

## **CHAPTER 4**

### **DATA ANALYSIS**

#### **4.1 Data Description**

In this chapter, the writer intends to discuss the analysis and the interpretation of the data collected. The first step the writer did was preparing the questionnaires. The writer made eight close-ended questions and seven open-ended questions. The close-ended items showed the participants' point of view about using technology media on English distance learning, while the open-ended questions revealed the expression about their attitude to face the problem based on their students and their teaching level.

After that, the writer piloted the questionnaire and checked its validity and reliability. In this step, there were ten respondents involved. According to Yusup (2018), the instrument's validity concerns the extent to which the measurement is precise in measuring what it wants to measure. Reliability questions were to see the time to which an instrument can be trusted because of its consistency.

#### **4.2 Validity Test**

The validity test used the Pearson Correlation. Pearson correlation analysis (Correlate Bivariate) is used to determine the linear relationship between one variable and another (Nugroho et al., 2014). In research, correlation analysis is used to obtain the validity of the test or questionnaire used. It is used to find out how high the level of significance between questions is. The result of the validity test is as follow:

**Table 4. 1**  
**Result of Validity Test**

Item	Pearson Correlation
X1	.979
X2	.683
X3	.870
X4	.939
X5	.841
X6	.979
X7	.901
X8	.744

The r table for ten respondents with a 5% level of significance is 0.632. The items are valid if the Pearson correlation is more than the r table. Based on the result in the table, all the questions are right. It can be concluded that the researcher's questionnaire is valid. The data obtained can be justified. The figure shows that the calculated number is more significant than the r table. According to Gunawan & Sunardi (2016), if the r count is greater than the r table, the resulting data is valid. So, it can be concluded that the questionnaire in this study is accurate.

### **4.3 Reliability Test**

The writer also did a reliability test. The reliability test in this study used the Cronbach alpha method. According to Olivia & Nurfebiaraning (2019), a study's criteria are reliable using the Cronbach alpha technique if the reliability coefficient  $r_n$  is  $>0.6$ . The result is as follows.

**Table 4. 2**  
**Reliability Statistics**

Cronbach's Alpha	N of Items
.951	8

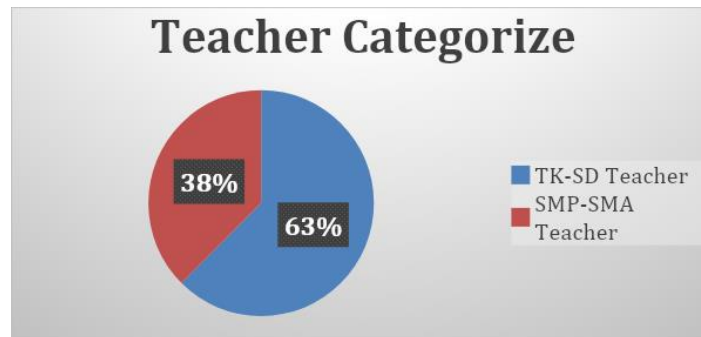
In his book, Sujarweni (2016) (as stated in Olivia & Nurfebriaraning, 2019) stated that the reliability test could be carried out jointly on all items or question items in the research questionnaire. Decisions in the reliability test are as follows: 1. If the Cronbach's Alpha value is  $>0.60$ , then the questionnaire or questionnaire is declared reliable or consistent. 2. Meanwhile, if Cronbach's Alpha value  $<0.60$ , the questionnaire or questionnaire is declared unreliable or inconsistent. Based on the above calculations and following the theory, the questionnaire results in Cronbach's Alpha's Alpha is 0.951, which is more than 0.6; the questionnaire in this study is reliable or consistent.

#### **4.4 Participants**

The participants are 62 English teachers who teach Kindergarten, Elementary, and High School levels from some private schools and Semarang courses. The participants have taught in distance learning sessions during the COVID-19 pandemic. In terms of participants, the writer analyzed participants based on the level of education that they teach.

**Table 4. 3**

**Teacher Category Based on Teaching Level**



The table shows that there are 62 participants. Participants consist of 30 teachers teaching high school level and 32 teachers teaching kindergarten-elementary level. This category aims to find out the level of problems faced. That way researcher can get data on teacher attitudes to face the problem of English distance learning.

#### **4.5 Teacher Attitudes**

Eight closed-ended questions and eight open-ended questions show the participants' perspectives towards English distance learning. Open-ended questions encourage people to develop a more thoughtful answer to give more information about their perspective. Closed-ended items require one specific response, either a yes/no or a choice between a few options. Sometimes they are in pursuit of a fact, and sometimes a decision.

