THE IMPLEMENTATION OF DISTANCE LEARNING

IN ENGLISH LANGUAGE TEACHING AT SMA N 1 WANGON

THESIS

Submitted to Faculty of Tarbiya and Teacher Training
of IAIN Purwokerto as a Partial Fulfillment of the Requirements
for Achieving the Degree of *Sarjana Pendidikan* (S.Pd) in English Education

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In case the statement is untrue in the future, I will accept all risks including cancellation of the academic title.

Purwokerto, 30th December 2020

I who declare,

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This thesis, entitled

THE IMPLEMENTATION OF DISTANCE LEARNING IN ENGLISH

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Assalamu'alaikum Warahmatullahi Wabarakaatuh

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THE IMPLEMENTATION OF DISTANCE LEARNING

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Purwokerto,30th December 2020

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MOTTO

Easy is a test of gratitude,

while adversity is a test of patient

With gratitude and patience,

all difficulties will be passed without being noticed
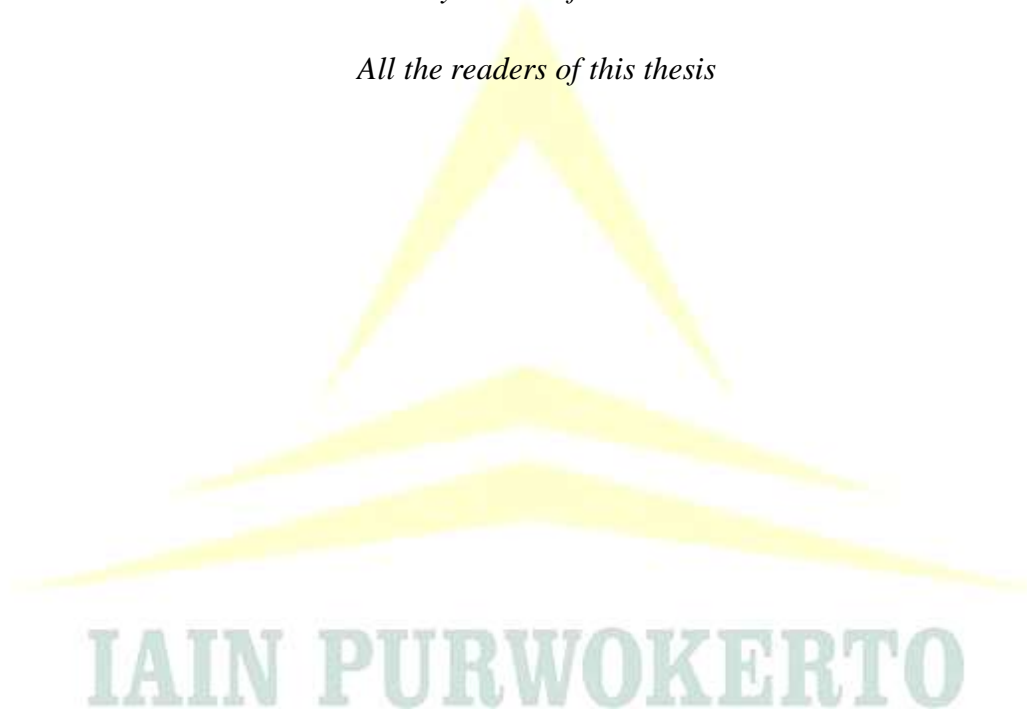
DEDICATION

I dedicate this thesis to :

My beloved parents (Pujianto and Siti Musarifah)

My beloved brother (Anov Mukti Wibowo, Fiko Bagus Pribadi, and Fikri Mukti Alvaro)

My Almamater, IAIN Purwokerto

My beloved friends

All the readers of this thesis

ACKNOWLEDGEMENT

All praises and thanks be to Allah SWT, the Lord of the universe, who has given blessing, guidance, loves, and helps thus the researcher could complete this thesis. Peace and salutation be upon to our beloved prophet Muhammad SAW, his family, companions, and his faithful forever.

This thesis presented as partial fulfillment of the requirement for achieving a Bachelor Degree of English Education Study Program, Faculty of Tarbiya and Teacher Training of State Institute of Islamic Studies Purwokerto. During the arrangement of this thesis and as long as the researcher learns in State Institute on Islamic Studies Purwokerto, there are many parties have provided helps, motivations, supports, aids, and suggestions which are useful for the completion of this thesis as the final assignment of English Education Study Program. The deep gratitude and appreciation are expressed to the honorable:
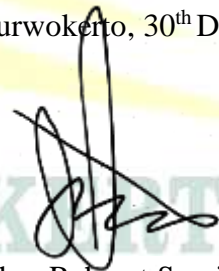
1. Dr. H. Suwito. M.Ag., as the Dean of Faculty of Tarbiya and Teacher Training of State Institute on Islamic Studies (IAIN) Purwokerto.

2. Dr. Suparjo, M. A., as the I Deputy Dean of Faculty of Tarbiya and Teacher Training of State Institute on Islamic Studies (IAIN) Purwokerto.

3. Dr. Subur, M. Ag., as the II Deputy Dean of Faculty of Tarbiya and Teacher Training of State Institute on Islamic Studies (IAIN) Purwokerto.

4. Dr. Sumiarti, M. Ag., as the III Deputy Dean of Faculty of Tarbiya and Teacher Training of State Institute on Islamic Studies (IAIN) Purwokerto.

5. Muflihah, S. S., M. Pd., as the Head of English Education in Faculty of Tarbiya and Teacher Training of State Institute on Islamic Studies (IAIN) Purwokerto.

6. Dr. H. Munjin. M.Pd.I. as the Thesis Advisor who has given all best guidance for me until I could accomplish this Thesis. All goodness, attention, praying and amazing advices, you show your student success. I hope a good back will be for you by Alloh.

7. All lecturers of Faculty of Tarbiya and Teacher Training of State Institute on Islamic Studies (IAIN) Purwokerto especially lecturers of English Education

Study Program, who always patiently convey the knowledge and open up the insights as provisions for the future.

8. All of staffs and officials of State Institute on Islamic Studies (IAIN) Purwokerto.

9. Shobirin Slamet, S.Pd. M.Si. as the headmaster of SMA N 1 Wangon who has given the researcher permission to conduct a research at this school.

10. All teachers, staffs, and studnets of SMA N 1 Wangon who has been pleased to be research source of this research.

11. My beloved parents, Pujianto and Siti Musarifah whose prayers and supports have always been an infinite power.

12. My comrade in arms who never tired to transmit the spirit and strength, Entin Nihlatinnufus.

13. All of my friends TBI 2016 State Institute on Islamic Studies (IAIN) Purwokerto, who have been a part of my 4 years of life.

There is no sentence that is more appropriate than the deepest thanks for all helps, supports, and suggestions. Only Allah who can reply with better replies. Hopefully this thesis can be useful for writer and all readers.

Purwokerto, 30th December 2020

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THE IMPLEMENTATION OF DISTANCE LEARNING

IN ENGLISH LANGUAGE TEACHING AT SMA N 1 WANGON

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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 Ghabyesus 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,

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[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 theCOVID-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 decreet 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

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[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 folowing 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?

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[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 significancesof 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 arethe 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 II

THEORITICAL REVIEW

Distance learning seems to be the result of ICT, such as the internet and computers. Distance learning is not a new learning model, but a learning model that has been around for a long time and continues to grow. According to K. C. Harper, K. Chen, and D. C. Yen as cited in Hsiang-yu Wang, the modern version of distance learning is a new form of the old model of distance learning that was reintroduced.[7] Verduin and Clark as cited in Shu-Hui Hsieh Chang stated that correspondence classes are the beginning of the form of distance learning.[8] Correspondence classes were established both in America and Great Britain. The first correspondent class in the United States was founded in 1881s at Chautauqua College.[9] In that class, the teacher sends such as course materials, notes, assignments, tests, and feedback through mail services to their students. Then, in the early 20th century, distance learning was integrated with radio and television, even today it continues to grow over the internet, and computers are known.

A. **Distance Learning**

1. Definition of Distance Learning

Distance learning can be understood by looking at the key term of "distance" and "learning". The distance can be interpreted as a separator between one another, while learning refers to the process of learning activities. According to Simonson, distance learning is an institution based formal education where the learning group is separated and using interactive telecommunications systems to connect learners, resources, and instructors.[10] The definition explains that distance learning just can be

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[7] Hsiang-yu Wang, Dissertation *"Challenges for Distance Education: A cultural analytic perspective on asynchronous online courses in Sweden"* (Lund: Lund University, 2014), P. 2.

[8] Shu-Hui Hsieh Chang, Dissertation "An assessment of the effectiveness of interaction in Distance Education based on student satisfaction with the learner-centered paradigm", (Ames: Iowa State University, 2006), P.13.

[9] Shu-Hui Hsieh Chang, Dissertation "An assessment of the effectiveness..., P.13.

[10] Michael Simonson, et al, "Teaching and Learning at a Distance: Foundations of Distance Learning", (Charlotte: IAP - Information Age Publishing, Inc, 2015), P.31.

implemented by a formal institution. Certainly, the formal institutions intended in this case are schools, and colleges. In every school there must be members of the school, including administrative staff, teachers, students, and others. But, when we discuss learning groups, we will certainly more focus on teachers and students as actors of learning activities.[11] From these two definitions, it can be applied that distance learning exists because of the distance between the teacher and students (study groups). There is also communication between teachers and students that continues, so there is a need for media to communicate, both print and electronic media.

In terms of distance, the United States Congress as cited in Hsiang-yu Wang explains in its definition that substantive interaction between teachers and students is not limited to geographic distance but distances synchronously or asynchronously (at the same time and not simultaneously).[12] So it can be understood that in distance learning the distance between teachers and students is not limited to the distance of the place but also the distance of time. Furthermore, Moore and Kearsley as cited in Filiz Aktan also defined that distance learning is planned learning that normally occurs due to different locations, therefore technical design, technical instruction, and special communication methods such as electronics are needed and do not forget to also special organizational and administrative arrangements.[13] In the definition of Moore and Kearsley, there are additional communication tools that are needed to interact between students and teachers, in the implementation of distance learning there is a need for different treatment in technical design, technical instruction, organizational and administrative arrangements.

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[11] Elgin O'Dwyer C. Swapp, Dissertation "Approaches to distance learning: an evaluation of current methodologies, technologies and operational costs as an alternative means of course delivery for developing country academies", (Malmö: World Maritime University, 2001) P.7.

[12] Hsiang-yu Wang, Dissertation "Challenges for Distance Learning: A cultural analytic perspective on asynchronous online courses in Sweden" (Lund: Lund University, 2014), P.3.

[13] Filiz Aktan, BS, Thesis "The Effects of Learner Characteristics on Satisfaction in Distance Learning", (Ohio: Ohio State University, 2010), P.6

2. The Reason of Choosing Distance Learning Term

Some people may still be confused with the terms of distance learning, e-learning, and m-learning. Indeed, the three terms seem to be the same. However, researchers in this case distinguish when the term is. According to Denny as cited in Bret Miller, the definition of distance learning focuses more on the separation between students and instructors, whereas e-learning is a type of distance learning that focuses more on the use of computers and the internet, and for m-learning is a different stage in the process of using distance learning and e-learning that focuses more on the ability to learn everywhere and every time.[14]

From this definition, it can be understood that distance learning can apply more generally because it only requires a distance between students and instructors, while e-learning in its implementation requires using electronic devices in communicating such as computers and the internet, and for m-learning it is required to use flexible and easy communication tools. Used wherever and whenever namely mobile phone. Denny as cited in Bret Miller also added that distance learning has existed for over a century in the form of correspondence schools, the concept of distance learning was applied to the computer and internet by educators so it's called e-learning.[15]

Furthermore, based on Hamid Muhammad as a Director-General of Early Childhood Education, Primary and Secondary Education, the Ministry of Education and Culture as cited in Wahyu Adityo Prodjo, explained that distance learning is not the same as online learning. Online learning uses internet based interactive models such as Zoom, Google Meet, and Learning Management System such as Quipper, Ruang Guru, dan Rumah Belajar. However, distance learning can be done online or offline for example,

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[14] Bret Miller, Thesis "Smartphones for Online Study: Effects on Learning and Engagement", (Liverpool: University of Liverpool,2018), P.26

[15] Bret Miller, Thesis " Smartphones for Online..., P.26

teachers use Google Classroom and lend some books to students so that student can learn it.[16]

Furthermore, in addition to the three terms, there are still several terms that seem to have the same meaning, namely distance education, distance teaching, and distance learning. According to Holmberg as cited in Elgin O'Dwyer C. Swapp, distance dtudy describes the activity of the students, while distance teaching describes the organization's tutorial, particularly its developers and tutors.[17] Hence, it is fair to suggest that distance learning constitutes the entire package of teaching and learning. By choosing the term distance learning, the scope of research will be broader, because it is necessary to know that in distance learning, it is not only possible to focus on teachers as teachers but also students as learning actors and also institutions (schools or colleges) as regulators of learning implementation.

3. The Characteristics of Distance Learning

Characteristics are things that need to be known to understand a certain form. Distance learning as a learning model certainly has special characteristics that distinguish it from other learning models. According the 2009 Encyclopaedia Britannica Book of the Year as cited in Michael Simonson, et al , there are four characteristics by distinguished distance learning. First, distance learning is implemented through institutions, so it is not self study or a non-academic learning environment. Second, students and teachers are separated both geographically and in time separation. Third, the learning group is connected by interactive telecommunications. Finally, distance learning establishes a learning group or learning community that consists of students, a teacher, and instructional resources.[18]

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[16] Wahyu Adityo Prodjo, "Pembelajaran Jarak Jauh bukan Pembelajaran Daring", from Kompas.com, in Tuesday, June 16, 2020 at 20:01 WIB

[17] Elgin O'Dwyer C. Swapp, Dissertation "Approaches to distance learning: an evaluation of current methodologies, technologies and operational costs as an alternative means of course delivery for developing country academies", (Malmö: World Maritime University, 2001) P.10

[18] Michael Simonson, et al, "Teaching and Learning at a Distance: Foundations of Distance Education", (Charlotte: IAP - Information Age Publishing, Inc, 2015), P.32

It can be understood from the explanation above that distance learning is not a self study, but rather planned to learn carried out by an institution. In the second component, it is explained that distance learning is the concept of separation of the teacher and student so that if there is no concept of separation, the learning cannot be said to be distance learning. Then, in the third component, it was explained that in distance learning there must be interactive communication between teachers and students. It can be said that it is not distance learning if communication occurs or takes place only in one direction. Communication justified in distance learning is two-way communication that creates a reciprocal relationship between teacher and student. Furthermore, in the last component, distance learning in its implementation, a learning group or learning community is consisting of students, a teacher, and instructional resources that are interrelated with one another. Teachers interact with students and with the learning resource, learning can occur.

