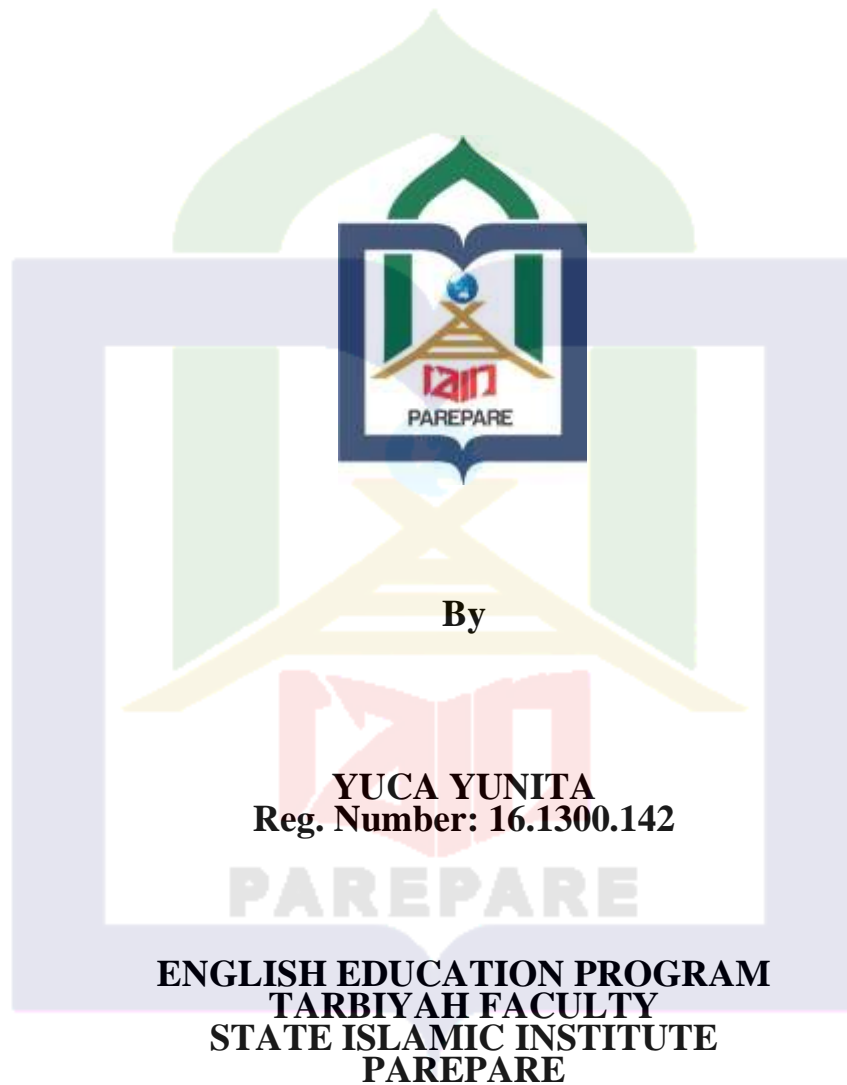


**A THESIS**

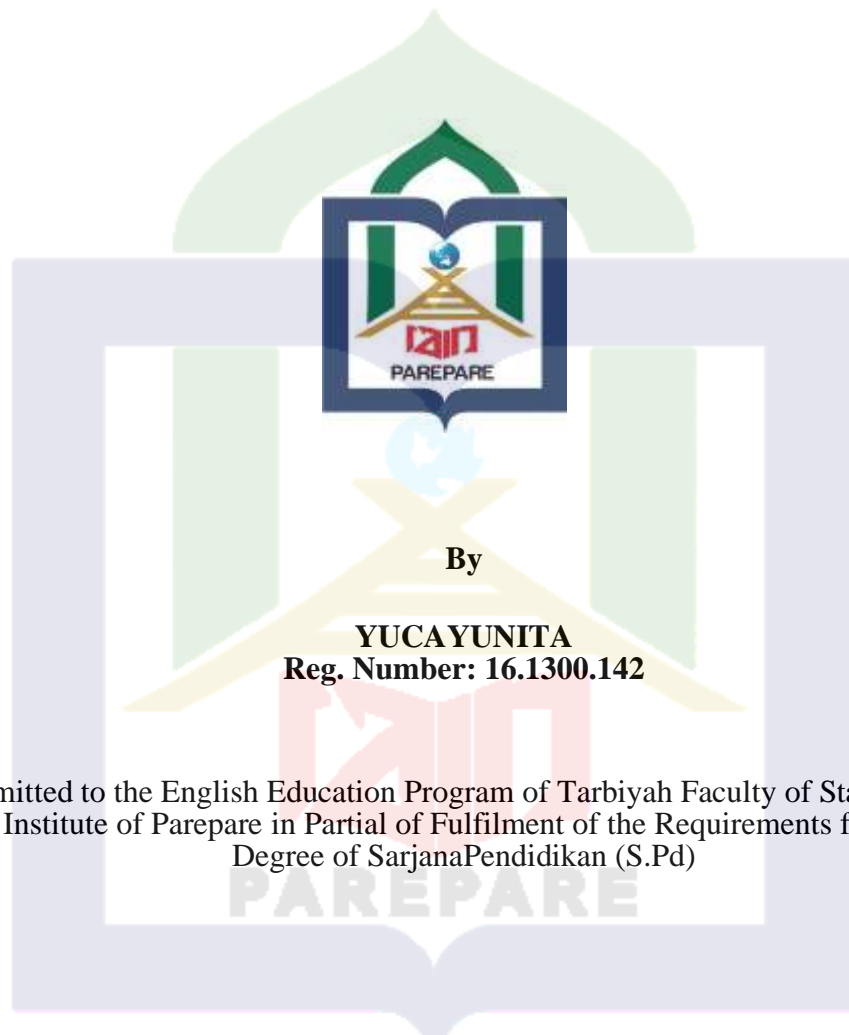
**IMPLEMENTATION AND OBSTACLES OF ONLINE ENGLISH  
LANGUAGE TEACHING DURING THE PANDEMIC  
(A CASE STUDY AT SMPN 8 SATAP MAIWA)**



**2022**

**A THESIS**

**IMPLEMENTATION AND OBSTACLES OF ONLINE ENGLISH  
LANGUAGE TEACHING DURING THE PANDEMIC  
(A CASE STUDY AT SMPN8 SATAP MAIWA)**



**By**

**YUCAYUNITA  
Reg. Number: 16.1300.142**

Submitted to the English Education Program of Tarbiyah Faculty of State Islamic  
Institute of Parepare in Partial of Fulfilment of the Requirements for the  
Degree of Sarjana Pendidikan (S.Pd)

**ENGLISH EDUCATION PROGRAM  
TARBIYAH FACULTY  
STATE ISLAMIC INSTITUTE  
PAREPARE**

**2022**

**IMPLEMENTATION AND OBSTACLES OF ONLINE ENGLISH  
LANGUAGE TEACHING DURING THE PANDEMIC  
(A CASE STUDY AT SMPN8 SATAP MAIWA)**

**Thesis**

**As Partial Fulfilment of the Requirements for the Degree of  
Sarjana Pendidikan (S.Pd)**

**English Education Program**

**Submitted by**

**YUCA YUNITA**

**Reg. Number : 16.1300.142**

**to**

**ENGLISH EDUCATION PROGRAM  
TARBIYAH FACULTY  
STATE ISLAMIC INSTITUTE  
PAREPARE**

**2022**

**ENDORSEMENT OF CONSULTAT COMMISSIONS**

Title of Thesis : Implementation and Obstacles of Online  
English Language Teaching during the  
Pandemic  
( A Case Study at SMPN 8 Satap Maiwa )

Name of Students : Yuca Yunita

Student Reg. Number : 16.1300.142

Faculty : Faculty of Tarbiyah

Study Program : English Program

By Virtue of Consultant Degree : SK. The Dean of Tarbiyah Faculty

No. 437.29 Tahun 2020

Approved by  
Consultant Commissions

Consultant : Mujahidah, M.Pd. (.....)

NIP : 197904122008012020

Co-Consultant : Wahyu Hidayat, Ph.D (.....)

NIP : 198205232011011005

Cognizant of:

Tarbiyah Faculty  
Dean  
Dr. H. Saepudin, S.Ag., M. Pd  
NIP. 19721216 199903 1 001

**A THESIS**  
**IMPLEMENTATION AND OBSTACLES OF ONLINE ENGLISH**  
**LANGUAGE TEACHING DURING THE PANDEMIC**  
**(A CASE STUDY AT SMPN8 SATAP MAIWA)**

Submitted by:  
YUCA YUNITA  
Reg. Num. 16.1300.142

Had been examined on August 5th, 2021 and had been declared that it fulfilled the requirements

Approved by

Consultant Commissions


Consultant : Mujahidah, M.Pd.  
NIP : 197904122008012020

(.....)

Co- Consultant : Wahyu Hidayat, Ph.D  
NIP : 198205232011011005

(.....)

Cognizant of:

Tarbiyah Faculty  
Dean  
  
Dr. H. Saepudin, S.Ag., M. Pd  
NIP: 19721216 199903 1 001

**ENDORSEMENT OF CONSULTANT COMMISSIONS**

Name of the Student : YUCA YUNITA

The Tittle of Skripsi : Implementation and Obstacles of Online English Language Teaching during the Pandemic  
( A Case Study at SMPN 8 Satap Maiwa

Student Reg. Number : 16.1300.142

Department : Tarbiyah

Study Program : English Program

By Virtue of : SK. The Dean of Tarbiyah Faculty No.  
Consultant Degree : 437.29 Tahun 2020

Date of Graduation : August, 5th 2021

Approved by Examiner Commissions

Mujahidah, M.Pd. (Chairman) (.....)

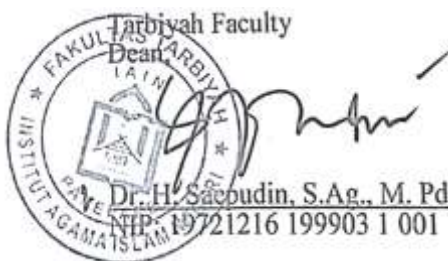
Wahyu Hidayat, Ph.D (Secretary) (.....)

Dr. Magdahalena Tjalla, (Member) (.....)

M.hum (Member) (.....)

Dr. Ahdar, M.Pd.I (Member) (.....)

Cognizant of:



## ENDORSEMENT OF CONSULTAT COMMISSIONS

Title of Thesis : Implementation and Obstacles of Online English Language Teaching during the Pandemic  
( A Case Study at SMPN 8 Satap Maiwa )

Name of Students : Yuca Yunita

Student Reg. Number : 16.1300.142

Faculty : Faculty of Tarbiyah

Study Program : English Program

By Virtue of Consultant Degree : SK. The Dean of Tarbiyah Faculty  
No. 437.29 Tahun 2020

Has been legalized by  
Consultant Commissions

|               |   |                     |         |
|---------------|---|---------------------|---------|
| Consultant    | : | Mujahidah, M.Pd.    | (.....) |
| NIP           | : | 197904122008012020  |         |
| Co-Consultant | : | Wahyu Hidayat, Ph.D | (.....) |
| NIP           | : | 198205232011011005  |         |

Approved by:

  
 Dr. H. Saepudin, S.Ag., M. Pd  
 NIP. 19721216 199903 1 001

## ACKNOWLEDGMENT

*Alhamdulillahirabbil 'alamina(a)*, first of all, the researcher would like to express her best regard to God Allah SWT, the lord of this world, the master of the day master, and the creator of the universe who has been giving her beautiful life, long life, so she can do her obligation as a worshipper in this world.

Secondly, her shalawat and salam to our prophet Muhammad saw who has replaced flag paganism with flag Islam on this earth and also who has brought us from uneducated person to be educated person.

The researcher realized that this thesis has never been possible to be finished without assistance of the other people. Therefore the researcher would like to express her gratitude to her beloved parents Muhammad Nur and Rahima for their incredible patience, endless love and affection, amazing support and motivation, and all of her family.

Her deepest gratitude is due to the first consultant Mujahidah, M.Pd and the second consultant Wahyu Hidayat, Ph.D. who has patiently guided and given constructive suggestions, useful corrections, valuable guidance, and overall support in making this thesis.

The researcher also would like to express her deepest and great thanks to:

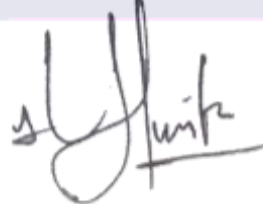
1. Head of State Islamic Institute (IAIN) Parepare, Dr. Ahmad SultraRustan, M. Si, and his staff for their help and motivation during her study.



2. Dr. H. Saepudin, S.Ag.,M.Pd. As The Decan of Tarbiyah Faculty of IAIN parepare, who has arranged a positive education for the students in the TarbiyahFaculty.
3. Mujahidah, M.Pd. as the Chairman of English Education Program for their kindness, motivation, amazing support, and supple management.
4. The lecturers and the staffs of the State Islamic Institute (IAIN) Parepare for their guidance during the years of her study.
5. The headmaster of SMPN 8 Satap Maiwa Ismail, S.Pd, and all the teachers who have given their permission to do research in SMPN 8 SatapMaiwa guided her during she did the research there.
6. Her friends in English Program Tarbiyah Faculty 2016. Thanks for giving support and sharing your time and being a good friend.
7. All people who have given their help in writing this “Thesis” that the writer could not mention one by one.

Finally, the researcher realized that this thesis still has any weaknesses and is still far from being perfect. Therefore, the researcher would highly appreciate all constructive suggestions and criticism. May the Almighty Allah SWT always make us be the lucky ones now and on, *aamiin*.

Parepare, June 21<sup>th</sup>, 2021  
The Writer



**YUCA YUNITA**  
**Reg. Num. 16.1300.142**



## DECLARATION ON THE AUTHENTICITY OF THE THESIS

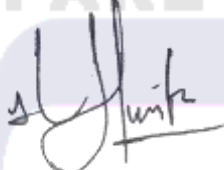
The writer who signed the declaration below:

Name of Students : Yuca Yunita  
Student Reg. Number : 16.1300.142  
Place and Date of birth : Salo Dua, June 2<sup>th</sup>, 1998  
Faculty : Faculty of Tarbiyah  
Study Program : English Program  
Title of Thesis : Implementation and Obstacles of Online  
English Language Teaching During the  
Pandemic  
(A Case Study at SMPN 8 SatapMaiwa)

Stated this thesis is her writing and if it can be proved that it was copied, duplicated, or compiled by any other people, this Thesis and the degree that has been gotten would be postponed.

Parepare, June 21<sup>th</sup>, 2021

The Writer



**YUCA YUNITA**  
**Reg. Num. 16.1300.142**

## ABSTRACT

**Yuca Yunita.** *“Implementation and Obstacles of Online English Language Teaching During the Pandemic (A Case Study at SMPN 8 Satap Maiwa) (Supervised by Mujahidah and Wahyu Hidayat).*

This study talked about online English language teaching. In situation, the teacher has an extraordinary change in the teaching model. They used to teach face to face but now they have found a new way out to teach on the government policy about education in a pandemic situation. They must be able to adapt to the condition. And this study discussed how the implementation of online English language teaching and what is the obstacles that faced during the implementation of that teaching model.

This study was on SMPN 8 Satap Maiwa by qualitative approach, this study focused on the teacher’s behavior during the teaching and learning process. To order to know and get a deep description about the implementation of teaching English dealing with the materials development, teaching steps, and classroom management in that school. The researcher was collected the data by observation during the teaching and learning process, interview the teacher, and documentation. The researcher interviewed two English teachers and also several students as the respondents.

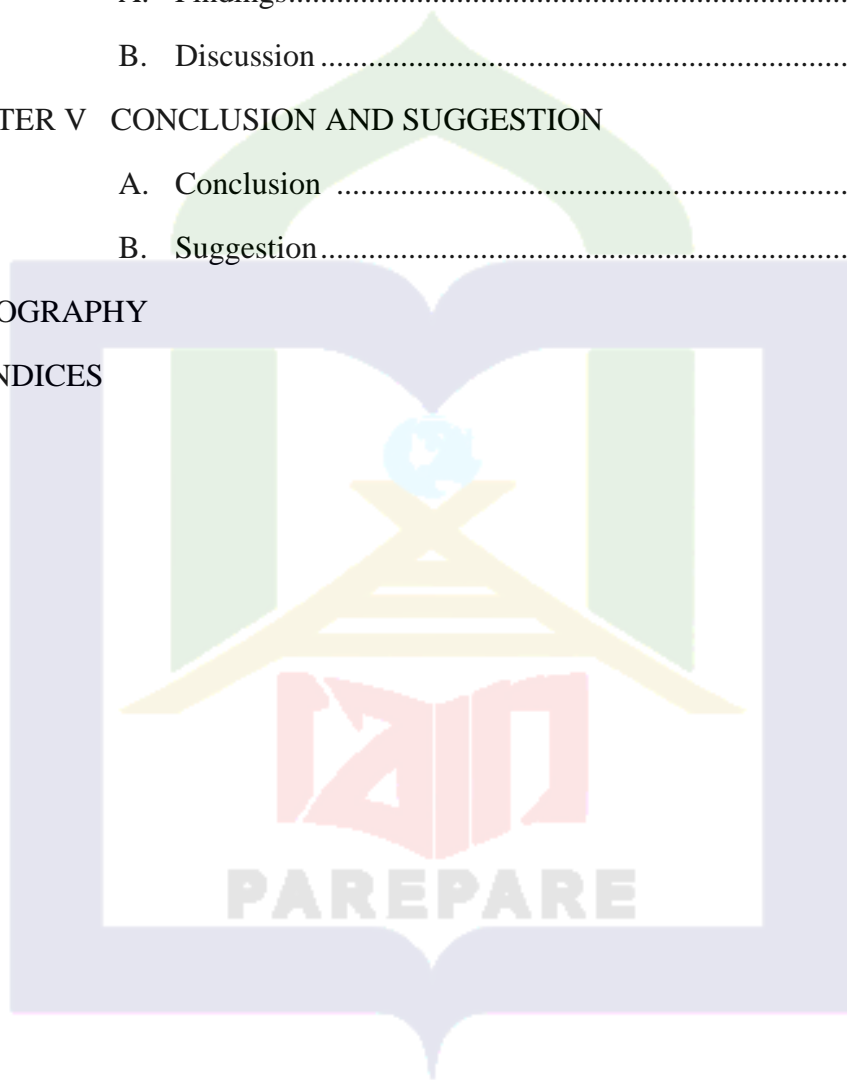
By studying about that for two weeks, the researcher found out that the implementation of online English language teaching is by making a group chat on WhatsApp and Google classroom. The most frequently used tool is WhatsApp, the online teaching strategy used is to create a subject group on Whatsapp, and learning materials are delivered by giving videos and explaining them in the form of records and typing in the Whatsapp group chat, then students are evaluated by checking the results of assignments in the form of recordings and worksheets that are deposited every week. and it is very rare to use the Google classroom because of some obstacles. The teacher admitted that the most trouble some things that the students live in an area where the internet is not good.

**Keywords:** *Implementation, Online English Language Teaching, and Obstacles*

## LIST OF CONTENTS

|   |     |
|---|-----|
| COVER .....   |     |
| COVER OF TITTLE.....                                | i   |
| SUBMISSION PAGE .....                               | ii  |
| ENDORSEMENT OF CONSULTANT COMMISSION.....           | iii |
| ACKNOWLEDGEMENT .....                               | vii |
| DECLARATION OF THE AUTHENTICITY OF THE THESIS ..... | ix  |
| ABSTRACT.....                                       | x   |
| LIST APPENDICES .....                               | xi  |
| CHAPTER I INTRODUCTION                              |     |
| A. Background .....                                 | 1   |
| B. Research Question.....                           | 5   |
| C. The Objective of the Research .....              | 5   |
| D. Significant of the Research .....                | 5   |
| CHAPTER II PREVIOUS AND RELATED LITERATURE          |     |
| A. Previous Related Research Finding .....          | 7   |
| B. Some pertinents ideas.....                       | 9   |
| C. Conceptual Framework.....                        | 22  |
| CHAPTER III METHODOLOGY OF THE RESEARCH             |     |
| A. The Research Design .....                        | 24  |
| B. Location and Duration of The Research .....      | 25  |
| C. Population and Sample.....                       | 25  |
| D. Research Focus .....                             | 27  |

|                                     |    |
|-------------------------------------|----|
| E. Instrument of the Research ..... | 27 |
| F. Technique of Data Analysis.....  | 30 |
| CHAPTER IV FINDINGS AND DISCUSSION  |    |
| A. Findings.....                    | 33 |
| B. Discussion .....                 | 49 |
| CHAPTER V CONCLUSION AND SUGGESTION |    |
| A. Conclusion .....                 | 53 |
| B. Suggestion.....                  | 54 |
| BIBLIOGRAPHY                        |    |
| APPENDICES                          |    |



## CHAPTER I

### INTRODUCTION

This chapter discussed the background of the study, identification of the problems, the objective of the research, and the significance of the research.

#### A. Background

Covid-19 has spread across 188 countries and has rightly been called a pandemic. As of March 2020, the Organization of World Health (WHO) recognized Corona Virus Disease (Covid-19) as a pandemic that has been a lot more than 200 countries in the world. As a measure to anticipate the spread. The Indonesian government validate and convince society in preventing the people infected by the Covid-19. Those preventing actions are social and physical distancing, staying, working, studying, and praying at home.<sup>1</sup> shifting of Eid Holidays, treating restriction large-scale social network (PSBB), closing the public services and facilities such as shopping mall, public transportation, and educational facilities (campus or school).

The covid-19 pandemic has an extreme impact o almost all sectors of the world communities. One of the sectors that must change their physical activities to prevent the spread of covid-19 is education. According to the Minister of Education and Culture of the Republic of Indonesia Regarding Circular Number 4 of 2020 concerning the implementation of Education Policy in the Emergency of the Spread of Corona Virus Disease (covid-19). The school is closed, teaching and learning must be conducted from home, students must endure having a face-to-face social interaction. Eventually, these experiences of isolation and remote learning away from

---

<sup>1</sup>Henry AditiaRigianti, “Kendala Pembelajaran Daring Guru Sekolah Dasar di Kabupaten Banjarnegara,” *A journal of Elementary school* ( 2020)

their peers, teachers, and classrooms have served as a cautious reminder of the importance of the human need for face-to-face social interaction.<sup>2</sup>

It makes the education department have to face the new educational situation. In fact, in applying a new policy, it must have several problems and must be a struggle to face it. Such in education, all education residents, especially at school, both teachers and students have to struggle with this new situation. This is what Kaplan also said in his study:

“Not only students are struggling in a pandemic situation, but also teachers have their situation. Most teachers need to focus on and encourage the decision making, problem-solving, flexibility, and adaptability.”<sup>3</sup>

However, the person who plays the most important role, in this case, is the teacher. The teacher has to be more struggle to build a new learning world for students so they can learn as comfortably as used to be on face-to-face learning at school.

Furthermore, the teacher needs to keep the students' enthusiasm for learning, solve problems that students are currently constrained in learning, must be flexible in providing value, and be able to adapt to the technology used in teaching.

