

The Implementation of English Learning in New Normal Situation at SDN Percobaan Palangka Raya

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ABSTRAK

Penelitian ini bertujuan untuk mendeskripsikan: (1) pelaksanaan pembelajaran bahasa Inggris dalam situasi new normal di SDN Percobaan Palangka Raya, (2) kendala-kendala yang dihadapi pembelajaran bahasa Inggris dalam situasi *new normal* di SDN Percobaan Palangka Raya, dan (3) upaya untuk mengatasi kendala yang dihadapi pembelajaran bahasa Inggris dalam situasi new normal di SDN Percobaan Palangka Raya. Penelitian ini menggunakan metode deskriptif-kualitatif. Subjeknya adalah seorang guru bahasa Inggris dan siswa kelas IV-C. Data penelitian diperoleh melalui observasi dan wawancara. Analisis data dianalisis melalui reduksi data, penyajian data, dan penarikan kesimpulan. Temuan penelitian mengungkapkan bahwa pembelajaran bahasa Inggris dalam situasi new normal di SDN Percobaan Palangka Raya menerapkan pembelajaran tatap muka dimana pembelajaran bahasa Inggris dilaksanakan dalam waktu satu jam. Selama pembelajaran bahasa Inggris, siswa bersikap pasif. Guru bahasa Inggris menggunakan metode ceramah, demonstrasi, tanya jawab, dan penugasan untuk menyampaikan materi. Kendala yang dihadapi selama pembelajaran bahasa Inggris adalah motivasi belajar siswa yang berbeda-beda dan kurangnya pemahaman terhadap materi pembelajaran. Dalam mengatasi kendala tersebut, seorang guru bahasa Inggris berupaya mengelola suasana kelas dan membimbing siswa yang belum memahami materi dengan mengulangi penjelasan pembelajaran.

Kata Kunci: Kata 1, kata 2, kata 3.

ABSTRACT

The research aimed to describe: (1) the implementation of English learning in new normal situation at SDN Percobaan Palangka Raya, (2) the obstacles faced of English learning in new normal situation at SDN Percobaan Palangka Raya, and (3) the efforts to overcome the obstacles faced of English learning in new normal situation at SDN Percobaan Palangka Raya. This research used the descriptive-qualitative method. The subjects were an English teacher and students of class IV-C. Research data was obtained through observation and interviews. Data analysis was analyzed through data reduction, data display, and conclusion drawing. The findings revealed that English learning in a new normal situation at SDN Percobaan Palangka Raya implements face-to-face learning where an English lesson is carried out within an hour. During English learning, students were passive. The English teacher used the lecture, demonstration, question-answer, and

assignment methods to convey the material. The obstacles faced during English learning were the different students' learning motivations and lack of understanding of the learning material. In overcoming the obstacles, an English teacher seeks to manage the classroom atmosphere and guide students who do not understand the material by repeating the learning explanation.

Keywords: *English Learning, Implementation, New Normal*

I. Pendahuluan

In this era of technology, English has become a very important tool of communication in the world. In this era of information and globalization, it is undeniable that mastery of English language is one of the keys to getting better job opportunities or success. Based on this, Indonesia as part of the world community is aware of the importance of mastering English language. To improve students' English ability and mastery, the government via *Kemendikbud* introduce English lessons at a lower level of education, namely at elementary school.

In the learning process of the English language, each student must acquire an approach with habituation and the ability (speaking, reading, writing, and listening) to use the language which they have learned. According to Tomlinson (2012:143), there are some characteristics of foreign language learning carried out at school. First, the purpose of the English language learning

method is to practice, educate and civilize.

In English language learning, the practice of the language being studied is the most important thing that must be carried out by students. It means, the teacher is not only provided knowledge about the pronunciation or grammar of sentences but also creates a language interaction, especially from the English language that has been learned by the students. Second, this method uses several principles; spoken language is the basic principle that teachers use in the process of learning, learners are given an understanding of the material that will be taught directly before reading or writing, prioritize active learning and suppress the practice of students.