Another similar opinion was also conveyed by Holmberg as cited in Elgin O'Dwyer C. Swapp that there are five main characteristics of distance learning. First, The separation of teachers and students. Second, the organization facilitates planning, production of materials, and student support. Third, media and technology are used in connecting between teachers and students and as a way to provide content and feedback. Fourth, the facilitation of communication student and teacher. Finally, the learning group is separate from each other.[19] In essence, the two opinions have in common, namely implemented through institutions, separate teachers and students, using media communications, and set a learning group. This opinion was also supported by Keegan's opinion as cited in Ajay Kumar Attri, there are six basic defining elements of distance learning. First, the separation of teachers and students as opposed to face-to-face teaching. Second, the existence of educational organizations thus influences and distinguishes distance learning from the

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[19] Elgin O'Dwyer C. Swapp, Dissertation "Approaches to distance learning: an evaluation of current methodologies, technologies and operational costs as an alternative means of course delivery for developing country academies", (Malmö: World Maritime University, 2001) P.10.

private study. Third, using technical media such as audio, print, and website to integrate teachers and students. Fourth, the provision of two-way communication so that teachers and students can interact with each other. Fifth, occasional meetings to keep the interaction going. Finally, students are independent and active in learning (student center).[20] In his opinion, there is an addition to the previous opinion, namely the occasional meeting to maintain interaction and in learning more to the student center.

4. Differences between Distance Learning and Traditional Learning

Each learning model is different from one another. In distance learning, researchers often compare it with traditional learning. The two methods seem contradictory and look different from one another. Tobin as cited in Martha Henckell described the interaction between teachers and students in the traditional classroom can be observed.[21] Buffee as cited in Martha Henckell added that collaboration is one of the student activities not found in traditional classrooms.[22] It can be understood that in terms of activities directly it already seems to have differences. McHenry and Bozik as cited in Delvaline Lucia argue that distance learning is more naturally student centered. They cite the following differences favorite distance learning over more traditional forms: First, more individualized treatment. Second, more student activity makes less teacher focus. Third, more student responsibility and choice. Fourth, more emphasis on collaboration, less on competition. Finally, more options for access (independence in place and time).[23]

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[20] Ajay Kumar Attri, "Distance Education: Problems And Solutions", *International Journal of Behavioral Social and Movement Sciences*, Vol.01, Issue04, Oct. 2012, P.44.

[21] M. Martha Henckell, Dissertation: "Evaluating Distance Education: the Student Perspective", (Columbia:University of Missouri, 2007), P.33.

[22] M. Martha Henckell, Dissertation: "Evaluating Distance Education..., P.33.

[23] Delvaline Lucia Möwes, Dissertation "An Evaluation of Student Support Services in Open and Distance Learning at the University of Namibia", (Stellenbosch: University of Stellenbosch, 2005), P.64.

B. Teaching English Foreign Language

1. English as Foreign Language

Yoko Iwai as cited in Peng Si explained that English as a Foreign Language refers to those who study English in a non English speaking country.[24] English has been taught and used as a foreign language in Indonesia. According to Jayadi as cited in Leni Marlina, English as a foreign language was used as a compulsory language for subjects in secondary schools throughout Indonesia in 1945 immediately after Indonesian independence day.[25] In addition, formal elementary school level ELT in Indonesia began in the early nineties and English has been taught to elementary school students starting in grade four as a local curriculum only. However, currently, English lessons in primary schools have been phased out under the 2013 curriculum policy.

2. English Teaching

According to Nilsen and Albertalli as cited in Bethel T. Ababio, teaching can be described as the process of guiding the teacher to students to a higher level of knowledge or skill.[26] Beside, Frimpong as cited in Bethel T. Ababio explains that teaching is the process of a teacher imparting knowledge, skills, attitudes, and values to students by respecting the intellectual integrity and capacity of students to change student behavior.[27] It can be understood that teaching does not only involve how information is obtained from teachers to students but also how students use that information, interact, receive guidance, and receive feedback.

3. Teaching Approach

According to Anthony, the approach is a series of correlative assumptions relating to the nature of language and the nature of language

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[24] Peng Si, *"A Study of the Differences between EFL and ESL for English Classroom Teaching in China",IRA-International Journal of Education & Multidisciplinary Studies*, Vol.15, Issue 01, April 2019, P.33

[25] Leni Marlina, "Learning English as Foreign Language in Indonesia through English Children's Literature", *The International Journal of Literacies*, Volume 19, issue 4, 2013

[26] Bethel T. Ababio, "Nature of Teaching: What Teachers Need to Know and Do", *International Journal for Innovation Education and Research*, Vol. 1-03, 2013, P.38

[27] Bethel T. Ababio, "*Nature of Teaching...,* P.38

teaching and learning. According to Richards and Rodgers as cited in Ita Sarmita Samad, the approach refers to theories about the nature of language and language learning which serves as a source of practice and principles in language teaching.[28] Thus, the approach is a series of correlative assumptions or language theories and language learning theories that underlie the ways teachers teach target language. Based on this explanation, the nature of the approach can be divided into two main aspects. The first aspect relates to language theory and the second relates to the theory of language learning.

According to Richards and Rodgers as cited in Ita Sarmita Samad in terms of language theory, the approach is divided into four. the first is structuralism, the approach assumes that language is a set of rules. Then the second is communicative, this approach assumes that language is a means of communication. Furthermore, the third is interaction which assumes that language is the maintainer of interpersonal relationships. The last is systemic functional which is systemic, this approach assumes that language is not only a means of communication but also as a nurturer of interpersonal relationships.[29] In terms of language learning theory, the approaches are divided into two. The first according to Alnaqeeb as cited in Ita Sarmita Samad it is a behavioral approach. This approach assumes that language can be learned through the formation of new habits. The second is the cognitivism or constructivism approach. This approach emphasizes more thought processes.[30]

There are lots of approaches that can be used. Arvind Kr Gill and Kusum stated that an approach can also have many methods. The teaching approach is like the way teachers teach. There are some main approaches to teaching and learning:

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[28] Ita Sarmita Samad, "A Study on English Teachers' Teaching Approaches, Methods, and Techniques, at a State Senior High School in Enrekang, Indonesia", *Lingua Scientia*, Volume 8, number 2, 2016, P.133.

[29] Ita Sarmita Samad, "A Study on English...", P.133.

[30] Ita Sarmita Samad, "A Study on English...*,* P.134.

a. Teacher centered approach

Teacher centered approaches are focusing on the teacher as an instructor. In these methods, the teacher controls what is to be taught and how students are presented with the information that they are to learn.

b. Student centered approach

Students have a much active role in the learning process. In this approach, teachers have much less direct control over what and how students learn.

c. Inductive and Deductive approach

In the inductive approach, students are given examples first related to the material, then conclude. So that learning is from specific things to more general things. The deductive approach is opposite to the inductive approach because in it first a principle or rule is put in front of students and then it is clarified by giving examples.

d. Herbartian approach

This approach emphasizes the teacher presentation in teaching. Herbert has given five steps for this approach, there are preparation, presentation, comparison and abstraction, generalization, and application.

e. Evaluation Approach or Blooms Approach

The concept of evaluation approach is given by B.S.Bloom. His main emphasis was that testing should be based on teaching and both these activities should be objectives centered. Today teaching is organized by using the evaluation approach. Under this approach yearly, plans and unit plans are prepared. It has three main steps: Firstly formulating educational objectives, secondly creating a learning experience,and lastly evaluating the changed behavior.

f. RCEM Approach

This approach is developed at the Regional College of Education Mysore (RCEM). In this approach, the teaching and learning situations,

strategies, and aid material is properly stated in the name of it has three steps: the first is Input, the second is a process and the last is output.[31]

From some of the explanations above, it can be concluded that teaching English should have a good approach, this approach must be prepared by the teacher so that students can understand the objectives of teaching English.

4. Teaching Materials

According to Tomlinson as cited in Ahmed, materials are inclusive of anything which can be used to facilitate the teaching and learning of a language. It can be divided into several groups, such as linguistic, visual, auditory, or kinesthetic, and they can be presented in print, through live performance or display, or on cassette, CD-ROM, DVD, or the internet. They can be instructional, experiential, elicitation or exploratory while informing learners about the language, providing the experience of the language in use, stimulating language use, or helping learners to discover the language for themselves.[32]

Besides, materials can be divided in two types, that is authentic materials dan nonauthentic materials. According to Nunan authentic materials is any materials that have not been specifically produced for language teaching those are newspaper, internet, magazine,etc. According to Adams and Miller as cited in Yuni Apriyani, et al nonauthentic materials are materials that are specially designed for learning purposes and the language used in them are artificial with wellformed sentence all the time which is

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[31] Arvind Kr. Ghill and Kusum, "Teaching Approaches, Methods and Strategy", *Scholarly Research Journal for Interdisciplinary Studies*, Volume 4/36, September – October 2017, P.1-2.

[32] Shameem Ahmed, "Authentic ELT Materials in the Language Classroom; An Overview", *Journal of Applied Linguistics and Language Research*, 2017, Volume 4, Issue 2, P. 183

useful for teaching grammar such as coursebook, textbook, student worksheets, etc.[33]

5. Teaching Media

Mutohhar as cited in Tanti Sukmahidayanti argues that good media is media that is suitable for the topic, material, the students, and practical to use.[34] It can be understood that in choosing suitable media for use in learning, several aspect must be considered. According to Musthafa knowing those characteristics of children is an essential requirement for the teacher in creating effective instruction media. Therefore, using appropriate instructional media is one of the key principles in creating effective instruction.

Harmer as cited in Wildan Nurul Aini states that several types of instructional media that can be used by teachers:

a. The students themselves

Students can be used as learning resources that can be easily used by teachers, so that teachers can do many things and variations in learning.

b. Realia

Realia means using real objects inside oroutside the classroom to teach English. It can provide experiences for students to involve students senses in learning.

c. Pictures

Designed to convey messages and information which combines symbolic visual and verbal information.

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[33] Yuni Apriyani, et al, "Comparison Between Using Authentic and Nonauthentic Materials in Students Reading Comprehension Achievement", *Journal FKIP UNILA*, 2015, P. 3

[34] Tanti Sukmahidayanti, "The Utilization of Instructional Media in TeachingEnglish to Young Learners ; A Case Study of an Elementary School Teacher in Bandung", *Journal of English and Education*, 2015, 3(2), P. 91

d. Coursebook

The coursebook is one of the print media which has been used by teachers as the guide of teaching-learning. It is printed materials and information and also contains exercises and tasks for students.

e. Boards

Boards can be used for different purposes, such as a notepad, explanation aid, picture frame, public workbook, game board, and notice board.

f. Overhead Projector

Overhead projectors are useful for teachers in showing many things on overhead transparencies. It also helps teachers to show something one by one.

g. Flipcharts

Flipchart is a media which contains big sheets of paper. It is mostly used during the discussion to write down points that are being discussed.

h. Computer-based presentation technology

These media combine audio and visual presentation which can help teachers to attract student's attention. This Kind of media also can send a large amount of information. These instructional media have two main components, hardware, and software.[35]

6. Teaching Methods

According to Anthony as cited in Ita Sarmita Samad, the method is an overall plan for an orderly presentation of the material, there are no conflicting parts, and as a whole is based on the chosen approach. Besides, Patel and Jain added that the method is a process of planning, selecting, and grading materials and goods, teaching techniques, etc.[36] Based on this statement, it can be understood that the method is the level of language teaching planning that includes learning materials, teaching techniques, and

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[35] Wildan Nurul Aini, "Instructional Media in Teaching English to Young Learners: A Case Study in Elementary Schools in Kuningan*", Journal of English and Education*, 2013, 1(1), P. 197-199

[36] Ita Sarmita Samad, "A Study on English Teachers' Teaching Approaches, Methods, and Techniques, at a State Senior High School in Enrekang, Indonesia", *Lingua Scientia*, Volume 8, number 2, 2016, P.134.

others based on the approach that has been chosen. Among them are examples of methods, such as grammar translation, direct, audiolingual, silent way, community language learning, suggestopedia, total physical response, cooperative learning, and genre based methods.

Based on the nature of the approach previously described, several examples of the methods presented above can be classified into two main approaches. The first is behaviorism and constructivism or cognitivism. Grammar translation and audiolingual methods are classified into behaviorism theory which focuses on habit formation. While the other seven methods are classified into constructivism or cognitivism theory which is more concerned with the thinking processes of students. In addition, each method has its principles which may different from one another in terms of teacher goals, teacher roles, student roles, the nature of interaction, and student's use of native language. Therefore, when an EFL teacher plans his lessons, he or she must apply methods that are based on her belief in language theory and language learning theory.

According to Arvind Kr. Ghill and Kusum there are two main types of teaching methods such as non-participatory method dan participatory method.

a. Non participatory method

In this type of method, the teacher acts as the master of the subject matter. Students consider the teacher as an expert and have authority. On the other hand, students play a passive role and only accept the knowledge that the teacher provides. Examples of such methods are the lecture method and demonstration method.

b. Participatory method

In this type of method teachers and students are involved constant interaction. Students play an active role and there is an ongoing exchange of views and ideas teaching and learning as a whole. This method is sometimes known as interactive teaching or it can be called learner-

centered teaching. In this learning model, students build their knowledge and understanding while teachers only guide students correctly. Usually, this model is designed for smaller study groups, but the advantage of that model is can encourage better retention of student learning. This method is a method of modern contemporary education. Examples of such methods are discussion method, project method, a problem solving method, etc.[37]

7. Teaching Technique

According to Anthony as cited in Ita Sarmita Samad, the technique is a specific strategy used to achieve goals. In addition, Larsen Freeman also explained that the language teaching method is a means of connecting actions and thoughts logically in language teaching, action refers to techniques and thinking refers to principles.[38] It can be understood that the technique is a strategy or action by linking to the learning method that has been designed and is still related to the predetermined approach. Therefore, it can be concluded that technology is the implementation of a method that is still relevant to the approach. Thus, each technique has its views that support its use for the effectiveness of language teaching. So that one technique may be effective for improving certain language skills, but sometimes some techniques are useful for all language skills. Currently, there are many teaching techniques in the EFL class, including translation of a literary passage, dialogue, jigsaw, reading comprehension questions, antonyms or synonyms, cognates, deductive application of rules, etc.

