EXPLORING TEACHING AND LEARNING ENGLISH AT SMAIT NURUL FIKRI

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Abstract
Nowadays, the total number of parents who send their children to the school of Islam Terpadu (IT) increased significantly especially in Aceh. The design of mixed curriculum between general education and religious education became a trigger for parents. The aim of this study is to explore teaching and learning English at one of senior high schools of Islam Terpadu (IT) in Banda Aceh in terms of teaching strategies, media and assessment. This study used qualitative method in nature. Two English teachers who taught at the tenth grade were participated in this study. Observations and interview were conduct to collect the data. The data were analysed and interpreted through qualitative procedures. The findings indicated that teachers used various strategies, media and different assessment in teaching English to motivate the students to learn English. In other hand, talent program stimulated the students to improve their English abilities which are related to religious education. However, the teachers expect to set out the English contents more specifically toward religious education (Qur'an and Hadits).

Keywords: English teacher, Teaching, Learning English, Religious Education

INTRODUCTION

English has been used in all aspect of life, internationally, and taught in almost all schools institution, including in Aceh, Indonesia. Most people, this time understand that they have to grow a professional English skill on same time with a good understanding on their religion. As Nashruddin (2015) mentioned Mastering English is a key success to the mastery of information, which in turn, helps people gain knowledge. It is in line with the ideas of schools that provide mixed curriculum to prepare next Muslim generations.

The progressive implementation of teaching English either for foreign language or second language significantly also exists in the school that apply a mixed curriculum. Schools in Indonesia which apply religious curriculum gathered with national curriculum provide English language in their core subject to be taught for the students. SMAIT Nurul Fikri in Banda Aceh is one of the schools in Indonesia that apply a mixed curriculum. This school apply the religious and national curriculum in educating the students. With the combination of curriculum, number of parents who send their children to the school of Islam

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Terpadu (IT) increased significantly especially in Aceh. They believed that school can mould their children to be a qualified person in life who can success in the future careers and the day after. SMA IT Nurul Fikri also effortlessly applied their standardize curriculum to help Indonesian educational goal in creating a great youth for next generation.

In the process of getting world class education combining with religious curriculum, unexpectedly Indonesia has to face another huge incident which also affected the national education. This sudden outbreak is characterized as a pandemic since the rapid increase in the number of cases outside China. Indonesia as one of developing country have to survive with this virus, starting from the urban area where most people did the international business transaction until the rural area. Also, reported from OECD (2020) that coronavirus (COVID-19) pandemic has interfered hundreds of millions of students who have had their education, cannot be separated Indonesia. The data for reading performance for PISA which measures the capacity to understand, use and reflect on written texts in order to achieve goals and develop knowledge, potential, and participate in society, put Indonesia on the point of 358.0 far below Brazil on 400.0 in 2018 from the mean score measured. Then, exacerbated by a pandemic, it is assumed that Indonesia was forecasted having a dramatic degradation on the education system.

A low score of PISA can be ascertained that the level of understanding of middle school students towards science is also low. This assumption is also related to the level of understanding and fluency of senior high school students in developing their English language skills. Whether or not the exposure of teaching English through online platform done thoroughly to help the students gained their target to achieved maximum English skills is important to be investigated. Thus, the study to to explore teaching and learning English at one of senior high schools of Islam Terpadu (IT) in Banda Aceh in terms of during the pandemic is essential to be evaluated.

SMAIT in Indonesia especially SMAIT in Aceh has successfully implemented a teaching and learning process with hybrid method where the student must be separated in 50% in classroom and 50% in learning online at Home in Pandemic Covid-19. It is effectively to conduct teaching and learning process with sophisticated technology. But, teacher also prepare the learning content with creativity and innovative insight. This regulations bring positive impact to students and stakeholders include their parents and government.

This study is actually really important remembering that most school in Aceh are not computer-basis. Commonly the institution merely optimized the use of daring system for the individual use, not for daily school activities which involve students and teacher access

the similar connection and material for their interaction. This intervention is also interesting, to discuss and also explore the whole thing in this boarding school activities, such as how they use English in their mixed curriculum which is implemented, ways of learning in boarding school during this pandemic, evaluate teacher's preparation in teaching, teaching strategies and media usage, assessment, the material that is used by students, and any possible complexity which appear while the investigation before pandemic and during pandemic spread.