In communicating, knowledge of grammar is a very important need, it helps students to choose the form of speech in communication, the meaning and function of speech itself. It means the communication that students doing is a process, and knowledge of the language grammar is not enough. English learning

which is a foreign language is a language that is used in a social context, it means, the language used in interactions in social life (Tomlinson, 2012:144-145). So, if language is a skill that must be used, then the use of English in real life is the key to success in mastering the language. For example, a student who has a lot of vocabulary is not necessarily can speak or understand English well, a student who memorizes all types of tenses or grammar may not necessarily be able to write English well, and a student who knows a lot of English expressions may not necessarily be able to use it appropriately.

Learning is a process of interaction between students with the environment and the teacher's role is to coordinate the environment. Learning can also be interpreted as an effort of educators to help students so that they can learn according to their needs and interests. Duffy and Roehler (as cited in Yuberti et al., 2014.) argued that learning is an attempt that intentionally involves and uses professional knowledge possessed by teachers to achieve goals curriculum Meanwhile, according to Gagne dan Briggs (as cited in Akhiruddin et al., 2019), learning is a kind of change that is shown in changes in behavior, which is different from before an individual was in

the learning situation and after taking similar actions. In carrying out the learning, to achieve the goal more optimal need to pay attention to several principles of learning. Learning principles are built based on the principles from psychological theory, especially the theory of learning and research results in learning activities. The principles of learning when applied to develop the process of learning and implementation of learning will be obtained maximum results. In addition, it will improve the quality of learning by pay attention to the theoretical foundations for building the high-quality systems instruction. Some of the principles of learning proposed by Gage and Berliner (1984:335) namely; (1) attention and motivation have an important role in learning activities, students who have an interest in a particular field of study tend to be interested then arise attention and motivation to study the field of the study, (2) learning is only possible when students are actively experiencing themselves, (3) the potential of students will develop towards good and optimal goals, if directed, and have the opportunity to experience it for themselves, (4) effective learning is carried out repeatedly so that the students understand the learning material given to

mastery and to improve students' abilities, (5) challenges in learning activities can be realized through the form of assignments, materials, and learning tools selected for the learning activity, (6) the differences of individuals affect the ways and results of students' learning. Therefore, it is necessary become the attention of teachers in learning activities by paying attention to the types of learning of each student.

The learning process is an activity that involves various components that interact and relate to each other, where the teacher must utilize the components in the process of learning to achieve the learning objectives. According to Hamalik (2012), the components of learning is a structured combination that includes teachers, students, learning objectives, learning methods, learning material, learning media, and evaluation that influence each other to achieve learning objectives. All the components of learning have a mutual relationship with each other. Teachers as the main executor of the learning process will determine success in achieving learning goals.

Stages of learning implementation in Permendikbud No. 81A of 2013 in accordance with the standards of the learning process including introduction

activities, core activities, and closing activities (2013: 12). First introduction stage, in the 2013 Curriculum Assistance Guide (2013: 24), preliminary activities include; (1) preparing students psychologically and physically to take part in learning process; (2) asking questions about the material that has been studied and related to the material to be studied; (3) delivering students to a problem or task what will be done to learn something material and explaining the learning objectives or basic competencies to be achieved; (4) delivering an outline of the scope of the material and an explanation of activities that will be carried out by students to solve problems or tasks. Second, the implementation of core activities includes core steps that are: directly related to the competencies to be achieved by optimizing the activeness of students by paying attention to creativity, interests, and talents as well as physical and psychological development of students. The core learning activities according to Permendikbud No 81A of 2013 regarding Curriculum Implementation that, core activity is a learning process to achieve goals interactive, inspiring, fun, challenging, motivating students to be active become information seekers, and provide sufficient

space for the initiative, creativity, and independence in accordance with talents, interests, and physical and psychological development of students (2013: 42). The teacher facilitates the interaction of students with other students, learning resources, media, and the environment. Therefore, the learning space is not limited to the classroom but adapted to the relevant environment to collect information such as school yards, laboratories, and libraries. Third, closing activities include several activities, namely; (1) compiling a summary/conclusion of the lesson, (2) conducting an assessment and/or reflection on activities that have been implemented consistent and programmed, (3) providing feedback on the process and learning outcomes, (4) planning follow-up activities in forms of remedial learning, enrichment programs, counselling services and/or assigning both individual and group assignments according to student learning outcomes, and (5) submitting plans learning at the next meeting (2013: 14).