C. **Teaching English by Distance Learning**

1. The Role of Distance Member

In distance learning, the distance between teachers and students allows a change in the role of each member of learning. According to Barron as cited

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[37] Arvind Kr. Ghill and Kusum, "Teaching Approaches, Methods and Strategy", *Scholarly Research Journal for Interdisciplinary Studies*, Volume 4/36, September – October 2017, P.3.

[38] Ita Sarmita Samad, "A Study on English Teachers' Teaching Approaches, Methods, and Techniques, at a State Senior High School in Enrekang, Indonesia", *Lingua Scientia*, Volume 8, number 2, 2016, P.137.

in Canan Deveci for distance learning to be effective, teachers should work harder when doing distance learning because it is different from traditional learning.[39] Barron as cited in Giovanni O'Neil stated that distance learning is different from traditional learning. Therefore, the roles of teachers and students certainly change too. Related to this, Muirhead added that distance learning requires teachers to change their role from information transmitter in traditional learning to guide students in distance learning.[40]

Furthermore, this statement was clarified by Dzakira et al as cited in Canan Deveci, who state that in general, the role of students in distance learning is responsible for its learning, while teachers became source and facilitator in the practice.[41]Itcan be seen that because distance learning is more student centered, students must be more responsible for their learning because teachers in distance learning can only act as a source and a facilitator. This was reinforced by Srichanyachon statement as cited in Canan Deveci that due to the physical distance between teachers and students in distance learning, students are possibly unaware of their responsibilities even though teachers tried hard to keep students involved in the learning.[42] So, to become good distance students in carrying out their roles students must be more independent and responsible. Apart from teachers and students, administrators also have a role in implementing distance learning.

In general, administrators play a role in facilitating learning or can be said to be a liaison between teachers and students. Alley as cited in Yi Yang state that administrators have a special duty and role in facilitating learning.[43] In this case, McKenzie, Ozkan, and Layton as cited in Yi Yang added that for distance learning to be successful, administrators need to consider planning,

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[39] Canan Deveci, "Teachers' and Students' Awareness Level of Their Roles in Distance Education", *International Journal on New Trends in Education and Their Implications*, Volume: 6 Issue: 3 Article: 02, July 2015, P.13.

[40] Therese Don Giovanni O'Neil, "How Distance Education Has Changed Teaching and the Role of the Instructor", (Pennsylvania: Indiana University, 2006) P.2.

[41] Canan Deveci, "Teachers' and Students' Awareness...", P.12.

[42] Canan Deveci, "Teachers' and Students' Awareness...", P.12.

[43] Yi Yang, "Roles of Administrators in Ensuring the Quality of Online Programs", *Knowledge Management & E-Learning: An International Journal*, Vol.2, No.4., P.364.

implementation, and quality control.[44] Therefore, it can be seen that the role of the administrator described by McKenzie, Ozkan, and Layton is the administrator as a planner and manager.

Apart from that, Ulmer et al as cited in Sarah J. Dhilla state that many teachers think that online learning is inferior so many of them refuse to teach because it is cheapening student's academic experience.[45] From this statement, it can be understood that teachers need motivation in teaching online because indeed many of them think that online learning seems more difficult to guide and provide a good learning experience for students. Therefore, administrators must also act as a motivator for teachers because of this and a motivator for students due to the lack of academic experience provided during online learning.

Then the administrator's role is not sufficient because it is based on a statement by Rockwell et al as cited in Sarah J. Dhilla that new teachers tend to worry about the lack of technical skills in teaching online and they feel intimidated by the online environment.[46] It can be seen that many teachers who are new to technology are worried about their ability to teach online because they are unfamiliar with the technology used. So that many of them feel intimidated by the online learning environment. Therefore, in this case, there needs to be an administrator role as supporters who continue to provide support to both teachers and students.

2. The Success in Distance Learning

Each member of learning has their respective roles. To achieve success in learning each member of the study must be able to carry out their role properly and have the appropriate attitude in their role. The success of a teaching and learning activity cannot be separated from the influence of various factors, both internal and external. According to Willis as cited in

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[44] Yi Yang, "Roles of Administrators Administrators in Ensuring the Quality of Online Programs", *Knowledge Management & E-Learning: An International Journal*, Vol.2, No.4, P.364.

[45] Sarah J. Dhilla, "The Role of Online Faculty in Supporting Successful Online Learning Enterprises: A Literature Review", *Higher Education Politics & Economics*, Volume 3, Issue 1 Article 3, 2017, P.11.

[46] Sarah J. Dhilla, "The Role of Online Faculty...", P.11.

Martha Henckell, there are seven elements that both teachers and students need to effective in distance learning First, the use of methods and teaching techniques is tailored to the needs, diversity, and context of the students. Second, the use of content samples must match to students. Third, knowing the background of students both urban and rural. Fourth, encourage students to communicate with each other. Fifth, increase student learning motivation. Sixth, the need for family support. Finally, the need for the availability of a good learning environment and sufficient technology.[47]

It can be understood that to create effective distance learning and be able to achieve success in distance learning several elements must be fulfilled. Based on the statement from Willis as cited in Martha Henckell, it can be divided into two parts. The first to fifth elements refer to the elements that are owned by the teacher, while the sixth and seventh elements refer to the elements possessed by students. In addition, Brent et al added the characteristic to be successful distance learning student, including learning voluntarily without coercion, being disciplined and has high motivation, mature in learning, active in asking teachers, serious in every learning, and has a desire to succeed.[48] It can be understood that students also have an important role in the success of learning. Based on the above characteristics, the attitudes of students influence on the success of these students in learning.

In addition, the teacher's attitude in teaching also affects his role. Teachers who have good teaching characteristics can make learning successful. Berge and Collins as cited in Martha Henckell describing the characteristics of successful distance learning teachers including having good presentation and writing skills, having technical competence, having knowledge in virtual management techniques, being able to establish good communication.[49] In this case, Sherry as cited in Martha Henckell added there are important aspects for teachers including caring for students, having

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[47] M. Martha Henckell, Dissertation: "Evaluating Distance Education: the Student Perspective", (Columbia:University of Missouri, 2007), P.47.

[48] M. Martha Henckell, Dissertation: "Evaluating Distance Education...", P.48.

[49] M. Martha Henckell, Dissertation: "Evaluating Distance Education...", P.54.

experience in teaching and in using technology, confidence, being creative in using learning media, and maintaining communication with students.[50] It can be understood that there are many characteristics for students and teachers in achieving success in teaching and learning activities. However, in this case, at least students and teachers have some of the characteristics mentioned above.

3. Planning in Distance Learning

In preparing distance learning, several preparations need to be considered. Preparation in this case is considered important because it affects the learning process that will take place later. Moore and Kearsley as cited in Martha Henckell state that teachers in planning distance learning must arrange and make decisions that will affect all parts of the system.[51] So in planning a learning system teachers must pay attention to every part of the system to create a good learning environment. The learning environment must be in the form of a system that has an interrelated relationship with each other, including the instructor, the learners, the material, and the technology.

According to Dick et al as cited in Michael Simonson et al, there are several parts of the planning system such as assesses to identify goals, analyze learners and contexts, write performance objectives, develop assessment instruments, develop instructional strategy, develop and select instructional materials, design and conduct a formative evaluation of instruction, design and conduct the summative evaluation.[52] Dick et all as cited in Michael Simonson state that each part of systematic planning is the result of several years of research.[53] It can be understood that the learning planning system revealed by Dick et al is the result of several studies which of course continue to improve until it becomes a good system.

In addition, Romiszowsky as cited in Dewi Mutiara et al also expressed his opinion on systematic instructional design processes, including

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[50] M. Martha Henckell, Dissertation: "Evaluating Distance Education: the Student Perspective", (Columbia:University of Missouri, 2007), P.50.

[51] Michael Simonson, et al, "Teaching and Learning at a Distance: Foundations of Distance Learning", (Charlotte: IAP - Information Age Publishing, Inc, 2015), P.128.

[52] Michael Simonson, et al, "Teaching and Learning...,P.128.

[53] Michael Simonson, et al, "Teaching and Learning..., P.129.

needs and goals, analysis, materials, delivery systems, piloting, and revision.[54] It can be concluded that in the early stages teachers identified students needs to determine learning goals. Then in the second stage, the teachers analyzed students and contexts including analyze the general abilities of the class, the potential of the learner, understand learner characteristics, and help learners understand the context of the learning experience. Furthermore, in the third stage, the teachers determine objectives for instruction by matching the content of the subject to the needs of the learners. In the fourth stage, teachers develop a delivery system (assessment instrument and the strategy in developing include media selection and teaching model) and the materials. Furthermore, in the fifth stage teachers conducted piloting by design and conduct a formative evaluation of instruction, if revision is needed, it will return to the second stage or the next stage. In the last stage, teachers design and conduct a summative evaluation, this is the final step as the final result of teachers decisions. By taking these steps it is hoped that learning can run well.

4. Teaching The Distance Students

After the teacher plans the lesson as explained earlier, now is the time to implement the lesson plan. According to Herring and Smaldino as cited in Michael Simonson, in determining the teaching method should be based on the characteristics of teachers, students, content, and delivery system.[55] It can be seen that in determining the teaching method, several things need to be understood by teachers so that the method used can be carried out properly. In addition, Herring and Smaldino as cited in Michael Simonson suggest that the learning strategy used in regular classes has been possible to be used in distance learning with some adjustment.[56] From the suggestions stated by

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[54] Dewi Mutiara, et al, "Designing, Developing, Producing and Assuring the Quality of Multi-Media Learning Materials for Distance Learners: Lessons Learnt from Indonesia's Universitas Terbuka", *Turkish Online Journal of Distance Learning-TOJDE*, Vol. 8 Number 2 Article: 8, April 2007, P.96.

[55] Michael Simonson, et al, *Teaching and Learning at a Distance: Foundationsof Distance Education*, (Charlotte: IAP - Information Age Publishing, Inc, 2015), P.175.

[56] Michael Simonson, et al, *Teaching and Learning...*, P.175.

Herring and Smaldino, it can be understood that the learning strategies used in regular classes can actually be used in distance learning classes, of course with some adjustments. This illustrates that there is no significant difference in the use of learning strategies in regular classes and distance learning classes. Smaldino et al as cited in Michael Simonson added an explanation that the use of technology in distance learning should not limit the teacher in choosing a strategy in teaching.[57] It can be concluded that the technology used in distance learning is a tool in delivering the instruction not a method that teachers use. So that teachers can still use the learning steps using the scientific approach as contained in Permendikbud number 103 of 2014 with the steps, namely observing, questioning, experimenting, associating, and communicating of course with some adjustments.

Several things need to be considered when adjusting the learning strategy from regular class to distance learning class by paying attention to several differences. According to Barr and Tagg as cited in Michael Simonson, there are differences between teacher centered and student centered. First, in terms of objectives, teacher centered offers learning programs and transfer knowledge to students but in student centered, teachers create a strong learning environment and direct students to be able to seek and organize their knowledge. Second, in the learning structure, teacher centered success is seen by the accumulated hours of lessons, but student centered success is seen by the knowledge gained by students. Third, in learning theory, teacher centered classroom and learning are competitive, but student centered learning environments are cooperative, individualistic, collaborative, and supportive. Finally, in carrying out their roles, in teacher centered, teachers and students act independently, but in student centered teachers and students collaborate.[58] From these differences, it can be used as a way to adjust the class change from regular classes to distance learning classes.

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[57] Michael Simonson, et al, *Teaching and Learning at a Distance: Foundationsof Distance Education*, (Charlotte: IAP - Information Age Publishing, Inc, 2015), *P.175.*
[58] Michael Simonson, et al, "*Teaching and Learning...,* P.105

In creating good learning practices, several principles can be used as a basis so that a good learning experience can be created for students. According to Sorensen and Baylen as cited in Michael Simonson several principles can be used as guidelines including such items as maintain communication with students, collaborate with students, create active learning experiences for students, provide feedback quickly and precisely, high expectations, and respect for differences.[59] After understanding this, the teacher can carry out the lesson plan.

5. Assess the Distance Students

After the implementation of learning, the teacher certainly needs to provide an assessment to students which can later be used as a basis for the teacher in providing feedback. In terms of giving an assessment, several tools can be used. According to the NCRET as cited in Chaudhary and Niradhar Dey suggests that some assessment tools such as assignments, projects, observation, e-portfolio, portfolio, checklists, anecdotal records, rating scale, etc.[60] In addition, Robles and Braathen also added that the assessment technique in traditional learning can be modified to match the distance learning model, they suggest some of the assessment methods that can be used such as self test, assignments, electronic portfolio, online discussion, asynchronous. threaded discussion groups, one-minute papers, synchronous chats, and e-mail content of questions.[61]

There are many more tools that can be used in assessing students. In this case, the teacher must choose carefully according to the criteria and needs. Jones as cited in Semire Dikli explained that the media used to assess distance learning depends on availability and accessibility of the resources, there are several strategies of assessment that can be used in distance

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[59] Michael Simonson, et al, *Teaching and Learning at a Distance: Foundations of Distance Education*, (Charlotte: IAP - Information Age Publishing, Inc, 2015),P.171.

[60] S. V. S. Chaudhary and Niradhar Dey, "Assessment in Open and Distance Learning System (ODL): A Challenge", *Open Praxis*, vol. 5 issue 3, July–September 2013, P.209.

[61] Nari Kim, et al, " Assessment in Online Distance Education: A Comparison of Three Online Programs at University", (https://www.researchgate.net/publication/271327851, 15 August 2020, 21:32)

learning. First, the student's work can be sent by mail or e-mail. Second, in assessing students in the group based on its contribution. Third, the Test is automatically handled by a computer program. Fourth, written and oral tests can be implemented by remote assistant or video conference. Finally, term papers are analyzed by professors or assistants.[62] Apart from choosing a tool for assessment, teachers also need to know the principles of the quality of a good assessment. In assessing students there are three principles in knowing the quality of an assessment. According to Makamane as cited in Chaudhary and Niradhar Dey there is three essential effective assessment including validity, reliability, and fairness.[63] It can be understood that validity means assessing whether the learning is following the objectives or not. Meanwhile, reliability has the intention that whether there is an error in assessing students. Finally, Fairness means that teachers assess the students must be objectively not subjective.