In fact, in that situation, teachers have an extraordinary change in the teaching model. They used to teach face to face but now they have to find a new way out to teach based on the government policy about education in a pandemic situation. They must be able to adapt to the condition. The adaptation process requires teachers

---

<sup>2</sup><https://www.weforum.org/agenda/2020/03/4-ways-covid-19-education-future-generations/> (2020)

<sup>3</sup>Kaplan, A. & Haenlein, M, Users of the world, unite, *The challenges and opportunities of social media*, Business Horizons, vol. 53, no. 1, pp. 59–68. Publisher Site 2020



to have adequate knowledge of using the media of online teaching, prepare teaching materials that are suitable to present online such as soft files, videos, and also create a method or strategies to help teachers achieve teaching goals.

According to Mukundan, the offline teaching teachers see all. Control is absolute, the direction of teaching is fluid. There are interruptions, pauses, prompts, cues all of which are a part of learning-teaching while in offline teaching teachers must face the screen and transmission are central, transmission can be weak and when it works, the screen is very restrictive even if teachers can see all their students on the screen.<sup>4</sup>

In short, online teaching has several weaknesses, but also it does not rule out that it has advantages. On other hand, the learning process has to be on because students have to still learn in all situations so that they can't miss the lesson. Besides, the school also has targeted the achievement of the government's educational goal.

Therefore, all Indonesian schools and teachers work hard to improve their learners' English competency achieve the government's education goal. Realizing this fact, English teachers play an important role in the success of the program.

The function of social media is the communication function. Social media brings people together without the barriers of caste, color, creed, religion, or nationality. But in the present times, to define social media only with its ability to bring people together has been rejected by scholars. In contemporary terms, social

---

<sup>4</sup>Mukundan, Jayakaran *Creativity In The Pandemic*, A Presentation On A Collaboration Between Teflin And Iain Pontianak 2020, Theme "The Direction Of English Language Teaching During And Post Pandemic" Contributions To Research & Pedagogy, 24-28 Sept 2020

media is an application on the internet that builds on the foundations of Web 2.0 technology, which allows users to create and exchange content.<sup>5</sup>

Social media can use by the teacher as one way to make learning from home. The good news is that the students as the young generation are very good at using social media. Nowadays young generation can be defined as the generation of social media, most of the young generations were the experts and leading users of any platform of social media. However, in a panic situation of the pandemic, moving the offline classroom to the virtual room is the best way to still run the normal life of academic activities in the school although it needs more effort to do it.

The shifting teaching room that requires a teacher to be skillful and updated using social media can be the biggest challenge for many language teachers, especially the older generation. Furthermore, some issues that teachers must cope with are it is not easy trying to figure out how to teach, they have to reprepare for the lesson and the material to adjust with the online teaching model, particularly teaching the four skills namely reading, speaking, writing and listening. Besides, the issue of teaching methodology/strategies, the material of the language lesson, the skill in using the platform, technical matters such as the infrastructure, internet connection, availability of tools/gadgets may also become issues for teachers.

During the implementation of work from home and schools being closed to break the covid-19, the teaching and learning process at SMPN 8 Satap Maiwa has

---

<sup>5</sup>Kaplan, A. &Haenlein, M, Users of the world, unite, *The challenges and opportunities of social media*, Business Horizons, vol. 53, no. 1, pp. 59–68. Publisher Site 2020

changed drastically. In the past, teachers taught face to face or offline, now inevitably they have to adjust to the online learning model or what is now known online.

Therefore, for the interest of anticipation in the future and the situation of an ongoing pandemic, it is dispensable to know how teachers implement their teaching during the pandemic, the implementation in terms of their strategies/methodology, and the adjustment of teaching material. Besides it is also to know the obstacles faced by teachers during implementing their online language teaching in this case in SMPN 8 SatapMaiwa.

#### **B. Research Question**

To clarify the problem that is going to be analyzed, the research question is formulated as follows:

1. How did the teachers implement their online English language teaching in SMPN 8 Satap Maiwa ?
2. What are the obstacles encountered by the teacher in online English language teaching?

#### **C. The Objective of The Research**

1. To know the implementation of online English language teaching in SMPN 8 Satap Maiwa.
2. To know the obstacles of online English language teaching in SMPN 8 Satap Maiwa.

#### **D. Significance of The Research**

This study is expected to produce an outcome that will be useful for the development of the English teaching-learning process of online form. There are some expected advantages of the study, as follows:

Related to this research, the result of this research is expected to give benefits to as follow :

1. Teacher

The result of this study will be used to know how to implement online language teaching and know the obstacles of online language teaching. So that, others teachers can have early prevention towards the obstacles and good preparation in implementation their language teaching.

2. Students

The result of this research is to make the students know how to solve the obstacles in online language teaching during the pandemic covid-19.

3. Researcher

The researcher will have experience and knowledge related to online language teaching. Moreover, the researcher can broaden and have more references about teaching implementation of online language teaching.

## CHAPTER II

### PREVIOUS RELATED LITERATURE

#### A. Some Previous Finding

The massive and colossal migration from the face-to-face learning method to the e-learning method due to the covid-19 pandemic has become a new challenge for all educators.

In this part, the researcher showed previous research results from several previous researchers. Some other researchers have conducted similar research concern on obstacles and implementation. Those researches helped the arrangement of this research. There are three types of research the researcher takes as the previous study of this research. They were presented below.

Priyono Tri Febrianto, his research entitled “Implementation of online learning during the covid-19 pandemic on Madura Island, Indonesia” indicated that not all of the students prefer online learning, inclusive of expressing their disapproval that online learning is effective. Social, economic, and cultural factors are important indicators that online learning has not been able to be effectively carried out in several regions in Indonesia. Rural communities are not ready to welcome the latest methods and they are still comfortable using conventional methods. Online learning on Madura island is not only constrained by technical problems and facilities but also by the human resources that need to be encouraged to accept the latest learning models. Students consider this learning model to not be beneficial due to the presence of several obstacles, including the geographical area. This is because rural areas make it difficult to access the internet. They also have to buy an internet quota. Internet

access in some applications requires a large quota so this becomes a problem for some students, especially for those who come from lower-middle-income families.<sup>6</sup>

Priono's study showed several factors of online learning during the Covid pandemic that make the learning ineffective. All factors have been shown above. Priono tried to explain what the students experienced during learning online, and this study tried to explain what the teacher experienced then.

H.M Zaki, his research entitled "the implementation of online-based learning method in madrasah Ibtidaiyah Negeri 2 Mataram" this study found a fact that the method has faced various problems; the parents faced some problems like a lack of funds, time, and capability to help their children attending the online class. For students, e-learning is considered harder than the face-to-face learning method. Meanwhile, for the teacher, the problems were the lack of skills in using the gadget and the difficulty of monitoring and controlling the activeness of students during an online class.<sup>7</sup>

This Zaki's study explained what are the problems that exist in online-based learning. The problems were faced by both teachers and students. Zaki tried to study online-based learning at the elementary level, while this study tried to study it at the junior level. It has a different subject.

The last study that related to this current study belongs to Tira Nur Fitria, her research entitled "teaching English through online learning system during a

---

<sup>6</sup>P. t. Febrianto, Siti Mas'udah, L. Apreliana Megasari, "Implementation of Online Learning during the covid-19 pandemic on Madura Islan, Indonesia", *Jurnal International Pembelajaran, Pengajaran dan Penelitian Pendidikan*. <http://www.ijlter.org/index.php/ijlter/article/view/2503/pdf> (2020)

<sup>7</sup>H.M Zaki, "The Implementation of Online-Based Learning Method in Madrasah Ibtidaiyah Negeri 2 Mataram", UIN Mataram <https://journal.uinmataram.ac.id/index.php/tatsqif/article/view/2574> (2020)

covid-19 pandemic” said that the institution’s support in the online learning system could be described in three categories: (1) there were 66 respondents or 83.5% said yes, (2) there were 8 respondents or 10.1% said no, and (3) there were 5 respondents or 6.5% respondents answers with other responses. Meanwhile, the English lecturer's opinion toward implementing an online learning system showed two responses between positive and negative responses. These results suggest that the online learning system has the potential to help lecturers and students in the teaching and learning process.<sup>8</sup>

Tira’s study talked about the respondents’ opinions about the online learning system. The study showed that most respondents agree that the online learning system can support the learning process during Covid 19 Pandemic. Tira studies the same case with this current research but at a different level and focus. Tira focuses on respondents' opinions about learning support at the university level while this current research talks about how the teacher implements online learning at the junior high school level and also seeks the obstacles that could be faced during the online learning process.

The difference between this study and the results of this study is that in this study the researchers found obstacles to online learning for students and teachers alike, both networked, difficult to control students, evaluation systems, evaluations and from an economic point of view, whereas previous studies did not describe in detail anything, which becomes an obstacle in the online learning. And the second difference is in terms of the implementation of the teaching materials. This study

---

<sup>8</sup>Tira Nur Fitria, “Teaching English through online learning system during covid-19 the pandemic”, *Pedagogy: Journal of English Language teaching* 8,no. 2, Dec 2020 Teaching\_English\_Through\_Online\_Learning (2020)

explains how teachers implement materials when teaching, using what platforms and how to evaluate them, whereas previous studies did not focus on this.

## **B. Some Pertinent Ideas**

### **1. Corona Virus (Covid-19)**

Corona virus is a family virus that cause disease ranging from mild to severe symptoms, the type of corona virus is known causes diseases that can cause severe symptoms such as Middle East Respiratory (MERS) and Severe Acute Respiratory Syndrome (SARS). World Health Organization named the new virus the Severe acute respiratory syndrome coronavirus-2 (SARS-CoV-2) and the name of the disease Corona Virus Disease 2019 (Covid-19).

According to Cecilia and Paul The common symptoms that are often experienced by sufferers of Covid-19 such as coughing, shortness of breath, and fever. Symptoms appear when the body reacts against the Corona virus. Health workers have a very important role in fighting the spread of Covid-19. They are always at the forefront.<sup>9</sup>

Indonesia is one of the countries with the highest mortality rate due to Covid-19 with a figure reaching 8,9% at the end of March 2020. Cases of death due to COVID-19 in Indonesia are even higher when compared to China with only 4%. Though China is a country where Covid-19 was first discovered (Setiati & Azwar, 2020)

The high mortality rate due to Covid-19 is suspect because health facilities in Indonesia are not ready to deal with patients infected with Covid-19. Massive

---

<sup>9</sup>Cecilia Engko dan Paul Usmany, "Dampak Pandemi Covid-19 Terhadap Proses Pembelajaran Online," *Jurnal Akutansi* 6, no.1 (2020)



preparation should be taken seriously at the beginning of a disease that spreads in the People's Republic of China (Horton, 2020). Whereas before (Wu et AL, 2020) has warned all parties since early January 2020 that Covid-19 could become a global epidemic and suggested that a readiness plan must be carried out by ensuring the supply of personal medicines, personal protective equipment (PPE), and human resources needed to deal with the global outbreak.

The spread of Covid-19 is very dangerous and has a wide impact in various sectors, such as social and economic sectors. The prolonged Covid-19 pandemic and the policies adopted by the government have drastically reduced the activities and movements of people in big cities. Even worse, the policy has paralyzed the social and economic activities of the community, where people cannot work and are encouraged to be in their respective homes.<sup>10</sup>

The education department also is one of the various sectors that is impacted by the dangerous covid 19 virus. To solve its spread, the government made a new policy for the education department that the learning process shouldn't be in the classroom.

The Covid-19 crisis may well change our world and our global outlook; it may also teach us about how education needs to change to be able to better prepare our young learners for what the future might hold. These lessons include:

a. Educating citizens in an interconnected world

Covid-19 is a pandemic that illustrates how globally interconnected we are there is no longer such a thing as isolated issues and actions.

---

<sup>10</sup>Encup Supriatna, "Socio-Economic of the Covid-19 Pandemic: The case of Bandung City," *Journal of Governance* 5, no. 1, June 2020p. 62

Successful people in the coming decades need to be able to understand this interrelatedness and navigate across boundaries to leverage their differences and work in a globally collaborative way.

b. Redefining the role of the educator

The notion of an educator as the knowledge-holder who imparts wisdom to their pupils is no longer fit for 21st-century education. With students being able to gain access to knowledge, and even learn a technical skill, through a few clicks on their phones, tablets, and computers, we will need to redefine the role of the educator in the classroom and lecture theatre. This may mean that the role of educators will need to move towards facilitating young people's development as contributing members of society.

c. Teaching life skills needed for the future

In this ever-changing global environment, young people require resilience and adaptability – skills that are proving to be essential to navigating effectively through this pandemic. Looking into the future, some of the most important skills that employers will be looking for will be creativity, communication, and collaboration, alongside empathy and emotional intelligence; and being able to work across demographic lines of differences to harness the power of the collective through effective teamwork.

d. Unlocking technology to deliver education

The Covid-19 pandemic has resulted in educational institutions across the world being compelled to suddenly harness and utilize the suite of available technological tools to create content for remote learning for students in all sectors. Educators across the world are experiencing new possibilities to

do things differently and with greater flexibility resulting in potential benefits in accessibility to education for students across the world. These are new modes of instruction that have previously been largely untapped particularly in the kindergarten to Grade 12 arena.<sup>11</sup>

It is a good thing that we can learn and be aware of all of those things early. So, there is no more shock when the world becomes that fact in the future.

## 2. Online Teaching

Teaching is an activity carried out by the teacher in conveying knowledge to students. Teaching is also defined as learning and teaching interaction.

According to Coombs, the growth of online teaching is also the effect of the recent development in information technology.<sup>12</sup>

“Online teaching offers exciting opportunities to expand the learning for diverse student populations.<sup>13</sup> According to Nicole Buzzeto E-learning is more important for economic development, both of individuals and society. Because currently, the world of work needs an employee who understands technology.”<sup>14</sup>

From the definition above it can be concluded that a teacher should be prepared to meet their challenges of the times, especially in the field of technology for the future later did not rule out all of the learning processes will use the technology.

<sup>11</sup><https://www.weforum.org/agenda/2020/03/4-ways-covid-19-education-future-generations/> (2020)

<sup>12</sup>Coombs, N, Jonh Wiley & Sons, “Making Online Teaching Accesible: Inclusive Course Design for Students with Disabilities”, (2010)

<sup>13</sup>Matthew N.O. Sadiku, Philip O. Adebo, and sarhan M.Musa, “Online Teaching and Learning”, *International Journals of advanced Reasearch in computer science and software Engineering* (2018)

<sup>14</sup>Nicole A. Buzzetto, *Principles of Effective Online Teaching* Hollywood: University of Maryland Eastern shore ( 2007)

In order the online teaching can be successful, it is recommended that the instructor should follow the following seven principles :(1) encourage student participation,(2) encourage student cooperation,(3) encourage active learning, (4) give prompt feedback,(5) emphasize time on task, (6)communicate high expectations, (7) respect deserve talents and ways of learning.<sup>15</sup>

In this online learning, the teacher has a very big role that online learning can be successful. So, the teacher must pay attention to that very much.

a. Strategies of online language teaching

After the emergence of the Covid-19 epidemic in the hemisphere, the education system began to look for innovation in the teaching and learning process. Moreover, Circular no. 4 of 2020 from the Minister of Education and culture recommends that all activities in educational institutions must keep their distance and all material delivery will be delivered in their respective homes.

Every institution is also required to provide the latest innovations to shape this highly effective learning process. Unfortunately, not all educational institutions seem to fully understand the latest innovations that must be used to carry out learning during a pandemic. Most of them are still unable to adjust it because of constraints on facilities and infrastructure.<sup>16</sup>

---

<sup>15</sup>Matthew N.O. Sadiku, Philip O. Adebo, and sarhan M.Musa, “Online Teaching and Learning”, International Journals of advanced Reasearch in computer science and software Engineering, (2018)

<sup>16</sup>Sevima, “6 Metode Pembelajaran Paling Efektif di Masa Pandemi Menurut Para Pakar,”<http://sevima.com/6-metode-pembelajaran-paling-efektif-di-masa-pandemi-menurut-para-pakar/> (2020)

Don't worry just yet, for those of you who are still confused about finding the latest learning model that is right for your students. Some experts are already discussing suitable learning methods during this pandemic. What are the learning methods? Here's the review.

### 1. Project-Based Learning

Project-based learning is a learning method that uses projects or activities as media. Students conduct exploration, assessment, interpretation, synthesis, and information to produce various forms of learning outcomes. Project-based learning is a student-centered learning model to conduct an in-depth investigation of a topic. Constructively deepen learning with a research-based approach to serious, real, and relevant problems and questions.

### 2. Online Method

To get around this unfavorable situation, online methods can be one of the most effective ways to overcome it. Reporting from Kumparan, Kemendikbud revealed that online methods can overcome problems that occur during this pandemic.

This method allows students to make good use of existing facilities at home. Like creating content using items around the house or doing all learning activities through the online system.

Well, this online method is very suitable for students who are in the red zone. By using a full online method like this, the learning system that is delivered will continue and all students remain at their respective homes in a safe condition.

### 3. Home Visit Method

As with other methods, home visits are an option in the learning method during this pandemic. This method is similar to teaching and learning activities delivered during home schooling. So, the teacher conducts a home visit at the student's house for a certain time.

Reporting from Kumparan, this method was suggested by the Head of Partnership Division of FulldayDaarul Qur'an, Dr. Mahfud Fauzi, M.Pd which is very suitable for students who do not have the opportunity to get a suitable set of technology. Thus, the material that will be given to students can be conveyed well. Because the subject matter and the existence of the assignment given can be carried out well.

#### 4. Integrated Curriculum

This learning method was delivered by a member of Commission X DPR RI Prof. Zainuddin Maliki. Quoted from JPNN.com, the former Chancellor of the University of Muhammadiyah Surabaya said that learning would be more effective when referring to the project base. In which, each class will be given a project that is relevant to the related subject.

This learning method does not only involve one subject but also links other learning methods. By applying this method, in addition to students who collaborate in working on projects, other lecturers are also allowed to hold team teaching with lecturers in other subjects.

The integrated curriculum can be applied to all students in all regions because this method will be applied with an online system. So the implementation of the integrated curriculum is considered very safe for students.

#### 5. Blended Learning

The blended learning method is a method that uses two approaches at once. In a sense, this method uses an online as well as a face-to-face system through video conference. So, even though students and teachers do remote learning, they can still interact with each other.

Quoted from [sibatik.kemendikbud.go.id](http://sibatik.kemendikbud.go.id), Yane Henadrita revealed that the blended learning method is one of the methods that is considered effective for improving the cognitive abilities of students.

This method has begun to be designed and applied in the early 21st century. However, along with the outbreak of the Covid-19 outbreak, this method is being studied more deeply because it is considered to be a suitable learning method for students in Indonesia.

### **3. Meeting Platforms of Online Language Teaching**

Education is one of the aspects used as a forum for shaping the character of the nation's children.

Technology gives a chance to the teacher to apply digital tools into the teaching and language learning process. It facilitates and supports the education sector to face digital teaching. Therefore, in the digital era, it is necessary to explore the importance of the digital era not only in terms of preparing students for an uncertain future but in building a confident, safe character as users of digital technology today.

Therefore, teachers must master several learning media from time to time because conditions are always changing. Especially when Covid-19 hit Indonesia. So the usual learning systems must face a shift to online or commonly referred to as online learning. According to Dabbagh and Ritland, online learning is open and

distributed learning system using pedagogical tools (educational aids), which are made possible through the internet and network-based technology to facilitate the formation of learning and knowledge processes through meaningful actions and interactions.<sup>17</sup>

It is true that when the condition forbids the learning process face to face in the classroom, it is true that online learning is a way to solve it although there is some effort to do it. As the most important role in the learning processes, the teacher has to master this new learning system in education. In the online learning process, some internet tools (applications) can be used.

Tools of teaching at face-to-face schools are very different from online teaching media. There are several media used when online teaching as to follow:

a. Whatsapp

Whatsapp is an instant messaging application for smartphones, when viewed from its function WhatsApp is almost the same as the SMS application that is usually used on old cellphones. But Whatsapp doesn't use credit, but internet data. So, in this application, you don't worry about the length of the characters. There are no restrictions, as long as your internet data is adequate.

Even though it is an instant messaging application, there is something unique about WhatsApp. So, the system of contact recognition, verification, and message sending is still carried out through a registered cellphone number. This method is different from BBM, which uses a PIN, or LINE, which in addition to cellphone numbers also supports email and username.

1) The features of Whatsapp

---

<sup>17</sup>KH. Lalu Gade Muhammad Zainuddin Atsani, "Transfromasi Media Pembelajaran Pada Masa Pandemic Covid-19," *A Journal of Study Islam* 1, no. 1, (2020)



Send a text message, Send photos from the gallery or the camera, Send videos, Send office files or others, Voice call, including sending your voice message that the recipient can listen to at any time, share your location using GPS, Send a contact, Whatsapp also supports several emojis, but for stickers.<sup>18</sup>

We can conclude that WhatsApp is one of the applications that are useful for everyone especially teachers because they can teach and send the material using the application. And also almost all students can use this application.

## 2) Aplikasi Zoom

Zoom application offers convenience and flexibility in it. Zoom is an electronic learning application ( E-learning) based on open source. Group providing online courses or online classrooms that seem to replace the function of the learning process in the classroom such as material providers, communication between tutors and learning citizens, attendance, and evaluation. The advantage of the zoom application can record all learning activities between tutors and residents learn for a long time.<sup>19</sup>

In this current situation, for making the learning process easier, Zoom as one of the tools on the internet can be used as the way to make online learning because the tools can cover many participants and all participants can interact with each other by the camera. It is good if the teacher and students can see each other in learning although with a camera.

---

<sup>18</sup>Bambang Winarso, "Apa itu whatsapp, sejarah dan fitur-fitur unggulannya", <https://dailysocial.id/post/apa-itu-whatsapp/> ( 2 December 2015) diakses pada 3 December (2020)

<sup>19</sup>Nugraha Permana Putra, "Solusi Pembelajaran Jarak Jauh Menggunakan Aplikasi Zoom dan Whatsapp Group di Era New Normal Pada Warga Belajar Paket C Di Pusat Kegiatan Belajar Masyarakat (PKMB) Bina Insani," universitas Muhammadiyah Cirebon, *A journal of jipsindo* 7, no. 2, (2020)

### 3) Google Classroom

Google Classroom is a free web service developed by Google for schools that aims to simplify creating, distributing, and grading assignments. The primary purpose of Google classroom is to streamline the process of sharing files between teachers and students.<sup>20</sup>

In online learning, google classroom is a good one because it has many advantages. One of the advantages is the students can't be lost any material because the materials are always on the internet that can access anytime and anywhere.

### 4) E-learning apps

E-learning can be defined as a form of information technology application in education in the form of a website that can be accessed anywhere.<sup>21</sup> Learning that is structured to use an electronic or computer system so that it can support the learning process.