This study finds that respondents' results have different perspectives on the pros and cons of using distance learning. The questionnaire also asks respondents to share their feelings about teaching distance. Details are discussed as below:

## 1. Question 1

**Table 4. 4**

**It is comfortable to teach using the distance learning method.**

### Q1

	N	Minimum	Maximum	Mean	Std. Deviation
Q1	62	1	5	3.37	1.028
Valid N (listwise)	62				

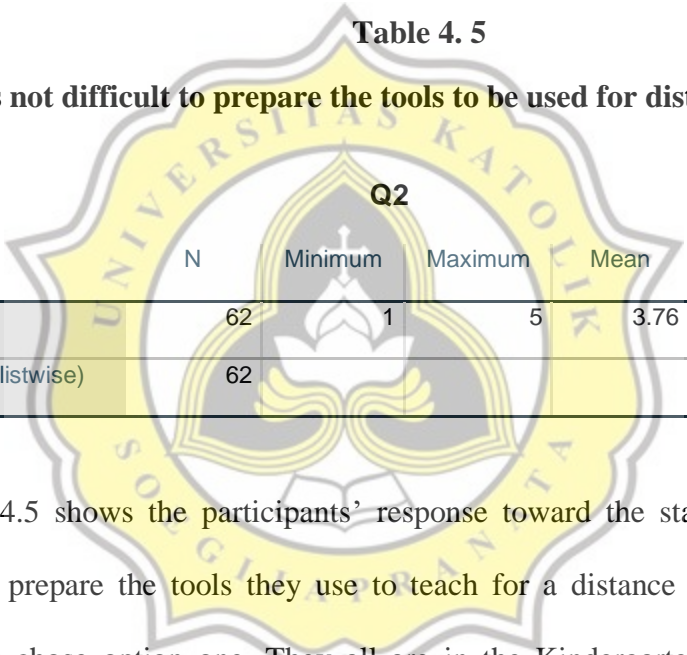
The first question asks the participants whether it is comfortable or not for teaching in a distance learning class. The minimum score is one. 2 participants chose one, meaning that they are not comfortable teaching in a distance learning session. Both of the teachers chose one to teach Kindergarten. They are 49 and 54 years old. The maximum score of this question is five. There are 8 participants in the age group of 23-42 years old who answer five for this question, meaning that they are comfortable teaching using distance learning methods. There are 3 Kindergarten-Elementary teachers and 5 High School teachers who chose option five.

Overall, the standard deviation is 1.028 showing that it has large variations of the respondents' answers. The result is in line with the Kindergarten-Elementary teachers group's standard deviation because its standard deviation is 1,088. While the high school teachers' group's standard deviation is 0.855, indicating that there is no significant variation of the responses towards this question. This question's mean is 3.37, meaning that the respondents show a positive attitude toward this question. The mean for Kindergarten-Elementary is 3.09, and High School is 3.60.

## 2. Question 2

The second question refers to preparing the use of tools in distance learning. At this time, distance learning is done using technology. The use of technology media should have adequate preparation. Today's technology media is very dependent on the internet. This research is done to know the respondents' preparation process of using technology media in distance learning. The results can be seen in Table 4.5 below:

**Table 4. 5**  
**It is not difficult to prepare the tools to be used for distance teaching.**



Q2						
	N	Minimum	Maximum	Mean	Std. Deviation	
Q2	62	1	5	3.76	1.019	
Valid N (listwise)	62					

Table 4.5 shows the participants' response toward the statement that it is not difficult to prepare the tools they use to teach for a distance learning class. Three participants chose option one. They all are in the Kindergarten-Elementary teacher group. The participants find it challenging to prepare the tools she uses in distance learning class, but the 14 participants who answered option five did not feel that way. The standard deviation of this statement is 1.019, showing that the opinions of the participants are heterogeneous. Based on the table, the mean in this statement is 3.76. It means that the participants' attitudes toward this statement are intended to be positive.

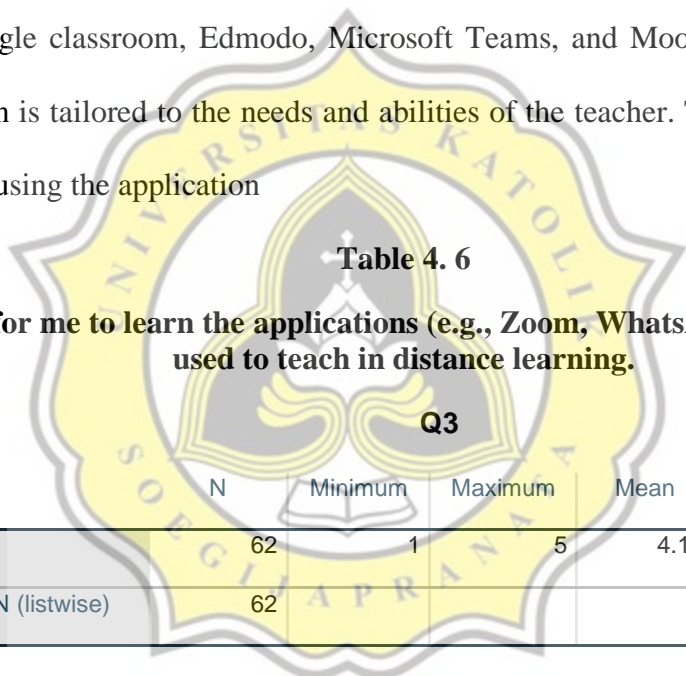
Based on the group, the mean for group Kindergarten-Elementary teachers is 3.44 and for the group of High School teachers is 4.07. It indicates that high school teachers'



attitudes toward the second question are more optimistic than kindergarten & elementary teachers.