English lessons have been officially taught in elementary schools since the academic year 1994, based on the importance of English and human resources who can communicate in English. The government finally made a policy through

the Ministry of Education and Culture of the Republic of Indonesia No.0487/14/1992 Chapter VIII which states that elementary schools can add a lesson to their curriculum, with the provision that the lesson does not contradict with the goals of national education. This policy ultimately underlies the inclusion of English lessons at elementary schools as an elective subject in local content lessons, so the material is determined by each school. A year later, this policy was followed by a Decree of the Minister of Education and Culture No.060/U/1993 dated February 25, 1993, regarding the possibility of an earlier English language program as a local content lesson. The government recommends this lesson can be started in IV grade of elementary schools. The development of local content lessons, English for elementary schools is increasingly recognized by being mentioned in the Education Unit Level Curriculum (KTSP) or Curriculum 2006. Based on the Minister of National Education Regulation no.22 of 2006 concerning Content Standards and Regulation of the Minister of National Education No 23 of 2006 concerning Graduate Competency Standards, English is one of the compulsory local content lessons for all elementary school students from I to

VI-grade with the allocation time provided is 2x35 minutes in a week. With the KTSP, almost all elementary schools in Indonesia include English as a local lesson. Initially, English was only taught in IV-VI grades, it became taught in all classes starting from I grade.

In 2012 there was a change in English lessons and the government planned to replace the KTSP with the 2013 curriculum. In mid-2013, the government began to introduce the 2013 curriculum by appointing 2,598 school models to represent elementary schools throughout Indonesia (Rintaningrum, 2015). Changes in the curriculum without enough preparation caused many problems in education. In addition to the readiness of schools to implement the new curriculum, there is another thing that is no less complicated, which is the abolition of English lessons for elementary schools. In the Minister of Education and Culture Regulation No.67 of 2013 concerning Elementary School Curriculum 9-10 pages, there is no mention of the existence of English lessons in elementary schools. So that elementary schools that maintain the existence of English lesson must place it as an extracurricular or local content lesson by applying learning characteristics in the 2013

Curriculum, namely the scientific approach (Rintaningrum, 2015).

Since 2020, Indonesia has been encountering an impact due to the spread of the Covid-19. The covid-19 known as Coronavirus Disease 2019 pandemic is the biggest health crisis in almost all countries. Due to the emergence and spreading of the Coronavirus, the government set distance learning or online learning method during this pandemic. Currently, the covid-19 pandemic has become a new chapter in the world civilization called new normal. The new normal order or the new normal era is a transformation of new normal behavior in society to continue carrying out normal activities but with the implementation of health protocols until a vaccine is found that can cure the victims infected with Covid-19 (Pragholapati, 2020). This policy needs to be considered by various parties. At least schools, colleges, and university facilities or services that have opened face-to-face learning processes have met the requirements for the COVID-19 health protocol.

Face-to-face learning is a learning system in the covid-19 pandemic in which students learn not through the online platform but interact with the school environment directly. However, face to face

learning system has a limited time to learn so learning is carried out quickly. In held face to face learning system is also needed the approval of students' parents, the implementation of health protocols strictly, teachers have carried out vaccinations, and facilities and infrastructure to support the implementation of the health protocol are available (Safira & Ifadah, 2021).

According to the above phenomenon, English learning is carried out differently, from online to offline learning. It is estimated that during offline learning there can be obstacles so efforts are needed to overcome them. Several researchers from various contexts attempted to explore the implementation of English learning, obstacles, and efforts to overcome the obstacles. (e.g. Sudrajat, 2015; Wijaya, 2015; Budiman, Untari, and Lisyarini, 2021). From various kinds of research, there were similarities to this research as described; the aspects of English learning in elementary school which English lesson as an elective subject in the local content lesson. Meanwhile, the differences between the research and this research can be seen in the subject of the research, research objectives, and the learning condition right now which uses face-to-face learning system.