There are several benefits of E-learning, namely:

- a). Flexible. E-learning provides flexibility in choosing when and where to access the trip.
- b). Independent Learning. E-learning provides an opportunity for independent learners in control of learning success.
- c). Cost Efficiency. E-learning provides cost efficiency for administrators, efficiency in the provision of physical facilities for learning, and cost

---

<sup>20</sup>"Google Classroom," *Wikipedia the free Encyclopedia*.  
[http://en.m.wikipedia.org/wiki/Google\\_Classroom](http://en.m.wikipedia.org/wiki/Google_Classroom) (2020)

<sup>21</sup>"E-leaning," *wikipedia the free encyclopedia*.  
[https://id.m.wikipedia.org/wiki/Pembelajaran\\_elektronik](https://id.m.wikipedia.org/wiki/Pembelajaran_elektronik) (2020 )

efficiency for learners is the cost of transportation and accommodation.<sup>22</sup>

E-learning is also a good choice to do the online learning process to make the learning easier.

#### **4. Obstacles Factors of Online Language Teaching**

There is a different role of the teacher in conventional pandemic environments. In the conventional environments, the teachers see all, control is absolute, the direction of teaching is fluid. There are interruptions, pauses, prompts, cues, all of which are a part of learning - teaching. Meanwhile, in the new-normal the screen and transmission are central. Transmissions can be weak and when it works, the screen is very restrictive even if teachers can see all their students on the screen.

According to a recent American Federation of Teachers report on distance learning, faculty must be prepared to meet the special requirements of teaching at a distance. Some of the challenges for instructors of teaching online include: (1) Familiarity with the online environment, (2) Capacity to use the medium to its advantage, (3) Being available to students on an extended basis electronically, (4) Providing quick responses and feedback to students.

Other perceptions revealed on the obstacles of online language teaching were digital infrastructure inequity, large digital divide amongst teachers, teachers need to upskill or reskill, borders are closed so it is hard for trainers to travel.<sup>23</sup>

---

<sup>22</sup>Amin Hasan, "Pengertian, Karakteristik dan Manfaat E-learning" <http://www.smkbkujkt.sch.id/read/16/pengertian-karakteristik-dan-manfaat-eLearning>. (2020)

<sup>23</sup>Quraishi Huma Nadra & Rauf Huma, *Chalking the way forward in ELT practices: during and post Covid-19*, a presentation on A Collaboration Between Teflin And Iain Pontianak 2020, theme: The direction of English language teaching during and post pandemic: contributions to research & pedagogy, (2020)

In short, all things have flaws, including the online learning process. However, the flaws will create a new solution then.

### C. Conceptual Framework

The conceptual framework is a picture of the pattern of the relationship between the user variable to explain the theoretical regulation between the variables to be studied. The conceptual framework underlying this research gives the following diagram :

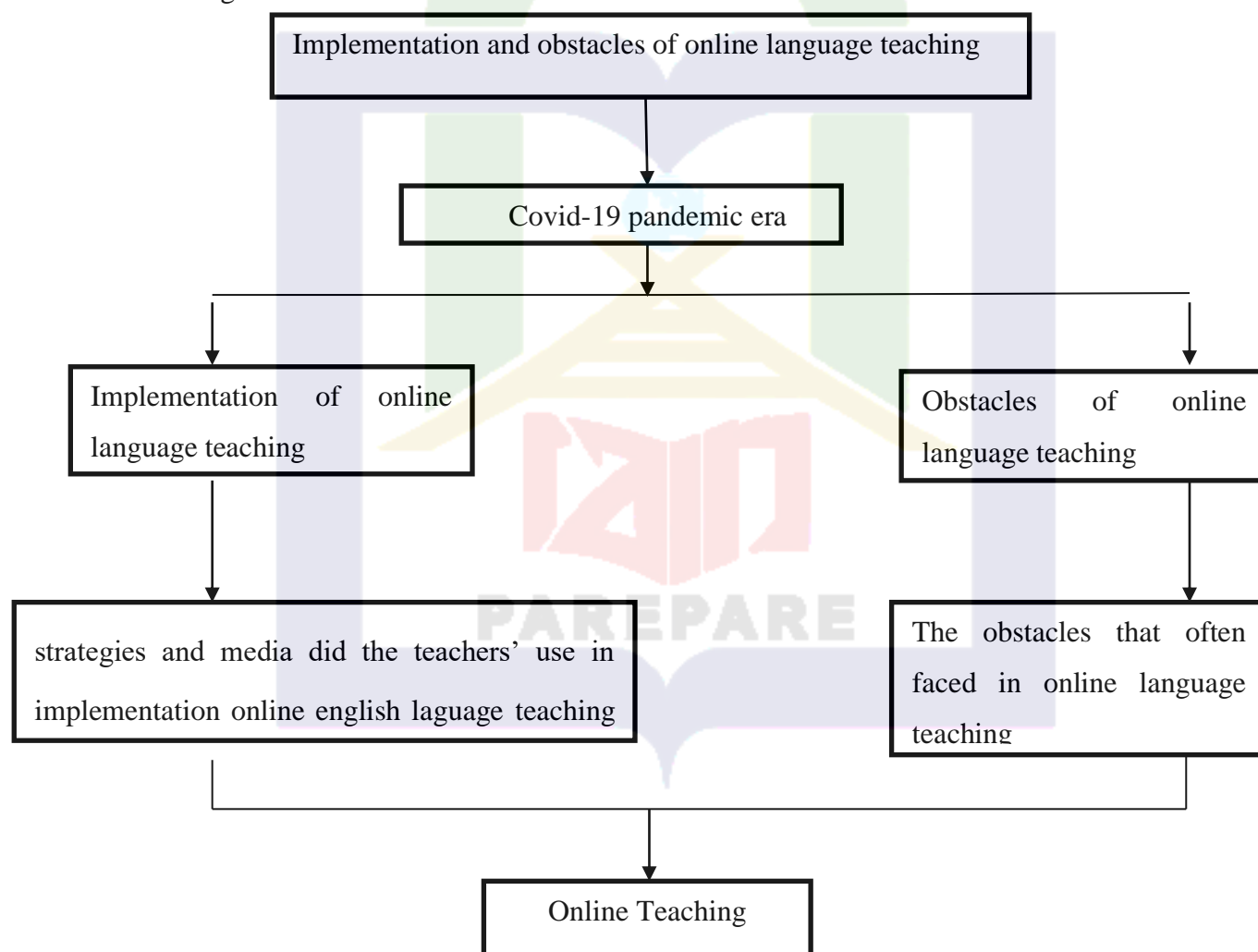
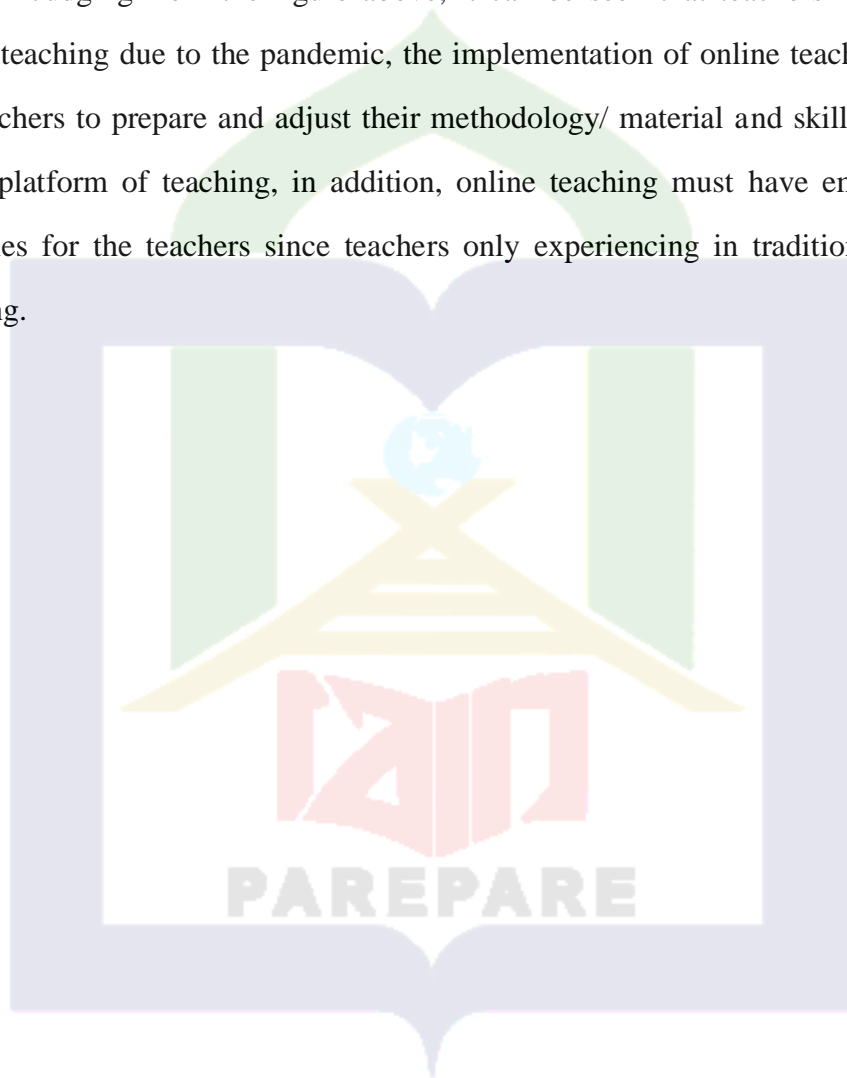


Figure 1. The theoretical framework

Judging from the figure above, it can be seen that teachers must conduct online teaching due to the pandemic, the implementation of online teaching requires the teachers to prepare and adjust their methodology/ material and skill in using the media/platform of teaching, in addition, online teaching must have emerged some obstacles for the teachers since teachers only experiencing in traditional language teaching.



## CHAPTER III

### METHODOLOGY OF THE RESEARCH

#### A. The Research Design

The method that has been used in this research is a qualitative method with a case study approach. This study focused on the teacher's behavior or activities during the teaching and learning process. To know and get a deep description about the implementation of teaching English dealing with the materials development, teaching steps, and classroom management in that school. The data will be found from observation during the teaching and learning process, interview the teacher, and documentation.

According to Merriam and Grenier qualitative research is designed to understand the phenomenon from the participant's perspective rather than numbers, words, or pictures are used in conveying what the researcher chose about the topic of the research.<sup>24</sup>

“Qualitative research use theories or patterns consistent with qualitative design type. In qualitative research, the use of theory is less clear than in quantitative designs. The trend used for "theory" varies by type of design.”<sup>25</sup>

Based on some of the definitions above, the writer can conclude that qualitative research is a research method that aims to gain an understanding of reality through an inductive thinking process because through qualitative research researchers can identify subjects, feel what they experience in everyday life.

Erickson in Sugiyono states that the characteristics of qualitative research are as follows:

---

<sup>24</sup>Merriam, S. B, Grenier, R. S, *Qualitative research in Practice: Example for Discussion and Analysis*, (2019)

<sup>25</sup>John W. Creswell, *Research Design Qualitative Quantitative Approaches* (London: International Education and Professional Publisher) (1994)

*Intensive, long-term participation in field settings, which is carried out intensively, and researchers participate for a long time in the field.*

*Careful recording of what happens in the setting by writing field notes and interview notes by collecting other kinds of documentary evidence, namely Taking care of what happens.*

*Analytic reflection on the documentary records obtained in the field, namely, conducting a reflective analysis of various documents found in the field.*

*Reporting the result using detailed descriptions, direct quotes from the interview, and interpretative commentary, namely, making a detailed research report.<sup>26</sup>*

Based on this, it can be argued that qualitative methods can be carried out intensively, researchers participate for a long time in the field, note carefully what happened, carry out reflective analysis of various documents found in the field, and make detailed research reports.

## **B. Location and Time of The Research**

This research was conducted in SMPN 8 Satap Maiwa, focusing on the English teachers at the Junior High school level, and this research plans 3 weeks of research including analysis data.

## **C. Population and sample**

### **1. Population**

According to Sugiono's statement, the population is "the whole of the object of research which can be human, animal, plant, air, symptom, value, events, the attitude of life, etc." So, this object can be the source of research data<sup>27</sup>. The informant of the research is the English teachers of SMPN 8 Satap Maiwa.

---

<sup>26</sup>Sugiono, *Metode Penelitian Pendidikan Pendekatan Kualitatif, Kuantitatif dan R & D*. (Cet.XIV, Bandung: Alfabeta) (2012)

## 2. Sample

The sample is defined as several members selected from the population<sup>28</sup>. According to sugiyono, the sample that is taken from the population must be representative<sup>29</sup>.

A sample is defined as a smaller set of data that a researcher chooses or selects from a larger population by using a pre-defined selection method.<sup>30</sup> This research employs the nonprobability sampling technique of purposive or judgmental sampling. The nonprobability sampling technique is often associated with case study research design and qualitative research. With regards to the latter, case studies tend to focus on small samples and are intended to examine a real-life phenomenon, not to make statistical inferences about the wider population. While one type of nonprobability sampling is purposive or judgmental sampling, it is a strategy in which particular settings persons or events are selected deliberately to provide important information that cannot be obtained from other choices. It is where the researcher includes cases or participants in the sample because they believe that they warrant inclusion.<sup>31</sup>

In this research the sample is the English teachers of SMPN 8 SATAP Maiwa which consist of two teachers. They teaches the whole students from class VII to class IX in SMPN 8 SATAP, Maiwa.

<sup>28</sup>Juliansyah Noor, *Metodologi Penelitian Skripsi, Tesis, Disertasi & Karya Ilmiah* (Prenada Media).

<sup>29</sup>Sugiyono, *Statistika Untuk Peneliti*, (Bandung: Alfabeta (2010)

<sup>30</sup>Dan Fleetwood, "Sample: Definition, Methodologies, Types, Formula, and Examples," Official website of QuestionPro. <http://www.google.com/amps/s/www.questionpro.com/blog/sample/amp/> (2020)

<sup>31</sup>Hamed Taherdoost, "Sampling Methods in Research Methodology; How to Choose a Sampling Technique for Research," *International Journal of Academic Research in Management (IJARM)* <https://hal.archives-ouvertes.fr/hal-02546796> (2020)



#### **D. Research Focus**

This study focused on the implementation and obstacles of online language teaching during the COVID 19 pandemic in Junior high school. It explains how the teaching implementation especially in English subject. Besides, it also provides all obstacles that face online language teaching.

#### **E. Instrument of the Research**

To obtain the data that the writer wanted to examine, the data collection techniques used in this study were through interviews, observation, and documentation.

##### **1. Interview**

The interview is a method of collecting data that is used to obtain information directly from the source. An interview is a conversation conducted by two parties, namely the interviewer (*interviewer*) who asks the question and the interviewee (*Interviewee*) who provides the answer to that question.<sup>32</sup>

There are several ways of dividing the types of interviews described in the literature, one of which is suggested by Patton as follows.

- a. Informal talk interview. In this type of interview, the questions asked to depend on the interviewer himself, so it depends on his spontaneity in asking questions to the interviewee. The relationship between the interviewer and the interviewee is in an ordinary, natural setting, while the questions and answers go like normal conversations in everyday life.
- b. The approach uses general interview guidelines. This type of interview requires the interviewer to outline and outline the main questions of the

---

<sup>32</sup>Haris Herdiansyah, *Wawancara, Observasi dan Focus Groups Sebagai Instrumen Penggalan Data Kualitatif* (Jakarta: Rajawali Pers, 2013)

interview, but it does not have to be asked in order. The interview guide only contains an outline of the process and content of the interview to keep the planned points fully covered. Conducting interviews and ordering of questions is adjusted to the condition of the respondent in the actual interview contact.

- c. Open Interview. This type of interview uses a standard set of questions. The order of the questions, the words, and the way they are presented are the same for each respondent.<sup>33</sup>

The researcher will interview the sample to get detailed and comprehensive information about the teacher's implementation of online language teaching and obstacles of online language teaching. The sample's answer will be recorded.

## 2. Observation

Observation is making direct observations to the object of research to take a close look at the activities carried out. If the object of research is human behavior and actions, natural phenomena (events that occur in the environment), work processes, and the use of small respondents.

“Observing natural phenomena aided by systematic calculations and measurement led to the development of theories and laws of nature's forces. Observation continues to characterize all research; experimental descriptive, and historical”.<sup>34</sup>

Three situations can be investigated through observation, namely:

- a. Situation Free

In an independent situation, the people being observed are not disturbed, they do not even know that they are being observed. By observing the

<sup>33</sup>Basrowi & Suwandi, *Memahami Penelitian Kualitatif*.

<sup>34</sup>Jhon W, *Research in Education* (America: prentice hall Inc 1981),.

independent situation, the observer can obtain reasonable data about the events or behavior of a person or group.

b. Situation Created ( *Manipulated Situation* )

In a situation like this, the observer deliberately creates or adds certain conditions or situations, then replaces how the reactions arise with the conditions or situations that are deliberately created.

c. Observation Blend ( *Partially Controlled* )

A mixed situation is a situation in the observation that is a combination of a *free situation* and a *manipulated situation*.<sup>35</sup>

Observation is a complex process, a process that is composed of a variety of biological and psychological processes. Sugiyono stated that *through observation the researcher learned about behavior and the meaning attached to that behavior*. Through observation, the researcher learns about the behavior and the meaning of that behavior.

The stages of this observation are:

- 1) Observation of the school environment,
- 2) Observation of teaching and learning activities,
- 3) Observations of teachers and students both indoors and outdoors,
- 4) Observation of events outside the classroom.

### 3. Dokumentation

Documentation is a way of collecting data by recording and utilizing data in the field, both in the form of written data such as books, newspapers, archives, letters,

---

<sup>35</sup>Sigit Pramono, *Panduan Evaluasi Kegiatan Belajar Mengajar*, (P. I: Jogjakarta: Diva Press,2014)

and photos. This method is a way of collecting data that produces important notes related to the problem under study so that it will obtain complete, valid, and not based on estimates. This method only retrieves existing data.<sup>36</sup>

In this case, the documentation is used in several stages, namely:

- a. Collecting data on school data sources such as teachers, students, infrastructure, achievements, and others. At this stage,
- b. Documenting events and activities related to the problems studied using a camera
- c. Documenting all documents about learning such as lesson plans, annual programs, semester programs.

#### **F. The Technique of Data Analysis**

Data analysis is a process of *descriptions* and compilation of interview transcripts and other collected materials. This means that researchers can improve their understanding of the data so that they can improve their understanding of the data and then present it to others more clearly about what has been found or can be obtained from the field.<sup>37</sup>

Patton states that:

“Analysis the data is the process of arranging the order of the data, organize them into a pattern, category, and a basic outline. Patton also distinguishes it from interpretation, which is to give significant meaning to the analysis, explain the description and look for relationships between the dimensions of description”.<sup>38</sup>

In this research, a qualitative case study is used, as the main instrument in qualitative research is the researcher himself. The step is to examine all existing data, then the researcher can draw certain conclusions from the results of understanding

<sup>36</sup>Basrowi & Suwandi, *Memahami Penelitian Kualitatif*.

<sup>37</sup>Sudarwan Danim, *Menjadi peneliti Kualitatif* (Bandung: CV. Pustaka setia, 2002)

<sup>38</sup>Moleong, *Metode Penelitian Kualitatif* (Jakarta: Rosda Karya, 2006)

and understanding based on the assumptions of the communication process approach so that the data is saturated.

There are three activities in analyzing the qualitative data, such as the stage data collection, data display, and conclusion or verification.<sup>39</sup> The researcher presented the data after all interview was conducted and followed these steps:

1. Data Collection

The activity of data collection and the activity of data analysis is a cyclical and interactive process. Thus, during the data collection the researcher circulates among these four steps continually to grasp all of the information needed in the next steps of data analysis. In the other words, it is the stage where the researcher tries to find out the data were reduced, displayed, and concluded. In this research, the writer collects the data of the teachers' strategies in speaking.

2. Data Reduction

Reducing data means summarizing, focus on the important substances, and this poses the unnecessary. There are many data were collected from the interview in this research. In this research, the researcher finished the data which were related to the research objective and found the pattern of it. Here the data related to the research is the data from the interview.

3. Displaying data

The next step is presenting the data. This technique was used in arranging information description or narration to conclude. The researcher displays the data then describes it. After describing the data, the researcher analyzed the data. The researcher presented the data from the strategies and media did the teachers use in

---

<sup>39</sup>Setiyadi, Ag, B, *Metode penelitian untuk pengajaran Bahasa Asing: Pendekatan Kuantitatif dan Kualitatif*, (Yogyakarta: Graha Ilmu, 2006)

implementation and obstacles online English language teaching in SMPN 8 SatapMaiwa?

#### 4. Conclusion and Verification

These stages show the final result of the research. It consists of conclusion and verification. The researcher draws the conclusion and interpretation relating to the data. The last step is making a conclusion and suggestion best on the data analysis classified the data will be obtained, the researcher infers the research finding into a single overall conclusion accordingly the research data.



## CHAPTER IV

### RESEARCH FINDING AND DISCUSSION

In this chapter, the researcher explains about research result of observation, interview, and documentation. This will be presented in the form of findings as follows.

#### A. Research Finding

Researchers conducted a test interview with the teacher first to find the implementation of online language teaching and to find out the obstacles that exist on online language teaching. Two English teachers were becoming the informants. Researchers conducted an interview test on February, 21th 2021.

##### 1. Implementation of online English language teaching during the pandemic

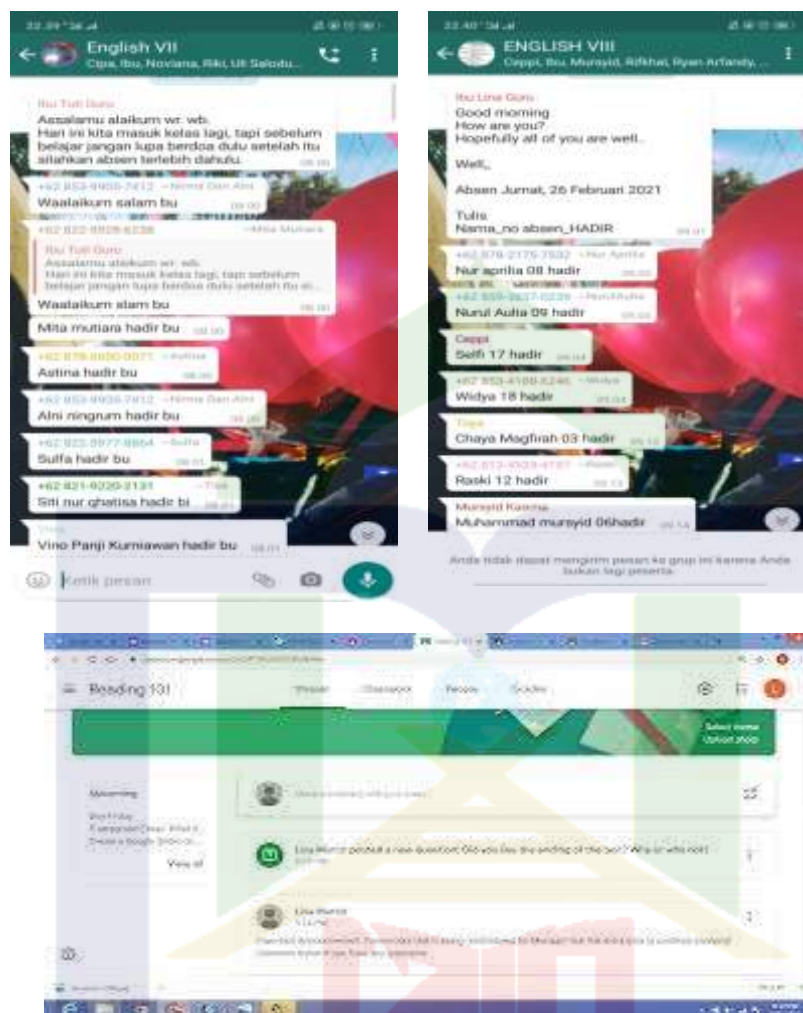
In the implementation of the online teaching, the teacher used several media that were suitable for the area where the network was not very good, namely Google Classroom and WhatsApp. The learning strategy used is to summarize the material in the learning and the videos related to the material we send through google classroom or WhatsApp and explain it in the form of typing in the WhatsApp group chat. Then students were evaluated by checking the results of assignments in the form of recordings, videos, and worksheets that were submitted every week.

