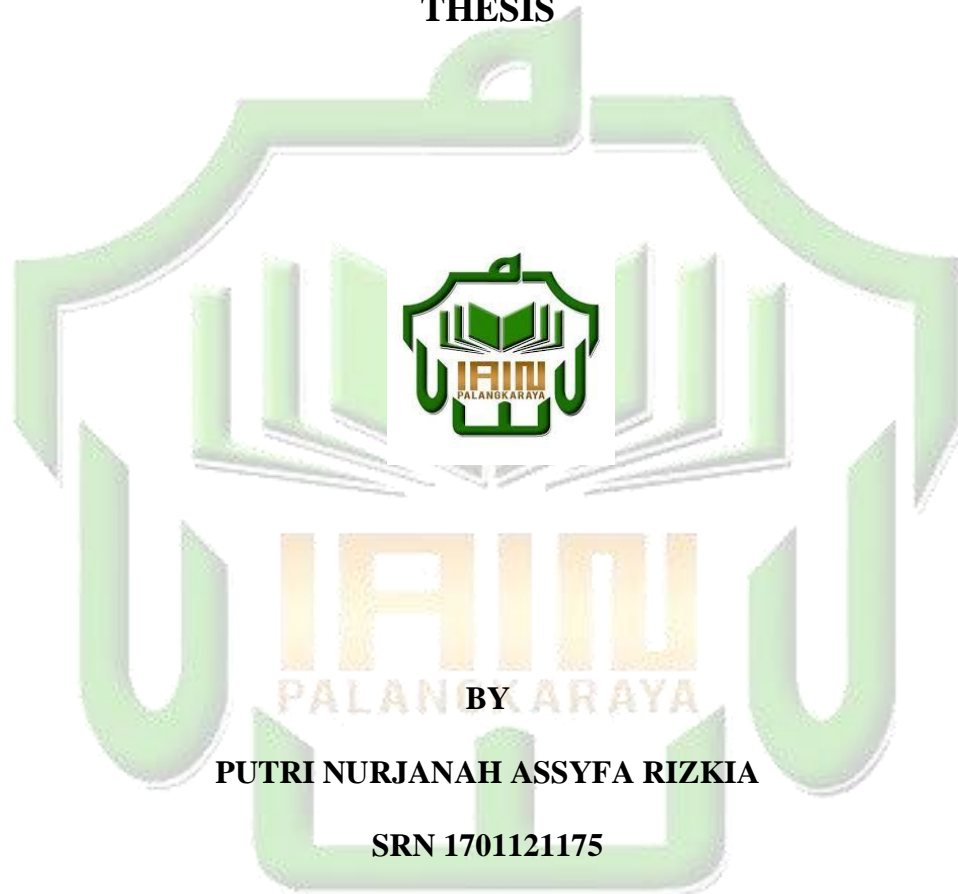


**THE IMPLEMENTATION OF DISTANCE LEARNING
AT THE ENGLISH CLASSES
DURING THE COVID-19 PANDEMIC**

THESIS



**STATE ISLAMIC INSTITUTE OF PALANGKA RAYA
FACULTY OF TEACHER TRAINING AND EDUCATION
DEPARTMENT OF LANGUAGE EDUCATION
STUDY PROGRAM OF ENGLISH EDUCATION
2022CE / 1443 H**

**THE IMPLEMENTATION OF DISTANCE LEARNING
AT THE ENGLISH CLASSES
DURING THE COVID-19 PANDEMIC**

THESIS

Presented to
State Islamic Institute of Palangka Raya
in partial fulfillment of the requirements
for degree of *Sarjana* in English Language Education



BY

PUTRI NURJANAH ASSYFA RIZKIA

SRN 1701121175

**STATE ISLAMIC INSTITUTE OF PALANGKA RAYA
FACULTY OF TEACHER TRAINING AND EDUCATION
DEPARTMENT OF LANGUAGE EDUCATION
STUDY PROGRAM OF ENGLISH EDUCATION
2022CE / 1442 H**

ADVISOR APPROVAL

Thesis Title : THE IMPLEMENTATION OF DISTANCE LEARNING
AT THE ENGLISH CLASSES DURING THE COVID-19
PANDEMIC

Name : Putri Nurjanah Assyfa Rizkia

SRN : 1701121175

Faculty : Teacher Training and Education

Department : Language Education

Study Program : English Education

This is to certify that the thesis has been approved by the thesis advisors for Thesis Examination/Munaqasyah by the Board of Examiners of the faculty of Teacher Training and Education of the State Islamic Institute of Palangka Raya.

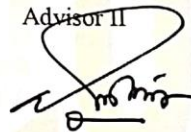
Palangka Raya, 12th January 2022

Advisor I



M. Zaini Miftah, M.Pd.
ORN. 19750915200912002

Advisor II



Akhmad Ali Mirza, M.Pd
ORN. 198406222015031003

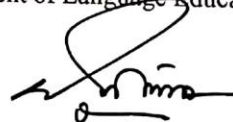
Acknowledged by:

Vice Dean in Academic Affairs



Dr. Nurul Wahdah, M. Pd.
ORN. 198003072006042004

Chair,
Department of Language Education



Akhmad Ali Mirza, M. Pd.
ORN. 198406222015031003

PERSETUJUAN PEMBIMBING

Judul : THE IMPLEMENTATION OF DISTANCE LEARNING
AT THE ENGLISH CLASSES DURING THE COVID-19
PANDEMIC

Nama : Putri Nurjanah Assyfa Rizkia

NIM : 1701121175

Fakultas : Tarbiyah dan Ilmu Keguruan

Jurusan : Pendidikan Bahasa

Program Studi : Tadris Bahasa Inggris

Dengan ini menyatakan bahwa skripsi ini telah disetujui oleh pembimbing skripsi untuk disidangkan oleh Tim Penguji Skripsi Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Palangka Raya.

Palangka Raya, 12 Januari 2022

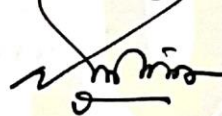
Disetujui oleh:

Pembimbing I



M. Zaini Miftah, M.Pd.
NIP. 19750915200912002

Pembimbing II



Akhmad Ali Mirza, M. Pd.
NIP. 198406222015031003

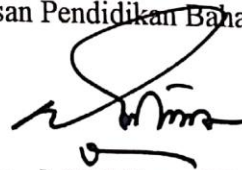
Mengetahui:

Wakil Dekan Bidang Akademik



Dr. Nurul Wahdah, M. Pd.
NIP. 198003072006042004

Chair,
Jurusan Pendidikan Bahasa



Akhmad Ali Mirza, M. Pd.
NIP. 198406222015031003

OFFICIAL NOTE

Palangka Raya, 12th January 2022

Hal : Examination of
Putri Nurjanah A.R.'s Thesis

To
The Dean of Faculty of Teacher
Training and Education of State
Islamic Institute of Palangka Raya

In –
Palangka Raya

Assalamu'alaikum Wr. Wb.

By reading and analyzing of this thesis, we think the thesis in the name of:

Name : Putri Nurjanah Assyfa Rizkia
SRN : 1701121175
Thesis Title : THE IMPLEMENTATION OF DISTANCE
LEARNING AT THE ENGLISH CLASSES DURING
THE COVID-19 PANDEMIC

Can be examined in partial fulfillment of requirements of the Degree of Sarjana Pendidikan in The Study Program of English Education of The Language Education of The Faculty of Education and Teacher Training of State Islamic Institute of Palangka Raya.

Thank you for the attention.

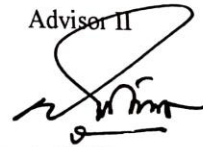
Wassalamu'alaikum Wr. Wb.

Advisor I



M. Zaini Miftah, M.Pd
ORN. 197509152009121002

Advisor II



Akhmad Ali Mirza, M.Pd
ORN. 198406222015031003



NOTA DINAS

Palangka Raya, 12 Januari 2022

Perihal : Mohon Diuji Skripsi
Putri Nurjanah A.R

Kepada
Yth. Dekan FTIK IAIN Palangka Raya
In –
Palangka Raya

Assalamu'alaikum Wr. Wb.

Setelah membaca, memeriksa dan mengadakan perbaikan seperlunya, maka:
kami berpendapat bahwa Skripsi saudara:

Nama : Putri Nurjanah Assyfa Rizkia
NIM : 1701121175
Judul : THE IMPLEMENTATION OF DISTANCE
LEARNING AT THE ENGLISH CLASSES DURING
THE COVID-19 PANDEMIC

Sudah dapat diujikan untuk memperoleh Gelar Sarjana Pendidikan pada
Jurusan Pendidikan Bahasa Program Studi Tadris Bahasa Inggris IAIN Palangka
Raya. Demikian atas perhatiannya diucapkan terima kasih.

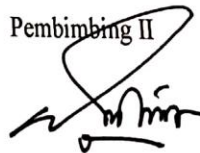
Wassalamu'alaikum Wr. Wb.

Pembimbing I



M. Zaini Miftah, M.Pd
NIP. 197509152009121002

Pembimbing II



Akhmad Ali Mirza, M.Pd
NIP. 198406222015031003



THESIS APPROVAL

Thesis Title : **The Implementation of distance learning at the English Classes during The COVID-19 Pandemic**
Name : Putri Nurjanah A.R
SRN : 1701121175
Faculty : Teacher Training and Education
Department : Language Education
Study Program : English Education

Has been examined by Board of Examiners of the Faculty of Teacher Training and Education of the State Islamic Institute of Palangka Raya in the Thesis Examination/*Munaqasyah* on:

Day : Friday
Date : Febuary 18nd, 2022 M / 17 Rajab 1443 H

BOARD OF EXAMINERS

Hesty Widiastuty, M. Pd
(Chair/Examiner)

Dr. Imam Qalyubi, S.S, M.Hum
(Main Examiner)

M. Zaini Miftah, M. Pd
(Examiner)

Akhmad Ali Mirza, M. Pd
(Secretary/Examiner)

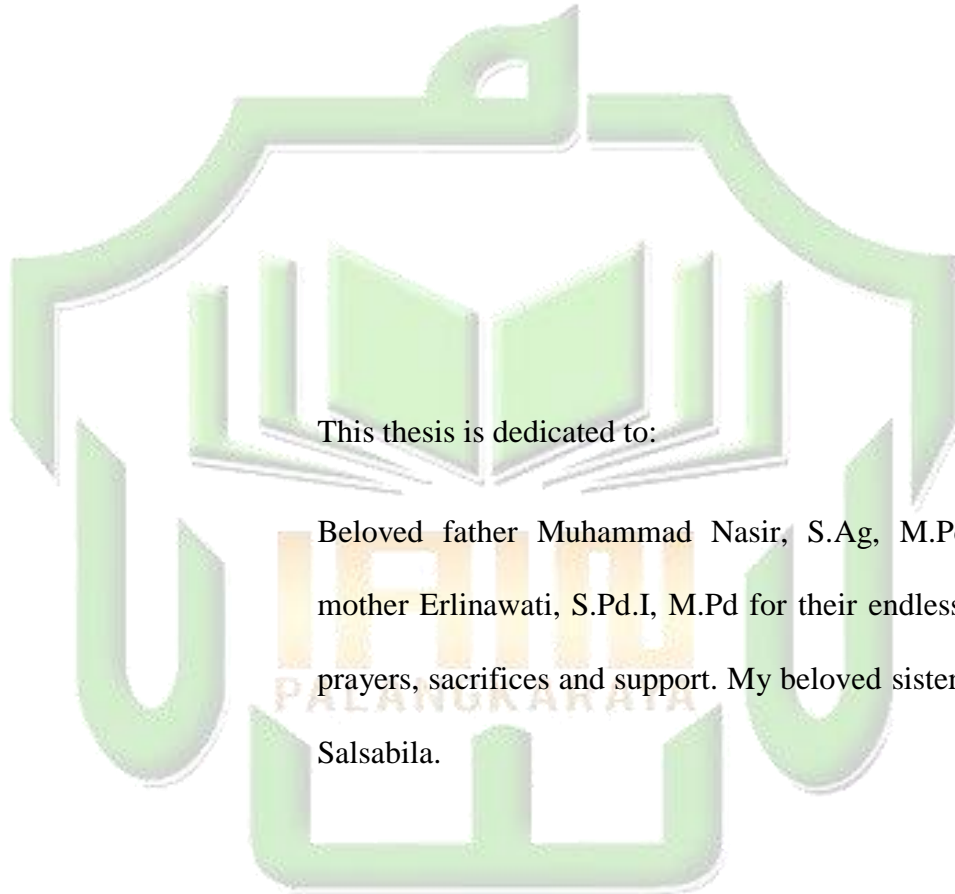


Approved by:
Dean Faculty of Teacher Training and Education



Dr. Hj. Rodhatul Jennah, M. Pd.
ORN: 196710031993032001

(QS. Thaha : 114).