This parameter was set to with regard of the perception of students and teachers during this incident. The assumption is that SMA IT Nurul Fikri face difficult situation while Covid-19 grow significantly which disturbs the comprehensive plan of teaching process. The research also coverage how Teaching and learning English in SMA Nurul Fikri is implemented with regard of the perception of students and Teachers who are still active in that school during the pandemic outbreak.

The dynamic changes of curriculum in Indonesian history has modified the educational plans accordance with the demands and changes that occur in society. The government believed that curriculum is part of the educational program that should be developed to the right path. As it mentioned in Prihantoro (2015) to achieve the educational goals set by the Indonesian government, the curriculum should be strategically arranged and formulated into certain programs as it is an important issue and being a part of the educational program.

As the curriculum should be upgraded and progress globally, government allowing any possible changes to improve the quality of Indonesian curriculum system. The development of religious education in Indonesia firstly emerges from Soekarno, Soeharto, and reformation era. Elihami (2016) mentioned that religious education came across the formal education since the early period of Indonesian independence. In addition, he said that in 1946, BPKNIP decided that religious education should become part of national education system and must be included to national curricula. Azra explained in Hidayati (2017) that the development of Islamic Education in Indonesia continued to progress from traditional institutions consisting of a small group of people learning Islamic specific matters utilizing musalla and langgar (small mosques) and local places (pondok, surau, dayah) led by an Imam or Kyai (Islamic religious leader). Then, with all dilemmas and continues effort of government to fulfil the target of nation to give a standardized education, finally religious education had been assigned to formal school soon after the independence of Indonesia.

Furthermore, Hidayati (2017) explained that the new trend of Islamic education becomes an ideal model for Muslim parents, particularly of the middle class living in urban area. Hashim (2008) stated that the commitment to implement the Islamic education is not to mislead the pupils yet to prepare them for a life of purity and sincerity. In addition, he mentioned that a more comprehensive definition of Islamic education was composed at the First World Conference on Muslim Education in Makkah in 1977, the following words:

Education should aim at the balanced growth of the total personality of man through the training of man's spirit, intellect, his rational self, feelings and senses. Education should cater, therefore for the growth of man in all its aspects: spiritual, intellectual, imaginative, physical, scientific, linguistic, both individually and collectively and motivate all aspects towards goodness and the attainment of perfection. The ultimate aim of Muslim education lies in the realization of complete submission to Allah on the level of the individual, the community and humanity at large (Tahir, 2019)

Since the aim of education in SMA Nurul Fikri is similar with the realization of muslim education, the determination to include the curriculum is also not left unchecked. The government always makes changes to a positive direction. The changes in national curriculum elaborated on The National Education Standards of Indonesia (BSNP) in BPK (2013) stipulated the graduate competency Standards are criteria regarding the qualifications of the ability of the graduates includes attitudes, knowledge, and skills. Moreover, any school institution is allowed to provide a variety of subjects as long as graduate the graduations which possess a good personality, fruitful scientific insight and skills. In addition, it is written in chapter 77 that Basic Competencies are developed in context, learning content, learning experiences, subject lessons or courses in accordance with core competencies. Thus, curriculum system was designed to enable the graduation to have the optimal knowledge which is beneficial for the future career of the graduates.

As of today, the global covid-19 pandemic has commonly been agreed disturbed all aspect of life in Indonesia, indeed interrupted the health worldwide, economic sector, social, education and other sectors. This pandemic created the agony for the all the societies in their life. People are faced with uncertainty of educational system. They were shock with the lockdown role, and in addition confuse with the school regulation which require all parents to help them taught their children at home while having the daring class. No one can be blame while the pandemics reach the school institution. In the other hand, Okmawati (2020) insisted that instead of implementing a nationwide lockdown, the government had approved large-scale social restrictions. Furthermore, she said that the restrictions are

implemented by local governments with the approval of the Ministry of Health. It includes measures such as closing public places, restricting public transport, and limiting travel to and from the restricted regions and including closures of schools. It becomes the trigger for all school institution to adopt any possible alternative to conduct teaching learning process to avoid the worse cases happened.

All provinces in Indonesia including Aceh prohibited the students to come to school for an unspecified time. All subject lessons should be taught virtually, include English subject. The sudden changes of system made the societies have to accept the government regulation. This controversial disease was believed as significant stressor for many parents and children. Problems apparently existed from the low economic income societies in striving the access to education. Even though finally It is proved that today our education is becoming more digital than before.