### 3. Question 3

The third is a question that is concerned with using a learning application used by respondents in distance learning. This question refers to the application of the media or application. What is their perspective on whether or not it is easy to use distance learning applications? Generally, the applications used are zoom, WhatsApp, google meet, google classroom, Edmodo, Microsoft Teams, and Moodle. In particular, the application is tailored to the needs and abilities of the teacher. This question gets the results of using the application



**Table 4. 6**

**It is easy for me to learn the applications (e.g., Zoom, WhatsApp, Google Meet) used to teach in distance learning.**

**Q3**

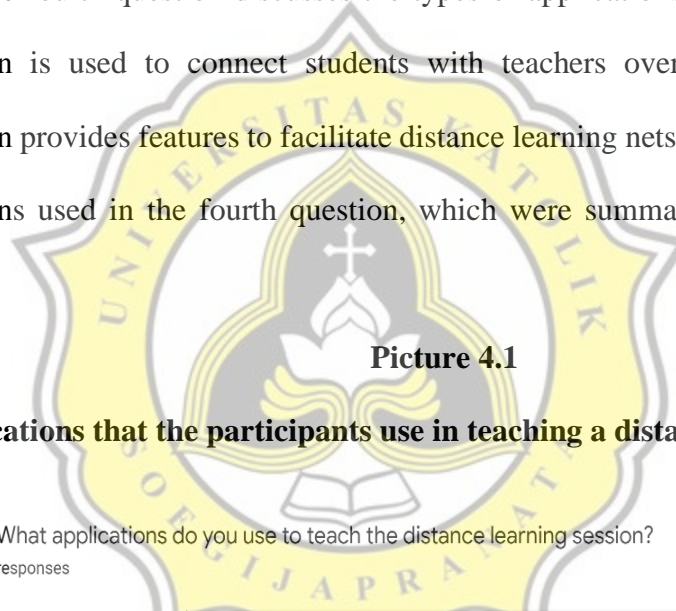
	N	Minimum	Maximum	Mean	Std. Deviation
Q3	62	1	5	4.11	.907
Valid N (listwise)	62				

The third statement shows the participants' thoughts in learning new applications they have to use to teach during the distance learning session. The participants use some applications such as Zoom, WhatsApp, and Google Meet. There is only 1 participant, 54 years old, who thinks it is hard to learn new applications. The second-lowest score of this statement is two. 4 participants chose option two. They are in the age group of 32-49. There are 31 participants (50%) who chose to answer option four for this statement, and nineteen participants chose the highest score of all. The following

picture is the result of the distribution of the application used. The mean of the data is 4.11, indicating that the participants think it is easy to learn to operate the applications. The mean of each group is almost similar to the mean of the overall data. The mean of group Kindergarten-Elementary teachers is 4.9 and for the group of High School teachers is 4.10.

#### 4. Question 4

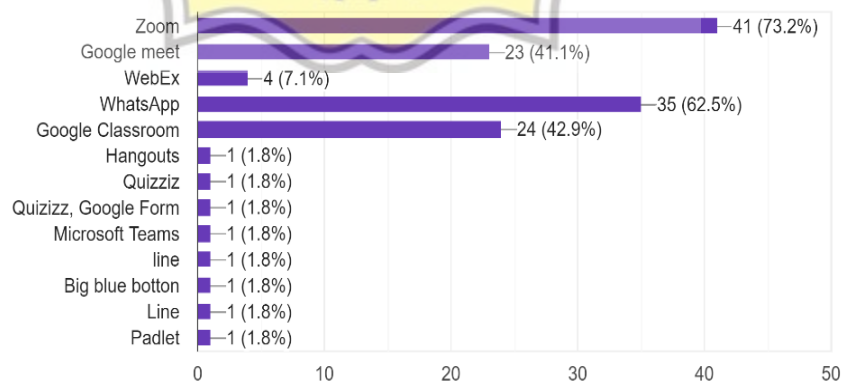
The fourth question discusses the types of applications respondents use. This application is used to connect students with teachers over long distances. This application provides features to facilitate distance learning nets. Participants found the applications used in the fourth question, which were summarized in picture 4.1 as below:



**Picture 4.1**

#### **The applications that the participants use in teaching a distance learning class.**

6. What applications do you use to teach the distance learning session?  
56 responses





The three most used applications are Zoom (73.2%), WhatsApp (62.5%), Google Classroom (42.9%). These applications are general applications that are often used by various parties. There are many references to the applications' functions. It is also adjusted by the teacher's ability to run the application. Students as learning targets are also considered to be familiar with the three applications.

