AN ANALYSIS OF ONLINE ENGLISH LEARNING IN THE COVID-19 PANDEMIC AT SENIOR HIGH SCHOOL

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By

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Dengan ini menyatakan bahwa skripsi saya yang berjudul **"An Analysis of Online English Learning in the Covid-19 Pandemic at Senior High School"** adalah benar bersifat asli (*original*) , bukan hasil menyadur mutlak dari karya orang lain.

Bilamana dikemudian hari ditemukan ketidaksesuaian dengan pernyataan ini, maka saya bersedia dituntut dan diproses sesuai dengan ketentuan yang berlaku di Universitas Muhamamdiyah Sumatera Utara

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ABSTRACT

Hariyati, Sri. 1602050032. *An Analysis of Online English Learning in the Covid-19 Pandemic at Senior High School*. Skripsi. English Education Program, Faculty of Teacher Training and Education, University of Muhammadiyah Sumatera Utara. Medan. 2020.

This research was aim to analysis how is teacher's perception and how are students' perceptions of online English learning in the Covid-19 Pandemic. In this research the technique of collecting data researcher used questionnaire and interview method that consist fifteen statements about perception of online English learning. The source of data in this research was taken by one English teacher and forty five students at SMA Asuhan Daya Medan. The research instrument of this study is researcher herself. This study was applied descriptive qualitative design. The technique of analyzing data researcher used three steps, there are: 1)data reduction, 2)data display, 3)conclussion/verification. The findings from the data analysis, teacher give positive perception to online English learning, the process of learning English is easier with online learning but online English learning can not makes the English process more effective in achieving the learning objectives. Students also give positive perception to online English learning, the process of learning English is easier with online learning and online English learning can foster students' independent learning attitudes but they found problems in implementing online English learning, so that online English learning can not to be developed.

Keywords: teacher's perception and students' perceptions, online English learning in the Covid-19 pandemic

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The researcher realizes that this study is still far from being perfect and hopefully the findings of this research were expected to be useful for those who read this study and interested to the topic. Therefore, construction criticisms, comments, suggestions, were welcomed for further improvement of this study. And may Allah SWT the most Almighty always bless all of us. Aamiin.

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Medan, Oktober 2020

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CHAPTER I

INTRODUCTION

A. Background of the Study

For almost a year, the Covid-19 pandemic in Indonesia, especially in Medan, can be said that the Covid-19 pandemic is a heartbreaking problem for all inhabitants of the earth. All segments of human life on earth are disturbed, without exception of education. Many countries have decided to close schools and universities, including Indonesia. This crisis really came suddenly, governments in any part of the world including Indonesia must take a bitter decision, namely to close schools to reduce direct contact with people and to save lives. The Covid-19 pandemic has a very big impact, especially at SMA Asuhan Daya Medan which was closed around in mid-March. The big impact on the sustainability of education caused by the Covid-19 pandemic is the short-term impact, which is felt by many families in Indonesia, both in cities and in villages. In Indonesia, many families are not familiar with doing school at home. School at home for families in Indonesia is a big surprise especially for the productivity of parents who are usually busy with work outside the home. Likewise with the psychological problems of the students who are accustomed to learning face to face with their teachers and friends. And all elements of education in social life are exposed to illness due to Covid-19. Implementation of learning and teaching must take place online. This process runs on a scale that has never been measured and tested because it has never happened before. It is not overlooked that the children of

students in remote villages become completely confused, because the information technology infrastructure is very limited.

Student assessments have also turned online and many have experimented with an unpredictable system, and many assessments have been canceled. The learning system by integrating an internet connection with the teaching and learning process is known as the online learning system or virtual learning system (Bentley, Selassie, & Shegunshi, 2012). Online learning is still considered as a breakthrough or a new paradigm in teaching and learning activities where in the process of teaching and learning activities because teachers and students do not need to attend classrooms. They only rely on an internet connection to carry out the process of learning activities and the process can be done from far away. Because of the ease and practicality of the virtual or online learning system, it's no wonder that many institutions use online lectures. Thus online learning can be done from wherever teachers and students are. But the question is whether learning activities in online learning have the same nuances or at least are close to learning activities in face-to-face learning. There are several problems faced in online learning; teaching materials, learning interactions, and the learning environment (Fortune, Spielman, & Pangelinan, 2011) and (Roberts & McInnerney, 2007). Are the teaching materials used in online learning according to the needs of students? Are the instructions in the teaching materials used in online learning easy to understand by students?, and so on. Learning interactions also play an important role in the teaching-learning process. ((Su, Bonk, Magjuka, Liu, & Lee, 2005)) explains that it has an important role in the learning process to

build good relationships between students and between students and teachers. Based on this explanation, it is known that learning interactions are very important to be built in the learning process. But the question is whether learning interactions have been built in online learning to support learning activities? For example, in face-to-face learning if a student does not understand something in learning, she/he can directly ask other students about it and to the teacher and she/he will immediately get an explanation from them. After that students and teachers who explain can ask directly “do you understand?” if not, then the explaining students and teachers can ask again “which part do not understand?”, the learning interaction process must be maintained in helping students in the learning process.

The learning process in schools is the best public policy tool as an effort to increase knowledge and abilities. In addition, many students think that school is a very fun activity, they can interact with each other. Schools can increase social skills and social class awareness of students. Overall, the school is a medium of interaction between students and teachers to improve intelligence skills and a sense of affection between them. However, now the activity called school stopped suddenly because of the Covid-19 pandemic. The similarity of the situation between Indonesia and other countries in the world must be addressed with care. The Ministry of Education, under the leadership of Minister Nadiem Makarim, said the spirit of increasing productivity for students was to increase job opportunities when they graduated from a school. However, with the sudden arrival of the Covid-19 pandemic, the education sector in Indonesia needs to

follow the path if it can help school conditions in an emergency. Schools need to force themselves to use online methods. However, the use of technology is not without problems, there are many types of problems that hinder the effectiveness of learning with online methods.

Firstly, the condition of teachers in Indonesia does not fully understand the use of technology, this can be seen from teachers who were born in the 1980s. Information technology constraints limit their use of online media. Likewise with students whose conditions are almost the same as the teachers who are meant by understanding the use of technology. Second, technology support devices that are clearly expensive. Many parts of Indonesia are still in an alarming economic condition. The welfare of teachers and students has prevented them from being completely limited in enjoying the information technology facilities and infrastructure that were very much needed by the Covid-19 disaster. Third, the internet network is still uneven in all corners of the country. Not all educational institutions, both elementary, junior high school and senior high school, can enjoy the internet. Even if there is an internet network the condition is still unable to cover online media. Fourth, costs are also an obstacle because aspects of the welfare of teachers and students are still far from expectations. When they use their internet quota to meet their online media needs, they obviously can’t afford it. There is a dilemma in the use of online media, when the minister of education encourages productivity to move forward, but on the other hand the financial skills and abilities of teachers and students have not gone in the same direction.

The state has not been able to be present in its entirety in facilitating the said financial needs.

Based on the explanation above, this research aim to analysis how is teacher's perception and students' perceptions of online English learning. So in this thesis the researcher wants to study further by conducting research with the title **"An Analysis of Online English Learning in the Covid-19 Pandemic at Senior High School".**

B. Identification of the Problem

The problems of this research can be identified as follows;

1. A change in the learning system.
2. A change in learning models.
3. Limited mastery information technology by teachers and students, especially the teachers who were born in the 1980s.
4. Inadequate facilities and infrastructure.
5. Internet packages that become obstacles when learning online.
6. Access information that is constrained by signals.
7. Inadequate budget provision.

C. Scope and Limitation

The scope of this research were focused on teacher's perception and students' perceptions of online English learning in the Covid-19 pandemic at Senior High School.

D. The Formulation of the Problem

The formulation of the problem of this research were focused as follows;

1. How is teacher's perception of online English learning?
2. How are students' perceptions of online English learning?

E. The Objective of the Study

Based on the formulation of the problem described above, this research has the objectives as follows;

1. To analysis how is teacher's perception of online English learning.
2. To analysis how are students' perceptions of online English learning.

F. The Significance of the Study

There are theoretically and practical benefits from this research as follows;

1. The theoretical benefit

This research can be useful as a source of reference for relevant research on online English learning and this research can be useful as input for increasing knowledge about online English learning in the Covid-19 pandemic at Senior High School.

2. The practical benefit
   a. The English teachers, can be implement an online learning model that can make it efficient the learning process, and help facilitate students to improve learning outcomes.

b. The researchers, can increase the knowledge and information about online English learning in the Covid-19 pandemic.
c. The students, can add the knowledge about online-based learning in the Covid-19 pandemic.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

The theoretical framework pointed toward giving concepts applied in this research. These concepts leaded to be better analysis of the given theories since they help as far as possible the extent of the issue. In this part, the researcher explained pretty much the entirety of the hypotheses used to fortify the research. With the goal that the reader comprehends and urge them to read.

1. Perception

1.1 The Definition of Perception

Perception is broadly interpreted as a form of thinking about something that forms a certain pattern of attitudes. According to Robbins & Judge (2008: 175) Perception is defined as a process in which individuals interpret and organize their sensory impressions to give meaning or impressions to the environment.

Perception is defined as a process in which individuals interpret and organize their sensory impressions to give meaning or impressions to the environment. perception is also a process about the entry of information or messages into the human brain (Slameto, 2010).

Perception can be defined as our recognition and interpretation of sensory information. Perception allows us to take the sensory information in and make into something meaningful (Brown, 2012).

Perception is the process of recognizing and interpreting sensory stimuli. Learn the definition of perception, how it is related to the five senses, how it differs from reality, and more. (Angell, 2006).

Perception is the process by which individuals sense, select, organize, and interpret information, to frame subjecttively important image of the world so as to identify, retrieve, and respond to the information (Broadbent, 2008). Based on the theoretical explanation, it can be concluded that perception is a process of conveying information from a person to the surrounding environment based on what is read, seen, and felt.

Perception is also necessary for us to survive in the environtment. For the first example, before parents feed their babies microwaves food, they taste it in order to make sure that the temperature isn't too hot. This involves using sensory information (touch and taste) to make sure that the food is not dangerous for the infant. And the second example, before we cross the a busy street, we rely on our hearing and sight to make sure that cars aren't coming from any directions. From the two examples, we can know that without sensory information, we would not be able to judge which food was not hot or when an appropriate time to cross the street would be, which could put us and our children in danger.

Perception is considered as an exchange in which nature, observer and perception are reliant.

This theory makes a number of assumptions as follows:

1) Perception is multimodal.
2) Perception is something active and not is a passive process.

3) Perception cannot be explained by the division of behavior into perceiver and perceived.
4) Unexplained perceptions relating to responses conditioned to stimuli.
5) Relationships between people and the environtment is something dynamic.
6) Image of the environtment owned by the observer depends on past experience, present motivation and attitude.
7) Past experience is projected into the present situation in relation to one's needs.

Referring to the explaination above, start from the active process to the relationship of experience in the current circumstance. This issue happens because the person is digesting information from the environment successfully adapts the attitudes, thoughts, or behaviors to the information based on the experience they have.

Based on the understanding above it can be concluded that the act of arranging, recognizing, and intepreting sensory information to give a review and comprehension of the environtment. Perception includes all signs for the sensory system, which are the results of physical or chemical stimulation of the detecting organs.

1.2 The Types of Perception

According to Irwanto (2002), after individuals interact with perceived objects the perception results can be divided into two, namely:

1. Positive Perception, perceptions that describe all knowledge and responses that are continued with their utilization efforts.
2. Negative Perception, which describes all knowledge and responses that are not in harmony with the perceived object.

It can be said that the perception both positive and negative will always affect a person in carrying out an action. And the emergence of a positive perception or negative perception all depends on how the individual describes all his knowledge of a perceived object.

1.3 The Process of Perception

The process of perception consists of three stages namely as follows;

1. Selection

Selection is the first stage in the process of perception during which we convert the environtment stimuli into meaningful experience. In daily life humans are bombarded constantly by such a large variety of information that at a blink moment may encounter these stimuli: the words are hearing, the witness of an accident, the ticking of a block, to name but few. Since world embraces everything, these are countless stimuli arrivingat our sensory organs simultaneously and waiting to be processed. However, humans can not perceive all the information available , because in doing so would experience information oveload and disorder. Therefore, humans perceive only part of the information from the environtment through a selective process.

2. Organization

The second stage in perception process is organization. After selecting information from the outside world, we need to organize it in some way by finding certain meaningful patterns. This organization stage is accomplished by putting things or people into categories, and that is why it is also termed categorization by some researchers. In this stage of perception, the social and physical events or objects we encounter will immediately have shape, color, texture, size, etc. For instance, when asked what a human being is, some people may describe it from the perspective of skin color, others from that of race or nationally. If we close our eyes and think what our university library is, we experience an organized environtment with an internal and external structure.

Organization allows us to structure and give coherence to our general knowlwdge about people and the social world, providing typical patterns of behaviour and the range of likely variation between types of people and their characteristic actions and attributes. perception in this stage enjoys two characteristics. First, the organizing process gives human perception structure. we always put raw stimuli and put them intoo categories. The second, the process shows that human perception processes stabilty. that isis to say, after we select stimuli and put them into categories, the selected stimuli become durable.

3. Interpretation

The third stage in perception is interpretation, which refers to the process of attaching to the selected stimuli. Once the selected stimuli have been categorized into structure and stable patterns, we try to make sense if these patterns by assigning meanings to them. But different people may give different interpretations of the same stimulus. For instance, a police officer arriving at the crime spot can be interpreted

differntly the victim may regard it as shooting and relief-giving, but the criminal will definetely be frightened by it.

1.4 The Factors Affecting Perception

According to Walgito (2004), there are several factors that influence perception, namely as follows:

a. Perceived object

The object gives rise to a stimulus that hits the sense organs or receptors. Most of the stimulus can come from outside the individual who perceives it or comes from within the individual concerned.

b. Sense organs, nerves, and nervous system centers

Sense or receptors are tools for receiving stimuli. The stimulus is transmitted by the sensory nerves to the central nervous system, namely the brain as the center of consciousness.

c. Attention

To realize or in making perceptions requires attention which is the main step as a preparation for making perceptions. Attention is the concentration or concentration of all individual activities aimed at something or a group of objects.

2. Learning

2.1 The Nature of Learning

Learning is a translation of the English "*Instruction*", consisting of two main activities, namely: a. Study b. Teaching, then put together in one activity, namely

teaching-learning which is then popular with the term Learning. Thus, to understand the nature of learning, one must first understand each part, namely the nature of learning and teaching.

From several sources that discuss learning, there are some similarities in substance about learning, which is basically a change in behavior (knowledge, attitudes, skills) as a result of interaction between students and the learning environment. Of this understanding has two important elements that explain about learning, namely 1) changes in behavior, and 2) the results of interaction. With these two indicators it can be concluded, that someone who has learned must definitely be marked by a change in behavior, otherwise learning has not yet occurred. Furthermore, the changes that occur must go through a process, namely the planned interaction between students and the learning environment for the occurrence of learning activities, if not then the changes are not learning outcomes.Therefore, changes in behavior of students can be distinguished from two aspects: *firstly* the change in behavior as a learning outcome, and *secondly* the change in behavior that is not from the learning outcome. As for what must be done by every education personnel, that the change in behavior in every student is of course a change in the behavior of learning outcomes.

Based on the definition of learning mentioned above, teaching is basically an activity to manage the learning environment in order to interact with students to achieve learning objectives. The learning objectives are behavioral change (knowledge, attitudes, skills). The understanding of teaching is based on the notion of learning that has been explained previously, namely the change in

behavior resulting from interactions with the learning environment. Therefore, the instructor is managing the learning environment for the learning process to take place. From the understanding of learning and teaching, then if put together into "learning", it means that it is a process of interaction activities between students and the learning environment to achieve learning objectives.

Viewed from the point of view of the main actors (subject) that learning refers to the totality behavior of students to carry out various activities responding to each stimulus (stimulus) of learning to achieve learning objectives. Whereas teaching refers to the totality and professional behavior of teachers, instructors, tutors, and other education designations to facilitate student learning. Thus, in terms of the culprit, learning refers to the behavior of the totality of interactions between students and teachers, instructors, tutors, and other educational designations, and other broader learning environments for the achievement of learning objectives.

With regard to these three terms, namely learning, teaching and learning; Prof. Dr. Chaedar Alwasilah, M.A provides the following restrictions:

a. Study is a reflection of a student's personality system that shows behavior related to a given task.
b. Teaching is a reflection of the teacher's personality system that acts professionally.
c. Learning is the social system where teaching and learning takes place.

From each of the restrictions above, it can be simply concluded that between learning and teaching activities both require the same activity, namely reflection

to carry out tasks, and obligations in accordance with their respective functions (students and teachers). The interactive relationship of activities between students and teachers and other learning environments to lead to expected behavioral changes, and that is the nature of learning.

Zais in Curriculum; The Principles and Foundation cite two definitions of learning which are essentially the same as the previously stated notions, namely: (1) *"A relatively permanent change in response potentiality which occurs as a results of reinforced practice"*,and (2) *"A change in human disposition or capability, which can be ratained, which is not simply ascribable to the process of growth"*.

2.2 The Principle of Learning

The principle of learning is divided into two parts, namely as follows;

1. General Learning Principles

From learning to producing relatively permanent changes in student behavior. Students have the potential and abilities which are the seeds of nature to be cultivated and developed. Change or attainment of that ideal quality does not grow naturally linear with the process of life.

2. Specific Learning Principles

    1. The principle of attention and motivation

Attention is the focus of thoughts and emotional feelings physically and psychologically on something that is the center of his attention. Attention can arise spontaneously, it can also arise out of plan. In the learning process, attention

will arise from students if the lessons given are interesting learning materials and are needed by students. However, if that natural attention does not arise then it is the teacher's job to arouse students' attention to the lesson. The form of attention is reflected by looking attentively, feeling, analyzing, and also other activities carried out through physical and psychological activities.

Someone who has an interest in certain material, usually will pay more intensively and further motivate himself to study the material. Motivation has a very important role in learning activities. Motivation is someone who can move someone to do something. According to H.L Petri (1986) "*motivation is the concept we use when we describe the forces acting on or within an organism to initiate and direct behaviour*". Motivation can be used as a goal and a tool in learning. This is based on the fact that a person's attention and motivation are not always stable, the intensity can be high, moderate or even decreasing, depending on the aspects that influence it.