In relation to daring system in English teaching, many tools and application were adopted in transferring the knowledge. As Wu stated in Adnan (2020) that the unexpected change to online learning became a measure of organizational agility. So, it is believed that Utilizing the online application is the online hope for any school and institution to run their work, either in teaching or working.

The status of this communicable disease has made the school provided the tool for communication in enabling the member of institution to interact each other. All institutions carried out online classes, starting from elementary school, junior high school to junior high school and college. Even if most school participant still confuse what application to be used and how to make students eager to study online, the process of applying is assumed run well for senior high school students.

The significant use of English language as the international language has made all school institution stipulate teaching English in their educational curriculum. Wakhid (2015) insisted that learning English as a foreign language can be successful if it fulfills some conditions. Moreover, Moon has described in Wakhid (2015) at least five conditions should exist to ensure the learning English will be successful. English teachers together with other teacher still force themselves to be capable both having face to face teaching process and through online platform. English language as an interesting subject is hopefully absorbed by students in a right way. Furthermore, toward this new normal, English subject still being taught and inconclusion still exist in senior high school program. This study aims to determine how teaching and learning English in senior high schools of Islam Terpadu (IT) Banda aceh before pandemic and after pandemic.

RESEARCH METHOD

In conducting this study, The researchers employed qualitative method in nature. Two English teachers who taught at the tenth year were participated in this study, 30 students which consist of 15 male students and 15 female students, and a short interview with principle. The sampling method in this study used purposive sampling which the researcher took the respondents deliberately.

In observations, the researcher used the instrument and designed to reveal instructional practices that conducted by teacher and during observation, the researcher equipped herself with field notes. Each class is observed separately in different day. The researcher acted the observer-participant in tenth Year. The researcher joined the class from the beginning to the end of the class. The researcher also recorded and took the pictures of the activity in English teaching in the classroom.

Interview were used to collect the data. The researcher interviewed English teacher twice when the class finished. It took one hour respectively. The interview took place in the office of the teacher, was recorded by hand phone and then transcribed. The data were analysed and interpreted through qualitative procedures. Some points in interview section were adopted from previous study done Akaslan and law's Model of measuring students readiness for elearning taken from Ünal (2014) which talked about e-learning readiness questions that has five main components that aims to reveal "availability of technology" facilities, "use of technology", "self-confidence", "acceptance" levels and "training" needs of students as respondents. Technique of data analysis was conducted following the guidelines of the qualitative data analysis that includes stage data reduction, data display, and conclusion drawing, as presented by Milles and Huberman (1992).

RESULT AND DISCUSSION

With regard of the perception of students and Teachers who are still active in that school during the pandemic outbreak. The following elaboration includes a brief description and analysis of the students and teacher's responses to the crisis as well as the difficulties, challenges and opportunity which happen in this institution. The paper ends with the implications for education generally, and particularly for English teacher.

School's Capacity and Teacher's readiness to overhaul the pandemics

In analysing the data from the interview section and observation, two themes emerged which discussed thoroughly in this section. These themes were about School's capacity and teacher's readiness in working while pandemics. For the principal of sma Nurul fikri, his decision is crucial to determine the continuity of a healthy teaching learning process. In the interview section, he apparently managed to emerge the school system totally online. President Joko "Jokowi" Widodo's announcement on Sunday in Jakarta post (2019) stated that the president urged people nationwide to keep a distance from each other and work and study at home. Which then, all provinces in Indonesia started to follow the regulation to implement learning from home. It also discussed by Flores (2020) which stated that in order to deal with the sudden transition from face-to-face to remote teaching, the Ministry of Education developed a number of initiatives. It is in line with the situation in SMA nurul fikri too. The principal explained in her interview based on the elaboration (abbreviated as E) of interviews result in E1, E2, and E3, as the following:

> E1: As this the new crisis hit nation where most of school were prohibited to implement a face to face learning activities, so our school also followed the regulation to implement an online learning process. I instructed all teachers to stay at home, teach communicate from home using their smart phone or laptop. Also, students, to learn from home, and access all the information from school via social media like What's up or email.