Zoom is used to replace face-to-face activities between students and teachers. Zoom provides virtual met features. Zoom is regarded as a completely online class because it offers several features that support teaching. In the zoom, there is a whiteboard for the teacher to write the material to be conveyed. In addition to zoom, it can display presentations made by teachers through power points, Microsoft Words, et cetera. That is the reason why zoom is the most used application based on respondents' answers.

Google Meet is the second most used application. It is almost the same as zoom, which is a virtual face-to-face application. The features that are owned are nearly the same. Google meet is an application that accommodates many people in the online class. So that teachers usually use google meet to teach students who are members of several classes.

WhatsApp is an application that is used by everyone. WhatsApp is an alternative for teachers who want to do teaching simply. According to respondents' answers, most teachers aged 49-54 use WhatsApp a lot as a learning medium. According to them, WhatsApp is straightforward to achieve, although the primary function of WhatsApp is not for teaching. WhatsApp can be used to connect them with students and provide material even though it is simple.

**Table 4. 7**

**I do not find it difficult to operate the application or web to teach the distance learning class.**

**Q4**

	N	Minimum	Maximum	Mean	Std. Deviation
Q4	62	1	5	4.08	.836
Valid N (listwise)	62				

This statement's mean is 4.08, showing that the participants' attitude toward this statement is positive. At the same time, the mean of both big groups of teachers is quite different. The mean of group Kindergarten-Elementary teachers is 3.97, while group high school teachers' mean 4.13. The standard deviation for overall responses toward this statement is 0.836, indicating no considerable variation in the participants' answers. So, it can be concluded that teachers' attitude toward the application that they used is right. Every teacher used the application, even only one application, to keep connecting with their students.

### **5. Question 5**

The fifth question refers to the process they face in teaching distance learning. In this question, researchers want to determine whether there are difficulties in teaching the distance learning class. It is done to get data about the respondents' perspectives about whether it is easy to teach the distance learning class. The kind of question is that it is easy for them to teach a distance learning class. Then they answered with yes or no about the statement. Details can be seen from Table 4.8 below:

**Table 4. 8**

**It is easy for me to teach a distance learning class.**

**Q5**

	N	Minimum	Maximum	Mean	Std. Deviation
Q5	62	1	5	3.23	1.122
Valid N (listwise)	62				

Table 4.8 shows that the participants' attitudes are positive because their mean is more than 3. The standard deviation indicates that the participants' answers do not vary a lot. Based on the analysis result, the respondents' answers range from 1 to 5. Fifteen (26,7 %) participants, consisting of 13 kindergarten & elementary teachers and four high school teachers, chose both the lowest option, option 1 and 2, indicating they disagree with this statement. They state that the reasons are:

1. the network which goes bad sometimes,
2. it is hard to interact well with the students in the distance,
3. it is hard to measure the students' understanding.

Twenty-one participants (33.9%), 11 kindergarten-elementary teachers, and ten high school teachers are neutral on this statement. Some of their reasons are:

1. technical problems sometimes occur, but they can handle it;
2. students and teachers must both master and own the gadgets and applications they use,
3. interaction between teachers and students is minimal,
4. needing assistance from parents so that activities can run smoothly (kindergarten-elementary teacher).

While the twenty-six participants (16.1 %), eight teachers of kindergarten & elementary teachers, and 18 high school teachers, who chose the two highest score state some reasons, like:

1. the participants already have the tools and applications,
2. teachers and students learn new things (how to use gadgets and applications well),
3. they are used to working in front of the device,
4. distance learning is practical and useful,
5. the teachers have more time to prepare the materials,
6. the teachers have already had a method to attract students' attention.

The writer also found the mean of each group to see the attitudes of each group.

The mean of group Kindergarten-Elementary teachers is 2.81, while group high school teachers' mean 3.63. It shows that the attitude of high school teachers is more favorable than the kindergarten and elementary teachers.

## **7. Question 6**

The sixth question refers to the process of delivering material by the teacher in a distance learning session. In this question, the researcher gets the despondences' perspective on the delivery of material in distance learning sessions. Details will be discussed below:

