INTERACTION IN DISTANCE LEARNING CLASS DURING THE COVID-19 PANDEMIC

THESIS

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Menyatakan bahwa sesungguhnya skripsi tersebut adalah benar karya asli saya, kecuali lampiran yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan didalamnya akan menjadi sepenuhnya tanggung jawab saya.

Demikian surat pernyataan ini saya buat dengan sebenar-benarnya.

Banda Aceh, 12 Juli 2021
Saya yang membuat surat pernyataan,

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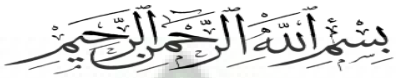

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The Writer,

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ABSTRACT

This research aimed to identify the interaction in distance learning during pandemic COVID-19, problems faced by the students during the implementation in distance learning and the solutions for anticipating the problem in distance learning. To collect the data, the researcher used questionnaire sheets and interview session. This research involved 29 second-grade students of second VII A classroom and 25 second-students of VII C classroom in batch 2021/2022 at SMPIT Al-Fityan School Aceh as participant for questionnare. Meanwhile, two of teacher from the school were also asked for their times to be the participant in interview. Both participants in questionnaire and interview were selected based on purposive sampling. Based on the results from the research, the interaction between teachers and students in distance learning were carried out using group discussion trough various online platforms such as Microsoft Teams, Zoom and Google meets. The interaction in distance learning make the students felt enjoyable, able to interact with their classmates, and the sudents more active in group discussion. However, the students did not make sure that they can improve their performances and the interaction in distance learning is not attractive. There were three common problems faced by students in regards to distance learning, which were lack of support, feelings of isolation, inconvenience in following the exam and lack of time reviewing the lesson. Therefore, the solutions to anticipate the problems in distance learning, they are provide some attractive learning in term of instructions and methods, asking for internet access and device for supporting interaction in distance learning from school parties, and strengthened the relationship between teacher, students and parents in interaction of distance learning.

Keywords: Interaction, Distance Learning, and Pandemics.

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CHAPTER I
INTRODUCTION

A. Background of Study

Since the first case of Corona Virus Disease (COVID-19) was reported in Indonesia, the world has changed dramatically on some sectors such as, politic, economy and education. The policy of compulsory physical distancing has been implemented in many Indonesia institutions or even in the schools. In accordance with this policy, some schools are compelled to make appropriate and timely modification in order to continue to deliver education and to sustain the continuation of students' learning process.

Based on Statistic Indonesia (2020), 45 million students in Indonesia or about three percent of the worldwide student population are affected by pandemic situation. Furthermore, awareness needs of each component of society to come together and solve the problems of education should be prioritized. There is crucially essential to maintain safety from the health condition to protect the students, the academic staff, the community, and our nation as a whole.

Before COVID-19 pandemic, the interactions in some schools were done by meeting face-to-face between the teacher and the students (Cai et.al, 2020). But after the COVID-19 pandemic has become a global health issue, maintaining students' safety at school and reducing the risk of them becoming infected by COVID-19 are two main factors that need to be considered. As result, the teaching and learning activities are nowadays immediately turned into a full distance

learning method that includes the use of Information and Communication Technologies (ICTs) inside of education (Rahman, 2014).

Moreover, by using distance learning as a tool for teaching and learning process can still be carried out without the need of facing each other from both parties. So that the difficulties in the learning process that have only been fixated on meetings in the classroom can be handle by utilizing the e-learning. For example, when there are limitations to the classroom or time, in which leads to the absence of learning process that should be held. According to Robert (2009), when we use the Distance learning employing various online meeting platforms such as Google Classroom, Zoom, and Video conferencing. Those platforms develop their professionalism by utilizing a virtual class and the controls tool for the parents to their children who are studying at home.

Various efforts have been made to ensure learning continues even though there are no schools direct. In term of additional supports, the use of the internet, social media, smartphones, and laptops are now widely used for supporting distance learning. The current situation is challenging educational systems around the world, including Indonesia to switch to online learning mode. Some institutions must develop previous learning approach, but forced to switch entirely to online learning. It is similar with Djamdjuri and Kamilah (2020) who state online learning by using supporting tools such as internet, social media and devices in somehow will provide flexibility of time to learn, can be used anytime and anywhere, especially during period COVID-19.

However, there are persistent differences in the quality of education in all parts of Indonesia. The difference especially because of the socio-economic situation in capital city and the outside areas (Manstead, 2018). Limited access to the Internet, the difference in the qualification of teachers and quality of education, and lack of ICTs' skills vulnerabilities in distance learning initiatives sometimes raise its own problems in education of Indonesia. Hence, the distance learning strategies are certainly different from conventional learning that need broad and proper plan based on the study related to the learning activities using distance learning (Zainab et al, 2012).

Related to this, some Junior high schools in Banda Aceh are also affected by the COVID-19 pandemic. The previously learning activities which took place in school are now comprehensively become the home learning through the process of distance learning. By focussing on the updates news, some schools in Banda Aceh still stress that those who are involved in teaching and learning activities must implement strict health protocols. Social isolation could lead to psychological limitations of much longer duration than the school closure itself. In some cases, connections with students were frequently difficult, particularly when distance learning was not previously experienced and some parents had economic difficulties in activating e-learning.

Some studies have been conducted to discover learning strategies through social distancing to avoid the spread of COVID-19 in field of education. Bhamani, et.al (2020) discussed the experiences of social distancing through home learning in times of COVID-19. The researcher finds that Home learning has emerged as a substitute to the

conventional schooling methods, which should be made effective to provide essential learning skills to children at home using the limited available resources.

Furthermore, Arlinwibowo (2020) conducted the study on distance learning policy in Indonesia for facing pandemic covid-19 that consisted of 49 secondary school teachers from all over Indonesia who had conducted online learning during the COVID-19. The result of the study shows Schools quickly adhere to government policies to carry out distance learning during COVID-19 emergencies. However, the follow-up at each school varied greatly. Each school interprets and adapts to the environmental conditions around the school. The teacher makes a learning plan by modifying the existing learning plan by considering the conditions and needs of students.

Thus, in this research, the researcher would try to investigate the interactions in the class of distance learning during the COVID-19 pandemic at SMPIT Al-Fityan School Aceh.

B. Research Questions

Based on the background of study above, the researcher formulates some research question, as follows:

1. How are the interaction in the class of distance learning during the COVID-19 pandemic at SMPIT Al Fityan School?
2. What are the problems faced by the students at SMPIT Al-Fityan School Aceh in distance learning during the COVID-19 pandemic?
3. What are the solutions for anticipating the problems in distance learning?

C. Objectives of the Study

The objectives of the present study are as follows:

1. To find out the interactions in the class of the distance learning during Pandemic COVID-19 at SMP IT Al Fityan.
2. To identify the problems faced by the students during the implementation in distance learning.
3. To discover the solutions for anticipating the problem in distance learning.

D. Significance of the study

Hopefully, this research can give good contribution both theoretical and practical of the study to those who are involved in the success of learning process through distance learning. In term of theoretical, the research is expected to be able to provide some relevant study to overcome all the problems that might be occurred during in the implementation of distance learning in learning process, especially for teacher, and students

Moreover, in term of practical benefits, the researcher hopes that this study will be useful as the relevant sources for the next research in the future. Furthermore, there will be more references of strategies can be applied to improve distance learning activities during the COVID-19 Pandemic with the better methods.