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Based on the observation at SDN Percobaan Palangka Raya. It is a public elementary school in Palangka Raya City, Central Kalimantan which has implemented English lesson as an elective subject. At the school, there are three English teachers who had their own basic, performance and strategies for teaching English to the students. Before entering the new normal era using the face-to-face learning system. Schools used E-learning during the covid-19 pandemic where students learn English using Zoom meetings and teachers taught by sharing the learning material using PowerPoint, then sending the learning material files and assignments through Google Classroom after E-learning through Zoom Meeting is over. Relying on the new normal condition, the research takes the initiative to explore the implementation of English learning, obstacles faced, and efforts to overcome the obstacles during the English learning process in New normal situation at SDN Percobaan Palangka Raya

II. Pembahasan

METHODS

This research focused on exploring the implementation of English learning in new normal situations and explaining the obstacles and also efforts to overcome the

the learning process. The interview was in the form of a list of questions to interview an English teacher and a student of 29 students in class IV-C. The observation focused on the teacher's ability to manage the class. As for the students, it was focused on the activeness during the English learning. It has been set out in notes prepared in the observation field note which is provided follow.

No	Aspects of Observation	
1	Teacher	Open the lesson
		Apperception
		Convey Standard Competencies and Based Competencies
		Convey Learning Objectives
		Application of the scientific approach
		Language Used
		Time Allocation
		Close the learning
		Convey next learning material
2	Students	Activeness
3	Learning Objectives	Planning
4		Relating to Standard Competencies and Based Competencies
		Implementation
		Achievement
5	Learning Material	Planning
		Conveying
		Contextual
6	Learning Method	Planning
		Implementation
7	Learning Media	Form
		Use
		Effectiveness
8	Learning Evaluation	Evaluation Form
		Evaluation Task

While the interview was to obtain data from informants about English learning during new normal situation. Interview was done after the learning process finished to measure the success in English learning. Before doing the interview, the researcher

made a list of questions. The structured interview referred to the interview guidelines so that the informant can answer the questions completely and in accordance with reality. The interview guideline is attached as follows.

Table.2 Interview Guidelines

Informants	Questions
Teacher	How is the implementation of English learning in this new normal situation?
	How is students' interest during the learning process?
	What do you do to increase the students' interest during the learning process?
	Are you design the lesson plan in the advance?
	How do you get the learning material?
	Is the learning material only taken from the module?
	What method do you use in the process of English learning?
	Do you use the facilities provided by the school?
	What kinds of media do you use in the process of English learning?
	How do you evaluate the students?
	What kinds of assessments do you use?
	During the new normal situation, what are the obstacles faced during English learning?
	How do you overcome the obstacles during the process of English learning?
Students	Is the English teacher always present?
	How is the English learning? Is it hard or easy to understand?
	How is your score during the English learning during the new normal situation?
	How many students in the class?
	Is the English module on loan from the school?
	Is the English teacher always present?
	How is the English learning? Is it hard or easy to understand?
	How is your score during the English learning during the new normal situation?
	How many students in the class?

After collecting the data, the data were analyzed using three analysis components by Miles and Huberman (2012:16). First, the data were obtained by the researcher through observation, and interviews were reduced by summarizing, selecting, and focusing on data in accordance with the research objectives. At

this stage, the data reduction by sorting, categorizing, and making abstracts from notes of observation and interviews. Second, data obtained from observation and interviews were analyzed and then displayed in the form of interview notes and observation notes. Each of the data was analyzed in the form of reflection and presented in the form of text. The last, based on the data that has been reduced and displayed, the researcher described the conclusion that was supported by the evidence of the data collection. The conclusion was the answer to the research problems that have been mentioned in advance.

To check the trustworthines of the data, the researcher employed triangulation. According to Moleong (2014:330) triangulation is a technique of checking the validity of data that take advantage of something other than the data. The triangulation technique used by the researcher was methodological triangulation. Methodological triangulation, with several techniques of data collection, namely observation and interview. The purpose of this triangulation is to check the truth of certain data by comparing the data that has been obtained from another source.

If several data collection techniques state the similarity, then the degree of truth is more accurate (Moleong, 2014:331).

RESULTS

Based on the findings of observation and interview of the implementation of English learning in new normal situation at SDN Percobaan Palangka Raya, the obstacles faced in the process of English learning in new normal situation at SDN Percobaan Palangka Raya, the efforts to overcome the obstacles faced in the process of English learning in new normal situation at SDN Percobaan Palangka Raya. Based on the findings of observation, interview, and documentation of the implementation of English learning in new normal situation, obstacles and efforts to overcome the obstacles faced while in English learning process at SDN Percobaan Palangka Raya are as follows.