**Table 4. 9**

**It is easy for me to deliver course materials to students in a distance learning session.**

**Q6**

	N	Minimum	Maximum	Mean	Std. Deviation
Q6	62	1	5	3.34	.922
Valid N (listwise)	62				

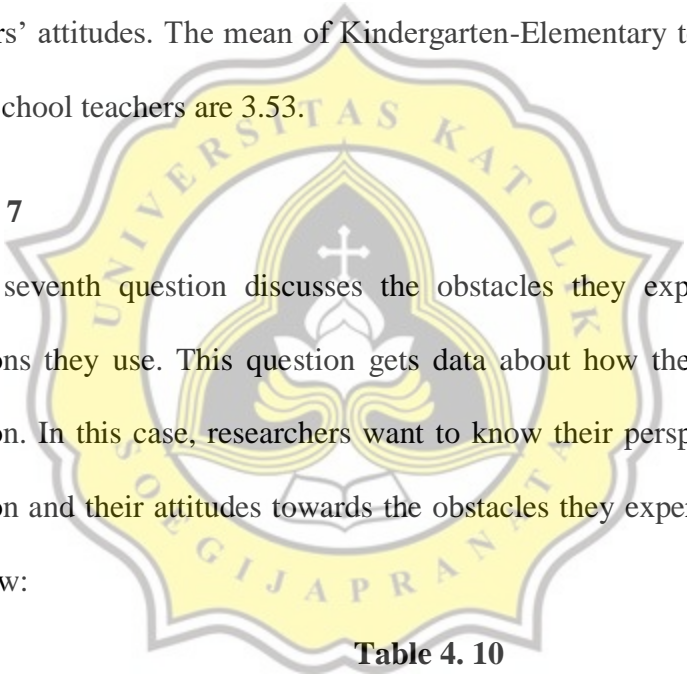
The statement asks the participants whether it is easy to deliver the materials through distance learning sessions. Ten participants (16.13%) think it is hard to provide the materials to the students when they do not meet face to face. The ten participants are eight kindergarten & elementary teachers and two high school teachers. They disagree with this statement because sometimes there are connection issues that confuse teachers and students. They think it is not sufficient because not all students and teachers have adequate tools to do some materials. Twenty-five participants (40.3%), 12 teachers of group Kindergarten and Elementary teachers and 13 teachers of group High School teachers, neither agree nor disagree with this statement. Most of them think that sometimes it is easy, but some things make it hard. They believe it will be easy to deliver the material if the students' parents help them. It also depends on how the difficulty level is. The easier the material is, the easier the material delivery to the students, and vice versa. Twenty-seven participants (43.55%) agree with this statement. They are 12 kindergarten and elementary teachers and 15 high school teachers. They think delivering material in distance learning is easy because it is manageable. Some think it is manageable because they teach Secondary students familiar with technology and learn the

materials by themselves. The other participants who agree with this statement and teach younger students state that they have known the method to deliver the material well. Usually, they use songs, videos, and pictures.

Overall, the question shows that the participants' attitudes toward this statement are positive, and the standard deviation is 0.922, indicating that there is no significant variation in participants' responses. Based on the category, high school teachers' attitudes are more optimistic than kindergarten and elementary teachers' attitudes. The mean of Kindergarten-Elementary teachers is 3.09, while High School teachers are 3.53.

### 8. Question 7

The seventh question discusses the obstacles they experience in using the applications they use. This question gets data about how the teacher operates the application. In this case, researchers want to know their perspective in running the application and their attitudes towards the obstacles they experience. Details can be seen below:



**Table 4. 10**

**I have no trouble operating the tools I use to teach in distance learning.**

**Q7**

	N	Minimum	Maximum	Mean	Std. Deviation
Q7	62	1	5	4.18	.800
Valid N (listwise)	62				



The mean of this statement is relatively high, indicating the attitudes of the participants are quite positive. The most common tools used by the participants are smartphones and laptops. Thirty-three participants (53.2%) somehow agree with this statement, and twenty-two participants (35.5%) strongly agree with this statement. They are familiar with gadgets, so they have no problem operating them. Five participants (8.1%) neither agree nor disagree with this statement. They are quite familiar with the gadgets they use in teaching the distance learning class, but they are not comfortable using them frequently. While one participant (1.6%) somewhat disagree, and one participant (1.6%) strongly disagree with this statement. They are not entirely familiar with the technologies, and they do not like having much screen-time. Those who disagree with this statement are 49 and 54 years old. They are female teachers who teach Kindergarten students.

The mean of each group is also relatively high. The mean for group Kindergarten-Elementary teachers is 4.09, while for group High School teachers is 4.20.

## **9. Questions 8**

The eighth question leads to a comparison between distance learning and traditional learning. In this case, the researcher wants to know the respondents' perspective in responding to two different situations. This question asks respondents which process is more convenient to use. The results will be discussed below:

**Table 4. 11**

**Teaching in distance learning is more convenient than teaching face-to-face.**

**Q8**

	N	Minimum	Maximum	Mean	Std. Deviation
Q8	62	1	5	2.50	1.083
Valid N (listwise)	62				

Table 4.11 shows the analysis results of the last statement. This statement states whether the participants feel more comfortable teaching in distance learning than teaching face-to-face. The mean of the analysis results indicates that the participants' attitudes are quite negative toward this statement. The attitudes of each group are also harmful. The mean for group Kindergarten-Elementary teachers is 2.28, and for the group, High School teachers are 2.67. The standard deviation of overall data is 1.083 showing a considerable variation in participants' responses in this statement.

