padang : Sukabina Press, p. 66.

⁴⁰*Ibid*, p. 49.

taken at MTsN 1 Langkat regarding the general picture of the school such as:

- 1) History and geography.
- 2) Organizational structure.
- 3) The condition of teachers and students.
- 4) The state of advice and infrastructure.

2. Data Sources

The source of the data is where the data is obtained. The data source here is the subject from which the data is obtained, namely:

- a. The data source is in the form of humans, namely teachers.
- b. The data source is in the form of the atmosphere and condition of the English learning process.
- c. Sources of data are documentation in the form of photos of activities, documentation archives relating to the existence of the school, increasing the number of students and the learning system in schools.

D. Data Collection Procedures

The data collection procedure of this research, the researcher used three kinds of data collection techniques, namely:

1. Observation

Observation is one of the data collection techniques that exist in qualitative research, observation is an activity using the five senses, such as sight and hearing to obtain the information needed to answer problems in research. Observations can be made to obtain a real picture of an event or incident to answer research questions. Observation is usually used for research concerning human behavior,

work processes, natural phenomena and what is observed is not too broad.⁴¹

In this observation, the author is involved with the daily activities of the person being observed or who is used as a source of research data. This research uses participatory observation, participatory observation is a data collection method used to collect research data through observation and hearing where the researcher is involved in the informant's livelihood. This observation is carried out by observing and recording directly from the object of research by asking the view to observe the activities carried out by the teacher in the process of learning English. Observations made by the author in this thesis use observation guidelines which are structured as follows:

Observations made by the author in this thesis on the subject use observation guidelines which are structured as follows:

- a. School Condition.
- b. Teacher's Condition.
- c. Learning Activities.
- d. School situation during the pandemic.

2. Interview

Interviewing is a process of communication or interaction carried out to gather information by conducting questions and answers between researchers and informants or research subjects. Currently, interviews can be carried out without face to face, namely through the media. The interview is an activity to obtain in-depth information about an issue that the researcher raises in his research. The interview is a way to collect data by verbally asking questions to the data source,

⁴¹*Ibid*, p. 55.

and the data source also provides answers orally as well.⁴²

So, in this study the researchers conducted interviews with 3 English teachers at MTsN 1 Langkat. In order to be carried out effectively, based on Yunus (2010) the interview was carried out in several stages, namely 1). Introducing yourself, 2). Explain the purpose of coming, 3). explain the interview material, 4). And ask questions.

3. Documentation

The documentation in this study is a photo. Includes photos of interviews and school situation. This documentation is used as evidence that research has been conducted. And data collection techniques using this documentation is a tool used to collect data in the form of documents such as photos of activities and interview transcripts.

E. Data Analysis Techniques

Data analysis is the process of searching for and compiling systematically, and data obtained using several techniques in collection such as: observation, interviews, and documentation. After the data and some information have been collected, this research process the data containing procedures that produce descriptive data in the form of written or spoken words of the people being observed. So to process and analyze the data in this study, the researchers used qualitative research, namely by explaining this research as it is in accordance with the results obtained. By organizing data and choosing which ones are important to study, making conclusions, so that they are easily understood by researchers

⁴²*Ibid*, p. 53.

and readers. The data analysis technique used in qualitative analysis has four stages, namely data collection, data reduction, data presentation, and drawing conclusions.

1. Data Reduction

Data reduction is the initial stage of data analysis techniques. Data reduction is a classification, simplification and removal of unnecessary so that the data can produce meaningful information and make it easier for the author to draw conclusions. This reduction stage is carried out to determine whether the data is relevant or not with the final result. In this study, data were obtained through notes during observations and interviews, then the data were summarized to get conclusions so as to provide a clear picture to the author.

2. Presentation of Data

The next step is presenting data or display data. This stage is an activity carried out when a set of data is systematically arranged which is easy to understand so that it is possible to produce conclusions. The form of qualitative data presentation can be in the form of narrative text (in the form of field notes). Through the presentation of this data, the data obtained by the author will be arranged in a relationship pattern so that it is easier to understand. In the research obtained from the results of this interview, the researcher presented the data using descriptive text. Data presentation is done by grouping the data according to its structure.

3. Conclusion / Verification

Conclusion / verification is the last step in qualitative data analysis, conclusions and verification carried out to see the results of data reduction still

refer to the analysis objectives to be achieved. This stage aims to find the meaning of the data collected by looking for information to draw conclusions as existing problems. Then the initial conclusions concluded are still temporary and can change according to the results of the evidence that has been found. In this study, the researcher will conclude the results of the problems under study, and the findings of this study can also be a description of an object how the efforts of English teachers.⁴³

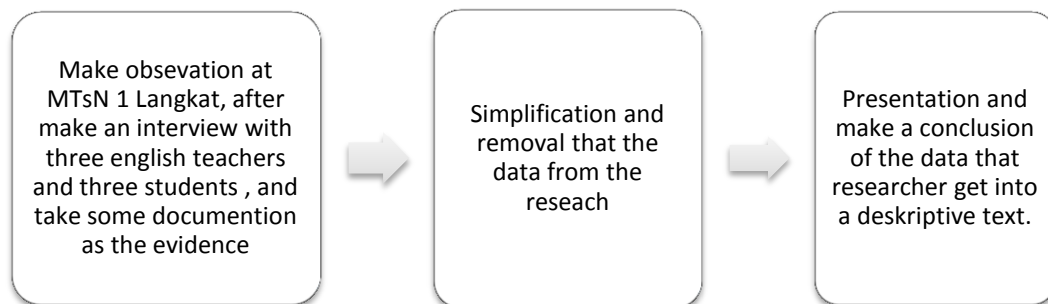


Figure 3.1 The Diagram of data analysis techniques

F. Techniques for checking and checking the validity of the data

In this study, researchers used the triangulation technique. According to Moleong, triangulation is a technique of checking the validity of data that utilizes something that was born outside the data for checking purposes or as a comparison of the data through time and the different tools in qualitative research.