Apart from these principles, other things need to be considered by teachers in selecting and compiling assessment sheets. Elliot state that to increase the effectiveness of assessment, teachers need to pay attention to some points. First, choosing an assessment task according to what students are learning. Second, share the assessment criteria with the students before starting a lesson or assignment. Third, providing students with a clear assessment before doing a task. Fourth, encouraging students to complete the assessment.

Finally, interpreting students performance by comparing with existing standards or among other students.[64] It can be understood that by taking these steps, it is hoped that the teacher will be more effective in assessing their students.

6. Problem in Distance Learning

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[62] Semire Dikli, "Assessment at a distance: Traditional vs. Alternative Assessments", *The Turkish Online Journal of Educational Technology – TOJET*, volume 2 Issue 3 Article 2, July 2003, P.16.

[63] S. V. S. Chaudhary and Niradhar Dey, "Assessment in Open and Distance Learning System (ODL): A Challenge", *Open Praxis*, vol. 5 issue 3, July–September 2013, P.212.

[64] Semire Dikli, "Assessment at a distance..., P.14.

Every learning activity certainly has its problems, as well as learning distance learning will not be separated from the problem. According to Willis, Phipps and Merisotis as cited in Martha Henckell, face-to-face communication can provide guide in assessing someone whether to understand or not understand something delivered.[65] Distance learning focus on the distance between teachers and students, then certainly cannot assess with face-to-face. This allows the emergence of several new problems that are different from learning in traditional classes. Miller and King as cited in Martha Henckell stated that some problems even identified affect the dropout rate experienced with distance learning courses such as frustrations with the use of technology, teachers lack in giving feedback, some students feel anxious, isolated, and confused.[66] Apart from that, Muilenburg and Berge as cited in Wang Qifu classify more details into eight barriers such as administrative problems, social communications, academic capability, technical skills, motivation of the students, time and support for learning, cost and access to the internet, and technical problem.[67]

From the explanation above it can be understood and classified several problems in distance learning as follows: First, students demographic variables, including age, gender, financial burdens and family support. Second, students psychological features, Including motivation in learnings, students fell in learning such as spirit and enjoy in learning. Third, students learning skills, including students ability in using technology, ability in understand the feedback that the teacher give and others. Finally, the external factors including learning environment, teachers support, learning system support and others. In addition, based on the book "Pengalaman Baik Mengajar dari Rumah Dimasa Pandemi Covid – 19" there are several other

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[65] M. Martha Henckell, Dissertation: "Evaluating Distance Education: the Student", (Columbia:University of Missouri, 2007), P.35.

[66] M. Martha Henckell, Dissertation: "Evaluating Distance Education..., P.61.

[67] Wang Qifu, Thesis "A study of barriers to online learning in Distance Education in China", (United Kingdom:University of Nottingham, 2013), P.54.

problems including lack of motivation, lack of responsibility, and support from parents.[68]

7. Evaluating Teaching and Learning at a Distance

Distance learning is a structured learning so that there needs to be an overall evaluation of all members, namely institutions, teachers and students. Martinez, Liu, Watson, and Bichelmeyer as cited in Michael Simonson discuss the importance of evaluating distance learning programs. The aim of evaluation of programs is to identify strengths, weaknesses, benefits and drawbacks of teaching and learning online by asking to teachers, students, and administrators to evaluate course management categories, such as registration, support services, advising, and sense of community.[69]

Evaluating distance learning is considered very important to improve the quality of teaching and learning activities. According to Woodley and Kirkwood as cited in Michael Simonson state that there are six categories of information needed in evaluating distance learning such as measures of activity, measures of efficiency, measures of outcomes, measures of Program aims, measures of policy, measures of organizations.[70] The measures of activity can be found by answering several questions related to the numbers of events, people, and objects, namely "How many courses were produced?", "How many students were served?", and "How many potential students were turned away?". Furthermore, the measures of efficiency can be found by answering several questions including: "How many students successfully completed the course?", "What was the average student's workload?", "How many students enrolled in additional courses?", "How much did the course cost?" and "How much tuition was generated?". Then on measures of outcomes it can be done by conducting interviews with students or by conducting surveys of students. Furthermore, in the fourth part, the measures

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[68] Santi Ambarrukm, *Pengalaman Baik Mengajar dari Rumah Dimasa Pandemi Covid - 19*, (Jakarta, Kemdikbud, 2020) , P.1-75

[69] Michael Simonson, et al, *Teaching and Learning at a Distance: Foundations of Distance Education*, (Charlotte: IAP - Information Age Publishing, Inc, 2015), P.307.

[70] Michael Simonson, et al, *Teaching and Learning..., P.310-311.*

of program aims can be carried out by conducting a survey in order to find out how many of the objectives have been achieved. Then the measures of policy aims to find out how much demand for distance learning. This can be done by conducting surveys of students and other school members regarding the cost of distance learning, lack of access to technology and so on. The last part is measures of organizations. This can be done by interview, or direct observation. Measures of organizations has the aim of knowing internal organization and procedures of distance learning institution by knowing the delivery program to make the organization be more efficient. Through these six aspects of information, it is hoped that distance learning can be evaluated and can develop for the better.
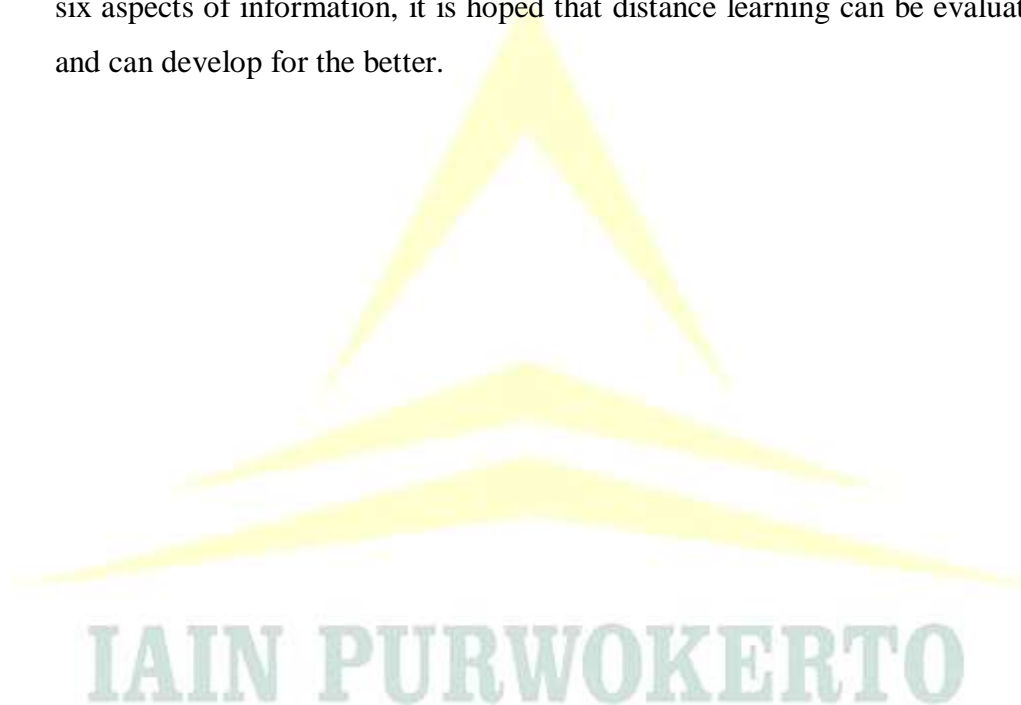
CHAPTER III

RESEARCH METHOD

A. Type of the Research

Type of this research is a field research. Field research encompasses many specific techniques but usually the researcher directly observes and participates in small scale social settings, most often in his or her home culture.[71] It means the researcher collect data and observe information procured from the respondent directly by visiting the location of the research. This research used a qualitative approach to place problems that require deeply the context of time and situation in question appropriate with the condition in the field through descriptive method. Qualitative researchers are concerned with how people think and act in their everyday lives. Qualitative research has been described as naturalistic. This means that researchers adopt strategies that parallel how people act in the course of daily life, typically interacting with informants naturally and unobtrusive.[72] In this research, 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. Location of the Research

The research was conducted in SMA N 1 Wangon. This school is located at Kelapagading Kulon Rt 03 Rw 02, Wangon, Banyumas. The researcher interested to take this location for this research with some reasoning that every school members still has enthusiasm, creativity and good cooperation in implementing learning even though there is a pendemic. This school is good at managing

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[71] W. Lawrence Neuman, *"Social Research Methods: Qualitative and Quantitative Approaches",* (Pearson Education Limited, 2014), 7 edition, P.433.

[72] Steven J. Taylor , et al, *Introduction to Qualitative Research Methods A GUIDEBOOK AND RESOURCE*, (New Jersey: John Wiley & Sons, Inc, 2016) 4 edition, P.9

learning so that all school members can carry out learning easily and well even though it is the first time in implementing distance learning.

C. Object of the Research

The research object is something that we need to focus. The object of this research is distance learning. The implementation of distance learning in English Language Teaching at SMA N 1 Wangon related to the learning material, learning media, learning process with distance learning, and the problem in implementing distance learning.

D. Subjects of the Research

The subject of the research is a person who participates in human subject research by being the target of observation by researcher. The main subject that becomes the information source in this research are:

1. The headmaster of SMA N 1 Wangon
2. The administrator of distance learning
3. Three English teachers of SMA N 1 Wangon which the first teacher is a teacher in X grade, the second teacher is a teacher in XI grade, and the third teacher is a teacher in XII grade.
4. Five students of SMA N 1 Wangon which randomly selected based on recommendations from related teachers

Those information above are data sources that make the results of the research can be recognized because the three informans above are those who have and are undergoing the task of managing or following an institution that the researcher is studying.

E. Techniques of Collecting Data

Technique of collecting data is the most important step in research because the main purpose of the research is to obtain data. The technique use in collecting some data in this research is triangulation technique. Triangulation is interpreted as a technique of collecting data that is combining the various techniques of

collecting data and existing data sources. In this technique, the researcher collects a number of different information by conduct participatory observation, documentation, and interviews.[73] triangulation refers to the combination of methods or sources of data in a single study, it is often thought of as a way of checking out insights gleaned from different informants or different sources of data. By drawing on other types and sources of data, observers also gain a deeper and clearer understanding of the setting and people being studied.[74]

1. Interview

    According to Brinkmann ad cited in Patricia Leavy, in general interview uses conversation as a learning tool and Interview methods draw on something people are accustomed to participating in, even if not typically informal settings.[75] In this research, the researcher used structured interviews. The researcher prepares some questions that are needed to gain information related to the research. In this research, interviews were conducted with the headmaster, administrator, three English teachers, and five students as sources. To collect the valid data, interview guide is used as guidance during the interview sessions, some notes to write the whole conversations, smartphone to record if permitted.

2. Observation

    Observation is the process of observing something or someone to gain information. In this research, observation will be used to gain the data about the implementation of distance learning in ELT at SMA N 1 Wangon and some problems that arise during the implementation. To obtain valid data, the researcher used participant observation model, which means the researcher does not interact and participate with the research subject but only recorded all events that occur.

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[73] Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*, (Bandung: Alfabeta, 2015).

[74] Steven J. Taylor , et al, *Introduction to Qualitative Research Methods A GUIDEBOOK AND RESOURCE*, (New Jersey:John Wiley & Sons, Inc, 4 edition, 2016), P.93 - 94

[75] Patricia Leavy, *Research Design (Quantitative, Qualitative, Mixed Methods, Arts-Based, and Community-Based Participatory Research Approaches,* (New York, The Guilford Press, 2017), P.139.

The instruments of observation used in this research is observation sheets. In this research, observation were conducted five times. The first observation was used to determine the facilities provided by the school to support distance learning. The second observation was carried out to determine the management process carried out by the administrator. Then the third, fourth, and fifth observations were made to determine the distance learning process carried out by English teachers. In this case teachers are selected base on the level of students being taught, there are X, XI and XII grades. So that there is one teacher at each grade level.

3. Documentation

Documentation is a set of documents provided on paper, or online, or on digital media that used as the data of the research such as books, pictures, journals, and articles that related to this research. In this research, the researcher used some documentation in the form of picture during the preparation, teaching and learning process, and used notes when the researcher conducted observations and interviews. In addition, the researcher also collected documents used by teachers in teaching and learning process, including: schedules, lesson plan, teaching materials, PPT and video explanation related to PPT material.

F. Techniques of Analyzing Data

Qualitative data analysis is conducted concurrently with gathering data, making interpretations, and writing reports.[76] While interviews are going on, the researcher may be analyzing an interview collected earlier, writing memos that may ultimately be included as a narrative in the final report, and organizing the structure of the final report. Bodgan as cited in Sugiyono stated that data analysis is the process of systematically searching and arranging the interview transcripts,

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[76] John W. Creswell, *RESEARCH DESIGN; Qualitative, Quantitative, and Mixed Methods Approaches*, (SAGE Publications Ltd, 2009)

fieldnotes, and other materials that you accumulate to increase your understanding of them and to enable you to present what you have discovered to others.[77]

Data analysis in qualitative research is an ongoing activity that occurs throughout the investigative process rather than after process. To analyze the data, this research is used steps purposed by Creswell in analyzing qualitative research as cited in Wildan Nurul Aini, which are divided into five steps:

1. collecting data
2. preparing data for analysis
3. reading through data
4. coding the data
5. coding the text for description and text for themes to be used in the research report.[78]

In carrying out the steps in analyzing, this research uses several techniques based on Miles and Huberman model:

1. Data reduction

Data reduction means summarizing, selecting and choosing which data appropriate to be used in research. Focus on data that is related to the research is important to avoid the things that out of the research. To reduce the data, there are several steps carried out in this research, including:

   a. Collecting the data through interviews, observations, and documentations in the research field.
   b. Choosing the appropriate data and classifying some related data.
   c. Removing unnecessary data.

2. Data display

The purpose of data display is describe the next plan that should be done by researcher. Data display can be displayed in some ways such as narrative, descriptive, charts, tables, flow charts, relations of some categories,

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[77] Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D,* (Bandung:Alfabeta, 2017), P. 334.

[78] Wildan Nurul Aini, " Instructional Media in Teaching English to Young Learners: A Case Study in Elementary Schools in Kuningan", *Journal of English and Education* 2013, 1(1), P. 201

and so on. In this research, descriptive and tables is used to display the achievement of this research.