“We apply this online teaching by creating group chat subjects on the platform that we used”<sup>40</sup>

Based on the result of interviewing the teacher, the online language teaching implemented by some software; applications. In that school, the applications that were used were only two. They were Google Classroom and Whatsapp.

---

<sup>40</sup>Harlina, ( English Student ), Interview, Enrekang, 28 June 2021



At the beginning of the implementation of this online learning, they used the Google Classroom as the medium of the learning process. But it only lasted a few weeks. It is because the application is quite difficult to access in that area. So they switched to Whatsapp because it was easier to access. Now the teachers at the school are more dominant in using Whatsapp to teach online.

This is reinforced by maternal exposure Harlina as English Teacher that :  
 “We taught by online that used some applications. In the first, we used google classroom as the media to learn. But there were many obstacles in using it. That was why we moved on to using WhatsApp because we



realized that it was easy to use and didn't need much internet connection...".<sup>41</sup>

The online teaching was only twice a week because of the rule of the government about the pandemic Covid-19 in the teaching process in every school.

"We only taught twice in a week. It is based on the school schedule for every lesson".<sup>42</sup>

The statement above reinforced by one of the students is Ryan that:

"We do online learning 2 times a week and only a few hours per day".<sup>43</sup>

But for the second teacher didn't use google classroom as a platform in teaching because of some reason and obstacles meanwhile the other teacher used it.

This is reinforced by maternal exposure Dwi Astuti as an English teacher that:

"I never used Google classroom as the media to teach online, but it was used by other teachers".<sup>44</sup>

In short, we can conclude that the teachers can't use the Google classroom because of some reason. It is supported by a statement from one of the students who was taught to represent the same statement submitted by his friends that they had never learned to use Google Classroom I English Subjects.

"We once learned to use Google Classroom at the beginning of the semester but that was for other subjects. It is never for English subjects."<sup>45</sup>

---

<sup>41</sup>Harlina, ( English Teacher ), Interview, Enrekang, 22 Februari 2021

<sup>42</sup>Harlina, Interview

<sup>43</sup>Ryan Arfandy ( Student ),Interview, Enrekang, 23 Februari 2021

<sup>44</sup>Dwi Astuti, ( English Teacher ) Interview, Enrekang, 22 Februari 2021

<sup>45</sup>Riki Mardianto, ( Student ), Interview, Enrekang, 25 Februari 2021

The teacher also admitted that they never use Zoom as the platform to teach online, both participants said they do not, only taught using Whatsapp application. This is also supported by the statements of several students who said statements as follow:

“As long as online learning is enforced, we never learn to use Zoom app.”<sup>46</sup>

“We never learn to use Zoom app”<sup>47</sup>

So we can say that they did not use the zoom while teaching online applications because of the location of the area they do not allow to access the application zooming because it is constrained in several respects.

And the teacher explained that there was guidance for students on how to learn online using WhatsApp.

“Before starting doing the learning process by WhatsApp, automatically we gave guidance to students how the learning process in that application so the students didn’t confuse while the learning process on”, explained the informant.<sup>48</sup>

For the question above can be concluded that the teacher was very careful of the students. They guide the students on how to use the application before using it.

Since the online teaching, the teacher got kuota72gb/2 month from the government. The quota was for only teaching applications i.e. Zoom, Whatsapp, and Google classroom, not for Youtube.

The strategies that were used to teach by WhatsApp was making a group chat for all class members then sending some videos related to the learning topic

---

<sup>46</sup>Sry Maulidina Assirqam, ( Student ), Interview, Enrekang, 25 Februari 2021

<sup>47</sup>Yuliani, ( Student ), Interview, Enrekang, 23 Februari 2021

<sup>48</sup>Harlina & Dwi Astutii ( English Teachers ) Interview, Enrekang, 22&24 Februari 2021

to the group then asking the students to watch it then giving some feedback. The teacher realized that teaching online using WhatsApp was a little bit difficult to use the method as offline teaching. So, they make sure to create the learning process interesting that the students were not bored.

“For the online teaching process, the most often to use is media. It was because using the method as offline teaching in today’s situation was not maximal. But, we tried to create the learning process more interesting so the student was not bored studying. We realized that the student's motivation while this pandemic situation were decrease because they didn’t study in classroom meetings with their friends and teachers directly. Therefore, as the teacher, we make the online teaching more interesting by sending them the interesting learning video to the group chat that we got from Youtube ...,” explained by the participant

Besides sending videos, the teacher also gave the linked video that related to the learning topic.

It's cleared by a statement from Harlina as an English teacher:

“We use several platforms for teaching like sent a link video that was related with material from youtube”.<sup>49</sup>

On another hand, the second teacher implemented the online teaching by explaining in the WA Class group by typing, recording the voice, and giving the students assignment than from the school textbook. After that, the teacher instructed the students to comply with them at home. And then, after the task is done, the students send the result in the group chat. She does not use media in the form of videos or links from several platforms for fear that students will face problems when they want to open them. So she gave only material from the textbook which was photographed and then sent to the group chat on WA.

---

<sup>49</sup>Harlina ( English Teacher ), Interview Enrekang, 22 Februari 2021

“I just typed because I think if I used the video but it was a bit difficult to students to open it because of network constraints”<sup>50</sup>

The above statement is also supported by a statement from one of the students:

“We learn from textbooks only, it never from the internet”<sup>51</sup>

It can be concluded that two English teachers have different ways of teaching online. The first teacher used several media so that her students do not get bored. The media that were used are as students are told to seek videos on YouTube related to teaching materials and watch them. The other way is sending links about material from the other platforms according to the material being discussed.

For the second teacher, the teaching strategy is to use group chat on Whatsapp to communicate with students and give assignments. She explained the material she photographed from the textbook. It is not that she does not want to use the media as the first teacher did, it is just that she understands that the students sometimes have problems opening videos from YouTube or other platforms.

The other strategies are project-based learning and home visit home

For project-based learning, only one teacher had implemented it even before online learning, but during the online learning process, no teacher had ever implemented project-based learning or home visit home because the conditions at that time were prohibited from gathering and required to continue.

---

<sup>50</sup>Dwi Astuti, ( English Teacher ), Interview, Enrekang, 24 Februari 2021

<sup>51</sup>LutfiahCherani, ( Student ), Interview, Enrekang, 25 Februari 2021

Keep your distance so it is not possible to provide project-based learning to students.

“I have applied the project-based learning before the pandemic, but never during this pandemic. It is because it’s not optimal to do that on that condition”<sup>52</sup>

The other teacher’s statement, that:

I have never implemented project-based learning during a pandemic because it is forbidden for people now to leave the house and be in a crowd so we can’t do project-based learning.<sup>53</sup>

Moreover, the teacher also explained that while the online teaching, the teacher who can control the students to join the online teaching didn’t do the home visit home while the teacher who realized that there were students who can’t join the online teaching did the home visit home. Home visit home is the activity to visit the students’ home for teaching them directly.

“About the home visit home, I never do it because the online teaching was still good,...”<sup>54</sup>

In addition, all students who were taught by the first teacher also said that they never get the Home Visit Home from their teacher.

And one of the students that the teacher taught said:

“The teacher never visited student’s house during the online learning process”<sup>55</sup>

While the second teacher, she admitted that she had taken the Home Visit Home. She explained that it was because there were students got difficult to take

<sup>52</sup>Harlina, ( English Teacher ), Interview, Enrekang, 22 Februari 2021

<sup>53</sup>Dwi Astuti, ( English Teacher ), Interview, Enrekang, 24 Februari 2021

<sup>54</sup>Harlina ( English Teacher ), Interview Enrekang, 22 Februari 2021

<sup>55</sup>Hasnewi, ( Student ), Interview, Enrekang, 24 Februari 2021n rt

the task in school to comply in-home so the teacher visited them in their home than giving the task and doing the offline teaching for a minute.

”Yes, I did the Home Visit Home in the beginning of the implementation of the Online Teaching because some students can’t join the online teaching. They were difficult to take the task from school then they comply in their home.”<sup>56</sup>

But another statement expressed by students who are taught. He said that they were not visited by the teacher during the online learning process.

“Teachers did not apply home visits during online learning”<sup>57</sup>

So from the question above, we can conclude that the first teacher didn’t implement home visits home while the online teaching because the teaching process was still controlled. On other hand, the second teacher implemented it because of several obstacles the students faced in online teaching. Even though there is a different statement by the students, it is possible that the students forgot about it.

The material was given to the students before giving them the task.

“We set the learning meeting by 1 day for giving material and 1 day for explaining it clearly.”<sup>58</sup>Then, the second teacher said,” first thing first, we gave the students the material and explained it clearly. Then, the task was given for them when the students got the material”.<sup>59</sup>

Both teachers also explained that the students were given a chance to ask some questions if there is material unclear. The students can write the question in the Whatsapp group so that the other students can see the response from the

<sup>56</sup>Dwi Astuti (English Teacher ), Interview, Enrekang, 24 Februari 2021

<sup>57</sup>Vino Panji Kurniawan, ( Student ), Interview, Enrekang, 25 Februari 2021

<sup>58</sup>Harlina, ( English Teacher ), Interview, Enrekang, 22 Februari 2021

<sup>59</sup>Dwi Astuti, ( English Teacher ), Interview, Enrekang, 24 Februari 2021

teacher. Then, the teacher explained that while online teaching, they often give the students task.

“I often give them tasks to see their lesson achievement. We gave them the middle level of difficulties question because we realize that they didn’t get the direct explanation as to the offline teaching. Moreover, some students might be shy to ask on group chat so the lesson might be not understood maximally”.<sup>60</sup>

The statement above is supported by a statement from one of the students who said:

“We often get assignments from the teacher. Almost every meeting there is an assignment”.<sup>61</sup>

We can say that both teachers have the same answer for the question, they are often given to students a task during the online teaching. The task was in the note. The students were given time for a week to finish the task.

“For the task handed, they send theirs in Whatsapp. We will correct their task once in. they go to school to be handed their task book then we sign it. After that, we gave feedback and also gave more explanation for the lesson that still didn’t understand.”<sup>62</sup>

Since the online teaching, the teacher got kuota72gb/2 month from the government. The quota was for only teaching applications i.e. Zoom, WhatApp, and Google classroom, not for YouTube.

Learning materials are delivered by giving videos and explaining them in the form of typing in a WhatsApp group chat.

Moreover, about the material of speaking, the teacher asked the students to record their voices then sent the result to Whatsapp.

---

<sup>60</sup>Harlina & Dwi Astuti, ( English Teachers ), Interview, Enrekang, 22&24 Februari 2021

<sup>61</sup>Rifkhal, ( Student ), Interview, Enrekang, 23 Februari 2021

<sup>62</sup>Harlina, ( English Teacher ), Interview, Enrekang, 22 Februar 2021

“It was the fact that teaching speaking since English Online Teaching was very difficult. In reality, teaching it offline, many students were still afraid to speak. They were scared to speak. But, in online teaching, I asked them to record their voice based on the theme I chose then send to the Whatsaap,” The both of participants said.<sup>63</sup>

It is also supported by other students who said:

“We were given a theme then we were asked to recorded our voice”<sup>64</sup>

For reading, students are given a theme of the material presented and then asked to look for and write it down. After that, the students read while recording their voice and then sent it to a group cha on WA.

Next, the indicator assessment for teachers in online teaching is the attendance, feedback, response chat in chatting group, deadline of the handed task and discipline.

“The indicator assessment are attendance, feedback, response chat in chatting group, deadline of the handed task and discipline”.<sup>65</sup>

So, we can conclude that there was no difference between assessment indicators between offline and online teaching.

The making of this RPP is called the RPP pandemic or Covid-19. Providing material that is considered important and is needed by students for considering the timing of when the online learning material is very different from the normal learning or offline.

“Many of these RPP models have been simplified because the curriculum has also been simplified according to the needs of each school”.<sup>66</sup>

---

<sup>63</sup>Harlina & Dwi Astuti ( English Teachers ), Interview, Enrekang, 22&24 Februari 2021

<sup>64</sup>ChayaMagfirah, ( Student ), Interview, Enrekang, 23 Februari 2021

<sup>65</sup>Herlina&DwiAstuti, ( English Teachers ), Interview, Enrekang, 22&24 Februari 2021

<sup>66</sup>Dwi Astuti, ( English Teacher ), Interview, Enrekang, 24 Februari 2021



The skill here is the skill in using or operating platforms used in online learning. Then as a teacher, they must have the skills to operate the platform that will be used during the online learning process. So that they can teach their students how to use the platform.

“Yes, like it or not, we have to master the application process, because it will be taught to students”<sup>67</sup>

And this was confirmed by a statement from one of the students, that:

“We were taught how to operate the platform before using it. But sometimes it's not clear how to explain it”<sup>68</sup>

From the statement above, it can be concluded that the teacher has the skills to operate the platform used when teaching, but students do not understand the teacher's explanation about how to operate it, so some students understand using the application and some do not understand. So with this, the teachers decided to use the WA application in teaching. Following the results of interviews with resource persons as follows:

“There are no technical problems in using the application. It is only because the students' residence is in an unstable network location, so the lesson that initially used Google Classroom was just stuck at the beginning of the semester. Because of the problems, it was transferred to WA. WhatsApp application was not heavy on network usage so for the last semester I used it”.<sup>69</sup>

It is supported by the student's statement as follow:

“We only learned with the Google Classroom at the beginning of the semester because we had problems so we move to use WhatsApp”.<sup>70</sup>

---

<sup>67</sup>Herlina, ( English Teacher ), Interview, Enrekang, 22 Februari 2021

<sup>68</sup>Chandra, ( Student ), Interview, Enrekang, 24 Februari 2021

<sup>69</sup>Harlina ( English Teacher ), Interview, Enrekang, 22 Februari 2021

<sup>70</sup>Selfi, ( Student ), Interview, Enrekang, 23 Februari 2021

## 1. The obstacles of online English language teaching during the pandemic at SMPN 8 SatapMaiwa

In this part, the researcher provided the obstacles that are often faced in online language teaching.

### a. Error connection

The obstacle that was most frequently faced is about the error connecting to the internet. The students' hometown was still difficult to connect to the internet well. A good connection to the internet is the most important thing in online teaching. If it is not good, online teaching will get many obstacles.

Honestly, the error connection is not for all day long. Sometimes, the students find the time when the internet connection is good. When the time comes, it was time to get material from the chatting group or send the task to the teacher. The only thing that I said that was an obstacle is the connection to the internet is not always good, as the most important thing we need in online teaching.

The other teacher said,

“We just most faced error connection to the internet. There was no obstacle to operating the application. All of the students know to operate the application. The other obstacle was that we can't control the student to always join the class because we don't meet directly with them”.<sup>71</sup>

This is supported based on the statement of Rifkhal on of student that:

“The network sometimes doesn't support, and the cellphone sometimes suddenly turns off”<sup>72</sup>

Next, the teacher explained that they never use Zoom because it was very difficult to use it in a bad connection internet location like their hometown.

<sup>71</sup>Harlina ( English Teacher ), Interview, Enrekang, 22 Februari 2021

<sup>72</sup>Rifkhal ( Student ), Interview, Enrekang, 23 Februari 2021

The next obstacle is the limited time to teach. The teacher explained that they seldom explained the preferred lesson because of the limited time they have.

“It was seldom to explain the previous lesson because we have limited time to teach by online. We are afraid the students can’t get the next material perfectly if we take the time to explain the previous lesson”.<sup>73</sup>

This is supported by Luthfia’s statement that:

“I can’t get the point of the material that the teacher has taught, sometimes”<sup>74</sup>

We can say that the teacher has limited time to teach so sometimes they can explain the previous lesson and didn’t know the students understand the material or not because they can’t control the student directly. Moreover, the internet network is not good. It could be that the learning that day could not be carried out.

In opposite, the first teacher said that she explain the previous lesson before continuing the new lesson.

“Yes, I explain the previous lesson before I give the new,”<sup>75</sup> And we give them time for a week to comply with the task. But, we realize that they were difficult to connect to the internet well, so we give them more time until three weeks to complete their task.”<sup>76</sup>

The teacher was given time to comply with the task for a week until 3 weeks.

<sup>73</sup>Dwi Astuti ( English Teacher ), Interview, Enrekang, 24 Februari 2021

<sup>74</sup>Lutfiah Cherani ( Student ), Interview, Enrekang, 25 Februari 2021

<sup>75</sup>Harlina ( English Teacher ), Interview, Enrekang, 22 Februari 2021

<sup>76</sup>Harlina& Dwi Astuti ( English Teachers ), Interview, Enrekang, 22&24 Februari 2021

“We give them time for a week to comply with the task. But, we realize that they were difficult to connect to the internet well, so we give them more time until three weeks to complete their task”.<sup>77</sup>

This is supported by one of the students is Ryan that :

“The length of time given to gather assignment does not necessarily”<sup>78</sup>

#### **b. Can't control the students**

The teachers can't control the students maximally because of the situation today when the learning process from home students are not accompanied by their parents.

“Online learning is a condition for students who are a bit difficult to control whether they understand correctly or if they are just copying from their friends”<sup>79</sup>

The statements from some of the students interviewed said that:

"No one accompanied us at home during the online learning process".<sup>80</sup>

In preparing material, no obstacle was faced by the teacher. However, the teacher realizes that they don't know whether the students understood the lesson well or not. The students were diligent to collect their tasks, but they did not know whether it was done by themselves or cheating.

“There were no obstacles in techniques. The only thing that I had said before was that we were difficult to know the student's achievement. Whether they understood the lesson clearly or not. We were also afraid they just cheated when did their task. However, they were diligent to collect it.”<sup>81</sup>

<sup>77</sup>Harlina & Dwi Astuti, Interview

<sup>78</sup>Ryan Arfandy ( Student ), Interview, Enrekang, 23 Februari 2021

<sup>79</sup>Harlina ( English Teacher ), Interview, Enrekang, 22 Februari 2021

<sup>80</sup>SryMaulidiahAssirqam ( Student ), Interview, Enrekang, 25 Februari 2021

<sup>81</sup>Harlina ( English Teacher ), Interview, Enrekang, 22 Februari 2021

### c. System evaluation

The obstacle experienced by teachers in the evaluation process during the online teaching process is where the material can be completed in 1 meeting only during offline learning but during the online learning process it must be 2x meetings

This is reinforced by a statement from Mrs. Dwi Astuti as an English teacher that:

“We can convey the material taught in online learning face-to-face and then the full material can be completed. And during online learning sometimes there is material left behind and it is rather difficult to check students' understanding because it cannot be controlled directly”.<sup>82</sup>

We can say that evaluation is difficult to carry out because the material provided offline can be full of material but online-only part of the material can be conveyed, so evaluation is marginalized.

This is reinforced by a statement from Panji one of the students that:  
“Sometimes review before entering new material but sometimes not”<sup>83</sup>

So it can be concluded that there are teachers who evaluate by reviewing before entering new material and there are those who evaluate only during the exam because the teacher also pursues the material so sometimes the evaluation is only during the exam.

### d. Neutral Appraisal

The constraints experienced by teachers when they want to do an assessment are 2 obstacles, the first is about cheating where the teacher doubts the authenticity of student assignments or student exam results because students

<sup>82</sup>Dwi Astuti ( English Teacher ), Interview Enrekang, 24 Februari 2021

<sup>83</sup>Vino PanjiKuniawan ( Student ), Interview, Enrekang, 25 Februari 2021

can copy their friends or search on the internet not purely from their learning outcomes. This is reinforced by a statement from one of the teachers who said:

“For this online learning, the condition of the students is a bit difficult to control whether they understand correctly or they just copy from their friends but so far they have collected assignments with good notes”.<sup>84</sup>

Then the next obstacle experienced by the teacher during the assessment was the problem of task deadlines. Task deadlines are influential because assignments are a form of assessment other than exams, but here the task deadline has been given by the teacher, namely at least the next meeting the tasks must be collected

“If the task spans the time frame, if it is given this week, at the latest next week, all of them must be collected. But sometimes due to network constraints, it is also usual for teachers to coordinate 3 weeks of learning, students are told to go to school to collect assignments in turn”.<sup>85</sup>

#### **e. Economic**

The economic conditions of students are different, so the teacher gives some compensation to students to be able to submit assignments within a predetermined time limit. Because some students do not get a quota of assistance from the government because they do not meet the requirements, namely, to get a study quota, they must use a certain card and some of the students do not use the card because the network in the area does not support the use of that card.

This is reinforced by the statement of one student, Rifkhal:

“I didn't get a study quota from the government because the card I used was different from the operator”<sup>86</sup>

<sup>84</sup>Herlina ( English Teacher), Interview, Enrekang, 22 Februari 2021

<sup>85</sup>Herlina & Dwi Astuti ( English Teacher ), Interview, Enrekang, 22 & 24 Februari 2021

<sup>86</sup>Rifkhal ( Student ), Interview, Enrekang, 23 Februari 2021

The statement of Chaya Magfirah, one of the students who got a study quota:

"I get a study quota of 30GB per month, it's really for learning because it is divided for each application, so many teacher rooms, so many Google classrooms and so on"<sup>87</sup>

From the statement above, it can be said that the economy is also included in the obstacles experienced during the online learning process because the economic conditions of each student are different. Because if the teaching and learning process takes place and suddenly their quota runs out, then some of them immediately buy the quota and some of them visit their relatives or friends to hitch a ride in the hotspot to still be able to join the learning process on time. So they are constrained by the deadline for collecting assignments where punctuality is one of the teacher's assessment standards.

## 2. Discussion

### 1. Implementation of online English language teaching during the pandemic

Matthew N.O said that in order the online teaching can be successful, it is recommended that the instructor should follow the following seven principles: (1) encourage student participation, (2) encourage student cooperation, (3) encourage active learning, (4) give prompt feedback, (5) emphasize time on task, (6) communicate high expectations, (7) respect deserve talent and ways of learning.<sup>88</sup>

<sup>87</sup>Chaya Magfirah ( Student ), Interview, Enrekang, 23 Februari 2021

<sup>88</sup>Matthew N.O, Sadiku, Philip O. Adebo, and sarhan M.Musa, "Online Teaching and Learning", International Journals of advanced Research in computer science and software Engineering, (2018)

a. Platform

They can only access one application in the learning process, namely the Whatsapp application, but previously they had tried to use Google classroom at the beginning of online teaching but only lasted a few weeks because the application was difficult to access in that area due to several obstacles. So the school decided to only use the WhatsApp Application as a learning medium because it was easy to access.

b. Strategies

The strategies that were used to teach by WhatsApp was making a group chat for all class members then sending some videos related to the learning topic to the group then asking the students to watch it then giving some feedback.

c. Material

Learning materials are delivered by providing videos that are accessed from YouTube and related to the subject matter and explaining them in the form of records or typing in the WhatsApp group chat.