It can be achieved by means of :

1. Asking the same questions to the different informants through structured interviews. Structured interviews were conducted with 3 informants.
2. Observing the evidence of the learning process as well as checking the suitability of what has been disclosed by the informant.

⁴³Barlian, E. (2016). *Metodologi Penelitian Kualitatif & Kuantitatif*. Padang : Sukabina Press, p. 145.

3. Confirming the findings with research information, namely by re-checking the correctness of the data obtained.

Based on the triangulation technique mentioned above, it is intended to check the correctness and validity of the data obtained in the field against the effectiveness of online-based learning in English at MTsN 1 Langkat from sources of observation, interviews or through documentation, so that all data can be accounted for obtained in the field in the study.

Data checking is carried out by:

1. Persistence of observation, intends to find characteristics and elements in situations that are highly relevant to the problem or issue being sought and then focus on these things in detail.

2. Triangulation, is a data validity checking technique that utilizes something other than the data for checking purposes or as a comparison to the data.⁴⁴

⁴⁴*Ibid*, p.169.

CHAPTER IV

RESEARCH FINDING

In this chapter would like to present : a). General Findings, b). Specific Findings, c). Discussion.

A. GENERAL FINDINGS

1. History of MTsN 1 Langkat

MTsN Tanjung Pura or MTsN 1 Langkat has been established since 1979. It started with the merger of the 6-year-old Islamic State Religious Teacher Education (PGAN) Madrasa. This merger was carried out due to the lack of religious education facilities in Tanjung Pura, which at that time only had two namely PGAN Putri 6 Years and Preparation IAIN (SPAIN). Seeing this situation, the government established a State Madrasah Tsanawiyah in Tanjung Pura which is a fusion of 6-year-old PGAN Putri starting from first grade students to third grade students as the forerunner of Tanjung Pura MTsN students based on the Decree of the Minister of Religion of the Republic of Indonesia effective February 1, 1979 with the head of the madrasa, Mr. H. Abdurrahman, BA (late). Furthermore, for approximately two years MTsN Tanjung Pura students carried out the teaching and learning process still using the PGAN madrasa building because the Tanjung Pura MTsN building was still under construction. Furthermore, the government prepared a plot of land with an area of 0.6 Ha. at that time which was located at Jalan Pembangunan No. 3 Pekubuan Village, Tanjung Pura District, about 1.5 KM from Tanjung Pura City. On this land, it was

started by building a study room building, office space building and teacher's room building. Meanwhile, all financing is borne by the government through the Pelita project costs which are channeled through the Project List (DIP) fund with five stages of development, namely:

a. In the 1980/1981 budget year, three study rooms were built, each measuring 7x8 meters and one office space measuring 6x8 meters.

b. In the 1981/1982 fiscal year, three study rooms were built, each measuring 8x8 meters.

c. In the 1982/1983 budget year, three study rooms and one teacher room were built, each measuring 8x8 meters.

d. In the 1983/1984 fiscal year, three study rooms were built, each measuring 8x8 meters.

e. For the fiscal year 1984/1985, a science laboratory was built.

Then after the study room building was adequate, the students were officially transferred to the main location at the end of the 1981/1982 school year. In the process of its development, MTsN 1 Langkat from year to year continues to improve in an effort to create a comfortable, beautiful, and beautiful educational environment. And currently MTsN 1 Langkat has 40 rooms/buildings that have been used. Meanwhile, the learning process continues to experience developments that are adapted to government programs, such as the implementation of the Active Student Learning Method Curriculum (CBSA), followed by the 2004 and 2006 curriculum. After that, the government launched the Education Unit Level Curriculum (KTSP) program. and currently MTsN 1 Langkat since 2015 has become a sample of the implementation of the 2013 curriculum which is oriented

to the formation of the character of students. Throughout the history of MTsN 1 Langkat it has been led by several madrasa heads who have a high dedication to building this madrasa, namely Mr. H. Abdurrahman, BA (late), Mr. Drs. Ilyas Lubis, the father of Drs. Jumadin Brueh (late), the father of Drs. M Yasin, Mr. Drs. Salman (late), Mr. Drs.As'ad Badar, MA, Mr. Subari.S, S.Pd, Mr. Drs.H.Musianto, MA, Mr. Ahmad Yuti, S.Ag, and Mr. Ojar, S.Ag, MM (now). At the beginning of the establishment of the teaching staff assisted by several senior teachers, both teachers who are members of the PGAN madrasa and new teachers including Mr. Khairuddin, S.Ag, Hj. Mrs. Nurdailami, Amd, Hj. Saniah (late), Hj. Hanifah Indra (late), Zuhrah's mother and so on.

Table 4.1 School Identity of Madrasah Tsanawiyah Negeri I Langkat Academic Year 2020/2021

Madrasa Identity	
Name of Madrasa	: MTs N 1 Langkat
Status	: Country
NSM	: 121112050001
NPSN	: 10264320
Accreditation	: A
Address	: Jl. Pemabangunan No. 3 Desa Pekubuan
District	: Tanjung Pura
Postal Code	: 20853
Website Address	:-
e-mail	: mtsn.tanjungpura@gmail.com
Year founded	: 1979
Size and Status of Land Ownership	: 9179 m2 / Certified Ownership
Building area and status	:

Madrasa NPWP	: 00.
Name of Head of Madrasa	: Ojar, S.Ag, MM

2. Vision and Mission of Madrasa

Vision :

Realizing Quality Madrasas in Faith and Faith, Knowledge and Technology and Environmentally Insight.

Mission:

a. Realizing Understanding, Appreciation and Practice of Religious Teachings on Students and Teachers.

b. Improving Discipline in Learning to Enter and Leave Work

c. Raising Awareness to Make Madrasas Clean, Beautiful and Controlling Pollution and Environmental Damage.

d. Strengthening the togetherness of Madrasa residents who are polite and virtuous.

e. Increase Extracurricular Activities.