3. Verification

       Verification is deciding the validity and accuracy of something. It is needed to be done to check whether the evidence that supports the research is valid. However, the conclusion will depend on the evidence that the researcher found in the field.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This part presents two aspects; they are data presentation and discussion of the research. The researcher describe the implementation of distance learning in ELT at SMA N 1 Wangon and find out some problems that arise during the implementation. Before presents the data presentation and the discussion of the research in this part, the description of the school profiles are presented first. Although the descriptions of the school are not the needed data, they are important to picture out that the data is valid.

A. General Description of SMA N 1 Wangon

SMA N 1 Wangon is one of the senior high schools in Central Java Province, Indonesia. This school was founded in 1990, but previously the implementation of the learning was still riding in SMP N 1 Wangon. Then on October 11, 1990 the construction of the SMA N 1 Wangon was started, and in early 1992 that building is ready for use. The building is located on Pejarakan Klapagading Street, Wangon Sub-district, Banyumas District, Central Java Province.

1. Vision and Mission

Senior high school as an upper secondary education institution has a vision and mission so that SMA N 1 Wangon becomes an independent, has achievements and interest.

Vision and Mission of SMA N 1 Wangon as follow:

a. Vision

"Polite in personality, tough in achievement"

1) Polite in Personality : having attitudes, behavior and morals in accordance with the culture of the nation.

2) Tough in Achievement : having the strength, ability, and competitiveness, both academically and non academically, to face competition for higher education and to enter the world of work.

b. Mission

1) Improving students science and technology knowledge.

2) Improving discipline, tolerance, and harmonious relationships among school members.

3) Improving student learning services with optional abilities in academics.

4) Improving laboratory and school library utilization services.

5) Developing student talent services and interests in KIR, Olympic subjects and Life Skills.

6) Developing services for extracurricullar activities and non-academic achievment in sports and the arts.

2. State of Teachers and Students

a. Teachers situation

Teachers are people who teaches three aspects to students including knowledge aspects, attitude aspects, and skills aspects through learning activities. Teachers use various ways in teaching students so that students can receive the knowledge given by teachers well. Therefore teachers has an important role in teaching and learning process.

There are 51 teachers of SMA N 1 Wangon in the 2020/2021 academic years. Especially in English learning there are 5 teachers who teach in different classes, including Drs. Sularman as an English teacher in grade XII, Eniwati, S.Pd. as an English teacher in grade X and XII, Muchrijati, S.Pd. as an English teacher in grade X and XI, Wahid Rahmadi, S.Pd. as an English teacher in grade X and XII, and Yoeni Budhi Santosa, S.Pd. as an English teacher in grade X and XI.

b. Student Condition

      Students are people who want to get knowledge, skills, experience, and good personality as a provision for their life with the guidance of teachers. Without the presence of students, learning activities cannot be carried out so that students become animportant part of the education system. The number of active students in SMA N 1 Wangon 2020/2021 academic year amounts to 1120 students.

1) General Employees Data for 2020 / 2021

No.	Employee Type	Status		
		PNS	NON PNS	Amount
1	Teacher	39	12	51
2	Employee	8	12	20
3	Outsourching	-	-	-
	Amount	47	24	71

Table 1: List of Employees of SMA N 1 Wangon

2) Data on the Number of Students in 2020/2021 SchoolYear

No.	Class	Number of Classes	Number of Students		
			Male	Female	Amount
1.	X	10	83	2277	360
2.	XI	11	109	276	385
3.	XII	11	103	2722	375
	Amount		295	825	1120

Table 2: List of Number of Students SMA N 1 Wangon

3) Study Program

No.	Major	Class
1.	IPA	X, XI, and XII
2.	IPS	X, XI, and XII

Table 3: List of Study Program of SMA N 1 Wangon

4) Extracurricular

No.	Extracurricular Type	Supervisor
1.	OSN Kimia	Adi Subeno, S.Pd. Dian Mayasari, S.Pd.
2.	OSN Astronomi	Edi Susanto, S.Pd.
3.	OSN Fisika	Amrullah, S.Pd.
4.	OSN Matematika	Ani Kusriyati, S.Pd.
5.	OSN Biologi	Siti Sjafarijah, S.Pd.

6.	OSN Ekonomi	Sri Mulyati, S.Pd.
7.	OSN Kebumian	Mujito, S.Pd.
8.	OSN Geografi	Lastuti, S.Pd.
9.	Komputer	M. Joni, Kurniawan, S.T.
10.	Digital Printing	Syaiful Hamdi, M.Pd.
11.	English Club	Yoeni Budi, Santosa, S.Pd.
12.	Pramuka	Drs. Eko Sudi Priyanto Nur Azizah, S.Pd.I. Wahid Rahmadi, S.Pd. Kurnia Yoni P., S.Pd.
13.	PKS	Ifan Fauzin, S.Pd.
14.	PMR	Edi Susanto, S.Pd. Sri Irawati, S.Pd.
15.	KIR	Lusiana Setyaningsih, S.Pd. Retnosari, S.Pd. Sri Nurjanah, S.Pd.
16.	Majalah Dinding	Tia Risdiana, S.Pd.
17.	Bola Basket	Anif Iknandar, S.Pd.
18.	Futsal	M. Anom Suharto, S.Pd.
19.	Bola Voli	Budi Harmanto, S.Pd. Eko Setyawan
20.	Sepak Takrow	Idris
21	Tenis Meja	Rusdianto
22.	Bela Diri Merpati Putih	Ir. Saut Horas WGS.
23.	Taekwondo	Sudiro Nowo Mulyadi
24.	Seni Kriya	Mahmudi, S.Pd. Mardi Lestari
25.	Teater	Giri Prastowo, S.Pd. Eko P.
26.	Paskibra	Anif Iknandar, S.Pd. Pelda Dwi Warsito
27	Bina Usaha Kreatif	Dra. Wahyuni Dra. Silis Indriyani, S.Pd.
28.	Paduan Suara	Muchrijati, S.Pd. Pascalia
29.	Seni Tari	Ida Restina, S.Sn
30.	Seni Musik	Daniel Prasetyo, S.Pd.
31.	Rohani Islam	Nur Azizah, S.Pd.I. Akhsan, S.Pd..I.

Table 4: List of Extracurricular of SMA N 1 Wangon

5) Buildings

No.	Buildings	Unit
1.	Classroom	32
2.	Living room	1
3.	Library	1
4.	Headmaster's room	1
5.	Teacher's room	1
6.	BK room	1
7.	Administration room	1
8.	Biology Laboratory	1
9.	Chemistry Laboratory	1
10.	Physics Laboratory	1
11.	Language Laboratory	1
12.	Dance studio room	1
13.	Canteen	7
14.	UKS room	2
15.	Computer practice room	3
16.	Cooperative room	1
17.	OSIS room	1
18.	Student's Toilet	32
19.	Teacher's Toilet	3
20.	TU's Toilet	1
21.	Mosque	1
22.	Security post	1
23.	Warehouse	2

Table 5: List of Buildings of SMA N 1 Wangon

2. Distance Learning Facilities

There are several facilities provided in SMA N 1 Wangon to support distance learning, including 3 computer practice rooms consisting of 40 computers in each room. These computers are often used by teachers when they are work from office(WFO) in compiling learning materials and also used for distance learning training by Administrator. In addition, there are also several WiFi networks in several rooms such as the teacher rooms, the learning administration room, the computer room, the principal room, ect, which are very important in implementing distance learning. Then there is also 1 learning administration room where the room is used by administrator in designing the learning system. In addition, SMA N 1 Wangon also provides books totaling 15 types of text books to be lent to each student to

support distance learning. For other facilities, SMA N 1 Wangon get assistance from the government in the form of internet data package vouchers that are ditributed to teachers and students periodically because the amount of this assistance is limited.

B. Implementation of Distance Learning

Based on the data that has been previously obtained, the application of distance learning in SMA N 1 Wangon is in accordance with the characteristics of distance learning. According to 2009 Encyclopaedia Britannica Book of the Year as cited in Michael Simonson, et al , There are four characteristics that distinguished distance education. First, Distance Education is implemented through institutions, so it is not self-study or a non-academic learning environment. Second, students and teachers are separated both geographically and in time separation. Third, the learning group is connected by interactive telecommunications. Finally, distance education establishes a learning group or learning community that consists of students, a teacher, and instructional resources.[79]

In the first characteristic, SMA N 1 Wangon as an institution has a position as a provider of distance learning by trying to provide all the needs needed in its implementation, including computers, internet networks, teacher books, and student books, and others. In the second characteristic, SMA N 1 Wangon at that time did not organize face-to-face learning, so students learn from their homes without meeting teachers or fellow students directly. In the third characteristic, so that learning can still run, SMA N 1 Wangon uses media in the form of Google Classroom as a communication path between students and teachers. In addition, there are learning tools to access the media in the form of smartphones and laptops. In the latter characteristic, SMA N 1 Wangon classifies students by class, such as during face-to-face offline learning.

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[79] Michael Simonson, et al, *Teaching and Learning at a Distance: Foundationsof Distance Education*, (Charlotte: IAP - Information Age Publishing, Inc, 2015), P.32.

1. Preparation Stage

   In preparing for distance learning, several preparations need to be considered. Preparation in this case is considered important because it affects the learning process that will take place later. Moore and Kearsley as cited in Michael Simonson, et al state that teachers in planning distance learning must arrange and make decisions that will affect all parts of the system.[80] So in planning a learning system teachers must pay attention to every part of the system to create a good learning environment. The learning environment must be in the form of a system that has an interrelated relationship with each other, including the instructor, the learners, the material, and the technology. According to Dick, et al as cited in Michael Simonson et al, there are several parts of the planning system such as assesses to identify goals, analyze learners and contexts, write performance objectives, develop assessment instruments, develop instructional strategy, develop and select instructional materials, design and conduct a formative evaluation of instruction, design and conduct the summative evaluation.[81]

   a. Administrator Preparation

      Distance learning is a learning model that is required by the government in anticipating the spread of the Covid-19 pandemic in educational settings. At that time, distance learning was still quite unfamiliar at the high school level, so at the beginning of its preparation, the school could only do what it could. This was revealed by the headmaster as the principal in the interview:

      At the beginning of the Covid - 19 pandemic, the school continued to wait for clarity from the government until March 16, the government required all schools to implement distance learning. then we immediately stepped in, the first was a meeting of teachers, administrators, and all employees. Then we make concrete steps, among others, the first is to tell students to study at home after that make a distance learning

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[80] Michael Simonson, et al, *Teaching and Learning at a Distance: Foundationsof Distance Education*, (Charlotte: IAP - Information Age Publishing, Inc, 2015), P.128

[81] Michael Simonson, et al, *Teaching and Learning...*,P.128

schedule. At that time the school was still grasping for itself how the regulations for implementing distance learning for both teachers and employees in conducting distance learning. Especially the teacher and the curriculum compile the schedule. After the learning runs for one to two weeks then an evaluation is carried out.

With the existence of a policy from the government, the principal immediately took action including holding a meeting with teachers, administrators, and all employees. After that, communicate the results of decisions about distance learning with students so that students can still take part in learning even though they are at home. The headmaster also added an explanation:

> From the results of the meeting, a health protocol team and a learning team were formed in the curriculum. Some operators regulate online learning, make schedules, create curriculum servers, and now a special server computer is being proposed to accommodate data in Google Classroom so that later it can be backed up via the server. If the folder in the teacher section is full, a backup is planned to accommodate the teacher's distance learning files so that there is evidence of implementation. The curriculum team is assisted by students and homeroom teachers, counseling teachers remain active, there are records for evidence that each teacher carried out the learning and printed within the period until August. There is also a daily journal, if there is a teacher who is not teaching it can be recorded and monitored, it is backed up and printed out.

In organizing distance learning, the principal submits to the curriculum staff to prepare as well as become a distance learning administrator. The school prepares a computer that will be used as a distance learning server which is operated by the administrator. In addition, the school also prepares daily journals to record and monitor teacher activities. During the preparation stage, the administrator experienced problems because distance learning had never been implemented before at SMA N 1 Wangon, as stated by the administrator:

Currently we are implementing the 2nd stage of distance learning. So in the first phase of the implementation of distance learning, namely the first stage of distance learning, we are still doing what we can while continuing to try. Because this is a surprise for us and not everyone knows distance learning. At that time we were doing distance learning in a simple condition, although it doesn't mean that we don't try our best. We continue to strive so that distance learning can be implemented optimally in semester 1.

Even though there were some obstacles at the beginning of implementing distance learning, administrators still try to compile distance learning so that it can be implemented optimally as stated by the administrator:

What needs to be prepared first is to prepare a lesson schedule, then the teachers fill in data related to teaching material, teaching media and teaching methods, and the tools used in learning.

The first thing that the administrator and curriculum staff need to prepare is to make lesson schedules and record teaching material, teaching media and teaching methods and the tools used in learning. After that the administrator creates a Google Classroom account and adjusts the settings and contents of the account based on the data obtained and organized as disclosed by the administrator:

Here we use Google Classroom media. In semester 1 or during the first phase of distance learning, we combine classes by providing one account in each class that is used for all teachers, so that each class has one Google Classroom account. For example, in class X IPA 1 account there are already all the subjects. So students in the class in their learning are like going to class during traditional learning, namely, in one class various subjects are presented. Maybe in other schools, there is one account for one subject, for example, the English teacher only uses the English lesson account. But at SMA N Wangon in the first stage of distance learning, we use one class for all subjects so that students only have one Google Classroom account. For example, a student in class X IPA1 only has 1 Google Classroom account, when the Physics lesson the student enters his account into the Google Classroom X IPA1 account as well as during chemistry lessons the student also enters his

account into the Google Classroom X IPA 1 account so students don't have many accounts and therefore students and teachers find it easier to operate. Maybe in another school, there is a student who has 14 accounts when in physics lessons, the student enters the physics class account as well as for other subjects. But at SMA N 1 Wangon, we use one class account for several subjects at the same time to anticipate because we are new in implement distance learning, we also admit that teachers have different ICT skills, in the end, to keep it running and everyone can help each other, we use one class shared. All teachers know the accounts and passwords of each class, so students do not know the name of the teacher who is teaching them, but students only know the subjects they are learn. Maybe if in another school there is one account for one teacher so students know the teacher's name. We took this policy because the implementation of distance learning was sudden and there was no previous training.

