



**THE IMPLEMENTATION OF TEACHING ENGLISH THROUGH
DISTANCE LEARNING DURING COVID-19 PANDEMIC:
A CASE STUDY IN MAFAZA INTEGRATED SMART SCHOOL (MISS)
NATIONAL PLUS ELEMENTARY SCHOOL MALANG**

THESIS

**BY:
ASFIYATUS SOPHIA
21802073058**



**UNIVERSITY OF ISLAM MALANG
POSTGRADUATE PROGRAM
ENGLISH LANGUAGE EDUCATION STUDY DEPARTMENT**

2021

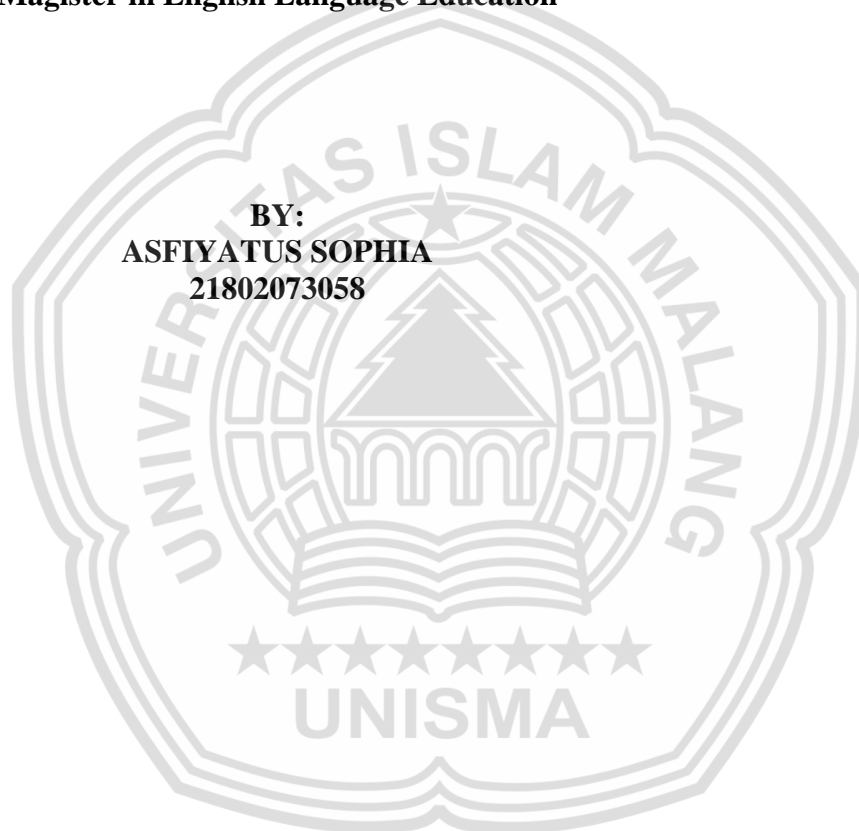


**THE IMPACT OF THE COVID-19 PANDEMIC ON THE IMPLEMENTATION OF
TEACHING ENGLISH AT MAFAZA INTEGRATED SMART SCHOOL (MISS)
NATIONAL PLUS ELEMENTARY SCHOOL MALANG**

THESIS

**Presented to
University of Islam Malang
In partial fulfillment of the requirements for the degree of
Magister in English Language Education**

**BY:
ASFIYATUS SOPHIA
21802073058**



**UNIVERSITY OF ISLAM MALANG
POSTGRADUATE PROGRAM
ENGLISH LANGUAGE EDUCATION STUDY DEPARTMENT
2021**

ABSTRACT

Sophia, A. 2021. *The Implementation Of Teaching English Through Distance*

Learning During Covid-19 Pandemic, A Case Study In Mafaza Integrated

Smart School (Miss)National Plus Elementary School Malang. Thesis,

English Education Department, Post Graduate Program, University of Islam

Malang, Advisor: Dr. Zainul Mujahid, S.S, M.Hum

Key Words: Covid-19 Pandemic, Teaching English as Foreign Language, Distance Learning

Covid-19 pandemic has made all activities of the community very limited. Teaching and learning activities in schools must also be carried out by distance learning. Thus, this research aims to dig deeper information about how distance learning of English is carried out at MISS National Plus Elementary School Malang. In addition, researchers are also looking for supporting factors and inhibiting factors for the implementation of teaching and learning English through distance learning during Covid-19 pandemic. This research is a case study conducted at MISS National Plus Elementary School Malang with a qualitative research design. This is due to the MISS National Plus Elementary School is a elementary school level which use dual curriculum, those are K13 and Cambridge Curriculum. So, English is the everyday language used in schools in formal or informal contexts. The subject of this research is a grade 1 English teacher. Qualitative research instrument is the researcher himself because the researcher has full authority in collecting and analyzing data. So that, researcher collects the data through observation and interview. The result of this research is a description of how the implementation of English teaching through distance learning at MISS National Plus Elementary School, supporting factors and inhibiting factors for the implementation of these activities.

