

**THE IMPLEMENTATION OF DISTANCE LEARNING
IN ENGLISH LANGUAGE TEACHING AT SMA N 1 WANGON**



THESIS

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ABSTRACT

Distance learning is a learning method that is still unfamiliar in the world of education, especially at the Senior High School in Indonesia. At SMA N 1 Wangon, distance learning was only implemented after the Covid-19 pandemic appeared which made face-to-face learning in the classroom impossible. Even though it is a short time, SMA N 1 Wangon could prepare for distance learning. Accordingly, the steps taken by SMA N 1 Wangon in implementing distance learning are interesting things to study, because they are useful in the world of education and useful for other schools that want to apply the distance learning model. Therefore, this study aims to describe the implementation of distance learning in ELT at SMA N 1 Wangon and find out some problems that arise during the implementation.

The research method used in this research is a qualitative descriptive method. This research was intended to describe the implementation of distance learning in English Language Teaching at SMA N 1 Wangon. The data collection technique of this research was triangulation which consisting of interview, observation, and documentation. The technique of data analysis used in this research was data reduction, data display, and verification.

The research findings are, first, there are three major steps taken by distance learning members consisting of administrators, teachers, and students in implementing distance learning namely: the preparation stage, the implementation stage, and the evaluation stage. In its implementation, the administrator act as a facilitator who regulates the learning system, while the teacher acts as a facilitator in the learning process by guiding students, and students acts as active recipients and processor of knowledge. The second are about problems that arise in the implementation of distance learning. distance learning members experienced the main problems that occurred during the initial implementation, namely the internet network that was not smooth, lack of skills in ICT, and lack of communication between teachers and students. In addition, other problems cannot be ignored, including lack of Google Classroom storage space, low-security system, the tools used sometimes have errors, not all language skills can be applied optimally, learning time is short and seems boring and low motivation and responsibility of students in learning.

Keywords: distance learning, teaching english

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CHAPTER I

INTRODUCTION

A. Background of Study

English language officially becomes a large scale activity. There could be as many as a billion students learning English around the world at this time and there enough reason to consider moving into Teaching English as a foreign language.¹ It is widely recognized that English is important for Indonesia. Therefore, English teacher has a very important role to teach English well to all students. In teaching English, a teacher should prepares methods and learning materials well so that students can easily get the lesson.

However, teaching and learning activities do not always running well. Teacher is expected to always be able to adapt to all conditions of learning. At present, education throughout the world is being shocked by Covid-19. According to Director-General of WHO, Tedros Adhanom Ghebreyesus as cited in Budi Mulyanti, et al, officially stated that the Covid-19 had become a global pandemic on March 11, 2020.² In Indonesia, the Coronavirus might have infected people in January or February 2020, but officially Indonesia declared confirmed cases later in March 2020. Due to the positive case in Indonesia, the government issued a policy, one of which is the closing of public places including a city parks, supermarkets, and even schools to reduce the impact of the spread of viruses and social distancing or avoid crowds of people.

However, in response to the government's decision, the Minister of Education and Culture, Nadiem Makarim issued a policy as outlined in Circular Letter No.4/2020 on March 24, 2020, regarding studying and learning processes during the spread of the Covid-19. Moreover, the process of learning from home is carried out with the following conditions: firstly,

¹ Michelle Maxom, *Teaching English as a Foreign Language For Dummies*, (England: John Wiley & Sons, Ltd, 2009), P.1.

² Budi Mulyanti, et al, "Distance Learning in Vocational High Schools during the COVID-19 Pandemic in West Java Province, Indonesia", *Indonesian Journal of Science & Technology*, 2020, P.273.

learning from home is conducted via online or distance learning, secondly learning from home can be focused on life skills education including the Covid-19 pandemic. Thirdly, activities and assignments of learning from home can vary between students, based on their interests and conditions, including considering the gap of access and learning facilities at their home. Last, evidence or products of learning activities from home are given qualitative and useful feedback from the teacher without being required to give quantitative scores.³

Based on a decret from the minister of education and culture to keep learning activities going on, all schools in Indonesia change their learning model from the traditional learning model to distance learning model. This is quite surprising for many schools in Indonesia, especially at the senior high school level. Learning that is usually done face-to-face now can not be done anymore. Teachers and students interact by using information and communication technology in learning activities. Of course, this raises many problems for many schools that has never applied the distance learning method, and even don't know the method.