3. Organizational Structure

Based on data obtained from MTs N 1 Langkat in 2020/2021, the data on the structure of Madrasah Tsanawiyah Negeri I Langkat is as follows which is described in table 4.2.

Table 4.2 Structure of Madrasah Tsanawiyah Negeri I Langkat Academic Year 2020/2021

NO	OCCUPATION	NAME
1	Head of Madrasah	SYAMSUL BAHRI, S.Pd, M.Pd

2	Head of administration	SYAHRIAL, M.Pd
3	Treasurer	MASYITAH, SH
4	<i>Pkm 1 Bid. Curriculum</i>	AHMAD YUTI, S.Ag
5	<i>Pkm 2 Bid. Student</i>	DARMANTO,S.Pd
6	<i>Pkm 3 Bid. SarPras</i>	AMALUDIN, S.Pd
7	<i>Pkm 4 Bid. Humas</i>	ENNY SUHENNY, M.Pd
8	Head of Library	MUHARDI NUR, S.Ag
9	Head of Laboraturium	HENNI DUMAWATI, S.Pd
10	UKS Coordinator	ERNIWARLIS, S.Pd
11	Student Council	RILWAN HADINATA, S.Pd
12	Scoutmaster	YUNI FAKHRIAH, S.Pd
13	Homeroom Teacher VII-1	ERNI WARLIS S.Pd
14	Homeroom Teacher VII-2	SITI AISYAH, SpdI
15	Homeroom Teacher VII-3	RIRIN AYU WULANDARI
16	Homeroom Teacher VII-4	WULAN SARI,S.Pd
17	Homeroom Teacher VII-5	DIAN NOVIANTI ,S.Pd
18	Homeroom Teacher VII-6	MHD.ANSHARI DAMANIK
19	Homeroom Teacher VII-7	SOMARNO,S.Ag
20	Homeroom Teacher VII-8	MUSTAFA KAMAL,SPd
21	Homeroom Teacher VIII-1	NANDA CANDRA KIRANA
22	Homeroom Teacher VIII-2	RASYIDAH ARIANNA HUTASUHUT
23	Homeroom Teacher VIII-3	YUNIDAR,S.Ag
24	Homeroom Teacher VIII-4	DIAN HERAWATY,DRA
25	Homeroom Teacher VIII-5	KHAIRANI,S.Pd
26	Homeroom Teacher VIII-6	SITI SAFURA,S.Pd
27	Homeroom Teacher VIII-7	DENGGAN SOALON, S.Pd
28	Homeroom Teacher VIII-8	NURIANI,S.Ag

29	Homeroom Teacher IX-1	RAHMAD MANURUNG,S.Pd
30	Homeroom Teacher IX-2	WAHYUDIANTO ,SPd
31	Homeroom Teacher IX-3	NASARUDIN, S.Ag
32	Homeroom Teacher IX-4	SUPIAH, SPd
33	Homeroom Teacher IX-5	YUNI FAKHRIAH,S.Pd
34	Homeroom Teacher IX-6	EVA WATI SPd
35	Homeroom Teacher IX-7	NILA SARI DEWI,S.Pd
36	Homeroom Teacher IX-8	FAHMI ARINAL,,SS
37	Counseling Guidance	APRIANGGI PRATIWI,S.PdI
38	Counseling Guidance	RINA ASTUTI,S.PdI
39	Counseling Guidance	SUAIBATUL ISLAMIA,S.Pd
40	Counseling Guidance	UMMI SITI AISYAH

Data Source: MTs N 1 Langkat in 2021

4. The State of Teachers and Employees

Based on the data obtained from MTs N 1 Langkat in 2021, the data on the State of Teachers and Employees of MTs N 1 Langkat are as follows which are described in table 4.3.

Table 4.3 Condition of Teachers and Employees of MTs N 1 Langkat.

No	Teacher	Amount
1	Permanent Teacher/PNS	49
2	Non-Permanent/Honorary Teachers	19
Amount		68
No	Education Personnel	
1	Permanent Employees/PNS	2
2	Temporary/Honorary Employees	8
Amount		10

Data Source: Teacher and Staffing Data in 2021

Teacher

1	Syamsul Bahri,S.Pd,M.Pd	16	Heni Dumawati, Spd
2	Ahmad Yuti, S.Ag	17	Kusnoto,S.Ag
3	Dian Herawaty,Dra	18	Mhdisa,S.Ag
4	Darmanto ,Spd	19	Nasarudin, S.Ag
5	Erni Warlis S.Pd	20	Rahimah,Spd
6	Farida Yusni ,Dra	21	Nuriani,S.Ag
7	Muhardi Nur S.Ag	22	Somarno,S.Ag
8	Sutiah ,Spdi	23	Wulan Sari,S.Pd
9	Tarmizi,S.Ag	24	Yunelis Sabitah, S.Ag
10	Diah Nurita, Dra	25	Yunidar, S.Ag
11	Enni Suhenny, Spd	26	Endang Sri Wardani Spd
12	Amaluddin,Spd	27	Nurhasanah, S.Ag
13	Eva Wati Spd	28	Suaida.S.Ag
14	Wahyudianto ,Spd	29	Yuni Fakhriah,S.Pd
15	Ernis Waty, Spdi	30	Rina Astuti,S.Pdi

31	Supiah, Spd	49	Rilwan Hadinata, S.Pd
32	Siti Aisyah, Spdi	50	Elvida ,S.Pd
33	Kasrah, Spdi	51	Khairunnusa,S.Pd
34	Khairatul Athiah ,Spd	52	Rina Puspita Sari,S.Pd
35	Fahmi Arinal,Ss	53	Mustafa Kamal,Spd
36	Denggan Soaloon	54	Nurli Asmanidar,Spd
37	Ira Noviyanti Jambak	55	Nur`Aini,Sag
38	Khairani	56	Joko Susanto, S.Pd
39	M.Iqbal Khairi	57	Syamsiah, S.Ag
40	Mhd.Anshari Damanik	58	Sri Wahyuni,S.Pd
41	Muhammad Husli Khairi	59	Yusnidar, Sag