In distance learning at SMA N 1 Wangon, at the beginning before implementation, the school continued to wait for clarity from the government until March 16, the government required all schools to implement distance learning. The first step the school takes is holding a meeting with all teachers, administrators, and employees. From the results of the meeting, a health protocol team was formed and a curriculum team in the curriculum team, some administrators managed online learning, made schedules, created curriculum servers. Administrators prepare and make lesson schedules, then record and coordinate the teacher to fill in the list of teaching material, teaching media, and teaching methods that will be used in learning. After that, the administrator creates a Google Classroom account and adjusts the settings and contents of the account based on the data obtained, including a list of subjects, forums, class assignments, members, and grades. Administrators manage the creation of Google Classroom including:

1) Each class at SMA N 1 Wangon starting from class X, XI and XII have its class account and the class account already contains each

subject. In addition, all teachers already know the class account and password.

2) Each student only has one Google Classroom account which will be used to log into existing class accounts.

The Google Classroom arrangement model that is implemented in SMA N 1 Wangon may be a little different from some other schools as has been explained by the administrator. This was based on the ease of use and implementation, so that SMA N 1 Wangon chose a simpler model.

b. Teacher Preparation

After administrators and curriculum staff compile the distance learning system through Google Classroom. Teachers can start preparing learning activities that will be carried out in the future as explained by the first teacher:

> There are several things that need to be prepared, including materials, making learning media, several typed files, and documents, besides preparing tools in the form of laptops and smartphones, as well as an internet connection because we may continue to interact with the internet 24 hours. Incidentally, we also get help from the government in the form of data packages for internet connections. For material, we often use video and PPT, usually the second to the last meeting on each of the basic competencies. In the first meeting we usually do brainstorming such as identifying and understanding activities only. As for the material for the next meeting, we have used a PPT or video recorded by ourselves so that students can better understand the material because if it is only a PPT, sometimes students still don't understand it.

He explained some of the materials that needed to be prepared, including learning materials and media as well as several typed files and documents. As for the tools used, he prepared a laptop, smartphone, and internet network. The material that is usually used is in the form of video and PPT which is made by the teacher himself because learning tends to use video and PPT. Apart from that, the third teacher as a senior teacher at SMA N 1 Wangon also added:

> In the preparation stage for senior and old teachers like me, I have quite a hard time because I am left behind about information and technology so I have to learn again. But for young teachers, I don't think it is difficult because they are good at ICT. For the media I use, namely Google Classroom, and if I have questions from students, I can accommodate them on the WhatsApp Group. As for the equipment I often use a laptop, because the smartphone is too small and I am also more familiar when using a laptop, and I feel that my knowledge regarding smartphone technology is quite behind.

He explained that distance learning for senior teachers was quite difficult because they were not familiar with ICT. So he tends to use a laptop because he is more familiar with it than a smartphone. In addition, he also explained that he did not only use Google Classroom media but also used the WhatsApp to accommodate questions from students during learning. Apart from this, the second teacher one of the female English teachers at SMA N 1 Wangon also added:

> Before the implementation, I prepared lesson plans, syllabus, PPT, and learning videos to motivate students. The media I use are Google Classroom, Google Form, and e-mail. As for the equipment, I use a laptop and a smartphone. In addition, there are also textbooks from the library as a basis for students in learning. Each child can take 15 books as a handbook for students while carrying out distance learning.

She added that the lesson plan is a reference that must be prepared by the teacher because it is very important as a direction in the implementation of learning. In addition, in her learning, she added Google Form and e-mail media which were used as evaluation and feedback to students. In the implementation of distance learning at SMA N 1 Wangon, students receive loan books from the library as a basis for participating in distance learning.

In distance learning at SMA N 1 Wangon, several things that need to be prepared by the teacher before implementing learning, including:

1) Teaching materials

In preparing learning materials by teachers at SMA N 1 Wangon, this study was based on a theory which states that there are two types of material. According to Nunan as cited in Yuni Apriyani, authentic materials is any materials that have not been specifically produced for language teaching including newspaper, internet, magazine, etc. According to Adams and Miller as cited in Yuni Apriyani, nonauthentic materials are materials that are specially designed for learning purposes and the language used in them are artificial with well-formed sentence all the time which is useful for teaching grammar such as coursebook, textbook, student worksheets, etc.[82] Based on this theory, distance learning at SMA N 1 Wangon uses authentic materials in the form of internet, YouTube videos, teacher videos, and pictures. Meanwhile, nonauthentic materials used are in the form of a coursebook, textbook, and student worksheet.

2) Teaching media

In preparing learning materials by teachers at SMA N 1 Wangon, this study was based on a theory which states that eight types of teaching media can be used in learning according to Hammer, including the students themselves, realia, pictures, coursebooks, boards, overhead projectors, flip charts, and computer-based presentation technology. Based on this theory, there are only a few teaching media used in distance learning at SMA N 1 Wangon, namely coursebooks and computer-based presentation technology.

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[82] Yuni Apriyani, et al, *"Comparison Between Using Authentic and Nonauthentic Materials in Students Reading Comprehension Achievment"*, *Journal FKIP UNILA*, 2015, P. 3.

The coursebooks used include the 2018 Revised K13 English Language Compulsory book and for inter-interests class X uses the Pathway book published by Erlangga, while for classes XI and XII uses the Talk Active book published by Yudhistira. The book is lent by the library to each student. Each student receives a book loan of 15 books. Furthermore, for Computer-based presentation technology, there are two divisions for the tools/hardware used, namely in the form of laptops and smartphones connected to the internet network, while for the software using the Google Classroom application, WhatsApp, Google Form, and Email.

3) Teaching Methods

In preparing learning materials by teachers at SMA N 1 Wangon, this study relies on a theory which states that there are two types of teaching methods according to Arvind Kr. Ghill and Kusum such as non-participatory method and the participatory method. Based on this theory, distance learning at SMA N 1 Wangon uses a participatory method where students are required to be more active in building their knowledge and understanding while teachers only guide students. In this case, there are several methods used that are included in the participatory method, including the discussion method, project method, and problem solving method.

4) Multiple typed files and documents

There are typewritten documents that the teacher at SMA N 1 Wangon must prepare before implementing distance learning including lesson plan/RPP documents, student assessment sheets, and several question sheets to test student understanding.

c. Student Preparation

Student preparation tends to be easier than administrators and teachers have to prepare. Although most of them have never participated in

distance learning as stated by the first student as a student of SMA N 1 Wangon:

> Before, I have never participated in distance learning. I attended distance learning at SMA N 1 Wangon only through Google Classroom and some videos from teachers never using the Zoom application. The impression is normal, even in my opinion it is less effective, because the material that is obtained is sometimes poorly understood. The tools I use are smartphones and the Google Classroom application.

For preparation, students only provide tools in the form of smartphones and Google Classroom media, so there is no face-to-face online because the teachers who teach do not use Zoom media. According to the student, the learning that took place was less effective because there was material that could not be understood if only learning through smartphones and the Google Classroom application. In addition, the second student and the fifth student expressed that they had never participated in distance learning. Learning that took place was less effective and the tools used in learning were smartphones and the Google Classroom application. In addition, at the preparation stage of the third student as a student of SMA N 1 Wangon added:

> Before, I have never conducted distance learning. My impression was that at first I was still confused because this was my first time participating in distance learning. But more and more understanding. Even though it was through distance learning, I could clearly understand the material presented. The media I use in distance learning are Google Classroom, WhatsApp, and Google Form. The tools I use for distance learning are smartphones and laptops.

For the media used by students, namely Google Classroom, WhatsApp and Google Form. As for the tools used, namely smartphones and laptops. Furthermore, the fourth student, one of the students who had done distance learning before, explained:

> Previously I have participated in distance learning. In my opinion, learning is quite flexible, but it must be admitted that students feel overwhelmed by tasks that accumulate to the

point of being pursued by deadlines. For devices, namely smartphones and laptops, the applications we use are Google Classroom and YouTube.

Even though the student had participated in distance learning, according to her, the learning was still not suitable even though it was more flexible. The tools used are still the same as those used by other students, namely smartphones and laptops, while the media is Google Classroom and there are additional media, namely via YouTube.

2. Implementation Stage

    a. Administrator Implementation

    The administrator is in charge of supervising and guiding the course of distance learning. If there is a problem that occurs in Google Classroom such as full storage space, the administrator arranges to download the material and then delete some material to free up storage space. If the storage space is full, learning cannot take place because the teacher cannot upload material in Google Classroom. In addition, Administrators also help overcome problems experienced by teachers and students. As explained by the administrator:

    > Everything can be done by making it easier to use Google Classroom by creating a simple system. So that senior teachers can easily adjust and use it because the technology skills of senior teachers tend to be a little behind with younger teachers. It is intended that the distance learning program can be implemented by all groups. In its development, we conducted training before implementing distance learning in semester 2, this was based on the obstacles experienced in semester 1. In semester 1, the material shared in the Google Classroom was only in the form of material giving, then students read and worked on assignments and questions and also sometimes we take videos from YouTube. It turns out that there are various problems, including difficulty to access, internet quota quickly running out, signals are also a problem, difficult for students to understand. However, learning by yourself by learning directly with the teacher is different, finally, we got around this in phase 2 of distance learning by doing some training to improve the teacher's ability. First, we learn what

Google Classroom is like, learn more so that all current teachers have better abilities than during distance learning stage 1. During the training, we use it to improve the abilities of the teachers, both in terms of learning models, how to fill in Google Classroom and so on, and make learning videos. In addition, there are also other alternatives, namely that we plan to switch to using Microsoft Teams so that we hold training using Microsoft Teams, training for video making by teachers so that the enthusiasm for learning increases because previously there were complaints from students that if the video was taken from YouTube then the internet quota was spent too much and the material that is understood is less striking. So that the teacher makes a video from the presentation, from the PPT, makes a video from the show. In the future, we will try to use Microsoft Teams because the memory is bigger, so if one class is used, it will still work. Besides that, it can also be used for meetings unlike in distance learning in semester 1 which purely does not have face-to-face, only assignments, and material giving.

It was explained that in its development from distance learning in semester 1 and semester 2, administrators developed distance learning by conducting training for teachers. In addition, administrators are also trying to continue to develop the distance learning model to be more effective to achieve maximum results, for example, trying to switch from using Google Classroom to using Microsoft Teams as the medium. In addition, the principal also added an explanation:

To monitor students, we use class groups in the WhatsApp. Before learning the homeroom teacher is expected to convey socialization related to the use of Google Classroom. Every homeroom teacher is responsible for distance learning. Every homeroom teacher has different problems. We ask the homeroom teacher to fill in the student attendance list every day through the WhatsApp group using voice or voice notes. After getting the data, the homeroom teacher writes on the form of the absences. Almost 100% of the attendance list was filled even though sometimes some children were reprimanded and reminded by the homeroom teacher to fill out the attendance list. For Google Classroom, some teachers don't understand it so it takes one to two weeks to understand how to use it.

It can be understood that to monitor the learning process the team from the curriculum works with the homeroom teacher. The homeroom teacher monitors the attendance list, student assignments, and even input or complaints from students.

In general, administrators play a role in facilitating learning or can be said to be a liaison between teachers and students. Alley as cited in Yi Yang state that administrators have a special duty and role in facilitating learning.[83] In this case, McKenzie, Ozkan, and Layton as cited in Yi Yang added that for Distance Education to be successful, administrators need to consider planning, implementation, and quality control.[84]

In distance learning at SMA N 1 Wangon the administrator plays his role in facilitating learning. Among them, namely:

1) Creating and managing the Google Classroom system so that it is easy for all teachers and students to use because there are indeed some teachers and students who are still a little behind regarding ICT

2) Administrators help teachers who experience technical implementation problems in using Google Classroom, such as in inputting material, giving grades, and others.

3) Administrators also overcome technical implementation problems including backing up data to storage on a computer and deleting data when Google Classroom's storage space is full.

b. Teacher Implementation

In its implementation, distance learning is quite different from direct learning in class, as stated by the third teacher:

> There is a difference between the implementation of distance learning and learning in class as usual. Because the implementation is done face-to-face or indirectly, the learning time and material will be less and easier. If students want further understanding, they must seek knowledge on their own or learn on their own.

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[83] Yi Yang, "Roles of Administrators in Ensuring the Quality of Online Programs", *Knowledge Management & E-Learning An International Journal*, Vol. 2, No. 4., P. 364.

[84] Yi Yang, "Roles of Administrators...", P. 364.

It was explained that the most obvious difference was when the implementation of distance learning with traditional learning, was that the learning time and materials became less and even easier so that the lesson plans could not use RPP like traditional learning. This is reinforced by the explanation of the first teacher:

> The syllabus is still the same as offline, it's just that the lesson plans used have their innovations because they usually use face-to-face lesson plans but now use RPP that are suitable for use online. RPP that used to be a lot now become less can also be called a special RPP.

Then for the technical learning, The third teacher explained:

> When we use Google Classroom, we don't follow complete procedures such as opening, closing content as in traditional learning. Most of the learning now goes directly to the material by sharing the material. If there are students who don't understand, they can ask questions via WhatsApp and others.

It can be understood that the learning steps applied are not as complete as in classroom learning. In distance learning, the teacher goes directly to the material by dividing the material to students, and some still don't understand, students can ask through one of the media used by the teacher such as the WhatsApp. The first teacher added and explained further:

> The distance learning process takes place in several steps. The first is that the curriculum provides a schedule with a different schedule arrangement from the schedule during class learning. Second, each teacher uploaded material including assignments or materials, assessment rubrics, brief explanations via video or through writing made by each teacher. The third is collection of assignments, when there is an assignment directly collected or given a time limit, online students are more ontime, if offline students sometimes have reasons.

It can be understood that the steps for distance learning are simpler than when learning in class. First, the teacher gets a schedule from the

curriculum, the second the teacher provides learning materials, and the third is the collection of assignments. In addition, The second teacher added an explanation regarding the schedule for his lessons:

> The learning process is scheduled from the curriculum, according to the day and hour. The schedule used has no date but only days. So the schedule is specifically used during the pandemic.

After being explained about the learning steps, there is one step that needs to be explained further, namely related to how to collect the assignments and the forms of the collected assignments. The third teacher explained:

> For the collection of learning outcomes, I usually use e-mail and for the types of multiple choice questions we can directly give students grades through Google Classroom, after that the teacher copies them in the grade book.

So in collecting assignments students can collect directly through Google Classroom, sometimes the teacher also uses email as another alternative. In addition, The first teacher explained further regarding the terms and the course of the assignment:

> So before starting the lesson, we explained the provisions in their entirety, both related to material, assignment collection and so on. For the task in the form of affective, reading quiz, if you practice making short video conversations.