2. Activeness Principle

The current psychological trend states that children are active creatures. Children have the urge to do something, do their will and desire. Learning is essentially an active process in which a person does activities consciously to change a behavior, an activity occurs in response to every learning. In the learning process students must actively learn and the teacher only guides and directs. Cognitive theory states that learning shows an active soul, the soul does not just respond to information, but the soul processes and transforms the information it receives (Gage & Berliner, 1984: 267). Based on this theoretical study, students as

learning subjects have an active, constructive nature, and are able to plan, seek to process information, analyze, identify, solve, conclude, and transform (*transfer of learning*) into a wider life.

3. Online Learning

3.1 The Description of Online Learning

Online learning implies a learning process that uses electronics as a learning medium. According to Onno W Purba (2002), online learning is a form of information technology that is applied in the field of education in the form of virtual schools.

In online learning technology all teaching and learning processes that are normally done in the classroom are done live but virtual means at the same time a teacher teaches in front of a computer that is in one place, while students follow the lesson from other computers in different places. Course material can be obtained free of charge in the form of files that that can be downloaded, while interactive teachers and students in the form of assignments or discussions can be done intensively in the form of discussion forums and emails.

From the description above shows that the basic concept of online learning is to provide new classes equivalent to conventional classes in existing schools so far. Therefore, the construction of a virtual institution must provide results that are more or less the same as the aspiration to establish a conventional educational institution. In other words, online learning is a form of conventional learning as outlined in digital format through internet technology.

According to Cisco (2001) explaining the philosophical online learning as follows:

a. Online learning is the delivery of information, communication, education, training online.
b. Online learning provides a set of tools that can enrich the value of conventional learning (conventional learning models, studies of textbooks, CD-ROMs and computer-based training) so that they can answer the challenges of the development of globalization.

Online learning demands changes in management of learning. If in ordinary learning, management is done more so that the teacher can present the material or learning material directly, and how students can absorb learning material comfortably, then in online learning the management of learning is directed at how students can learn information in accordance with the topic. Thus management is directed at the learning process. A similar statement was made by Nada Dabbagh and Brenda Bannan-Ritland (2005) who explained that today technological advances, especially in the field of the Internet, have radically changed traditional learning with face-to-face learning (*direct instruction*) into individualized learning (*individual learning*) through online learning.

Before deciding to build a virtual classroom in the form of an online learning system, we need to study more thoroughly. It is hoped that this decision-making process will not be caused by merely following the trend of internet technology to be considered modern but must consider the following matters:

a. Budget cost needed.

b. Any material that is prioritized is included in the online learning model according to the characteristics and needs.
c. Switching from conventional to online learning can be done alone or requires cooperation with other parties.
d. How to implement these changes so that the objectives can be achieved effectively and efficiently.

3.2 The Characteristics of Online Learning

Based on the explanation above, there are several characteristics of online learning as follows:

1. In online learning students no longer need a special place and time to study, but students can learn anywhere and anytime according to the opportunities each student has individually.
2. In the learning process students no longer only have access to textbooks and other printed learning resources, but to digital information sources, which can be accessed through cyberspace.
3. Students and teachers can enhance classroom learning improve classroom learning by accessing information from a unity of sources (databases, libraries, special interest groups), communicating via computer with other students or with experts in special subject areas, and exchanging information/data .
4. Teachers and students can access electronic documents to enrich their learning. Students can actively participate because online learning

provides an interactive learning environment. Students can connect electronic information to their projects and papers, making it a "living" document with a hypertext button.

5. Because computers have the ability to send information on a variety of media (print, video, and sound and music recordings) computers have become libraries without limits. As students can communicate quicklywith text, images, sound, data and video can change the role of teacher and student.
6. Online learning allows teachers to be geographically separated from students, they can learn with other students in classrooms throughout the world.

3.3 The Types of Online Learning

According to Haughey (1998), there are three possibilities in the development of internet-based learning systems, namely as follows;

1. *Web course,* is the use of the internet for educational purposes, in which students and instructors are completely separate and there is no need for face-to-face contact. All teaching materials, discussions, consultations, assignments, exercises, exams, and other learning activities are fully delivered via the internet. In other words this learning model uses a distance system.
2. *Web centric course,* is the use of the internet that combines distance learning and face-to-face (conventional). Some material is delivered via

the internet, and some through face-to-face. Its functions are complementary. In this model the instructor can give instructions to students to learn the material through the web that has been made. Students are also given directions to look for other sources from relevant websites. In the face-to-face session, students and instructors discuss more about the findings of the material that has been learned through the internet.

3. *Web enhanced course,* is the use of the internet to support the improvement of the quality of learning carried out in class. The function of the internet is to provide enrichment and communication between students and teachers, fellow students, group members, or students with other sources. Therefore, the role of the instructor is to master the technique of finding information on the internet, guiding students to find and find sites that are relevant to learning materials, present material through the web that is interesting and desirable, serving guidance and interesting web communication and interest, providing guidance and communication via the internet, and other skills needed.

The development of online learning is not merely about online subject matter, but it must be communicative and interesting. The subject matter is designed as if students learn in front of the teacher through a computer screen that is connected through the internet network. To be able to produce interesting and attractive online learning, Onno W Purba (2002) requires three things that must be fulfilled in online learning design, which are "simple, personal, and fast".

3.4 The Advantages of Online Learning

Online learning has several advantages as follows:

a. Learning is not limited by place and time so that anytime students can access the learning process.
b. Students in this learning process must be active so that the online learning process is a student-centered process.
c. Save on education costs (infrastructure, equipment, books, official travel).
d. Train students to be more independent in gaining knowledge.
e. Professional online help.

3.5 The Disadvantages of Online Learning

Online learning has several disadvantages as follows:

a. *Dissemination of information that is not appropriate*, the internet makes it possible to present material or material that is inappropriate for students to enjoy because it does not fit their level of development, for example cigarette and alcohol advertisements or topics that may be too high for their understanding and too mature for their viewing. Thus the need for strict control and supervision. There is no organization or agency that controls activities on multiple computer networks. Control is on each individual. This is where the role of the teacher is needed, the teacher must indicate which sites contain information that is really useful for students so that they must be "visited".

b. *Copyright*, because information is so easily accessed, it's so easy for someone to download files quickly. Therefore, students can make a paper or project by violating someone's copyright that is not their work.
c. *Very fast website growth*, it is estimated that several thousand new websites add to the internet every day. This growth makes finding information really difficult. To help search for information, several commercial companies and universities provide search engines that follow the web network and reply to search results that match what is sought.
d. *Support*, good technical support must be available. Without that support and good management, computer networks can die quickly. Problems with a network can cripple a laboratory or even shut down an entire school and company. Technical supervisors are needed to build and maintain networks.
e. *Lack of quality control*, uers must be critical thinkers and readers who know how to value information. Everything that is sent on the internet is not a "teaching". Anyone can post anything on the web, including information that is not important, wrong, or incorrect.

B. Relevance of the Study

The study that is related to this research as follows;

1. Students' Perception in Online Learning by Nuryansyah Adijaya and Lestanto Pudji Santosa (2018), this journal discusses students' perception of student interactions and lerning environtments in online learning lecture,

survey research with Likert scale technique was used to get the data by giving 100 students questioners.

2. Is the Online Learning good in the Midst of Covid-19 Pandemic? The Case of EFL Learners by Markus Deli Girik Allo (2010), this journal discusses learners' perception on online learning in the midst of Covid-29 pandemic by interviewed the learners by calling them by using WhatsApp application.

C. Conceptual Framework

This research focuses on analyzing how the the teacher's and student's perception about online English learning in the Covid-19 pandemic at senior high school. Online learning is carried out electronically using computer-based media and a network.

In the middle of Covid-19 pandemic this time, the world of education as well as teachers and students is making more use of the online learning system provided by the government, so that teachers and students can easily learn anytime and anywhere without any limitations by space, time and place flexibility.

The conceptual framework of this research will be design as the following diagram;

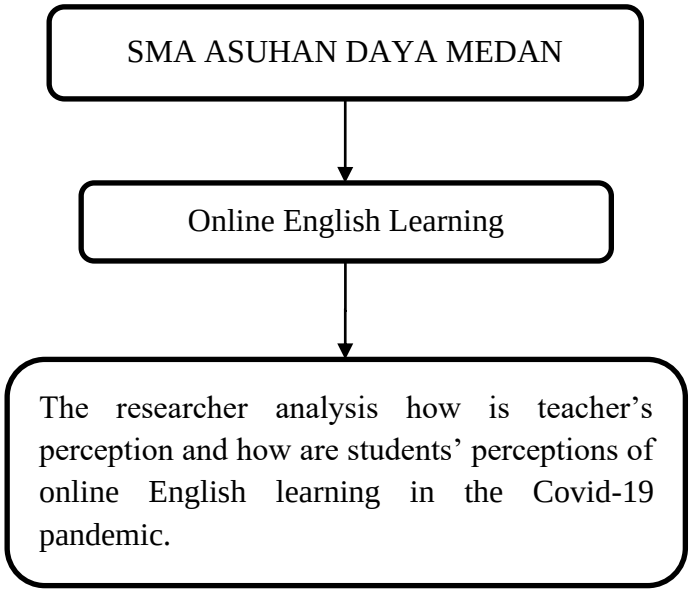

Figure 2.1 Conceptual Framework

CHAPTER III

METHOD OF RESEARCH

A. Research Design

This research design of this study has been conducted by using descriptive qualitative research. Kriyantoro said that, "qualitative research that aims to explain phenomena by collecting data as deep as possible". Qualitative research emphasizes the depth of data obtained by researchers. The deeper and more detailed the data obtained, the better the quality of this qualitative research. Descriptive research is research that is conducted to describe a variable, either one or more variables (independent) without making comparisons, or variables that are connected to one other variable (Sugiyono, 2009). The research belongs to descriptive qualitative design because it is intended to find out how is teacher's perception and students' perceptions of online English learning in the Covid-19 pandemic at Senior High School.

B. Location and Time

1. Location of Research

This research has been conducted at SMA Asuhan Daya Medan on Pematang Pasir Street Gang. Wakaf, Tanjung Mulia Hilir.

2. Time of Research

The time used by researcher for this research has been carried out in a period of three months, namely from August to October 2020, one month for data collection

in August and two months in September to October for data processing which includes presentation in the form of a thesis report and guidance process.

C. Source of Data

The source of data in this research is one English teacher namely Miss Winarti S.Pd and students twelfth grade at SMA Asuhan Daya Medan, which consists of two classes that is XII-1 there are 21 students and 24 students for XII-2, therefore the total number of students are 45 students.So the total number of the source of data in this research is 46 respondents.

D. Research Instrument

The instrument in this study is the researcher herself. In which the researcher functions to determine the focus of research, select informants as data sources, collect data, assess data quality, analyze data, interpret data and make conclusions on her research.

E. Technique of Collecting Data

In this study, researcher were collected data with the methods as follows;

1. Questionnaire

Questionnaire is the number or composed inquiry ought to be replied or finished by respondent(AnasSujino:2003). The questionnaire method used to find the response of teacher's perception and students' perceptions about online English learning in the Covid-19 pandemic. The researcher collected the data by

using a written question sheet that composed of fifteen statements for the respondents to answer. The reasons for the researcher use a questionnaire in this study because researcher can get a picture in accordance with what happened through the answers of the respondents and have an advantage in its use. And in each statements has four alternative answer options which categorized as follows;

1. Strong Agree
2. Agree
3. Disagree
4. Strong Disagree

There are various types of questionnaires that can be used in conducting a study. The questionnaire that used by the researcher in this study is an open and closed questionnaire. As mentioned by Arikunto (2010:195) :

The questionnaire is divided into several types, if viewed from the way to answer then there are:

1. Open questionnaire, which gives respondents the opportunity to answer in their own sentence.
2. Closed questionnaire, which has provided the answer so that respondents just have to choose.

According Arikunto (2010:195) explains the advantages of using a questionnaire, namely:

a. Does not require the presence of researchers.
b. Can be shared simultaneously with many respondents.

c. Can be answered by respondents according to their respective speed, and according to the respondent's free time.
d. Can be made anonymous so that respondents are free to be honest and not shy about answering
e. Can be made standardized so that all respondents can be asked the same questions.

2. Interview

In this study, researcher used the interview method by using one of the online application features to collected data. Researcher interviewed the respondents in SMA Asuhan Daya Medan by asking the reason of their answers in their own sentences using one of the online application features.

F. Technique of Analysis Data

In analyzing the data, researcher used the theory of Miles, Hubarman & Saldana (2014), suggesting that the activity in data analysis consists of three procedures. Below the details of the theory are shown in the chart as follows;

1. Data Reduction

Data reduction is the process of selecting, focusing, simplifying, searching for themes and patterns and neglecting needed. (Miles, Huberman & Saldana : 2014). In this step, the researcher focused on the teacher’s perception and students’ perceptions of online English learning in the Covid-19 pandemic at Senior High School.

2. Data Display

The data display phase is done in the form of a short description using original text, which can be also in the form of graphs, matrices, and charts (Miles, Hubarman, & Saldana, 2014). In the second step, the researcher will present the data by simplifying the data by using original text in the form of narrative text.

3. Conclusion/Verification

In the last step of analyzing data is conclusion. The researcher concluded the main points from all the data that has been collected, so that is will become clearly. The conclussion will be an answer the formulation of problem in the beginning.

CHAPTER IV

DATA AND DATA ANALYSIS

A. Data

As stated at the chapter III in collecting the data, the researcher used the questionnaire method which consists of fifteen statements to analysis how is teacher's perception and students' perceptions of online English learning in the Covid-19 pandemic at Senior High School. Below are the lists of the statements questionnaire used of the research;

1. The process of learning English is easier with online learning.
2. English learning process is more fun with online learning.
3. Online English learning makes the English learning process more effective in achieving learning objectives.
4. Online English learning can increase students' interest in learning.
5. Online English learning can improve students' understanding in learning.
6. Online English learning can foster students' motivation in learning.
7. Online English learning makes it easy to facilitate students in gathering assignments.
8. Students or teachers have problems in implementing online English learning because of limited mobile phone facilities, limited internet packages, and poor signal problems.
9. Online English learning is difficult to do because of the lack of students' understanding the use of online learning applications.

10. Online English learning can foster students' independent learning attitudes.
11. Online English learning is learning that utilizes internet networks as a learning tool.
12. Online English learning makes it easy for students or teachers to communicate and interact anytime and anywhere.
13. Online English learning can saves times in the learning process.
14. Online English learning is wasteful of internet data.
15. Based on the sophistication of technology in this modern era, online English learning can continue to be developed.

The data were collected from the answers questionnaire respondents related to teacher's perception and students' perceptions of online English learning at SMA Asuhan Daya Medan. After the data is collected, then an analysis is carried out which refers to the perception. According to Irwanto (2002) discuss the perception results can be divided into two types, there are positive perception and negative perception.

Based on the teacher's answer to the questionnaire statements, it can be seen as follows;

Statement 1 = Positive Perception

Statement 2 = Negative Perception

Statement 3 = Negative Perception

Statement 4 = Positive Perception

Statement 5 = Positive Perception

Statement 6 = Positive Perception

Statement 7 = Negative Perception

Statement 8 = Positive Perception

Statement 9 = Negative Perception

Statement 10 = Positive Perception

Statement 11 = Positive Perception

Statement 12 = Positive Perception

Statement 13 = Positive Perception

Statement 14 = Positive Perception

Statement 15 = Positive Perception

Based on the students' answer to the questionnaire statements, it can be seen as follows;

Statement 1 = Positive Perception

Statement 2 = Positive Perception

Statement 3 = Positive Perception

Statement 4 = Negative Perception

Statement 5 = Negative Perception

Statement 6 = Negative Perception

Statement 7 = Negative Perception

Statement 8 = Positive Perception

Statement 9 = Positive Perception

Statement 10 = Positive Perception

Statement 11 = Positive Perception

Statement 12 = Positive Perception

Statement 13 = Positive Perception

Statement 14 = Positive Perception

Statement 15 = Negative Perception

B. Data Analysis

This research aim to find out how is teacher's perception and how are students' perceptions of online English Learning in the Covid-19 Pandemic from fifteen questionnaire statements.

a. Teacher's Perception

Based on the answer of teacher respondent it can be analyzed from the statement 1 until 15 as follows;

1. The process of learning English is easier with online learning.

From the statement above, the teacher has the perception that teacher agree with the statement.

Teacher respondent : *Karena pembelajaran online merupakan pembelajaran yg menggunakan media elektronik seperti handphone dan komputer yang memiliki fungsi mengirimkan informasi seperti melalui media cetak, video dan suara. Sehingga media elektronik dan handphone akan sangat membantu proses pembelajaran bahasa inggris lebih mudah dengan pembelajaran online*.

[Because online learning is learning that uses electronic media such as cellphones and computers which have the function of sending information such as through print, video and voice media. So that electronic media and cellphones will greatly help the process of learning English with online learning].

2. English learning process is more fun with online learning.

From the statement above, the teacher has the perception that teacher disagree with the statement.

Teacher respondent : *Karena menurut saya pembelajaran disekolah merupakan kebijakan terbaik sebagai upaya meningkatkan pengetahuan dan kemampuan siswa. Sehingga pembelajaran harus dilakukan secara tatap muka langsung agar pembelajaran lebih menyenangkan utk diterapkan dengan metode2 pembelajaran yang menarik oleh guru dalam menyampaikan materi pembelajaran.*

[Because in my opinion, learning in school is the best policy as an effort to increase students' knowledge and abilities. So that learning must be done face-to-face so that learning is more fun to be applied with interesting learning methods by the teacher in delivering learning material].

3. Online English learning makes the English learning process more effective in achieving learning objectives.

From the statement above, the teacher has the perception that teacher disagree with the statement.

Teacher respondent : *Karena menurut saya pembelajaran akan lebih efektif jika dilakukan secara tatap muka langsung, penyampaian materi pembelajaran yg dilakukan secara langsung oleh guru kepada siswanya akan lebih mudah diterima oleh siswa sehingga dapat mencapai tujuan pembelajaran yg diinginkan. Berbeda dengan pembelajaran bahasa inggris online, guru mengajar secara virtual didepan komputer di satu tempat dan siswa mengikuti pembelajaran dari*

komputer lain di tempat yg berbeda pula, hal itu akan membuat siswa merasa kesulitan dalam menerima dan mencapai tujuan pembelajaran.

[Because in my opinion learning will be more effective if it is done face-to-face, the delivery of learning material that is done directly by the teacher to students will be more easily accepted by students so that they can achieve the desired learning goals. In contrast to online English learning, the teacher teaches virtually in front of a computer in one place and students follow learning from another computer in a different place, it will make students find it difficult to accept and achieve learning goals].

4. Online English learning can increase students' interest in learning.

From the statement above, the teacher has the perception that teacher agree with the statement.