42	Nanda Candra Kirana	60	Suaibatul Islamiah, S.Pd
43	Nila Sari Dewi	61	M.Syahriza Syafril, Spd
44	Rahmad Manurung	62	Aprianggi Pratiwi ,S.Pd
45	Rasyidah Arianna Hutasuhut	63	Rika Juli Susanti,S.Pd
46	Ririn Ayu Wulandari	64	Siti Safura,S.Pd
47	Siti Delvi Jarniati	65	Rosi Handayani,S.Pd
48	Umni Siti Aisyah	66	Mahmud, S.Pd

Data Source: Teacher and Staffing Data in 2021

5. State of Facilities and Infrastructure

Based on the data obtained from MTs N 1 Langkat in 2021, the data for the Facilities and Infrastructure of MTs N 1 Langkat are as follows which are described in table 4.4

Table 4.4 Facilities and Infrastructure for MTs N 1 Langkat

No	Type of Facility	Amount	Condition			
			Good	Damaged		
				Heavy	Medium	Light
1	Classroom	24	20	-	-	4
2	Office room	2	2	-	-	-
3	UKS room	1	1	-	-	-
4	Library room	1	1	-	-	-
5	Hall	1	-	-	-	1
6	BP room	1	-	-	-	1
7	Student Council	1	-	-	-	1
8	Teacher's room	1	1	-	-	-
9	Scout Room	1	1	-	-	1
10	Security Room	1	1	-	-	-
11	Hostel	1	1	-	-	-
12	Mushalla	1	1	-	-	-
13	Bathroom/WC	3	1	-	-	2
14	Warehouse	1	1	-	-	-
15	Canteen	2	2	-	-	-
16	Water tank	3	3	-	-	-
17	Water machine	3	3	-	-	-
18	Classroom Wardrobe	24	18	-	6	-
19	Garbage processing machine	1	-	-	-	1
20	Sound System	3	2	-	-	1

21	Television	3	3	-	-	-
22	Administration Laptop Office	4	3	1	-	-
23	Air Conditioner (AC)	3	3	-	-	-
24	Stabilizer	1	1	-	-	-
25	And others					

Data Source: Sarpras MTs N 1 Langkat in 2021

Facilities and infrastructure as a very important factor in educational institutions in schools, whether they are adequate or need to be added and improved. Madrasas that have good and complete facilities and infrastructure will

6. The Data of Student

Based on the data obtained from MTs N 1 Langkat in 2021, the student data of MTs N 1 Langkat are as follows which are described in table 4.5.

Table 4. 5 Data of 2018/2019 Academic Year Students

School year	Class VII		Class VIII		Class IX		Amount of Class (VII,VIII,IX)	
	Amount of students	Amount of study groups	Amount of students	Amount of study groups	Amount of students	Amount of study groups	Amount of students	Amount of study groups
2018/2019	257	8	243	8	303	8	803	24
2019/2020	257	8	255	8	256	8	768	24
2020/2021	259	8	251	8	252	8	762	24

Data Source: Parent Book, Leger MTs N 1 Langkat from 2018 to 2021

B. SPECIFIC FINDINGS

Based on the results of research conducted at MTsN 1 Langkat using observation, interviews and documentation methods to find out what efforts were made by teachers in increasing student learning activities in English lesson during the covid-19 pandemic, the researcher found that the learning process that occurred at MTsN 1 Langkat continued to run smoothly, based on the results of observations, the learning process at MTsN 1 Langkat still ongoing online. And schools also provide media such as e-learning for students to facilitate the learning

process. However, the school has begun to ease the situation for students who find it difficult to study at home by allowing students to come to school based on health protocols, namely, students are encouraged to wear masks, and provided several places to wash hands for students, then there was no physical contact such as shaking hands with the teacher, the learning process took place at 08.00-12.00 WIB, and was attended by only a few students who did have limited facilities or who did not understand the material presented.

Then after conducting interviews, it was found that there were various efforts made by English teachers to increase student learning activity during the teaching and learning process which took place during the covid-19 pandemic. The efforts are made to increasing student learning activities, especially in English subjects, while the efforts made by English teachers in increasing student learning activities are one of them through deepening the emotions and character of the students, so that the efforts help teachers solve problems that occur the students during this pandemic. These efforts require teachers to understand the character of each student when studying and based on that understanding the teacher can also identify and create learning that can encourage student enthusiasm and activity when studying during a pandemic.

Based on the results of the interview, Mr. Candra said that there were several efforts he made during this pandemic, namely giving individual assignments with reference to K3 (knowledge) and K4 (skills), providing encouragement and motivation to students, and monitor students who do not do assignments in e-learning and find out the reason and then conduct home visits. Because according to Mr. Candra, doing this is one of the most effective ways to

do it in times like this. Monitoring the students in doing assignments in e-learning, students can come directly to school, then the teacher gives questions and explains the material directly.

Based on the results of research on 3 informants, namely 3 English teachers, it can be seen that they have tried their best in the morning for their students, as we know that the sudden online learning due to the Covid-19 virus makes teachers, students and parents are shocked by the changes that have occurred so that it requires educators and students to do new things, such as the use of technology, which is now a tool for teachers and students to carry out the online learning process. For this reason, based on the results of the study, the researchers found out about the inhibiting factors and also the difficulties experienced by students and teachers in the learning process during this Covid-19 pandemic.

After made some interviewed with 3 english teachers, researcher made interviewed with 3 students about the teachers efforts in increasing students learning activities, one of three students said that “our english teacher’s giving us assignments every weeks, and after that we use e-learning to learning, there some material that teachers give there, and we use whatsapp group for discussion.”

The researcher can conclude that based on the results of the interviews above, there are several efforts by English teachers to improve student learning activities at MTsN 1 Langkat is teacher's efforts in the use of learning methods, learning media, giving motivation to students, giving assignments individually and monitoring students.