The Implementation of English Learning in New Normal Situation at SDN Percobaan Palangka Raya

Based on the results obtained in the field from observation related to the implementation of English learning in new normal situation at SDN Percobaan Palangka Raya, the English learning in new

normal era is carried out once a week with an hour of learning time (08.00-09.00 AM). The observation was done in two meetings in class IV-C. The first meeting was conducted on June 3rd, 2022 and the second meeting was conducted on June 10th, 2022. The learning process consists of 3 stages they are pre-activities, core activities and post-activities. The pre-activities of English lesson were opened with a greeting and reminder about the health protocols by the English teacher. Then, the English teacher gave an apperception related to the material. The English learning was taught in Indonesia and English language but mostly the teacher used Indonesian language. The learning material was about the weather. The kinds of apperceptions were describing a picture based on the questions given and question-answer related to the material taught.

The core activities were the teacher explaining the material being taught and asking students to follow the English teacher to pronounce some sentences related to the material. It was different from the second meeting in which the English teacher reminded students by asking about the material in the first meeting. The material is taken from the English module

namely, "Grow with English Book 4". The English teacher used print-out media such as English modules and worksheets. After explaining the material, the English teacher allowed students to ask about related the material and then gave them assignments to evaluate students understanding. The English teacher evaluated the students' abilities after took the learning material. The assignments could take from the English modules or developed by the English teacher to achieve the learning objectives. After the assignments were finished, the answers to the assignments were discussed together with the English teacher and students, it was different from the second meeting where the assignments were collected after the students finished because the time was almost over. Based on the core activities, the English teacher used lectures, demonstrations, question-answer, and assignments for the learning methods.

In post-activities, the English teacher asked the students about the material to make sure they clearly understand the material. Together with English teacher and students concluded the material has been taught in the first meeting and in the second meeting the students left the class after getting the instruction from

the English teacher. Those learning activities were conducted based on the lesson plan prepared by the English teacher in advance.

Overall, the implementation of English learning during the new normal situation is carried out face-to-face by prioritizing the health protocol. English Learning is also carried out in three stages, namely preliminary activities, core activities, and post activities. The implementation of English learning is managed by English teacher who plays an important role in each stage of learning. The English learning mostly used Indonesian language. However, students in learning activities are included in the passive category.

The obstacles faced in the process of English learning in new normal situation at SDN Percobaan Palangka Raya

Based on the results of interviews with an English teacher and a student related the obstacles face during the implementation of English learning in class IV-C. That found when the English teacher explained the material, there were some students responded to the English teacher, and the others were just silenced or interrupted the English learning process by

making noises, such as disturbing their friends or talking with their seatmates. The noisy classroom atmosphere made some students difficult to concentrate on the learning material. Another problem was the lack of absorbing the material or not understanding the material being taught. It can affect students being left when entering a new material. It was strengthened by the statement of the English teacher and a student of class IV-C about the obstacles faced during the English learning process. Overall, the obstacles that were found are students' have different motivations or interests during English learning and some students lack understanding the material because of the transition from online learning after 2 years to face-to-face learning.

The efforts to overcome the obstacles faced in the process of English learning in new normal situation at SDN Percobaan Palangka Raya

In facing the obstacles that occurred when implementing English learning, the teacher was required to overcome the obstacles that occurred. Based on the interview, that was found when the students making noise during the English learning process, English teacher was asked them to

pay attention to the material and don't make a noise because it would disturb other students. Then, the English teacher advised the students that during online learning they were assisted by their parents or siblings. However, when learning in class they should learn independently and try to explore their abilities and also the English teacher said that she used some learning methods that could involve the students during the English learning process. To overcome another obstacle, namely the lack of students' understanding of the learning material. The English teacher asked them the problems. After knew the students' problem in do their assignments. Teacher guided them by repeat the learning explanation.

DISCUSSION

Based on the results of the research are discussed. The discussion included the implementation of English learning, obstacles, and efforts to overcome the obstacles faced during English learning in the new normal situation at SDN Percobaan Palangka Raya by linking the relevant literature.