This thesis is dedicated to:

Beloved father Muhammad Nasir, S.Ag, M.Pd and mother Erlinawati, S.Pd.I, M.Pd for their endless love, prayers, sacrifices and support. My beloved sister, Naila Salsabila.

DECLARATION OF AUTHORSHIP

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Herewith, I:

Name : Putri Nurjanah Assyfa Rizkia
SRN : 1701121175
Faculty : Teacher Training and Education
Department : Language Education
Study Program : English Education

declare that:

1. This thesis has never been submitted to any other tertiary education institution for any other academic degree.
2. This thesis is the sole work of author and has not been written in collaboration with any other person, not does it include, without due acknowledgment, the work of any person.
3. If a later time it is found that this thesis is a product of plagiarism, I am willing to accept any legal consequence that may be imposed to me.

Palangka Raya, 12th January 2022

Your Faithfully



Nurjanah Assyfa Rizkia

SRN 1701121175

ix

MIIZA, M. Pd.

Keys word : *Implementation of Distance Learning, Pandemic.*

xi

Distance Learning is a learning process that is carried out remotely through the use of various communication media. distance learning (PJJ) is held with the help of various information and communication technologies (ICT) to facilitate student learning during the current COVID-19 pandemic. The obstacles for students in distance learning do not rule out the possibility that Distance Learning (PJJ) uses internet access as an educational infrastructure facility, so from the implementation of distance learning organized by the government in the form of free internet to all schools in Indonesia to make it easier to connect students and teachers in the virtual learning process.

The aims of this research are: (1). Implementation of distance learning in English Class during COVID-19 (2). Obstacles in implementing distance learning in English Classes during the COVID-19 Pandemic

This study used to descriptive qualitative research methods. Data collection techniques used are interviews and documentation. The validity of the data obtained through triangulation in other words, other researchers can re-check their findings by comparing various sources, methods, or theories. Researcher can do this by submitting interviews to resource persons during the COVID-19 pandemic through applications, namely using Google and Whatsapp forms for data.

The results showed that: 1) The application of distance learning was carried out as an alternative to learning during the COVID-19 pandemic by adjusting to the situation and condition of the parents. 2) There are obstacles in the distance learning process, therefore the government provides free internet quotas to schools to students to ease the economy during the COVID-19 pandemic.

ABSTRAK

Assyfa Rizkia, PN. 2022. *Implementasi Pembelajaran Jarak Jauh di Kelas Bahasa Inggris Selama Pandemi COVID-19*. Skripsi, Jurusan Pendidikan Bahasa, Fakultas Keguruan dan Ilmu Pendidikan, Institut Agama Islam Negeri Palangka Raya. Pembimbing: (I) M. Zaini Miftah, M.Pd., (II) Akhmad Ali Mirza, M.Pd.

Kata Kunci: *Penerapan Pembelajaran Jarak Jauh, Pandemi.*

Pembelajaran Jarak Jauh adalah proses belajar yang dilakukan secara jarak jauh melalui penggunaan berbagai media komunikasi. Pembelajaran jarak jauh (PJJ)

diselenggarakan dengan bantuan beragam teknologi informasi dan komunikasi (TIK) untuk mempermudah belajar siswa pada masa pandemic COVID-19 yang saat ini terjadi. Adapun kendala siswa dalam pembelajaran jarak jauh ini tidak menutup kemungkinan bahwa Pembelajaran Jarak Jauh (PJJ) menggunakan akses internet sebagai sarana prasarana pendidikan, maka dari itu penerapan pembelajaran jarak jauh yang di selenggarakan oleh pemerintah memberikan berupa internet gratis keseluruh sekolah diindonesia untuk mempermudah menghubungkan siswa dan guru dalam proses belajar secara virtual.

Tujuan dari penelitian ini adalah: (1). Penerapan pembelajaran jarak jauh di Kelas Bahasa Inggris selama COVID-19 (2).Kendala penerapan pembelajaran jarak jauh di Kelas Bahasa Inggris selama Pandemi COVID-19

Penelitian ini menggunakan metode penelitian kualitatif deskriptif. Teknik pengumpulan data yang digunakan yaitu wawancara dan dokumentasi. Validitas data diperoleh melalui triangulasi dengan kata lain peneliti dapat mengecek kembali temuannya dengan membandingkan berbagai sumber, metode, atau teori. Peneliti dapat melakukannya dengan mengajukan interview kepada narasumber yang pada masa pandemic COVID-19 melalui aplikasi yaitu menggunakan Google form dan Whatsapp untuk mendapatkan data.

Hasil penelitian menunjukkan bahwa: 1) Penerapan pembelajaran jarak jauh dilaksanakan sebagai alternatif pembelajaran selama pandemi COVID-19 dengan menyesuaikan dengan situasi dan kondisi orang tua. 2) Terdapat kendala dalam proses pembelajaran jarak jauh maka dari itu pemerintah memberikan kuota internet gratis kesekolah kepada siswa untuk meringankan perekonomian dimasa pandemic COVID-19.

ACKNOWLEDGEMENTS

The research would like to express her sincere gratitude to Allah SWT., for the blessing bestowed in her whole life particularly during the thesis writing without which this thesis would not have come to its final form. *Sholawat* and *salam* always be bestowed to the last prophet Muhammad SAW., having shown us the role of life to make our life true.

Her appreciation is addressed to:

1. Dean of Faculty of Teacher Training and Education of State Islamic Institute of Palangka Raya, Dr. Hj. Rodhatul Jennah, M. Pd., for her invaluable assistance both in academic and administrative matters.
2. Vice Dean in Academic Affairs, Dr. Nurul Wahdah, M. Pd., for her invaluable assistance both in academic and administrative matters.
3. Chair of Department of Language Education, Akhmad Ali Mirza, M. Pd., for his invaluable assistance both in academic and administrative matters.
4. Chair of Study Program of English Education, Hesty Widiastuty, M. Pd., for her invaluable assistance both in academic and administrative matters.
5. Her thesis advisors, Mr. M. Zaini Miftah, M. Pd and Mr. Akhmad Ali Mirza, M. Pd., for their generous advice, valuable guidance and elaborated correction during their busy time to the completion of her thesis.
6. Members of the board examiners, for their corrections, comments and suggestions which are profitable to the accomplishing of this thesis.

7. all lecturers of Study Program of English Education from whom she got in-depth knowledge of English and English teaching.
8. Her classmates of Study Program of English Education, especially the 2017's period, for the support during the study in undergraduate program.
9. Her beloved parents, Muhammad Nasir, S.Ag, M.Pd and Erlinawati, S.Pd.I, M.Pd for their moral support, endless effort, endless love and endless prayer so that she is able to finish her study. May Allah SWT bless them all. *Aamiin ya Rabb.*
10. My sister, Naila Salsabila for the endless support and endless love that they give until now.
11. Her friends, Radiatul Aslamiyah, Muzayyanah, Tri Norfauziah, Hertaty, Murdewi, Rizal Setiawan, M.Yusuf for their support in sadness and happiness during the study in undergraduate program and for their spirits to accomplish her study.

Palangka Raya, 12th January 2022

The Researcher,

Putri Nurjanah A.R

1701121175



TABLE OF CONTENTS

COVER	
ADVISOR APPROVAL.....	Error! Bookmark not defined.
PERSETUJUAN PEMBIMBING.....	Error! Bookmark not defined.
OFFICIAL NOTE	Error! Bookmark not defined.
NOTA DINAS	Error! Bookmark not defined.
MOTTO AND DEDICATION	ix
DECLARATION OF AUTHORSHIP	Error! Bookmark not defined.
ABSTRACT	xi
ABSTRAK	xii
ACKNOWLEDGEMENTS	xiv
TABLE OF CONTENTS	xvi
LIST OF TABLES	xix

LIST OF APPENDICES	xx
LIST OF ABBREVIATIONS	xxi
CHAPTER I INTRODUCTION	1
A. Background of the Research	1
B. Research Problem.....	5
C. Objective of the Research	5
D. Limitation of the Research.....	5
E. Significance of the Research.....	5
F. Definition of Key Terms	6
CHAPTER II REVIEW OF RELATED LITERATURE	8
A. Related Studies.....	8
B. The Implementation of Distance Learning in the English Classes	12
C. Distance Learning Obstacles.....	19
D. COVID-19.....	23
CHAPTER III RESEARCH METHOD.....	27
A. Research Design.....	27
B. Subjects of the Study.....	28
C. Source of Data.....	28
D. Setting of the Research.....	29
E. Research Procedures	30
F. Research Instruments	30
G. Data Collection Procedure	33
H. Data Analysis Procedure	34
I. Data Endorsement	35
CHAPTER IV	
RESEARCH FINDINGS AND DISCUSSION	37
A. Data Presentation	37
B. Research Findings	56
C. Discussion	63
CHAPTER V	

CONCLUSION AND SUGGESTION 71

 A. Conclusion..... 71

 B. Suggestion 71

REFERENCES

APPENDICES

CURRICULUM VITAE



LIST OF TABLES

Table	Page
Table 3. 1 Data Instrument.....	31
Table 4. 1 List of Facilities and Infrastructure	51
Table 4. 2 List of Teacher and Education Personnel data.....	52
Table 4. 3 List of Student Classes.....	54



LIST OF APPENDICES

Appendix	Page
1. APPENDICES 1 Interview Guidelines for Student	Error! Bookmark not defined.
2. APPENDICES 2 Interview Guide for teachers.....	Error! Bookmark not defined.
3. APPENDICES 3 Interview Guide for student use..	Error! Bookmark not defined.
4. APPENDICES 4 Documentation at The SMPN 4 Kumai	Error! Bookmark not defined.



LIST OF ABBREVIATIONS

PJJ : Distance Learning

PSBB : Public Health Emergency International Concern

IHR : International Health Regulations

WHO : World Health Organization



CHAPTER I

INTRODUCTION

This chapter, the researcher presents background of the research, problem of research, objectives of research, limitation of the research, significances of research, definition of the key terms.

A. Background of the Research

Learning activities are the process of student interaction with educators and learning resources in a learning environment that includes teachers and students who exchange information.

According to Syaiful Sagala (61: 2009) learning is: "teaching students to use the principles of education and learning theory which are the main determinants of educational success".

Oemar Hamalik (239: 2006) states that learning is "a combination composed of human elements, material facilities, equipment and procedures that influence the achievement of learning objectives."Based on the above definition, it is concluded that learning is using the principles of education through learning theory and influencing the achievement of learning objectives.

The achievement of learning objectives can be achieved by the teacher by using appropriate methods to achieve a certain goal, especially in the learning process that requires a method. In addition, there are techniques, namely ways to solve problems found in carrying out the procedure.

According to Hamdani (2011), “the method is a method used by teachers in making relationships with students during teaching. This method uses several syllabus models to adjust the learning material.”

In the process of teaching and learning activities, the method is the key needed during the teaching and learning process accompanied by techniques to achieve learning objectives. It can be concluded that the method is used during the teaching and learning process between students and teachers and uses techniques to achieve a learning objective that is in accordance with the learning material.

During the COVID-19 pandemic, there was a change in the method used by teachers in the teaching-learning process. One of the methods used is Distance Learning. According to Moore (1973), “distance learning is a learning method in which the teaching process occurs separately from the learning process so that communication between teachers and students must be facilitated with printed materials, electronic media, and other media.”

Distance learning is now a rapidly growing research field in the two decades after online classes were implemented by the minister of education. Online class is proposed by Kitao (1998), “online learning or online classes include aspects of the hardware (infrastructure) in the form of a set of computers that are interconnected with one another and have the ability to transmit data, whether in the form of text, messages, graphics, or sound. With this capability, online learning can be interpreted as a computer network that is interconnected with other computer networks throughout the world.” This distance learning

research emerged in the era of the 90s which suggested in a survey by Bonk Curtis J (2002), “Online training in an online World that the concept of online was the same as E-learning.”