The material taught must be following the lesson plans made. Because the current RPP model has been changed a lot to suit the current conditions and learning models, which are all online. And of course according to the needs of each school.

d. Skill

The teacher must-have skill to use the platform because they were teaching their students to use it. So the students easy to use it.



## **1. The obstacles of online language teaching during the pandemic at SMPN 8 SatapMaiwa**

### **a. Error connection**

Error connection is a common problem faced by students or teachers, both in big cities and even more so in villages. Like the village of Salodua in Maiwa District. To access the internet in the village, you must use a certain card, because not all cards can access the internet smoothly. Especially for students who are currently carrying out the online learning process. Being blocked in the network is an obstacle that they often get when the learning process takes place.

### **b. Can't control the students maximal**

Teachers at SMPN 8 Satap Maiwa find it difficult to control students optimally when the online learning process is implemented, especially when students are not accompanied by their parents when studying from home. It is difficult to control which students are serious about lessons and which are not.

### **c. System evaluation**

Some teachers evaluate by reviewing before entering new material and some evaluate only during the exam because the teacher also pursues the material so sometimes the evaluation is only during the exam. In determining the value of our attitude and spirituality, we have a bit of difficulty in giving values because of the limited space.

### **d. Neutral Assessment**

The obstacles experienced by teachers when they wanted to do an assessment were several obstacles, namely the problem of not being able to know

for sure the assignments given by students were purely the result of learning or copying from friends and they could also copy from the internet. And also the deadline for assignments so that collecting assignments and notes means following the material and online learning well, and those who don't collect means only fill the list absence. That's one way of controlling and assessing students with notes and assignments.

e. Economics

Economics is one of the obstacles in the online teaching process because not all students can afford to buy quotas for online learning because the income conditions of students' parents are different. If suddenly during the teaching and learning process they run out of quota so they are constrained in the deadline for collecting assignments. not all students have and can access the equipment needed, whether it's a laptop, computer, cellphone, etc.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. CONCLUSION

In this session, the researcher concludes the research that dealt with the implementation and obstacles of online language teaching during the pandemic. Based on the data analysis conducted, there were some points of conclusion that can be described as follows:

They apply this online teaching by using several platforms for teaching, interesting strategies, materials are delivered using media. Their platform only uses the WhatsApp application as a learning medium even though they have previously tried other applications but were switched to WhatsApp due to several obstacles. The strategy used when teaching online is via WhatsApp group, WhatsApp group room chat is used to communicate between teachers and students. Material, the material taught is adapted to current conditions by changing the lesson plan model according to the needs of each school. Skills, for the current online teaching and learning process, will not work if both parties do not have the skills to apply the media used.

And as for some of the obstacles experienced during online learning, namely (1) error connecting, (2) Can't control the students, (3) system evaluation, (4) Neutral assessment, (5) Economy.

#### B. SUGGESTION

Based on the conclusion above and based on the research that has been done, the writer wants to offer some suggestions to English teachers, students of SMPN 8 SatapMaiwa, and the next researcher.

1. For English Teachers

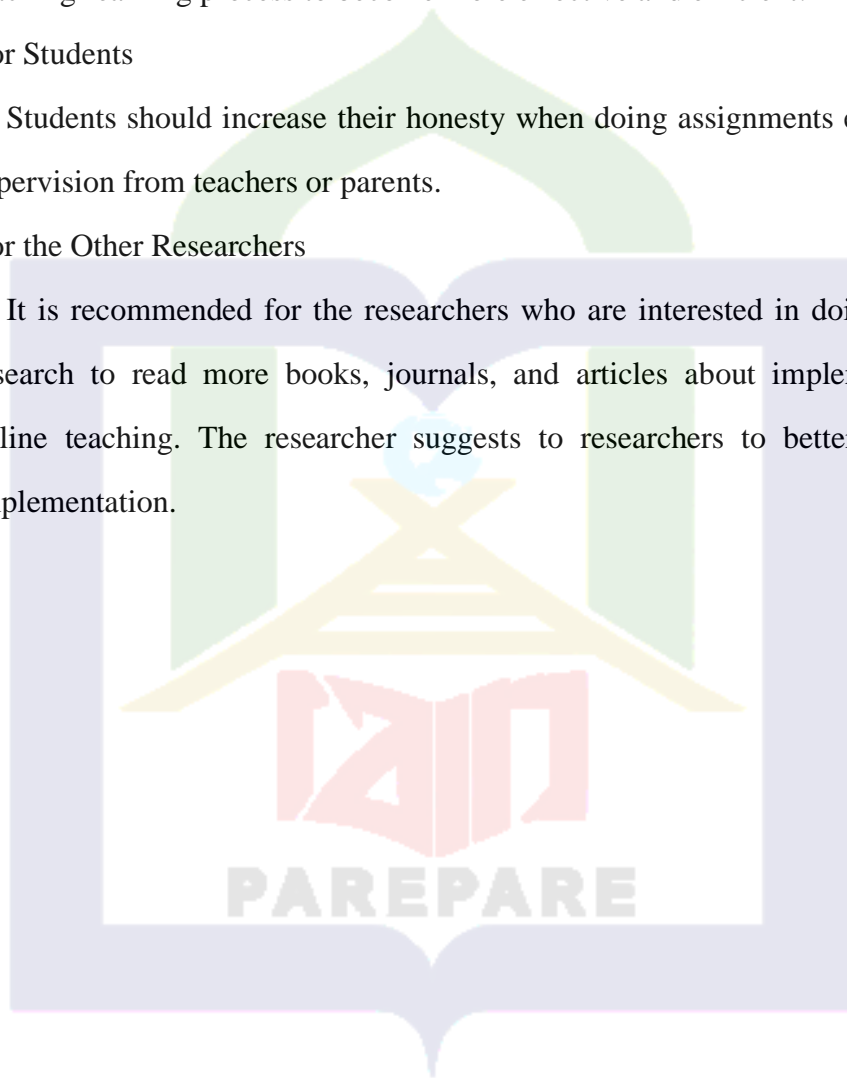
The English teachers of SMPN 8 Satap Maiwa are suggested to make use of various teaching resources, teaching media, and teaching strategies for the teaching-learning process to become more effective and efficient.

2. For Students

Students should increase their honesty when doing assignments even without supervision from teachers or parents.

3. For the Other Researchers

It is recommended for the researchers who are interested in doing the same research to read more books, journals, and articles about implementation in online teaching. The researcher suggests to researchers to better understand implementation.



## BIBLIOGRAPHY

- Aulia Zulfa Shoumi, "Peran Multimedia Dalam Pendidikan Pada Aplikasi Ruang Guru," Universitas Trisakti (Seminar Nasional Cendekin) 2019
- Bambang Winarso, "Apaituwhatsapp, sejarahdanfitur-fiturunggulannya", <https://dailysocial.id/post/apa-itu-whatsappdiaksespada> (3 December 2020) 2015
- Brace, I, "Question Design: How to Plan, Structure and Write Survey Material for Effective Market Research" 2008
- Cecilia Engkoda Paul Usmany, "Dampak Pandemi Covid-19 Terhadap Proses Pembelajaran Online," (Jurnal Akutansi 6, no. 1,) p. 23-28. 2020
- Coombs, N, Jonh Wiley & Sons, "Making Online Teaching Accessible: Inclusive Course Design for Students with Disabilities", 2010
- Dan Fleetwood, "Sample: Definition, Methodologies, Types, Formula, and Examples," Official website of QuestionPro. <http://www.google.com/amps/s/www.questionpro.com/blog/sample/amp/> 2020
- EncupSupriatna, "Socio-Economic of The COVID-19 Pandemic: The case of Bandung City," (Journal of Governance 5, no. 1,) p. 62. 2020
- "Google Classroom," "Wikipedia the free Encylopedia. [http://en.m.wikipedia.org/wiki/Google\\_Classroom](http://en.m.wikipedia.org/wiki/Google_Classroom). 2020
- Hamed Taherdoost, "Sampling Methods in Research Methodology; How to Choose a Sampling Technique for Research," *International Journal of Academic Research in Management (IJARM)* <https://hal.archives-ouvertes.fr/hal-02546796>. 2020
- Henry AditiaRigianti, "Kendala Pembelajaran Daring Guru Sekolah Dasar di Kabupaten Banjarnegara," A journal of Elementary school. 2020
- H.M Zaki, "The Implementation of Online-Based Learning Method in Madrasah Ibtidaiyah Negeri 2 Mataram", UIN Mataram <https://journal.uinmataram.ac.id/index.php/tatsqif/article/view/2574>
- Juliansyah Noor, *Metodologi Penelitian Skripsi, Tesis, Disertasi & Karya Ilmiah* (Prenada Media).
- KH. Lalu Gade Muhammad Zainuddin Atsani, "Transfromasi Media Pembelajaran Pada Masa Pandemic Covid-19," A Journal of Study Islam 1, no. 1. 2020
- Matthew N.O. Sadiku, Philip O. Adebo, and sarhan M.Musa, "Online Teaching and Learning", International Journals of advanced Reasearch in computer science and software Engineering. 2018
- Merriam, S. B, Grenier,R. S, *Qualitative research in Practice: Example for Discussion and Analysis*. 2019
- Nicole A. Buzzetto, *Principles of Effective Online Teaching* (Hollywood: University of Maryland Eastern shore,) p.1. 2007

- Nugraha Permana Putra, “Solusi Pembelajaran Jarak Jauh Menggunakan Aplikasi Zoom dan Whatsapp Group di Era New Normal Pada Warga Belajar Paket C Di Pusat Kegiatan Belajar Masyarakat (PKMB) Bina Insani,” universitas Muhammadiyah Cirebon, ( A journal of JIPSINDO 7, no. 2) 2020
- P. t. Febrianto, Siti Mas’udah, L. Apreliana Megasari, “Implementation of Online Learning during the covid-19 pandemic on Madura Islan, Indonesia”, *Jurnal International Pembelajaran, Pengajaran dan Penelitian Pendidikan*. <http://www.ijlter.org/index.php/ijlter/article/view/2503/pdf4December 2020>
- Sugiyono, 2010 *Statistika Untuk Peneliti*, (Bandung: Alfabeta), p.62.
- Setiyadi, Ag, B, 2006 *Metode penelitian untuk pengajaran Bahasa Asing: Pendekatan Kuantitatif dan Kualitatif*, (Yogyakarta: Graha Ilmu).
- Tira Nur Fitria, “Teaching English through online learning system during covid-19 the pandemic”, *Pedagogy: Journal of English Language teaching* 8, no. 2, *Teaching\_English\_Through\_Online\_Learning*, 202





## Appendix 1 : Research Instrument

|   |   |
|---|---|
|  | <p><b>KEMENTRIAN AGAMA REPUBLIK INDONESIA</b><br/> <b>INSTITUTE AGAMA ISLAM NEGERI PAREPARE</b><br/> <b>FAKULTAS TARBIYAH</b><br/> <b>Jl. Amal Bakti No. 8 Soreang 911331</b><br/> <b>Telepon ( 0421)21307, Faksimail(0421)2404</b></p> |
| <p><b>VALIDASI INSTRUMEN PENELITIAN PENULISAN</b><br/> <b>SKRIPSI</b></p>         |   |

NAMA MAHASISWA : YUCA YUNITA  
 NIM : 16.1300.142  
 FAKULTAS : TARBIYAH  
 PRODI : PENDIDIKAN BAHASA INGGRIS  
 JUDUL : IMPLEMENTATION AND OBSTACLES OF  
 ONLINE ENGLISH LANGUAGE TEACHING  
 DURING THE PANDEMIC  
 ( A CASE STUDY AT SMPN 8 SATAP  
 MAIWA )

### Instrument of Research

#### **Interview**

The researcher will interview the teachers to get detailed and comprehensive information about the teacher's implementation of online language teaching and obstacles of online language teaching after they fill out the questionnaire form. The teachers will answer the questions with their own words and there is no alternative answer from the researcher.



### **Interview items for English Teacher**

#### **Questions items**

5. Apa pengertian online teaching menurut anda?
6. Media apa yang anda aplikasikan selama mengajar online?
7. Bagaimana cara ibu menerapkan online teaching selama pandemic?
8. Strategi apa saja yang anda terapkan dalam online teaching?
9. Bagaimana pemberian tugas kepada siswa ?
10. Bagaimana anda mengevaluasi/menilai siswa selama online teaching?
11. Menurut anda apa kelebihan online teaching?
12. Menurut anda apa kekurangan online teaching?
13. Kendala apa yang anda hadapi selama pembelajaran online?
14. Apa saja yang anda harapkan dengan penerapan online teaching?

### **Interview items for students**

#### **Questions**

1. Apa pengertian online teaching menurut anda?
2. Media apa yang guru aplikasikan selama mengajar online?
3. Bagaimana cara guru menerapkan online teaching selama pandemic?
4. Strategi apa saja yang guru terapkan dalam online teaching?
5. Bagaimana guru memberikan tugas kepada siswa ?
6. Bagaimana guru mengevaluasi/menilai siswa selama online teaching?
7. Menurut anda apa kelebihan online teaching?
8. Menurut anda apa kekurangan online teaching?

9. Kendala apa yang anda hadapi selama pembelajaran online?
10. Apa saja yang anda harapkan dengan penerapan online teaching?

After examining the drafting of the student's thesis in accordance with the title, it is essentially dement to have fulfilled the eligibility to be used in the research concerned

Parepare, 14 Desember 2020

Mengetahui,

Consultant

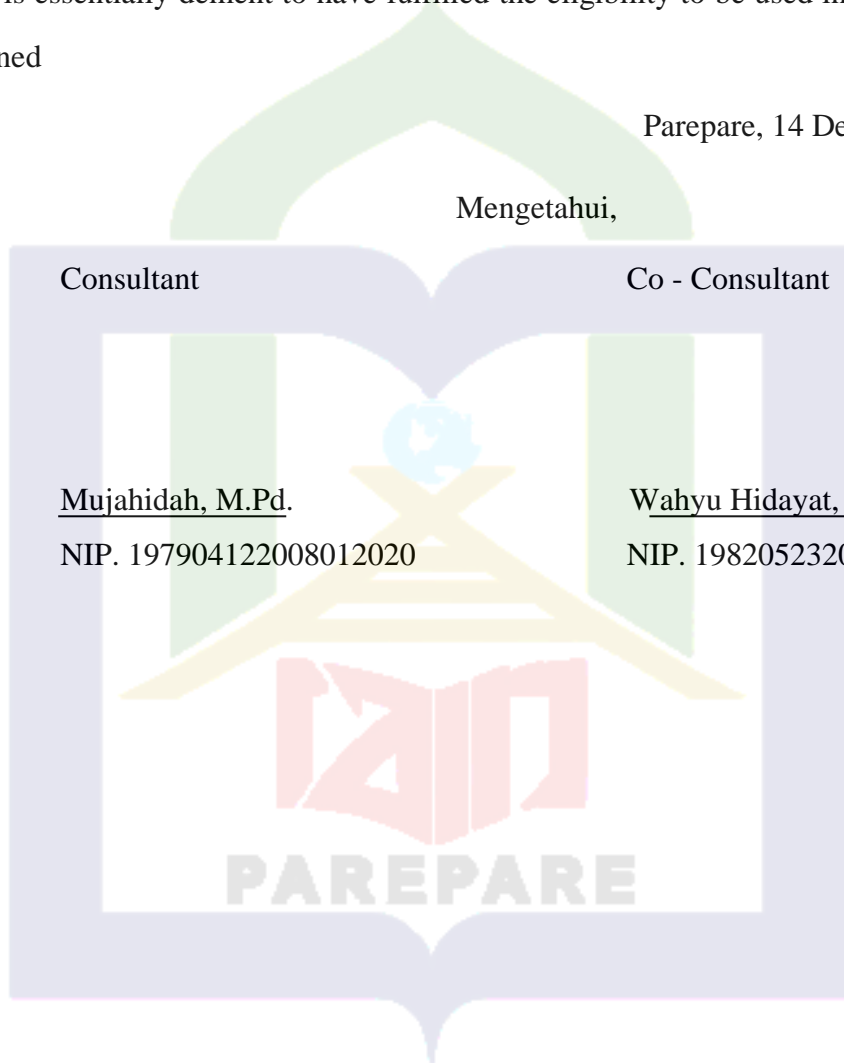
Co - Consultant

Mujahidah, M.Pd.

NIP. 197904122008012020

Wahyu Hidayat, Ph.D

NIP. 198205232011011005



### ***Research Instrument***

In this research, the instrument that will be used to collect and analyze the

NAMA MAHASISWA : YUCA YUNITA  
 NIM : 16.1300.142  
 FAKULTAS/PRODI : TARBIYAH/PENDIDIKAN BAHASA INGGRIS  
 JUDUL : IMPLEMENTATION AND OBSTACLES OF  
 ONLINE ENGLISH LANGUAGE TEACHING  
 DURING THE PANDEMIC  
 ( A CASE STUDY IN SMPN 8 SATAP MAIWA )

data are:

1. Observasi Checklist
2. Interview

#### **Observation Checklist**

Day/ Date : 26 February 2021

Time : 08.00 a.m

Place : Enrekang

Teacher : Dwi Astuti,S.Pd

Researcher : Yuca Yunita

| No. | Activity | Indikator  | Option |  | Description |
|-----|----------|--|--------|--|-------------|
| 1.  | Opening  | Teachers Open the lesson by greeting the student | Yes    |  |             |
|     |          | The teacher checks the student's attendance list | Yes    |  |             |

|    |               |  |     |    |               |
|----|---------------|--|-----|----|---------------|
|    |               | Teachers tell the aim of the subject that will be reached  | Yes |    |               |
| 2. | Main Activity | The teacher explains the material                          | yes |    | But sometimes |
|    |               | The Teacher begin a lesson with a discussion               |     | No |               |
|    |               | The teachers use a guidebook                               | Yes |    |               |
|    |               | The teacher divides students into several groups           |     | No |               |
|    |               | The teacher uses active learning                           |     | No |               |
|    |               | The Teachers use media                                     | Yes |    |               |
|    |               | Make the students think about the meaning of the lesson    | Yes |    |               |
| 3. | Closing       | Teachers allow the student to ask about their difficulties | Yes |    |               |
|    |               | Tell the student to do exercise in their books             | Yes |    |               |
|    |               | Closing the activity                                       | Yes |    |               |

### ***Research Instrument***

In this research, the instrument that will be used to collect and analyze the

NAMA MAHASISWA : YUCA YUNITA  
 NIM : 16.1300.142  
 FAKULTAS/PRODI : TARBIYAH/PENDIDIKAN BAHASA INGGRIS  
 JUDUL : IMPLEMENTATION AND OBSTACLES OF  
 ONLINE ENGLISH LANGUAGE TEACHING  
 DURING THE PANDEMIC  
 ( A CASE STUDY AT SMPN 8 SATAP MAIWA )

data are:

1. Observasi Checklist
2. Interview

#### **Observation Checklist**

Day/ Date : 26 February 2021

Time : 08.00 a.m

Place : Enrekang

Teacher : Harlina, S.Pd

Researcher : Yuca Yunita

| No. | Activity | Indikator  | Option |    | Description |
|-----|----------|--|--------|----|-------------|
| 1.  | Opening  | Teachers Open the lesson by greeting the student | Yes    | No |             |
|     |          | The teacher checks the student's attendance list | Yes    |    |             |

|    |               |  |     |    |               |
|----|---------------|--|-----|----|---------------|
|    |               | Teachers tell the aim of the subject that will be reached  | Yes |    |               |
| 2. | Main Activity | The teacher explains the material                          | yes |    | But sometimes |
|    |               | The Teacher begin a lesson with a discussion               |     | No |               |
|    |               | The teachers use a guidebook                               | Yes |    |               |
|    |               | The teacher divides students into several groups           |     | No |               |
|    |               | The teacher uses active learning                           |     | No |               |
|    |               | The Teachers use media                                     | Yes |    |               |
|    |               | Make the students think about the meaning of the lesson    | Yes |    |               |
| 3. | Closing       | Teachers allow the student to ask about their difficulties | Yes |    |               |
|    |               | Tell the student to do exercise in their books             | Yes |    |               |
|    |               | Closing the activity                                       | Yes |    |               |



**PEMERINTAH KABUPATEN ENREKANG  
DINAS PENDIDIKAN DAN KEBUDAYAAN  
SMP NEGERI 8 SATAP MAIWA**

*Jl. Pendidikan Desa Salo Dua, Kec. Maiwa, Kode Pos: 91761*

**SURAT KETERANGAN**

Nomor: 28/106.16/SMPN8MW/III/2021

Yang bertanda tangan dibawah ini, Kepala UPT SMPN 8 Satap Maiwa menerangkan bahwa:

Nama : Yuca Yunita  
NIM : 16.1300.142  
Fakultas / Prodi : Tarbiyah / Pendidikan Bahasa Inggris  
Perguruan Tinggi : IAIN Parepare

Benar telah melaksanakan penelitian di UPT SMPN 8 Satap Maiwa untuk memperoleh data dalam rangka penyusunan Tugas Akhir dengan judul penelitian : **"Implementation and Obstacles of Online Language Teaching during the Pandemic (A Study Case at SMPN 8 Satap Maiwa)"**.

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dilaksanakan sebagaimana mestinya.

Salo Dua, 06 Maret 2021

Mengetahui,  
Kepala UPT SMPN 8 Satap Maiwa



**ISMAIL, S.Pd.**

NIP. 197412282006041014



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI PAREPARE  
FAKULTAS TARBIYAH**

Alamat : Jl. Amal Bakti No. 08 Sorong Parepare 91132 ☎ (0421) 21307 Fax. 24404  
PO Box 909 Parepare 91100, website: [www.iainpare.ac.id](http://www.iainpare.ac.id), email: [mail@iainpare.ac.id](mailto:mail@iainpare.ac.id)

Nomor : B.467/In.39.5.1/PP.00.9/02/2021  
Lampiran : 1 Bundel Proposal Penelitian  
Hal : Permohonan Rekomendasi Izin Penelitian

Yth. Bupati Enrekang

C.q. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu  
di,-

Kab. Enrekang

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama : Yuca Yunita  
Tempat/Tgl. Lahir : Salo Dua, 02 Juni 1998  
NIM : 16.1300.142  
Fakultas / Program Studi : Tarbiyah / Pendidikan Bahasa Inggris  
Semester : X (Sepuluh)  
Alamat : Desa Salo Dua, Kec. Maiwa, Kab. Enrekang

Bermaksud akan mengadakan penelitian di wilayah Kab. Enrekang dalam rangka penyusunan skripsi yang berjudul :

**"The Implementation And Obtacles Of Online Language Teaching During The Pandemic  
(A Study Case In SMPN 8 Satap Maiwa)"**

Pelaksanaan penelitian ini direncanakan pada bulan Februari sampai bulan Maret Tahun 2021.  
Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.

Wassalamu Alaikum Wr. Wb.