Twelve participants (19.4%) strongly disagree, and twenty participants (32.3%) somewhat disagree with this statement. Some of them say that even though technology eases the learning and teaching process, teaching face-to-face is still the best. By meeting face-to-face with the students, the participants think it is easier to bond with them. Besides, some think it is more challenging to make sure whether the students have understood the materials. They feel that they have the responsibility to make the students understand all the materials given. Twenty participants (32.3%) choose option 3, indicating that they neither agree nor disagree with this statement. Some of them consider the benefits and shortcomings of teaching distance learning sessions. They state the benefits are about time and

efficiency, while the weaknesses are about the bonding with the students and the difficulty of measuring student understanding. Seven participants (11.3%) somewhat agreed, and three participants (4.8%) strongly agreed with this statement. They state that in teaching a distance learning class, they can be more casual in wearing clothes. They also say that they can teach everywhere, so there are no limitations that make them feel freer and more relaxed in teaching.

#### 4.6 Descriptive Statistic

Descriptive statistics will summarize the overall results of the previous results above. The descriptive statistics result is to facilitate the data to be concluded. Descriptive statistics contain all the results of the statements. The mean and standard deviation will be recalculated to get the conclusions of this study. The data results can be seen from the table below:

**Table 4. 12**  
**Overall Descriptive Statistics**

	N	Minimum	Maximum	Mean	Std. Deviation
Q1	62	1	5	3.37	1.028
Q2	62	1	5	3.76	1.019
Q3	62	1	5	4.11	.907
Q4	62	1	5	4.08	.836
Q5	62	1	5	3.23	1.122
Q6	62	1	5	3.34	.922
Q7	62	1	5	4.18	.800
Q8	62	1	5	2.50	1.083
Valid N (listwise)	62				

Based on the analysis result of 8 statements, the writer recaps the data in the following table. Finding the mean of all statements can determine the participants' attitudes. The mean of all of the questions is 3.57.

It indicates that the attitudes of the teachers toward English distance learning are positive. Even though their attitudes are positive, they still face some challenges such as:

1. tool limitations (16 participants),
2. students' mood (22 participants),
3. technical constraints (24 participants),

The writer also analyzed the attitude of the teacher based on their education level they teach. Group A is kindergarten and elementary teachers, and Group B is high school teachers. The data can be seen below:

**Table 4. 13**  
**Descriptive Statistics of group A**

	N	Minimum	Maximum	Mean	Std. Deviation
Q1	32	1	5	3.09	1.088
Q2	32	1	5	3.44	1.134
Q3	32	1	5	4.09	.928
Q4	32	1	5	3.97	.933
Q5	32	1	5	2.81	1.148
Q6	32	1	5	3.09	.963
Q7	32	1	5	4.09	.928
Q8	32	1	5	2.28	1.054
Valid N (listwise)	32				

**Table 4. 14**  
**Descriptive Statistics of Group B**

	N	Minimum	Maximum	Mean	Std. Deviation
Q1	30	2	5	3.60	.855
Q2	30	3	5	4.07	.740
Q3	30	2	5	4.10	.885
Q4	30	3	5	4.13	.730
Q5	30	2	5	3.63	.890
Q6	30	2	5	3.53	.776
Q7	30	3	5	4.20	.664
Q8	30	1	5	2.67	.994
Valid N (listwise)	30				

Based on the analysis of both descriptive statistics, the writer found each group's mean is different. The mean of group A is 3.35, while the mean of group B is 3.74. It indicates that group B's attitudes are higher than group A's attitudes. To compare the difference of the means, the writer also analyzed it using a T-test. The result is as follows:

**Table 4. 15**

**Independent Samples Test**

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Attitude Mean	Equal variances assumed	.640	.427	-2.322	60	.024	-.3823	.1646	-.7116	-.0530
	Equal variances not assumed			-2.346	56.675	.023	-.3823	.1630	-.7087	-.0559

From the output table of group statistics, it can be concluded that there is a difference in the average attitude of group A (kindergarten and the elementary teachers) and group B (high school junior high school teachers). Group B has a higher mean, namely 3,742, which means that the attitudes can be more positive than group A. From the results of the Levene test, the significance value is  $0.427 > 0.05$ . Thus the data variant between Group A and B is homogeneous. The t value is  $-2,346 >$  from the 2,00030-t table, so there is a difference in Group A and Group B's average attitude.

In the participants' opinions, some things they have to prepare to face the difficulties are the material, the methods to deliver the material to the students, the tools and media, and the desire to learn new things.

Tool limitation is one of the problems the teachers should face. In this case, teachers who face this challenge usually have limited ownership and mastery of technological tools. Some teachers have complete devices such as internet access and laptops. However, they have limitations in using them. Thus, for teachers who choose a simple alternative, they will select WhatsApp as their media. Because WhatsApp only requires a cell phone and the material is still conventional, namely LKS books.

Students' mood is a challenge for teachers in doing distance learning nowadays. Teachers cannot predict and control students because they have to be far apart. So that teachers do not know whether students are reached in learning or not. Students' moods are usually influenced by whether they can follow directions from the teacher. Most students will usually leave learning if they cannot reach it. To maintain the students' mood so that they are still learning, it is difficult for respondents.