Teacher respondent : *Menurut saya siswa akan merasa tertarik karena ini merupakan pembelajaran yang menggunakan metode baru yaitu media elektronik, komputer dan handphone, yg mana itu semua merupakan media yg paling disukai oleh siswa pada era modern saat ini, sehingga siswa akan merasa berminat untuk belajar dan ini merupakan hal yg baik utk meningkatakan minat belajar siswa.*

[In my opinion students will feel interested because this is learning that uses new methods, namely electronic media, computers and cellphones, which are all media that are most liked by students in today's modern era, so students will feel interested in learning and this is the which is good for increasing student interest in learning].

5. Online English learning can improve students' understanding in learning.

From the statement above, the teacher has the perception that teacher agree with the statement.

Teacher respondent : *Karena dalam proses pembelajaran siswa akan lebih memperhatikan guru mereka saat menhyampaikan materi pembelajaran. Dan seperti yg diketahui bahawa pembelajaran online dilakukab dengan cara virtual via komputer atau pun aplikasi pembelajaran online lainya, sehingga siswa akan lebih memperhatikan dan memahami penyampaian materi pembelajaran oleh guru.*

[Because in the learning process students will pay more attention to their teachers when delivering learning materials. And as is well known that online learning is done in a virtual way via a computer or other online learning application, so that students will pay more attention and understand the delivery of learning material by the teacher].

6. Online English learning can foster students' motivation in learning.

From the statement above, the teacher has the perception that teacher agree with the statement.

Teacher respondent : *Karena dengan pembelajaran online yang dilakukan antara guru dan siswa memanfaatkan kecanggihan teknologi, siswa akan lebih termotivasi utk aktif dalam mengikuti proses pembelajaran online yang dilakukan, agar siswa tidak tertinggal materi yang disampaikan.*

[Because with online learning carried out between teachers and students taking advantage of technological sophistication, students will be more motivated to be

active in participating in the online learning process carried out, so that students do not miss the material presented].

7. Online English learning makes it easy to facilitate students in gathering assignments.

From the statement above, the teacher has the perception that teacher disagree with the statement.

Teacher respondent : *Karena tidak semua aplikasi pembelajaran online dapat memfasilitasi siswa dalam mengumpulkan tugas, ada beberapa siswa yang merasa sulit dalam mengumpulkan tugas, hal itu dimungkinkan karena fitur aplikasi yang tidak dipahami oleh siswa.*

[Because not all online learning applications can facilitate students in collecting assignments, there are some students who find it difficult to collect assignments, this is possible because the application features are not understood by students].

8. Students or teachers have problems in implementing online English learning because of limited mobile phone facilities, limited internet packages, and poor signal problems.

From the statement above, the teacher has the perception that teacher agree with the statement.

Teacher respondent : *Seperti yg telah diketahui bahwa pembelajaran ini memiliki kelemahan. Sehingga baik siswa ataupun guru mengalami kendala dalam pelaksanaan pembelajaran bahasa inggris online ini. Terlebih lagi adanya siswa yang tidak memiliki fasilitas handphone karena minimnya perekonomian*

keluarga, ada juga siswa ataupun guru yg terbatas paket internet, serta gangguan sinyal yg buruk utk di setiap daerah.

[As is well known that this learning has weaknesses. So that both students and teachers experience problems in implementing this online English learning. Moreover, there are students who do not have cellphone facilities due to the lack of family economy, there are also students or teachers who have limited internet packages, as well as bad signal disturbances for each area].

9. Online English learning is difficult to do because of the lack of students' understanding the use of online learning applications.

From the statement above, the teacher has the perception that teacher disagree with the statement.

Teacher respondent : *Karena menurut saya, di zaman yg modern ini tidak mungkin siswa merasa kesulitan dalam menggunakan kecanggihan teknologi, karena siswa telah terbiasa menggunakan handphone mereka, jadi siswa akan paham menggunakan aplikasi pembelajaran online dengan mudah.*

[Because in my opinion, in this modern era it is impossible for students to find it difficult to use technological sophistication, because students are used to using their cellphones, so students will understand using online learning applications easily].

10. Online English learning can foster studens' independent kearning attitudes.

From the statement above, the teacher has the perception that teacher agree with the statement.

Teacher respondent : *Pada umumnya siswa diminta untuk memiliki sikap mandiri dalam proses pembelajaran. Sehingga siswa akan terbiasa untuk menerapkan nya didalam kehidupan sehari-hari. Dimasa pembelajaran online ini siswa diminta utk semakin aktif karena proses pembelajaran online merupakan proses yang berpusat pada siswa, dan siswa juga diminta utk bertanggung jawab mengikuti setiap intruksi yang diberikan semangat dan rasa ingin tahu.*

[In general, students are asked to have an independent attitude in the learning process. So that students will get used to applying it in everyday life. In this online learning period students are asked to be more active because the online learning process is a student-centered process, and students are also asked to be responsible for following every instruction given enthusiasm and curiosity].

11. Online English learning is learning that utilizes internet networks as a learning tool.

From the statement above, the teacher has the perception that teacher strong agree with the statement.

Teacher respondent : *Seperti yang diketahui bahwa pembelajaran online adalah pembelajaran yang dilakukan secara virtual oleh guru dan siswa dengan memanfaatkan kecanggihan teknologi, komputer dan handphone dimana utk dapat mengakses nya memerlukan jaringan internet agar dapat mengoperasikan fungsinya sesuai kebutuhan dibidang pembelajaran.*

[As it is known that online learning is learning that is done virtually by teachers and students by utilizing sophisticated technology, computers and cellphones

where to be able to access it requires an internet network in order to operate its functions according to the needs in the learning field].

12. Online English learning makes it easy for students or teachers to communicate and interact anytime and anywhere.

From the statement above, the teacher has the perception that teacher agree with the statement.

Teacher respondent : *Karena pembelajaran online dilakukan secara virtual oleh guru dan siswa didepan komputer dan dapat dilakukan di tempat yg berbeda, siswa dan guru tidak membutuhkan tempat dan waktu khusus untuk melanjutkan proses pembelajaran dan tidak perlu menghadiri kelas. Sehingga siswa dan guru hanya membutukan kecanggihan teknologi dan koneksi internet untuk menjalankan proses pembelajaran yg dapat dilakukan meskipun dari jarak yg jauh.*

[Because online learning is done virtually by teachers and students in front of a computer and can be done in different places, students and teachers do not need a special place and time to continue the learning process and do not need to attend class. So that students and teachers only need technological sophistication and an internet connection to carry out the learning process that can be done even from a long distance].

13. Online English learning can saves times in the learning process.

From the statement above, the teacher has the perception that teacher agree with the statement.

Teacher respondent : *Pembelajaran online dapat dilakukan aiswa dan guru dimana saja dan kapan saja, guru dapat memberikan materi pembelajaran dan tugas secara online, siswa dapat menerima materi pembelajaran, megerjakan dan mengirim tugas sesuai kebutuhan dan waktu yg ditentukan, sehingga guru dan siswa dapat menghemat waktu dalam proses pembelajaran.*

[Online learning can be carried out by students and teachers anywhere and anytime, teachers can provide learning materials and assignments online, students can receive learning materials, do and send assignments according to their needs and specified time, so teachers and students can save time in the learning process].

14. Online English learning is wasteful of internet data.

From the statement above, the teacher has the perception that teacher agree with the statement.

Teacher respondent : *Pembelajaran online merupakan pembelajaran yg mempunyai banyak kebutuhan yg bergantung pada data internet, seperti mendownload file, foto, video, rekaman suara, dan musik. Secara otomatis data internet akan sangat boros saat melakukan pembelajaran online.*

[Online learning is learning that has many needs that depend on internet data, such as downloading files, photos, videos, sound recordings, and music. Automatically internet data will be very wasteful when doing online learning].

15. Based on the sophistication of technology in this modern era, online English learning can continue to be developed.

From the statement above, the teacher has the perception that teacher strong agree with this statement.

Teacher respondnet : *Seiring berkembangnya zaman, kecanggihan teknologi harus sangat didukung untuk memulai perubahan pada generasi baru saat ini, agar siswa menjadi lebih mengenal, mempelajari kecanggihan teknologi dan komputer dan dapat dimanfaatkan di berbagai bidang khususnya pendidikan yg berguna utk memajukan perkembangan zaman.*

[Along with the development of the times, technological sophistication must be strongly supported to initiate changes in today's new generation, so that students become more familiar with, learn about technological sophistication and computers and can be used in various fields, especially education which is useful for advancing the times].

b. Students' Perceptions

Based on the answer of students respondents it can be analyzed from the statement 1 until 15 as follows;

1. The process of learning English is easier with online learning.

From the statement above, the most students have the perception that they are agree with this statement.

Student 1 : *Karna pembelajaran online adalah pembelajaran yang menggunakan handphone kak, jadi aku bisa dapat materi dan tugas dari guru langsung buka handphone dan bisa langsung dikerjain terus dikirim ke guru kak.*

[Because online learning is learning that uses cellphones, so I can get material and assignments from the teacher, open the cellphone

immediately and can immediately work on it and then send it to the teacher].

Student 2 : *Karena pembelajaran online bahasa inggris itu mudah, contoh nya kalau mau searching arti dari soal bisa langsung terjemahkan dari kamus terjemahan dan tidak membuka kamus buku lagi yang membolak balik lihat arti tersebut, banyak sekali metode pembelajaran lainnya yang ada di handphone untuk mengetahui banyak sumber bahasa inggris di dalam nya secara online.*

[Because learning English online is easy, for example, if you want to search for the meaning of a question, you can translate it directly from the translation dictionary and don't open the book dictionary again and look back and forth to see the meaning, there are lots of other learning methods available on your cellphone to find out many English sources in it online].

Student 3 : *Karena melalui pembelajaran online lebih mudah kak dengan menggunakan berbagai metode aplikasi lainnya yang ada di ponsel.*

[Because through online learning it is easier, by using various other application methods on the cellphone].

2. English learning process is more fun with online learning.

From the statement above, the most students have the perception that they are agree with this statement.

Student 1 : *Karna belajar nya kan bisa pakai handphone kak, jadi lebih menyenangkan aja bisa pakai handphone kak.*

[Because learning can use a cellphone, so it's more fun to use a cellphone].

Student 2 : *Karena lebih mudah dan lebih cepat dalam mengerjakan nya secara online sehingga menyenangkan dengan cepat selesai nya dalam pembelajaran online yang semua-semua mudah dikerjakan melalui handphone.*

[Because it's easier and faster to do it online so it's fun to quickly finish it in online learning which is all easy to do via cellphone].

Student 3 : *Karena siswa akan cepat menyelesaikan tugas yang diberikan guru kak jadi lebih mencapai tujuan pembelajaran.*

[Because students will quickly complete the task given by the teacher, so they can achieve more learning goals].

3. Online English learning makes the English learning process more effective in achieving learning objectives.

From the statement above, the most students have the perception that they are agree with this statement.

Student 1 : *Karna selama pembelajaran online aku lebih fokus belajar dan memperhatikan materi yg dikasih guru kak.*

[Because during online learning I focused more on studying and paying attention to the material that the teacher gave me]

Student 2 : *Karena siswa akan lebih memperhatikan tugas pembelajaran tersebut, dan lebih cepat dalam mengerjakan tugas pembelajaran tersebut sehingga mencapai tujuan pembelajaran itu.*

[Because students will pay more attention to the learning task, and be faster in doing the learning task so as to achieve the learning objectives].

Student 3 : *Karena siswa akan cepat menyelesaikan tugas yang diberikan guru kak jadi lebih mencapai tujuan pembelajaran*

[Because students will quickly complete the task given by the teacher, so they can achieve more learning goals].

4. Online English learning can increase students' interest in learning

From the statement above, the most students have the perception that they are disagree with this statement.

Student 1 : *Karna terkadang belajar online itu membosankan kak.*

[Because sometimes learning online is boring].

Student 2 : *Karena siswa akan lebih memperhatikan materi apa yang telah diberikan secara online sehingga siswa takut akan ketinggalan materi selanjutnya jadi siswa semakin meningkat dalam mrmperhatikan materi yang diberi secara online tersebut.*

[Because students will pay more attention to what material has been given online so that students are afraid they will miss the next material so that students will increase in paying attention to the material given online].

Student 3 : *Karena tidak semua siswa memiliki semangat yang tinggi kak dalam pembelajaran online.*

[Because not all students have high enthusiasm in online learning].

5. Online English learning can improve students' understanding in learning.

From the statement above, the most students have the perception that they are disagree with this statement.

Student 1 : *Karna penyampaian materi belajar melalui online itu kurang jelas kak.*

[Because the delivery of learning material through online is not clear].

Student 2 : *Karena pembelajaran online tidak memudahkan siswa menerima materi Pembelajaran apa lagi memahami nya.*

[Because online learning does not make it easier for students to receive learning material what else to understand].

Student 3 : *Karena tidak semua siswa pemahaman nya tinggi kak sebagian siswa mudah menyerah jadi tidak meningkatkan pemahaman kak.*

[Because not all students have a high understanding, some students give up easily so it doesn't improve their understanding].

6. Online English learning can foster students' motivation in learning.

From the statement above, the most students have the perception that they are disagree with this statement.

Student 1 : *Karna pembelajaran online hanya bergantung pada handphone sehingga aku bosan dan malas untuk belajar kak.*

[Because online learning only relies on cellphones so I'm bored and lazy to study].

Student 2 : *Karena pembelajaran online membuat siswa kurang bersemangat dalam mengerjakan materi sehingga kurang memotivasi siswa.*

[Because online learning makes students less enthusiastic in working on the material so it doesn't motivate students].

Student 3 : *Karena siswa tidak menginginkan pembelajaran online, siswa lebih bersemangat pembelajaran secara langsung kak jadi tidak ada motivasi untuk siswa pembelajaran online.*

[Because students do not want online learning, students are more enthusiastic about learning directly sis so there is no motivation for students learning online].

7. Online English learning makes it easy to facilitate students in gathering assignments.

From the statement above, the most students have the perception that they are disagree with this statement.

Student 1 : *Karna gak semua aplikasi mudah untuk digunakan kak, contohnya google classroom aku kurang pandai untuk mengirim tugasnya kak.*

[Because not all applications are easy to use, for example in google classroom I am not very good at sending my assignments].

Student 2 : *Karena sebagian pembelajaran online tidak memudahkan dalam pengumpulan tugas karena tidak tertera tempat pengumpulan tugas dan saat mengumpulkan tugas sangat membingungkan.*

[Because some online learning does not make it easy to collect assignments because there is no place to collect assignments and when collecting assignments is very confusing].

Student 3 : *Karena dalam proses pengumpulan tugas jaringan ponsel tiba-tiba hilang sehingga kita mengulangi untuk mengumpulkan tugas kak.*

[Because in the process of collecting tasks, the cellphone network suddenly disappears, so we repeat the task to collect].

8. Students or teachers have problems in implementing online English learning because of limited mobile phone facilities, limited internet packages, and poor signals problems.

From the statement above, the most students have the perception that they are agree with this statement.

Student 1 : *Karna gak semua murid punya handphone kak contoh nya beberapa kawan aku ada yg gak punya hp, jadi kan sulit kak untuk melaksanakan nya.*

[Because not all students have cellphones, examples some of my friends don't have cellphones, so it's hard to do it].

Student 2 : *Karena tidak semua siswa mempunyai ponsel dan tidak semua siswa mampu membeli paket internet untuk setiap pembelajaran online, tidak semua guru menghabiskan waktunya dengan ponsel, dan tidak selama nya sinyal internet itu bagus dan berjalan dengan baik, sehingga pembelajaran online terhambat.*

[Because not all students have cellphones and not all students can afford to buy internet packages for every online learning, not all teachers spend their time on cell phones, and not as long as the

internet signal is good and running well, so online learning is hampered].

Student 3 : *Karena tidak semua siswa memiliki ponsel dan paket internet kak, dan tidak semua guru menghabiskan waktunya di ponsel kak*

[Because not all students have cell phones and internet packages, and not all teachers spend their time on cellphone].

9. Online English learning is difficult to do because of the lack of students' understanding the use of online English learning applications.

From the statement above, the most students have the perception that they are agree with this statement.

Student 1 : *Karna pembelajaran online kan baru ini dilakukan kak, aku gak tau cara pakai nya gimana kak, jadi sulit pas pakai untuk belajar online nya kak.*

[Because online learning has only recently been done, I don't know how to use it, so it's difficult to use it to learn online].

Student 2 : *Karena sebagian siswa masih banyak yang tidak mengerti dan tidak paham tentang ponsel apalagi mengetahui dan memahami aplikasi pembelajaran tersebut.*

[Because there are still many students who do not understand and do not understand cellphones, let alone know and understand the learning application].

Student 3 : *Karena siswa ada yang tidak mengerti tentang ponsel dan aplikasi yang ada di ponsel kak.*

[Because there are students who do not understand about cellphones and applications on cellphones].

10. Online English learning can foster students' independent learning attitudes.

From the statement above, the most students have the perception that they are agree with this statement.

Student 1 : *Karna dalam pembelajaran model ini di lakukan dirumah masing-masing kak, jadi aku akan menjadi mandiri dalam belajar dan mengerjakan tugas.*

[Because in this learning model is done in each house, so I will be independent in studying and doing assignments].

Student 2 : *Karena siswa sendiri yang mengerjakan materi tersebut, mereka tidak mungkin meminta orang tua mengerjakan nya karena tidak semua orang tua yang memahami tentang ponsel dan pembelajaran online jadi siswa sendiri yang mengerjakan nya.*

[Because students work on the material themselves, they cannot ask parents to do it because not all parents who understand about cellphones and online learning are the students themselves who do it].

Student 3 : *Karena siswa sendiri yang mengerjakan tugas materi yang diberikan kak siswa menjadi mandiri tanpa meminta bantuan dari orang tua.*

[Because the students themselves are doing the material assignments given by the students to be independent without asking for help from their parents.].

11. Online English Learning is learning that utilizes internet networks as a learning tool.

From the statement above, the most students have the perception that they are agree with this statement.

Student 1 : *Karna selain memakai handphone, jaringan internet dibutuhkan untuk mengoperasikan aplikasi pembelajaran online kak.*

[Because besides using a cellphone, an internet network is needed to operate the online learning application].

Student 2 : *Karena jaringan internet digunakan untuk hal yang penting sehingga tidak terbuang sia-sia dan banyak sekali orang memakai paket internet untuk pembelajaran online.*

[Because the internet network is used for important things so it is not wasted and a lot of people use internet packages for online learning].

Student 3 : *Karena jaringan internet digunakan untuk hal yang penting sehingga tidak terbuang dengan sia-sia.*

[Because the internet network is used for important things so it is not wasted].