C. DISCUSSION

The main research objective of this study was about the teacher's efforts in increasing students learning activities in english lessons during a covid-19 pandemic at Mtsn 1 Langkat. Then the researcher interviewed the teachers and the students to get data of the teacher's efforts in increasing students learning activities in english lessons during a covid-19 pandemic

And after get the data from teachers and student's interview the researcher got some of the effort that teachers do in increasing students learning activities in english lessons during a covid-19 pandemic divided into 6 efforts that was the teacher's efforts in the using learning methods, using learning media, giving motivation to students, giving assignments individually and monitoring students. And it would be explained as follows:

a. The teacher's efforts in the use of learning methods

Based on the research findings above, in the learning process, the three English teachers used the online discussion method carried out in the WhatsApp and E-learning applications provided by the school, the teacher also processed the material by making lesson plans according to learning. Based on the results of observations, when delivering material to students the teacher provides motivation in advance so that students are encouraged to focus on the learning process taking place, when the online discussion process takes place, the learning process goes well, marked by the responses given by students, when the teacher explains the learning material, students are required to be active in the application/group chat, after explaining the teacher provides an opportunity for students to ask questions, then the teacher answers the question according to the mastery of the material they

have, the three teachers look fluent when delivering learning material and also when answering questions posed by students, the teacher explains the material and answers questions given through voicenotes.

Then the use of the online discussion method used by the three English teachers, is quite good for use in the distance learning process that occurred due to the covid-19 pandemic, the online discussion method is the most effective method used for now, in the discussion the teacher and students can interact with each other, communicate remotely through whatsapp groups, learning activities with online discussions are the same as discussion activities in general, only through cellphone/laptop intermediaries.

As stated by Helmiati:

"To encourage students to be active in learning activities, teachers should apply varied learning methods that make students perform various activities such as reading, viewing pictures (illustrations), writing, discussing, conveying thoughts, arguing, practicing a skill, and not positioning students as passive parties, who are only asked to listen to the teacher's lectures."⁴⁵

It can be concluded that in improving student learning activities in English subjects, the selection of methods must be in accordance with the material presented. Teachers use learning methods to improve student learning activities, namely the online discussion method. Teachers must know various methods so that students do not get bored during the learning process, but seeing the current conditions and circumstances it is not possible for teachers to use these various methods due to the pandemic, for that the online discussion method is an effective

⁴⁵ Helmiati. (2012). *Model pembelajaran*. Yogyakarta: Penerbit Aswaja Pressindo, p. 9.

learning method right now. However, even though it is a distance learning process, student activity must always be created and run continuously by using the right teaching methods and strategies. Teachers must be able to create an atmosphere that supports students to ask questions and understand the material given. For this reason, teachers must carry out learning activities using methods, so that student learning activities continue and increase even during this COVID-19 pandemic.

b. Teachers' efforts in using learning media

The use of learning media is a way to motivate, grow interest and stimulate student activity and learning patterns in order to support the success of the teaching and learning process so that teaching and learning activities can be effective and active to achieve the desired goals. Using interesting media in learning allows students to learn individually, for that teachers must have basic skills in choosing media skills to increase student interest in learning so that student learning activities also increase.

When the researchers conducted observations, the media used by the English teacher at MTsN 1 Langkat. They use Whatsapp and E-learning as learning media during this covid-19 pandemic, in these learning media there are audio media, visual media and audio-visual media. Audio media serves to convey voice messages from the source of the message to the recipient of the message such as voice recordings. Then visual media is a learning media that relies on the sense of sight. This media serves as an attention grabber and illustrates facts that can be digested by students, examples of this learning media are pictures or animations. While Audio-visual is a combination of the two previous learning

media, there are images and sound, namely video. So the teacher will send voice messages, pictures and also learning videos to students through group in the Whatsapp (WA) application. By using these learning media in delivering learning materials, there will be a sense of interest and curiosity in students, so that interest in learning grows and learning activities increase even though distance learning.

This is in accordance with the theory presented by Oemar Hamalik (in Heri Susanto, 2019) that:

"Oemar explains that what is meant by with educational media are the methods, tools and techniques used to make communication more effective, interaction between students and teachers in the teaching and learning process at school. Media is a complementary basis and provide a lot of fluency in the teaching and learning process and success of education.."⁴⁶

Researchers can conclude that the efforts of English teachers in improving student learning activities by using media are Whatsapp and E-learning media, in which teachers can provide learning media such as audio media, visual media and audio-visual media. These media are used by teachers to keep up with today's technological developments. The use of learning media functions as an educational communication tool, because it really helps the teaching and learning process, so the teacher must master the use of the media. Considering that we are now in distance learning which really needs interesting learning media.

c. The teacher's efforts in giving motivation to students.

In the process of teaching and learning activities, it is necessary to foster

⁴⁶Susanto, Heri. (2019). *Media Pembelajaran Sejarah Era Teknologi Informasi (Konsep Dasar, Prinsip Aplikatif, Dan Perancangannya)*. Banjarmasin: Program Studi Pendidikan Sejarah Fakultas Keguruan dan Ilmu Pendidikan Universitas Lambung Mangkurat, p. 15.

interest in learning. Teachers must be able to foster student interest in learning so that student learning activities continue and increase. Teachers must have a way so that students do not feel lazy in participating in distance learning activities. Teachers must also create an effective distance learning environment to enhance student learning activities. When the researchers conducted interviews, the three of English teachers said that giving motivation to students was one of the efforts that must be made during this covid-19 pandemic, because as we know, during the face-to-face learning process students are still often lazy. In following the learning process, especially as currently learning is done online, for that the role of the teacher in giving a motivation to students is very important and effective in fostering interest and increasing student learning activities.

