

ABSTRACT

Taurista, Angelina Meta. 2021. *EFL pre-service teachers' perceptions of their readiness levels and challenges of online teaching during covid-19 pandemic*. Yogyakarta: Sanata Dharma University.

Since March 2020, educational institutions in Indonesia have implemented online learning as suggested by the government to replace face-to-face learning. Online learning has gradually improved to substitute the offline learning process. Teachers, both in-service and pre-service teachers, may have challenges to cope with online learning for the first time. This study aims to investigate EFL pre-service teachers' perspectives on their readiness levels when implementing online teaching in school. Therefore, the researcher focuses on exploring effects of preparation skills and challenges faced by EFL pre-service teachers to address different hurdles in online teaching during this Covid-19 pandemic.

This study aims to address three research problems: (1) EFL pre-service teachers' readiness levels during online teaching. (2) The influence of EFL pre-service teachers' readiness levels on their ability to educate during the Covid-19 pandemic. (3) EFL pre-service teachers' challenges in online teaching during the Covid-19 pandemic

This research adopted a descriptive qualitative study. To collect the data, survey instruments in the form of an online close-ended questionnaire and a semi-structured interview were used. There were 57 students enrolled in the English language education program participating in the survey and 4 selected students were interviewed in the interview. Total sampling was used for an online close-ended questionnaire then the semi-structured interview required purposive sampling.

The results of this research revealed that EFL pre-service teachers have three readiness skills: technological skills, attitudes, time management and commitment skill. Then, these skills influenced EFL pre-service teachers' performances and perspectives of online teaching. In addition, pre-service teachers showed best performances in technological skills using applications to assist teaching. EFL pre-service teachers showed their readiness skills were adequate to support the online teaching and learning process. The researcher discovered four challenges encountered by the pre-service teachers including time management, lack of interactions with students, insufficient devices in school, and self-adaptation to online learning.

Keywords: pre-service teachers, readiness, challenges, online teaching.

ABSTRAK

Taurista, Angelina Meta. 2021. *EFL pre-service teachers' perceptions of their readiness levels and challenges of online teaching during covid-19 pandemic*. Yogyakarta: Sanata Dharma University.

Sejak Maret 2020, institusi pendidikan di Indonesia sudah menerapkan pembelajaran daring seperti yang disarankan pemerintah untuk menggantikan sistem pembelajaran offline/tatap muka. Pembelajaran daring telah meningkat secara bertahap untuk menggantikan sistem pembelajaran offline. Para pendidik, baik guru jabatan dan guru pra-jabatan, mungkin memiliki tantangan dalam menghadapi pembelajaran daring untuk pertama kalinya. Penelitian ini bertujuan untuk menyelidiki persepsi para guru pra-jabatan EFL tentang tingkat kesiapan mereka selama menerapkan pengajaran daring di sekolah. Oleh karena itu, peneliti berfokus untuk memeriksa pengaruh tingkat kesiapan guru dan tantangan- tantangan yang dihadapi oleh guru pra-jabatan EFL untuk mengatasi berbagai rintangan dalam pengajaran online selama pandemi Covid-19 ini.

Studi ini menggunakan tiga rumusan masalah: (1) Tingkat kesiapan para guru pra-jabatan EFL selama pengajaran daring. (2) Pengaruh tingkat kesiapan guru pra-jabatan EFL terhadap kemampuan mereka dalam mengajar selama pandemi Covid-19. (3) Tantangan para guru pra-jabatan EFL dalam pengajaran daring selama pandemic Covid-19.

Penelitian ini menerapkan sebuah studi deskriptif kualitatif. Untuk mengumpulkan data digunakan instrumen-instrumen survei dalam bentuk sebuah kuesioner daring tertutup dan wawancara semi-terstruktur. Dalam penelitian ini ada lima puluh tujuh mahasiswa dari program studi Pendidikan Bahasa Inggris yang berpartisipasi dalam survei dan empat mahasiswa terpilih diwawancarai. Total sampling digunakan untuk sebuah kuesioner daring tertutup dan wawancara semi- terstruktur menggunakan purposive sampling.

Hasil dari penelitian ini menunjukkan bahwa guru pra-jabatan EFL memiliki tiga kemampuan: *technological skills, attitudes, time management and commitment skill*. Lalu penelitian ini mempengaruhi performa dan perspektif guru pra-jabatan EFL tentang pengajaran daring. Selain itu, para guru pra-jabatan menunjukkan performa terbaik dalam *technological skills* menggunakan aplikasi untuk membantu pengajaran. Guru pra-layanan EFL menunjukkan keterampilan kesiapan mereka cukup untuk mendukung proses belajar mengajar online. Peneliti menemukan bahwa ada empat tantangan yang dihadapi oleh guru pra-jabatan termasuk pengaturan waktu, kurangnya interaksi dengan siswa, perangkat yang tidak memadai di sekolah, serta cara adaptasi diri terhadap pembelajaran daring.

Kata Kunci: *pre-service teachers, readiness, challenges, online teaching.*