12. Online English learning makes it easy for students or teachers to communicate and interact anytime and anywhere.

From the statement above, the most students have the perception that they are agree with this statement.

Student 1 : *Karna pembelajaran online ini gak ada batasan nya kak, maksudnya guru dan siswa bisa bertemu di satu aplikasi walaupun sedang di berbeda tempat dan di waktu yg sama kak.*

[Because this online learning has no limitations, it means that teachers and students can meet in one application even though they are in different places and at the same time].

Student 2 : *Karena siswa dan guru mempunyai grub masing-masing untuk berkomunikas melalui ponsel sehingga pembelajaran untuk berkomunikasi lebih mudah dilakukan.*

[Because students and teachers have their respective groups to communicate via cellphones so that learning to communicate is easier to do].

Student 3 : *Karena siswa dan guru memiliki grub yang sama dan saat dimanapun antara siswa dan guru bisa berkomunikasi kak.*

[Because students and teachers have the same group and anywhere between students and teachers can communicate].

13. Online English learning can saves times in the learning process.

From the statement above, the most students have the perception that they are agree with this statement.

Student 1 : *Karna proses pembelajaran memiliki batas waktu setiap subjek pembelajaran kak, misalnya 1 hari 1 subjek 1 jam pembelajaran, jadi lebih hemat waktu dalam proses pembelajaran kak.*

[Because the learning process has a time limit for each learning subject, for example 1 day 1 subject 1 learning hour, so it saves time in the learning process].

Student 2 : *Karena memberi materi pembelajaran online lebih cepat kak, satu hari hanya beberapa materi saja yang waktunya terbatas sehingga menghemat waktu.*

[Because providing online learning materials is faster, only a few materials are limited in one day, thus saving time].

Student 3 : *Karena masing-masing materi mempunyai batas waktu kak jadi menghemat waktu kak.*

[Because each material has a time limit so it saves time].

14. Online English learning is wasteful of internet data.

From the statement above, the most students have the perception that they are strong agree with this statement.

Student 1 : *Karna pembelajaran ini membutuhkan data internet untuk membuka satu aplikasi, mendownload file bahkan video kak.*

[Because this learning requires internet data to open an application, download files and even videos].

Student 2 : *Karena sebagian siswa tidak serius dalam mengerjakan materi yang diberikan sehingga membuang-buang data internet.*

[Because some students are not serious in working on the material given so that they waste internet data].

Student 3 : Karena sebagian siswa ada yang tidak fokus dalam belajar online sehingga membuang data paket internet kak.

[Because some students do not focus on online learning, so they throw away their internet packet data].

15. Based on the sophistication of technology in this modern era, online English learning can continue to be developed.

From the statement above, the most students have the perception that they are disagree with this statement.

Student 1 : Karna aku sebagai siswa membutuhkan pembelajaran secara langsung antara guru dan siswa agar penyampaian materi pembelajaran dapat diterima dan dipahami siswa secara langsung kak.

[Because I as a student need direct learning between teachers and students so that the delivery of learning material can be accepted and understood by students directly].

Student 2 : Karena tidak semua siswa menginginkan pembelajaran online, ada sebagian siswa yang ingin belajar secara langsung dan dapat materi secara langsung yang diberikan oleh guru, jadi tidak memungkinkan untuk mengembangkan pembelajaran online.

[Because not all students want online learning, there are some students who want to learn directly and get the material directly provided by the teacher, so it is not possible to develop online learning].

Student 3 : Karena siswa-siswa tidak menginginkan pembelajaran online siswa hanya ingin belajar secara langsung jadi tidak mungkin terus mau dikembangkan kak.

[Because students do not want online learning, students only want to learn directly, so it is impossible to develop it].

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the research results on the chapter IV, it was obtained some conclusions as follows:

1. Teacher's Perception

The teacher give positive perception of online English learning in the Covid-19 pandemic, the process of learning English is easier with online learning but online English learning can not makes the English process more effective in achieving the learning objectives.

2. Students' Perceptions

The students give positive perception of online English learning in the Covid-19 pandemic, the process of learning English is easier with online learning and online English learning can foster students' independent learning attitudes but they found problems in implementing online English learning, so that online English learning can not to be developed.

B. Suggestions

Referring to the conclusions above, several points suggested as follows:

1. For school, to be able to carry out online English learning, firstly, we must provide facilities and infrastructure such as cellphones and internet data packages so that learning can be applied.

2. The English teachers are advised not to complicate learning with an online learning system because the most important thing is that students continue to study while the school is closed.
3. The students must be able to improve their skills and knowledge in technology and computers so that online English learning can be done easily.
4. The researcher, this finding is a basic information to increase the knowledge of online English learning models in the Covid-19 pandemic.

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Teacher's Questionnaire

NO	STATEMENT	ANSWER OPTIONS			
		Strong Agree	**Agree**	**Disagree**	**Strong Disagree**
1	The process of learning English is easier with online learning.		✓		
2	English learning process is more fun with online learning.			✓	
3	Online English learning makes the English learning process more effective in achieving learning objectives.			✓	
4	Online English learning can increase students' interest in learning.		✓		
5	Online English learning can improve students' understanding in learning.		✓		
6	Online English learning can foster students' motivation in learning.		✓		
7	Online English learning makes it easy to facilitate students in gathering assignments.			✓	
8	Students or teachers have problems in implementing online English learning because of limited mobile phone facilities, limited internet packages, and poor signal problems.		✓		
9	Online English learning is difficult to do because of the lack of students' understanding the use of online learning applications.			✓	
10	Online English learning can foster students' independent learning attitudes.		✓		

11	Online English learning is learning that utilizes internet networks as a learning tool.	✓			
12	Online English learning makes it easy for students or teachers to communicate and interact anytime and anywhere.		✓		
13	Online English learning can saves times in the learning process.		✓		
14	Online English learning is wasteful of internet data.		✓		
15	Based on the sophistication of technology in this modern era, Online English learning can continue to be developed.	✓			

Students' Questionnaire

NO	STATEMENT	ANSWER OPTIONS			
		Strong Agree	**Agree**	**Disagree**	**Strong Disagree**
1	The process of learning English is easier with online learning.	12	27	6	-
2	English learning process is more fun with online learning.	11	18	16	-
3	Online English learning makes the English learning process more effective in achieving learning objectives.	7	32	6	-
4	Online English learning can increase students' interest in learning.	12	12	21	-
5	Online English learning can improve students' understanding in learning.	6	8	22	9
6	Online English learning can foster students' motivation in learning.	2	20	22	1
7	Online English learning makes it easy to facilitate students in gathering assignments.	8	15	20	2
8	Students or teachers have problems in implementing online English learning because of limited mobile phone facilities, limited internet packages, and poor signal problems.	6	34	2	3
9	Online English learning is difficult to do because of the lack of students' understanding the use of online learning applications.	25	15	5	-
10	Online English learning can foster students' independent learning attitudes.	0	31	14	-
11	Online English learning is learning that utilizes internet networks as a learning tool.	15	25	5	-
12	Online English learning makes it easy for students or teachers to communicate and interact anytime and anywhere.	15	28	2	-
13	Online English learning can saves times in the learning process.	15	27	3	-

14	Online English learning is wasteful of internet data.	25	11	8	1
15	Based on the sophistication of technology in this modern era, Online English learning can continue to be developed.	4	10	19	12

Nama Guru : Winarti, S. Pd

NO	PERNYATAAN	PILIHAN JAWABAN			
		SS	S	TS	STS
1	Proses pembelajaran bahasa inggris lebih mudah dengan pembelajaran online.		●		
2	Proses belajar bahasa Inggris lebih menyenangkan dengan pembelajaran online.			●	
3	Pembelajaran bahasa Inggris online menjadikan proses pembelajaran bahasa Inggris lebih efektif dalam mencapai tujuan pembelajaran.			●	
4	Pembelajaran bahasa Inggris online dapat meningkatkan minat belajar siswa.		●		
5	Pembelajaran Bahasa Inggris online dapat meningkatkan pemahaman siswa.		●		
6	Pembelajaran Bahasa Inggris online dapat menumbuhkan motivasi siswa dalam belajar.		●		
7	Pembelajaran bahasa Inggris online memudahkan untuk memfasilitasi siswa dalam mengumpulkan tugas.			●	
8	Siswa atau guru mengalami kendala dalam melaksanakan pembelajaran bahasa Inggris online karena fasilitas ponsel yang terbatas, paket internet yang terbatas, dan masalah sinyal yang buruk.		●		
9	Pembelajaran bahasa Inggris secara online sulit dilakukan karena kurangnya pemahaman siswa tentang penggunaan aplikasi pembelajaran online.			●	
10	Pembelajaran bahasa Inggris online dapat menumbuhkan sikap belajar mandiri siswa.		●		
11	Pembelajaran bahasa Inggris online adalah pembelajaran yang memanfaatkan jaringan internet sebagai sarana belajar.	●			
12	Pembelajaran bahasa Inggris secara online memudahkan siswa atau guru untuk berkomunikasi dan dapat dilakukan kapan pun dan di mana pun.		●		
13	Pembelajaran bahasa Inggris online dapat menghemat waktu dalam proses pembelajaran.		●		
14	Pembelajaran bahasa Inggris online membuang-buang data internet.		●		
15	Berdasarkan kecanggihan teknologi di era modern ini, pembelajaran Bahasa Inggris online dapat terus dikembangkan.	●			

Nama : Febby Yolanda
Kelas : XII-IPS

NO	PERNYATAAN	PILIHAN JAWABAN			
		SS	S	TS	STS
1	Proses pembelajaran bahasa inggris lebih mudah dengan pembelajaran online.	●			
2	Proses belajar bahasa Inggris lebih menyenangkan dengan pembelajaran online.	●			
3	Pembelajaran bahasa Inggris online menjadikan proses pembelajaran bahasa Inggris lebih efektif dalam mencapai tujuan pembelajaran.			●	
4	Pembelajaran bahasa Inggris online dapat meningkatkan minat belajar siswa.			●	
5	Pembelajaran Bahasa Inggris online dapat meningkatkan pemahaman siswa.	●			
6	Pembelajaran Bahasa Inggris online dapat menumbuhkan motivasi siswa dalam belajar.	●			
7	Pembelajaran bahasa Inggris online memudahkan untuk memfasilitasi siswa dalam mengumpulkan tugas.		●		
8	Siswa atau guru mengalami kendala dalam melaksanakan pembelajaran bahasa Inggris online karena fasilitas ponsel yang terbatas, paket internet yang terbatas, dan masalah sinyal yang buruk.		●		
9	Pembelajaran bahasa Inggris secara online sulit dilakukan karena kurangnya pemahaman siswa tentang penggunaan aplikasi pembelajaran online.			●	
10	Pembelajaran bahasa Inggris online dapat menumbuhkan sikap belajar mandiri siswa.		●		
11	Pembelajaran bahasa Inggris online adalah pembelajaran yang memanfaatkan jaringan internet sebagai sarana belajar.		●		
12	Pembelajaran bahasa Inggris secara online memudahkan siswa atau guru untuk berkomunikasi dan dapat dilakukan kapan pun dan di mana pun.		●		
13	Pembelajaran bahasa Inggris online dapat menghemat waktu dalam proses pembelajaran.		●		
14	Pembelajaran bahasa Inggris online membuang-buang data internet.			●	
15	Berdasarkan kecanggihan teknologi di era modern ini, pembelajaran Bahasa Inggris online dapat terus dikembangkan.		●		

Nama : Wahyu Dawira

Kelas : XII IPA

NO	PERNYATAAN	PILIHAN JAWABAN			
		SS	S	TS	STS
1	Proses pembelajaran bahasa inggris lebih mudah dengan pembelajaran online.		●		
2	Proses belajar bahasa Inggris lebih menyenangkan dengan pembelajaran online.		●		
3	Pembelajaran bahasa Inggris online menjadikan proses pembelajaran bahasa Inggris lebih efektif dalam mencapai tujuan pembelajaran.		●		
4	Pembelajaran bahasa Inggris online dapat meningkatkan minat belajar siswa.		●		
5	Pembelajaran Bahasa Inggris online dapat meningkatkan pemahaman siswa.			●	
6	Pembelajaran Bahasa Inggris online dapat menumbuhkan motivasi siswa dalam belajar.		●		
7	Pembelajaran bahasa Inggris online memudahkan untuk memfasilitasi siswa dalam mengumpulkan tugas.			●	
8	Siswa atau guru mengalami kendala dalam melaksanakan pembelajaran bahasa Inggris online karena fasilitas ponsel yang terbatas, paket internet yang terbatas, dan masalah sinyal yang buruk.				●
9	Pembelajaran bahasa Inggris secara online sulit dilakukan karena kurangnya pemahaman siswa tentang penggunaan aplikasi pembelajaran online.		●		
10	Pembelajaran bahasa Inggris online dapat menumbuhkan sikap belajar mandiri siswa.			●	
11	Pembelajaran bahasa Inggris online adalah pembelajaran yang memanfaatkan jaringan internet sebagai sarana belajar.		●		
12	Pembelajaran bahasa Inggris secara online memudahkan siswa atau guru untuk berkomunikasi dan dapat dilakukan kapan pun dan di mana pun.			●	
13	Pembelajaran bahasa Inggris online dapat menghemat waktu dalam proses pembelajaran.		●		
14	Pembelajaran bahasa Inggris online membuang-buang data internet.		●		
15	Berdasarkan kecanggihan teknologi di era modern ini, pembelajaran Bahasa Inggris online dapat terus dikembangkan.				●

Nama : Yulia Wulandari Kelas : XII IPA

NO	PERNYATAAN	PILIHAN JAWABAN			
		SS	S	TS	STS
1	Proses pembelajaran bahasa inggris lebih mudah dengan pembelajaran online.		●		
2	Proses belajar bahasa Inggris lebih menyenangkan dengan pembelajaran online.		●		
3	Pembelajaran bahasa Inggris online menjadikan proses pembelajaran bahasa Inggris lebih efektif dalam mencapai tujuan pembelajaran.	●			
4	Pembelajaran bahasa Inggris online dapat meningkatkan minat belajar siswa.			●	
5	Pembelajaran Bahasa Inggris online dapat meningkatkan pemahaman siswa.				●
6	Pembelajaran Bahasa Inggris online dapat menumbuhkan motivasi siswa dalam belajar.			●	
7	Pembelajaran bahasa Inggris online memudahkan untuk memfasilitasi siswa dalam mengumpulkan tugas.			●	
8	Siswa atau guru mengalami kendala dalam melaksanakan pembelajaran bahasa Inggris online karena fasilitas ponsel yang terbatas, paket internet yang terbatas, dan masalah sinyal yang buruk.		●		
9	Pembelajaran bahasa Inggris secara online sulit dilakukan karena kurangnya pemahaman siswa tentang penggunaan aplikasi pembelajaran online.			●	
10	Pembelajaran bahasa Inggris online dapat menumbuhkan sikap belajar mandiri siswa.			●	
11	Pembelajaran bahasa Inggris online adalah pembelajaran yang memanfaatkan jaringan internet sebagai sarana belajar.		●		
12	Pembelajaran bahasa Inggris secara online memudahkan siswa atau guru untuk berkomunikasi dan dapat dilakukan kapan pun dan di mana pun.		●		
13	Pembelajaran bahasa Inggris online dapat menghemat waktu dalam proses pembelajaran.		●		
14	Pembelajaran bahasa Inggris online membuang-buang data internet.		●		
15	Berdasarkan kecanggihan teknologi di era modern ini, pembelajaran Bahasa Inggris online dapat terus dikembangkan.				●