Furthermore, regarding the capacity of the school to provide the facilities for teacher in maintaining the class and for students in following the online class, the principal described the situation below:

> E2: The school teachers actually had a good understanding of using computer, they are computer- literate and have certainly own computer or laptop at home. As the recruitment process is quite competitive for teachers in this school. During pandemic, when I asked them to have teaching at home, teachers agreed to use their own computer in conducting the class. But, for teachers and staffs who do not have their own pc, they are allowed to use their mobile phone as today almost all teachers use smart phone. Moreover, our students also have less problem toward their smart phones or laptop. Since our school is an Islamic boarding school, in which all student came here already understand the standard of school institution, so mostly they understood the regulation since the beginning of their admission process. As we had a mix curriculum, then students are encouraged to have a good competence for national curriculum and Islamic curriculum. For achieving knowledge for both of this aspect, students require to provide themselves with a basic comprehension of technology, specifically in using computer. So, practically they have their own laptop in helping to follow the regular class which is not limited to the online class too.

The answers above seem to provide the evidence that the principle is ready to face the sudden changes of his school system. First, the ability to understand the situation and make a quick response towards the instruction from the above authority. Second, there is a congruence between her expressed answers and the practice she describes in her school. In addition, she has a good management practice, to only recruit a capable teacher for his schools. In addition, the school basically gain no problem related to the tools to access the class. Students are computer-literate and there is no reason to stop learning even though they have to stay at home. Furthermore, regarding the readiness of teachers in facing a pandemic, are there any significant obstacles that have been reported by teachers to the principal? The principle responded this question by saying that:

> E3: At the beginning, teachers said that they confuse what platform to be used, since this is the first time to them to experience teaching from home, so we had a discussion to allow teacher use What's up group to share their material. After two weeks research from many sources, teachers finally use google classroom in conduct their class, and I allow them to do so as long as the students can afford it.

ICT for teaching English prior to the crisis

Noted earlier that pandemic created school systemic change, as the form of transitioning concept in transfer the knowledge is often a challenge to all concerned. The good starting point to assess the extent to which teachers and their students were prepared for school closures is to examine how frequently ICT was used for teaching before and during the crisis hit. Maneschijn, *et al* (2013) summarized that there are differ with the categorisation of computer-based ICT skills as basic, intermediate and advance skills. Moreover, he said that these groups are; (1) Basic user: A person with these skills is a competent user of generic tools (e.g., Word, Excel, Outlook, and PowerPoint), (2) Advanced user: A person with these skills is a competent user of advanced and often sector-specific, software tools, (3) ICT specialist: A person with these skills has the ability to develop, operate and maintain ICT systems. On behalf of the frequency of teacher using the ICT in their regular teaching process before the pandemic outbreak, during and toward the new normal, the following explanation (abbreviated as En) of interviews result in En1 and En2, from two English teachers testified their experience:

> En1: The male teacher explained that before the Novel corona virus spread and the government set the lockdown system, all teacher in this school already understand to use computer for the daily basis. Such as using Microsoft office like, word, ppt, and excel spreadsheet. But less teachers understand to use database. He said that most of teacher do not develop their own blog or website, but almost all teacher already had

the social media like what's up, so he believed that teacher have a good understanding how to operate the internet and access the lesson from internet. For instances YouTube, google and others. He clarified that he has no idea how often teachers use ICT for the certain subject, yet in teaching English, regularly he took the material from several website, printed it and shared to students. He also claimed that in most speaking class, he took the video from YouTube and other sources as the media while he teaches English his class. During the pandemic, he mentioned that he still did the same thing. English was taught by using google classroom and using What's up chat to discuss the material, he took the video from YouTube and other sources and copy the link to the google classroom to be used as the simulator for students.

En2: The female teacher also described the similar thing. She insisted that teachers in this school are not taboo anymore with the use of internet, that's because teachers are capable to access the social media, so she believed, at least when the pandemic happen teachers put a limit effort to understand the internet, they just need the time to adopt the situation. In the regular teaching method before the pandemic, she said that less teacher uses internet in their class, for example math, physic and other lesson which need calculation. But for social science, she thought that some teacher accessed the internet to help students. During this pandemic, she said that all teacher no matter the subject is have to use the internet to teach their lesson. Additionally, she said that school used google classroom and what's up to help students accessed the material from teacher in teaching learning process. But it did not take a long time, because in august 2019, their school back to normal, and students came back to their boarding school. Face to face learning was come back until this time.