It can be understood that before the teacher carries out the learning, the teacher gives an overview to the students regarding the course of learning and existing assignments. The task that is usually given is in the form of a reading quiz for writing, while for practice it is making short video conversations. Apart from the assignment, the third teacher explained that in learning not all skills can be applied:

> "Not yet as a whole, for listening we cannot apply it but speaking skills have been applied but it is still limited."

The second teacher also explained the same thing that in learning, teachers have not been able to apply skills as a whole:

"For speaking, there has been speech, while listening has not been applied. We often apply reading skills. We are also trying to implement dialogue practices."

It can be understood that in distance learning teachers cannot apply listening skills. The teacher can only give assignments related to reading, speaking and writing skills.

Furthermore, it is explained about the role of the teacher in the distance learning process. According to the third teacher, the role of teachers in distance learning, namely:

"The teacher has more role as a material provider and facilitator, if there are questions from students the teacher plays an active role in answering."

A similar opinion was also expressed and explained further by the first teacher:

The role of teachers in distance learning is to seek more appropriate techniques in learning so that it is more varied. Teachers play a more active role in looking for new learning things in order to motivate students not to get bored. So that the material delivered is not always through PPT, sometimes it can be through videos and quizzes.

It can be understood that in distance learning teachers are required to be more creative in teaching so that students don't get bored quickly.

In distance learning, the distance between teachers and students allows a change in the role of each member of learning. Barron stated that Distance Education is different from traditional learning. Therefore, the roles of teachers and students certainly change too. Related to this, Muirhead added that distance learning requires teachers to change their role from information transmitter in traditional learning to guide students in distance learning.[85]

In distance learning at SMA N 1 Wangon, the teacher's role has changed. Previously, in traditional learning, the teacher acted as an

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[85] Therese Don Giovanni O'Neil, "How Distance Education Has Changed Teaching and the Role of the Instructor", (Pennsylvania: Indiana University, 2006) P.2

information transmitter, but after switching to distance learning, the teacher played a role as a guide for students or it could be said that they were a source and a facilitator in the learning process. After preparing the teaching materials, teaching media and teaching method that will be used, the teacher then adapts them to the teaching approach and teaching technique to be used. In this case the teacher uses a student centered approach and distance learning approach. Meanwhile, the techniques used by the teacher include reading comprehension with questions, watching the video, power point presentations, discussions and others. In general, the learning activities are as follows:

1) Give Material

  The teacher provides material accompanied by a brief explanation from the teacher in both written and video form. The material provided by the teacher is shorter, lighter and less in number than the material when using traditional learning. Before the training in making videos, some teachers still used YouTube media by taking explanatory videos on YouTube. However, in the second stage of distance learning, the teacher has begun to be trained to make their own videos so that the explanation videos given to students are more in line with the material being taught.

2) Assignment

  The teacher gives assignments to students to find out how far the students understand the material. If students want to have a deeper understanding of this material, students must actively study on their own and actively discuss and ask questions through class groups on the WhatsApp made by the teacher. For the assignment in the form of affective, reading quizzes, in practice, make a short conversation video. Students can collect assignments given by the teacher directly through Google Classroom media or through other media such as email and google forms. In collecting his duties, the teacher actually gives a time limit as determined, but because

sometimes there are some students who experience problems in the form of a bad internet network and other obstacles, the teacher makes it easy for the time to collect these assignments.

For detailed learning steps, it can be seen in the lesson plan/RPP made by the teacher, the steps are as follows:

1) Preliminary Activities

In the preliminary step, the teacher conditions the students by giving greetings, praying, and filling in the student attendance list. After that, the teacher makes an apperception or associates the learning material/activities that will be carried out with the experiences of students. Then the teacher conveys the competencies that will be achieved and their benefits in everyday life, followed by an outline of the scope of material and activities to be discussed. The last one is to convey the scope and assessment techniques that will be used.

2) Core Activities

In the core activities, the teacher takes the first few steps, namely providing a stimulus to students by observing an example, then encouraging students to identify problems related to the examples observed. Furthermore, the teacher asks students to record all the information they get after observing the examples. At the next stage, the teacher encourages students to discuss and analyze the information they have obtained. Finally, the students concluded the results of their discussion.

3) Closing activities

In closing activities, the teacher and students make a summary/conclusion of the lesson, reflect on the activities that have been carried out and provide feedback on the learning process and results. Whereas for teacher activities, namely

conducting assessments, planning follow-up activities in the form of remedial learning, enrichment programs, counseling services and/or assigning both individual and group assignments according to the learning outcomes of students, and submitting lesson plans at the next meeting. After that, the teacher closed the lesson with prayers and greetings.

Even though the steps in learning activities have been arranged systematically, they cannot be implemented optimally, so that the learning activities that take place are as if only the provision of material and assignments from the teacher. In addition, in teaching English through distance learning, teachers have not been able to apply English language skills teaching evenly. Most teachers often apply reading skills and writing skills, speaking skills have tried several times to apply such as students making video speeches and conversations. Meanwhile, listening skills have never been applied because it is difficult to measure students listening skills through distance learning.

c. Students Implementation

In distance learning, students also play an important role in its implementation. Students become a reference for the success or failure of the learning to be carried out. The learning process is considered important and affects students enthusiasm for learning. The second student as one of the students explained the learning process:

> For my online attendance in the morning, after that, I wait for the materials according to the schedule and do my assignments. For the task, namely a kind of question and answer quiz, doing questions in printed books and so on.

It can be understood that in its implementation before learning begins students fill in the attendance list first, after that wait for the teacher to provide material and then give assignments related to the material. A similar statement was also expressed by the first student:

> Teachers use google classroomm and send summaries or materials, besides that, they also send teacher videos or videos created by powtoon. Most of the activities are doing assignments all the time.

In addition, the third student added an explanation about the implementation of distance learning:

> The learning process set by each teacher is different. Usually, the first thing the teacher gives is material in the form of PPT, video, and word. And secondly, for each subject, students usually assign assignments and have separate deadlines. And third, assignment submissions are sent via Google Classroom, WhatsApp, and email. The distance learning is scheduled and runs from 07.30-14.00 a.m. For the English subject, the teacher usually gives quiz games to students so they don't get bored in answering questions.

It can be understood that the learning process carried out by teachers is different, but in general, it can be described by the following steps. The first teacher gives the material, then the second teacher gives assignments, and the third is collecting assignments. Sometimes teachers also give quizzes and games in learning so that students don't get bored.

The same statement was also made by the fifth student:

> The learning applied by my teacher is by sending material to be understood in the form of files or videos. The video can contain material delivered by the teacher directly or animations that contain material. In learning English, the teacher provides material after that, doing the assignments and daily tests.

An additional explanation was also delivered by the fourth student:

> The teacher provides material for students to note and study. Then the teacher also distributes practice questions to be done through the link, and then a daily test is held for each KD or each chapter for each subject after 2-3 times the teacher distributes the material and exercises. Most of the learning is distributing material and assignments for students to do.

Dzakira et al as cited in Canan Deveci state that in general, the role of students in distance learning is responsible for its learning, while teachers

became source and facilitator in the practice.[86] It can be seen that because distance learning is more student-centered, students must be more responsible for their learning because teachers in distance learning can only act as a source and a facilitator. This was reinforced by Srichanyachon statement that due to the physical distance between teachers and students in distance learning, students are possibly unaware of their responsibilities even though teachers tried hard to keep students involved in the learning.[87]

In distance learning at SMA N 1 Wangon, there are several steps that students take when participating in learning, including:

1) Fill out the attendance list

Before learning begins, students first fill in the attendance list with voice messages sent to the class group on the WhatsApp group created by the teacher

2) The teacher provides the material

After filling in the attendance list, the students wait for the teacher to provide material in the form of a PPT, video, or word document accompanied by a brief explanation. Then students download the material that has been given by the teacher and studies. For some material, sometimes the teacher provides a link to the material to students such as material on the internet, on YouTube, and others.

3) Assigning and collecting tasks

After providing material and explanations, students are then given the task to test students understanding of the material that has been taught. The assignments carried out included answering questions given by the teacher, working on questions in printed books borrowed from schools, making video conversations, and so on. In the English subject, the teacher usually gives quiz games to

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[86] Canan Deveci, "Techers' and Students' Awareness Level of Their Roles in Distance Education", *International Journal on New Trends in Education and Their Implications*, Volume: 6 Issue: 3 Article: 02, July 2015, P.12

[87] Canan Deveci, "Teachers' and Students' Awareness...", P.12

students so they don't get bored in answering questions. Lessons last for 90 minutes, and the first hour starts at 07:30 a.m. Submission of assignments is usually sent via Google Classroom, WhatsApp, and Email. So become good distance students in carrying out their roles students must be more independent and responsible.

For the record, some students experience problems so that they cannot take part in learning through Google Classroom, so these students have to go to school and take the material and assignments given by the teacher.

3. Evaluation Stage

   a. Administrator Evaluation

   One way to evaluate the implementation of distance learning by administrators is to ask about the needs and complaints of both teachers and students. As stated by the administrator:

   > Evaluation is done by making a questionnaire to find out how far distance learning has progressed, what the students need, and what the students object to. If there are other problems besides quotas and signals there has been an increase.

   Besides that, the headmaster explained further:

   > For the first stage of distance learning, we evaluate and improve it in the second stage of distance learning after entering new teaching, coordinating, sharpening it, and improving how distance learning is better. Evaluation is done through a feedback form that contains questions related to distance learning given to students. Supervised the monitoring and evaluation of distance learning in semester 1. Even made a google form related to whether face-to-face learning can be done and allowed to open offline learning. But in this case, the government hopes to concentrate on distance learning.

   It can be understood that in conducting the evaluation the administrator together with the principal prepares a google form containing questions that will later be discussed together in a meeting.

Distance learning is structured learning so that there needs to be an overall evaluation of all members such as institutions, teachers, and students. According Martinez, Liu, Watson, and Bichelmeyer as cited in Michael Simonson et al discuss the importance of evaluating distance education programs. Evaluation of programs aims to identify strengths, weaknesses, benefits, and drawbacks of teaching and learning online by asking teachers, students, and administrators to evaluate course management categories, such as registration, support services, advising, and sense of community.[88]

In Distance Learning at SMA N 1 Wangon the administrator performs quality control after the evaluation stage is carried out. In the evaluation stage, the administrator distributes forms to students to answer questions related to complaints, problems, suggestions, and others while implementing distance learning at SMA N 1 Wangon. This becomes the basis for administrators to improve the quality of distance learning in the following semester. Furthermore, before starting learning again, administrators carry out quality control by doing several things including:

1) Conducting training

Training for teachers aims to improve teacher abilities, both in terms of learning models, how to run and input Google Classroom data and so on, and make learning videos. Video making training by the teacher is also useful for increasing student enthusiasm for learning. Because previously there were complaints from students that if learning used videos taken from YouTube, the internet quota was spent too much and the material could not be understood by students.

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[88] Michael Simonson, et al, *Teaching and Learning at a Distanc: Foundationsof Distance Education*, (Charlotte: IAP - Information Age Publishing, Inc, 2015), P.307

2) Developing a distance learning model

In addition, administrators are also trying to switch to another alternative, namely by using Microsoft Teams so that training is held using Microsoft Teams. In the future, administrators will try to use Microsoft Teams because it has a larger storage memory. In addition, Microsoft Teams can also be used for meetings unlike in distance learning in semester 1 which purely does not have face-to-face, only assignments, and material giving.

b. Teacher Evaluation

The evaluation carried out by the teacher was in the form of both affective and psychomotor assessments as expressed by the first teacher:

We conduct evaluations in the form of cognitive and psychomotor assessments. Cognitive ones use quizzes online. Then the psychomotor uses video assessment. So that we can find out the students' abilities in terms of intonation and others. If it is only in the form of a recording, the teacher will find it difficult to judge because he does not know his movements. We also prepared a rubric containing fluency assessments and others.

It can be understood that in evaluating teachers assessing students both cognitively and psychomotor. The teacher has prepared the things needed for the assessment, one of which is the rubric. In addition, the second teacher explained how to give grades to students:

In the assessment, if students send via google form, it will be detected immediately, for example, multiple choice questions will immediately appear the value and the number of errors. To assess attitudes, we cooperate with the homeroom teacher, such as not submitting assignments, not being disciplined, and so on.

It can be understood that in evaluating students the teacher uses Google Form for taking cognitive values while for affective values the teacher

works with the homeroom teacher. Apart from that, The third teacher gave an additional explanation:

> "In taking an assessment if the problem is multiple-choice, we use Google Classroom, and if we write a description, we use email."

Furthermore, related to the value obtained by students according to the third teacher, there is a difference between learning in class and distance learning and it is also influenced by the question itself:

> For the value, there is a difference because the questions for distance learning have an easy level, little material, and are limited. If it is made face-to-face, students will complain because the understanding they get is different, but the tasks that are done are many and heavy.

It can be understood that the questions used in distance learning have an easier level with less material than in traditional learning. In addition, the first teacher added an explanation of the comparison of student learning outcomes during traditional learning in class with distance learning:

> The difference in results is still good offline, when online, it is possible that students are not serious in working on or do not understand the material presented. I think the results are good face to face.

According to him, student learning outcomes are still better during traditional learning in class because students are more serious in working on and better understanding of the material. The second teacher also conveyed the same thing:

> Student learning outcomes are better during face-to-face learning in class, because during the evaluation of learning in distance learning some students copy their friends' answers so that the answers of each child in one class are the same.

It can be understood that in distance learning there is a possibility that students plagiarize their friends answers, so there is no learning process but only sending answers.

After the implementation of learning, the teacher certainly needs to provide an assessment to students which can later be used as a basis for the teacher in providing feedback. In terms of giving an assessment, several tools can. According to the NCRET as cited in Chaudhary and Niradhar suggests that some assessment tools such as assignments, projects, observation, e-portfolio, portfolio, checklists, anecdotal records, rating scale, etc.[89] In addition, Robles and Braathen as cited in Nari Kim et al, also added that the assessment technique in traditional learning can be modified to match the Distance Education model, they suggest some of the assessment methods that can be used such as self-test, assignments, electronic portfolio, online discussion, asynchronous. threaded discussion groups, one-minute papers, synchronous chats, and e-mail content of questions.[90]

In distance learning at SMA N 1 Wangon the teacher uses several tools to assess students. Among them are the assignments that students make before starting lessons by sending voice messages to the WhatsApp group. In addition, the teacher also uses projects that the teacher gives in each lesson after the teacher provides material and a little explanation. Furthermore, sometimes teachers also use e-portfolios for writing activities which will be sent via email. Sometimes teachers also assess through online discussions when learning takes place.There are three aspects assessed by the teacher, including:

1) Attitude aspects

   In this aspect, the teacher makes observations /self-assessments of students. The teacher provides an assessment instrument in

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[89] S. V. S. Chaudhary and Niradhar Dey, "Assessment in Open and Distance Learning System (ODL): A Challenge", *Open Praxis*, vol. 5 issue 3, July–September 2013, P.209

[90] Nari Kim, et al, "Assessment in Online Distance Education: A Comparison of Three Online Programs at a University", (https://www.researchgate.net/publication/271327851, 15 August 2020, 21:32)

the form of an attitude observation format. This assessment is carried out during the learning process

2) Knowledge Aspects

In this aspect, the teacher conducts a written test to measure student knowledge. The teacher provides an assessment instrument in the form of test questions or practice questions. This assessment is carried out at each completion of learning.