Indonesia is one of the users of online-based PJJ (Distance Learning) which is applied by teachers with students who cannot meet face to face in class because of something unexpected. As experienced by the people of Indonesia and even the world is the COVID-19 pandemic which uses the application of distance learning.

As we now know, Indonesia and the world have been tested for the arrival of an infectious disease outbreak, namely a pandemic (global epidemic). According to WHO (World Health Organization) a pandemic has nothing to do with the severity of the disease, the number of victims or infections, but to the geographical spread. In addition, according to the KBBI (Big Indonesian Dictionary) is a contagious epidemic that covers a large geographical area. Understanding the classification, the epidemic spreads to several countries in the world which is interpreted as an epidemic of infectious diseases that have continuous infections. If there is a case in a country other than the natives, it is still classified as a pandemic.

This flu-like pandemic was announced by WHO on 12 March 2020 which was named as COVID-19 which was obtained from China before spreading it throughout the world and becoming the pandemic it is today. According to the virologist Richard Sutejo (2020: 13), “the corona virus that causes COVID-19 is a type of virus that commonly attacks the respiratory tract. But the COVID-19 strain

has higher morbidity and mortality due to genetic mutations and the possibility of inter-specific transmission, Richard also added that the application of Large-Scale Social Restrictions (PSBB) an effective way to suppress the spread of COVID-19 is by conducting mass tests.”

In this decade public health measures have been very strict in reducing the spread of the epidemic. Like the matter, experts say "PSBB" or other terms in various countries "lockdown" because this method is very effective in reducing the spread of this deadly disease. Therefore, all outside activities are replaced by "stay at home & online learning".

The emergence of COVID-19 in the world, especially in Indonesia, issued circular number 4 of 2020 concerning the implementation of educational policies in an emergency of the spread of the Corona virus (COVID-19). As a follow-up to the circular, the Department of Education, Culture, Youth and Sports has realized distance learning (PJJ) in Indonesia from last March to the present. It can be seen that the teachers are taking quick action to overcome the current outbreak with teachers being required to master internet technology in following up on distance learning, especially in one school at SMPN 4 Kumai.

Therefore, the researcher formulated a research study entitled “ The Implementation of Distance Learning at the English Classes During the COVID-19 Pandemic”.

B. Research Problem

Based on the research background above, the researcher formulated several problem formulations as follows:

1. How is the implementation distance learning at the English classes during COVID-19 Pandemic?
2. What are the obstacles in implementing distance learning at the English classes during the COVID-19 pandemic?

C. Objective of the Research

This study aims to determine:

1. The implementation of distance learning in English classes during COVID-19.
2. Obstacles in implementing distance learning in English classes during the COVID-19 pandemic.

D. Limitation of the Research

This study focuses on the implementation and obstacles of distance learning in English classes during the COVID-19 pandemic. Researcher limit the research to teacher and students. Researcher analyzed the implementation of distance learning by teacher and students during the COVID-19 pandemic.

E. Significance of the Research

In the above research, the meanings of theoretical and practical benefits are as follows:

1. Theoretical Benefits
 - 1) Can learn about obstacles in implementing distance learning in English classes during the COVID-19 pandemic.,

2) Can be used as a reference for research related to the implementation of distance learning.

2. Practical

1) This research is expected to find obstacles in implementing distance learning in English classes during the COVID-19 pandemic.

2) This research is expected to find effectiveness in implementing distance learning in English classes during the COVID-19 pandemic.

F. Definition of Key Terms

The definition of these key terms is intended to be used in research so that there is no misunderstanding of the title, namely the Implementation of Distance Learning in English Classes During the COVID-19 Pandemic and its obstacles. Exposure to the following key terms definitions:

1. The Implementation Distance Learning in English Classes

Distance learning is an effort for educational problems with limitations between teachers (tutors) and students to meet face-to-face by holding learning that separates teaching staff from students with the help of print and electronic media. In this study, researcher analyzed the application of distance learning in English classes at SMPN 4 Kumai.

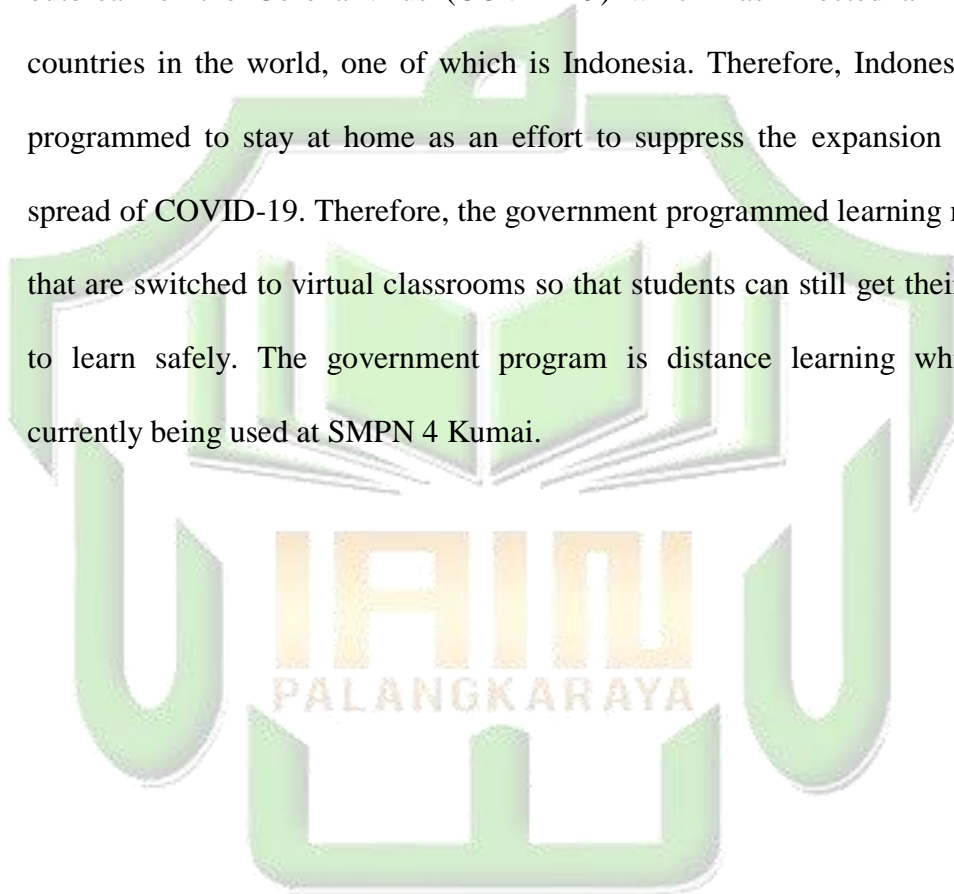
2. Distance learning obstacles

Distance learning barriers are factors or conditions that limit and hinder the achievement of goals in distance learning. In this study, the researcher focuses on analyzing the barriers to distance learning by English

teachers at SMPN 4 Kumai who will use interviews to find out the obstacles that occur.

3. COVID-19

Since the beginning of 2020, the world has been shocked by the outbreak of the Corona virus (COVID-19) which has infected almost all countries in the world, one of which is Indonesia. Therefore, Indonesia has programmed to stay at home as an effort to suppress the expansion of the spread of COVID-19. Therefore, the government programmed learning modes that are switched to virtual classrooms so that students can still get their right to learn safely. The government program is distance learning which is currently being used at SMPN 4 Kumai.



CHAPTER II

REVIEW OF RELATED LITERATURE

In this Chapter. It consists of a theoretical framework that includes Obstacles and Strategies of Implementation of Distance Learning at the English Classes During the COVID-19 Pandemic. In more detail, previous research also discusses the same topic as the researcher's reference point for this research.

A. Related Studies

In this study, there were several previous studies that discussed the problems of implementing PJJ during the COVID -19 pandemic which were researched by researchers. first, the research was conducted by Jeanne Noveline Tedja (2020) entitled "The Implementation of Distance Learning Policies During The COVID-19 Pandemic". In this study, the analysis method contained in a qualitative approach was used which aims to analyze the implementation of PJJ policies during the COVID-19 pandemic. This research is expected to be able to define social reality and provide theories and analyzes that can be used by the government in developing education policies in an emergency.

The results of the above research can be concluded that teaching and learning activities are carried out through distance methods or online learning from home then the PJJ policy is implemented in a number of other provinces such as in West Java, Central Java, East Java, Banten and other regions in Indonesia. This policy applies to all students at education levels, besides that the government also imposes PSBB (Large-Scale Social Boundaries) in several cities. The PJJ policy

is considered valid because it is one of the practical programs in the COVID-19 pandemic.

The similarities between previous research and this research have the same topic, namely the application of distance learning during the COVID-19 pandemic. Then, the method used is also the same.

The difference between previous research and this research is that the instruments used are different. The difference using interviews and documentation. While this study used a questionnaire and interviews.

Second, by researcher Ali Sadikin, Afreni Hamidah (2020: 214-224) entitled "Online Learning Amid the COVID-19 Outbreak". This research uses a survey method found in qualitative research which aims to describe online learning held at the Biology Education Study Program, FKIP Jambi University as an effort to suppress the chain of COVID-19 spread in the college environment. Online learning that is meant in this research is learning that uses learning media that can be accessed using internet services.

The survey results were then grouped into three categories of student responses: (1) agree with the application of online learning; (2) disagree with the application of online learning; (3) doubt about the implementation of online learning.

The similarities are that the methods used are both qualitative, the topics discussed about online learning and the instruments used are also the same. The difference is the focus of the research being studied. Previous research discussed student responses about the use of online learning during the COVID-19

pandemic. While the focus of this research is on the obstacles and strategies of distance learning during the COVID-19 pandemic.

Third, Muhammad Yaumi's research (2018:196-215) entitled "The Implementation of Distance Learning in Indonesia Higher Education". In his research using the analytical method found in qualitative research which has the aim of identifying the historical background of the form of distance education applied in Indonesia. The history of distance learning in Indonesia by Roblyer divides distance learning into past, present, and future reasons and methods. Then it has several aspects which include the delivery of learning, student learning styles and cultural variations, distance education models, and the availability of technology support. In this distance learning, Roblyer hopes that students and teachers can be connected through technology media in the form of interactive video and audio learning models that involve the activities of teachers and students exchanging information as if they are in the same place.

The similarities between previous research and this research are the topics that are discussed are the same, namely distance learning. The method used in this study is the same, namely using qualitative. The difference between previous research and this research is that the instruments used are different, namely using analysis and surveys. while this study used a questionnaire and interview instruments.

Based on the description of the results of the previous research above, it shows that there are similarities in the mention of the topic of implementing distance learning during the COVID-19 pandemic. The researcher used

questionnaire and interview methods which were included in quantitative and qualitative research. The difference between the above research from some researchers is distance learning with campus and school environments. Therefore, researchers are interested in conducting a research entitled “Barriers and Strategies for Implementing Distance Learning in English Classes During the COVID-19 Pandemic, which is located around a junior high school in a special area of Central Kalimantan, precisely in Kumai.

Some of the previous studies that were taken by the researcher to confirm the existence of this research were:

1. Auliah Nabilah (2020) entitled "The Teachers' Implementation of Distance Learning During The COVID-19 Pandemic At SMP N 3 Bringin".

This study analyzed the implementation of teachers in distance learning during the COVID-19 pandemic at the Beringin 3 Junior High School.

The data used in analyzing the implementation of distance learning using interviews, coding, and classification and several documents. What the above research has in common with this research is related to distance learning.

2. Tiara Cintiasih (2020) entitled "implementation of online learning models during the COVID-19 pandemic in class III S PTQ ANNIDA"

This study discusses the implementation of an online learning model in class III S PTQ ANNIDA.

The results of the data taken through observation, interviews, documentation, data analysis, and checking the validity of the data. The strength of this

research is to focus on the implementation of online learning during the COVID-19 pandemic.