Parepare, 16 Februari 2021

Wakil Dekan I,



Muh. Dahlan Thalib

Tembusan :

- 1 Rektor IAIN Parepare
- 2 Dekan Fakultas Tarbiyah



**SURAT KETERANGAN WAWANCARA**

Yang bertanda tangan dibawa ini Rifkhal, Pelajar SMPN 8 Satap Maiwa menerangkan bahwa :

Nama : Yuca Yunita  
Tempat Tanggal Lahir : Salodua, 02 Juni 1998  
NIM : 16.1300.142  
Fakultas : Tarbiyah  
Program Studi : Pendidikan Bahasa Inggris

Menerangkan bahwa yang namanya tersebut di atas telah mengadakan wawancara dalam rangka penyusunan skripsi yang berjudul.

THE IMPLEMENTATION AND OBSTACLES OF ONLINE LANGUAGE  
TEACHING DURING THE PANDEMIC

( A STUDY CASE IN SMPN 8 SATAP MAIWA )

Demikian surat keterangan ini diberikan untuk dipergunakan sebagaimana mestinya.

Parepare, 23 Februari 2021

Pelajar SMPN 8 Satap Maiwa

  
Rifkhal

  
PAREPARE

**SURAT KETERANGAN WAWANCARA**

Yang bertanda tangan dibawa ini Cahaya Magfirah. Pelajar SMPN 8 Satap Maiwa menerangkan bahwa :

Nama : Yuca Yunita  
Tempat Tanggal Lahir : Salodua, 02 Juni 1998  
NIM : 16.1300.142  
Fakultas : Tarbiyah  
Program Studi : Pendidikan Bahasa Inggris

Menerangkan bahwa yang namanya tersebut di atas telah mengadakan wawancara dalam rangka penyusunan skripsi yang berjudul.

THE IMPLEMENTATION AND OBSTACLES OF ONLINE LANGUAGE  
TEACHING DURING THE PANDEMIC

( A STUDY CASE IN SMPN 8 SATAP MAIWA )

Demikian surat keterangan ini diberikan untuk dipergunakan sebagaimana mestinya.

Parepare. 23 Februari 2021

Pelajar SMPN 8 Satap Maiwa



Cahaya Magfirah



**SURAT KETERANGAN WAWANCARA**

Yang bertanda tangan dibawa ini Sry Maulidiah Assirqam. Pelajar SMPN 8 Satap Maiwa menerangkan bahwa :

Nama : Yuca Yunita  
Tempat Tanggal Lahir : Salodua, 02 Juni 1998  
NIM : 16.1300.142  
Fakultas : Tarbiyah  
Program Studi : Pendidikan Bahasa Inggris

Menerangkan bahwa yang namanya tersebut di atas telah mengadakan wawancara dalam rangka penyusunan skripsi yang berjudul.

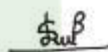
THE IMPLEMENTATION AND OBSTACLES OF ONLINE LANGUAGE  
TEACHING DURING THE PANDEMIC

( A STUDY CASE IN SMPN 8 SATAP MAIWA )

Demikian surat keterangan ini diberikan untuk dipergunakan sebagaimana mestinya.

Parepare, 25 Februari 2021

Pelajar SMPN 8 Satap Maiwa



Sry Maulidiah Assirqam



**SURAT KETERANGAN WAWANCARA**

Yang bertanda tangan dibawa ini Lutfiah Cherani. Pelajar SMPN 8 Satap Maiwa menerangkan bahwa :

Nama : Yuca Yunita  
Tempat Tanggal Lahir : Salodua, 02 Juni 1998  
NIM : 16.1300.142  
Fakultas : Tarbiyah  
Program Studi : Pendidikan Bahasa Inggris

Menerangkan bahwa yang namanya tersebut di atas telah mengadakan wawancara dalam rangka penyusunan skripsi yang berjudul.

THE IMPLEMENTATION AND OBSTACLES OF ONLINE LANGUAGE  
TEACHING DURING THE PANDEMIC

( A STUDY CASE IN SMPN 8 SATAP MAIWA )

Demikian surat keterangan ini diberikan untuk dipergunakan sebagaimana mestinya.

Parepare, 25 Februari 2021

Pelajar SMPN 8 Satap Maiwa



Lutfiah Cherani



**SURAT KETERANGAN WAWANCARA**

Yang bertanda tangan dibawa ini Selfi. Pelajar SMPN 8 Satap Maiwa menerangkan bahwa :

Nama : Yuca Yunita  
Tempat Tanggal Lahir : Salodua, 02 Juni 1998  
NIM : 16.1300.142  
Fakultas : Tarbiyah  
Program Studi : Pendidikan Bahasa Inggris

Menerangkan bahwa yang namanya tersebut di atas telah mengadakan wawancara dalam rangka penyusunan skripsi yang berjudul.

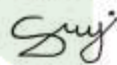
THE IMPLEMENTATION AND OBSTACLES OF ONLINE LANGUAGE  
TEACHING DURING THE PANDEMIC

( A STUDY CASE IN SMPN 8 SATAP MAIWA )

Demikian surat keterangan ini diberikan untuk dipergunakan sebagaimana mestinya.

Parepare, 23 Februari 2021

Pelajar SMPN 8 Satap Maiwa



Selfi



**SURAT KETERANGAN WAWANCARA**

Yang bertanda tangan dibawa ini Riki Mardianto. Pelajar SMPN 8 Satap Maiwa menerangkan bahwa :

Nama : Yuca Yunita  
Tempat Tanggal Lahir : Salodua, 02 Juni 1998  
NIM : 16.1300.142  
Fakultas : Tarbiyah  
Program Studi : Pendidikan Bahasa Inggris

Menerangkan bahwa yang namanya tersebut di atas telah mengadakan wawancara dalam rangka penyusunan skripsi yang berjudul.

THE IMPLEMENTATION AND OBSTACLES OF ONLINE LANGUAGE  
TEACHING DURING THE PANDEMIC

( A STUDY CASE IN SMPN 8 SATAP MAIWA )

Demikian surat keterangan ini diberikan untuk dipergunakan sebagaimana mestinya.

Parepare, 25 Februari 2021

Pelajar SMPN 8 Satap Maiwa



Riki Mardianto



### SURAT KETERANGAN WAWANCARA

Yang bertanda tangan dibawa ini Muh. Ade Rafli. Pelajar SMPN 8 Satap Maiwa menerangkan bahwa :

Nama : Yuca Yunita  
Tempat Tanggal Lahir : Salodua, 02 Juni 1998  
NIM : 16.1300.142  
Fakultas : Tarbiyah  
Program Studi : Pendidikan Bahasa Inggris

Menerangkan bahwa yang namanya tersebut di atas telah mengadakan wawancara dalam rangka penyusunan skripsi yang berjudul.

THE IMPLEMENTATION AND OBSTACLES OF ONLINE LANGUAGE  
TEACHING DURING THE PANDEMIC

( A STUDY CASE IN SMPN 8 SATAP MAIWA )

Demikian surat keterangan ini diberikan untuk dipergunakan sebagaimana mestinya.

Parepare, 24 Februari 2021

Pelajar SMPN 8 Satap Maiwa

  
Muh. Ade Rafli



**SURAT KETERANGAN WAWANCARA**

Yang bertanda tangan dibawa ini Harlina, S.Pd. sebagai guru Pendidikan Bahasa Inggris SMPN 8 Satap Maiwa menerangkan bahwa :

Nama : Yuca Yunita  
Tempat Tanggal Lahir : Salodua, 02 Juni 1998  
NIM : 16.1300.142  
Fakultas : Tarbiyah  
Program Studi : Pendidikan Bahasa Inggris

Menerangkan bahwa yang namanya tersebut di atas telah mengadakan wawancara dalam rangka penyusunan skripsi yang berjudul.

THE IMPLEMENTATION AND OBSTACLES OF ONLINE LANGUAGE  
TEACHING DURING THE PANDEMIC

( A STUDY CASE IN SMPN 8 SATAP MAIWA )

Demikian surat keterangan ini diberikan untuk dipergunakan sebagaimana mestinya.

Parepare. 22 Februari 2021

Guru Pendidikan Bahasa Inggris  
SMPN 8 Satap Maiwa

  
Harlina, S.Pd

**PAREPARE**



**SURAT KETERANGAN WAWANCARA**

Yang bertanda tangan dibawa ini Hasnewi. Pelajar SMPN 8 Satap Maiwa menerangkan bahwa :

Nama : Yuca Yunita  
Tempat Tanggal Lahir : Salodua, 02 Juni 1998  
NIM : 16.1300.142  
Fakultas : Tarbiyah  
Program Studi : Pendidikan Bahasa Inggris

Menerangkan bahwa yang namanya tersebut di atas telah mengadakan wawancara dalam rangka penyusunan skripsi yang berjudul,

THE IMPLEMENTATION AND OBSTACLES OF ONLINE LANGUAGE  
TEACHING DURING THE PANDEMIC

( A STUDY CASE IN SMPN 8 SATAP MAIWA )

Demikian surat keterangan ini diberikan untuk dipergunakan sebagaimana mestinya.

Parepare, 24 Februari 2021

Pelajar SMPN 8 Satap Maiwa



Hasnewi



**SURAT KETERANGAN WAWANCARA**

Yang bertanda tangan dibawa ini Yuliani, Pelajar SMPN 8 Satap Maiwa menerangkan bahwa :

Nama : Yuca Yunita  
Tempat Tanggal Lahir : Salodua, 02 Juni 1998  
NIM : 16.1300.142  
Fakultas : Tarbiyah  
Program Studi : Pendidikan Bahasa Inggris

Menerangkan bahwa yang namanya tersebut di atas telah mengadakan wawancara dalam rangka penyusunan skripsi yang berjudul,

THE IMPLEMENTATION AND OBSTACLES OF ONLINE LANGUAGE  
TEACHING DURING THE PANDEMIC

( A STUDY CASE IN SMPN 8 SATAP MAIWA )

Demikian surat keterangan ini diberikan untuk dipergunakan sebagaimana mestinya.

Parepare, 24 Februari 2021

Pelajar SMPN 8 Satap Maiwa



Yuliani



**SURAT KEPUTUSAN  
DEKAN FAKULTAS TARBIYAH  
NOMOR : 437.29 TAHUN 2020  
TENTANG  
PENETAPAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH  
INSTITUT AGAMA ISLAM NEGERI PAREPARE**

**DEKAN FAKULTAS TARBIYAH**

- Menimbang :** a. Bahwa untuk menjamin kualitas skripsi mahasiswa Fakultas Tarbiyah IAIN Parepare, maka dipandang perlu penetapan pembimbing skripsi mahasiswa tahun 2020;
- Mengingat :** b. Bahwa yang tersebut namanya dalam surat keputusan ini dipandang cakap dan mampu untuk diserahi tugas sebagai pembimbing skripsi mahasiswa
1. Undang-undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional ;
2. Undang-undang Nomor 12 Tahun 2005 tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012 tentang Pendidikan Tinggi;
4. Peraturan Pemerintah RI Nomor 17 Tahun 2010 tentang Pengelolaan dan Penyelenggaraan Pendidikan;
5. Peraturan Pemerintah RI Nomor 13 Tahun 2015 tentang Perubahan Kedua atas Peraturan Pemerintah RI Nomor 19 Tahun 2005 tentang Standar Nasional Pendidikan;
6. Peraturan Presiden RI Nomor 29 Tahun 2018 tentang Institut Agama Islam Negeri Parepare;
7. Keputusan Menteri Agama Nomor 394 Tahun 2003 tentang Pembukaan Program Studi;
8. Keputusan Menteri Agama Nomor 387 Tahun 2004 tentang Petunjuk Pelaksanaan Pembukaan Program Studi pada Perguruan Tinggi Agama Islam;
9. Peraturan Menteri Agama Nomor 35 Tahun 2018 tentang Organisasi dan Tata Kerja IAIN Parepare
10. Peraturan Menteri Agama Nomor 16 Tahun 2019 tentang Statuta Institut Agama Islam Negeri Parepare.
- Memperhatikan :** a. Surat Pengesahan Daftar Isian Pelaksanaan Anggaran Nomor: DIPA-025.04.2.307381/2019, tanggal 12 November 2019 tentang DIPA IAIN Parepare Tahun Anggaran 2020;
- b. Surat Keputusan Rektor Institut Agama Islam Negeri Parepare Nomor: 139 tahun 2020, tanggal 27 Januari 2020 tentang pembimbing skripsi mahasiswa Fakultas Tarbiyah.

**MEMUTUSKAN**

- Menetapkan :** a. Keputusan Dekan Fakultas Tarbiyah tentang pembimbing skripsi mahasiswa Fakultas Tarbiyah Institut Agama Islam Negeri Parepare Tahun 2020;
- b. Menunjuk saudara; 1. Mujahidah, M.Pd.  
2. Wahyu Hidayat, Ph.D
- Masing-masing sebagai pembimbing utama dan pendamping bagi mahasiswa :
- Nama : Yuca Yunita
- NIM : 16.1300.142
- Program Studi : Pendidikan Bahasa Inggris
- Judul Skripsi : Implementation and Obstacles of Online Language Teaching During the Pandemic (a Study Case at SMPN 8 Satap Maiwa)
- c. Tugas pembimbing utama dan pendamping adalah membimbing dan mengarahkan mahasiswa mulai pada penyusunan proposal penelitian sampai menjadi sebuah karya ilmiah yang berkualitas dalam bentuk skripsi;
- d. Segala biaya akibat diterbitkannya surat keputusan ini dibebankan kepada anggaran belanja IAIN Parepare;
- e. Surat keputusan ini diberikan kepada masing-masing yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya.

Ditetapkan di : Parepare  
Pada Tanggal : 10 Februari 2020

Dekan  
  
Saepudin

**SURAT KETERANGAN WAWANCARA**

Yang bertanda tangan dibawa ini Candra. Pelajar SMPN 8 Satap Maiwa menerangkan bahwa :

Nama : Yuca Yunita  
Tempat Tanggal Lahir : Salodua, 02 Juni 1998  
NIM : 16.1300.142  
Fakultas : Tarbiyah  
Program Studi : Pendidikan Bahasa Inggris

Menerangkan bahwa yang namanya tersebut di atas telah mengadakan wawancara dalam rangka penyusunan skripsi yang berjudul.

THE IMPLEMENTATION AND OBSTACLES OF ONLINE LANGUAGE  
TEACHING DURING THE PANDEMIC

( A STUDY CASE IN SMPN 8 SATAP MAIWA )

Demikian surat keterangan ini diberikan untuk dipergunakan sebagaimana mestinya.

Parepare, 24 Februari 2021

Pelajar SMPN 8 Satap Maiwa



Candra

PAREPARE

**SURAT KETERANGAN WAWANCARA**

Yang bertanda tangan dibawa ini Vino Panji Kurniawan. Pelajar SMPN 8 Satap Maiwa menerangkan bahwa :

Nama : Yuca Yunita  
Tempat Tanggal Lahir : Salodua, 02 Juni 1998  
NIM : 16.1300.142  
Fakultas : Tarbiyah  
Program Studi : Pendidikan Bahasa Inggris

Menerangkan bahwa yang namanya tersebut di atas telah mengadakan wawancara dalam rangka penyusunan skripsi yang berjudul.

THE IMPLEMENTATION AND OBSTACLES OF ONLINE LANGUAGE  
TEACHING DURING THE PANDEMIC

( A STUDY CASE IN SMPN 8 SATAP MAIWA )

Demikian surat keterangan ini diberikan untuk dipergunakan sebagaimana mestinya.

Parepare, 25 Februari 2021

Pelajar SMPN 8 Satap Maiwa



Vino panji Kurniawan

PAREPARE

### Interview teachers

A. Name is Harlina, she is a English teacher at SMPN 8 Satap Maiwa.

1. Apakah ibu melaksanakan pengajaran dari rumah?

**Ibu Lina : Iya, karena ini masa pandemi jadi sekarang proses pembelajaran dilakukan dari rumah.**

2. Apakah pernah mengajar disekolah selama masa pandemi?

**Ibu Lina : Untuk 2 semester terakhir tidak pernah karena ada larangan dari pemerintah daerah untuk melaksanakan pembelajaran disekolah ini.**

3. Seberapa sering anda mengajar dari rumah selama satu semester?

**Ibu Lina : Jadwal pandemic, sekali seminggu ditetapkan oleh satuan pendidikan disekolah.**

4. Bagaimana cara anda mengajar dari rumah?

**Ibu Lina : Pelajaran dilakukan via online melalui aplikasi online seperti google classroom tpi Cuma semester awal karena ada kendala jaringan jadi dialihkan ke whatsapp karena aplikasi whatsapp tidak memerlukan banyak atau berat penggunaan jaringannya jadi selama ini 1 semester terakhir itu menggunakan aplikasi whatsapp.**

5. Apa aplikasi belajar yang paling sering digunakan saat mengajar itu?

**Ibu Lina : Whatsapp**

6. Apakah sebelum memulai pembelajaran menggunakan aplikasi tersebut, siswa diberitahukan terlebih dahulu?

**Ibu Lina : Iya, sebelum penggunaan aplikasi otomatis siswa diberikan pengenalan terlebih dahulu bahwa yang digunakan aplikasi ini sehingga ada keselarasan dan keseambungan.**

7. Apakah ibu sering mengalami kendala saat menggunakan aplikasi saat mengajar?

**Ibu Lina : Kendala teknis di penggunaan aplikasi tidak ada, Cuma karena di daerah atau tempat siswa berada itu berada pada lokasi jaringan yang kurang stabil jadi proses pembelajaran**



sedikit terhambat karena ada beberapa siswa yang berada dilokasi yang jaringannya susah mengakses jaringan medsos jadi tinggal diberikan sedikit pengertian bahwa tidak apa-apa terlambat yang penting tetap melaksanakan pembelajaran online.

8. Jika demikian bagaimana caranya siswa dapat materinya jika terkendala jaringan?

**Ibu Lina :** Jaringannya dilokasi siswa tersebut kurang baik biasanya pada saat ada jam pelajaran tapi beberapa jam kemudian jaringan dilokasi tersebut bisa pulih kembali. Jadi siswa dapat mengakses, dan kebetulan juga materi yang diambil sebagian bersumber dari internet, youtube, googlejadi linknya bisa diakses kapan saja siswa mendapatkan jaringan yang bagus siswa dapat mendownload kemudia kembali mengerjakan.

9. Berapa lama jangka waktu yang diberikan kepada siswa untuk kumpul tugasnya?

**Ibu Lina :** Kalau tugas rentang waktunya itu jika pekan ini diberikan paling lambat pekan depan harus bisa dikumpul semua. Tapi kadang karena kendala jaringan juga biasanya untuk mengkodinir guru 3 minggu pembelajaran siswa disuruh kesekolah untuk kumpul tugas, 5-10 siswa.bertahap.

10. Apakah ibu pernah menerapkan home visit home selama pandemi?

**Ibu Lina :** Untuk saat ini belum pernah, karena proses pembelajaran jarak jauh masih terkontrol dengan baik.

11. Apakah selama pembelajaran online anda mendapatkan kuota bantuan dari pihak sekolah atau pemerintah?

**Ibu Lina :** Iya dari pemerintah ada sekitar 72gb per 2 bulan.

12. Apakah kuota tersebut digunakan betul-betul untuk pembelajaran?

**Ibu Lina :** Otomatis digunakan karena kuota yang didapatkan itu terbagi, ada yang khusus digunakan untuk aplikasi belajar online seperti zoom, googleclasroom, dan ruang guru, dsb.

13. Apakah anda pernah mengombinasikan metode dengan media saat mengajar?

**Ibu Lina : Untuk pembelajaran jarak jauh yang paling disering digunakan itu media. Karena penggunaan metode mungkin kurang maksimal dimasa begini. Tapi media yang diberikan menarik agar tidak bosan, apalagi pembelajaran jarak jauh, tidak ada tatap muka. Jadi kondisi dan emosional siswa itu untuk belajar itu mungkin menurun sehingga salah satu saya berikan itu mungkin pemberian materi melalui video yang saya akses melalui youtube ataupun platform belajar lain.**

14. Sebelum mengajar, apakah anda mengulang kembali materi yang telah dibahas pekan lalu sebelum masuk materi baru?

**Ibu Lina : Iya, mengulang. Mereview kembali.**

15. Apakah ibu pernah menerapkan project based learning saat mengajar?

**Ibu Lina : Pernah tapi selama pandemi ini tidak maksimal tapi saat kondisi normal iya.**

16. Apakah ibu langsung memberikan tugas kepada siswa tanpa menjelaskan terlebih dahulu?

**Ibu Lina : Tidak, karena penerapan pjg ini, minggu pertama diberikan materi, setelah pemberian materi, pembahasan materi sampai siswa benar-benar mengerti baru pertemuan selanjutnya pemberian tugas, begitu seterusnya selang seling. Pemberian materi-tugas**

17. Selama pandemi otomatis model rpp dari pembelajaran offline dengan model rpp sekarang. Bagaimana model rpp sekarang yang ibu gunakan apakah pembelajaran online dimasukkan ke dalam rpp?

**Ibu Lina : Iya, pembuatan rpp ini ada dinamakan rpp pandemi atau covid. Memberikan materi yang memang dianggap crucial atau penting. Dan sangat dibutuhkan oleh siswa karena mengingat waktu pemberian materi saat pembelajaran online itu saat berbeda dengan pembelajaran normal.**

18. Apakah sebelum pembelajaran diawali dengan baca doa?



**Ibu Lin :** Seharusnya memang diawali dengan membaca doa, instruksinya. Tapi itu juga tergantung dari siswanya sendiri apakah melaksanakan instruksi dari guru via whatsapp karena tidak bisa dikontrol secara langsung.

19. Apakah ibu termasuk orang yang disiplin dalam mengajar?

**Ibu Lina :** Kadang disiplin, kadang tidak. Tapi untuk disiplin dalam artian mengerjakan atau memberikan materi tepat waktu saya termasuk yang disiplin tapi untuk menyuruh siswa untuk mengumpulkan tugas, tidak. Karena kita memaklumi kondisi siswa apalagi mungkin setiap siswa tidak mampu membeli kuota tepat waktu jadi ada beberapa kompensasi kepada siswa untuk bisa mengumpulkan tugas dengan tenggang waktu seperti ini.

20. Jika materi speaking, bagaimana cara anda mengajarkannya dalam proses pembelajaran saat ini?

**Ibu Lina :** Pada saat pembelajaran online tidak bisa di pungkiri bahwa proses pembelajaran speaking pasti sangat terhambat karena secara langsung saja proses pembelajaran speaking itu adalah salah satu momok yang paling menakutkan untuk siswa, tapi untuk speaking saya pernah terapkan, siswa disuruh untuk merecord tugas. Jadi mereka mengirimkan melalui via audio whatsapp.

21. Apakah ditentukan tema terlebih dahulu atau langsung saja?

**Ibu Lina :** Untuk tingkatan smp otomatis diberikan tema terlebih dahulu dan diberikan waktu untuk melakukan latihan sebelumnya.

22. Apakah anda pernah menggunakan aplikasi zoom saat mengajar online?

**Ibu Lina :** Untuk saat ini tidak pernah karena untuk menstabilkan jaringan pada saat masuk aplikasi zoom itu sangat susah apalagi di desa ini.