3) Skills Aspect

In this aspect, instructing students to presentations/ performances/ portfolios to measure student skills. The teacher provides an assessment format for the presentation/ performance/ portfolio aspects which will later be used in assessing the skills of students during the assignment collection presentation.

The teacher assesses the cognitive abilities of each individual through self-tests in the form of online quizzes that the teacher sends via a Google Form. In addition, to assess psychomotor abilities the teacher asks students to make video conversations using English. As for the effective value, the teacher collaborates with the homeroom teacher to find out the student's personality. After that the teacher provides feedback to students in various ways, namely if using Google Classroom the teacher can comment on the results of student assignments, the teacher also provides an email reply after the student submits the assignment via email. In addition, the teacher also provides feedback through class groups on the WhatsApp.

c. Student Evaluation

In terms of learning evaluation, students feel there is no significant difference between classroom learning and distance learning. As stated by the fourth student:

"For value for myself, there is no significant change."

A statement that is almost the same is conveyed by the third student:

"There is no difference in value between classroom learning and distance learning. Because both direct learning and distance learning the value system used is still the same."

In addition, some students complained about not knowing the final grade of their studies and only knowing the grades when doing assignments through the Google Classroom delivered by the second student:

I don't know about my final score. Because at the time of the final assessment our report cards were not given so we did not know our score. We are only given a certificate of whether to go up or not.

It can be understood that at that time the school could not share report card scores online, the school only provided a printed version. Because it was just the beginning of the implementation of distance learning.

In distance learning at SMA N 1 Wangon students are assessed by the teacher in various ways, such as through assignments, projects, e-portfolios, self-tests, and so on. Even so, students feel that there is no significant difference in scores during class learning or distance learning.

C. Problems in Distance Learning
1. Problems Faced by Administrator

In running a learning system, of course, it doesn't always run smoothly, but sometimes problems arise. However, this is not used as a barrier but used as a way to improve yourself and be even better. The

administrator describes some of the problems that arise during the distance learning process.

> In the past, we had problems because one Google Classroom account was used together so that the storage space in the account filled up very quickly. Google Classroom only provides 15 GB of storage for one account. So at that time, we were surprised because most of the content was, in the end, we anticipate that the data that has been entered will be downloaded and backed up as soon as possible so that the teacher can come back in and start learning. The problem is that even if the storage is full, students cannot enter and follow the lesson.

It can be understood that one of the problems that arise is the limited storage on the media used, namely Google Classroom. So administrators try to switch from Google Classroom to Microsoft Teams which has more storage space. Apart from that, there were other problems raised by the administrator:

> Everything can be done by making it easier to use Google Classroom by creating a simple system. So that senior teachers can easily adjust and use it because the technology skills of senior teachers tend to be a little behind with younger teachers. It is intended that the distance learning program can be implemented by all groups.

It can be understood that apart from the limited storage problem in Google Classroom, there are also other problems such as some teachers and students who do not understand Google Classroom, and some teachers and students who are unfamiliar with technology and communication. To overcome this, the administrator makes the distance learning system easier using Google Classroom and provides training for teachers in using Google Classroom.

Based on these findings, this research is guided by the theory of Muilenburg and Berge as cited in Wang Qifu which classifies the barriers that arise in distance learning into eight barriers such as administrative problems, social communications, academic capability, technical skills, the motivation

of the students, time and support for learning, cost and access to the internet, and technical problem.[91]

In distance learning at SMA N 1 Wangon, there are several problems faced by administrators, teachers, and students. The first is the problems faced by administrators, based on this theory, there are several problems including:

a. Administrative problems

There are quite a lot of administrative problems, including the Google Classroom media for each account, only 15 Gb of storage space is provided, this is relatively small if one account is used by many teachers and results in storage in Google Classroom filling up quickly. The administrator tries to solve this problem by backing up the files that have been used in learning to the school's server computer. In addition, administrators are also trying to switch to Microsoft Teams which has more storage.

b. Lack of technical skills

Another problem that occurs is that some teachers are still beginners in the use of technology and information so that it is quite difficult, so that the administrator must be able to adjust to these difficult conditions because in distance learning the use of technology and information is very influential. Therefore the administrator tries to make a learning system that is easy to use by all teachers. Administrators also try to conduct training courses to improve teacher skills in the use of technology in learning.

c. Security Issues

In this study, new problems were found that were not mentioned in the theory. System security problems in distance learning learning are still low because there was an infiltrator's account that entered distance

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[91] Wang Qifu, Thesis "A study of barriers to online learning in distance education in China", (United Kingdom:University of Nottingham, 2013), P.54

learning even though he was not a student at SMA N 1 Wangon. This is probably due to the spread of the class code so that other people can enter the class, and even had time to cause a scene.

2. Problems Faced by Teacher

In learning, teachers must have faced problems. Particularly in distance learning, the problems faced by teachers are certainly new because distance learning is different from face-to-face learning in class. As explained by the third teacher:

> In distance learning, the problem that affects is technology and information problems. Lack of understanding of technology and information, including the use of Google Classroom and google forms. Many students do not know about it. In addition, not all places have an internet connection, not all students have compatible smartphones, not all students can afford to buy credit to buy an internet connection.

It can be understood that one of the main problems is understanding technology and information. This is very influential, of course, because most of the distance learning process is related to technology and communication. The second teacher said the same thing:

> One of the obstacles is that some children with middle and lower economic conditions tend to have difficulties because they have to buy an internet connection and have to provide a compatible smartphone. If I often experience WiFi network errors, I have to go to the computer lab and sometimes look for a smooth wifi network.

In addition, the first teacher explain further regarding the constraints of distance learning:

> Regarding the obstacles, the first is the device, some laptops that have never been used are then used so sometimes they hang up. The two internet connections, the signal home and at school are different. At home only use smartphone thatering, sometimes WiFi is also problematic. Also, the WiFi connection at school for 2 weeks was down, and sometimes the internet speed access was slow. For material etc, there is no problem because there are books and the

internet. For another problem, some students have never participated in learning, because the signal and smartphone are not compatible. Sometimes the obstacle child is bored with many tasks. Children complain to reduce tasks.

It can be understood that the first obstacle that is often experienced is the availability of supporting devices, and the second is a smooth internet connection. In addition, sometimes it is difficult to coordinate students because students also experience the same problem, namely devices and internet connections that are not supportive.

In this section, the researcher still follows the theory expressed by Muilenburg and Berge as cited in Wang Qifu regarding the eight barriers in distance learning, namely administrative problems, social communications, academic capability, technical skills, the motivation of the students, time and support for learning, cost and access to the internet, and technical problem.[92]

In distance learning at SMA N 1 Wangon, there are several problems faced by teachers. Based on this theory, there are several problems including:

a. Lack of technical skills

This problem usually occurs at the beginning of implementing a new program. In this case, the problem that arises is that senior teachers tend to lack knowledge related to technology and information such as knowledge about the use of Google Classroom and google forms. To overcome this, teachers continue to learn about distance learning by asking teachers who understand better and by participating in training held by administrators.

b. Technical problem

Technical problems experienced by teachers, such as devices used such as laptops and smartphones, sometimes do not support it and several times have problems such as long loading and even errors because they are rarely used.

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[92] Wang Qifu, Thesis "A study of barriers to online learning in distance education in China", (United Kingdom:University of Nottingham, 2013), P.54

c. Lack of cost and access to the internet

   This problem is very frequent when distance learning takes place, sometimes the internet network used is not smooth and sometimes even errors so the learning process is not smooth, for cost problems the school gets help from the government regarding internet network quota so that the problem is not so serious.

d. Lack of social communications

   In distance learning, communication that occurs between students and teachers is not as frequent as traditional learning in class. This causes the teacher to be less able to understand students and know the affective value of students, sometimes teachers also have difficulty coordinating students due to lack of communication. In addition, in Google Classroom media it is also difficult to hold discussions between students, because of its limited features. To overcome this, the teacher created a WhatsApp group to support communication between teachers and students outside of learning because the learning time in the Google Classroom is relatively short.

e. Lack of academic capability

   In English, four skills that must be learned, including reading, writing, listening, and speaking, in this case, the teacher has not been able to apply to learn for listening skills and even recently applied speaking skills. This is because distance learning is different from online learning which as a whole can be face-to-face via video.

f. Lack of time and support for learning

   In this case, the problem faced by the teacher is that students feel bored in learning because the learning time is relatively short, the material studied and explained by the teacher are few and there are more assignments. At the beginning of the implementation, there were still some teachers who had difficulty making materials for distance learning. But now the problem has started to improve because there is training for teachers related to the implementation of distance learning, especially in

terms of training on making creative materials, making learning videos, and so on so that students are not bored and bored. As for the problem of student motivation, the teacher collaborates with the homeroom teacher so that students continue to have enthusiasm for learning even though distance learning is quite difficult for students.

3. Problems Faced by Student

Success in learning can be concluded from the success of students in participating in learning. In distance learning, students cannot be separated from the obstacles that arise. As stated by The first student:

> "There are difficulties in distance learning such as internet network difficulties, and difficulty communicating properly due to signals or the teacher sometimes not online."

It can be understood that one of the obstacles experienced by students is the internet network that is less supportive of learning so that good communication in learning cannot be achieved. The same thing was conveyed by the fifth student and explained by the third student:

> Of course there are obstacles. The obstacles are more on internet network constraints in the learning process. Many students complain that the internet network is not good enough in taking online learning.

Internet connection in this case plays an important role in smooth learning. In addition, there are other obstacles as stated by the fourth student:

> Of course there are obstacles including the material that the teacher provides is sometimes difficult to understand, tasks, and deadlines that accumulate plus children who are constrained by a bad internet network.

It can be understood that in distance learning some students find it difficult to understand the material and also a large number of assignments and deadlines so that students get bored in learning. In addition, there are also sudden problems experienced by students as explained by The second student:

> There was a problem, last day my internet network quota ran out, but my mother didn't have any extra money, so I had to wait for mother to have money so I could buy internet network quota. So it happened that at that time there was an

assignment that had to be submitted until 8 p.m., then I sent the assignment the next day. I don't know whether it will be judged by the Teacher or not, but I have written down the reasons why I was late in submitting assignments

Miller and King as cited in Martha Henckell stated that some problems even identified affect the drop out rate experienced with distance learning courses such as frustrations with the use of technology, teachers lack in giving feedback, some students feel anxious, isolated, and confused.[93] Then, Muilenburg and Berge as cited in Wang Qifu classify more details into eight barriers such as administrative problems, social communications, academic capability, technical skills, the motivation of the students, time and support for learning, cost and access to the internet, and technical problem.[94]

In distance learning at SMA N 1 Wangon, there are several problems faced by students. For the students themselves, they don't bother with some small problems. The most influential problems for students include:

a. Lack of cost and access to internet

It should be noted that many students come from villages and some even come from remote areas so that the internet network is not smooth and even bad. In addition, to access online learning such as downloading material, sending student work results, playing online learning videos, and others, requires a sufficient internet network quota so that it requires more costs so that it is quite burdensome for the parents of students.

b. Lack of time and support for learning

Many students felt that the explanation given by the teacher was not understandable because the learning time was relatively short and the methods were less varied, besides that, it was also more for assignments because of that students tended to be more saturated and bored. Even so, the teacher always provides support by encouraging students and trying to overcome complaints submitted by students through the WhatsApp group.

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[93] M. Martha Henckell, Dissertation: ""Evaluating Distance Education: the Student Perspective", (Columbia:University of Missouri, 2007), P.61

[94] Wang Qifu, Thesis "A study of barriers to online learning in distance education in China", (United Kingdom:University of Nottingham, 2013), P.54

In addition, based on the book *Pengalaman Baik Mengajar dari Rumah Dimasa Pandemi Covid – 19* there are several other problems including: lack of motivation, lack of responsibility, and support from parents:[95]

a. Lack of motivation

In distance learning at SMA N 1 Wangon, students are less active and interested in participating in online learning even though they are supported by adequate facilities in terms of the availability of computers, smartphones and internet networks. One of the reasons is because most of the learning is only doing assignments, students feel bored if they only continue to study at home and they feel that their learning is not effective. In this case, the teacher motivates students by asking about the obstacles they face, sometimes giving videos to motivate students, and even continuing to innovate so that learning becomes more interesting.

b. Lack of responsibility

Lack of concern for the importance of literacy and collection of portfolio assignments still occurs among some students. Some students often submit assignments late for no apparent reason and even have not submitted assignments several times. Even though the teacher has repeatedly given warnings. To overcome this, subject teachers are assisted by counseling teachers and homeroom teachers in guiding these children, one of which is by working with parents.

c. Lack of support from parents

At the senior high school level, students are much more mature than junior high school students or even elementary school students who still need parental guidance such as helping guide children in learning, and even at the levels of primary and junior high school, some parents seem to be attending school for participating in learning and doing assignments. Even though senior high school students are more mature, but, in fact at

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[95] Santi Ambarrukm, *Pengalaman Baik Mengajar dari Rumah Dimasa Pandemi Covid - 19*, (Jakarta, Kemdikbud, 2020) , P.1-75

SMA N 1 Wangon there are some problems that still arise such as students skip in school and do not done the assignments that given by teachers. This happens because parents do not provide support to student in the form of supervision to the student concerned. So that the lack of family support in the form of self-supervision by parents can cause students to become less disciplined. The teacher hopes that parents can continue to supervise their children in their learning activities, because distance learning is caried from home. Apart from that, most of the tools used in learning such as smartphones, laptops, and internet networks have been facilitated because it is the time for children to have them at that age, and even students already had them before distance learning existed.

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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