In accordance with the theory mentioned by Edward L. Deci (in Jere Brophy, 2004:16):

“Students who are high in motivation to learn (as a disposition) tend to do these things routinely, as if they possess a motivated learning schema that is triggered whenever they enter a learning situation. Even students who do not have much motivation to learn as a general disposition may display such motivation in specific situations because the teacher has sparked their interest or made them see the importance of the content or skill.”⁴⁷

The researcher can conclude that the efforts made by English teachers in giving a motivation during this pandemic are important, because if students' interest in learning decreases, student learning activities also decrease, therefore communicating with students properly will provide opportunities for teachers. get closer to students, in order to find out what difficulties are experienced by students, so that teachers can provide solutions to students. And based on the results of interviews with the three English teachers at MTsN 1 Langkat, the three

⁴⁷Brophy, Jere. (2004). *Motivating Students To Learn*. New Jersey London: Lawrence Erlbaum Associates, Publishers, p.15.

teachers routinely giving a motivation, with the motivation that given continuously will make students feel encouraged and think that learning is important, especially in English subjects. which requires sufficient concentration in order to receive the lessons given.

d. The teacher's efforts in giving assignments.

The teacher's effort in giving assignments is included in one of the learning methods, namely the method of giving assignments. This method is a job that is intentionally given by the teacher to students with the aim of reviewing the work that has been taught by the teacher, where the results of the work will be reported to the teacher for correction and then given a value as an award to students. When the researchers conducted interviews, the three English teachers emphasized that giving assignments is one way to improve student learning activities during this online learning period, because the teacher cannot directly monitor what activities students are doing at home, then an effective way to maintain student activity is to give assignments individually, as Mrs. Khairani said that she sees and assesses student activity through collecting assignments, so the three language teachers English at MTsN 1 Langkat routinely gives assignments to students.

As said by Oemar Hamalik (in Syaiful Bahri Djamarah, 2006) that:

“Learning activity is a condition where students can be active in learning. The form of student activity in learning can be seen from the involvement of students in the learning process such as discussions, listening and actively working on assignments and presenting the results of the report.”⁴⁸

So the researcher can conclude that doing the assignments given by the

⁴⁸Bahri Djamarah, Syaiful. (2006). *Guru dan Anak Didik dalam Interaksi Edukatif*. Jakarta: Rineka Cipta, p. 14.

teacher is one form of student activity in learning. Giving assignments to students is not just answering questions but must have an element of repeated practice, done and reported the results as the responsibility of the students. The benefits of the assignment method are making students active in learning, developing independence and deepening knowledge about what is being studied.

e. Teachers' efforts in monitoring students.

Based on the results of the interview, MTsN 1 Langkat made a policy to overcome the problems that will arise in the current pandemic conditions, the implementation of this student monitoring policy has been carried out from the beginning of the pandemic, namely when learning is carried out online. So every teacher has a duty to supervise his students and check regularly. The teacher also said that any students who did not submit assignments would be closely monitored immediately. then if it is found that the student several times did not participate in online learning activities and did not collect assignments, the lesson teacher would report to the counseling guidance teacher at the school, and the counseling guidance teacher who would visit the child's house directly for questioning of students and other people. the student's parents, to find out what obstacles were experienced. Student monitoring is the right and effective step to find out the condition of each student in the school. To prevent the decline in student learning activities.

Murphy & Rodriguez-Manzanares say that:

“Teachers monitor students of their time and progress toward mastering learning objectives. However, effective monitoring of students’ behavior

and learning can be difficult at a distance.”⁴⁹

With this, researchers can conclude that school policies in terms of monitoring and home visits are the right steps, because teachers can directly monitor and find out what obstacles are happening to students, because as said by the figures above, remote learning monitoring is difficult to do.

f. The teacher's efforts in lending facilities to students.

Based on the results of the interviews, the three English teachers explained that one of the inhibiting factors in teaching and learning activities during the Covid-19 period was the facilities. Some students complained that they did not have a cellphone or laptop to study so that the learning process was hampered. For this reason, the school provides solutions for students who have limited infrastructure, teachers will lend their laptops to be used by students at school, so the school allows a face-to-face process for some students who have limited facilities, students can come at 08.00 until 12.00 WIB, the school also provides classes and the teacher will explain learning materials to students by following the health protocol. In this online learning, facilities such as ho and laptop are the only tools used in the distance learning process so that the learning process can take place.

This is in line with the research results of Handarini & Wulandari (2020) that:

"Online learning requires adequate facilities and infrastructure, such as

⁴⁹ Borup, J., Graham, C. R., & Drysdale, J. S. (2014). *The nature of teacher engagement at an online high school*. *British Journal of Educational Technology*, 45(5), p. 8.

laptops, computers, smartphones and internet networks..."⁵⁰

So we can conclude that the teacher's effort in lending facilities to students is a very good teacher's effort in increasing student learning activities, because as we know that children may not be able to follow the learning process if they do not have a cellphone/laptop so that there will be no learning activities for students.

Based on the discussion of the six efforts made by English teachers in increasing student activity in learning English during the Covid-19 period, it has included all types of learning activities that can be produced by students from these six efforts, as stated by Paul. B Diedrich (in Helmiati) that:

"Student learning activities can be classified into several things, namely: Motoric activities, Listening activities, Visual activities, Intellectual activities, Oral activities, Writing activities, Mental activities, and Emotional activities."⁵¹

The activities carried out by students during the learning process depend on each individual. Because the teacher only guides and plans activities that will encourage students to be active during the learning process. However, if you look at the current conditions, the teacher has a bigger share than usual, especially in student learning activities, for that the efforts made by the teacher are very effective.

⁵⁰Handarini, O. I., & Wulandari, S. S. (2020). *Pembelajaran Daring Sebagai Upaya Study From Home (SFH) Selama Pandemi Covid 19*. Jurnal Pendidikan Administrasi Perkantoran (JPAP), 8(3), p. 502.

⁵¹Helmiati. (2012). *Model pembelajar an*. Yogyakarta: Penerbit Aswaja Pressindo, p. 6.