The first is the implementation of English learning in new normal situation at SDN Percobaan Palangka Raya. It was

found that English learning has been carried out by English teacher and students. In learning activities, the English teacher plays an important role so that learning can be carried out well. During English learning, the English teacher acts as a class manager, motivator, learning resource, evaluator, and mentor. Students also play an important role in English learning so that there is interaction and reciprocity with the English teacher in the implementation of English learning. This research finding is consistent with some previous study by Sudrajat (2015), Wijaya (2016), and Budiman, Untari, and Lisyarini (2021) they reported that the roles of the English teacher at elementary schools in English learning as a designer or learning resource, motivator, facilitator, mentor, model, director, evaluator, and partner (learning partner) of students. The involvement of the teacher's role in creating a good learning atmosphere has a positive impact on student learning processes and maximizes learning outcomes ultimately. This research has a similar opinion to Duffy and Roehler (as cited in Yuberti et al., 2014.) and Gagne dan Briggs (as cited in Akhiruddin et al., 2019) which they are state learning activity that requires an interaction between teachers and students, where the emphasis is on the

learning process by students. In learning, students are guided by the teachers to achieve the goals of the curriculum in education.

Meanwhile, during English learning, only some students are active in responding to the English teacher while other students are passive in paying attention to the learning material given by the English teacher. This learning activity is the opposite of law no. 23 of 2003 which states that learning occurs because of the interaction between teachers and students are active. In implementing English learning, the teacher applied the same stages of learning implementation in accordance with the standards of the learning process in Permendikbud No. 81A of 2013 such as pre-activities, core activities, and post-activities.

In conveying learning materials, the English teacher uses several learning methods during the implementation of English learning based on the basic competencies compiled by the school, namely "3.1. Understand the sentences, messages, and simple dialogues contained in short stories in English accurately and appropriately". The indicator of that competency is understanding the simple

sentences related to weather in English. To qualify the learning objectives on this basic competency, the English teacher uses lecture and demonstration methods. The English teacher explains the types of weather and then pronounces sentences related to the weather which is followed by the students. Another competency is “4.1 Write the simple sentences in English with correct spelling. The indicator of this basic competency is writing simple sentences about ask and tell the weather with the correct spelling in English”. In this competency, the English teacher reminds the material that has been studied at the first meeting by using the question-answer method. To evaluate students' abilities after receiving learning material, the English teacher gives assignments to students. The English learning activities carried out in grades IV-C have similarities with the opinion of Harold Spears (as cited in Arfani et al., 2016) regarding learning as an imitating activity where students imitate or repeat after the pronunciation spoken by the teacher and perform their tasks independently. During English learning process, this research has resemblance some principles of learning proposed by Gage and Berliner (1984:335) namely, attention and motivation, direct repetition, challenge, and

individual differences. The topic “weather” of learning English that is taught is similar in accordance with Tomlinson's idea (2012: 144-145) that a foreign language is a language used in a social context, meaning the language used in interactions in social life.

This research finding is different from research conducted by Wijaya (2015) reported that the English teacher at SDN Pondok Kelapa 03 Pagi uses the SAS method namely Structural Analysis and Synthetic. Students trained to know vocabulary with the help of pictures and pronunciation by the teacher (structural process). Then, the word is analyzed into syllables words, according to the pronunciation of letters (analytic process). The last step is to recombine letters into syllables, syllables become words, and words become sentence (synthetic process). Learning strategies used are to emphasize student involvement for linking learning materials that learned and relate to daily life situation so, encourage students to be able apply it to their daily environment. Other research that also has different method revealed by Budiman, Untari, and Lisyarini (2021), English teacher at SDN Mojoagung 01 uses audio-visual learning methods. The

audio-visual learning method is a learning method that uses audio-visual media to assist students in learning, so that students can see and hear learning activities that involve hearing and sight simultaneously. This method was chosen because it has several advantages, such as making it easier for students to pronounce and remember vocabulary in English and encouraging students to be interested in practicing speaking and reading skills.

The learning media used during the English learning process in class IV-C at SDN Percobaan Palangka Raya is print-out media where the English teacher uses the English module in providing material and student worksheets. This is because at that time the skills taught were reading and writing skills. The learning media that used in this research has appropriate with the research conducted by Sudrajat (2015) which all the English teacher teachers in Elementary School at the Tenggara City selected print out media such as modules or English books for their references to teach. Meanwhile, the research by Budiman, Untari, and Lisyarini (2021) used different learning media which English teacher used audio-visual learning media in learning English in elementary school. It choose

because the learning media can help students to observe and listen at the same time, and by using this media students can understand new words more easily.

