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THE IMPLEMENTATION OF DISTANCE LEARNING IN SOME SENIOR HIGH SCHOOLS IN KEDIRI, A CASE STUDY ON STUDENT'S PERSPECTIVE By: Lovy Jannalia Afida
16.1.01.08.0003 Abstract Since there is a Covid-19 pandemic virus, the teaching and learning is done at home and there are several problems. The teachers and the students can not avoid to utilize technology when they teach and study from home. There are many obstacles to apply it.

For examples, there are problems on the internet access, the teachers have not optimized technology, home atmosphere is not conducive. The most difficult is the students have not enough internet credits. The teacher should understand about the model of online class, and online application. In this article, the writer wants to describe the perspective of the students on the application of online teaching and learning English.

This small research wants to describe (1) The online learning applications that the English teachers apply to teach English. (2) The problems faced by the students dealing with the implementation of distance learning. She interviewed two students of two senior high schools at Kediri to get the data.

It was found out that some applications to teach English in the distance learning were Edmodo, Whatsapp, and Zoom. They shared the material in a group via Edmodo or Whatsapp. The students studied about the material that the teacher had delivered. The teachers invited the students to interactive meeting via Zoom. There were some problems during the teaching and learning process.

The students had problem with the internet access, because the students live in remote

areas and they did not enough internet credit. Besides that, the home atmosphere was not conducive because they could not ask directly to the teachers, and they had limited access to interact with their friends if they found the difficulty. KATA KUNCI : Distance Learning, Problem, Teaching English.

Introduction Covid 19 pandemic influences all aspects of life, including the implementation of education. All schools must carry out online learning because to break the chain of the corona virus spread. That is in accordance with circular from government. According to Mendikbud (2020:4), "Dalam rangka pencegahan terhadap perkembangan dan penyebaran Covid-19, kementerian menghimbau saudara untuk, memberlakukan pembelajaran secara daring dari rumah bagi siswa dan mahasiswa, pegawai, guru, dan dosen melakukan aktivitas bekerja, mengajar atau memberi kuliah dari rumah."

Therefore, the learning activities must be carried out from home. The teachers can use several applications to support learning and understand the concept of online learning from home. In distance learning where students and teacher are separated, the teacher must know the principles ideal learning and how students learn.

According to Cassaroti, Filliponi, Pieti, and Sartori (2002:37), the basic definition of distance learning considers that the teacher and the students are separate in the spatial dimension and that distance is filled by using technological resources. The impact of pandemic covid-19 for English education in all schools have a fatal impact on the wheel of life.

The education sector is also affected by this policy, especially in English learning at senior high school. Government decisions that dismiss or move the learning process from school to home. In the education, the government issues regulations on the education and learning process at every level of education carried out home with parent assistance.

According to previous research done by Arman (2017), the impact of using E-Learning on students learning achievement in basic of English education department in UIN Alauddin Makassar. The ideal distance learning as a media that is developed is the form innovation that has contributed greatly to changes in the learning process. Furthermore, distance learning is any utilization or use of the internet and web technologies to create online learning experience.

Using computers and new technologies have become a crucial part of learning as well as teaching that distance learning as new concept in learning. The second previous researcher is done by Maqtri (2014) did a research which entitled, How Effective is E-learning in Teaching English? : A Case Study. He found out that the strategies in learning online in teaching English were used by the students and the teacher was effective because they are interesting and motivated their learning, in this study is investigating the current state of e-learning in teaching English.

In distance learning, students and teachers are learning from home. They have several problems. Several schools that are accustomed to using technological devices in the learning process certainly do not encounter any problems. For example, in areas with minimal facilities equipment and networks. This condition must be done by all schools in Indonesia, including Kediri.

There was not preparation from schools and teacher. The teachers and students have to change their behavior in teaching and learning. As a result the teaching and learning process cannot run smoothly. Teaching English in Indonesia is teaching English to students whose first language is not the English language.

Teaching English refers to teaching the language to students which is different from their first languages, so it is called a foreign language. According to Maxom (2009:1), teaching English foreign language is an extension of what we do naturally, most people who speak the language well can teach others to some degree.

The purpose of TEFL is to enable teachers to be able to instruct students in English for students self-development, both in science, technology, and art. English as a verbal communication tool and nonverbal, supported by various learning resources available. The learners are expected to develop themselves in answering the needs of the times.

Mastering more than one foreign language, especially English, will open opportunities for learners to know something more things than someone who only knows one language. This matter happens because of a lot of the latest information about technology, art, and other information that is still stored in the original language and have not been translated into Indonesian.

Therefore, the government places English as one of the subjects on formal and informal institutions starting from the beginning of school, middle school, and senior high school. As stated in the curriculum 2013. There are various applications for distance learning class or digital learning management system such as: Whatsapp Basic mobile messaging application such as Blackberry Massanger. Whatsapp Messenger is a cross-platform messaging application that allows us to exchange messages using internet data packages.

Besides that, people can chat online, share files, exchange photos, and so on. This application is also often used by teachers to form groups with their students, then various materials are disseminated through this application so that students can continue to learn even from a distance. Edmodo Used to send data, in the form of text

files, audio images or videos.

This application allows teachers to share content, distribute quizzes, assignments, and manage communication with students. Zoom An application that provides remote conferencing services by combining video conferencing, online meetings, chat, to mobile collaboration. This application is useful for interactive meeting between teacher and students or student and student.

Based on the facts above the research describes: (1) The online learning applications that the English teachers apply to teach English. (2) The problems faced by the students dealing with the implementation of distance learning. Method This research is a case study and uses a qualitative approach. In collecting the data, the writer became a full observer.