Based on preliminary research that conducted by interviewing one of the English teachers in SMA N 1 Wangon on Monday, 15th of June 2020. The teacher explained that distance learning has never been applied before for learning English in SMA N 1 Wangon. But, Schools do have to implement distance learning methods, so the learning continues even though there is a corona pandemic. Because of the limited time to prepare for learning, of course, many problems arise before and after the implementation of distance learning. That problems is not only for teachers, but also happened to students who have limited knowledge about distance learning. Teachers play a very important role in this case. Teachers must be able to adapt to all situations that occurs in the world of education. With so many problems that arise, teachers try in various solutions to overcome these problems. In addition, based on

³ Kementrian Pendidikan dan Kebudayaan "Mendikbud Terbitkan SE tentang Pelaksanaan Pendidikan dalam Masa Darurat Covid – 19", Kemdikbud.go.id, 24 Maret 2020.

observations, although the implementation of distance learning has given surprises and cause several problems, SMA N 1 Wangon could be a good model in implementing distance learning because of the enthusiasm, creativity, and cohesiveness of its member in implementing distance learning. This is evidenced by the fact that many teachers still go to school and work on learning materials in the computer lab even though they get a schedule to work from home. Some of them even prepared materials for the next few weeks at that time. They worked together by asking and sharing various material models so that students would not get bored in distance learning. In addition, there is good communication between administrators and teachers who are still having difficulties with the distance learning model. Accordingly, the steps taken by SMA N 1 Wangon in implementing distance learning are interesting things to study, because they are useful in the world of education and useful for other schools that want to apply the distance learning model. Based on the preliminary research, the researcher is attracted to describe the implementation of distance learning in ELT at SMA N 1 Wangon and find out some problems that arise during the implementation.

B. Operational Definition

To evade misunderstanding about the meaning of this thesis title, the researcher give four key terms to provide an understanding of this research. Those are:

1. Implementation

Implementation is the performance, or carrying out of a plan, method, idea, standard, or policy for doing something that must follow any preliminary thinking in for something to happen. In implementing a method, the research object minimally performed a cycle consisting of planning, implementation, and evaluation.

2. Teaching

Teaching is a set of events, outside the learners which are designed to support the internal process of learning. In teaching, the teacher designs

learning activities well so that the student can understand the materials delivered by the teacher. According to Smith as cited in Bethel T. Ababio, teaching is the process of carrying out activities that experience has shown to be effective in getting students to learn.⁴

3. Distance Learning

Distance learning is defined as a type of instruction, education, and training that the student and the teacher are not in the same room, and separated by physical distance. The teacher who gave learning material does not interact directly face-to-face with the student, but instead by using communication tools, one of them is a mobile phone. Distance learning can be explained as experiences in which students and instructors are separated by space and or time.⁵

4. Traditional Learning

Traditional learning is defined as a learning where teachers and students meet face-to-face in the classroom. The teacher can guide, control and inspire students directly. The learning model is teacher centered where most of the learning is dominated by the teacher so that students become passive and have less space to think.⁶

C. Research Questions

The research is conducted to answer the following question:

1. How do the teachers implement distance learning in ELT at SMA N 1 Wangon?
2. What are the problems in implementing distance learning at SMA N 1 Wangon?

⁴ Bethel T. Ababio, "Nature of Teaching: What Teachers Need to Know and Do", University of Cape Coast, Ghana, *International Journal for Innovation Education and Research*, Vol. 1-03, 2013

⁵ Roger Dale Dunnick, "The Effectiveness of Distance Education in a Small Rural High School: Phenomenological Study", Liberty University, 2013.

⁶ Chunyang Liu and Fei Long, "The Discussion of Traditional Teaching and Multimedia Teaching Approach in College English Teaching", *International Conference on Management, Education and Social Science*, 2014, P.31-32.

D. Objectives and Significances of the Research

1. The objectives of this research are:
 - a. To describe the implementation of implementation distance learning in ELT at SMA N 1 Wangon.
 - b. To find out the problems faced by the teacher in implementing distance learning.

2. The significances of this research

There are two kinds of significances of this research as follow:

- a. Theoretical significances

Theoretical significances of this research are:

- 1) The researcher expects this research can be useful to improve knowledge in education and develop the teaching and learning quality using distance learning.
- 2) The researcher expects this research can be used as a reference for further researches.

- b. Practical significances

Practical significances of this research are:

- 1) For teachers

The results of this research are expected to be able to enrich the teachers information about the problem in implementing distance learning.

- 2) For school

The results of this research are expected to be able to give an explanation of distance learning.

- 3) For researcher

This research can be useful as a reference for his teaching in the future.

E. Review of Relevant Studies

Based on several sources related to this research, there are journals and previous research related to the topic of this research. The following were the comparison of the results previous research studies.

Firstly, a research that investigated the availability of learning facilities for distance learning (or online learning), the ability of students and teachers to utilize the learning facilities, and how distance learning activities take place at public or private vocational high schools. The difference of this research is about the subject and place of the research. The research was written by Budi Mulyanti that researching students vocational high school as the subject. The similarity of this research is a discussion about the implementation of distance learning. The result of the research was written by Budi Mulyanti stated that online learning has been carried out in many public and private VHS's in West Java. From the results of this study, it was found that the available online learning facilities, the utilization of facilities, and the online learning process in VHS's were better than those in Private VHS's. In general, students of Public and Private VHS's stated that online learning is not more interesting than ordinary learning, although most of the students can understand the provided lesson and are given an opportunity by the teacher to actively participate during the learning process.