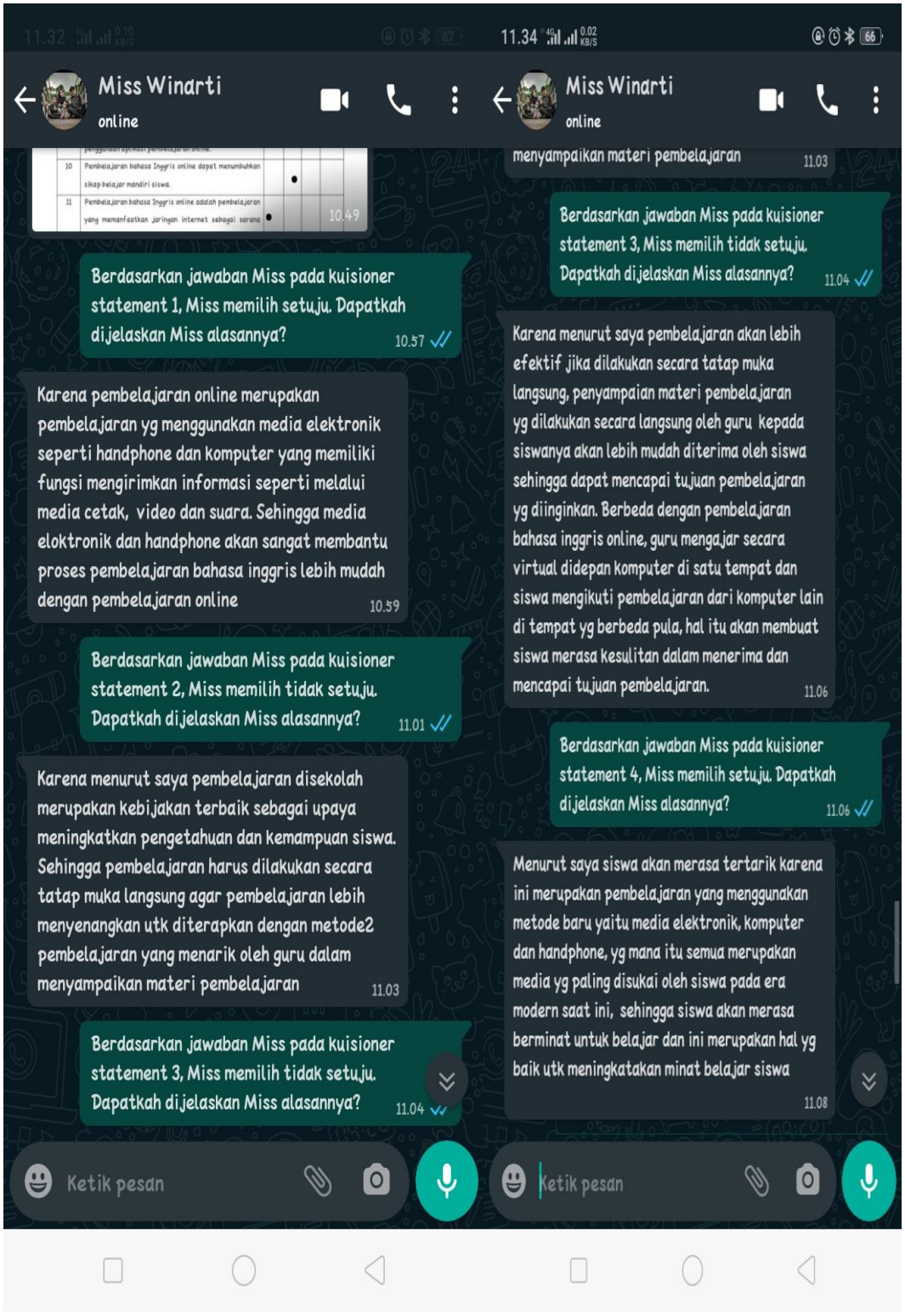
Nama : Fairu Tama
Kelas : XII-IPS

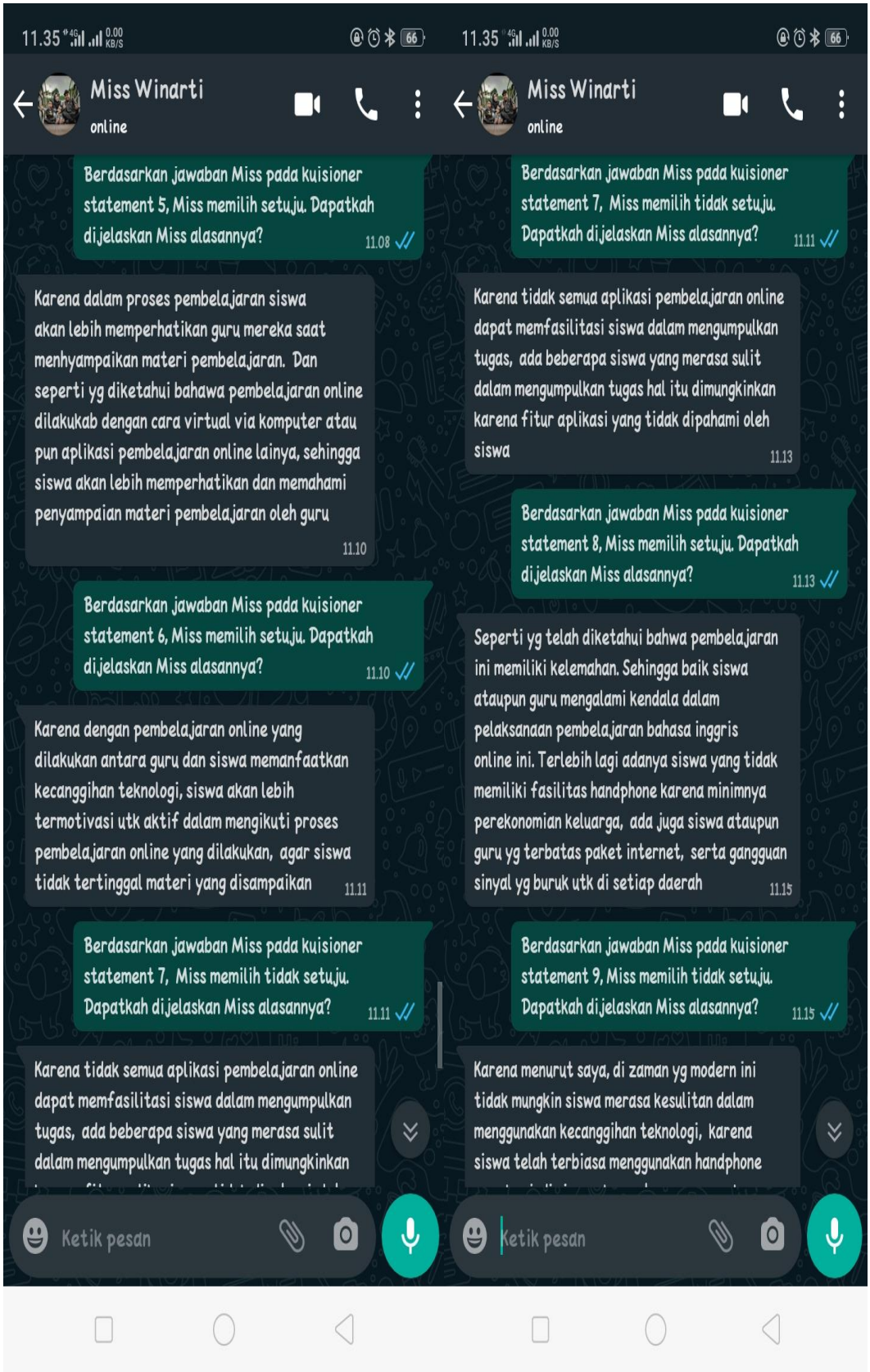
NO	PERNYATAAN	PILIHAN JAWABAN			
		SS	S	TS	STS
1	Proses pembelajaran bahasa inggris lebih mudah dengan pembelajaran online.			●	
2	Proses belajar bahasa Inggris lebih menyenangkan dengan pembelajaran online.			●	
3	Pembelajaran bahasa Inggris online menjadikan proses pembelajaran bahasa Inggris lebih efektif dalam mencapai tujuan pembelajaran.	●			
4	Pembelajaran bahasa Inggris online dapat meningkatkan minat belajar siswa.			●	
5	Pembelajaran Bahasa Inggris online dapat meningkatkan pemahaman siswa.		●		
6	Pembelajaran Bahasa Inggris online dapat menumbuhkan motivasi siswa dalam belajar.			●	
7	Pembelajaran bahasa Inggris online memudahkan untuk memfasilitasi siswa dalam mengumpulkan tugas.			●	
8	Siswa atau guru mengalami kendala dalam melaksanakan pembelajaran bahasa Inggris online karena fasilitas ponsel yang terbatas, paket internet yang terbatas, dan masalah sinyal yang buruk.			●	
9	Pembelajaran bahasa Inggris secara online sulit dilakukan karena kurangnya pemahaman siswa tentang penggunaan aplikasi pembelajaran online.		●		
10	Pembelajaran bahasa Inggris online dapat menumbuhkan sikap belajar mandiri siswa.			●	
11	Pembelajaran bahasa Inggris online adalah pembelajaran yang memanfaatkan jaringan internet sebagai sarana belajar.	●			
12	Pembelajaran bahasa Inggris secara online memudahkan siswa atau guru untuk berkomunikasi dan dapat dilakukan kapan pun dan di mana pun.	●			
13	Pembelajaran bahasa Inggris online dapat menghemat waktu dalam proses pembelajaran.			●	
14	Pembelajaran bahasa Inggris online membuang-buang data internet.	●			
15	Berdasarkan kecanggihan teknologi di era modern ini, pembelajaran Bahasa Inggris online dapat terus dikembangkan.			●	

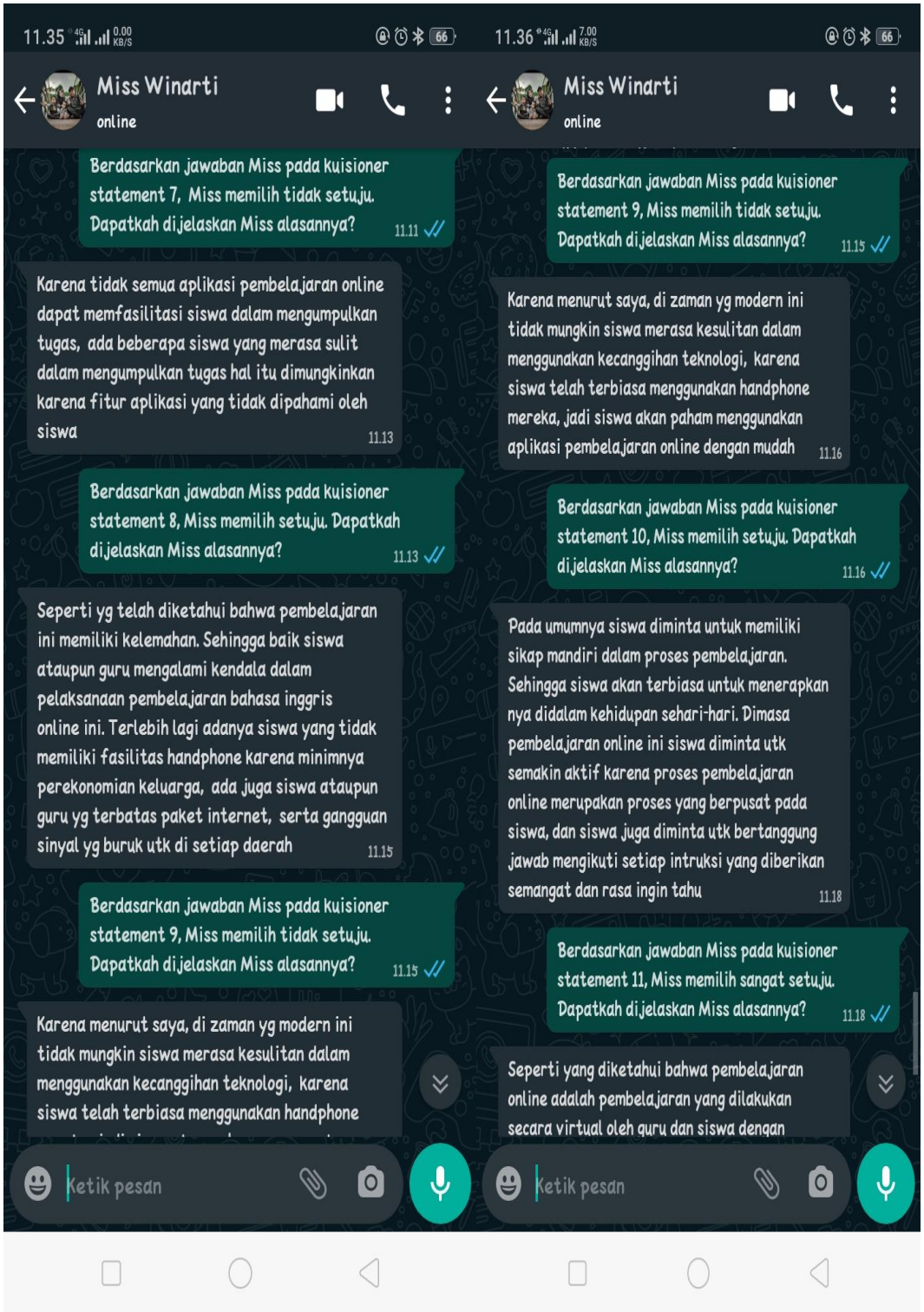
Alfina Dwi Yanti
XII-IPA

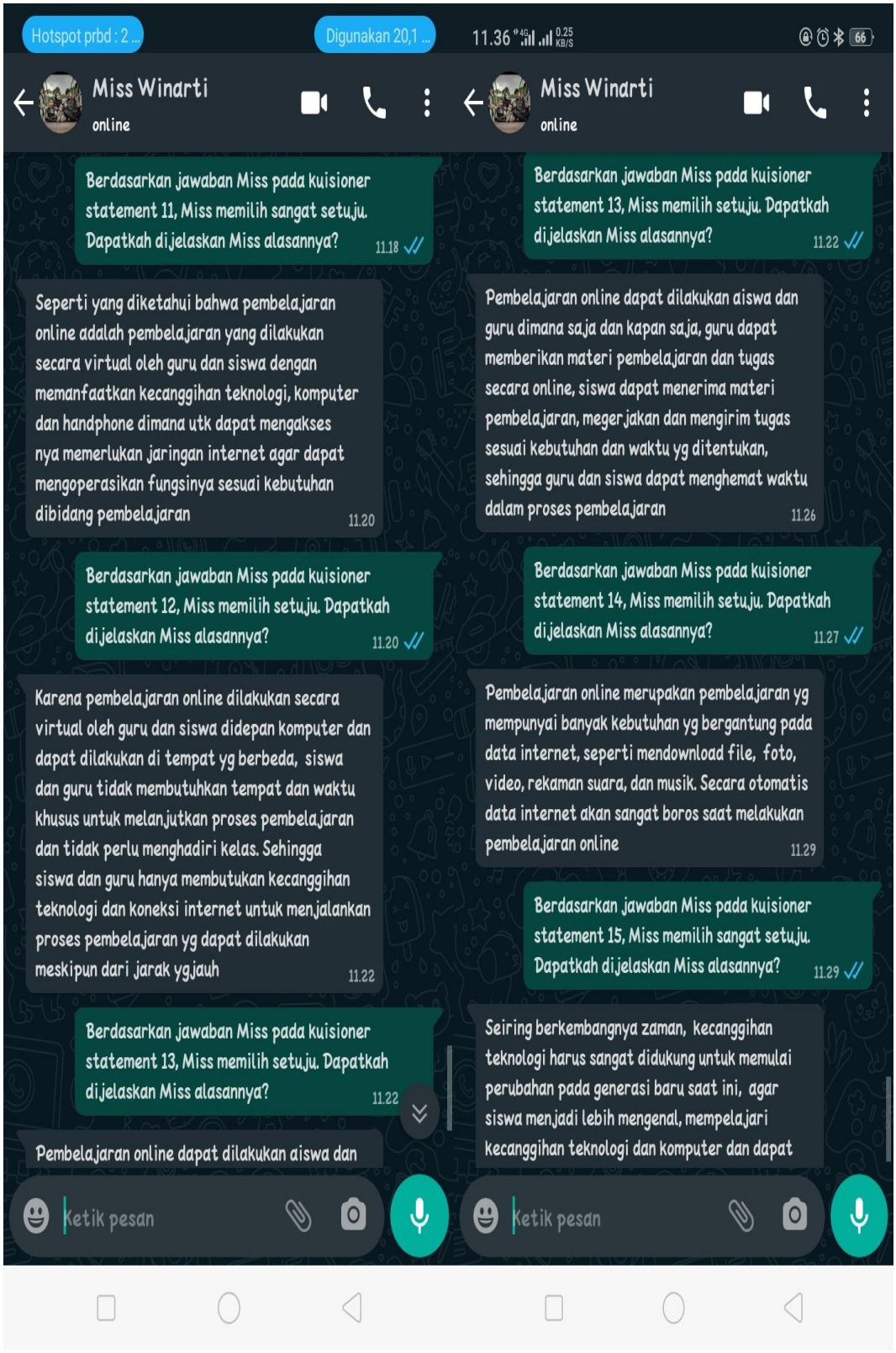
NO	PERNYATAAN	PILIHAN JAWABAN			
		SS	S	TS	STS
1	Proses pembelajaran bahasa inggris lebih mudah dengan pembelajaran online.			●	
2	Proses belajar bahasa Inggris lebih menyenangkan dengan pembelajaran online.			●	
3	Pembelajaran bahasa Inggris online menjadikan proses pembelajaran bahasa Inggris lebih efektif dalam mencapai tujuan pembelajaran.			●	
4	Pembelajaran bahasa Inggris online dapat meningkatkan minat belajar siswa.			●	
5	Pembelajaran Bahasa Inggris online dapat meningkatkan pemahaman siswa.				●
6	Pembelajaran Bahasa Inggris online dapat menumbuhkan motivasi siswa dalam belajar.			●	
7	Pembelajaran bahasa Inggris online memudahkan untuk memfasilitasi siswa dalam mengumpulkan tugas.			●	
8	Siswa atau guru mengalami kendala dalam melaksanakan pembelajaran bahasa Inggris online karena fasilitas ponsel yang terbatas, paket internet yang terbatas, dan masalah sinyal yang buruk.		●		
9	Pembelajaran bahasa Inggris secara online sulit dilakukan karena kurangnya pemahaman siswa tentang penggunaan aplikasi pembelajaran online.			●	
10	Pembelajaran bahasa Inggris online dapat menumbuhkan sikap belajar mandiri siswa.		●		
11	Pembelajaran bahasa Inggris online adalah pembelajaran yang memanfaatkan jaringan internet sebagai sarana belajar.		●		
12	Pembelajaran bahasa Inggris secara online memudahkan siswa atau guru untuk berkomunikasi dan dapat dilakukan kapan pun dan di mana pun.		●		
13	Pembelajaran bahasa Inggris online dapat menghemat waktu dalam proses pembelajaran.		●		
14	Pembelajaran bahasa Inggris online membuang-buang data internet.	●			
15	Berdasarkan kecanggihan teknologi di era modern ini, pembelajaran Bahasa Inggris online dapat terus dikembangkan.			●	