3. Irfan Rahman Nurdin (2017) entitled "the application of a massive open online course-based distance learning system at Ciputra University Online Entrepreneurship"

This study discusses the application of distance learning systems at UCEO.

The results of the data obtained through observation, interviews, and documentation. The similarities of the research above are focused on distance learning.

B. The Implementation of Distance Learning in the English Classes

Some experts define several implementation terms as follows:

According to (Abdul Majid, 2014: 6) suggests that implementation is a process of putting in practice an idea, program, or set of new activities for others to achieve or expect a change. Meanwhile, according to Mulyadi (2015:12) implementation refers to actions to achieve the goals that have been set in a decision. This action seeks to turn these decisions into operational patterns and seeks to achieve major or minor changes as previously decided.

This is in line with Lister (Taufik and Isril, 2013:136) who argues that as a result, implementation involves actions to what extent the programmed direction is truly satisfactory. Meanwhile, Naditya et al (2013:1088) state, the basis of implementation is referring to actions to achieve the goals that have been set in a

decision. Haerul (2016) states that implementation is an activity in carrying out programs that have been formulated to achieve organizational goals.

The definition of implementation according to Hanifah who has been quoted by Harsono (2002:67) suggests that implementation is a process to carry out activities into policy actions from politics to administration. Syaifuddin (2006: 100) argues that, besides being seen as a process, implementation is also seen as the application of an innovation and always gives birth to changes towards innovation or improvement, implementation can take place continuously over time. The implementation process has at least three stages or steps that must be carried out, namely: planning, implementation, and evaluation stages. According to Joko Susila in Fathurrohman and Sulistyorini (2012:189-191) Implementation is the application of concepts, policies, or innovations in a practical action so as to get an impact, either in the form of changes in knowledge, skills, and attitudes.

Based on the explanation above, it was found that implementation is an action taken to achieve a desired change. During the current COVID-19 pandemic, its implementation is associated with education, namely the implementation of distance learning and also called online learning.

Here are some opinions about online learning expressed:

Effendi and Hartono (2005:6) explain that e-learning is all activities that use computer and/or internet media. Chandrawati (2010) states that, e-

learning (electronic learning) is a distance learning process by combining principles in the learning process with technology. Brown and Feasey (Darmawan, 2012:26) also explain that e-learning is a learning activity that utilizes networks (internet, LAN, WAN) as a method of delivery, interaction, and facilities and is supported by various forms of learning services. In line with Rusman, Kurniawan & Riyana (2012:263) which states that web-based learning is a learning activity that utilizes media sites (websites) that can be accessed via the internet. Web-based learning or also known as "web-based learning" is one type of application of electronic learning (e-learning).

to Munir (2009:171-172) the benefits of e-learning can be seen from two angles, namely from the point of view of students and teachers:

1) Student angle

- a) Studying in small schools in poor areas to take certain subjects that the school cannot provide.
- b) Participate in home schoolers to learn material that cannot be taught by their parents, such as foreign languages and computer skills.
- c) Feeling a phobia with schools or students who are treated in hospitals or at home, who have dropped out of school but intend to continue their education, as well as students who are in various regions or even abroad, and

- d) Not accommodated in conventional schools to get an education.

2) Teacher

- a) It is easier to update the materials that are their responsibility in accordance with the demands of scientific developments that occur.
- b) Develop yourself or conduct research to increase your knowledge because you have relatively more free time.
- c) Controlling student learning activities. Even teachers can also know when their students learn, what topics are studied, how long a topic is studied, and how many times certain topics are re-learned.
- d) Checking whether students have worked on practice questions after studying a particular topic, and
- e) Checking student answers and informing students of the results.

then online learning is a distance learning term as stated below the benefits of online learning in the distance learning process, namely:

- 1) Teachers and students can communicate easily and quickly through internet facilities without being limited by place, distance

and time. Regularly or whenever communication activities can be carried out.

- 2) Teachers and students can use learning materials whose scope and sequence have been systematically scheduled via the internet.
- 3) With online learning, it is possible to explain difficult and complicated learning materials to be easy and simple. In addition, learning materials can be stored on a computer, so students can re-learn or repeat the learning materials they have learned at any time and anywhere according to their needs.
- 4) Make it easier and faster to access or obtain a lot of information related to the learning materials he learns from various sources of information by accessing the internet.
- 5) The internet can be used as a medium for conducting discussions between teachers and students, either for a learner, or in a limited number of students, even mass.
- 6) The role of students becomes more active in studying learning materials, obtaining knowledge or information independently, not relying on gifts from teachers, also adjusted to their desires and interests in learning materials.
- 7) Relatively more efficient in terms of time, place and cost.
- 8) For students who are already working and busy with their activities so they don't have time to come to an educational institution, they can access the internet at any time according to their free time.

- 9) In terms of costs, providing internet services is less expensive than having to build a room or class at an educational institution while maintaining it, as well as paying its employees.
- 10) Provide interesting and meaningful experiences for students because they can interact directly, so that understanding of the material will be more meaningful (meaning full), easy to understand, remember and easy to express.
- 11) Cooperation in online communities that facilitate the transfer of information and carry out a communication so that there will be no shortage of learning resources or materials.
- 12) Centralized administration and management making it easier to access or operate.
- 13) Make the center of attention in learning.

In the process of distance learning that uses an online learning system, it functions in the classroom, along with the opinions expressed:

- 1) Supplements (additional)

It is said to function as a supplement, if students have the freedom to choose whether to use electronic subject matter or not. In this case, there is no obligation/requirement for students to access electronic learning materials. Even though it is operational, students who use it will of course have additional knowledge or insight.

2) Complement (complementary)

It is said to function as a complement, if the e-learning material is programmed to complement the learning materials received by students in the classroom. As a complement, it means that e-learning materials are programmed to become enrichment or remedial materials for students in participating in conventional learning activities.

As an enrichment, if students can quickly master/understand the subject matter delivered by the teacher face-to-face, they are given the opportunity to access e-learning materials that were specifically developed for them. The goal is to further strengthen the level of student mastery of the subject matter presented by the teacher in class. As a remedial, if students have difficulty understanding the subject matter presented by the teacher face to face in class.

The goal is for students to more easily understand the subject matter presented by the teacher in class.

3) Substitution (substitute)

The purpose of e-learning as a substitute for conventional classes is so that students can flexibly manage lecture activities according to time and other daily activities. There are 3 (three) alternative models of learning activities that can be followed by students:

- a) Completely face to face (conventional).
- b) Some face-to-face and some via the internet, or even,
- c) Completely over the internet.

According to some of the explanations of the experts above, it can be concluded that implementation is associated with education during the current pandemic, namely being the implementation of distance learning based on online learning which is currently a program used for the teaching and learning process. Therefore, the implementation of distance learning is held in the English class.

C. Distance Learning Obstacles

according to (Semradova & Hubackova, 2016) Distance Education often finds obstacles or incompatibility with proper learning, many think that the responsibility of the teacher in implementing PJJ is much lighter than with traditional learning. Based on the interviews, several obstacles are identified in the teacher's implementation of distance learning. Such obstacles include: (1) many teachers are not equipped with the skills to pursue distance learning because the sudden school closure and distance learning program policy; (2) teachers' knowledge and willingness to use ICTs before COVID-19 cannot be applied directly in the learning during the COVID-19 pandemic; (3) students have lack of awareness of independent learning at home; (4) parents' has lack of support in guiding and accompanying students learning at home; (5) the financial factors of students' families do not support the distance learning, such as insufficient

budget to purchase an internet data, and not having the devices to help distance learning (not owning a smart phone and a computer), (6) the access to internet networks is bad or unstable, (7) students are not familiar with using the applications to support the distance learning (mainly, the new application for students), (8) the government is slow in issuing the regulations and subsidy policies for financing the distance learning through school operational assistance funds, and (9) there are no guideline and technical instruction for implementing distance learning issued by the government that can be a reference for teachers in Indonesia.

Regarding these obstacles revealed from the results of the interviews, as conveyed by NL, the main problem is the sudden closure of schools. The abrupt orders for school closure led me not to be prepared to do distance learning. So I am a little late in starting the distance learning because I need to make some adjustments and find the best form according to the conditions of my students.

Another teacher, CLK, also conveyed the obstacles related to teachers' lacking ability to implement ICTs in distance learning during the COVID-19 pandemic, although he had previously received training and experience in learning using ICTs. Even though I have the ability and have participated in training in the use of ICT for science learning in junior high schools, during this COVID-19, I cannot directly apply my knowledge and distance learning skills. Because, so far, the training that I received was directed to the normal classroom learning process.

I think teaching via distance learning in COVID-19 situation is different from what I know and my experiences.

MH also expressed similar opinions. I am not the only one who has trouble ineffectively and inefficiently integrating distance learning using various ICT applications. Many of teachers at schools and even those in my region do not have the ability and expertise to carry out distance learning under the current conditions. Besides, there are still many students with low awareness of learning independently at home, and this also becomes an obstacle in distance learning. Unfortunately, there is also a lack of care and guidance from parents, as stated by MR. I am committed to conducting distance learning. However, the students are used to studying directly in the classroom under the supervision of the teacher. Thus, students' poor awareness of studying independently at home is an obstacle for me in introducing distance learning. Besides the lack of motivation and awareness of students, there is also a lack of support and care from parents at home for various reasons, such as the busy schedule of parents and students.

Students cannot necessarily use the availability of different applications that support distance learning because they are still unfamiliar to them, as JD revealed. While I can do distance learning, many students are unfamiliar with the numerous software available today for distance learning. So students have difficulties studying at home. In addition, KR also conveyed the constraints of distance learning during the COVID-19 pandemic, those are not all students have

good internet connectivity, and the financial considerations of the students' families.

The biggest challenge of my teaching in rural areas is internet access, that does not reach all residences of my students. This internet issue is a big challenge for me in incorporating learning from home. Financial resources are also very much needed to support the distance learning process, but many of my students come from poor families. Also, the lack of government-issued guidelines and professional guidance for the introduction of distance learning is an obstacle for students, as reported by MR.

We, teachers at junior high schools, conduct the distance learning without technical instructions and guidelines from the Ministry of Education or the Office of Education in our area. Observing the state of this COVID-19, other teachers and I conducted the learning as we could. CLK also conveyed a similar sentiment in the absence of guidelines and technical instructions for implementing distance learning.

Teachers are expected to report on the students' learning outcomes at senior high schools, as instructed by the provincial education office. Nevertheless, the Education Office does not provide technical instructions or guidelines to teachers in schools for implementing learning. So, we do the distance learning with personal initiative, taking into account the demands of the curriculum and the students' condition.

From the explanation obtained from the source of information that will be examined by researcher, there are many obstacles in distance learning that there is a strategy to overcome these obstacles, namely by providing adequate facilities in the distance learning process such as free quotas from the Ministry of Education and Culture and providing daily assignments online. students are not reluctant to ask questions using virtual learning methods or teacher and student approaches through an online learning application.

D. COVID-19

Corona virus infection is a disease caused by the corona virus and the main symptom is respiratory problems. This disease is in the spotlight because of its emergence at the end of 2019 for the first time in Wuhan, China. The location of its appearance for the first time has made the coronavirus also known as the Wuhan virus. Besides China, the corona virus has also spread rapidly to various other countries, including Japan, Thailand, Japan, South Korea, and even to the United States.

According to Adalja, the COVID-19 outbreak, which at that time was still known as the novel coronavirus infection, might not have an end. It is based on a model of the spread of infection that he published in early February.

According to the model, COVID-19 is expected to infect more than 300,000 people by February 24, 2020. This disease is likely to become a pandemic, i.e. a disease that spreads to all parts of the world. His estimate of the number of cases is somewhat wrong, because the number of cases until February

24 was 80,027 people. However, he was right about COVID-19 which is now a pandemic.

In addition, according to the former Director of WHO SEARO and former Director General of P2P & Head of Balitbangkes, Prof. Tjandra Yoga Aditama, in fact, on March 2, 2020 the world was not in a pandemic status.