From that point, the researchers consider that teachers in SMA Nurul fikri not reaching a fully basic knowledge on the use of ICT. Despite It was also found that teachers who were completely competent basic ICT users. For this reason, the skills indicators on ICT skills based on the data from OECD (2019) mentioned that the indicator of ICT has done several groups of tasks such as using e-mails, internet, spreadsheet, word processors, programming languages, conducting transaction online, participating in online discussion (conference, chats). Even so, most teachers are capable of using the internet and word processors only. Ultimately, review policy towards the digitalism is needed. Accepting that changing of school system can be a challenge, especially individuals who are directly involved in student instruction. The appreciation for this trial should be given by the government, and more training and seminar can be given to develop the standard to optimize the potential human resource for nation.

Teachers' preparation in teaching English before, during Covid-19 and in new normal situation

Interpreting how the teacher conduct teaching learning process is crucial to be elaborated. They are such as strategy and teachers' preparation to teach English, method used, the material given in teaching English for special class and regular class, assessment technique, media used before and during pandemic including in new normal situation, the result from the recorder can be illustrated below:

> Strategy and Teacher preparation: Male teacher mentioned that before the pandemic outbreak, school implement a fully face to face learning activities, male students will be taught by male teacher and so forth for female student, they will be taught by female teacher. The preparation for teaching is done as usual, teacher came to class on time with a neat cloth, mostly we had uniform too. Entering class, pray together to start the lesson, check the attendant list, make apperception, reinforcement, reviewing the material, giving explanation, give the task, discuss the material and end the class as usual. Following the pandemic, teaching and learning should be done through google classroom. Teacher should prepare the internet balance from a good internet provider, good gadget or laptop, and the class done as usual like in face-to-face teaching. But he conveyed that the material was spread in both google classroom and what's up app, attendant list checked from google classroom, the whole discussion done in What's up on the same time. Teacher use different media for daring system due to the convenience of students to interact and communicate directly with their teacher. In addition, sometime they found the issue like faced shortages or inadequacy of digital resources, and problem with Internet access too, that is why combining the media like google classroom and What's up was thought as the best alternative. Moreover, in this new normal, all teaching learning process already back to school. All students since August 2020 have come back to dormitory and we have a regular teaching learning process, there is blended learning or online learning during since August.

Throughout the explanation given by the male teacher concerning the strategy of teacher to teach English, it can be concluded that most teacher have effort to implement the fastest and reasonable strategy to access their students either before pandemic, during and in new normal atmosphere. It proves with the use of google classroom in their class together with what's group to have a direct discussion. Correspondingly, Okmawati (2020) stated that Google Classroom is a free collaboration tool for teachers and students. Teachers can create an online classroom, invite students to the class then create and distribute assignments freely yet structurally. Google Classroom also equips students to be more independent, engaged and motivated because most of young learners tend to use technology in their daily life. Students are eager to explore anything from internet and due to pandemic, such as listening to native speaker from youtube, brose any useful web and so forth. In addition, certainly their parents would allow them to do so pandemic force them to have a quarantine. Thus, their motivation in learning independently is raise up specifically for English class. Conversely, some issue still came up related to the support system. It is not

too challenging because SMA Nurul fikri is known as one of the good schools which really selected the qualified students. So, it can be mentioned that most teacher and students are competent. Hence, the researcher believed that there is no issues, but perhaps for other subject it will be matters.

Method in teaching English at SMA Nurul Fikri: Female teacher extended the explanation towards the method in teaching English. She conveyed that in the regular class, teaching English was done interactively. She implemented a various teaching method, such as roleplay, discovery method, problem-based learning, collaborative discussions, such as fishbowl discussions and etc she said. The male teacher added some point about the method that he used, he said that he is fond of using role play since all students are eager to see and check each other. He also liked to implement contextual teaching method and natural approach, that is because he could explain directly the function of the material that the class faced. Furthermore, he mentioned that this method is good to be also used in the regular class as he can make students common to English by speak English directly to the class. During pandemic, he described the difficulties to implement a various teaching method. Next, he claimed that only direct method and lectured method can be used in teaching English. Since staying at home mould the students to feel relax, then the only effective way to tach is by giving a lecture method. Despite the method used before and during covid-19, the technique for assessment also different. Before pandemic the summative assessment is regularly given, but during pandemic, teacher mostly give the task to students and is counted as the summative evaluation. The task given can be inform of making the video for speaking, submitting the online task for testing grammar or written exercise which submitted in google classroom as the summative evaluation.