CHAPTER V

CLOSING

A. Conclusion

Based on the results of research on Teacher's Efforts In Increasing Students Learning Activities In English Lessons During A Covid-19 Pandemic At Mtsn 1 Langkat, the following conclusions can be drawn:

1. There are some teacher's efforts in increasing students learning activities in english lessons during a covid-19 pandemic at MTsN 1 Langkat such as the teacher's efforts in the use of learning methods and mastery of the material, teachers' efforts in using learning media, the teacher's efforts in providing encouragement and motivation to students, the teacher's efforts in giving assignments individually, teachers' efforts in monitoring students and conducting home visits and the teacher's efforts in lending facilities to students. Based on the results of the study, MTsN 1 Langkat uses E-learning and WhatsApp as media/learning tools during this covid-19 pandemic. The teachers used the online discussion method.

B. Suggestion

From the description above, the researchers tried to give suggestions to the school, among others:

1. For teachers: It is hoped that teachers can use more learning media and more interesting learning methods, especially in increasing activities in English learning, because if the teaching process is not appropriate, the results that students will get will be less than optimal.

2. For students: It is hoped that they will continue to learn and be able to improve learning outcomes with maximum values even in the current state of the covid-19 pandemic. then able to understand and develop the learning that has been taught by the teacher in teaching and learning activities at school. Even though during the COVID-19 pandemic, they had many limitations in their learning activities, but they were still required to be active and play a role in teaching and learning activities in their class.

C. Recommendation

Based on the results of the research conclusions in this concluding chapter, the researcher tries to give some suggestions or recommendations as follows:

1. First, to the school, especially the English teacher, that this research researcher recommends that it can be considered for use during a pandemic in the process of learning activities.

2. Second, to the users and readers of the results of this study, especially those interested in the field of English language education, regarding the teacher's efforts in increasing student learning activities in English lessons during the

covid-19 pandemic. To serve as a reference and the efforts made by teachers during the pandemic such as the teacher's efforts in the use of learning methods and mastery of the material, teachers' efforts in using learning media, the teacher's efforts in providing encouragement and motivation to students , the teacher's efforts in giving assignments individually, teachers' efforts in monitoring students and conducting home visits and the teacher's efforts in lending facilities to students. The results of this study are expected to increase knowledge for readers, and can be applied to learning activities

3. Third, for future researchers who are interested in conducting research with the same theme or study, the results of this research are still far from perfect. There are still parts of the discussion in the thesis that can be investigated further and more deeply.

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Appendix 1

Letters

1. Research Permission

31/12/21 16.14

<https://siselma.uinsu.ac.id/pengajuan/cetakaktif/MzY0Nzc=>


KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI SUMATERA UTARA MEDAN
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl. Williem Iskandar Pasar V Medan Estate 20371
Telp. (061) 6615683-6622925 Fax. 6615683

Nomor : B-12414/ITK/ITK.V.3/PP.00.9/07/2021 04 Juli 2021
Lampiran : -
Hal : Izin Riset

Yth. Bapak/Ibu Kepala MTsN 1 LANGKAT

Assalamualaikum Wr. Wb.

Dengan Hormat, diberitahukan bahwa untuk mencapai gelar Sarjana Strata Satu (S1) bagi Mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan adalah menyusun Skripsi (Karya Ilmiah), kami tugaskan mahasiswa:

Nama : Miftahul Jannah
NIM : 0304172085
Tempat/Tanggal Lahir : Tanjung Pura, 30 Oktober 1999
Program Studi : Tadris Bahasa Inggris
Semester : IX (Sembilan)
Alamat : JLN TERUSAN DESA LALANG DUSUN 1 CEMPAKA Kelurahan Tanjung Pura Kecamatan Tanjung Pura

untuk hal dimaksud kami mohon memberikan Izin dan bantuannya terhadap pelaksanaan Riset di Jl. Pembangunan, Pekubuan, Tj. Pura, Kabupaten Langkat, Sumatera Utara, guna memperoleh informasi/keterangan dan data-data yang berhubungan dengan Skripsi (Karya Ilmiah) yang berjudul:

Teacher's Efforts In Increasing Student Learning Activities In English Lessons During a Covid-19 Pandemic

Demikian kami sampaikan, atas bantuan dan kerjasamanya diucapkan terima kasih.

Medan, 04 Juli 2021
a.n. DEKAN
Ketua Program Studi Pendidikan Bahasa Inggris



Digitally Signed

Yani Lubis, M.Hum
NIP. 197006062000031006

Tembusan:

- Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan

Info : Silahkan scan QRCode diatas dan klik link yang muncul, untuk mengetahui keaslian surat

2. Research Response



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN LANGKAT
MADRASAH TSANAWIYAH NEGERI 1 LANGKAT
 Jalan. Pembangunan No. 3 Desa Pekubun Kec. Tanjung Pura 20853
 Telepon (061) 8960221
 e-mail : mtsn.tanjungpura@gmail.com

SURAT KETERANGAN
 Nomor : 149 /MTs.02.02.9/KS.02/08/2021

Yang bertanda tangan dibawah ini Kepala Madrasah Tsanawiyah Negeri 1 Langkat, dengan ini menerangkan bahwa :

Nama	: Miftahul Jannah
NIM	: 0304172085
Program Studi	: Tadris Bahasa Inggris
Judul Skripsi	: "Teacher's Effort In Increasing Student Learning Activities In English Lessons During a Covid - 19 Pandemic."

sesuai dengan Surat Dekan Ketua Fakultas Ilmu Tarbiyah dan Keguruan Universitas Islam Negeri Sumatera Utara Medan Nomor : B-12414/ITK/ITK.V.3/PP.00.9/07/2021 Tanggal 04 Juli 2021, benar nama tersebut diatas telah melaksanakan penelitian di MTs. Negeri 1 Langkat pada tanggal : 04 Juli s/d 30 Agustus 2021.

Demikian Surat Keterangan ini diberikan untuk dapat dipergunakan seperlunya.