Technical constraints are constraints beyond those two things. The technical limitations experienced by teachers in this study were the disruption of internet access. Internet access usually suddenly interrupts while teaching. It is a typically unexpected obstacle. Some of them are forced to cancel learning if they encounter this kind of problem.

Everything has its respective constraints. However, this study succeeded in summarizing the conditions faced by teachers in carrying out distance learning. Researchers believe that these three obstacles are typical constraints felt by teachers out there.

Descriptive qualitative is used to analyze teachers' attitudes in dealing with problems they experience during English distance learning. As it is known that the problems experienced by the teacher are under the level of students or classes they teach. Therefore, researchers try to specify data to obtain clear and specific data. The researchers divided the categories into two large groups: teachers in kindergarten-elementary and junior high school levels. Table 4.3 shows 30 teachers at the junior high school level while 32 teachers teach kindergarten-elementary level. The problems they face vary, so researchers get impressive research results at every level.

In questioner, researchers use open-ended questions. There are five questions. These questions are (1) choices about the convenience of teaching online or offline; (2) preparation of materials in online teaching; (3) obstacles faced in English distance learning; (4) the benefits of online learning; (5) lack of online learning. The response is divided into two according to the level, namely teachers with kindergarten-elementary and junior high school teacher levels.

## Question 1: choices about the convenience of teaching online or offline

### a. Kindergarten-Elementary Level

Based on responses from respondents, the researchers found that five teachers prefer to teach online. They state that by teaching online, they can save time, and they can teach everywhere. They can save time by not spending their time on the way to school and preparing so much material. Besides, one of the states that it is safer to do online teaching during the pandemic.

The other 27 teachers believe that teaching face-to-face is better than teaching distance classes. They believe in the following reasons why they prefer face-to-face sessions:

1. Teaching online makes the interactions between teachers and students are less (10 participants)
2. The teachers hardly observe the students' development and understanding during the distance learning sessions (7 participants)
3. The younger students have a short attention span, so they are easily disturbed, (4 participants)
4. The process of teaching and learning in distance learning class is not maximal (3 participants)
5. In distance learning classes, students need parental assistance. It will be problematic if the students' parents are not present (3 participants).

b. High School Level

When viewed from the perspective of junior high school teachers, they have two different perspectives. Researchers categorize the answers into positive and negative sides. Seven teachers think that they are okay with a distance learning session. They believe that distance learning will be good if the students and teachers understand how to operate their tools. Besides, they also believe that distance learning is more flexible and more straightforward. They also can give more variation of the material in the learning process because they have sources from the internet.

The rest do not agree with them. The teachers who disagree prefer to do the teaching and learning process face-to-face because of some reasons. The reasons are:

1. In distance learning, it is hard for teachers to observe the students' understanding (2 participants)
2. Sometimes technical problems occur in the distance learning process (1 participant)
3. Teachers and students cannot interact well (5 participants)
4. Teachers need extra time to prepare the material (2 participants)
5. Some of them are not comfortable (3 participants)

**Question 2: preparation of materials in online teaching**

a. Kindergarten and Primary Level

To teach the distance learning class well, the teachers have to prepare some things. They believe that preparing an exciting presentation or simple material is the most necessary thing to teach younger students. Preparing an exciting material is necessary because exciting material will attract students' attention, and simple material will help

them accompany their children. Besides material, the teachers also have to prepare the media they use for teaching. They have to make sure that all the things they use are suitable to decrease the possibility of technical problems. They also have to prepare themselves to be able to operate all the media used.

b. High School Level

Unlike kindergarten-elementary school teachers who pay attention to parents' needs, junior high school teachers pay more attention to their students' circumstances and feelings. In preparing the material, respondents agreed that the material should be made as simple as possible because they do not have special assistance from teachers or parents. So, they consider the material should not be burdensome and do not impose one standard rule.

**Question 3: obstacles faced in English distance learning**

a. Kindergarten and Primary Level

The problems experienced by teachers at the kindergarten-elementary level that researchers have summarized from respondent answers; researchers have categorized their problems according to Darsono et al. (2020) that have been discussed in chapter 2. From respondent answers, there are two problems following Darsono et al. (2020): limited mastery of technology and limited internet access. For the first problem, most of them answer kindergarten-elementary school children cannot use internet media as learning so that children become nice themselves. The second problem is the technical problems experienced by all teachers at all levels.

b. High School Level

Researchers have categorized their problems according to Darsono et al. (2020) that have been discussed in chapter 2. From the respondent's answers, there is one main problem following Darsono et al. (2020), namely, limited internet access. For the first problem, all respondents answer all can be done if the internet is stable. Junior high school students are quite good at using gadgets or the internet, so the main problem is a limited internet network for students.