E. Terminology

To provide a good understanding of this research and to make this study clearer, the writer would like to clarify and explain the terms in this study:

1. Interaction

Based on Douglas (2001, p.165), interaction is an occasion when two or more people or things communicate with or react to each other. Here, the interaction is the way of students and teachers communicates in order to delivery of the learning process during the Pandemic COVID 19.

2. Distance Learning Class

Distance or online learning is becoming one of the most widely embraced ways of a delivery program for many education sectors during the pandemic of COVID-19. According to King et.al (2001), distance learning is the learning activities based formal education where learners and their teachers are in separate locations so that they need an interactive telecommunications system to connect the two and the various resources needed in it. Distance learning involves the use of a computer or electronic device (e.g., a mobile phone, camcorder, camera, etc.) in some way to afford learning process, educational activity or learning material (Stockley, 2006). Here, the distance learning is a way of educating students online.

3. COVID-19 Pandemic

According to World Health Organization (2019), Coronavirus disease (COVID-19) is an infectious disease caused by a newly discovered coronavirus

that made the infected people experience mild to moderate serious respiratory illness and recover without requiring special treatment. It firstly affected people at the end of 2019 and became a pandemic case around the world, including Indonesia.

CHAPTER II

LITERATURE REVIEW

This chapter, the researcher describes the theories of distance learning that include definition of interaction and factor influences learning process. Then it follows with the definition distance learning, the purpose of distance learning and types of distance learning. Moreover, it continues with an overview of COVID-19 pandemic. To support the research, it also provides previous studies.

A. An Overview of Interaction

1. Definition of Interaction

According to Longman Dictionary of Contemporary English (2009), Interaction has two meanings, such as:

a. A process by which two or more things affect each other

b. The activity of talking to other people, working together with them, etc

These two definitions mean that Interaction is the action between people which influences each other. Therefore, Rivers (1987) states that through interaction, students can increase their language store as they listen to read authentic linguistic material, or even the output of their fellow students in discussions, joint problem-solving tasks, or dialogue journals.

In addition, Dagarin (2014) defines that interaction is a two-way process between of the participant in learning process. Interaction can increase by

classroom communication. It showed that the importance of interactions in improving skills and building knowledge by reducing the teacher talking time in order students to be more active in classroom. Naturally, the students will talk to each other through pairs or work groups where each of the students gets their time to talk.

Interaction occurs every day in the learning process of teaching. It is managed by everyone, not only by the teacher in the classroom, but also the students. It showed that the importance of interactions in improving skills and building knowledge by reducing the teacher talking time in order students to be more active in classroom (Kemendikbud, 2013). Naturally, the students will talk to each other through pairs or work groups where each of the students gets their time to talk. Interaction occurs every day in the learning process of teaching. It is managed by everyone, not only by the teacher in the classroom, but also the students. The interaction is usually used to express their ideas together.

To sum up, the writer conclude that interaction is collaborative exchange of thought, feeling, or ideas between two or more people resulting in reciprocal effect on each other in other ways the action performed by the teacher and the students during instruction interrelated.

2. Type of Classroom Interaction

Barker (1982:8) divides the classroom interaction into four types. They are: intrapersonal, interpersonal, group, and cultural interaction. Interpersonal interaction is an interaction which takes places within the individual. In the

classroom, self-to-self interaction will take one of two forms that is teacher to self or student to self. In each case, interaction occurs within a single teacher or single student. There are two characteristics of interpersonal interaction. Fist, the originator and the responder are within the same individual. Consequently, correction of errors must be made by the individual involved in intrapersonal interaction, there is little problem in misinterpretation of language symbol. The example of intrapersonal interaction is a student who mumbles to himself.

Different with intrapersonal interaction, intrapersonal interaction needs two individuals an originator and a responder (Barker, 1982:12). Interpersonal interaction may occur in any face-to-face encounter and is an important medium of interaction in the classroom. The three form of interpersonal interaction in the classroom are teacher to student, student to teacher, and student to student. At this type of interaction, the message is transmitted to a student by the teacher, to the teacher by a particular student, or from one student to another student respectively.

In regards to the third type of classroom interaction, Barker (1982:13) states that group interaction is more frequently used in the classroom than any other type of interaction. It involves the interaction between the teacher and several students, between several students and the teacher, or between student and several students. Example of group interaction in the classroom is group or class discussion, class recitation and activities involving group project.

The last types of classroom interaction, Barker (1982:13) states that in cultural interaction, the originator of the message is often unknown. In most of

form of cultural interaction, there are number of originators who have helped to shape the cultural message. The rules of the school, rules in the discussions, laws, superstitious beliefs, folkways, cultural costumes, and art are all examples of the originators who have helped to shape the cultural message in cultural interaction. In the classroom interaction, culture can function as the originator I self to self, teacher to students or student to students‟ interaction.

B. An Overview of Distance Learning

1. Definition of Distance Learning

The use of distance learning in this article refers to the distance education that has been well known. Nowadays, the distance learning also called as *E-learning.* Based on Agarwal & Pandey (2012), the distance learning in current situation focuses on the use of technology in learning and education. Distance learning refers to the use of information and communication technology in learning process which consists of electronic media for a variety of learning purposes that range from add-on functions in conventional classrooms to full substitution for the face-to-face meetings by online encounters. It is totally different from definition in the previous study in the 1920s, which use audio and computer teleconferencing have influenced the delivery of instruction in the military field and education.

In this millennial era, the media of distance learning has been changed into social media and other platforms that support the process of distance learning. It similar with distance learning is defined by Simonson (2010) who states distance

learning as the way of learning process, where the participant in learning activities is separated, and where interactive telecommunications systems are used to connect learners, resources, and instructors. Moreover, Amir et.al (2020) distance learning is defined as learning process that makes use of Information and Communication Technologies (ICTs) especially in virtual learning in order to avoid the physical distancing or interaction of face to face between the learners and educators.

From those definitions, we can conclude that distance learning is learning which utilizes electronic technologies to access educational curriculum outside traditional classroom and it refers to learning that delivered online. Distance learning makes learning process easier, such as, sharing material or file, submit tasks, and teacher can give feedback on the assignment via online class platform.

2. The purpose of distance learning

Distance learning can offer effective instructional methods, such as practicing with associated feedback, combining collaboration activities with self-paced research, and using simulation and games. Further, all students receive the same quality of instruction. Moreover, distance learning is not limited in a field only, then every people can browse and learn other sciences they wanted.

Clark (2008) state that distance learning strategy can create the teaching and learning process more effective in terms of time and place. By using distance learning, teachers will find it easier to update learning materials that are their responsibility in In addition, accordance with the demands of the latest scientific

development, develop themselves or conduct research in order to increase their horizons and supervise student learning activities.

According to Clark (2008), distance learning has featured in it. (1) content relevant to the purpose of learning in order to develop the application of distance learning. (2) using media elements to distribute content and learning strategies. (3) building new insights and techniques that are linked to learning goals.

3. Types of Distance Learning

In our context nowadays, distance learning is basically divided into two types, synchronous and asynchronous. These two types have their own pros and cons. Appropriate technique used by the teacher for students depends on how they absorb information.

a) The synchronous distance learning

Based on Arisandhy (2010), synchronous is online conversation and video conference, while asynchronous is learning that can be done even both teacher and student are offline. Shahabadia & Uplane (2015) said that distance learning usually scheduled in a real-time and the learning experiences are also live.