CHAPTER 1

INTRODUCTION

The first chapter of this research describes about the background of study, statement of the problems, purposes of the study, significance of the study, limitation of the study and the deifinition of keyterms.

1.1 Background of Study

As stated by Huang et al. (2020), Coronavirus 2019 (Covid-19) is a large family of virus that can attack humans and animals. This virus usually causes respiratory infections, from the common cold to serious illnesses such as Middle East Respiratory Syndrome (MERS) and Severe Acute Respiratory Syndrome (SARS). A new type of Corona virus that was discovered in humans since the outbreak occurred in Wuhan, China, in December 2019, then it was named Severe Acute Respiratory Syndrome Coronavirus 2 (SARS-COV2), and causes Coronavirus Disease-2019 (COVID-19). Covid-19 became a world hot issue in early 2020. The, a general director of World Health Organization (WHO) declares that Covid-19 ia as a world pandemic. This virus has successfully made many changes in human life. Everyone seems to be facing a terrible epidemic that threatens the lives of every human being who has been infected by Covid-19.

Indonesia at the beginning of 2020 was shocked by the outbreak of the Covid-19. The virus, which is originated from Wuhan, China, spread rapidly throughout the world, including Indonesia. It indirectly affects toward various aspects of people's life, starting from limiting personal activities to large-scale of social activities. As the one of the countered aspects of Covid-19, education sector has to make a new innovation for teaching techniques during pandemic Covid-19. Based on Ministry of Education and Culture circular letter No. 4 of 2020, point 2, due to the entry of Covid-19 to Indonesia in March 2020, teaching and learning activities in schools

must be avoided to prevent the Covid-19 transmission cluster and it is replaced by learning from home or distance learning.

English teaching and learning process has to be conducted, the teacher should perform the activity through distance learning, even though; they encounter many difficulties. Distance learning activity requires all teachers in the school to work more actively in conducting teaching and learning process. Students are also required to be ready to participate in this learning process. The fundamental problem is about the unpreparedness teacher and students to conduct distance learning process. This can be seen from the changing of lesson plan, the way of delivering information and assignments to students, supporting facilities for distance learning, and the assessment stage which takes longer. Moreover, there are many students who are economically living below the poverty line which makes them difficult to have supporting facilities for distance learning such as computers or Android phones and internet networks.

However, teaching and learning must go on. The ministry of education decided to implement social distancing to prevent the spread of Covid-19 in the world of education. Malang city education office also responded to the provisions of the Ministry of Education to continue the socialization of the implementation of study from home for all students from kindergarten to senior high school level. Therefore, English teaching and learning process should be conducted through distance learning.

The problems that occurred in the world of education became the attention of the researcher to conduct research at Mafaza Integrated Smart School National Plus Elementary School Malang (MISS Malang).

MISS Malang is one of national plus elementary school that is quite advanced in Malang city. In terms of location, MISS Malang was located in the strategic area which is close to the center of community's economy and it is an area with a high

educational activity. The uniqueness of MISS is a national school which integrates the K13 curriculum and Cambridge curriculum. So that English is the first language of instruction in school. Teacher, staffs and students use English in their daily communication. They speak in English in formal and informal settings. MISS famous with its 4 in 1 program, those are Full English, Full Day, Small Class and Religious Activity. MISS also has many features offered to the students, one of its excellent features is Overseas Field Trip. Therefore, the researcher is interested in taking the research in this school.

The research about the impact of Covid-19 pandemic can be conducted by maximizing electronic media that is used for distance learning. This case is very interesting to dig a deeper information about the implementation distance learning process at MISS National Plus Elementary School Malang, as well as to examine the obstacles and advantages of English teaching and learning process through distance learning applied by teachers at MISS National Plus Elementary School Malang.

1.2 Statement of the Problems

Based on the background of the study above, formulates the problem as follows:

- 1) How is the implementation of distance learning during the covid-19 era in improving the English teaching process at MISS National Plus Elementary School Malang?
- 2) What are the supporting factors for the implementation of English teaching process during Covid-19 pandemic at MISS National Plus Elementary School Malang?
- 3) What are the obstacles for the implementation of English teaching process during Covid-19 pandemic at MISS National Plus Elementary School Malang?