Tanjung Pura, 30 Agustus 2021
 Kepala



Syamsul Bahri, S.Pd, M.Pd
 NIP. 197810042005011008

Appendix 2

Data Collection Instruments **Qualitative Research**

Research Title : Teacher's Efforts In Increasing Students Learning Activities In English Lessons During A Covid-19 Pandemic.

A. Observation

Observations were made to obtain the following data:

1. Record the general impression of the subject: appearance, clothing, behavior, way of thinking.
2. Actions while in the teaching and learning process.
3. Actions when completing tasks.
4. Action during discussion.
5. Actions when presentations learn.
6. Social and environmental places.
7. Expressions during the interview.

B. Interview

Interviews were conducted to obtain information related to the teacher's efforts to improve learning activities in learning English during the COVID-19 pandemic.

a. Teacher interview

1. How long have you been teaching at MTsN 1 Langkat?
2. How do students respond when learning English, especially during the COVID-19 pandemic?
3. How to improve students' learning activities in English during the covid-19 pandemic?
4. What are the inhibiting factors in increasing English learning activities during the COVID-19 pandemic?

5. What are the supporting factors in increasing learning activities during the Covid-19 pandemic English learning?
6. What are the difficulties experienced by students during the learning process?
7. What factors caused the difficulty to occur?
8. What is the reaction of students when they cannot understand the material that you convey?
9. Do students like English subjects?
10. What method do you use when teaching?
11. Do students like the method that you use?
12. When the test takes place, are the students' grades good?
13. What efforts are taken by the teacher in overcoming difficulties in learning English?

b. Student interview

1. Do you like English subjects?
2. What is your favorite way of studying?
3. During this pandemic, what method do you prefer to learn to use?
4. Tell me about the difficulties you experienced in the learning process during the pandemic?
5. What are the efforts of English teachers in improving learning activities?

C. Documentation

1. History and state profile at MTsN 1 Langkat
2. Vision, mission and goals at MTsN 1 Langkat
3. Organizational Structure at MTsN 1 Langkat
4. Number of Teachers at MTsN 1 Langkat
5. Number of students each local at MTsN 1 Langkat

*Appendix 3***List of Informant**

No	Name	Status
1.	Mr. NCK, S.Pd	7th English Teachers
2.	Mrs. K, S.Pd	8th English Teachers
3.	Mr. S.Pd	9th English Teachers
4.	NA	VIII
5.	MRM	VII
6.	DA	VII

Appendix 4**Learning Implementation Plan**

Nama Madrasah : MTsN 1 LANGKAT
 Kelas/Semester : Kelas IX / Ganjil
 Mata Pelajaran : Bahasa Inggris
 Tahun Pelajaran : 2021/2022
 Waktu : 15 Pertemuan

<p>A. TUJUAN PEMBELAJARAN</p> <p>Siswa mampu mengidentifikasi ungkapan yang akan digunakan saat menyatakan ucapan selamat (Congratulation) atas suatu kebahagiaan dan prestasi dan menerapkannya dalam kehidupan sehari-hari.</p> <p>B. KOMPETENSI DASAR</p> <p>3.1 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial dari ungkapan harapan atau doa dan ucapan selamat atas suatu kebahagiaan dan prestasi, serta responnya, sesuai dengan konteks penggunaannya</p> <p>C. MATERI ESENSI</p> <p>Ucapan Selamat (Congratulation) Atas Suatu Kebahagiaan dan Prestasi</p> <p>D. METODE</p> <p>Daring dan tanya jawab</p> <p>E. MEDIA/SUMBER BELAJAR</p> <p>Gambar-gambar yang sesuai dengan materi pembelajaran, Media Internet, Kamus, Buku pegangan Guru / Peserta didik Kelas IX</p>	<p>F. KEGIATAN PEMBELAJARAN</p> <ol style="list-style-type: none"> 1. Menginformasikan kepada Siswa kls B. Inggis melalui Group WA 2. Masuk kelas online 3. Absensi 4. Buka bahan ajar 1. Expressing Congratulation 5. Buka CBT UH 1-Expressing Congratulation 6. Tanya Jawab 7. Evaluasi Hasil CBT 8. Rekap Absensi Siswa 9. Remedial. <p>G. PENILAIAN</p> <ol style="list-style-type: none"> 1. Penilaian Sikap: Oservasi 2. Penilaian Pengetahuan: Test CBT.
---	--

Mengetahui,
 Ka MTs Negeri I Langkat

SYAMSUL BAHRI, S.Pd, M.Pd
 NIP.197810042005011008

Tanjung Pura, 26 Juli 2021

Guru Bahasa Inggris

DARMANTO, S.Pd
 NIP.196902101995121001

Appendix 5

Documentation



Photo of interview research for MTsN 1 Langkat teachers



Front view photo of MTsN 1 Langkat



Photo of MTsN 1 Langkat Stage



Photo of MTsN 1 Langkat Park



Photo of Mushola MTsN 1 Langkat



Front Photo of MTsN 1 Langkat class



Photo of MTsN 1 Langkat Teacher's Room



Photo of the 1 Langkat MTsN Student Trophy Rack



Photo of Administrative Room of MTsN 1 Langkat



Photo of MTsN 1 Langkat School Page

Appendix 6**Curriculum Vitae****A. Identity**

1. Name : Miftahul Jannah
2. Gender : Female
3. Place and Date of Birth : Tanjung Pura, 30 Oct 1999
4. Status : Student
5. Address : Jln Terusan Kec. Tg Pura Kab. Langkat
6. Citizenship : Indonesia
7. Religion : Islam
8. Phone Number : 0852-9612-2929
9. E-Mail : mzannah94@yahoo.com

B. Education

1. Primary School : SD N 050726
2. Junior High School : MTsN 1 Tanjung Pura
3. Senior High School : MAN 2 Tanjung Pura
4. University : UIN SU Medan

Researcher**Miftahul Jannah****Nim. 0304172085**