Relatives and family watched from a distance the funeral procession with the COVID-19 protocol at the TPU Bambu Apus, Jakarta, Thursday (28/1/2021). As of Thursday (28/1), in Indonesia, the number of people who have died due to exposure to COVID-19 is 29,331 people. (Liputan6.com/Helmi Fithriansyah)

Jakarta On March 2, 2021, there was a lot of news about a year of the COVID-19 pandemic because Indonesia reported its first case on that date in 2020. According to the former Director of WHO SEARO and former Director General of P2P & Head of Balitbangkes, Prof. Tjandra Yoga Aditama, in fact, on March 2, 2020 the world was not yet in a pandemic status.

Red Zone, Officers Strictly Guard Access in and Out of Djalaludin Gorontalo Airport, The Director General of the World Health Organization (WHO) has just stated that the world is in a COVID-19 pandemic on March 11, 2020, so a year of the COVID-19 pandemic is actually only on March 11, 2021. "Please note that WHO and 'The International Committee on Taxonomy of Viruses (ICTV)' only on February 11, 2020 officially gave the name 'COVID-19' to this disease," Tjandra said.

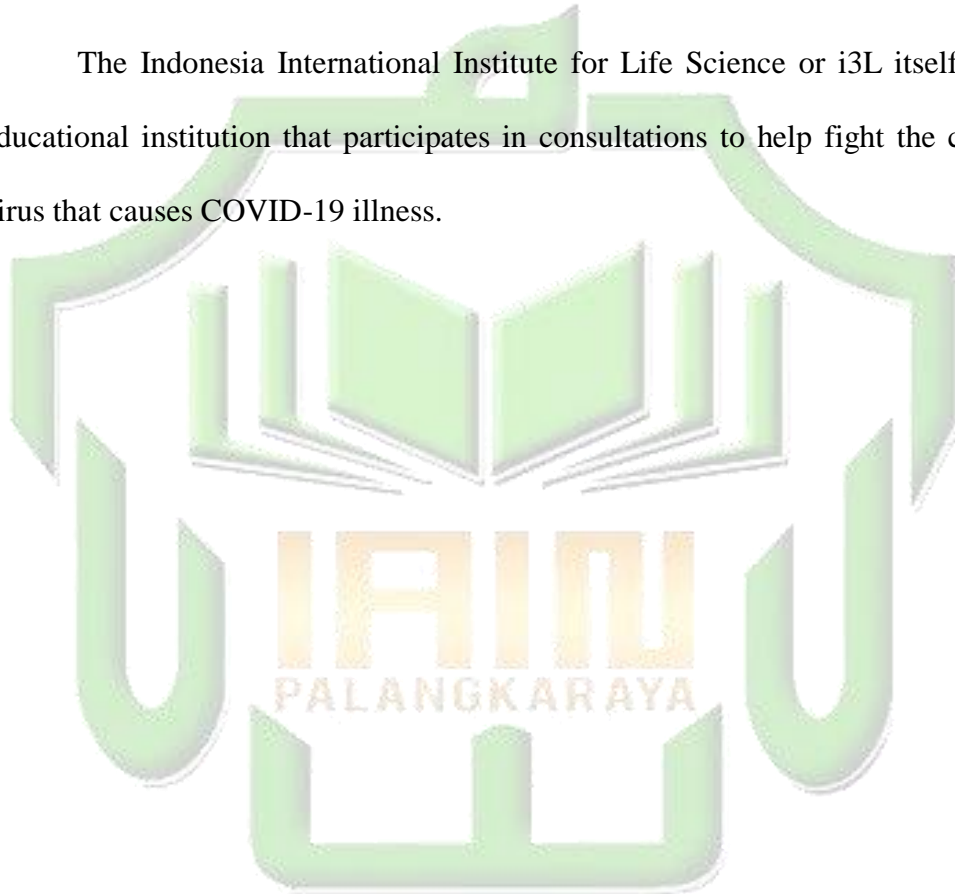
COVID-19 was previously referred to as pneumonia of unknown origin in December 2019 and then 2019-nCoV in late January 2020, he added. On January 30, 2020 the Director General of WHO declared this disease a Public Health Emergency of International Concern (PHEIC), a terminology contained in the International Health Regulations (IHR).

PHEIC is an extraordinary event that poses a risk to the public health of another country through transboundary disease transmission and requires a coordinated international response. As of January 30, 2020 there were 7,711 confirmed and 12,167 suspected cases in China, and there have only been 83 cases in 18 countries outside China. The situation of the spread of the epidemic continued to expand and finally, on March 11, 2020, the Director General of WHO declared that the COVID-19 pandemic had begun. On that date there were only 118,000 cases in 114 countries, and 4,291 deaths.

Then from that point, according to virologist or virologist Richard Sutejo, the corona virus that causes COVID-19 is a type of virus that commonly attacks the respiratory tract. But COVID-19 strains have higher morbidity and mortality due to genetic mutations and possible inter-species transmission. "This virus, like its predecessors, MERS and SARS, is deadly because it attacks the lungs and causes Acute Respiratory Distress Syndrome which endangers the lives of sufferers and requires a ventilator to survive," said Richard who is also Head of Master in Bio Management i3L in an official statement. received by Suara.com.

Richard added that apart from implementing Large-Scale Social Restrictions (PSSB), one of the effective ways to suppress the spread of COVID-19 is to conduct mass tests. With the mass testing, said Richard, the government can map the pattern of the spread of COVID-19 so that the planning and anticipation can be more precise and directed.

The Indonesia International Institute for Life Science or i3L itself is an educational institution that participates in consultations to help fight the corona virus that causes COVID-19 illness.



CHAPTER III

RESEARCH METHOD

In this chapter, the researcher presents design of the research, setting of the research, subject of the research, source of the data, technique of data collection, technique of analyzing the data, and data validity checking.

A. Research Design

This research researcher used qualitative descriptive method which explains that qualitative research is a method to explore and understand the meaning of individuals or groups of people related to social or humanitarian problems (Creswell, 2016:4). The approach method used by the researcher is the case study method. This type of research is applied to investigate and analyze a case in depth and from various perspectives. The case under study is usually an event, activity, program, or process involving individuals or groups. A case usually occurs in a specific context, namely at a certain time and place. Thus, the process of collecting case study data is also carried out within the specified time period. The purpose of descriptive research is to provide as accurate an explanation as possible about what is being done at the moment, how students learn, how teachers teach, what classrooms are like, at certain times in certain places (Elliot, 2000:24). qualitative method is a research method. which is based on the naturalist paradigm which has several characteristics. First, reality is multiple and holistic. Second, it is interactive and cannot be separated. Third, the hypothesis is limited by time and context. Fourth, cause and effect cannot be

distinguished. Fifth, inquiry is a value bond. Qualitative methods will contribute to extracting information about the process, constraints, and effectiveness of implementing distance learning in the classroom during the COVID-19 pandemic.

B. Subjects of the Study

Research subjects are people who are the object of research. The object of this research was chosen by the researcher with a focus on the Implementation and obstacles of distance learning. Based on the above objects, the subjects of this study were English teachers and students of SMP N 4 Kumai.

C. Source of Data

Data is material obtained through data collection which is then processed and analyzed which produces new findings. source of data is the findings obtained by researcher who are conducting research. the main data in qualitative research methods are words and activities, while other than that such as documents, files, writings are additional data. Sources of data obtained can be in the form of primary data sources and secondary data sources.

1. Primary data sources, namely data directly collected by researchers from the first source. The primary data sources in this study were teachers and students at SMP N 4 Kumai.
2. Secondary data sources, namely data directly collected by researchers as a supporter of the first source. It can also be said that data are arranged in the form of documents, and in this study documentation is a secondary data source.

D. Setting of the Research

1. Place of the Research

This research was conducted at SMP N 4 Kumai which is located in Kubu Village, West Kotawaringin Regency, Central Kalimantan. The researcher chose this location because the school is one of the new schools around the Kubu Village area and one of the public schools that emphasizes religious teachings such as MTS (Madrasah Tsanawiyah) but here the emphasis is on schools under the auspices of the Education Office/Disdikpora. The religious teachings that are emphasized at SMP N 4 Kumai are educating students to carry out the Dhuha prayer in congregation every day and every Monday and Thursday reading Yasin letters and memorizing short letters every morning.

Based on the information above that the researchers got directly when visiting the school, SMP N 4 Kumai said that there were interesting things that researchers could raise from the school as research material such as distance learning during the COVID-19 pandemic in new schools. The location of the school which is close to the forest and the lack of internet signal coverage are the reasons researchers identify learning during the COVID-19 pandemic.

2. Time of the Research

The time of the research at SMP N 4 Kumai was carried out on December 16 to January 16, exactly 1 month of research. This is done so that researcher do not experience errors in collecting data from the field.

E. Research Procedures

In this study, qualitative data collection was carried out by giving interviews to teachers and students through Google Forms to find out the process of implementing distance learning and continued with documentation to strengthen the results to be examined by researcher.

F. Research Instruments

According to Raco (2010), data is collected if the direction and purpose of the research are clear and the source of the data, namely the informant or participant, has been identified, contacted, and has obtained approval to provide the necessary information. In addition, according to Walidin (2015) research data was collected according to the research design that had been determined.

Data obtained by means of interviews and documentation. The data collected represents facts about the invited object. In conducting this research, researchers conducted open interviews to collect data using Google Form. then proceed with school documentation to obtain distance learning specification data.

The required instruments and data are described in the table below as follows:

Table 3.1 Data Instrument

NO	Object of the study	Instrument
1	Implementation of distance learning	Interview
2	Obstacles of distance learning	Interview
3	Teachers' understanding of distance learning.	Interview
4	Application use in distance learning	Documentation

1. Interview

In the opinion of Walidin (2015), interviews were conducted to obtain information, which could not be obtained through observation or questionnaires. With interviews, participants will share their experiences with researchers.

Then, the opinion of Cohen et al. (2007) stated that an interview is a situation that does not occur naturally but is constructed in such a way as to make it different from everyday conversation, so that researchers have an obligation to organize and comply with different procedures in an interview. So it can be concluded that the interview is a conversation between two or more people and takes place between the interviewer and the interviewee where the purpose of the interview is to get correct information from trusted informants.

Researchers used semi-structured interviews for qualitative data collection. This step was taken to find out more about the implementation

of distance learning carried out by teachers during the COVID-19 pandemic. Interviews were conducted on in-depth problems that became the focus of research. The questions in this event related to the implementation of distance learning include; Implementation of distance learning in English class during the COVID-19 pandemic, then other questions related to the problems and obstacles faced by teachers in implementing distance learning during the COVID-19 pandemic.

There are several types of interviews used, namely:

a. Informal oversational interview

In this type of interview questions arise from direct context and ask questions in natural terms, there is no determination of the topic of the question or words.

b. Interview guide approach

In this type of interview, the topics and issues to be discussed are determined in advance, in the form of an outline, then the interviewer decides the order and does the questions during the interview.

c. Standardized open-ended interviews

In this type of interview, the words and sequence of questions must have been predetermined. All respondents were asked the same basic questions in the same order.

2. Documentation

Documentation is the process of collecting data in the form of writing, pictures or the like. Researchers used documentation as a collection of data obtained from observations and interviews. Researchers used this technique to obtain data from observations and interviews with teachers and students in grades VII, VII, IX at SMPN 4 Kumai.

G. Data Collection Procedure

Collecting qualitative data, researcher used interviews. Each interview takes about 10-15 minutes. Qualitative data consists of open information which is usually collected through interviews (Creswell, 2009). Therefore, the interview is the first research problem whose data are obtained openly through respondents.

Interviews were given to students through several procedures ranging from preparation to analysis results, the following steps are as follows:

1. Create interview questions
2. Determine the respondent
3. do the interview
4. Recording the process
5. Transcribing student interview answers
6. Analyze transcript

The next step is to make observations for data collection and include documentation as supporting and complementary data for primary data obtained through observation and interviews.

H. Data Analysis Procedure

Descriptive qualitative data analysis was carried out with data reduction, data presentation, conclusion drawing and verification (Miles et al., 1994). Then in this qualitative study, researchers used descriptive data analysis techniques in analyzing research data obtained from the process of systematically searching and compiling data obtained from observations, interviews, and the field, namely:

1. Data collection

Data collection through interviews is equipped with observation data and document data. Data were collected through WA as an interview tool and continued with observation and documentation.