The main benefit of synchronous e-learning is to enable students in avoiding feeling insulated in communicating with others during learning process, but not flexible about time. Students should put aside their time to attend the online session live and real-time. This type of e-learning is not suitable for busy people.

b) Asynchronous distance learning

Asynchronous distance learning is the distance learning that utilizes Computer Mediation Communication (CMC) to achieve “anytime and everywhere” learning through online discussion. It is similar to synchronous e-learning which focuses on learner using online learning source to facilitate many kinds of information without thinking about time and place.

In this kind of condition, students should put aside their times to attend to online session live and real-time meeting. It makes students able to follow the curriculum with their own desire without worrying about schedule. This type of distance learning is appropriate for students who like to arrange schedule of learning by themselves and can choose where and when they can continue their learning. It makes students feel insulated because there is no live and interactive educational environment.

C. An Overview of COVID-19 Pandemic

Before we define the term of COVID-19, it is better to know the meaning of pandemic. According to Honigsbaum (2009), the word "Pandemic" comes from the Greek words, ‘pan’ which means "all" and ‘demos’ which means "the people". The word of pandemic is commonly taken to refer to a widespread epidemic of contagious disease throughout the whole of a country or one or more continents at the same time. Currently, one of the pandemics that faced by all people around the world, including Indonesia is Pandemic of Corona Virus Disease (COVID) 19.

COVID-19 Pandemic is a disease caused by the infection of the SARS-CoV-2 virus, first verified in Wuhan city, in the Hubei province of China in December 2019. The infection has a predominantly respiratory transmission and is transmitted through large droplets or aerosols, and less commonly by contact with infected surfaces or fomites.

According to Morens (2020) Coronavirus disease 2019 (COVID-19) is the third coronavirus infection in two decades that was originally described in Asia, after severe acute respiratory syndrome (SARS) and the Middle East respiratory syndrome (MERS). This flu-like pandemic was declared by World Health Organization (WHO) on March 12, 2020. COVID-19 started as an epidemic in China before it spread throughout the world in a matter of months and became a pandemic. According to Stefan (2020:2), coronavirus COVID-19 pandemic, a disease caused by the SARS-CoV-2 virus, continues to grow, the cytology laboratory must also brace itself to continue to offer the best service to patients, while protecting its technicians, technologists, trainees, and pathologists.

D. Previous Study

The researcher provides some previous study that used by the researcher to support the research, as follows.

First, Kevin (2020) by the title teachers prepare to make most of distance learning in midst of COVID-19 pandemic. The purpose of this study was to facilitate teacher preparation to utilize distance learning during the COVID-19 pandemic which was held in the Klondike Lane Elementary School. The results of

this study indicates that fifth grade teachers at Lane Klondike Elementary School have incorporated online tools such as Google Classroom into daily lessons. Here, the researcher of this research is implementing the distance learning method during the COVID-19 pandemic.

Second, Kiryakova (2009) by the title Review of Distance Learning examines the main characteristics which distinguish distance from traditional education. The research also summarizes the advantages and disadvantages of distance learning. It discusses the new technologies by which this form of education is implemented the research also emphasizes Web-based education which is prevalent and growing in popularity. Research from Kiryakova only focuses on different between traditional and conventional distance learning, but the researcher in this research focuses on the process of distance learning in the school.

The last, the research from Syarif (2020) in his thesis under the title "The Implementation of Distance Learning in English Language Teaching at SMA Negeri 1 Wangon". this study aims to find out some problems that arise during the implementation of distance learning. The result of study shows that during implementation of distance learning, there are several problems occurred, such as the internet network that was not smooth, lack of skills in ICT, and lack of communication between teachers and students. In this research, the researcher would like to conduct the study in the different areas, which is in the capital city of Aceh province, Indonesia.

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents research methodology which consists of research design, setting, population and sample, techniques of data collection, and techniques of data analysis. Each of them will be presented in the following discussion.

A. Research Design

This study used the mixed method that combined two kinds of research method, qualitative and quantitative research since the data will be gathered from questionnaire and interview. Cresswell (2013:8) defined mixed methods research is an approach to inquiry combine two research method, qualitative and quantitative to collect data, integrate the two forms data using distinct designs that may involve philosophical assumptions and theoretical frameworks. This combination provides more complete understanding (Creswell, 2013:32).

According to the three approaches to research by Creswell, the researcher used mixed methods research combining qualitative data and quantitative data as well. Moreover, the current status phenomenon in this study is the interactions in the class at one school in Banda Aceh during the COVID-19 Pandemic.

B. Research Setting and Participants

Based on Berg (2001) as cited in Cohen (2007) explains that the participant should be selected firstly by small portion in order to adjust with

qualitative research method. The statement is similar with Yin (2011) who states that the final result in selecting the specific study must yield the most relevant and abundant data of the topic. This research is conducted at SMPIT Al-Fityan School Aceh. The school strongly encourages the students not only to use English in the classroom, but outside the class as well.

In this study, purposive sampling method is used to select the participants based on some research purposes and criteria (Sugiono, 2008). The criteria for choosing the class as the participant of the research because of principal's advices and the schools strongly encourages the COVID-19 protocols. At the same time, the distance learning is still applied by the school, even some other schools already start to do face to face interactions between students and teacher.

Based on the criteria, the researcher took the participant from second grade, VII A classroom and VII C classroom in batch 2021/2022. The class of VII A is a Boarding classroom which consist of 29 students and the VII C is non-boarding classroom which consist of 25 students. The researchers here would not differentiate between the participants in the boarding class (Class VII A) and the non-boarding class (Class VII C) because both classes did not participate in regular class or undergo the learning process through media from their homes during the pandemic of COVID-19. The researcher hopes to obtain several kinds of responses from both different classes. Moreover, those classes are adequate to be studied according to the instruction of Principal and their form teacher.

C. Technique of Data Collection

There were two types data collection used in this research, namely questionnaire and interview.

1. Questionnaire

The questionnaire was the first instrument used by the researcher. In this research, I used questionnaire in order to answer systematically to get the data based on the research problems. The questionnaire is a research instrument which consists of several questions or statements to be responded by the participant in order to gather information (Seliger & Shohamy, 1989). The questionnaire is benefit for the researcher to collect data from a large number of respondents in quick and economical way.

The questionnaire in this research was designed based on Likert scale model. The total questions of the questionnaire are 23 questions on the Agreement scale. The questionnaire will be distributed to the participant in class of VII A and class of VII C. They will be asked to rate on the items scales their statements reflecting their agreement in their ability to perform well academically.

2. Interview

The second instrument used in this study was interview. It is a technique to collect the data by providing some direct questions to the

informants. Mackey and Gass (2005, p.173) make the point that interview lets the researcher to examine phenomena which cannot be observed plainly.

Furthermore, interview is an interactive technique of data collection, the researcher could obtain additional data in case of the prior data is unclear, incomplete, unrelated, or too general. So, after distributing the questionnaire, the researcher selected two of English teachers from both classes as interviewees. During this pandemic, those teachers play an active role as the agent who applied distances learning in accordance with the protocols set by the SMPIT Al-Fityan School Aceh. On the other hand, the teacher understood well about all problems occurred during the interaction through distance learning and how to deal with these problems. The interview will be held via online to anticipate the spread of the COVID 19 pandemic and the main purpose of interview is to get the further information about the interaction in distance learning and additional obstacles faced during the process of distance learning based on the teachers' perspectives.

D. Technique of Data analysis

Before explaining the further data in the descriptive analysis from interview, the researcher firstly measure the students' answers in the questionnaire it attain to gain the unique and personalize information about the students'

responses on their distance learning problems and the process of distance learning in their schools.