The answer from teachers highlighted that the English teaching process is already effective as students and teacher understood each other through Google Classroom. On the contrary, the researchers anticipate that poor performance of students which probably exist during the pandemic. It is also illustrated by Sintema in Hartshorn (2020) that physical distancing and pervasive feelings of anxiety over the COVID-19 pandemic have initiated a wide array of challenges in education including poor academic performance. Moreover, this pandemic causes the fully online language learning to occur in a sudden and completely unprepared situation. Hence, big probability less students focus to develop their language skills, indeed English as a foreign language.

Combining Religious curriculum and national curriculum in English Teaching: Interview section also concern to the implementation of mix curriculum in this school. Female teacher mentioned that in teaching English she did not give give the explanation deeply about quran or hadist while she taught English class. She just combine any topic that she remember contextually at a glance when she remembered the hadist. So she said that teaching learning process done as usual, not everytime combine with religious curriculum.

Students readiness in learning English using online platform

The greater awareness of the impact of stress as we all experience a global pandemic offers an opportunity to better understand how stressors external which influence the students. The possibility impact which occurs will contribute to the low achievement of students and the bad performance of students in their lesson, specifically in understanding English language teaching. In lights of the importance English as a subject in SMA nurul fikri, the study also involved students in gathering the precious information related to the student's readiness in learning English. These points were adopted from previous study done by Ünal (2014) about student's perception toward the use of technology during pandemic, the e-learning readiness questions has five main components that aims to reveal "availability of technology" facilities, "use of technology", "self-confidence", "acceptance" levels and "training" needs of students as respondents. Furthermore, based on the explanation (abbreviated as En) of interviews result in En1, En2, En3, En4 and En5, the answered can be summarized as the following description:

(En1) Availability of technology; From the interview section, all 30 students which consists of 15 male students and 15 female students mentioned that the hardware and software facilities are enough. They said that the speed of the internet access is satisfactory. Moreover, 50 percent of total students mentioned that the stability of the internet access is satisfactory and they could reach their lesson well. But the other 50 percent claimed that the connection sometime lost and difficult to reach google classroom. They also said that they got the extra quota from school, they were confused whether the connection lost due to many people use the similar hectic provider or they live in the remote area. Those who lost the connection said that they still get the material from What's up which shared by their English teacher.

(En2) The use of technology; Majority students said that they use e-mail as the main communication tool with their teachers and classmates, but in learning English they did not send the message via email, only what's up and google classroom. In addition, they said that they can operate office software, e.g., M.S. PowerPoint, Word, Excel. From 70 percent of students mentioned that they use social network sites (e.g., Facebook, Twitter), but they do not know about specific software like SPSS, and data based. For instant message they preferred What's up rather than Google Talk or Skype. From total number of students, none of them have Web 2.0 tools like Blog or wiki to share information, mostly English teacher shared the link to

them taken from several web. Moreover, they believed that they could keep their document on file hosting services (e.g., Google Documents, Dropbox), so most of video recording task was saved in drive or drop box and sent to their English teacher. From the percentage of students interviewed, learning management systems (LMS) e.g., Blackboard, Moodle certainly never be used before pandemics, but they mention that they ever used Quizlet before, even though their English teacher never used it in their class. While pandemic, most female and male students agreed that chatting platform to communicate with friends and teachers which mostly used is from mobile technologies, just like Smartphone or tablet to connect internet.

(En3) Self-confidence: a hundred percent of total students answered that they've known the information about what e-learning is and they insisted to have the skills to operate a computer. Similarly, they said that they are able to use office software for content delivery and demonstration (e.g., M.S. Power Point, Word, Excel). When they had a task or exercise from their English teacher, exactly all of them claimed that they can use web browsers (e.g., Internet Explorer, Google Chrome) as their browser which help them doing the task. But, a half of total population knew about search engine like Yandex instead of google or opera. From the proportion of students, half of them can troubleshoot most problems associated with using a computer, further most of them are capable of using digital file management tools (e.g., deleting or renaming a file on computer). All students agree that they are able to do their homework by using electronic technology facilities, further, they have enough time to prepare their homework by using electronic technology facilities. During pandemic, group of these students. Female and male students shared that they have known about learning management systems (e.g., Blackboard, Moodle), and they believed that e-learning is easy to use in any subject including in learning English. They said that they love to learn English in a various way since English is interesting and can be used in many aspects of life. Almost all of them feel that they are ready for e-learning in any situation this time.