2. Data reduction

The data obtained from the field is quite a lot, for that it is necessary to record carefully and in detail. As has been stated, the longer the researcher is in the field, the more data is obtained, the more complex and complicated it is. For this reason, it is necessary to analyze the data through data reduction. Reducing data means summarizing, choosing the main things, focusing on the things that are important, looking for themes and patterns. Thus the data that has been reduced provides a clearer picture, and makes it easier for researchers to collect further data, and look for it when needed.

3. Data presentation

Data presentation is reduced, then the next step is data presentation or data display. In qualitative research, data presentation can be done in the form of brief descriptions, charts, relationships between categories, flow charts and the like. By presenting the data, it is easier to understand what is happening, plan further work based on what is understood.

4. Conclusion and verification

The fourth step in analyzing qualitative data is drawing conclusions and verification. Conclusions in qualitative research This is a new finding that has never existed before. Findings can be in the form of a description or description of an object that was previously dim or dark so that after research it becomes clear, it can be a causal or interactive relationship, hypothesis or theory.

I. Data Endorsement

There are four techniques for determining endorsements: data credibility, transferability, dependability and confirmability. The criteria are :

1. Credibility

Functions to carry out inquiries in such a way that the level of confidence in his findings can be achieved. The examination technique is triangulation data.

Tringulation is a data validity checking technique that utilizes something other than that data for checking purposes or a comparison against

the data. In other words, by triangulation, the researcher can recheck their findings by comparing them with various sources, methods, or theories. For this reason, researchers can do it by

Street:

- a) Ask a variety of questions,
- b) Check it with various data sources,
- c) Utilizing various methods so that checking the reliability of the data can be done.

2. Transferability

This concept states that generalizations may or may not apply applied to all contexts within the same population on the basis of findings obtained on a representative sample of that population. This validity This is done by describing the research information in detail.

3. Dependability

This criterion is essentially related to whether we will obtain the same result if we make the same observation a second time. In qualitative research, researchers need to take into account the context changes in the research conducted. The steps taken are called dependency audit.

4. Confirmability

The criteria for confirmability or objectivity refer to the level of ability research results can be confirmed by others. There are a number of strategies to increase confirmability. Researchers can document procedures to check and recheck research data.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

In this chapter, the researcher presents data presentation and data analysis. This study was conducted to investigate the implementation of distance learning in English classes during the COVID-19 pandemic

A. Data Presentation

In this chapter, the researcher describes the results of interviews and others as follows:

1. Interview Result Presentation

In presenting the data, the researcher used codes as follow:

- I stands for interview.
- AI stands for answer of interview.

In conducting interviews, the researchers gave questions to the two sources, namely students in the form of 10 questions and teachers 5 questions. So the points used are the same, namely discussing the problem of implementing distance learning in the English class during the COVID-19 pandemic and the Salama constraints on distance learning held at SMPN 4 Kumai. The researcher explained the interview to the first resource person, namely students from 10 questions as follows:

a. Implementation of Distance Learning at the English Classes During The COVID-19 Pandemic.

- 1) In the first question, the researcher asked whether the teacher's role in explaining English material through E-Learning was good or not.

(I.1) *Apakah guru menjelaskan materi bahasa Inggris dengan baik saat pembelajaran jarak jauh (PJJ) berlangsung melalui e-learning (Internet) ? (Does the teacher explain the English material well when distance learning (PJJ) takes place through e-learning (Internet) ?)*

AI.1 SF : *“Iya, karena bahasa Inggris Sulit untuk dipahami struktur kalimatnya.” (Yes, because English is difficult to understand structure the sentence.)*

RP : *“Tidak” (No)*

SR : *“Iya” (Yes)*

MA: *“Baik” (Good)*

FR : *“Iya, karena materinya sulit dipelajari” (“Yes, because the material is difficult to learn”)*

2) In the second question, the researcher asked whether the English material was in accordance with the syllabus

(I.2) *Apakah materi bahasa Inggris yang disampaikan oleh guru sesuai dengan silabus (Daftar isi buku paket/ LKS)?(Is the English material delivered by the teacher in accordance with the syllabus (Table of contents for the package book/LKS)?*

(AI.2) SF : *“Iya” (Yes)*

RP : *“Iya tentu saja” (Yes, of course)*

SR : “*Iya*” (Yes)

- 3) In the third question, the researcher asked whether the students' English skills were increasing during this pandemic

(I.3) *Apakah kemampuan bahasa Inggris anda meningkat selama PJJ diterapkan ?*(Has your English proficiency improved during the implementation of PJJ?)

(AI.3) SF : “*Tidak*” (NO)

RP : “*Iya*” (Yes)

SR: “*Tidak, karena tidak ada penjelasan*” (no, because there is no explanation)

MA: “*Iya*” (Yes)

- 4) In the fourth question, the researcher asked whether the teacher gave a question and answer session on English material during e-learning

(I.4) *Apakah guru melakukan kegiatan Tanya jawab tentang materi bahasa Inggris dalam pembelajaran melalui e-learning ?*(Does the teacher conduct question and answer activities about English material in learning through e-learning?)

(AI.4) SF : “*Iya*” (Yes)

RP : *“Iya, untuk menambah pengetahuan tentang bahasa Inggris”*

(Yes, to increase knowledge about English)

SR : *“Tidak”* (NO)

MA: *“kadang-kadang”* (sometimes)

5) In the fifth question, the researcher asked whether the students asked the teacher about the English material during e-learning

(I.5) *Apakah anda bertanya pada guru ketika mengalami kesulitan dalam belajar bahasa Inggris melalui e-learning?* (Do you ask your teacher when you have difficulty learning English through e-learning?)

(AI.5) SF : *“Iya”* (Yes)

RP : *“Iya, Karena kalau tidak bertanya kita tidak akan tau”* (Yes, because you don't ask we won't know)

SR : *“Iya, karena agar bisa mengerti”* (Yes, because in order to understand)

6) In the sixth question, the researcher asked whether the students did the English assignment given by the teacher during the pandemic

(I.6) *Apakah anda rajin mengerjakan tugas bahasa Inggris yang diberikan guru selama COVID-19?(Are you diligent in doing the English assignments given by the teacher during COVID-19?)*

(AI.6) SF : *“Iya”* (Yes)

SR : *“Iya, Karena itu sangat penting”* (Yes, because it is very important)

7) In the seventh question, the researcher asked whether the students continued to learn English even though there were no assignments given by the teacher

(I.7) *Apakah anda tetap belajar bahasa Inggris meskipun tidak ada tugas selama pandemic COVID-19 ?(Are you still learning English even though there is no work during the COVID-19 pandemic?)*

(AI.7) SF : *“Tidak”* (NO)

RP : *“Jarang, karena masih ada mapel lain yang juga harus di pelajari”* (It's rare, because there are other subjects to study too)

SR : *“Iya”* (Yes)

8) In the eighth question, the researcher asked whether students were motivated to learn English during the pandemic

(I.8) *Apakah anda termotivasi dan semangat untuk belajar bahasa Inggris melalui e-learning selama pandemi COVID-19 ?(Are you motivated and enthusiastic to learn English through e-learning during the COVID-19 pandemic?)*

(A.8) SF : *“Tidak”* (NO)

RP : *“Tentu saja”* (of course)

SR : *“Iya”* (Yes)

MA : *“Iya, karena bisa belajar bersama teman”* (Yes, because I can study with friends)

b. Distance Learning Obstacles

9) In the ninth question, the researcher asked the obstacles of distance learning in English classes during the COVID-19 pandemic.

(I.9) *Apakah ada kendala dalam pembelajaran jarak jauh pada saat guru menjelaskan materi bahasa Inggris melalui e-learning?(Are there obstacles in distance learning when the teacher explains English material through e-learning?)*

(AI.9) SF: *“Iya”* (Yes)

RP : *“Tentu ada, karena sedikit susah untuk bertanya”* (Of course there is, because it's a little difficult to ask)

SR : *“Ada ketika jaringan lemot”* (There when the network is slow)

MA: *“Tidak ada kendala”* (No problem)

10) In the tenth question, the researcher asks whether it is effective to use e-learning during a pandemic

(I.10) *Apakah pembelajaran bahasa Inggris melalui e-learning efektif selama pandemi COVID-19?* (Is learning English through e-learning effective during the COVID-19 pandemic?)

(AI.10) SF : *“Iya”* (Yes)

MA : *“Iya efektif karena untuk belajar dapat dilakukan kapan saja”* (Yes, it is effective because learning can be done at any time)

in interviews conducted by researchers to student resource persons, namely discussing the implementation of distance learning in English classes and constraints during the COVID-19 pandemic.

Then, the next interview examined by the researcher was the teacher resource person as follows:

a. Implementation of Distance Learning at the English Classes During The COVID-19 Pandemic.

1) In the first question, the researcher asked the teacher's opinion about PJJ at school

(I.1) *“Bagaimana pendapat Bapak/Ibu guru tentang pembelajaran jarak jauh (PJJ) yang berlaku disekolah SMP N 4 Kumai ?”*(What is the opinion of the teacher regarding distance learning (PJJ) that applies at SMP N 4 Kumai?)

(AI.1) Teacher : *“Pendapat saya tentang PJJ disekolah ini ialah positif & negatif nya . Positif nya adalah dapat mempersingkat waktu belajar, menambah wawasan dan kemampuan mengenai berbagai aplikasi dalam proses pembelajaran, menambah kedekatan dengan keluarga. Lain hal negatif nya adalah sulit nya akses internet, terbatasan kuota , serta sulit nya siswa memahami pelajaran melalui aplikasi yang membatasi proses belajar.”*(My opinion about PJJ in this school is positive and negative. The positive is that it can shorten learning time, add insight and abilities regarding various applications in the learning process, increase closeness with family. Another negative thing is the difficulty of internet access, limited quota, and the difficulty of students understanding lessons through applications that limit the learning process.)

2) In the second question, the researcher asked the teacher's opinion about the virtual class

(I.2) *“Bagaimana pendapat Bapak/ Ibu guru cara mengelola kelas virtual yang diadakan di sekolah SMP N 4 Kumai ?”*(What is your opinion on how to manage a virtual class held at SMP N 4 Kumai?)

(AI.2) Teacher : *“Kelas virtual diadakan untuk memenuhi kriteria proses pembelajaran maka mengelola nya menggunakan aplikasi seperti whatsapp yang saat ini digunakan oleh sekolah. Banyak aplikasi yang di gunakan akan tetapi pengguna whatsapp dominan siswa menggunakan dengan tarif kuota yang murah.”*(Virtual classes are held to meet the criteria for the learning process, so manage them using applications such as WhatsApp which are currently used by schools. Many applications are used, but the dominant WhatsApp users are students using cheap quota rates.)

3) In the third question, the researcher asked the teacher's expectations for the next online learning

(I.3) *“Apa harapan Bapak/ Ibu guru untuk pembelajaran daring selanjutnya yang akan diadakan disekolah SMP N 4 Kumai ?”*(What are the expectations of the teachers for the next online learning that will be held at SMP N 4 Kumai?)

(A.3) Teacher : *“Harapan saya dalam proses daring ini adalah agar lebih memadai lagi akses internet terutama didaerah pesisir untuk membantu proses belajar dengan baik.”*(My hope

in this online process is that internet access will be more adequate, especially in coastal areas to help the learning process well.)

- 4) In the fourth question, the researcher asked the teacher about the obstacles of distance learning (PJJ) during the COVID-19 pandemic

(I.4) *“Bagaimana pendapat Bapak/ Ibu guru tentang kendala pembelajaran jarak jauh (PJJ) selama pandemi COVID-19 ?”*(What is your opinion about the obstacles in distance learning (PJJ) during the COVID-19 pandemic?)

(AI.4) Teacher : *“Untuk saat ini kendala yang di hadapi disekolah saat proses pembelajaran secara online ialah akses internet yang kurang memadai di daerah seperti pesisir maka harus di tanangani dengan cepat yaitu memberi kemudahan kepada siswa untuk mengerjakan tugas dengan kelonggaran waktu paling lambat pada hari mapel tersebut dilaksanakan kurang lebih 1 minggu. Mengatasi kendala tersebut ialah meminta para siswa tersebut untuk mengumpulkan tugas yang diberikan oleh ibu guru di sekolah dengan datang kesekolah menggunakan protokol kesehatan yang sudah di tetap kan oleh pemerintah.”*(For now, the obstacle faced at school during the online learning process is that internet access is inadequate in

areas such as the coast, so it must be handled quickly, namely making it easier for students to do assignments with leeway at the latest on the day the subject is carried out approximately 1 week. Overcoming these obstacles is to ask the students to collect the assignments given by the teacher at school by coming to school using the health protocols that have been set by the government.)