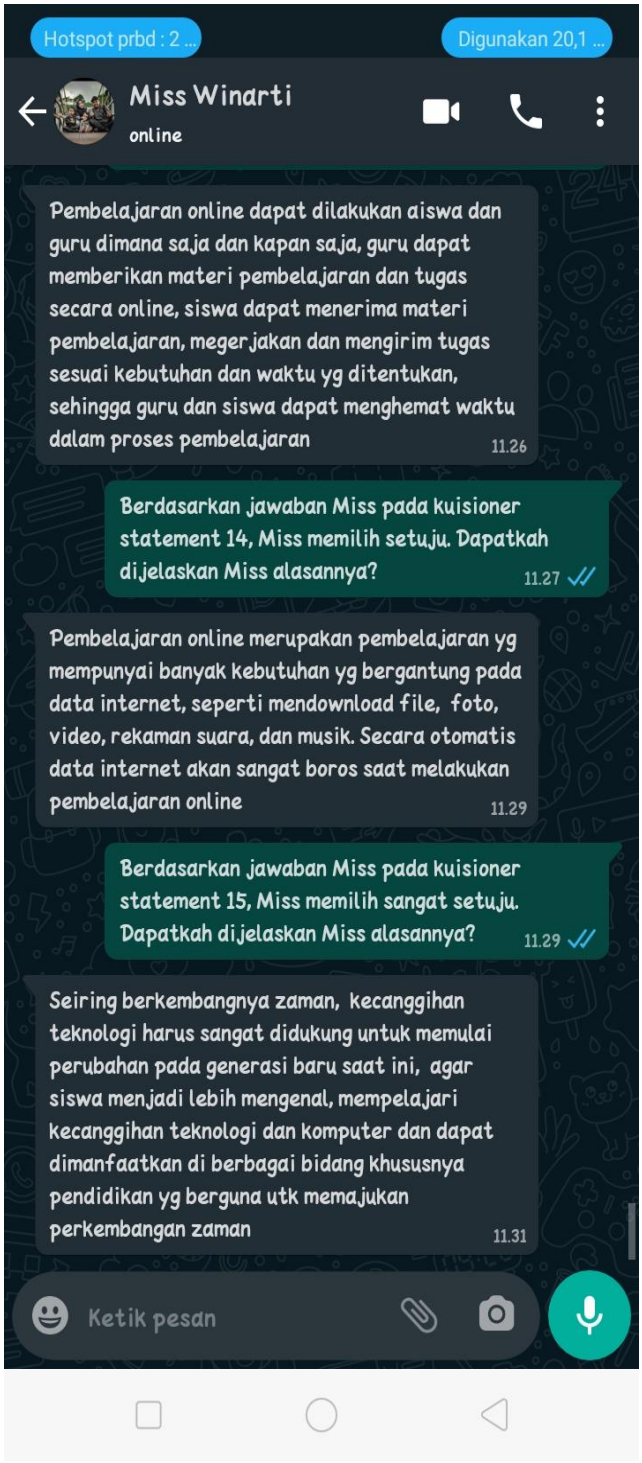
Teacher’s Interview



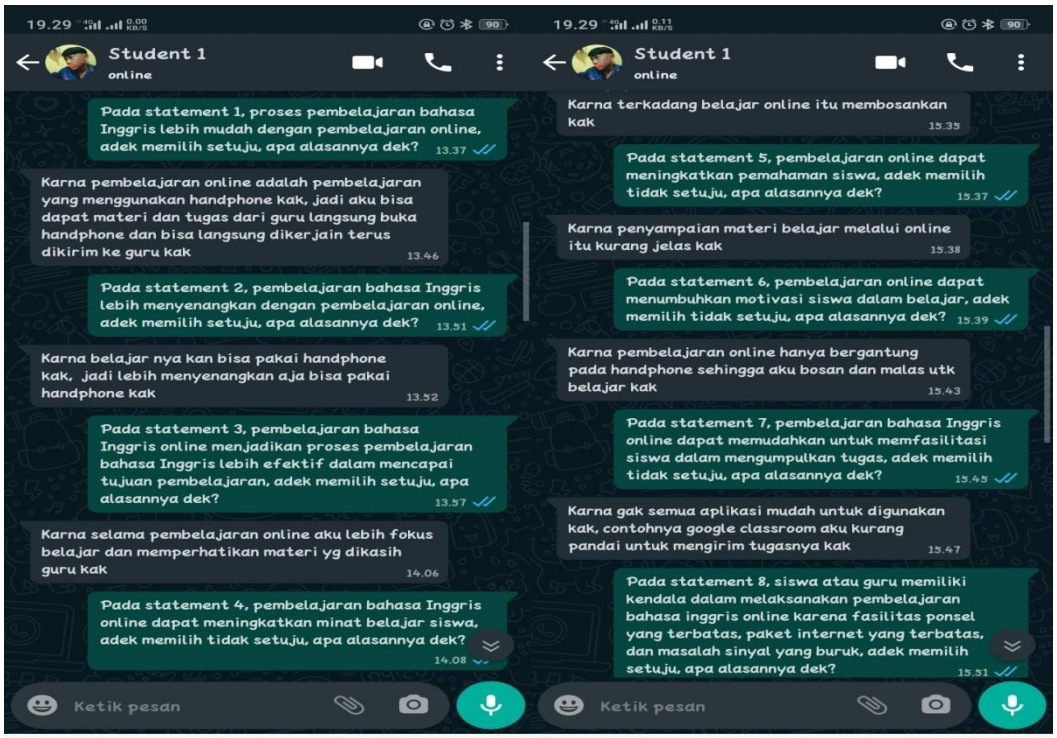

11.35
Miss Winarti
online
Berdasarkan jawaban Miss pada kuisioner statement 5, Miss memilih setuju. Dapatkah dijelaskan Miss alasannya? 11.08
Karena dalam proses pembelajaran siswa akan lebih memperhatikan guru mereka saat menhyampaikan materi pembelajaran. Dan seperti yg diketahui bahawa pembelajaran online dilakukab dengan cara virtual via komputer atau pun aplikasi pembelajaran online lainya, sehingga siswa akan lebih memperhatikan dan memahami penyampaian materi pembelajaran oleh guru 11.10
Berdasarkan jawaban Miss pada kuisioner statement 6, Miss memilih setuju. Dapatkah dijelaskan Miss alasannya? 11.10
Karena dengan pembelajaran online yang dilakukan antara guru dan siswa memanfaatkan kecanggihan teknologi, siswa akan lebih termotivasi utk aktif dalam mengikuti proses pembelajaran online yang dilakukan, agar siswa tidak tertinggal materi yang disampaikan 11.11
Berdasarkan jawaban Miss pada kuisioner statement 7, Miss memilih tidak setuju. Dapatkah dijelaskan Miss alasannya? 11.11
Karena tidak semua aplikasi pembelajaran online dapat memfasilitasi siswa dalam mengumpulkan tugas, ada beberapa siswa yang merasa sulit dalam mengumpulkan tugas hal itu dimungkinkan
Ketik pesan
11.35
Miss Winarti
online
Berdasarkan jawaban Miss pada kuisioner statement 7, Miss memilih tidak setuju. Dapatkah dijelaskan Miss alasannya? 11.11
Karena tidak semua aplikasi pembelajaran online dapat memfasilitasi siswa dalam mengumpulkan tugas, ada beberapa siswa yang merasa sulit dalam mengumpulkan tugas hal itu dimungkinkan karena fitur aplikasi yang tidak dipahami oleh siswa 11.13
Berdasarkan jawaban Miss pada kuisioner statement 8, Miss memilih setuju. Dapatkah dijelaskan Miss alasannya? 11.13
Seperti yg telah diketahui bahwa pembelajaran ini memiliki kelemahan. Sehingga baik siswa ataupun guru mengalami kendala dalam pelaksanaan pembelajaran bahasa inggris online ini. Terlebih lagi adanya siswa yang tidak memiliki fasilitas handphone karena minimnya perekonomian keluarga, ada juga siswa ataupun guru yg terbatas paket internet, serta gangguan sinyal yg buruk utk di setiap daerah 11.15
Berdasarkan jawaban Miss pada kuisioner statement 9, Miss memilih tidak setuju. Dapatkah dijelaskan Miss alasannya? 11.15
Karena menurut saya, di zaman yg modern ini tidak mungkin siswa merasa kesulitan dalam menggunakan kecanggihan teknologi, karena siswa telah terbiasa menggunakan handphone
Ketik pesan

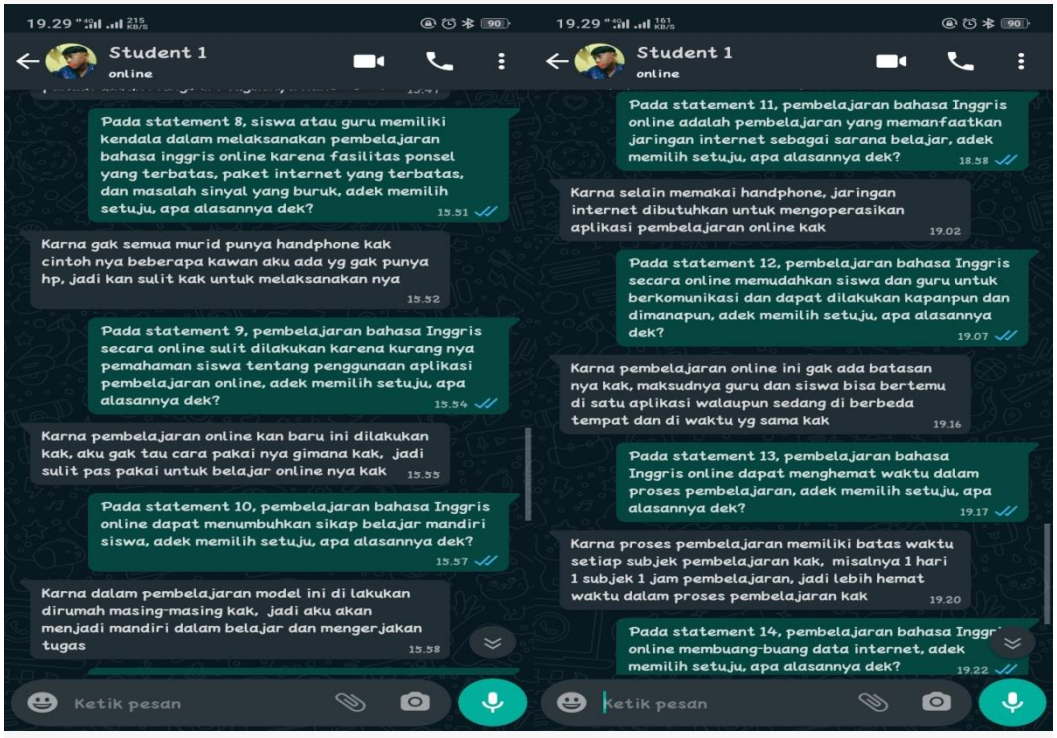

11.35
Miss Winarti
online
Berdasarkan jawaban Miss pada kuisioner statement 7, Miss memilih tidak setuju. Dapatkah dijelaskan Miss alasannya? 11.11
Karena tidak semua aplikasi pembelajaran online dapat memfasilitasi siswa dalam mengumpulkan tugas, ada beberapa siswa yang merasa sulit dalam mengumpulkan tugas hal itu dimungkinkan karena fitur aplikasi yang tidak dipahami oleh siswa 11.13
Berdasarkan jawaban Miss pada kuisioner statement 8, Miss memilih setuju. Dapatkah dijelaskan Miss alasannya? 11.13
Seperti yg telah diketahui bahwa pembelajaran ini memiliki kelemahan. Sehingga baik siswa ataupun guru mengalami kendala dalam pelaksanaan pembelajaran bahasa inggris online ini. Terlebih lagi adanya siswa yang tidak memiliki fasilitas handphone karena minimnya perekonomian keluarga, ada juga siswa ataupun guru yg terbatas paket internet, serta gangguan sinyal yg buruk utk di setiap daerah 11.15
Berdasarkan jawaban Miss pada kuisioner statement 9, Miss memilih tidak setuju. Dapatkah dijelaskan Miss alasannya? 11.15
Karena menurut saya, di zaman yg modern ini tidak mungkin siswa merasa kesulitan dalam menggunakan kecanggihan teknologi, karena siswa telah terbiasa menggunakan handphone
Ketik pesan
11.36
Miss Winarti
online
Berdasarkan jawaban Miss pada kuisioner statement 9, Miss memilih tidak setuju. Dapatkah dijelaskan Miss alasannya? 11.15
Karena menurut saya, di zaman yg modern ini tidak mungkin siswa merasa kesulitan dalam menggunakan kecanggihan teknologi, karena siswa telah terbiasa menggunakan handphone mereka, jadi siswa akan paham menggunakan aplikasi pembelajaran online dengan mudah 11.16
Berdasarkan jawaban Miss pada kuisioner statement 10, Miss memilih setuju. Dapatkah dijelaskan Miss alasannya? 11.16
Pada umumnya siswa diminta untuk memiliki sikap mandiri dalam proses pembelajaran. Sehingga siswa akan terbiasa untuk menerapkan nya didalam kehidupan sehari-hari. Dimasa pembelajaran online ini siswa diminta utk semakin aktif karena proses pembelajaran online merupakan proses yang berpusat pada siswa, dan siswa juga diminta utk bertanggung jawab mengikuti setiap intruksi yang diberikan semangat dan rasa ingin tahu 11.18
Berdasarkan jawaban Miss pada kuisioner statement 11, Miss memilih sangat setuju. Dapatkah dijelaskan Miss alasannya? 11.18
Seperti yang diketahui bahwa pembelajaran online adalah pembelajaran yang dilakukan secara virtual oleh guru dan siswa dengan
Ketik pesan

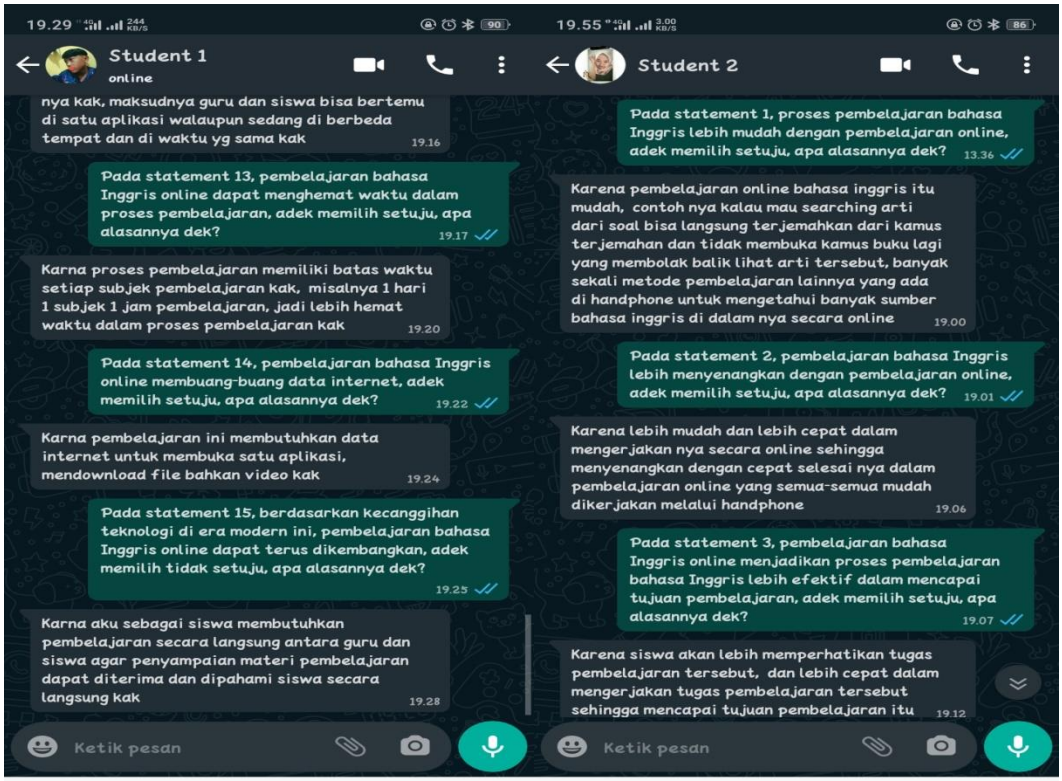

Hotspot prbd : 2 ...
Digunakan 20,1 ...
11.36
Miss Winarti
online
Berdasarkan jawaban Miss pada kuisioner statement 11, Miss memilih sangat setuju. Dapatkah dijelaskan Miss alasannya? 11.18
Seperti yang diketahui bahwa pembelajaran online adalah pembelajaran yang dilakukan secara virtual oleh guru dan siswa dengan memanfaatkan kecanggihan teknologi, komputer dan handphone dimana utk dapat mengakses nya memerlukan jaringan internet agar dapat mengoperasikan fungsinya sesuai kebutuhan dibidang pembelajaran 11.20
Berdasarkan jawaban Miss pada kuisioner statement 12, Miss memilih setuju. Dapatkah dijelaskan Miss alasannya? 11.20
Karena pembelajaran online dilakukan secara virtual oleh guru dan siswa didepan komputer dan dapat dilakukan di tempat yg berbeda, siswa dan guru tidak membutuhkan tempat dan waktu khusus untuk melanjutkan proses pembelajaran dan tidak perlu menghadiri kelas. Sehingga siswa dan guru hanya membutukan kecanggihan teknologi dan koneksi internet untuk menjalankan proses pembelajaran yg dapat dilakukan meskipun dari jarak yg jauh 11.22
Berdasarkan jawaban Miss pada kuisioner statement 13, Miss memilih setuju. Dapatkah dijelaskan Miss alasannya? 11.22
Pembelajaran online dapat dilakukan aiswa dan
Ketik pesan
Miss Winarti
online
Berdasarkan jawaban Miss pada kuisioner statement 13, Miss memilih setuju. Dapatkah dijelaskan Miss alasannya? 11.22
Pembelajaran online dapat dilakukan aiswa dan guru dimana saja dan kapan saja, guru dapat memberikan materi pembelajaran dan tugas secara online, siswa dapat menerima materi pembelajaran, megerjakan dan mengirim tugas sesuai kebutuhan dan waktu yg ditentukan, sehingga guru dan siswa dapat menghemat waktu dalam proses pembelajaran 11.26
Berdasarkan jawaban Miss pada kuisioner statement 14, Miss memilih setuju. Dapatkah dijelaskan Miss alasannya? 11.27
Pembelajaran online merupakan pembelajaran yg mempunyai banyak kebutuhan yg bergantung pada data internet, seperti mendownload file, foto, video, rekaman suara, dan musik. Secara otomatis data internet akan sangat boros saat melakukan pembelajaran online 11.29
Berdasarkan jawaban Miss pada kuisioner statement 15, Miss memilih sangat setuju. Dapatkah dijelaskan Miss alasannya? 11.29
Seiring berkembangnya zaman, kecanggihan teknologi harus sangat didukung untuk memulai perubahan pada generasi baru saat ini, agar siswa menjadi lebih mengenal, mempelajari kecanggihan teknologi dan komputer dan dapat
Ketik pesan