23. Apakah anda mengalami banyak kendala saat menyiapkan materi ?

**Ibu Lina : Untuk masalah teknis tidak terlalu. Tapi kembali lagi pembelajaran online itu kondisi siswa agak sulit dikontrol apakah mereka memahami dengan benar ataukah mereka hanya menyalin dari teman-teman mereka tapi sejauh ini mereka mengumpulkan tugas dengan catatan dengan baik.**

24. Seberapa sering ibu memberikan pekerjaan rumah kepada siswa?

**Ibu Lina : Sering, karena metodenya pemberian materi dulu kemudian diberikan tugas untuk dilihat apakah mereka benar-benar memahami materi yang diberikan sebelumnya. Tapi tingkat materi yang diberikan itu tidak begitu sulit atau sedang-sedang saja karena kami pikir mereka juga tidak mendapatkan penjelasan secara langsung, dan proses bertanya juga karena mungkin ada beberapa siswa yang malu untuk bertanya, apalagi dalam ruang diskusi wa otomatis mungkin ada unsur ketidakpercayaan diri siswa jadi pemberian materi dan pentransferan materi itu mungkin agak masih kurang.**

25. Apakah anda memberikan penilaian secara objektif tanpa membedakan?

**Ibu Lina : Jelas, karena penilaian objektif pada saat pjj ini jelas yang mengumpulkan tugas dan catatan berarti mengikuti materi dan pembelajaran online dengan baik, yang tidak mengumpulkan berarti hanya datang untuk absen wa. Salah satu mengontrol itu dengan catatan dan tugas.**

26. Apakah setelah diberikan tugas kepada siswa, anda mengembalikannya?

**Ibu Lina : Untuk pengumpulan tugas mereka kirim melalui wa, untuk penilaian 3 minggu sekali mereka kesekolah untuk mengumpulkan bukunya setelah itu baru diberikan paraf, jika penjelasan tentang tugas biasanya setelah mereka mengumpulkan baru kita bahas lagi bahwa ini masih banyak**

yang mengalami kesalahan. Dan memberikan jawaban yang benar. Dan didiskusikan secara online. Untuk memberikan pemeriksaan 1per1 biasanya ketika siswa datang kesekolah 1per1 untuk mengumpulkan akumulasi catatan selama 3 minggu setelah pembelajaran.

27. Apa-apa saja yang menjadi standar penilaian?

1. Kehadiran
2. Feedback ( catatan )
3. Cara komunikasi
4. Ketepatan dan kecepatan waktu untuk mengumpulkan tugas
5. Absensi keterlambatan

B. Dwi astuti is a English teacher at SMPN 8 Satap Maiwa

1. Apakah anda melaksanakan pembelajaran dari rumah?

**Ibu Dwi : Iya**

2. Apa tidak pernah mengadakan pembelajaran disekolah selama pandemi?

**Ibu Dwi : Tidak selama covid karena memang ada aturan yang tidak mengharuskan untuk anak-anak untuk dikumpulkan**

3. Seberapa sering anda mengajar dari rumah selama 1 semester?

**Ibu Dwi : Sesuai dengan jadwal.**

4. Bagaimana cara ibu mengajar selama pembelajaran online?

**Ibu Dwi : Melalui whatsapp karena yang mampu jaringan tangkap untuk anak-anak disekolah karena agak susah jaringan, jadi Cuma whatsapp**

5. Apakah ibu sering menggunakan aplikasi saat mengajar online?

**Ibu Dwi : Iya, setiap mengajar menggunakan aplikasi.**

6. Apakah ibu memberitahukan kepada siswa terlebih dahulu aplikasi apa yang akan digunakan untuk belajar?

**Ibu Dwi : Iya, sudah diadakan sosialisai terlebih dahulu bahwa kita akan menggunakan whatsapp selama pembelajaran online.**

7. Apakah anda pernah mengalami kendala saat menggunakan aplikasi?

**Ibu Dwi : Kadang-kadang terkendala jaringan saja. Kalau penggunaan aplikasinya alhamdulillah tidak.**

8. Apa hambatan yang dialami saat proses belajar dari rumah?

**Ibu Dwi : Karena kita tidak bisa mengontrol anak-anak ada yang rajin masuk. Ada yang jarang masuk, adapula yang tidak masuk karena memang tidak bisa dikontrol karena dari rumah.**

9. Apakah anda pernah menerapkan luring method saat pembelajaran dimasa pandemi?

**Ibu Dwi : Selama covid tidak diterapkan karena aturan dari pemerintah pusat .**

10. Apakah anda pernah menerapkan home visit home selama pembelajaran dimasa pandemi?

**Ibu Dwi : Pernah, di awal-awal diterapkan pembelajaran daring. Yang tidak bisa memang berkunjung atau datang ke sekolah.**

11. Apakah anda mendapatkan kuota bantuan dari pihak sekolah atau pemerintah?

**Ibu Dwi : Ada, dua-duanya.**

12. Apakah kuota bantuan tersebut betul-betul digunakan untuk pembelajaran?

**Ibu Dwi : Iya, karena kuota tersebut sudah terbagi. Ada yang khusus untuk internet sekian gb, untuk aplikasi belajar lain seperti zoom sekian, jadi jika kuota khusus untuk zoom itu tidak dapat digunakan di aplikasi lain karena memang khusus untuk zoom saja.**

13. Apakah ibu memiliki skill untuk menggunakan media saat pembelajaran online?

**Ibu Dwi : Masih kurang.**

14. Apakah ibu mengkombinasikan metode dengan media saat mengajar online?

**Ibu Dwi : Lumayan.,**

15. Sebelum mengajar, apakah ibu mengulang kembali materi sebelumnya sebelum masuk materi baru?

**Ibu Dwi : Jarang. Karena jika meriview kembali waktunya anak-anak juga susah karena selama proses pembelajaran daring waktu untuk mengajar juga terbatas.**

16. Apakah ibu pernah menerapkan project based learning dimasa pandemi ini?

**Ibu Dwi : Tidak. Karena selama pandemi ini orang dilarang keluar jadi project based learning ini tidak dapat untuk diterapkan.**

17. Apakah anda langsung memberikan tugas kepada siswa pada menjelaskan terlebih dahulu?

**Ibu Dwi : Tidak, pertama-tama memberikan materi terlebih dahulu sebelum memberikan tugas, jika mereka sudah paham materinya baru diberikan tugas.**

18. Apakah anda mengawali proses belajar dengan membaca doa?

**Ibu Dwi : Iya.**

19. Apakah anda termasuk orang yang disiplin dalam mengajar?

**Ibu Dwi : Tidak terlalu, kadang tidak tepat waktu.**

20. Apakah media yang dipake dengan materi yang dibawakan selaras?

**Ibu Dwi : Iya, sesuai.tapi untuk sekarang media agak susah digunakan karena materinya tidak terpisah seperti apa itu reading, speaking, dll. Cuman untuk media sendiri agak susah jga karena kendala jaringan. Misalnya media video. Agak susah di buka siswa karena terkendala jaringan. Jdi jarang menggunakan media.**

21. Apakah anda pernah menggunakan aplikasi zoom saat mengajar?

**Ibu Dwi : Tidak pernah**

22. Kalau googleclassroom?

**Ibu Dwi : Guru yang lain menggunakan tapi saya tidak. Karena agak susah karena jaringan tidak memadai**

23. Apakah ibu melakukan pembagian grup belajar?

**Ibu dwi : Tidak**

24. Bagaimana model rpp?

**Ibu Dwi : Banyak yang disederhanakan karena kurikulum juga disederhanakan sesuai dengan kebutuhan sekolah masing-masing.**

25. Apakah ibu mengalami banyak kendala saat menyiapkan materi ajar?

**Ibu Dwi : ada, Cuma tidak terlalu banyak.**

26. Apakah anda sempat kewalahan saat tiba-tiba proses pembelajaran berubah ke online?

**Ibu Dwi : Iya, agak susah karena materi yang diajarkan dipembelajaran online bisa kita sampaikan dengan tatap muka kemudian bisa full materinya diselesaikan. Dan selama pembelajaran online kadang-kadang ada materi yang tertinggal, agak susah untk mengecek pemahaman siswa karena tidak bisa dikontrol secara langsung.**

27. Bagaimana cara anda menjelaskan materi via whatsapp?

**Ibu Dwi : Cuma mengetik saja karena mau gunakan video tapi juga agak susah dibuka oleh siswa karena jaringan.**

28. Apakah anda sering memberikan pr kepada siswa?

**Ibu Dwi : Iya sering.**

29. Apakah ibu memberikan penilaian secara objektif tanpa membedakan?

**Ibu Dwi : Iya.**

30. Apa-apa saja yang menjadi standar penilaiannya?

- 1. Rajin mengerjakan tugas**
- 2. Jawaban yang berikan apakah sesuai atau tidak**
- 3. Kehadiran**
- 4. Cara komunikasi**

31. Apakah anda mengembalikan tugas siswa setelah diperiksa?

**Ibu Dwi : Iya.**

32. Seberapa sering anda menjelaskan materi yang akan dibawakan?

**Ibu Dwi : Saya menjelaskan memang diawal pada saat pemberian materi kepada siswa, jadi kebelakang nanti siswa diberikan tugas yang berkaitan, tapi jika masih ada yang kurang dipahami saya jelaskan kembali**

33. Berapa jangka waktu dikasih untuk mengumpulkan tugasnya?

**Ibu Dwi : Biasanya satu pekan, minimal pertemuan kembali semua tugasnya harus terkumpul.**

### **The result interview of students**

A. Siswa kelas 7

**I. Sry Maulidiah Assirqam**

1. Apakah kamu melaksanakan pembelajaran online?  
Iya
2. Seberapa sering kamu melaksanakan pembelajaran dari rumah dalam seminggu? 5-5 hari
3. Berapa jam rata-rata kamu belajar dari rumah per harinya?  
2 jam
4. Bagaimana cara mu melaksanakan pembelajaran dari rumah?  
Menggunakan aplikasi
5. Apakah kamu mengerjakan soal-soal yang diberikan guru?  
Iya
6. Apakah kamu belajar dari buku teks pelajaran atau dari internet?  
Teks buku pelajaran, dari internet tidak pernah.
7. Apakah selama pembelajaran online kamu menggunakan aplikasi zoom, whatsapp, google classroom?  
Iya, menggunakan google classroom dan whatsapp
8. Seberapa sering penggunaan google classroom selama belajar online?  
Kami belajar menggunakan google classroom pada saat semester 2, selama 2 minggu
9. Sebelum menggunakan googleclassroom apakah dijelaskan terlebih dahulu dari guru?  
Iya. Dan saya mengerti bagaimana cara menggunakannya
10. Apa kendala yang kamu alami selama menggunakan google classroom?  
Tidak bisa login karena terkendala jaringan.
11. Kartu apa yang anda gunakan?  
Terkomsel
12. Apakah ada kuota bantuan dari pemerintah atau pihak sekolah?

Iya ada dari pihak pemerintah sebesar 2gb per bulan. Dan dari pihak sekolah kami tidak mendapatkan.

13. Apa hambatan yang kamu hadapi selama pembelajaran online?

Tidak ada.

14. Apakah kamu mengalami kesulitan saat proses pembelajaran online?

Iya, karena guru menjelaskan dan kadang juga tidak.

15. Apakah ada yang mendampingi saat proses belajar online dirumah?

tidak ada,

16. Bagaimana kondisi fasilitas yang kamu miliki seperti ( listrik, internet, komputer, handphone) apakah tersedia dengan baik? Dan dapat digunakan dengan baik?

Iya.

17. Apakah guru sering menggunakan aplikasi saat mengajar online?

Sering

18. Bagaimana cara guru mengajar yang bertema reading?

Divideo.

19. Apakah guru pernah menggunakan aplikasi zoom saat mengajar online?

Tidak pernah

20. Apakah kamu ahli dalam memakai aplikasi yang digunakan guru saat mengajar?

Iya bisa

21. Apakah selama proses pembelajaran berlangsung, kamu pernah kehabisan kuota?

Pernah,

22. Bagaimana cara kamu mengatasinya?

Cari hotspot

23. Apakah guru menjelaskan materi sebelum mengajar?

Iya

24. Bagaimana cara guru menjelaskan materinya?

Pesan suara.

25. Apakah kamu diberikan waktu untuk menanyakan materii yang kurang jelas?

Iya.

26. Berapa jangka waktu yan diberikan untuk mengumpulkan tugas?



1 jam,

27. Apakah guru memberikan penilaian yang adil tanpa membeda-bedakan?

Iya

28. Apakah guru mengembalikan tugas yang telah diperiksa?

iya.

29. Jika dikembalikan, apakah penilaiannya itu dengan paraf saja atau ada nilainya?

ada nilai.

30. Tugas disini dalam artian dalam bentuk catatan atau soal yang dikerjakan? soal saja

31. Apakah guru langsung memberikan tugas setiap pertemuan tanpa menjelaskan?

Tidak, guru selalu menjelaskan sebelum memberikan tugas.

32. Apakah guru mengevaluasi materi sebelumnya sebelum masuk materi baru?

iya.

33. Apakah guru selalu memberikan tugas setiap pertemuan?

perna catatan saja, perna tugas saja

34. Apakah ada aplikasi lain yang digunakan guru selain aplikasi whatsapp dan google classroom?

Tidak ada

35. Seberapa sering guru memberikan tugas selama pembelajaran online?

Sering

36. Apakah guru pernah menerapkan home visit home selama pandemi?

Tidak pernah

37. Apakah guru pernah menerapkan luring method?

Perna, disekolah. Semester 2. Selama sekali seminggu.

38. Apakah sebelum dan setelah pembelajaran guru memberikan instruksi untuk baca doa terlebih dahulu?

Iya.

## II. Lutfiah cherani

1. Apakah kamu melaksanakan pembelajaran online?

Upi:iya

Seberapa sering kamu melaksanakan pembelajaran dari rumah dalam

seminggu?

**Upi: 5 hari**

2. Berapa jam rata-rata kamu belajar dari rumah per harinya?

**Upi : 4 jam**

3. Bagaimana cara mu melaksanakan pembelajaran dari rumah?

**Upi : menggunakan aplikasi whatsapp.**

4. Apakah kamu mengerjakan tugas yang diberikan guru?

**Upi : iya**

5. Apakah kamu belajar dari buku teks pelajaran atau dari internet?

**Upi : buku teks pelajaran saja**

6. Apakah selama pembelajaran online kamu menggunakan aplikasi zoom, whatsapp, google classroom?

**Upi : wa dan gs**

7. Seberapa sering penggunaan google classroom selama belajar online?

**Upi : semester 1 selama 2 bulan**

8. Sebelum menggunakan googleclassroom apakah dijelaskan terlebih dahulu dari guru?

**Upi : iya**

9. Apa kendala yang kamu alami selama menggunakan google classroom?

**Upi : jaringanm karena biasa langsung log out saja dari aplikasi**

10. Kartu apa yang anda gunakan?

**Upi : kartu telkomsel**

11. Apakah ada kuota bantuan dari pemerintah atau pihak sekolah?

**Upi : pernah dari pihak pemerintah dan sekolah**

12. Apa hambatan yang kamu hadapi selama pembelajaran online?

**Upi : jaringan**

Apakah kamu mengalami kesulitan saat proses pembelajaran online?

**Upi : pernah, materinya kurang jelas**

Apakah ada yang mendampingi saat proses belajar online dirumah?

**Upi : orang tua kadang-kadang**

13. Bagaimana kondisi fasilitas yang kamu miliki seperti ( listrik, internet, komputer, handphone) apakah tersedia dengan baik? Dan dapat digunakan dengan baik?

**Upi : baik dan bisa digunakan dengan baik.**

14. apakah guru sering menggunakan aplikasi saat mengajar online?

**Upi : jarang, disuruh kesekolah ambil materi**

15. Bagaimana cara guru mengajar yang bertema reading?

**Upi : via video**

16. Apakah guru pernah menggunakan aplikasi zoom saat mengajar online?  
**Upi : tidak pernah**
17. Apakah kamu ahli dalam memakai aplikasi yang digunakan guru saat mengajar?  
**Upi : iya**
18. Apakah selama proses pembelajaran berlangsung, kamu pernah kehabisan kuota?  
**Upi : tidak**
19. Bagaimana cara kamu mengatasinya?  
**Upi : -**
20. Apakah guru menjelaskan materi sebelum mengajar?  
**Upi : iya, dengan pesan suara, dan menggunakan link youtube**
21. Bagaimana cara guru menjelaskan materinya?  
**Upi :**
22. Apakah kamu diberikan waktu untuk menanyakan materi yang kurang jelas?  
**Upi : iya**
23. Berapa jangka waktu yang diberikan untuk mengumpulkan tugas?  
**Upi : 1 jam tapi selambat-lambatnya pekan depan harus terkumpul semua.**
24. Apakah guru memberikan penilaian yang adil tanpa membedakan?  
**Upi : adil**
25. Apakah guru mengembalikan tugas yang telah diperiksa?  
**Upi : iya**
26. Jika dikembalikan, apakah penilaiannya itu dengan paraf saja atau ada nilainya?  
**Upi : ada nilainya**
27. Tugas disini dalam artian dalam bentuk catatan atau soal yang dikerjakan?  
**Upi : tugas dan catatan**
28. Apakah guru langsung memberikan tugas setiap pertemuan tanpa menyalakan?  
**Upi : iya,**
29. Apakah guru mengevaluasi materi sebelumnya sebelum masuk materi baru?  
**Upi : iya**
30. Apakah guru selalu memberikan tugas setiap pertemuan?  
**Upi : ada**

31. Apakah ada aplikasi lain yang digunakan guru selain aplikasi whatsapp dan google classroom?

**Upi : tidak ada**

32. Seberapa sering guru memberikan tugas selama pembelajaran online?

**Upi : sering**

33. Apakah guru pernah menerapkan home visit home selama pandemi?

**Upi : tidak pernah**

34. Apakah guru pernah menerapkan luring method?

**Upi : pernah, dilaksanakan disekolah**

35. Apakah sebelum dan setelah pembelajaran guru memberikan instruksi untuk baca doa terlebih dahulu?

**Upi :iya**

### III. **Riki mardianto**

1. Apakah kamu melaksanakan pembelajaran online?

**iya**

2. Seberapa sering kamu melaksanakan pembelajaran dari rumah dalam seminggu?

**5 hari**

3. Berapa jam rata-rata kamu belajar dari rumah per harinya?

**1 jam**

4. Bagaimana cara mu melaksanakan pembelajaran dari rumah?

**online, menggunakan aplikasi**

5. Apakah kamu mengerjakan tugas yang diberikan guru?

**iya**

6. Apakah kamu belajar dari buku teks pelajaran atau dari internet?

**kedua tapi lebih sering buku**

7. Apakah selama pembelajaran online kamu menggunakan aplikasi zoom, whatsapp, google classroom?

**whatsapp**

8. Seberapa sering penggunaan google classroom selama belajar online?

**tidak Pernah**

9. Sebelum menggunakan googleclassroom apakah dijelaskan terlebih dahulu dari guru?

**-**

10. Apa kendala yang kamu alami selama menggunakan google classroom?

**-**

11. Kartu apa yang anda gunakan?

**telkomsel**

12. Apakah ada kuota bantuan dari pemerintah atau pihak sekolah?  
**pihak sekolah sebesar 75gb per bulan**
13. Apa hambatan yang kamu hadapi selama pembelajaran online?  
**susah memahami materi, dan jaringan yang sering ngelag**
14. Apakah kamu mengalami kesulitan saat proses pembelajaran online?  
**tidak**
15. Apakah ada yang mendampingi saat proses belajar online dirumah?  
**tidak**
16. Bagaimana kondisi fasilitas yang kamu miliki seperti ( listrik, internet, komputer, handphone) apakah tersedia dengan baik? Dan dapat digunakan dengan baik?  
**baik dan dapat digunakan dengan baik.**
17. apakah guru sering menggunakan aplikasi saat mengajar online?  
**iya, sering**
18. Bagaimana cara guru mengajar yang bertema reading?  
**pesan suara**
19. Apakah guru pernah menggunakan aplikasi zoom saat mengajar online?  
**tidak pernah**
20. Apakah kamu ahli dalam memakai aplikasi yang digunakan guru saat mengajar?  
**iya**
21. Apakah selama proses pembelajaran berlangsung, kamu pernah kehabisan kuota?  
**perna,**
22. Bagaimana cara kamu mengatasinya?  
**langsung beli kembali**
23. Apakah guru menjelaskan materi sebelum mengajar?  
**iya**
24. Bagaimana cara guru menjelaskan materinya?  
**pesan suara**
25. Apakah kamu diberikan waktu untuk menanyakan materii yang kurang jelas?  
**iya**
26. Berapa jangka waktu yan diberikan untuk mengumpulkan tugas?  
**2 jam**
27. Apakah guru memberikan penilaian yang adil tanpa membeda-bedakan?  
**iya**
28. Apakah guru mengembalikan tugas yang telah diperiksa?  
**iya**

29. Jika dikembalikan, apakah penilaiannya itu dengan paraf saja atau ada nilainya?  
**nilainya**
30. Tugas disini dalam artian dalam bentuk catatan atau soal yang dikerjakan?  
**catatan**
31. Apakah guru langsung memberikan tugas setiap pertemuan tanpa menyalin?  
**kadang-kadang**
32. Apakah guru mengevaluasi materi sebelumnya sebelum masuk materi baru?  
**iya**
33. Apakah guru selalu memberikan tugas setiap pertemuan?  
**iya**
34. Apakah ada aplikasi lain yang digunakan guru selain aplikasi whatsapp dan google classroom?  
**tidak ada**
35. Seberapa sering guru memberikan tugas selama pembelajaran online?  
**sering**
36. Apakah guru pernah menerapkan home visit home selama pandemi?  
**tidak**
37. Apakah guru pernah menerapkan luring method?  
**tidak**
38. Apakah sebelum dan setelah pembelajaran guru memberikan instruksi untuk baca doa terlebih dahulu?  
**iya**

**IV. Vino Panji Kurniawan**

1. Apakah kamu melaksanakan pembelajaran online?  
**iya**
2. Seberapa sering kamu melaksanakan pembelajaran dari rumah dalam seminggu?  
**hari**
3. Berapa jam rata-rata kamu belajar dari rumah per harinya?  
**1 jam**
4. Bagaimana cara kamu melaksanakan pembelajaran dari rumah?  
**whatsapp**
5. Apakah kamu mengerjakan tugas yang diberikan guru?  
**iya**
6. Apakah kamu belajar dari buku teks pelajaran atau dari internet?  
**keduanya tapi lebih sering buku**