5) In the fifth question, the researcher asked the teacher about the effectiveness of PJJ (Distance Learning)

(I.5) *“Bagaimana efektivitas PJJ (Pembelajaran jarak jauh) menurut Bapak/ Ibu dalam proses belajar mengajar?”*(How effective is PJJ (distance learning) according to you in the teaching and learning process?)

(AI.5) *“Efektifitas PJJ dalam proses belajar mengajar ini berjalan cukup efektif dikarenakan siswa sudah terbiasa menggunakan akses internet akan tetapi ada sedikit kendala dalam penggunaannya dan kendala tersebut masih bisa diatasi dengan memberikan sarana & prasarana sekolah untuk mencapai proses pembelajaran melalui daring.”*(The effectiveness of PJJ in this teaching and learning process is running

quite effective because students are used to using internet access but there are few obstacles in its use and these obstacles can still

be overcome by providing school facilities & infrastructure to achieve the online learning process.

2. Overview

a. School Identity

Name of school	:SMP Negeri 4 Kumai
NPSN	: 30201810
Status	: Public School
Accreditation	:B
Year founded	: 2015
Year of Operation	: 2015
School address	:Jl.BudiUtama I, WEST KOTAWINGIN REGENCY,CENTRAL KALIMANTAN
Postal code	: 74181
Land Ownership	: GRANTS
Surface area	: -
Building area	: -
Village/Sub-district	: Kubu Village
District	: Kumai
Regency/City	:KotawaringinBarat/KumaiVillage Kubu
Province	: Central Kalimantan
Phone Number	: 082256266434
Email	: dapodiksmpn4kumai@gmail.com

b. Geographical location

SMPN 4 Kumai is located on Jl. Budi Utama I, Kubu, Kec. Kumai, Kab. Kotawaringin Barat, Prov. Central Kalimantan (Tel. 30201810). SMPN 4 Kumai is located in a coastal area that

coincides with a highway that is easily accessible by private vehicle. SMPN 4 Kumai is bordered by

- 1) On the left: SDN 1 Kubu and residential areas
- 2) On the right: Kubu Beach Tourism Direction and Residents' Settlements
- 3) In front of the main road: Ruko Sembako

c. Vision and Mission of SMPN 4 Kumai

In running an educational institution, of course, it has a vision and mission. SMPN 4 Kumai is a junior high school with “B” accreditation which has the following vision and mission:

1) VISION

Achievement, Educated, Skilled and Cultured
on the basis of Faith and Taqwa

2) MISSION

- a. Improving the quality of education provision .
- b. Efficiency and effectiveness in learning activities so that students are able to develop their potential optimally.
- c. Improving the quality of education in accordance with the demands of society and developing science.
- d. Carry out guidance to foster a spirit of quality competitiveness in all activities.
- e. Increase achievement in the extracurricular field in accordance with the potential of students.
- f. Organizing education that is always rooted in the system of customs, religion and culture of

the community while keeping abreast of scientific developments.

- g. Availability of adequate school facilities and infrastructure.

d. Organizational Structure of SMP Negeri 4 Kumai

The organizational structure of SMPN 4 Kumai is as follows:

Headmaster : Muhammad Nasir, S.Ag, M.Pd.

Administration : Novi Sariati, A.Md.

Deputy Head of Curriculum : Wina Susiati, S.Pd.

Deputy Head of Student

Affairs : Muhammad Harto, S.Pd.

Deputy Head of Sapras :Witta Zulhidiyartie, S.Pd.

Deputy Head of Public

Relations :Rentiana, S.Pd

Head of Library :Sindi Adam, S.Pd

Head of Laboratory :Rentiana, S.Pd

School Guard Officer : Juanda

e. Facilities and Infrastructure for SMP Negeri 4 Kumai

Facilities and infrastructure are components that determine the success of the education and teaching process. The implementation of education and teaching that is supported by adequate and complete facilities and infrastructure, makes the teaching and learning process run smoothly. The facilities and infrastructure owned by SMPN 4 Kumai can be detailed as follows:

Table 4.1 List of Facilities and Infrastructure**SMPN 4 Kumai**

No	Sarana dan Prasarana	Jumlah
1	Classroom	6
2	Laboratory	1
3	Library	1
4	Sanitation	2
5	UKS room	1
6	Teacher's Toilet	2
7	Student Toilet	2
8	Canteen	2
9	TU computer	2
10	TU printers	1
11	Principal's office	1
12	Teacher's room	1
13	TU room	1
14	whiteboard	6
15	fan	8
16	field	1

f. The Condition of Teachers and Employees of SMP Negeri 4 Kumai.

The number of teachers and education personnel at SMPN 4 Kumai is 15 people, consisting of 1 principal, 10 PNS teachers, 4 honorary teachers.

The teacher data at SMPN 4 Kumai is as follows:

**Table 4. 2List of Teacher and Education Personnel data
SMPN 4 Kumai**

No	Teacher name	Status at school
1	Muhammad Nasir	PNS Kepsek
2	Ade Itra Porotuo	PNS Guru
3	Devi Martiliani	Honoror Guru PAI
4	Dwi Puji Lestari	PNS Guru Matematika
5	Jody	PNS Guru Penjaskes
6	M.Fadli	PNS Guru

7	Muhammad Harto	PNS Guru
8	Rentiana	PNS Guru
9	Sindi Adam	PNS Guru
10	Wakimun	PNS Guru Bahasa Indonesia
11	Wina Susiati	PNS Guru
12	Witta Zulhidiyartie	PNS Guru Bahasa Inggris
13	Irka Sari	Honoror Staf SMPN 4 Kumai
14	Juwanda	Honoror Staf SMPN 4 Kumai
15	Novi Sariati	PNS Guru

g. The State of the Students of SMP Negeri 4 Kumai

Table 4.3 List of Student Classes

Kelas	Jumlah Siswa
VII A	25
VII B	25
VIII A	25
VIII B	27
XI A	29
XI B	29
Jumlah	160

There are 160 students of SMPN 4 Kumai consisting of 95 female students and 65 male students. In the class between women and men are more dominant in women.

h. The advantages of SMP Negeri 4 Kumai

The advantages of SMPN 4 Kumai compared to other schools are as follows:

- 1) Learning uses an integrated curriculum that is comprehensive and Islamic;
- 2) Learning is developed using the Quantum Teaching model (a learning process that combines elements of art and directed achievement);

- 3) The learning process prioritizes humanist education based on multiple intelligences;
- 4) Understanding and mastery of the Qur'an becomes the basis of achievement and learning process;
- 5) The geographical location of the school is near the beach.

i. Support program

In addition to the teaching and learning process in the classroom, SMPN 4 Kumai also provides supporting programs for students in the form of :

1) Outing Class

This activity is an outdoor activity that is held once a month, at the beginning of learning a certain theme. The goal is for students to have a real picture of the theme that will be studied in that month.

2) Extracurricular

This activity is held to hone students' creativity in various fields such as sports, pencak silat, and scouting which is held every afternoon.

3) Other Supporting Activities

Among them are inter-school competitions in sports and camps.

B. Research Findings

Based on the results of research conducted by researcher at SMPN 4 Kumai regarding The Implementation of Distance Learning at The English Classes During The COVID-19 Pandemic are as follows:

1. Implementation of Distance Learning at The English Classes

The learning method used at SMPN 4 Kumai during the COVID-19 pandemic was Distance Learning (PJJ) or Online Learning which was carried out from mid-March 2020 until now. This PJJ is carried out in accordance with the recommendations set by the government to break the chain of spreading the COVID-19 virus. The implementation of distance learning in English class using E-learning, as explained in the interviews conducted by researchers with students at SMPN 4 Kumai as follows:

(Researcher said : Does the teacher explain the English material well when distance learning (PJJ) takes place through E-learning? Student said: Yes, because English is difficult to understand the sentence structure.)

in the conversation between the researcher and the resource person, it can be concluded that the application of distance learning during the current COVID-19 pandemic uses electronic-based e-learning or online learning and in its use, students are greatly helped in learning in the classroom, especially in English lessons because English difficult to understand the existence of E-learning proves the material provided by the teacher is quite good.

In addition, the next interview is still related to the implementation of distance learning in the English class which is explained as follows:

(Researcher said : Did your English skills improve during the implementation of PJJ? Student said: no, because there is no explanation)

In the interview between the researcher and the resource person, it can be concluded that the ability to speak English during PJJ is not increased. There is an increase due to the lack of explanation from the teacher.

Then, the following interview was presented by the researcher to the resource persons who were still discussing the implementation of distance learning in the English class as follows:

(Researcher said : Does the teacher conduct question and answer activities about English material in learning through E-learning? Student said: Yes, to increase knowledge about English)

In interviews between researchers and resource persons, it can be concluded that the teacher provides a question and answer session when using e-learning so that it can help students learn English easily and can be understood well.

In addition, interviews conducted between researchers and resource persons are still related to the topic of implementing distance learning in English class as follows:

(Researcher said: Are you diligent in doing the English assignments given by the teacher during COVID-19? Student said: Yes, because it is very important)

In the interview between the researcher and the resource person, it can be concluded that during COVID-19 students were diligent in doing the English assignments given by the teacher because of the importance of improving English even through online learning.

The next interview presented by the researcher and resource person is as follows:

(Researcher said : Are you motivated and enthusiastic to learn English through e-learning during the COVID-19 pandemic? Student said: Yes, because you can learn with friends)

In interviews between researchers and resource persons, it can be concluded that students can be motivated to learn English even though PJJ is applied because at any time they can study with friends to improve English through e-learning applications.

The interview above is between two people, namely researchers and students, below is the interview which is still discussing the implementation of distance learning in English class researchers and English teachers as follows:

(Researcher said: What is your opinion about distance learning (PJJ) that applies at SMPN 4 Kumai? Teacher said: My opinion about PJJ in this school is positive and negative. the positive is that it can shorten learning time, add insight and abilities regarding various applications in the learning process, increase closeness with family. Another negative thing is the

difficulty of internet access, limited quota, and the difficulty of students understanding learning through applications that limit the learning process.)

In interviews between researchers and resource persons, it can be concluded that PJJ has positive and negative sides. Positive in PJJ is the first to shorten study time, second to add insight on the internet, third to be able to gather with family so that parents can see the progress of student learning at home. As for the negatives, the first is the limited quota and inadequate internet access.

for the negative discussion presented by the resource person can be explained in the further discussion of PJJ Constraints.

The next interview still discussed the implementation of distance learning in English classes as follows:

(Researcher said : How effective is PJJ according to you in the teaching and learning process? Teacher said: The effectiveness of PJJ in teaching and learning proves is quite effective because students are used to using Alan's internet access but there are few obstacles in its use And these obstacles are still being overcome by providing school facilities and infrastructure to achieve the online learning process.)

In interviews between researchers and resource persons, it can be concluded that the effectiveness of PJJ is quite effective because the teaching and learning process is quite assisted by the existence of e-learning.

And then, the resource person repeatedly explained the obstacles that occurred were discussed in the discussion of distance learning obstacles in the next English class.

the next interview. Still discussing the implementation of distance learning in the English class with the following explanation:

(Researcher said: What do you think about how to manage a virtual class held at SMPN 4 Kumai? Teacher said: virtual classes are held to meet the criteria for the learning process, so manage them using applications such as WhatsApp which are currently used by schools. Many applications are used, but the dominant WA users are students using the cheapest quota rates.)

in interviews between researchers and resource persons, it can be concluded that the management of virtual classes held at schools using e-learning applications is Whatsapp because the cheapest rates help the online learning process.

The following is the last interview about the implementation of distance learning which was explained by the researcher and the resource persons as follows:

(Researcher said: What are the expectations of the teachers for the next online learning that will be held at SMPN 4 Kumai? Teacher said: My hope in this online process is that internet access will be more adequate, especially in coastal areas to help the learning process well.)

in the interview between the researcher and the resource person, it can be concluded that the hope in the online process is that with the existence of a

smooth internet in the coastal area so that the virtual teaching and learning process can be well established.