She collected the data through observation and interviewed the students during the learning process at home. The subjects of the study were two students, they are a student SMA Negeri 7 Kediri (A) and a student from SMK Negeri 3 Kediri (B). The sources of the data in this study are qualitative data of the implementation distance learning to teach English.

She presents the data as the findings descriptively according to the order of research problems Findings and Discussion In this part, the writer presents the result of the research and the discussion Findings The Application in Teaching Learning Process The teachers applied some applications to teach English in some senior high schools in Kediri. The aims are to help the teacher facilitate students learning and provide social care and interaction during periods of school closure.

According to student A, the application used when she had English class at home was Whatsapp. The teacher gave the assignment and the materials for the students via Whatsapp group. The materials were explanatory text from narrative, descriptive, recount, and announcement.

After the teacher gave the materials, the students could ask questions that they did not understand related with the material the teacher gave. The assignment was given daily according to the schedule that the teacher had planned. The students learned the material provided independently, then they did the assignments. The materials was presented based on the plan.

When the teacher wanted to make a virtual face to face, she used the Zoom application. The teacher used this application to explain the material, so they could have interactive

communication. Besides that, the students also directly asked if they did not understand. The teacher used this application to check the students' understanding.

According to student B, the teacher taught English using Edmodo during the pandemic. The teacher used this application to share the material in the group. The students could follow the instruction from the teacher about the material. They could also upload their assignments directly, and the teacher could give feedback on the students works.

Besides, the teacher used Zoom application for face to face learning. The application was also used to teach speaking. The teacher gave questions and the students must answer with English language. The Problems of Learning English from Home According to student A, the problems of learning from home includes internet access, the student were not familiar with the application, and home atmosphere was not conducive. The most difficult was the student did not have enough internet quota.

The student was still passive in learning, she could not ask questions directly to her friends or the teacher when she had problems Based on student B, the readiness of the **teachers and the students** in utilizing technology when learning at home is still lacking. In fact, when the teachers teach English in the class, the teacher can apply a good strategy to help their students to invent and develop ideas well in all subjects in the English language until the students understood the material delivered by the teacher.

But in the online learning the researcher found, the teacher taught the student in the online class she still confuses about the technology they use. The teachers only share the material through Whatsapp and Edmodo application and gave the students instructions to read and then do the exercises. The **other problem faced by the students** from A and B related with understanding the materials and communication with the teachers.

The students admitted that **they needed more time** to interact with the teachers so that they could asked questions if they had the problem. As English is rarely used outside the class, **they needed more time** to practice. They had limited time as they had limited internet credit. There are many obstacles faced by **both teachers and students** in learning at home includes internet access, the teacher has not optimized technology, home atmosphere that is not conducive, and the most of difficult are students not have enough internet quota.

The students were not interested and feel bored to learn they still passive in learning, they have many difficulties when they study at home, the parents cannot help. Learning becomes ineffective because the students tell that the teacher not ready to provide

material through application technology. Greater challenges will arise if this policy implemented in areas with inadequate internet infrastructure and technology such as in villages.

Discussion According to Hardianto (2005), there are some competencies that must be owned by online learning teachers, as follows: mastering and updating the development of the internet, creative and innovative in presenting material, ability in online learning design, ability to manage online learning system, accuracy in the selection of online learning teaching materials, ability to control learning process.

This research found that all of **the teaching and learning process** was done by the teachers with the application that they know and understand only. The online learning method given without the readiness and training of the teachers to using technology and applications. **This study investigates the current state of e-learning in teaching English.**

It discusses about the problems of the students when they learned from home used distance learning method because a Covid-19 pandemic. Because online learning is given without the readiness of the teachers and the students, many problems arise as a result of which many problems arise. This research is different from a research by Maqtri (2014). He did a research entitled "How Effective is E-learning in Teaching English? A Case Study."

He **found out that the** strategies in learning online in teaching English were used by the students and the teacher was effective because they were interesting and motivated their learning. **Based on the findings** of the reaserach there are many problems related with the implementation of online learning. This finding has similarities with previous research by Arman (2017) about online class, in this research discuss the problems of teacher and students when using the application **during the learning process** in normal condition.

This research aims to find out **the impact of using e-learning on students** learning achievement and discovering the response of prospective students on using e-learning. From the discussion, it can be concluded that there are weaknesses and strengths of the implementation of distance learning. Apart from that, online learning must be implemented as long as there is the pandemic.

Conclusion **Based on the findings** and discussions, the researcher concludes that since the Covid-19 pandemic came, **the teaching and learning** English is done from home. The students continue their education through online learning and via video calls with their

teachers. It was found out that some applications to teach English in the distance learning were Edmodo, Whatsapp, and Zoom.

They shared the material in a group via Edmodo or Whatsapp. The students studied about the material the teacher delivers. The teachers invited the students to learn face to face via Zoom. The problems when they applied distance learning, time allocation, the uncondusive atmosphere, the students are not interested in learning because they cannot have interactive communication with their teachers and other students. The other problems are that they have difficulties in the internet network and internet credit.

Finally, the writer suggests to English teachers that they can switch to the platforms provided by the government as well as private enterprise, such as Belajar dari Rumah in TVRI in order to save te internet credit. Furthermore, the teachers should not give the students too much assignment. Online learning must go on as long as there is pandemic, but the teachers and the students must adapt with the condition to make the teaching learning process successful.

Further research on distance learning is still needed to improve the quality of teaching English. References Arman. (2017): The Impact of Using E-Learning on Students Learning Achievement in Basic of English Grammar course at the first semester English Education Department, UIN Alauddin Makassar, Makassar: English Education Department Tarbiyah and Teaching Faculty Uin Alauddin Makassar. Brown, Douglas. (2006).

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