Thus, the data from questionnaires were analyzed by using basic statistical and they used to look for the representative of teacher to have an interview. Furthermore, to analyze the questionnaire, the researcher will use a percentage formula as follows (Hadi, 1982) :

$$\mathbf{P} = \frac{f}{n} \times \mathbf{100}\%$$

P = Percentage

F = Frequency

N = Number of Students

100 = Constant Value

Here, there are two data collection that will be analyzed in this conducted research. First, the questionnaire will be analyzed their result through scoring indicator based on a Likert scale which divided into five general categories. Moreover, a short essay is also provided to see their further explanation in describing the process of distance learning in their schools. The indicator scoring on a Likert scale questionnaire items are as follows:

Table 3.1

Table of Scoring in Likert Scale

No.	Categories	Total
1.	Strongly Agree (SA)	5
2.	Agree (A)	4

3.	Neutral (N)	3
4.	Disagree (D)	2
5.	Strongly Disagree (SD)	1

Source: Data Collection

Table 3.1 shows that, the interaction in distance learning can be seen from the score obtained through the scale. The higher the total score obtained, the higher progress of the distance learning process. On the contrary, the lower the score obtained, the lower progress of the distance learning process.

Second, in order to analyze the data through interview, the researcher need to read the transcripts several times to familiarize them with the data and code the transcripts into certain themes with a short word or phrase. It is a good way to analyze and collect the data interview because it leads us from the data to the ideas and from the idea to all the data on that idea. Then, I need to write a summary of the coded data (Griffee, 2012).

CHAPTER IV

RESEARCH FINDINGS

This chapter discusses the findings and discussion of the research. In this section, the researcher elaborated the results of the study and the discussion of each results in order to answer the research questions that has been mentioned in chapter I. The questionnaire sheets were distributed online in Google form to students who had Basic Speaking Skills and English Presentation Skills at SMPIT Al-Fityan School Aceh and interview were questioned by the researcher by via online with the teacher. The questionnaire is analyzed through table based on Likert scale consisted of 23 questions. Furthermore, two of their teachers in the school was interviewed and asked for their perceptions by the researcher which consisted of nine questions.

A. The Interaction in Distance Learning

From interview, the teachers claimed that the concept of distance learning is learning at an indirect or face-to-face distance, and requires media to support these activities. The first teacher stated:

> Distance learning is the learning activities where learners and teacher are Inseparate locations. So that they need telecomunications system to connect each other. (1st Respondent).

The teacher explains that the interaction in distance learning need some preparations or plans in the form of lesson plans so that teachers can provide assignments and materials through communication tools in the form of videos,

texts, recordings, and others and can provide assessments that have now been implemented at SMPIT Al Fityan school Aceh. As stated by one respondent, as follows:

> I usually use google classroom, zoom" (1st Respondent)

The first teacher believes that the used of some platforms such as google classroom and zoom softwares, connect between the teacher and the students and support the distance learning as well. The second teacher focus on the media in learning process, as stated as follows:

> I usually use in distance learning is using Prezi and Focussky as media for presentations replacing Microsoft Powerpoint, as well as quiz media as interactive media to measure students' ability to understand learning materials. (2nd Respondent)

Based on the explanation of both teachers, there were two tools or media to be provided by the teacher in distances learning which were the media that support the communication in distance learning (such as *google classroom*, and *zoom*) and media that can support the material of teaching (such as *Prezy* and *Focussky*).

Table 4.1
Interaction in Distance Learning

No.	Interaction in distance learning	Options									
		SA		A		N		D		SD	
		F	%	F	%	F	%	F	%	F	%
1	Make my performance improves.	1	1.85	5	33.33	28	51.58	18	33.33	2	3.70
2	Makes learning activities more attractive.	6	11.11	8	14.81	12	24.07	36	48.15	1	1.85
3	Makes learning activities more enjoyable.	9	16.67	23	42.59	23	25.93	5	9.26	3	5.56
4	System makes me more flexible to interact with my friends	20	37.04	17	31.48	3	5.56	11	20.37	3	5.56
5	I can easily obtain the feedbacks from my teacher without any obstacles.	22	38.89	10	18.52	17	31.48	6	11.11	3	0.00
6	Demands me to be more active in group discussion	19	35.19	6	11.11	17	31.48	12	22.22	0	0.00

Source: Data Collection

However, the students answer, they are not sure that the interaction in their distance class increase their performance (51.58% of Dominant Neutral Choices) and the interactions were considered by students as not attractive (48.15% of disagreement), but it is enjoyable (42.59% of agreement). Moreover, for some of them, the distance learning allows the students to interact with their classmates (37.04% of strongly agreement) and the distance learning in somehow make the students feel more convenient in obtaining the feedbacks from their teachers (38.89% of strongly agreement). In addition, the distance learning is able to make the students are more active in group discussion because the system demands them to do it (35.19% of strongly agreement). From all the result in interview and questionnaire, it can be concluded that the interaction in distance learning need the use of technology or media that support the communication in distance learning (such as *google classroom*, and *zoom*) and media that can support the material of teaching (such as *Prezy* and *Focussky*). The interaction in distance learning make the students felt enjoyable, able to interact with their classmates, and the sudents more active in group discussion. However the students are not sure that they can improve their performances and the interaction in distance learning is not attractive.

B. The Problems in Distance Learning

During the pandemic COVID-19, there are several obstacles faced by the students in their distance learning systems. Based on the result of questionnaire and interview, some students and their teacher complained about their matters in distance learning including lack of support, feelings isolation, inconvenience in following the exam and lack of time reviewing the lesson.

1. Lack of Support

Based on the result of questionnare, during the learning process with the distances learning system, students needs several supports in order to follow the lesson held by their teachers including accessing material, waiting for the updates, and connecting to internet for the learning activities. Here, the researcher provides the students' arguments on those cases or situations in the following table.

Table 4.2
Lack of Support

No.	Questions	Options									
		SA		A		N		D		SD	
		F	%	F	%	F	%	F	%	F	%
7	I often miss updated learning material when distance learning process.	19	35.19	18	33.33	13	24.07	2	3.70	2	3.70
8	I experienced connection problems during the distance learning process.	4	7.41	12	22.22	28	51.85	6	11.11	4	7.41

Source: Data Collection

From table 4.1, it clearly showed that the students missed frequently the updated material given by their teachers in distance learning. It can be clarified by their dominant choices in 35.19% of their strongly agreement and 33.33% choice of their agreement. Some teachers also felt that they worried about students'

access on distances learning, that can be seen by their arguments in interview, as mentioned as follows:

> Distance learning certainly has weaknesses, so this learning will remain not optimal and less than perfect because the interaction between teachers and students is also limited. (2nd Respondent)

The teacher stated that beacause of the limitation in term of interaction that lead the students would not obtain satisfied learning process and also might faced the problem in term of accessing the updates material during the learning process. The students' satisfication in distance learning can be analyzed can be analyzed from the students in their responses in the following table.

Table 4.3
Satisfaction on material access

No.	Questions	Options									
		SA		A		N		D		SD	
		F	%	F	%	F	%	F	%	F	%
9	I am satisfied with the easy access to the material (such as, books, videos or audios) in distances learning.	7	12.96	13	24.07	22	40.74	11	20.37	1	1.85

Source: Data Collection

Based on the data on the table 4.2, it can be observed that most of the students are in doubt if the students were satisfied with the access on material in distance learning. Moreover, they also in doubt with technical support in term of

internet connection that they faced during the distances learning activities. It can be analyzed from the result of question number 12, whereas the students chose for 51.85% of neutral response.