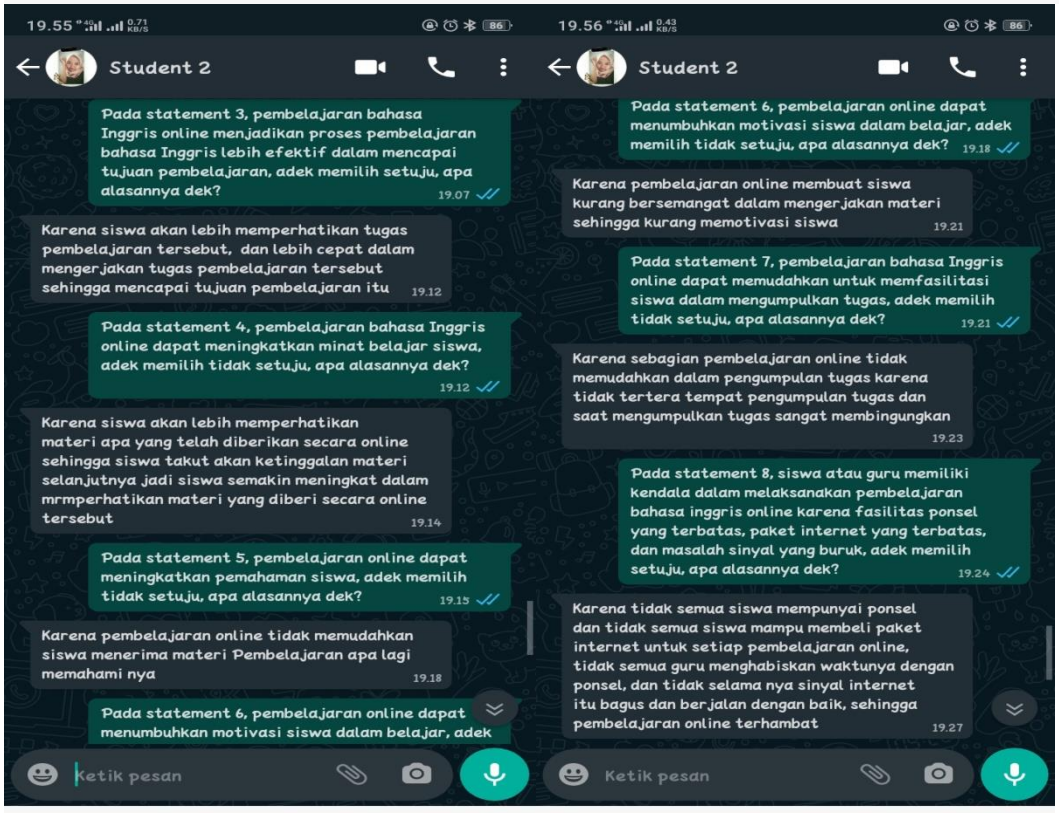

Hotspot prbd : 2 ...
Digunakan 20,1 ...
Miss Winarti
online
Pembelajaran online dapat dilakukan aiswa dan guru dimana saja dan kapan saja, guru dapat memberikan materi pembelajaran dan tugas secara online, siswa dapat menerima materi pembelajaran, megerjakan dan mengirim tugas sesuai kebutuhan dan waktu yg ditentukan, sehingga guru dan siswa dapat menghemat waktu dalam proses pembelajaran
11.26
Berdasarkan jawaban Miss pada kuisioner statement 14, Miss memilih setuju. Dapatkah dijelaskan Miss alasannya?
11.27
Pembelajaran online merupakan pembelajaran yg mempunyai banyak kebutuhan yg bergantung pada data internet, seperti mendownload file, foto, video, rekaman suara, dan musik. Secara otomatis data internet akan sangat boros saat melakukan pembelajaran online
11.29
Berdasarkan jawaban Miss pada kuisioner statement 15, Miss memilih sangat setuju. Dapatkah dijelaskan Miss alasannya?
11.29
Seiring berkembangnya zaman, kecanggihan teknologi harus sangat didukung untuk memulai perubahan pada generasi baru saat ini, agar siswa menjadi lebih mengenal, mempelajari kecanggihan teknologi dan komputer dan dapat dimanfaatkan di berbagai bidang khususnya pendidikan yg berguna utk memajukan perkembangan zaman
11.31
Ketik pesan

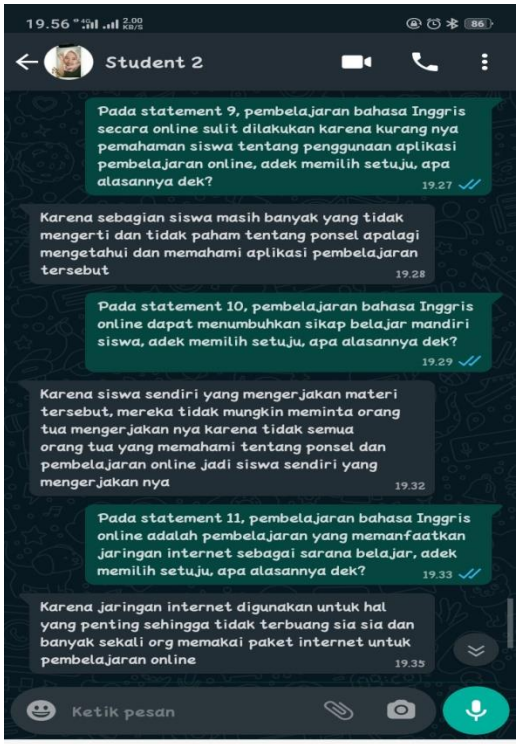
Students' Interview

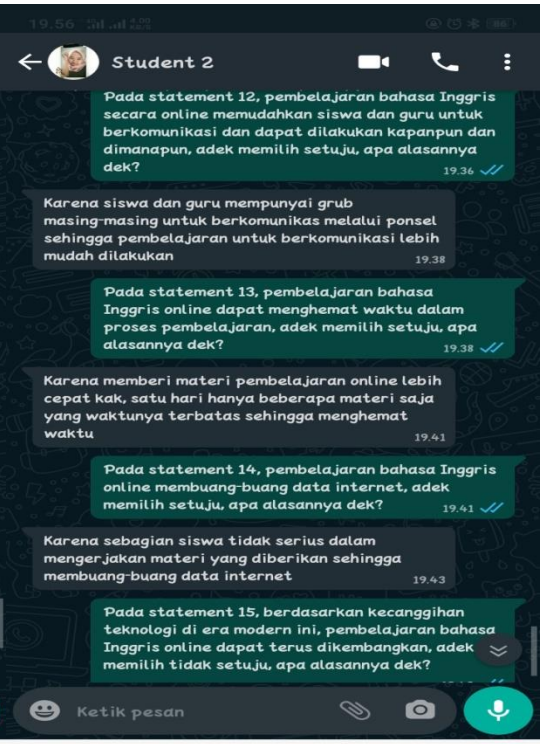


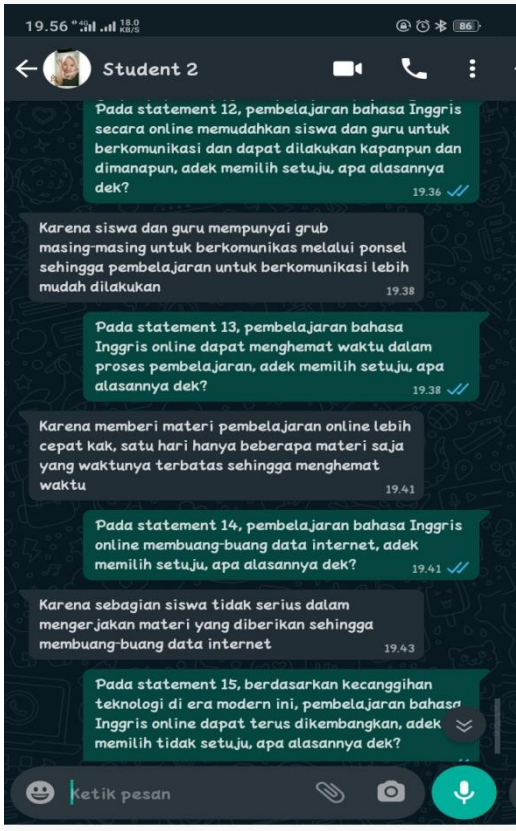



Student 1
online
nya kak, maksudnya guru dan siswa bisa bertemu di satu aplikasi walaupun sedang di berbeda tempat dan di waktu yg sama kak 19.16
Pada statement 13, pembelajaran bahasa Inggris online dapat menghemat waktu dalam proses pembelajaran, adek memilih setuju, apa alasannya dek? 19.17
Karna proses pembelajaran memiliki batas waktu setiap subjek pembelajaran kak, misalnya 1 hari 1 subjek 1 jam pembelajaran, jadi lebih hemat waktu dalam proses pembelajaran kak 19.20
Pada statement 14, pembelajaran bahasa Inggris online membuang-buang data internet, adek memilih setuju, apa alasannya dek? 19.22
Karna pembelajaran ini membutuhkan data internet untuk membuka satu aplikasi, mendownload file bahkan video kak 19.24
Pada statement 15, berdasarkan kecanggihan teknologi di era modern ini, pembelajaran bahasa Inggris online dapat terus dikembangkan, adek memilih tidak setuju, apa alasannya dek? 19.25
Karna aku sebagai siswa membutuhkan pembelajaran secara langsung antara guru dan siswa agar penyampaian materi pembelajaran dapat diterima dan dipahami siswa secara langsung kak 19.28
Ketik pesan
Student 2
Pada statement 1, proses pembelajaran bahasa Inggris lebih mudah dengan pembelajaran online, adek memilih setuju, apa alasannya dek? 13.36
Karena pembelajaran online bahasa inggris itu mudah, contoh nya kalau mau searching arti dari soal bisa langsung terjemahkan dari kamus terjemahan dan tidak membuka kamus buku lagi yang membolak balik lihat arti tersebut, banyak sekali metode pembelajaran lainnya yang ada di handphone untuk mengetahui banyak sumber bahasa inggris di dalam nya secara online 19.00
Pada statement 2, pembelajaran bahasa Inggris lebih menyenangkan dengan pembelajaran online, adek memilih setuju, apa alasannya dek? 19.01
Karena lebih mudah dan lebih cepat dalam mengerjakan nya secara online sehingga menyenangkan dengan cepat selesai nya dalam pembelajaran online yang semua-semua mudah dikerjakan melalui handphone 19.06
Pada statement 3, pembelajaran bahasa Inggris online menjadikan proses pembelajaran bahasa Inggris lebih efektif dalam mencapai tujuan pembelajaran, adek memilih setuju, apa alasannya dek? 19.07
Karena siswa akan lebih memperhatikan tugas pembelajaran tersebut, dan lebih cepat dalam mengerjakan tugas pembelajaran tersebut sehingga mencapai tujuan pembelajaran itu 19.12
Ketik pesan


Student 2
Pada statement 3, pembelajaran bahasa Inggris online menjadikan proses pembelajaran bahasa Inggris lebih efektif dalam mencapai tujuan pembelajaran, adek memilih setuju, apa alasannya dek? 19.07
Karena siswa akan lebih memperhatikan tugas pembelajaran tersebut, dan lebih cepat dalam mengerjakan tugas pembelajaran tersebut sehingga mencapai tujuan pembelajaran itu 19.12
Pada statement 4, pembelajaran bahasa Inggris online dapat meningkatkan minat belajar siswa, adek memilih tidak setuju, apa alasannya dek? 19.12
Karena siswa akan lebih memperhatikan materi apa yang telah diberikan secara online sehingga siswa takut akan ketinggalan materi selanjutnya jadi siswa semakin meningkat dalam mrmperhatikan materi yang diberi secara online tersebut 19.14
Pada statement 5, pembelajaran online dapat meningkatkan pemahaman siswa, adek memilih tidak setuju, apa alasannya dek? 19.15
Karena pembelajaran online tidak memudahkan siswa menerima materi Pembelajaran apa lagi memahami nya 19.18
Pada statement 6, pembelajaran online dapat menumbuhkan motivasi siswa dalam belajar, adek
Ketik pesan
Student 2
Pada statement 6, pembelajaran online dapat menumbuhkan motivasi siswa dalam belajar, adek memilih tidak setuju, apa alasannya dek? 19.18
Karena pembelajaran online membuat siswa kurang bersemangat dalam mengerjakan materi sehingga kurang memotivasi siswa 19.21
Pada statement 7, pembelajaran bahasa Inggris online dapat memudahkan untuk memfasilitasi siswa dalam mengumpulkan tugas, adek memilih tidak setuju, apa alasannya dek? 19.21
Karena sebagian pembelajaran online tidak memudahkan dalam pengumpulan tugas karena tidak tertera tempat pengumpulan tugas dan saat mengumpulkan tugas sangat membingungkan 19.23
Pada statement 8, siswa atau guru memiliki kendala dalam melaksanakan pembelajaran bahasa inggris online karena fasilitas ponsel yang terbatas, paket internet yang terbatas, dan masalah sinyal yang buruk, adek memilih setuju, apa alasannya dek? 19.24
Karena tidak semua siswa mempunyai ponsel dan tidak semua siswa mampu membeli paket internet untuk setiap pembelajaran online, tidak semua guru menghabiskan waktunya dengan ponsel, dan tidak selama nya sinyal internet itu bagus dan berjalan dengan baik, sehingga pembelajaran online terhambat 19.27
Ketik pesan


Student 2
Pada statement 9, pembelajaran bahasa Inggris secara online sulit dilakukan karena kurang nya pemahaman siswa tentang penggunaan aplikasi pembelajaran online, adek memilih setuju, apa alasannya dek? 19.27
Karena sebagian siswa masih banyak yang tidak mengerti dan tidak paham tentang ponsel apalagi mengetahui dan memahami aplikasi pembelajaran tersebut 19.28
Pada statement 10, pembelajaran bahasa Inggris online dapat menumbuhkan sikap belajar mandiri siswa, adek memilih setuju, apa alasannya dek? 19.29
Karena siswa sendiri yang mengerjakan materi tersebut, mereka tidak mungkin meminta orang tua mengerjakan nya karena tidak semua orang tua yang memahami tentang ponsel dan pembelajaran online jadi siswa sendiri yang mengerjakan nya 19.32
Pada statement 11, pembelajaran bahasa Inggris online adalah pembelajaran yang memanfaatkan jaringan internet sebagai sarana belajar, adek memilih setuju, apa alasannya dek? 19.33
Karena jaringan internet digunakan untuk hal yang penting sehingga tidak terbuang sia sia dan banyak sekali org memakai paket internet untuk pembelajaran online 19.35
Ketik pesan


Student 2
Pada statement 12, pembelajaran bahasa Inggris secara online memudahkan siswa dan guru untuk berkomunikasi dan dapat dilakukan kapanpun dan dimanapun, adek memilih setuju, apa alasannya dek? 19.36
Karena siswa dan guru mempunyai grub masing-masing untuk berkomunikas melalui ponsel sehingga pembelajaran untuk berkomunikasi lebih mudah dilakukan 19.38
Pada statement 13, pembelajaran bahasa Inggris online dapat menghemat waktu dalam proses pembelajaran, adek memilih setuju, apa alasannya dek? 19.38
Karena memberi materi pembelajaran online lebih cepat kak, satu hari hanya beberapa materi saja yang waktunya terbatas sehingga menghemat waktu 19.41
Pada statement 14, pembelajaran bahasa Inggris online membuang-buang data internet, adek memilih setuju, apa alasannya dek? 19.41
Karena sebagian siswa tidak serius dalam mengerjakan materi yang diberikan sehingga membuang-buang data internet 19.43
Pada statement 15, berdasarkan kecanggihan teknologi di era modern ini, pembelajaran bahasa Inggris online dapat terus dikembangkan, adek memilih tidak setuju, apa alasannya dek?
Ketik pesan


Student 2
Pada statement 12, pembelajaran bahasa Inggris secara online memudahkan siswa dan guru untuk berkomunikasi dan dapat dilakukan kapanpun dan dimanapun, adek memilih setuju, apa alasannya dek? 19.36
Karena siswa dan guru mempunyai grub masing-masing untuk berkomunikas melalui ponsel sehingga pembelajaran untuk berkomunikasi lebih mudah dilakukan 19.38
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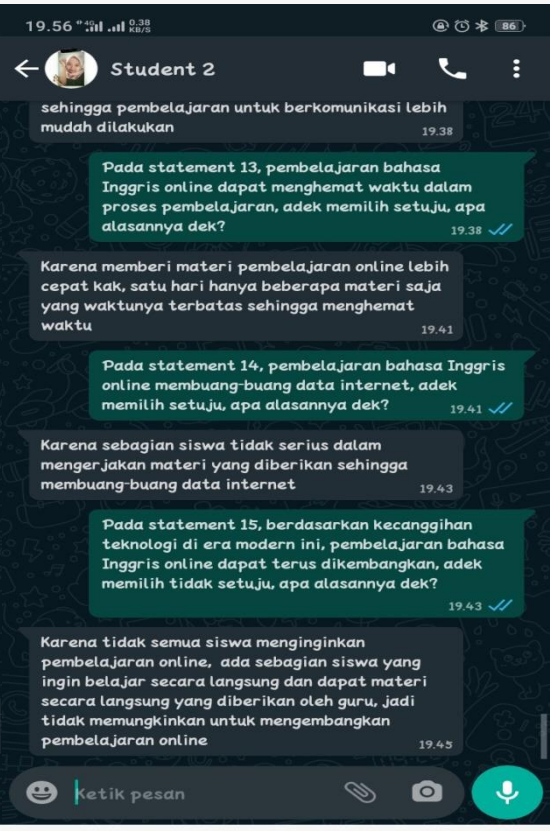
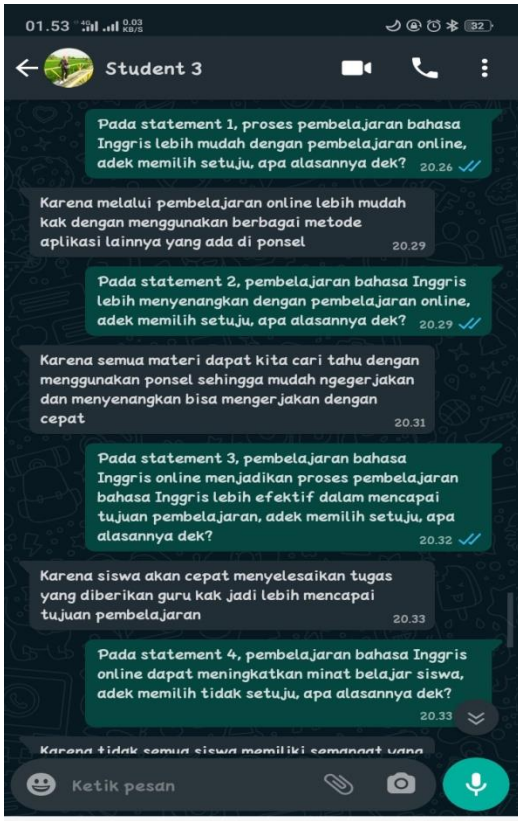
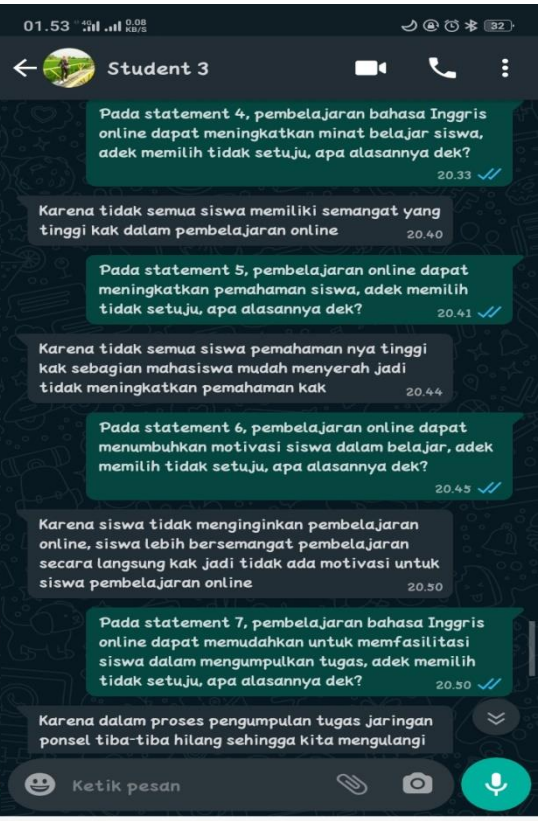
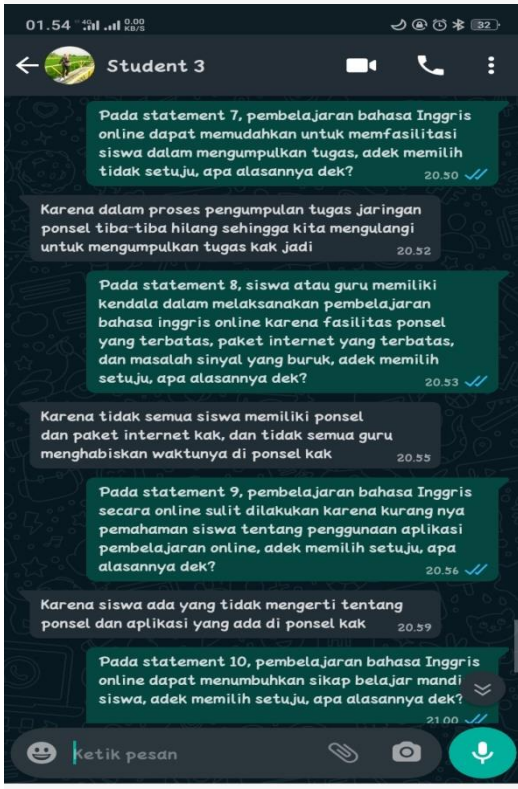
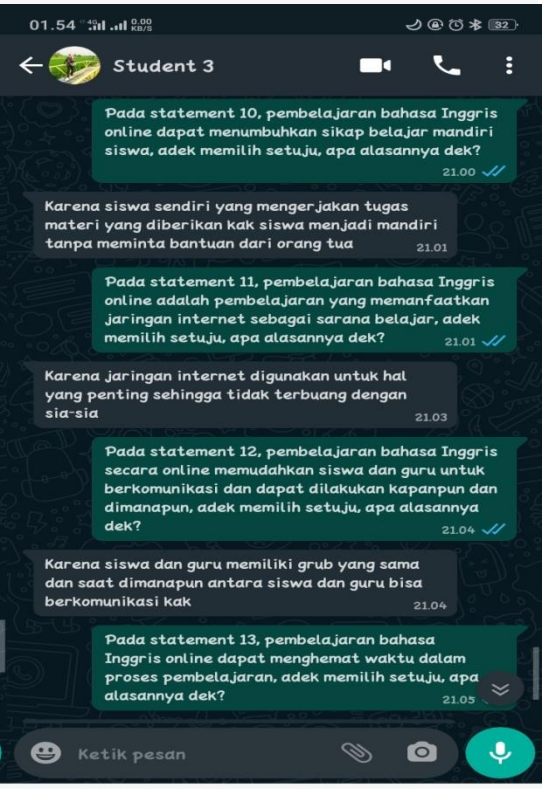
Karena sebagian siswa tidak serius dalam mengerjakan materi yang diberikan sehingga membuang-buang data internet 19.43
Pada statement 15, berdasarkan kecanggihan teknologi di era modern ini, pembelajaran bahasa Inggris online dapat terus dikembangkan, adek memilih tidak setuju, apa alasannya dek?
Ketik pesan