1.3 Purposes of the study

This research is important to do in order to know objectively the role of teacher in improving the English teaching process. The purposes of this research are:

- 1) To expose the application of distance learning method of English teaching during the Covid-19 era in improving the English teaching process at MISS National Plus Elementary School Malang.
- 2) To find the supporting factors for the implementation of English teaching process during Covid-19 pandemic at MISS National Plus Elementary School Malang.
- 3) To find obstacles for the implementation of English teaching process during Covid-19 pandemic at MISS National Plus Elementary School Malang.

1.4 Significance of the Study

The results of the study have enormous benefits for teachers, especially for teacher in 4.0 era, on how to maximize the implementation of distance learning. The rapid development of technology requires teachers to upgrade their teaching skills by taking advantage of technological advancements. Thus, teachers who use one kind of interesting tools or application derived from the result of this research will be able to train students better. Teachers will also know the supporting factors and obstacles that can occur in the application of distance learning. So that, they can take the right steps for its implementation. While, for students with an educational background in English, the results of this study will help them to get a picture of the real situation during distance learning. So, if this distance learning continues, they know the right steps to implement it.

1.5 Limitation of study

This research was conducted to describe teaching and learning English at MISS National Plus Elementary School Malang. Although English is not compulsory subject in elementary school level, MISS National Plus Elementary School makes English as a daily communication and instruction in the school. It happens because MISS National Plus Elementary School wants to create a young generation who are able to compete at the international level. In addition, childhood is a golden period where the child's brain is still experiencing plasticity and flexibility so that this period is easier than other phases of life. so that English needs to be taught to children at the earliest possible age in order to get maximum results. The limit of this research is how teacher teach English through distance learning especially toward new students of grade 1. Grade 1 students are transitional students from kindergarten level which not all students are familiar with English. So that, the researcher wants to explore how to teach English through distance learning to new grade 1 students in. The obstacles and supporting factors in teaching and learning English also be described in this research. This research was conducted during the Covid-19 pandemic from the beginning of new academic year in July 2020 until the end of semester 1 on December 2020.

1.6 Definition of Key Terms

To avoid misunderstanding, some important terms used in this research are defined as follows:

1) Covid-19 Pandemic

Covid-19 pandemic is the virus was first detected in city of Wuhan, China in December 2019 and the World Health Organization (WHO) declared as the world pandemic in March 2020.

2) Teaching English as Foreign Language

Teaching English as Foreign Language (TEFL) is teaching English to a person or people who already learned two or more languages. So that, English is not their primary or secondary language. Therefore, Teaching English in MISS National Plus Elementary School constitutes as Teaching English as Foreign Language (TEFL) language. This is because the Indonesian people are united by one language, namely Bahasa Indonesia. However, they have many different mother tongues. Almost every region has their own mother tongue. So that, for Indonesian people English is a foreign language.

3) Distance Learning

Distance learning is a teaching and learning process carried out with the help of communication tools and internet networks. In practice, teachers and students are not required to meet face to face directly at the same time and place. they can do it anywhere and anytime as long as they have communication tools that support to do distance learning. This distance learning is widely applied in this 4.0 era where teacher and students can take many advantages of various kinds of digital facilities and innovations to do teaching and learning process.

CHAPTER VI

CONCLUSION

The implementation of English distance learning at MISS national Plus Elementary School is very good. The teacher uses several kinds of interesting applications to create fun learning activities for their students. Distance learning is carried out in 2 ways, namely synchronous and asynchronous. Synchronous learning is carried out by conducting online class meetings. This opportunity is used by the teacher to provide an explanation of the new material being taught. Therefore students understand more easily if they listen to face-to-face online explanations with their teacher. They also do a discussions and ask and answer questions during online class meetings. While asynchronous is done by the teacher by giving an assignment in the form of a worksheet file, a link that is connected to the assignment that is shared via the WhatsApp group. By utilizing several applications to provide assignments, the task display becomes more colorful and fun in order to make the students become more enthusiastic in doing their tasks.

Several factors support the course of distance learning, such as learning media, internet connection, teachers and support from parents. Learning media and internet connection are needed because this learning is done remotely, so we need help from technology. Creative teachers are able to create an atmosphere and fun learning activities. Therefore students are still excited to learn from home. Support from the parents is also a very important factor. This is because some students still need their parents' help in doing their assignments.

However, there are also some obstacles in the implementation of distance learning, such as the time agreement between parents and teachers in conducting online class meetings. Because some students still need parental assistance, teachers and parents need to make a time agreement when they conduct online class meeting.



Next, time is limited in the zoom application in conducting meetings. In zoom application, users must pay to get unlimited time in conducting online class meetings. This can be overcome by using other applications such as Google Meet which has unlimited time. the last is the lack of knowledge of parents in the use of technology. The teacher must clearly explain the steps and instructions so that parents can understand what activities students should do. This will also resolve itself over time so parents will get used to it and be able to use the applications that are used for learning.