It is also faced by teachers who also complained about internet access and supporting devices in their schools, as identifiied as in the following argument:

> There are 2 main obstacles that I face during the distance learning process. First, the internet network is very slow and sometimes there is interference. Second, the device used by students are limited. (1st Respondent)

It similar with statement from second respondents, as follows:

> Not all the problem can be solved well. Such as internet connection, because some parents have problem with the economy. (2nd Respondent)

As regards, the problem of internet connection leads the learning process is not optimal. To sum up, most of the students do not sure that they don't have sufficient supports in term of accessing the material and internet connectivity.

2. Feelings of isolation

During the pandemics, most of the students experienced of being separated from their classmates and their teacher because they should follow the health protocol asserted by goverment and others authorities. In other words, they have to adapt with the new system implemented through distances learning activities which makes the students unable to meet face-to-face as usual and isolate themselves at home. The students' problem regarding to feelings of isolation can be interpreted in the table, as follows:

Table 4.4
Feelings of Isolation

No.	Questions	Options									
		SA		A		N		D		SD	
		F	%	F	%	F	%	F	%	F	%
10	During the implementation of distance learning, I cannot express my feedback freely.	18	33.33	20	37.04	8	14.81	3	5.56	5	9.26
11	During the implementation of distance learning, I felt stressed with a lot of homework given by the teacher.	34	62.96	11	20.37	7	12.96	0	0.00	2	3.70

Source: Data Collection

From table 4.3 above, the students described their problems on feelings of isolation to several conditions, for example in their feeling of stress towards many homeworks given by their teacher and unable to express their feedbacks in convinient way. Based on the result found in the table 4.3, it can clearly indicate that many of students chose strongly agree because they felt stressed with lot of homeworks given by their teacher during distance learning with percentages of 62.96%. Not only in term of homework given by their teacher, the students also complained about their flexibility in expressing their argument or their feedbacks that can be analyzed by their strongly agreement choices. It shows that distance learning system made them unable to express their feedback freely, proven by 20

students (37.04%) dominantly chose agree and 18 students (33.33%) chose strongly agree. Whereas, the same feelings is also felt by their teacher as their statements in interview, as follows:

> The limited role of teachers in distance learning, especially in controlling to determine abilities (of students) after the learning process is a separate obstacle. (2nd Respondent)

The teacher here emphasized that they were confused on managing the class because they cannot observed the students comprehensively as in the regular learning. Based on all of those conditions in table 4.5, it could be highlighted that most of students experienced their problems in feelings of isolation to several conditions that can be seen by their inconvenient of expressing their feedbacks and their feelings of stress towards many homeworks given by their teacher during distance learning.

3. Inconvenience in following the exam and lack of time reviewing the lesson

Distance learning not only lead the students to have some lack of support and feelings of isolation, but this system also leads the students unable to perform their action in term of taking the exam and revieweng the lesson . It can be observed from two questions responded by the students in the following table:

Table of 4.5
Following Exam and Time for Reviewing The lesson

No.	Questions	Options									
		SA		A		N		D		SD	
		F	%	F	%	F	%	F	%	F	%
12	I can freely follow the exam given by the teacher through the distance learning interaction system.	10	18.52	10	18.52	30	55.56	2	3.70	2	3.70
13	I cannot spend enough time to review all the lessons given by teacher when interaction in distance learning.	15	27.78	9	16.67	14	25.93	14	25.93	2	3.70

Source: Data Collection

From table 4.4, it specifies that 30 students (55.56%) were hesitant or they were not sure that they can following the exam easily that is given by their teacher in distance learning. However, 10 students (18.52%) strongly agreed and similar total with those who agreed (18.52%). With the statement that have a slightly different percentage 3.70% of disagree students comparing to who answered neutral by 30 students (55.56%). Then, two students (3.70%) chose strongly disagree. Based on the students choice, the students are still in doubt regarding the easy of taking the exam.

Moreover, the students also felt that they cannot spend sufficient time reviewing all the lessons given by teacher when interaction in distance learning. It can be proven by 15 students (27.78%) chose of strongly agree and nine students (16.67%) chose agree. As regards, Both of Inconvinience in following the exam and lack of time in reviewing the lesson is coherent from teachers' statement in interview. The first respondent agreed that distances learning made the learning activities are not optimal to help the students, such as in taking exam and reviewing the lesson, as stated as follows:

> Distance learning has its own strength and weakness, definitely not optimal at all. (1st Respondent)

So, it can be implied from the statement of the teacher that the distance learning did not run the learning process optimally, so that the students were unable following the exam in convinient and have not enough time to review all lessons given by their teachers.

C. Solutions for anticipating the problems in distance learning

To answer several questions regarding to solution for overcoming the obstacles in distance learning, the researcher analyzed the data from interview session with the teachers who always observed the students' progress in the schools; and the results from questionnaire in regards to solutions. Based on the nine questions provided by the researcher, there are two quesstions which relates to the solution of problems in distance learning. There are two teachers were selected for giving opinions about anticipating the problems in distance learning. The teachers are anynimously introduced by researcher as first respondent and second respondent. Moreover, the themes are listed, as follows:

1. Providing some attractive learning instructions and methods.

In order to solve the problem regarding the distance learning process, the students were provided with several instructions that guide them in accessing the materials that are used in learning process, as stated by first respondent:

> The teacher provides the material that has been explained by the teacher, so that can help the students to understand the material optimally. (1st Respondent)

It is also similar with the argument from the the second teacher who supports the first respondent.

> The solution that I give to students is to continue to provide teaching materials that are taught through a drive that is linked to the google classroom for each class, so that students can get learning materials (2nd Respondent).

The second respondent also continues that:

> In addition to providing material in the form of learning videos that are directly explained by the teacher, so that students' understanding of the material can be helped even though it is not perfect and maximal, because the learning pattern used is a one-way model. (1st Respondent)

Based on teachers' opinions, during the pandemics of COVID-19, The teacher maximalized their strategies which aims to keep teaching and learning activities run well although both teachers and learners faced difficult situation. Moreover, the strategy or methods provided by the teacher create good atmosphere in learning process. Thus, the students felt comfortable with the learning process, as stated as follows:

> The method that I have to do during distances learning is how to teach them is a fun way. (1st Respondent)

It similar with 2nd Respondent's opinions who mentioned as follows:

Keeping students enthusiastic in learning is the main goal, so the only learning method that teachers have to do is how to teach in an interesting and fun way so that students enjoy while the learning process even with distance learning conditions. (2nd Respondent)

Besides, the first respondent specified the strategy that he used to support learning activities in distance learning, as said in the following.

Here, I use personalized strategy (1st Respondent).

Based on first respondent and second respondent, it could be revealed that the teacher at SMPIT Al-Fityan school Aceh would like to create attractive and enjoyable method in delivering the lesson to the students in order to grab the students' attentions and to make the students comfortable with the distance learning activities.

However the students had different response on the methods that are used by students, as mentioned in the following table.

Table of 4.6
Learning Method in Distance Learning

No.	Questions	Options									
		SA		A		N		D		SD	
		F	%	F	%	F	%	F	%	F	%
14	The learning method used by teacher in distance learning are suitable rather than regular learning.	4	7.41	7	12.96	23	42.59	20	37.04	0	0.00

Source: Data Collection

Based on the table, it clearly indicated that most of the students argued that they are still not sure whether the method used in distance learning for the students are suitable with 42.59% of students are neutral on their responses. It can be concluded that the first way to anticipate the obstacles in distance learning, especially on material, the teacher at SMPIT Al Fityan school Aceh provide some their best instructions and methods for the students in distances learning to make the student comprehend with the lesson and help the students to get the lesson from home easily.