Secondly, a research that explore the transition from the traditional to the online education systems at the school. The differences of this research is the subject and place of the research. The research was written by Giorgi Basilaia and David Kvavadze make the private and the public students as the subject of the research. The equality of this research is a discussion about open distance learning. The result of the research was written by Giorgi Basilaia and David Kvavadze stated that the transition from the traditional to the online education systems at the school was successful. The system and the skills that were gained by the teachers, students, and school administration can be used in the post-pandemic period, in case of missing lessons or other similar special cases like the current one. The teachers have re-realized the distance learning

in a new way, have adapted the assignments to the new format of the lessons, which be positively reflected on their qualification. The online education format can be useful in the post-pandemic period, especially in the case of students with special needs.

Thirdly, a research that aims to describe the steps in online teaching. The difference of this research is about the focus of the study. The research was written by Seth C. Oranburg was focused on the step of implementing a distance learning. The equality of this research is a discussion about the role of teachers in implementing distance learning and planning.

F. Structure of the Research

To make systematic research, it is necessary to classify the structure of this research. The structure of this research will explain as follow:

Chapter I presents an introduction. It has eight subsections those are background of the study, operational definition, research question, objectives and significances of the research, review of relevant studies, literature review, research method, and structure of the research.

Chapter II presents the theories of implementation of distance learning in SMA N 1 Wangon which is consists of eleven subsections, those are the definition of distance learning, the reason for choosing distance learning term, the characteristics of distance learning, differences between distance learning and traditional learning, the role of distance member, the success in distance learning, planning in distance learning, teaching the distance students, assess the distance students, problem in distance learning, evaluating teaching and learning at a distance.

Chapter III presents the research method. This chapter consist of the research design, subject of the study, object of the study, instruments for obtaining data, technique of collecting data, technique of analyzing data, and triangulation.

Chapter IV presents the result and discussion of the research which is consists of general description of SMA N 1 Wangon, the implementation of

distance learning in ELT at SMA N 1 Wangon and some problems that arise during the implementation.

Chapter V presents the conclusion and suggestion of the research. In this chapter, the researcher concludes and gives suggestions related to the research.



CHAPTER V

CONCLUSION

In this chapter, the researcher outlined the summary of this research. The conclusion of this research was drawn based on the data findings and the discussion gathered from the answer to the research questions. It is divided into two parts: conclusion and suggestion.

A. Conclusion

Based on the result of the research, there are three major steps carried out by distance learning members consisting of administrators, teachers, and students on the implementation of distance learning in EFL, including preparation stage, implementation stage, and evaluation stage. The administrator acted as a facilitator who regulates the learning system namely by prepared and managed the Google Classroom, helped teachers and overcame technical problems, and conducted quality control so that learning became better. Meanwhile, the teacher acted as a facilitator in the learning process by preparing the material and media used in learning, provided the material with explanation, and gave assignments to tested the student understanding, and also provided assessments related to students learning outcomes. Furthermore, students acted as active recipients and processor of knowledge by prepared some tools for learning, received and downloaded materials that provided by the teacher, and tried to develop an understanding of the material, and reflected on the values obtained from their learning.

Also, the research result indicated several problems that arise in the implementation of distance learning in EFL. Distance learning members experienced the main problems that occurred during the initial implementation, such as the internet network that was not smooth, lack of skills in ICT, and lack of communication between teachers and students. Moreover, other problems cannot be ignored, including lack of Google Classroom storage space, low-security

system, the tools used sometimes have errors, not all language skills can be applied optimally, learning time is short and seems boring and low motivation and responsibility of students in learning.

In summary, each member of distance learning is responsible for their respective roles in its implementation. Each member relates to each other as a learning system that influences each other so that any problems that arise can affect the system itself. By working together, and continuing to improve, so that distance learning can be even better.

B. Suggestions

The implementation of distance learning in SMA N 1 Wangon was going very well. This is based on the enthusiasm of all distance learning members who keep trying to keep developing and getting better. For the development of distance learning, there are several suggestions in this study:

1. Administrator

Administrators are expected to continue to develop distance learning both in terms of facilities and learning systems. The facilities used, such as school computers, school WiFi, computer rooms and training rooms for teachers, should continue to be improved so that they are better because they see several problems that arise, one of which is the internet network via school WiFi which is not smooth and sometimes errors. In addition, in the learning system, administrators should always try to develop and find a system that is easy to use in teaching and learning activities, one of which is by replacing learning media that has more advantages in using it compared to other media.

2. Teacher

Teachers are expected to continue to develop methods that are suitable and effective for use in distance learning. Teachers must continue to be creative in teaching by applying innovative methods because in distance learning the teacher acts as a facilitator so that it is hoped that in learning students will not feel bored. In addition to using creative and innovative methods, the teacher must also pay attention to the delivery of the material

being studied so that it is easily understood and accepted by students, so it is not only interesting and not boring but also has to be easy to understand and of high quality.



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