(En4) Acceptance: From the total 30 students on the interview, most of them were afraid but excited to start e-learning during pandemic outbreak. They believe that e-learning can enhance the quality of education and can increase their productivity, but they were afraid if their English comprehension cannot improve as they cannot interact directly with their teacher. When the researcher asked about their understanding on English lesson, they said that traditional classroom-based approach is more effective since they claimed that they like school so much. But eighty percent of total male and female students mentioned that they can learn effectively as usual with the help of the tutorial on YouTube too. However, about the interaction points, only fifty percent of students described that e-learning enables students and teachers to communicate and interact better with one another. Rest of that number insist to have a direct teaching learning process. Finally, A quarters of total student's male and female believe that e-learning have benefits for education particularly in teaching English.

(En5) Training: From 30 students in total sample, three quarter of female students mentioned that they do not need training on e-learning, rest of them said that they still need some improvement. Different from female students, all male students said they certainly sure that they do not need any training for e-learning, but if the school

apply e-learning training as a compulsory product, they are not neglecting it and will follow the regulation. Their perception toward their English teacher resulted to one statement from group of male students, they said that "Our English teacher do not need training on e-learning, he teaches us well, but if he has to, so it is good and we love it too". In addition, regarding to their classmate's comprehension on e-learning in English class, one female students from a group said that "my classmate need training for e-learning since she asked me many things during the class".

The information related to the student's readiness in learning English using online platform were summarized above. Form the availability of technology in E1, it can be seen that there is still a problem related to the connectivity and network. But Secretary General of the Ministry of Education and Culture, Ainun Na'im, in Jakarta, Monday (21/09/2020) through an official release in Kompas.com said that internet data quota assistance is given to students, students, educators and teachers, as well as lecturers which will be distributed for 4 Months. But still the question came up, whether the connectivity is run well or not, because most students said they also lost the connection sometimes. Moreover, the response for the use of technology is likely less dilemma, in En2, students are fully capable in operating the basic skill of technology. But it will be wise if the authorities always upgrade the skills for student so that they can have a higher competence than before.

In author's opinion, the point about self-confidents on students towards online learning has highlighted the awareness of students in adopting themselves faster to any changes in their environment. It can be proved with the student's explanation that all students agree that they are able to do their homework by using electronic technology facilities, and, they have enough time to prepare their homework by using electronic technology facilities. It means that they can arrange their time and confident to manage their task from platform that chose by their school. Moreover, the data summarized in E4 provide a convincing evidence that the students still doubt about the online learning. They preferred to have a tradional teaching process comparing to online learning. This proof is inconsequence toward the previous statement in En3, that they said all of them insisted to have the skills to operate a computer. Finally, from data in En5, the authors believe that basically students want to have a further training for online learning since they've tried to politely explain that it is good to give the training both for teacher and students to face the similar situation.

CONCLUSION

Conclusion

Based on the data from classroom observation, the interviews, and documentation analysis at SMAIT Nurul Fikri, the writer notes the following. First, Teaching and learning process before and after pandemic is very different. School's Capacity and Teacher's readiness to overhaul the pandemics. In conclusion, when students and teacher could interact each other, gain knowledge, get a useful assistance in learning process. Secondly, ICT for teaching English prior to the crisis. From that point, the researchers consider that teachers in SMA Nurul fikri not reaching a fully basic knowledge on the use of ICT. Despite It was also found that teachers who were completely competent basic ICT users. For this reason, the skills indicators on ICT skills based on the data from OECD (2019) mentioned that the indicator of ICT has done several groups of tasks such as using e-mails, internet, spreadsheet, word processors, programming languages, conducting transaction online, participating in online discussion (conference, chats). Even so, most teachers are capable of using the internet and word processors only. Thirdly, Teachers' preparation in teaching English before, during Covid-19 and in new normal situation. Interpreting how the teacher conduct teaching learning process is crucial to be elaborated. They are such as strategy and teachers' preparation to teach English, method used, the material given in teaching English for special class and regular class, assessment technique, media used before and during pandemic including in new normal situation, the result from the recorder can be illustrated such as strategy and teacher preparation, method in teaching English at SMA-IT Nurul Fikri and combining religious curriculum and national curriculum in English Teaching. The last, Students readiness in learning English using online platform namely availability of technology, the use of technology, self-confidence, acceptance, and training.

Suggestion

1. The researcher suggest the stakeholder include the teacher and principle must be creative and innovative to create the lesson.
2. The researcher suggest the government to conduct the teaching and learning training for English teachers especially for SMAIT in Aceh.

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