2. Asking for internet access and device for supporting interaction in the distance learning from school parties.

Based on result of the interview, it showed that both of teachers suggested to all parties who in charge on the sustainability of distance learning process to provide sufficient budget regarding internet access, accessible devices, that support the process of the distance learning as stated by 1st respondent and 2nd Respondent.

> Distance learning will be more optimal if the role of the government, parents and schools are also optimal, starting from the availability of the internet network and the devices that used to support distance learning. (1st Respondent)

It also can be seen from second respondent, as follows:

> The school are provides internet quota and PC such as tab. So, it can help the process in distances learning work optimally. (2nd Respondent)

By obtaining good facilities in term of internet access and device, the students will be able to do several activies as mentioned in the following table.

Table of 4.7
Internet Access and Media in distance Learning

No.	Questions	Options									
		SA		A		N		D		SD	
		F	%	F	%	F	%	F	%	F	%
15	If I get confused with the topic, I can do searching on internet for material while listening to teachers' explanation.	11	20.37	30	55.56	9	16.67	1	1.85	3	5.56
16	I can record all the learning activities by using my media.	12	22.22	27	50.00	10	18.52	2	3.70	3	5.56

Source: Data Collection

From Table 4.6, by having some supports in internet access and suitable device, the students will be able to search for difficult topics from the lesson given by their teachers and they will have sufficient time in reviewing the lesson by recording all the learning activities by using the media or devices.

Furthermore, first respondent also described that the location in Aceh in all parts of the area also faced the problem with internet access, as stated as follows:

> Aceh has unique regional characteristics, there are some highlands or coastal areas, so the internet network is one of the most common obstacles faced by students and teachers. As long as synergistic roles and support do not work, the learning process will be useless. (1st Respondent)

Based on the result of interview and questionnaire, it can be concluded that it is important for the school parties to provide the accesible internet and supporting device for both students and teachers.

3. Strengthen the relationship between teacher, students and parents in interaction of distance learning.

The teacher knows the importance of developing meaningful relationship with and among the students. One of the teacher in his statement also asserted as follow:

> The teacher should provide students space to ask about the material that has been or is being taught. (1st Respondent)

Based on the teacher argument, the teacher can build good relationship with the students by asking student obstacles in term of material and unclear explanation being taught in the lesson during the distance learning. Moreover, the teacher also suggested for creating a good relation not only with the students, but also with their parents to observe

the students intens progress in learning activities from their homes. It can be assumed from one of the participant in interview, as stated as follows:

> Role of parents in supporting students in the process of understanding the material taught at school is very important. For example, students are provided with intensive learning apart from school hours by parents so that students' understanding of the material is getting better. (2nd Respondent)

Based on the teacher opinions, in distance learning activities, the parents will have their parts in supporting the students progress by guiding them in several material and monitoring the students' progress or even their tasks that given by their teacher. Both roles from teacher and parents are connected to each others and able to support the success of the students the learning activities through distance learning during pandemic COVID-19. Based on the result from both of teacher response in interview session, it is must for the teacher, students and parents to streghten their relationship in interaction through distance learning.

D. Discussion

This study focuses on the interactions in the class of distance learning, the problems faced by the students during the implementation in distance learning and the solution for anticipating the problems in distance learning.

First, the interaction between teachers and students in distance learning were carried out using group discussion trough various online platforms such as Microsoft Teams, Zoom and Google Classroom. It is similar with Agarwal & Pandey (2012) who stated in the previous chapter of this research that the use of

techonology will be considered by the implementor in order to support the distance learning activities. The others research that support the use of some platform also stated by Kevin (2020) which showed that fifth grade teachers at Lane Klondike Elementary School have incorporated online platform tools such as *Google Classroom* into their daily lessons.

The interaction in distance learning make the students felt enjoyable, able to interact with their classmates, and the sudents more active in group discussion. However, the students did not make sure that they can improve their performances and the interaction in distance learning is not attractive.

Second, during the pandemic COVID-19, there are several obstacles faced by the students in their distance learning systems. Based on the result of questionnaire and interview, some students and their teacher complained about their matters in regard to the problem in distance learning including lack of support, feelings isolation, and inconvenience in following the exam and lack of time reviewing the lesson.

Third, to answer several questions regarding to solution for overcoming the obstacles in distance learning, the researcher analyzed the data from interview session and questionnare with the teachers who always observed the students' progress in the schools; and the results from questionnaire in regards to solutions. The research finding showed that the obstacles in distance learning will be tackled if the students were provided with some attractive learning instructions and method which based on the criteria that had been given by Clark (2008). The

distance learning had some features, such as the content relevant to the purpose of learning in order to develop the application of distance learning, using media elements to distribute content and learning strategies, and building new insights and techniques that are linked to learning goals.

In addition, the school parties should be aware on some supports for the teacher and the students in term of internet access and device on the distance learning system. The same problem regarding to the internet conectivities and device also can be found on the research from Syarif (2020) which resulted that most of the students in SMA Negeri 1 Wangon that had some problems also in the internet network. Meanwhile relationship between teachers, students and their parents in interaction of distance learning need to be built strongly.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter will show the conclusions and suggestions for completing this research based on the result of the study.

A. Conclusion

This study focuses on the interactions in the class of distance learning, the problems faced by the students during the implementation in distance learning and the solution for anticipating the problem in distance learning.

First, the interaction between teachers and students in distance learning were carried out using group discussion trough various online platforms such as Microsoft Teams, Zoom and Google Classroom. The interaction in distance learning make the students felt enjoyable, able to interact with their classmates, and the sudents more active in group discussion. However, the students did not make sure that they can improve their performances and the interaction in distance learning is not attractive

Second, during the distance learning, students faced some problems such as lack of support, feelings isolation, and inconvenience in following the exam and lack of time reviewing the lesson.

Third, there were several solutions from the teacher based on the interview results and questionnaire. The research finding showed that the obstacles in distance learning will be tackled if the students were provided with some

attractive learning instructions and method, the school parties are able to support the teachers and the students in term of internet access and device, and relationship between teachers, students and their parents in interaction of distance learning are build strongly.

B. Suggestion

1. Student

   In order to have a good interaction in distance learning between teachers and students, this reseacrh will help them to give a reference for their aspiration from the problem that they faced.

2. Teacher

   For the teachers, it will help them as a description for all the problems faced during the implementation of distance learning and a guidance for anticipating all the problems regarding the learning process during the COVID-19 pandemic.

The writer hopes that this research will give some contribution for the teachers, students, and other future researchers. Moreover, Regarding to the next researchers, the writer hopes that they will improve their research in relation to this research by using more interesting data, new additional theory and using broader analyses based on several sources. Therefore, the writer hopes that there are other researchers, who will conduct the similar research in regard to the interaction of distance learning in public speaking.

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SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B-10580/UN.08/FTK/KP.07.6/07/2021

TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

Menimbang :
a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.