REFERENCES

- Adedoyin, O. B., & Soykan, E. (2020). *COVID-19 pademic and online learning:the challenges and opportunity*. Interactive Learning Environments, 0(0), 1 – 13.
<https://www.tandfonline.com/doi/full/10.1080/10494820.2020.1813180>
- Brown, H.D. (2000). Principles of Languange Learning and Teaching. Englewood
cliff, N.J.: Prentice Hall
- Broughton, G. Brumfit. C, Flavell. L, Hill, P. Pincas, A. (1980). *Teaching English as
a Foreign Language (2nd Ed)*. USA and Canada: by Routledge
- Ciotti, M., Ciccozzi, M., Terrinoni, A., Jiang, W., Wang, C., Bernardini, S., (2020).
The Covid-19 Pandemic. *Critical Laboratory Series Volume 57 Issue 6:*
[Special issue: COVID-19 Pandemic and the Critical Role of the Clinical
Laboratory. https://pubmed.ncbi.nlm.nih.gov/32645276/](https://pubmed.ncbi.nlm.nih.gov/32645276/)
- Darmawan, Deni. (2012). Pengembangan E-Learning dan Desain. Bandung: PT.
Remaja Rosdakarya
- Dewi, W. (2020). Dampak Covid-19 Terhadap Implementasi Pembelajaran Daring Di
Sekolah Dasar. Jurnal Ilmu Pendidikan. Published by: University of Pahlawan
Tuanku Tambusai
- Duffy, T. Kirkley, J. (2004). *Learner-Centered Theory and Practice in Distance
Education*. London: Lawrence Erlbaum Associates
- Hodges, C., Moore, S., Locke, B., Trust, T., Bond, A. (2020). *The Difference
Between
Emergency Remote Teaching and Online Learning*. Accessed on 5th January
2021. [https://er.educause.edu/articles/2020/3/the-difference-between
emergency-remote-teaching-and-online-learning](https://er.educause.edu/articles/2020/3/the-difference-between-emergency-remote-teaching-and-online-learning)
- Huang, C., Wang, Y., Li, X., Ren, R., Zaho, J., H, J., (2020). Clinical features of
patients infected with 2019 novel coronavirus in Wuhan, China. *Journal of*

National Library of Medicine,

[https://www.thelancet.com/journals/lancet/article/PIIS0140-6736\(20\)30183-5/fulltext](https://www.thelancet.com/journals/lancet/article/PIIS0140-6736(20)30183-5/fulltext)

Kemendikbud, Surat Edaran No 4 Tahun 2020 Tentang Pelaksanaan Kebijakan

Pendidikan Dalam Masa Darurat Penyebaran Corona Virus (Covid-19).

<https://pusdiklat.kemdikbud.go.id/surat-edaran-mendikbud-no-4-tahun-2020-tentang-pelaksanaan-kebijakan-pendidikan-dalam-masa-darurat-penyebaran-corona-virus-disease-covid-1-9/>

Mistar, J. (2005) Teaching English as a Foreign Language. *Teaching English to the world: History, curriculum, and practice*, page 71.

Miftah, M. (2013). Fungsi dan Peran Media Pembelajaran Sebagai Upaya Peningkatan Kemampuan Belajar Siswa. BMBP Kemendikbud

Munir. (2009). *Pembelajaran Jarak Jauh Berbasis Teknologi Informasi Dan Komunikasi*. Bandung: CV. Alfabeta

Nurhayati, L. Supriyanti, N. Triastuti, A. (2008). *Teaching English as Foreign Language methodology*. TEFL Methodology. Universitas Negeri Yogyakarta

Nuzuar. Warsah, I. (2018). Analysis of Teacher's Administrative Innovation In Improving The Instruction Quality. *Jurnal Edukasi Kemenag*.

Setyaningsih, K. Eka, K. Badarudin. (2020). *Analisis Pelaksanaan Pembelajaran Jarak Jauh Di SD Karangrena 03*. *Jurnal Riset Pendidikan Dasar (JRPD)*.

Wati, I. Kamilia, I. (2019) *Pentingnya Guru Profesional Dalam Mendidik Siswa Milenial Untuk Menghadapi Revolusi 4.0*. Universitas PGRI Palembang

World Health Organization (WHO). (2020, March, 11) WHO Director-General's opening remarks at the media briefing on COVID-19.

<https://www.who.int/director-general/speeches/detail/who-director-general-s-opening-remarks-at-the-media-briefing-on-covid-19---11-march-2020>

Yin, R. (2016). *Qualitative Research from Start to Finish (2nd Edition)*. London: The Guilford Press