**Question 4: the benefits of online learning**

a. Kindergarten and Primary Level

From the respondents' answers, researchers have summarized the answers about the advantages of distance learning. They are:

1. distance learning is efficient and flexible because it can be done everywhere and every time (11 participants)
2. teachers can communicate well with the students' parents (5 participants)
3. the process of material preparation is more comfortable than when they teach face-to-face (5 participants)
4. distance learning help teachers in saving time and cost (3 participants)
5. being safe during pandemic (4 participants)
6. train both teachers and students with technology (4 participants). The theory of Raja & Nagasubramani (2018) states that using technology in the learning process can help the users be more familiar with the technology.

b. High School Level

The writer found some benefits the teacher of high school students has been feeling during teaching distance learning class. They believe that distance learning is much more flexible and efficient. They can conduct the class anytime and anywhere. They also feel that distance learning helps them to save time and cost. They do not have to spend their time and money to go from their houses to their schools. Besides, distance learning helps them to be more familiar with the technology. They can learn how to use technology well. They also use technology for preparing exciting material for the students.

**Question 5: lack of online learning**

a. Kindergarten and Primary Level

Regarding the shortcomings of online learning, researchers have summarized the answers from respondents. In response to this, teachers at the kindergarten and elementary school level stated that there are four shortcomings that the distance learning system has. The first is the limitations of the material presented in the online learning media. The second is that there is no closeness between students and teachers, whereas kindergarten students should feel comfortable with their teachers, but distance learning limits them. The teachers should bond with the students, but it is more challenging because they cannot 'touch' them. The previous reason leads to the next reason; it is the difficulties of observing the students' understanding and development. In face-to-face, students will meet the teachers for a longer time than they meet in a distance learning session. The last is the limitation of tools and companions. Younger students tend to need companions from their



parents, but some parents work not to accompany the students' learning. It makes the distance learning process harder. That is the lack of a distance learning system for kindergarten-elementary teachers.

b. High School Level

Regarding the shortcomings of online learning, researchers have summarized the answers from respondents. In response to this, teachers at junior high schools also stated that there are also four shortcomings that the distance learning system has. The first is the limitations of the material delivered in the online learning media. The second is that there is no closeness between students and teachers; teachers and students must be connected and comfortable learning. The third is that in exams or tests, students' honesty levels are weakened, they rely more on Google to find answers, including cheating. The last is the mood of teenagers in middle-high school students who change according to the environment. They could have left learning if they had a bad mood. That is the lack of a distance learning system for junior-high-school teachers.

#### **4.4 General Discussion**

The discussion points will discuss the relationship between research results and problem formulation. Research in chapter 1 in this study contained two formulation problems. The first is "How are teachers' attitudes toward English distance learning?" The second one is, "What are the things that affect the teachers' attitude toward English distance learning?" which will be discussed as follows.

This study has answered the first problem formulation, namely the teachers' attitudes toward English distance learning. The teachers' attitudes in using technology

are shown from close-ended questions. Based on the results, it is known that the mean score of teachers' attitudes is 3.57. Then, it can be concluded that the teacher's attitudes are positive. The teacher can adjust the learning situation based on the use of technology. Fortunately, nowadays, many technological applications or media support distance learning. In this case, there are many types of learning support applications such as Zoom, google meet, moodle, Microsoft Teams, Edmodo, Google Classroom, and others. The application's use is adjusted to the teacher's abilities and needs so that the teacher's perspective on responding to distance learning is not too difficult to do because technology has supported everything.

Even though the numeric data results show that the teachers' attitudes are positive, the writer found that they are still fifty-fifty in accepting the distance teaching process. In teaching a distance learning class, they still find some obstacles that difficult for them. They need time to adjust themselves in doing the distance learning and teaching. The teachers from group A also need to collaborate with the students' parents to accompany the students and observe their students' development.

The writer also analyzed the attitudes of the respondents based on the educational level they teach. The writer divided the participants into two big groups, Group A and Group B. Group A is teachers of Kindergarten and Elementary level, and group B is a high school level. Group A's mean is 3.35, and group B is 3.74, indicating that high school teachers' attitude is more favorable than kindergarten teachers'. Teachers' attitudes in dealing with their problems with distance learning vary. Researchers obtained results from teacher grouping based on the level of students taught. In this case, teachers at the kindergarten-elementary level have problems with preparing materials

that must adjust to parents' ability, uncontrolled childishness of their students, cannot assess the activeness of children directly, and the noise that occurs during online learning. At the same time, teachers at the junior high school level face different problems. They must maintain the mood of children in learning because they are vulnerable to unstable adolescence. Therefore, they are charged with creating material or assignments that do not incriminate students. Both teachers have the same problem, network difficulties that can occur and limited internet access.

The writer also analyzed the difference of both groups' means using the T-test to determine whether there is a significant difference. The result shows that there is no significant difference between the means of those groups.

The second problem has been answered from the results above. Some things affect teachers' attitudes toward English distance learning. Things like habits and experiences, the smoothness of the tools and media used, and the desire to learn new things influence the teachers' attitudes. Teachers who have previous experiences and habits to work in front of gadgets tend to have positive attitudes. If there are technical problems with the tools and media used in teaching (connection, gadget), it influences the attitudes to become negative. Teachers' willingness to learn something new and adjust to new situations helps them get positive attitudes.