Mengingat :
1. Undang-undangNomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;

Memperhatikan : Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 31 Maret 2021

MEMUTUSKAN

Menetapkan :

PERTAMA : Menunjuk Saudara:
1. Dr. phil. Saiful Akmal, M.A — Sebagai Pembimbing Pertama
2. Syarifah Dahliana, M.Ag., M.Ed., Ph.D — Sebagai Pembimbing Kedua

Untuk membimbing Skripsi :

Nama	:	**Nadilla Lucyana**
NIM	:	**140203176**
Program Studi	:	**Pendidikan Bahasa Inggris**
Judul Skripsi	:	**Interaction in Distance Learning Class During The Covid-19 Pandemic**

KEDUA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2020; No.025.04.2.423925/2020, tanggal 12 November 2019.

KETIGA : Surat keputusan ini berlaku sampai akhir semester Genap Tahun Akademik 2021/2022

KEEMPAT : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 03 November 2020
An. Rektor
Dekan,

Muslim Razali

Tembusan
1. *Rektor UIN Ar-Raniry (sebagai laporan);*
2. *Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;*
3. *Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;*
4. *Mahasiswa yang bersangkutan;*
5. *Arsip.*

QUESTIONNAIRE

Please Kindly answer the following question based on your own experiences and belief. Your answer will be kept confidential. The answer will be used as a data of the research related to "*Interaction in Distance Learning Class During Covid-19 Pandemic (Study at SMPIT Al Fityan Boarding School)"*. Thank you for your cooperation and participation for filling out this questionnaire honestly.

Participant Profile:

Name :

Email :

Class :

Gender :

A. Please kindly choose the following agreement which corresponds to the statements with this sign (√)!

No.	Statements	Responds				
		Strongly Agree (SA)	**Agree (A)**	**Neutral (N)**	**Dissagree (D)**	**Strongly Disagree (SD)**
1	Interaction through distance learning system makes my performance improves.					
2	Interaction by using distance learning system makes learning activities more					

	attractive.					
3	Interaction through distance learning system makes the leraning process more enjoyable.					
4	Interaction through distance learning system is very structured with set due dates similar to face-to face learning system.					
5	Interaction through distance learning system helps me comprehend the lesson compared than regular classroom learning.					
6	The learning method used by teacher in distance learning are suitable rather than regular learning.					
7	I am satisfied with the easy access to the material (such as, books, videos or audios) in distances learning.					
8	The teacher and my friends are more cooperative in distance learning rather than regular learning.					
9	Interaction through learning system makes me more flexible to interact with my friends.					
10	Interaction in distance learning demands me to be more active in group					

	discussion.					
11	Through Interaction in distances learning, I can easily obtain the feedback from my teacher without any obstacles.					
12	Interaction through distance learning is more suitable grabbed my attention to focus on the lesson.					
13	I can freely follow the exam given by the teacher through the distance learning interaction system.					
14	I cannot spend enough time to review all the lessons given by teacher when interaction in distance learning.					
15	During the implementation of distance learning, I felt stressed with a lot of homework given by the teacher.					
16	During the implementation of distance learning, I cannot express my feedback freely.					
17	I often miss updated learning					

	material when distance learning process					
18	I experienced connection problems during the distance learning process.					
19	If I get confused with the topic, I can do searching on internet for material while listening the teachers' explanation.					
20	I can record all the learning activities by using my media.					
21	I am able to ask my friend besides me to help with several tasks given to me.					
22	I can make list of all difficult term and I can find its description after the learning section is finished.					
23	I am able to put some supported material infront of me while following the learning process.					

INTERVIEW PROTOCOL

Please Kindly answer the interview based on your own experiences and belief. Your answer will be kept confidential. Your responses will be used as a data of my research related to "*Interaction in Distance Learning Class During Covid-19 Pandemic (Study at SMPIT Al Fityan Boarding School)"*. Thank you for your cooperation and participation for responding it honestly.

Interviewee's Profile:

Name of Interviewee :
Email :
Phone :
Class :
Gender :

QUESTION

1. What do you think about distances learning system?
2. What kind of tools and media usually used by the teacher use in distance learning process? Do all those tools and media used by the teacher support the interaction through distance learning?
3. Do you have any strategies or methods in applying distances learning system? What and why?
4. Do you believe that the students really learn optimally?
5. Do the method used by the teacher work well for students' learning?
6. Are there any obstacles faced by the teacher during the interaction in distance learning?
7. How you solve all the problems during the interaction in distance learning?
8. Can all the problems be tackled well?
9. What does the teacher suggest or recommend in regards to applying interaction through distance learning?

RESULT OF QUESTIONNAIRE

No	Name	Class :	Age :	Statement of Questionnaire																				
				Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20	Q21	Q22	Q23
1	Dian Rayyan Rahmadhani	VII A	13	3	3	3	2	1	3	5	3	3	3	3	2	3	2	4	4	4	4	4	3	4	3	5
2	Damia Ghassani	VII A	13	3	2	4	1	2	2	3	2	3	4	5	3	4	4	5	3	4	4	3	5	3	3	1
3	Naya Ghina Athiya	VII A	13	3	2	5	2	1	3	5	3	3	3	3	3	3	3	3	5	3	3	3	3	3	3	3
4	Nasyirah Fathin	VII A	13	3	2	2	3	1	4	3	3	3	2	3	2	3	2	5	3	4	1	3	4	4	4	3
5	Alfiatun Nazwa F	VII A	13	3	3	3	3	3	3	4	3	3	4	3	3	3	3	3	4	4	4	4	4	4	1	4
6	Hilyaaulia	VII A	13	3	3	5	2	3	3	3	3	3	5	4	3	4	3	4	4	2	4	4	4	5	5	1
7	Muthia Athifa Maiza	VII A	13	2	3	3	3	2	3	3	2	2	3	4	5	4	4	4	3	3	3	3	3	2	3	3
8	Cahaya Asyila	VII A	13	3	3	3	3	3	4	4	3	3	3	3	2	4	3	3	4	3	2	4	4	3	3	3
9	Ghina Indira Kirana	VII A	13	3	3	4	2	2	2	2	3	1	3	2	4	3	2	5	3	3	1	4	3	3	2	3
10	Ghina Dzakira	VII A	13	2	2	3	1	3	2	2	2	2	3	4	4	4	2	5	4	3	2	2	4	2	3	1
11	Cut Hadikatul Azhariah	VII A	13	3	5	5	3	3	4	5	4	5	4	5	3	5	3	5	4	3	3	5	4	3	4	3
13	Sucimeliabelangi	VII A	13	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
14	Tuhfa Hedriya Hanifa	VII A	13	3	2	2	2	2	3	2	2	2	2	4	4	4	4	3	2	3	3	3	3	2	1	2
15	Shaima Alletta	VII A	13	3	5	4	2	3	3	3	4	3	3	3	4	3	3	5	4	4	5	5	5	3	3	3
17	Zahwatul 3	VII A	13	3	4	5	3	4	5	5	4	4	5	3	3	3	3	4	4	4	4	5	5	4	4	4
18	Putri Sarah	VII A	13	4	4	4	4	4	3	4	4	4	3	4	3	3	2	4	4	4	3	4	5	3	5	3
19	Rayssa Fathiya Adilla	VII A	13	3	5	4	4	2	4	2	2	2	4	5	5	5	5	5	5	5	4	4	5	4	1	5
20	Nuraini	VII A	13	4	3	3	4	4	2	2	3	4	2	2	3	3	4	5	3	4	2	4	2	1	4	2
21	Nasywa Tul Jamila	VII A	13	1	3	3	3	3	3	3	3	3	3	3	3	3	3	3	5	4	4	4	4	3	3	3
22	Jayyida Nur Afrah	VII A	13	2	1	4	1	1	2	4	2	2	2	4	4	4	4	5	1	4	1	4	1	2	2	2
24	Keysha Monica	VII A	13	4	5	5	4	4	5	5	4	4	4	2	4	2	2	5	4	5	5	1	4	4	4	4