This is the result of an interview between the researcher and the teacher to discuss the implementation of distance learning in the English class, it can be concluded that in general terms PJJ is quite good for use in the virtual teaching and learning process even though there are a few that are lacking.

2. Distance Learning Obstacles

distance learning is separate learning between teachers and students can be met via virtual or called online learning, but as the interviewee above repeatedly said that the obstacle to distance learning held at SMPN 4 Kumai is inadequate internet access so that the teaching and learning process is hampered at school. There are several obstacles that occur, which are explained through exposure to interviews with researchers and resource persons as follows:

(Researcher said: Are there any obstacles in distance learning when the teacher explains the English material through e-learning? Student said: Of course there is, because it's a little difficult to ask because the network is slow)

In interviews between researchers and resource persons, it can be concluded that the obstacle that occurs is the difficulty of asking questions during virtual learning because the network does not support the online learning process.

as for the effectiveness of PJJ can be seen from the following interviews presented by researchers and sources as follows:

(Researcher said: Is learning English through E-learning effective during the COVID-19 pandemic? Student 1 said: yes it is effective, because learning can be done at any time. Student 2 said: No)

In interviews between researchers and resource persons, it can be concluded that there is an effectiveness of online-based distance learning, namely E-learning is a government program currently being used during the COVID-19 pandemic. quite effective because it can be used at any time. as for the informants who said that the PJJ was not effective due to the lack of support for online learning.

The following is an interview with researchers and teachers about distance learning constraints in the English class as follows:

(Researcher said: What do you think about the distance learning constraints (PJJ) during the COVID-19 pandemic? Teacher said: For now, the obstacle faced in schools during the online learning process is inadequate internet access in areas such as the coast, so it must be handled quickly, namely making it easier for students to do assignments with leeway at the latest on the day of the subject, which is carried out approximately 1 week. overcome these obstacles to collect the tasks assigned by the teacher at school by coming to school using the health protocol that has been set by the government.)

In interviews between researchers and resource persons, it can be concluded that the obstacle that occurred in the SMPN 4 Kumai school was the internet network that was less supportive for coastal areas, thus hampering the online learning process. even in addition to the network of obstacles that occur when researchers go to school, parents are gathered to discuss the PJJ process because parents are busy working, it is difficult for students to learn electronic facilities are inadequate. so that the school provides facilities and infrastructure to achieve online learning.

This is the obstacle that occurs at SMPN 4 Kumai which is explained by researchers to teachers and students.

C. Discussion

After the data is known as the author presents the facts above, the follow-up of this research is the analysis of the collected data using descriptive qualitative research methods in detail.

1. Implementation of Distance Learning at The English Classes

Online learning or distance learning (PJJ) is learning without face to face directly between teachers and students. This online learning or distance learning (PJJ) is considered very effective for now, in order to break the chain of spreading the Covid-19 virus. The right learning model, given by the teacher to the students of SMPN 4 Kumai, is a learning model that is fun, flexible, short and helps to spend time at home.

such as interviewing researchers and students as follows:

((Researcher said : Does the teacher explain the English material well when distance learning (PJJ) takes place through E-learning? Student said: Yes, because English is difficult to understand the sentence structure.)

in the conversation between the researcher and the resource person, it can be concluded that the application of distance learning during the current COVID-19 pandemic uses electronic-based e-learning or online learning and in its use, students are greatly helped in learning in the classroom, especially in English lessons because English difficult to understand the existence of E-learning proves the material provided by the teacher is quite good.

In addition, interviews between researchers and teachers about the implementation of distance learning in English classes are as follows:

(Researcher said: What is your opinion about distance learning (PJJ) that applies at SMPN 4 Kumai? Teacher said: My opinion about PJJ in this school is positive and negative. the positive is that it can shorten learning time, add insight and abilities regarding various applications in the learning process, increase closeness with family. Another negative thing is the difficulty of internet access, limited quota, and the difficulty of students understanding learning through applications that limit the learning process.)

In interviews between researchers and resource persons, it can be concluded that PJJ has positive and negative sides. Positive in PJJ is the first to shorten study time, second to add insight on the internet, third to be able to gather with family so that parents can see the progress of student learning at

home. As for the negatives, the first is the limited quota and inadequate internet access.

The results of the analysis on the implementation of distance learning in English classes are summarized through interviews of researchers with teachers and students. Distance learning in terms of teacher resource persons is the pros and cons that occur while in terms of student resource persons said that PJJ is very helpful in the process of improving English language skills through virtual .

The learning applied by the English teacher at SMPN 4 Kumai is considered to be quite effective. Because the teacher uses short educational videos and interesting PPT as described by the English teacher as follows:

(Researcher said: What do you think about how to manage a virtual class held at SMPN 4 Kumai? Teacher said: virtual classes are held to meet the criteria for the learning process, so manage them using applications such as WhatsApp which are currently used by schools. Many applications are used, but the dominant WA users are students using the cheapest quota rates.)

in interviews between researchers and resource persons, it can be concluded that the management of virtual classes held at schools using e-learning applications is Whatsapp because the cheapest rates help the online learning process.

The learning videos provided by the teacher are made as attractive as possible so that students are interested in participating in this online learning process. Teachers

can also use simple and easy-to-understand language so that students have no difficulty in understanding the material provided by the teacher.

Training on making learning videos for teachers is also very necessary, schools can facilitate teachers by conducting training in making interesting learning videos using various applications, including teachers can make learning videos using powtoon applications and other similar applications, then the learning videos can be downloaded. upload to youtube as teaching material. Students can access the learning videos through YouTube and can download them for re-study.

According to Riyana (2007: 8-11) to produce learning videos that can increase the motivation and effectiveness of users, the development of learning videos must pay attention to the following characteristics and criteria:

a. Clarity of Message

With video media students can understand learning messages more meaningfully and information can be received in its entirety so that information will automatically be stored in long-term memory and is retention.

b. Stand Alone

The videos developed do not depend on other teaching materials or do not have to be used together with other teaching materials.

c. User Friendly

Video media uses simple language, easy to understand, and uses common language. The information displayed is helpful and friendly to the user, including the ease of the user in responding, accessing as desired.

d. Content representation

The material must be truly representative, for example, simulation or demonstration material. Basically, both social and scientific subject matter can be made into video media.

e. Visualization with media

The material is packaged in multimedia, which includes text, animation, sound, and video according to the demands of the material. The materials used are applicable, processed, difficult to reach, dangerous if directly put into practice, have a high level of accuracy.

f. Using high resolution quality

Display in the form of video media graphics made with digital engineering technology with high resolution but support for every computer system spec.

g. Can be used classically or individually

Learning videos can be used by students individually, not only in school settings, but also at home.

It can also be used classically with a maximum number of 50 students, it can be guided by the teacher or simply listen to the

narrative description from the narrator who has been provided in the program.

2. Distance Learning Obstacles

The important key to the success of online learning is communication between the homeroom teacher and parents, because in this learning process students cannot meet face to face with the teacher, so parents are the main teachers at home. However, the communication process through internet access makes it difficult for parents, especially with a limited internet quota. Therefore, the school provides facilities and infrastructure in the form of unlimited free data packages from the Ministry of Education and Culture in the learning process. The following are excerpts from interviews of researchers and student resource persons as follows:

(Researcher said: Are there any obstacles in distance learning when the teacher explains the English material through e-learning? Student said: Of course there is, because it's a little difficult to ask because the network is slow)

In interviews between researchers and resource persons, it can be concluded that the obstacle that occurs is the difficulty of asking questions during virtual learning because the network does not support the online learning process.

as for the interviews of researchers and teacher resource persons as follows:

(Researcher said: What do you think about the distance learning constraints (PJJ) during the COVID-19 pandemic? Teacher said: For now, the obstacle faced in schools during the online learning process is inadequate internet access in areas such as the coast, so it must be handled quickly, namely making it easier for students to do assignments with leeway at the latest on the day of the subject, which is carried out approximately 1 week. overcome these obstacles to collect the tasks assigned by the teacher at school by coming to school using the health protocol that has been set by the government.)

In interviews between researchers and resource persons, it can be concluded that the obstacle that occurred in the SMPN 4 Kumai school was the internet network that was less supportive for coastal areas, thus hampering the online learning process. even in addition to the network of obstacles that occur when researchers go to school, parents are gathered to discuss the PJJ process because parents are busy working, it is difficult for students to learn electronic facilities are inadequate. so that the school provides facilities and infrastructure to achieve online learning.

The results of the analysis of interviews between researchers and students and teachers are the obstacles that occur at SMPN 4 Kumai in general, a network that is less supportive in the coastal area so that it hampers the online learning process. as study material.

The similarity in previous research is discussing distance learning. The difference between current and previous research that the method used by

previous researcher used quantitative methods and the data collection process used questionnaires, while the current research used interviews and qualitative descriptives.



CHAPTER V

CONCLUSION AND SUGGESTION

This chapter contains conclusions and suggestions. After this research is completed, this research provides some conclusions and research suggestions.

A. Conclusion

Based on the results of the research and discussion in the previous chapter, the researcher can conclude that the implementation of distance learning in the classroom during the COVID-19 pandemic at SMPN 4 Kumai is an implementation related to education during the current pandemic, namely the implementation of distance learning based on online learning which is currently become a program that is used for the teaching and learning process. Therefore, the implementation of distance learning is held in English classes. Then, the obstacles to distance learning at SMPN 4 Kumai are inadequate internet access and limited quotas for the online learning process so that the school prepares facilities and infrastructure in the form of a free quota from the Ministry of Education. and Culture to assist online learning and provide a grace period to complete assignments given by the teacher.

B. Suggestion

Suggestions related to efforts in carrying out online learning are as follows: First, to students, to always be enthusiastic in participating in the online learning process. second, to teachers to always guide and accompany patiently and make learning videos as interesting as possible so that students are more interested in

participating in the online learning process. Third, to parents of students to always accompany and always pay attention to their children and encourage their children to always be enthusiastic in participating in the online learning process. And lastly, to further researchers in order to add information related to distance learning in the future.



REFERENCES

- Creswell, John.W.(2010). *Research Design: qualitative, quantitative, and mixed approaches*. Yogyakarta:PT. Student Libraries.
- Hamdani. (2011). *Learning and teaching strategies*. Bandung: CV. Faithful Library.
- Munir. (2009). *Technology and communication based distance learning*. Bandung: CV. Alfabeta.
- Purbohadi, Dwijoko. (2016). *Development of learning models in distance education (PJJ)*, Yogyakarta: LP3M Muhammadiyah University of Yogyakarta.
- Rahma, Anisya. (2003). *Implementation of distance education based on technology on the effectiveness of learning for students and teachers*.
- Rugayah, Hasyim, Ahmad, and Aini nor. (2010). *A case of PJJ students at Ined, UITM. (5-7)*.
- Sadikin, Ali, Hamidah, andAsrani. (2020). *Online learning amidst the COVID-19 outbreak, 6: 214-224*.
- Sagala, (2011). *Concept and meaning of learning*. Bandung: Alfabeta.
- Saputri, Ayu, andSelly. (2020). *Online learning process according to law number 12 of 2012 article 31 concerning distance education during the pandemic period of COVID-19*.
- Soekartawi. (2006). *Alternative distance learning models in Indonesia*.
- Tedja. (2020). *The Implementation of Distance Learning Policy During The COVID-19 Pandemic, 1(2): 18-28*.
- Usman and Nurdin. (2002). *Progressive context based implementation*. Surabaya: Golden.
- Walidin, W., Saifullah, and Tabrani.(2015). *Qualitative Research Methodology and Grounded Theory*. Banda Aceh: Ar-Raniry State Islamic University.
- Williams, C. (2007). *Research Methods.Journal of Business & Economic Research,5(3), 66*.
- Yaumi.(2007). *The Implementation of distance learning in indonesia highereducation.(196-215)*

Yusuf.(2017). *Research Methods: Quantitative, Qualitative & Combined Research*. Jakarta: Kencana.

Zu, Z. Y., Jiang, M. D., Xu, P. P., Chen, W., Ni, Q. Q., Lu, G. M., & Zhang, L. J. 2020. *Coronavirus Disease 2019 (COVID-19): A Perspective from China*.