In the learning evaluation, this research found that the learning evaluation is carried out by the English teacher after the subject matter was conveyed. The form of evaluation given by the English teacher is a written test. The matches words with pictures to determine their reading skills and makes questions and answers as an assessment of writing skills. The research finding is contradicting with research by Budiman, Untari, and Lisyarini (2021). They reported English teacher at SDN Mojoagung 01 used audio-visual media because the students could understand new vocabulary more easily in learning the listening skills and the English teacher used oral test and written test in evaluating students' ability in listening skills.

In addition, based on the discussion described above, it can be concluded that English learning at SDN Percobaan Palangka Raya includes several learning components in English learning. The learning components are teachers, students, learning objectives, learning materials, learning media, learning methods, and

evaluation. This present research is consistent with the statement by Hamalik (2012) that stated the structure of learning consists of teacher, students, learning objectives, learning methods, learning materials, learning media, and evaluation

Second, the obstacles faced in the process of English learning in new normal situation at SDN Percobaan Palangka Raya. During the implementation of English learning in class IV-C at SDN Percobaan Palangka Raya, several obstacles were encountered. These obstacles are students' different learning motivations and students' lack understanding the learning material. This is due to the transition of the learning system from online learning to face to face learning systems. Which in online learning the students were helped by their parents or other families at home. Meanwhile, in face to face learning the students have to learn directly at school without anyone's help except guidance from the English teacher. At school, they must explore their own ability to follow or understand the learning material. So, students need adaptation to the school environment and the learning atmosphere in the classroom.

The obstacle findings are in contrast to the research result by Sudrajat (2015), the

research found that the obstacles to English learning at SD Kota Tenggara were the lack of learning media such as modules for English teachers and students and the teacher's ability to teach was still low. It because the qualifications of English teachers not adequate in terms of teaching experience. Other research that also different finding by

The last, efforts to overcome the obstacles faced in the process of English learning in new normal situation at SDN Percobaan Palangka Raya. To overcome the obstacles during English learning as mentioned above, the English teacher makes several efforts to overcome these obstacles. First, the English teacher will manage the class during the learning process, students who disturb other students will be placed in a position that is easily supervised by the English teacher. Second, the English teacher also uses learning methods that involve students so that students will not be passive during the learning process. Overcoming another Obstacle is by repeating the explanations that have been studied with the guidance of the English teacher. The efforts in overcoming learning are in contrast with the research by Sudrajat (2015), it was found

that overcoming some of the problems that occurred at SD Tenggara was by publishing English learning books but it was still limited so that only English teachers got English learning books. Another effort is to improve the ability of English teachers by taking courses for English teachers. The findings of efforts to overcome the learning problems are very different because the problems faced by each school studied are also different.

III. Penutup

The findings revealed that the implementation of English learning carried out in the new normal situation was very different from the previous learning system, namely online learning. In the implementation of English language learning at SDN Percobaan Palangka Raya in new normal situation were using face-to-face system with implement of health protocols that have been set by the government. The learning duration during new normal was an hour of learning time and English learning is held once a week. During the learning processes, teacher was applied three stages of learning implementation namely, preliminary activities, core activities and post activities.

The learning media used by the English teacher during English learning are print media such as the English module and student worksheets. Student interaction during English learning is more dominantly passive because only about 6 students are active in responding to learning material. In conveying the learning material, English teacher uses the lecture, demonstration, question-answer, and assignment methods. The evaluation is carried out by the English teacher after each material on the basic competencies is conveyed in the form of a written test. The obstacles during English learning faced by students are different learning motivations and lack to understand the learning materials. In overcoming those obstacles, the English teacher as the executor of English learning makes efforts to overcome the obstacles during the learning process by arranging student seats, using learning methods that involve students, and repeating the explanation of the material that has not been understood by students.

Based on the fact during the implementation of English learning in new normal situation most of the students were passive, it suggested that the teacher needs to use various methods and learning media

that are attractive to students. The teacher tries to apply a learning system that is suitable for students with low motivation and interest in learning so that they can like English learning

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