25	Dhia Salsabila	VII A	13	3	3	3	3	2	2	3	3	1	2	4	3	5	5	5	2	4	2	4	5	2	3	3
12	Ayla Mubina	VII A	12	3	4	1	4	2	4	2	3	2	3	3	2	3	2	5	4	2	3	4	1	2	4	3
16	Niswaya Khairani	VII A	12	3	4	4	2	2	3	5	1	1	2	5	4	5	3	5	5	5	5	5	5	2	3	5
23	Najla Zahiya	VII A	12	3	4	2	4	2	3	2	3	2	2	3	4	3	5	3	1	5	4	1	3	3	4	3
26	Khalisah	VII A	12	2	2	4	2	3	3	3	3	4	5	5	5	3	5	5	5	5	3	4	4	3	4	2
27	Rana Ramadhana	VII A	12	2	2	4	2	3	3	4	3	4	5	5	5	3	4	5	5	5	3	4	4	3	4	1
28	Salsabila Natasya	VII A	12	2	2	4	3	3	4	3	3	4	5	5	5	3	4	5	1	5	3	1	4	1	4	1
29	Dian Ramadhani	VII A	12	1	2	4	2	3	3	3	3	4	5	5	5	3	4	5	5	1	1	4	1	3	4	2
1	Syaza Maulida	VII C	13	5	5	5	1	5	5	4	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
2	Almira Shofiyya	VII C	13	4	3	4	3	3	2	1	4	4	4	3	3	3	3	4	4	4	4	4	4	3	4	3
3	Kiara Khumaira	VII C	13	3	3	4	4	5	5	3	4	5	3	3	5	4	3	4	4	3	2	3	3	5	5	5
4	Kayla Farasyifa	VII C	13	3	4	3	2	1	2	3	3	3	2	4	3	3	3	5	3	3	3	4	4	3	3	2
5	Miftahul Nasywa	VII C	13	3	5	5	4	2	2	4	3	2	3	5	5	5	5	5	5	5	3	3	4	1	2	3
6	Teungku Syahna Aisha	VII C	12	3	3	1	3	2	2	2	2	4	3	3	3	3	2	4	4	1	2	5	5	3	4	3
7	Syifatul Hanina	VII C	13	3	2	3	2	1	2	3	3	3	2	2	2	3	2	4	2	4	4	4	2	2	2	3
8	Wina Khairun Nisa	VII C	12	3	4	1	3	3	4	3	3	3	3	4	3	3	3	4	3	3	3	4	4	3	3	3
9	Vita Nisrina	VII C	13	4	4	4	2	4	2	2	2	3	2	2	2	4	2	5	5	4	3	5	4	2	3	2
10	Nisrina Azzahra Kumala	VII C	13	2	2	4	2	2	2	3	3	2	2	2	3	5	2	5	5	4	4	5	4	2	3	3
11	Clarissa Nabila	VII C	13	3	2	3	2	3	2	4	3	4	3	3	3	3	2	1	4	4	3	5	5	2	3	2
12	Silvia Arifah Zahra	VII C	13	3	2	3	2	2	2	4	2	3	2	4	3	2	1	4	4	3	3	5	4	2	2	2
13	Umira Natasya	VII C	13	3	2	3	2	3	2	4	2	4	3	3	3	3	2	5	4	3	3	4	5	3	3	3
14	Sarah Humaira	VII C	13	3	2	2	3	2	2	4	5	2	5	3	4	3	2	3	1	4	3	3	3	2	5	3
15	Aisyah Duratul Afna	VII C	12	2	2	4	2	2	3	5	2	2	5	5	5	4	4	5	5	4	3	4	5	3	4	3
16	Diamond Kirana Khumaira	VII C	12	2	2	5	2	2	3	4	4	3	5	5	5	1	5	1	4	5	3	4	4	2	4	2
17	Hanifah Syakira	VII C	12	2	2	5	2	2	2	4	3	3	5	5	5	5	5	5	5	5	4	4	4	3	4	2
18	Miftahul Nasywa	VII C	12	2	2	4	2	2	2	3	3	4	5	5	5	1	5	5	5	5	3	5	4	3	4	2

19	Nadhira Noor Bainanurain	VII C	12	2	2	4	2	2	2	3	2	3	5	5	5	5	5	5	4	5	3	4	4	2	4	2
20	Naysa Salsabila Murthala	VII C	12	2	2	4	2	2	3	3	2	3	5	5	5	5	1	5	1	5	3	4	4	3	4	2
21	Nur Nabilatun Jannah	VII C	12	2	2	2	2	2	3	3	2	3	5	5	5	3	5	5	5	5	3	4	4	2	4	2
22	Rajwa Ken Venova	VII C	12	2	2	4	2	2	3	2	3	4	5	5	5	3	5	5	5	5	3	4	4	2	4	2
23	Sarah Humaira	VII C	12	2	2	4	2	2	3	3	3	4	5	5	5	3	5	5	5	5	3	4	4	2	4	2
24	Silvia Arifah Zahra	VII C	12	2	2	4	2	2	3	2	3	4	5	5	5	3	5	5	5	5	3	4	4	3	4	2
25	Syaza Maulidia	VII C	12	2	2	4	2	2	3	3	3	4	5	5	5	3	5	5	5	5	3	4	4	2	4	2

INTERVIEW RESULTS

Please Kindly answer the interview based on your own experiences and belief. Your answer will be kept confidential. Your responses will be used as a data of my research related to "*Interaction in Distance Learning Class During Covid-19 Pandemic (Study at SMPIT Al Fityan Boarding School)"*. Thank you for your cooperation and participation for responding it honestly.

Interviewee's Profile:

Name of Interviewee : Ratna maya S.Pdi
Email : -
Phone : 081360839834
Class : teacher of class VII A
Gender : female

QUESTION

1. What do you think about distances learning system?
   Distance lerning is the learning activities where learners and teacher are Inseparate locations. So that they need telecomunications system to connect each other.
2. What kind of tools and media usually used by the teacher use in distance learning process? Do all those tools and media used by the teacher support the interaction through distance learning?
   Distance learning tools are software products that teachers use in a digital classroom. I usally use google classroom,zoom.
   Almost all the tools and media that I used are very support the interaction trough distance learning.
3. Do you have any strategies or methods in applying distances learning system? What and why?
   The method that I have to do during distances learning is how to teach them is a fun way. I use personalized strategy.
4. Do you believe that the students really learn optimally?
   Distances learning has its own strength and weakness, difinitely not optimal at all.

5. Do the method used by the teacher work well for students' learning?
   It will be work well for the students, because the teacher could control and suport the students in the procces of learning.
6. Are there any obstacles faced by the teacher during the interaction in distance learning?
   The obstacle that I faced during the distances learning is limited access to the internet or internet connection and device.
7. How you solve all the problems during the interaction in distance learning?
   The teacher provides the material that has been explain bybthe teacher, so that can helped the students to understand the material optimally.
8. Can all the problems be tackled well?
   Not all the problem can be solved well. Such internet connection, because some parents have problem with the economy.
9. What does the teacher suggest or recommend in regards to applying interaction through distance learning?
   The school are provide such internet quota and PC such tab. So it can help the proccess of distances learning work optimally.