7. Apakah selama pembelajaran online kamu menggunakan aplikasi zoom, whatsapp, google classroom?  
**wa saja**
8. Seberapa sering penggunaan google classroom selama belajar online?
9. Sebelum menggunakan googleclassroom apakah dijelaskan terlebih dahulu dari guru?
10. Apa kendala yang kamu alami selama menggunakan google classroom?
11. Kartu apa yang anda gunakan?  
**telkomsel**
12. Apakah ada kuota bantuan dari pemerintah atau pihak sekolah?  
**ada dari pihak sekolah, sebanyak tentu.**
13. Apa hambatan yang kamu hadapi selama pembelajaran online?  
**tidak ada**
14. Apakah kamu mengalami kesulitan saat proses pembelajaran online?  
**pernah, susah pelajarannya**
15. Apakah ada yang mendampingi saat proses belajar online dirumah?  
**orang tua**
16. Bagaimana kondisi fasilitas yang kamu miliki seperti ( listrik, internet, komputer, handphone) apakah tersedia dengan baik? Dan dapat digunakan dengan baik?  
**tersedia dengan baik dan bisa digunakan dengan baik**
17. apakah guru sering menggunakan aplikasi saat mengajar online?  
**kadang tidak, kami disuruh kesekolah untuk ambil materi**
18. Bagaimana cara guru mengajar yang bertema reading?  
**via vn**
19. Apakah guru pernah menggunakan aplikasi zoom saat mengajar online?  
**pernah**
20. Apakah kamu ahli dalam memakai aplikasi yang digunakan guru saat mengajar?  
**iya**
21. Apakah selama proses pembelajaran berlangsung, kamu pernah kehabisan kuota?
22. Bagaimana cara kamu mengatasinya?
23. Apakah guru menjelaskan materi sebelum mengajar?  
**iya**
24. Bagaimana cara guru menjelaskan materinya?  
**rekam suara dan ketik**

25. Apakah kamu diberikan waktu untuk menanyakan materi yang kurang jelas?  
**iya**
26. Berapa jangka waktu yang diberikan untuk mengumpulkan tugas?  
**2 jam**
27. Apakah guru memberikan penilaian yang adil tanpa membedakan?  
**iya**
28. Apakah guru mengembalikan tugas yang telah diperiksa?  
**iya**
29. Jika dikembalikan, apakah penilaiannya itu dengan paraf saja atau ada nilainya?  
**ada nilainya**
30. Tugas disini dalam artian dalam bentuk catatan atau soal yang dikerjakan?
31. Apakah guru langsung memberikan tugas setiap pertemuan tanpa menjelaskan?  
**pernah**
32. Apakah guru mengevaluasi materi sebelumnya sebelum masuk materi baru?  
**iya**
33. Apakah guru selalu memberikan tugas setiap pertemuan?  
**ada**
34. Apakah ada aplikasi lain yang digunakan guru selain aplikasi whatsapp dan google classroom?
35. Seberapa sering guru memberikan tugas selama pembelajaran online?  
**sering**
36. Apakah guru pernah menerapkan home visit home selama pandemi?  
**tidak pernah**
37. Apakah guru pernah menerapkan luring method?  
**pernah**
38. Apakah sebelum dan setelah pembelajaran guru memberikan instruksi untuk baca doa terlebih dahulu?  
**iya.**

B. Siswa kelas 8

a. Selfi

1. Apakah kamu melaksanakan pembelajaran online?  
**Selfi : iya**



**Chaya**

:

**iya**

**Ryan : iya**

**Rifkhal : iya**

2. Seberapa sering kamu melaksanakan pembelajaran dari rumah dalam seminggu?

**Selfi : 5 hari**

**Chaya : 5 hari**

**Ryan : 5 hari**

**Rifkhal : 5 hari**

3. Berapa jam rata-rata kamu belajar dari rumah per harinya?

**Selfi : 1- 2 jam**

**chaya : 2 jam**

**Ryan : 1-2 jam**

**Rifkhal : 1-2 jam**

4. Bagaimana cara mu melaksanakan pembelajaran dari rumah?

**selfi : via whatsapp**

**chaya magfirah : wa dan gc**

**Ryan : via online wa dan google classroom**

**Rifkhal : via online , dan wa**

5. Apakah kamu mengerjakan tugas yang diberikan guru?

**selfi : iya**

**Chaya Magfirah : iya**

**Ryan : iya**

**Rifkhal : kadang tidak, karena malas**

6. Apakah kamu belajar dari buku teks pelajaran atau dari internet?

**selfi : iya, Perna menggunakan internet**

**Chaya Mahfirah : kadang dari internet kadang dari buku**

**Ryan : dua-duanya**

**Rifkhal : dari internet saja**

7. Apakah selama pembelajaran online kamu menggunakan aplikasi zoom, whatsapp, google classroom?

**Selfi : google classroom dan whatsapp**

**Chaya Magfirah : hanya whatsapp dan google classroom**

**Ryan : wa dan google classroom**

**Rifkhal : whatsapp dan google classroom**

**8. Seberapa sering penggunaan google classroom selama belajar online?**

**Selfi : semeseter 2**

**Chaya : semester 2**

**Ryan : semester 2**

**Rifkhal : semester 2**

**9. Sebelum menggunakan googleclassroom apakah dijelaskan terlebih dahulu dari guru?**

**Selfi : sering**

**Chaya : iya**

**Ryan : iya**

**Rifkhal : iya**

**10. Apa kendala yang kamu alami selama menggunakan google classroom?**

**Selfi : jaringan**

**Chaya : iya**

**Ryan : kurang paham**

**Rifkhal : jaringan**

**11. Kartu apa yang anda gunakan?**

**Selfi : xl**

**Chaya :xl**

**Ryan**

**Rifkhal : xl**

**12. Apakah ada kuota bantuan dari pemerintah atau pihak sekolah?**

**Selfi : dapat, sebanyak 2gb per 2 bulan**

**Chaya : iya, 30gb per bulan**

**Ryan**

**:**

**tidak**

**ada**

**Rifkhal : tidak, karena salah nomor**

**13. Apa hambatan yang kamu hadapi selama pembelajaran online?**

**Selfi : jaringan**

**Chaya : jaringan bermasalah**

**Ryan : tidak ada**

**Rifkhal : tugas yang lain belum selesai, dapat lagi tugas lagi dari mapel yang lain, jaringan kadang tidak mendukung. Hp kadang langsung lowbt.**

14. Apakah kamu mengalami kesulitan saat proses pembelajaran online?

**Selfi : pernah**

**Chaya : iya kadang-kadang karena yang diajarkan tidak terlalu jelas**

**Ryan : tidak**

**Rifkhal : sulit, karena gurunya menjelaskan dengan tidak baik.**

15. Apakah ada yang mendampingi saat proses belajar online dirumah?

**Selfi : tidak ada**

**Chaya : tidak ada**

**Ryan : tidak ada**

**Rifkhal : tidak ada**

16. Bagaimana kondisi fasilitas yang kamu miliki seperti ( listrik, internet, komputer, handphone) apakah tersedia dengan baik? Dan dapat digunakan dengan baik?

**Selfi : tersedia dan dapat digunakan dengan baik**

**Chaya : tersedia dan dapat digunakan dengan baik**

**Ryan : tersedia dan dapat digunakan dengan baik**

**Rifkhal : tersedia dan dapat digunakan dengan baik**

17. apakah guru sering menggunakan aplikasi saat mengajar online?

**Selfi : iya sering**

**Chaya : iya sering**

**Ryan : iya**

**Rifkhal : sering**

18. Bagaimana cara guru mengajar yang bertema reading?

**Selfi : vn dan mengetik**

**Chaya : kita disuruh kirim vn**

**Ryan : via vn atau ditulis**

**Rifkhal : tidak pernah**

19. Apakah guru pernah menggunakan aplikasi zoom saat mengajar online?

**Selfi : tidak**

**Chaya : tidak**

**Ryan : tidak**

**Rifkhal : tidak**

20. Apakah kamu ahli dalam memakai aplikasi yang digunakan guru saat mengajar?

**Selfi : tidak**

**Chaya : iya**

**Ryan : iya**

**Rifkhal : iya**

21. Apakah selama proses pembelajaran berlangsung, kamu pernah kehabisan kuota?

**Selfi : tidak**

**Chaya : tidak**

**Ryan :**

**tidak**

**Rifkhal : pernah**

22. Bagaimana cara kamu mengatasinya?

**Selfi : -**

**Chaya : -**

**Ryan : -**

**Rifkhal : cari hotspot**

23. Apakah guru menjelaskan materi sebelum mengajar?

**Selfi : iya**

**Chaya : iya**

**Ryan : iya**

**Rifkhal : iya**

24. Bagaimana cara guru menjelaskan materinya?

**Selfi : vn, mengetik dan youtube**

**Chaya : mengetik atau mengirim link yang bersumber dari internet atau youtube**

**Ryan : mengetik atau mengirim link yang bersumber dari internet atau youtube**

**Rifkhal : : mengetik atau mengirim link yang bersumber dari internet atau youtube**

25. Apakah kamu diberikan waktu untuk menanyakan materi yang kurang jelas?

**Selfi : iya**

**Chaya : iya**

**Ryan : iya**

**Rifkhal : iya**

26. Berapa jangka waktu yang diberikan untuk mengumpulkan tugas?

**Selfi : 1 hari**

**Chaya : tidak tentu**

**Ryan : tidak tentu**

**Rifkhal : tidak tentu**

27. Apakah guru memberikan penilaian yang adil tanpa membeda-bedakan?

**Selfi : iya**

**Chaya : iya**

**Ryan : iya**

**Rifkhal : tidak ada nilai**

28. Apakah guru mengembalikan tugas yang telah diperiksa?

**Selfi : iya**

**Chaya : iya**

**Ryan : iya**

**Rifkhal : iya**

29. Jika dikembalikan, apakah penilaiannya itu dengan paraf saja atau ada nilainya?

**Selfi : jika untuk catatan biasanya hanya catatan saja, tapi kalau untuk soal ada nilainya.**

**Chaya : : jika untuk catatan biasanya hanya catatan saja, tapi kalau untuk soal ada nilainya**

**Ryan :**

**Rifkhal : paraf saja**

30. Tugas disini dalam artian dalam bentuk catatan atau soal yang dikerjakan?

**Selfi : catatan dan soal yang dikerjakan**

**Chaya : catatan dan soal yang dikerjakan**

**Ryan : catatan dan soal yang dikerjakan**

**Rifkhal : catatan dan soal yang dikerjakan**

31. Apakah guru langsung memberikan tugas setiap pertemuan tanpa menyalaskan?

**Selfi : pernah**

**Chaya : pernah**

**Ryan : tidak**

**Rifkhal : kadang**

32. Apakah guru mengevaluasi materi sebelumnya sebelum masuk materi baru?

**Selfi : iya**

**Chaya : iya**

**Ryan : iya**

**Rifkhal : iya**

33. Apakah guru selalu memberikan tugas setiap pertemuan?

**Selfi : jarang**

**Chaya : tidak**

**Ryan :**

**Rifkhal : kadang-kadang**

34. Apakah ada aplikasi lain yang digunakan guru selain aplikasi whatsapp dan google classroom?

**Selfi : tidak ada**

**Chaya : tidak ada**

**Ryan : tidak ada**

**Rifkhal : tidak ada**

35. Seberapa sering guru memberikan tugas selama pembelajaran online?

**Selfi : sering**

**Chaya : sering**

**Ryan : kadang-kadang**

**Rifkhal : sering**

36. Apakah guru pernah menerapkan home visit home selama pandemi?

**Selfi : tidak**

**Chaya : tidak**

**Ryan : tidak**

**Rifkhal : tidak**

37. Apakah guru pernah menerapkan luring method?

**Selfi : tidak**

**Chaya : tidak**

**Ryan : tidak**

**Rifkhal : tidak**

38. Apakah sebelum dan setelah pembelajaran guru memberikan instruksi untuk baca doa terlebih dahulu?

**Selfi : iya**

**Chaya : iya**

**Ryan : iya**

**Rifkhal : iya**

**C. Siswa kelas 9**

1. Apakah kamu melaksanakan pembelajaran dari rumah?

**Yuliani : iya**

**Newi : iya**

**Candra : iya**

**Ade : iya**

2. Seberapa sering dalam seminggu?

**Uli : 5 hari**

**Newi : 5 hari**

**Candra : 5 hari**

**Ade : 5 hari**

3. Berapa jam rata-rata kamu belajar online dalam perharinya

**Uli : 2 jam**

**Newi : 2 jam**

**Candra : 3 jam**

**Ade : 3-5 jam**

4. Bagaimana cara mu melaksanakan pembelajaran dari rumah?

**Uli : via online, wa dan google classsroom**

**Newi : via online, wa dan google classroom, link**

**Candra : via online, wa dan google classroom, link**

**Ade : via online, wa dan google classroom, link**

5. Apakah kamu mengerjakan tugas yang diberikan guru?

**Uli : iya**

**Newi : iya**

**Candra : iya**

**Ade : iya**

6. Apakah kamu belajar dari buku teks pelajaran atau dari internet?

**Uli : iya, Perna menggunakan internet**

**Newi : dua-duanya**

**Candra : dua-duanya**

**Ade : buku**

7. Apakah selama pembelajaran online kamu menggunakan aplikasi zoom, whatsapp, google classroom?

**Uli : google classroom dan whatsapp**

**Newi : google classroom dan whatsapp**

**Candra: google classroom dan whatsapp**

**Ade : google classroom dan whatsapp**

8. Seberapa sering penggunaan google classroom selama belajar online?

**Uli : kelas 8 beberapa bulan**

**Newi : kelas 8 beberapa bulan**

**Candra : baru mulai covid, +- sebulan**

**Ade : semester 1**

9. Sebelum menggunakan googleclassroom apakah dijelaskan terlebih dahulu dari guru?

**Uli : iya**

**Newi : iya**

**Candra : iya**

**Ade : iya**

10. Apa kendala yang kamu alami selama menggunakan google classroom?

**Uli : jaringan, kadang log out sendiri**

**Newi : jaringan kurang stabil**

**Candra : jaringan kurang stabil**

**Ade : tidak**

11. Kartu apa yang anda gunakan?

**Uli : xl**

**Newi : telkomsel**

**Candra:xl**

**Ade : telkomsel**

12. Apakah ada kuota bantuan dari pemerintah atau pihak sekolah?

**Uli : tidak,**

**Newi : iya, dari pemerintah 30gb kuota belajar per bulan**

**Candra:tidak dapat karena sudah ganti kartu**

**Ade : iya.**

13. Apa hambatan yang kamu hadapi selama pembelajaran online?

**Uli : jaringan**

**Newi : jaringan**

**Candra : habis kuota, jaringan, tugasnya banyak.**

**Ade : perna, kirim tugas lambat karena jaringan**

14. Apakah kamu mengalami kesulitan memahami materi saat proses pembelajaran online?

**Uli : pernah, iya**

**Newi : kadang, kurang jelas materi yang diajarkan**



**Candra : sulit, karena materi tidak dijelaskan**

**Ade : tidak**

15. Apakah ada yang mendampingi saat proses belajar online dirumah?

**Uli : tidak ada**

**Newi : kadang orang tua**

**Candra : tidak ada**

**Ade : tidak ada**

16. Bagaimana kondisi fasilitas yang kamu miliki seperti ( listrik, internet, komputer, handphone) apakah tersedia dengan baik? Dan dapat digunakan dengan baik?

**Uli : tersedia dan dapat digunakan dengan baik**

**Newi : tersedia dan dapat digunakan dengan baik**

**Candra : tersedia dan dapat digunakan dengan baik**

**Ade : tersedia dan dapat digunakan dengan baik**

17. apakah guru sering menggunakan aplikasi saat mengajar online?

**Uli : iya sering**

**Newi : jarang, kami disuruh kesekolah ambil materi**

**Candra : sering**

**Ade : sering**

18. Bagaimana cara guru mengajar yang bertema reading?

**Uli : vn dan mengetik**

**Newi : vn dan catatan**

**Candra : vn dan video**

**Ade : dibaca saja**

19. Apakah guru pernah menggunakan aplikasi zoom saat mengajar online?

**Uli : tidak**

**Newi : tidak**

**Candra : tidak**

**Ade : tidak**

20. Apakah kamu ahli dalam memakai aplikasi yang digunakan guru saat mengajar?

**Uli : tidak**

**Newi : tidak, aplikasi google classroom karena kurang paham**

**Candra : iya, bisa**

**Ade : iya**

21. Apakah selama proses pembelajaran berlangsung, kamu pernah kehabisan kuota?

**Uli : tidak**  
**Newi : pernah**  
**Candra: pernah**  
**Ade : tidak**

22. Bagaimana cara kamu mengatasinya?

**Uli : -**  
**Newi : pake wifi**  
**Candra : cari hotspot**  
**Ade : -**

23. Apakah guru menjelaskan materi sebelum mengajar?

**Uli : iya**  
**Newi : kadang**  
**Candra : kadang tidak, kadang iya**  
**Ade : iya**

24. Bagaimana cara guru menjelaskan materinya?

**Uli : vn, mengetik dan youtube**  
**Newi : vn, mengetik.**  
**Candra : link, vn.**  
**Ade : vn, mengetik.**

25. Apakah kamu diberikan waktu untuk menanyakan materii yang kurang jelas?

**Uli : iya**  
**Newi : iya**  
**Candra : iya**  
**Ade : iya**

26. Berapa jangka waktu yan diberikan untuk mengumpulkan tugas?

**Uli : 1 hari**  
**Newi : 2-3 jam**  
**Candra : 1 jam**  
**Ade : 2 jam**

27. Apakah guru memberikan penilaian yang adil tanpa membeda-bedakan?

**Uli : iya**  
**Newi : iya**  
**Candra : iya**  
**Ade : iya**

28. Apakah guru mengembalikan tugas yang telah diperiksa?

**Uli : iya**

**Newi : iya**  
**Candra : iya**  
**Ade : iya**

29. Jika dikembalikan, apakah penilaiannya itu dengan paraf saja atau ada nilainya?  
**Uli : jika untuk catatan biasanya hanya catatan saja, tapi kalau untuk soal ada nilainya.**  
**Newi : jika untuk catatan biasanya hanya catatan saja, tapi kalau untuk soal ada nilainya**  
**Candra : paraf saja**  
**Ade : jika untuk catatan biasanya hanya catatan saja, tapi kalau untuk soal ada nilainya**

30. Tugas disini dalam artian dalam bentuk catatan atau soal yang dikerjakan?  
**Uli :**  
**Newi :**  
**Candra : catatan sebagai pengganti tugas**  
**Ade :**

31. Apakah guru langsung memberikan tugas setiap pertemuan tanpa menyalahkan?  
**Uli : pernah**  
**Newi : tidak**  
**Candra : kadang-kadang**  
**Ade : pernah**

32. Apakah guru mengevaluasi materi sebelumnya sebelum masuk materi baru?  
**Uli : iya**  
**Newi : iya**  
**Candra : iya**  
**Ade : iya**

33. Apakah guru selalu memberikan tugas setiap pertemuan?  
**Uli : jarang**  
**Newi : ada**  
**Candra : kadang-kadang**  
**Ade : pernah catatan pernah tugas**

34. Apakah ada aplikasi lain yang digunakan guru selain aplikasi whatsapp dan google classroom?  
**Uli : tidak ada**  
**Newi : tidak ada**

**Candra : tidak**

**Ade : tidak ada**

35. Seberapa sering guru memberikan tugas selama pembelajaran online?

**Uli : sering**

**Newi : sering**

**Candra : sering**

**Ade : sering sekali**

36. Apakah guru pernah menerapkan home visit home selama pandemi?

**Uli : tidak**

**Newi : tidak**

**Candra : tidak**

**Ade : tidak**

37. Apakah guru pernah menerapkan luring method?

**Uli : tidak**

**Newi : tidak**

**Candra : tidak**

**Ade : iya**

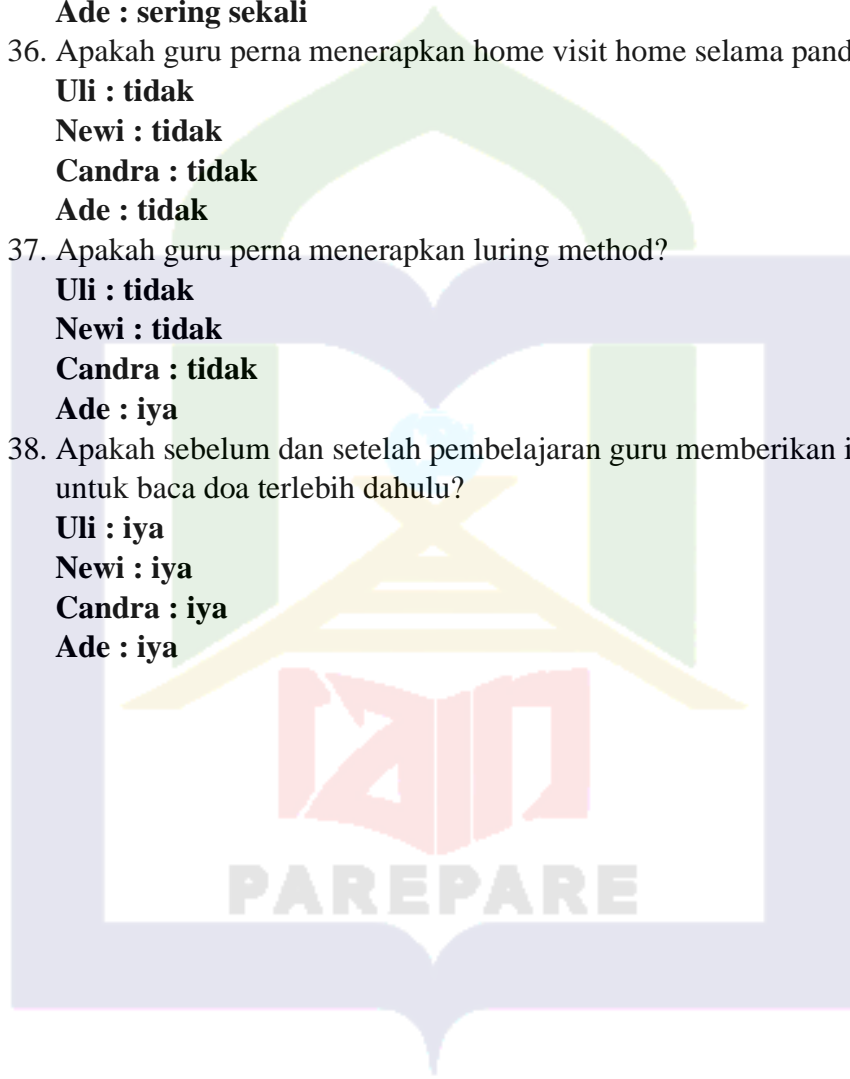
38. Apakah sebelum dan setelah pembelajaran guru memberikan instruksi untuk baca doa terlebih dahulu?

**Uli : iya**

**Newi : iya**

**Candra : iya**

**Ade : iya**









## CURRICULUM VITAE



**Yuca Yunita** is the name of the writer. She was born on 2<sup>nd</sup> June 1998 in Salodua. She is the first child of two children in her family. Her father's name is Muhammad Nur and her mother's name is Rahima. She began her study in Elementary school at SDN 56 Salodua in 2004 and graduated in 2010. In the same year, she continued her study at Junior High School of SMPN 1 Maiwa and graduated in 2013. Then she continue her study to Senior High School of SMAN 4 Enrekang and graduated in 2016. After finishing her study, she subscribed and accepted study in the S1 English Program of Tarbiyah Faculty State Islamic Institute (IAIN) Parepare. In 2021 she completed her thesis in the title **“Implementation and Obstacles of Online English Language Teaching During The Pandemic (A Case Study at SMPN 8 Satap Maiwa).**