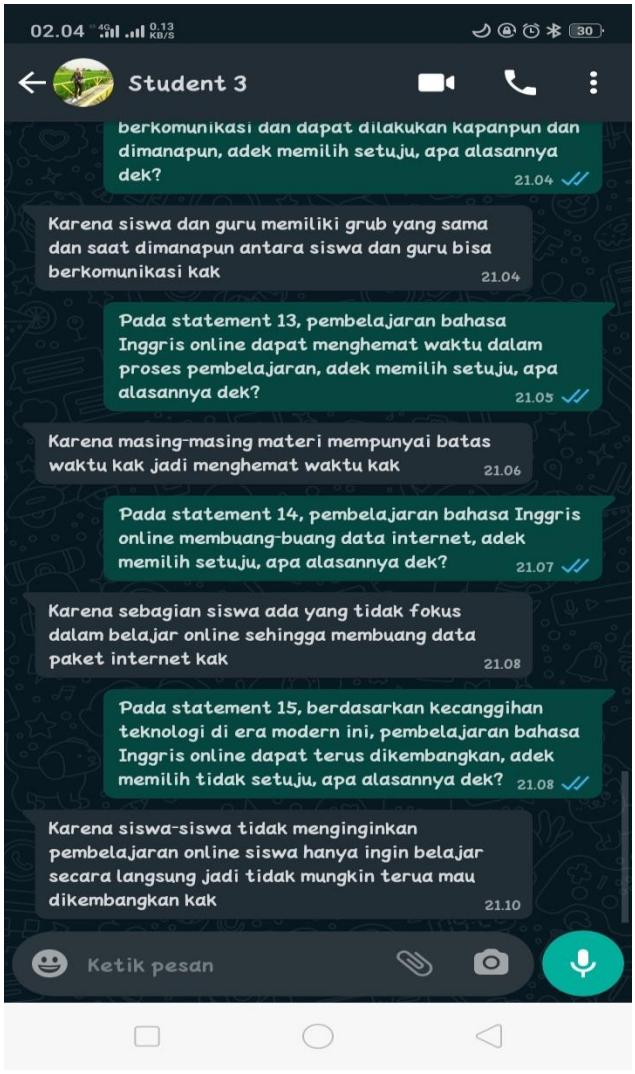

Student 2
sehingga pembelajaran untuk berkomunikasi lebih mudah dilakukan 19.38
Pada statement 13, pembelajaran bahasa Inggris online dapat menghemat waktu dalam proses pembelajaran, adek memilih setuju, apa alasannya dek? 19.38
Karena memberi materi pembelajaran online lebih cepat kak, satu hari hanya beberapa materi saja yang waktunya terbatas sehingga menghemat waktu 19.41
Pada statement 14, pembelajaran bahasa Inggris online membuang-buang data internet, adek memilih setuju, apa alasannya dek? 19.41
Karena sebagian siswa tidak serius dalam mengerjakan materi yang diberikan sehingga membuang-buang data internet 19.43
Pada statement 15, berdasarkan kecanggihan teknologi di era modern ini, pembelajaran bahasa Inggris online dapat terus dikembangkan, adek memilih tidak setuju, apa alasannya dek? 19.43
Karena tidak semua siswa menginginkan pembelajaran online, ada sebagian siswa yang ingin belajar secara langsung dan dapat materi secara langsung yang diberikan oleh guru, jadi tidak memungkinkan untuk mengembangkan pembelajaran online 19.45
Ketik pesan


01.53
Student 3
Pada statement 1, proses pembelajaran bahasa Inggris lebih mudah dengan pembelajaran online, adek memilih setuju, apa alasannya dek? 20.26
Karena melalui pembelajaran online lebih mudah kak dengan menggunakan berbagai metode aplikasi lainnya yang ada di ponsel 20.29
Pada statement 2, pembelajaran bahasa Inggris lebih menyenangkan dengan pembelajaran online, adek memilih setuju, apa alasannya dek? 20.29
Karena semua materi dapat kita cari tahu dengan menggunakan ponsel sehingga mudah ngegerjakan dan menyenangkan bisa mengerjakan dengan cepat 20.31
Pada statement 3, pembelajaran bahasa Inggris online menjadikan proses pembelajaran bahasa Inggris lebih efektif dalam mencapai tujuan pembelajaran, adek memilih setuju, apa alasannya dek? 20.32
Karena siswa akan cepat menyelesaikan tugas yang diberikan guru kak jadi lebih mencapai tujuan pembelajaran 20.33
Pada statement 4, pembelajaran bahasa Inggris online dapat meningkatkan minat belajar siswa, adek memilih tidak setuju, apa alasannya dek? 20.33
Ketik pesan


01.53
Student 3
Pada statement 4, pembelajaran bahasa Inggris online dapat meningkatkan minat belajar siswa, adek memilih tidak setuju, apa alasannya dek? 20.33
Karena tidak semua siswa memiliki semangat yang tinggi kak dalam pembelajaran online 20.40
Pada statement 5, pembelajaran online dapat meningkatkan pemahaman siswa, adek memilih tidak setuju, apa alasannya dek? 20.41
Karena tidak semua siswa pemahaman nya tinggi kak sebagian mahasiswa mudah menyerah jadi tidak meningkatkan pemahaman kak 20.44
Pada statement 6, pembelajaran online dapat menumbuhkan motivasi siswa dalam belajar, adek memilih tidak setuju, apa alasannya dek? 20.45
Karena siswa tidak menginginkan pembelajaran online, siswa lebih bersemangat pembelajaran secara langsung kak jadi tidak ada motivasi untuk siswa pembelajaran online 20.50
Pada statement 7, pembelajaran bahasa Inggris online dapat memudahkan untuk memfasilitasi siswa dalam mengumpulkan tugas, adek memilih tidak setuju, apa alasannya dek? 20.50
Karena dalam proses pengumpulan tugas jaringan ponsel tiba-tiba hilang sehingga kita mengulangi
Ketik pesan


01.54
Student 3
Pada statement 7, pembelajaran bahasa Inggris online dapat memudahkan untuk memfasilitasi siswa dalam mengumpulkan tugas, adek memilih tidak setuju, apa alasannya dek? 20.50
Karena dalam proses pengumpulan tugas jaringan ponsel tiba-tiba hilang sehingga kita mengulangi untuk mengumpulkan tugas kak jadi 20.52
Pada statement 8, siswa atau guru memiliki kendala dalam melaksanakan pembelajaran bahasa inggris online karena fasilitas ponsel yang terbatas, paket internet yang terbatas, dan masalah sinyal yang buruk, adek memilih setuju, apa alasannya dek? 20.53
Karena tidak semua siswa memiliki ponsel dan paket internet kak, dan tidak semua guru menghabiskan waktunya di ponsel kak 20.55
Pada statement 9, pembelajaran bahasa Inggris secara online sulit dilakukan karena kurang nya pemahaman siswa tentang penggunaan aplikasi pembelajaran online, adek memilih setuju, apa alasannya dek? 20.56
Karena siswa ada yang tidak mengerti tentang ponsel dan aplikasi yang ada di ponsel kak 20.59
Pada statement 10, pembelajaran bahasa Inggris online dapat menumbuhkan sikap belajar mandi siswa, adek memilih setuju, apa alasannya dek? 21.00
Ketik pesan


01.54
Student 3
Pada statement 10, pembelajaran bahasa Inggris online dapat menumbuhkan sikap belajar mandiri siswa, adek memilih setuju, apa alasannya dek? 21.00
Karena siswa sendiri yang mengerjakan tugas materi yang diberikan kak siswa menjadi mandiri tanpa meminta bantuan dari orang tua 21.01
Pada statement 11, pembelajaran bahasa Inggris online adalah pembelajaran yang memanfaatkan jaringan internet sebagai sarana belajar, adek memilih setuju, apa alasannya dek? 21.01
Karena jaringan internet digunakan untuk hal yang penting sehingga tidak terbuang dengan sia-sia 21.03
Pada statement 12, pembelajaran bahasa Inggris secara online memudahkan siswa dan guru untuk berkomunikasi dan dapat dilakukan kapanpun dan dimanapun, adek memilih setuju, apa alasannya dek? 21.04
Karena siswa dan guru memiliki grub yang sama dan saat dimanapun antara siswa dan guru bisa berkomunikasi kak 21.04
Pada statement 13, pembelajaran bahasa Inggris online dapat menghemat waktu dalam proses pembelajaran, adek memilih setuju, apa alasannya dek? 21.05
Ketik pesan


02.04
Student 3
berkomunikasi dan dapat dilakukan kapanpun dan dimanapun, adek memilih setuju, apa alasannya dek?
21.04
Karena siswa dan guru memiliki grub yang sama dan saat dimanapun antara siswa dan guru bisa berkomunikasi kak
21.04
Pada statement 13, pembelajaran bahasa Inggris online dapat menghemat waktu dalam proses pembelajaran, adek memilih setuju, apa alasannya dek?
21.05
Karena masing-masing materi mempunyai batas waktu kak jadi menghemat waktu kak
21.06
Pada statement 14, pembelajaran bahasa Inggris online membuang-buang data internet, adek memilih setuju, apa alasannya dek?
21.07
Karena sebagian siswa ada yang tidak fokus dalam belajar online sehingga membuang data paket internet kak
21.08
Pada statement 15, berdasarkan kecanggihan teknologi di era modern ini, pembelajaran bahasa Inggris online dapat terus dikembangkan, adek memilih tidak setuju, apa alasannya dek?
21.08
Karena siswa-siswa tidak menginginkan pembelajaran online siswa hanya ingin belajar secara langsung jadi tidak mungkin terua mau dikembangkan kak
21.10
Ketik pesan

MAJELIS PENDIDIKAN TINGGI
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Jalan Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website : http://www.fkip.umsu.ac.id E-mail: fkip@umsu.ac.id

PERMOHONAN PERSETUJUAN JUDUL SKRIPSI

Dengan ini saya :

Nama Mahasiswa : Sri Hariyati
NPM : 1602050032
Prog. Studi : Pendidikan Bahasa Inggris

Judul	Diterima
An Analysis of Phonetic and Phonological Errors in Autistic Children	

Bermohon kepada Dosen Pembimbing untuk mengesahkan Judul yang telah diajukan kepada Prodi Pendidikan Bahasa Inggris.

Disetujui oleh
Dosen Pembimbing

Rini Ekayati, SS, MA

Medan, 09 Maret 2020
Hormat Pemohon,

Sri Hariyati

FORM K 1

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No.3 Telp.(061)6619056 Medan 20238
Website :http:/www..fkip.umsu.ac.id E-mail: fkip@umsu.ac.id

Yth : Bapak/Ibu Ketua & Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Perihal : **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan hormat, yang bertanda tangan di bawah ini :

Nama Mahasiswa : Sri Hariyati
NPM : 1602050032
ProgramStudi : Pendidikan Bahasa Inggris

IPK = 3,52

Persetujuan Ketua/Sek Prodi	Judul yang diajukan	Disyahkan Oleh Dekan Fakultas
	An Analysis of Phonetic and Phonological Errors in Autistic Children	
	The Implementation of Digital Learning Method in Improving Student's Reading Ability By Using "Quizizz" Application	
	The Influence of Video Subtitled Media in Improving Student's Vocabulary Skill	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak/Ibu saya ucapkan terima kasih.

Medan, 24 April 2020

Hormat Pemohon,

Sri Hariyati

Dibuat Rangkap 3 :
- Untuk Dekan/Fakultas
- Untuk Ketua/Sekretaris Prodi
- Untuk Mahasiswa yang bersangkutan

FORM K 2

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No.3 Telp.(061)6619056 Medan 20238
Website :http://www..fkip.umsu.ac.id E-mail: fkip@umsu.ac.id

Kepada Yth : Bapak/Ibu Ketua & Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Assalamu'alaikum Wr. Wb.

Dengan hormat, yang bertanda tangan di bawah ini :

Nama Mahasiswa : Sri Hariyati
NPM : 1602050032
ProgramStudi : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/risalah/makalah/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut :

An Analysis of Phonetic and Phonological Errors in Autistic Children

Sekaligus saya mengusulkan/menunjuk Bapak/Ibu sebagai :

ACC

Dosen Pembimbing : Rini Ekayati, SS, MA
Sebagai Dosen Pembimbing proposal/risalah/makalah/skripsi saya

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak/Ibu saya ucapkan terima kasih.

Medan, 24 April 2020
Hormat Pemohon,

Sri Hariyati

Dibuat Rangkap 3 :
- Untuk Dekan/Fakultas
- Untuk Ketua/Sekretaris Prodi
- Untuk Mahasiswa yang bersangkutan

FORM K 3

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
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Website : fkip.umsu.ac.id E-mail: fkip@umsu.ac.id

Nomor : 647/II.3/UMSU-02/F/2020
Lamp. : ---
H a l : **Pengesahan Proposal dan Dosen Pembimbing**

Bismillahirrahmanirrahiim
Assalalamu'alaikumWr. Wb.

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan proposal skripsi dan Dosen Pembimbing bagi mahasiswa yang tersebut di bawah ini :

Nama : **Sri Hariyati**
N P M : 1602050032
Progam Studi : Pendidikan Bahasa Inggris
Judul Penelitian : An Analysis of Phonetic and Phonological Errors in Autistic Children

.Pembimbing : **Rini Ekayati, SS, MA**

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal skripsi dengan ketentuan sebagai berikut :

1. Penulisan berpedoman kepada ketentuan atau buku ***Panduan Penulisan Skripsi*** yang telah ditetapkan oleh Dekan
2. Proposal Skripsi dinyatakan ***BATAL*** apabila tidak selesai pada waktu yang telah ditetapkan.
3. Masa Daluarsa tanggan : ***25 April 2021***

Medan, 02 Ramadhan 1441 H
25 April 2020 M
Wassalam
Dekan

Dr. H. Elfrianto, S.Pd.,M.Pd.

Dibuat Rangkap 4 :
1. Fakultas (Dekan)
2. Ketua Program Studi
3. Dosen Pembimbing
4. Mahasiswa yang bersangkutan

(***WAJIB MENGIKUTI SEMINAR***)

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. KaptenMukhtarBasri No.3 Telp.(061)6619056 Medan 20238
Website : http://www. fkip.umsu.ac.id E-mail: fkip@umsu.ac.id

BERITA ACARA BIMBINGAN PROPOSAL

Nama : SRI HARIYATI
NPM : 1602050032
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : An Analysis of Phonetic and Phonological Errors in Autistic Children

Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan
7th May 2020	Chapter I : - Revise Background of The Study - The Objective of The Study Chapter II : Revise numbering Chapter III : Revise all grammatical error	
13th May 2020	Chapter I : Revise grammatical error Chapter II : Check the references Chapter III : Revise Research Design	
17th May 2020	Chapter I : Chapter II : Chapter III : - Revise source of data - Revise the grammatical error of The Instrument of Research - The Technique of Collecting Data	
19th May 2020	Acc to Submitted Seminar Proposal	

Medan, 19 Mei 2020

Diketahui/Disetujui
Ketua Prodi Pend. B.Inggris

Mandra Saragih, S.Pd, M. Hum

Dosen Pembimbing

Rini Ekayati, SS, MA

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. KaptenMukhtarBasri No.3 Telp.(061)6619056 Medan 20238
Website :http://www..fkip.umsu.ac.id E-mail: fkip@umsu.ac.id

SURAT KETERANGAN

بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

Ketua Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara dengan ini menerangkan bahwa :

Nama Mahasiswa : Sri Hariyati
NPM : 1602050032
ProgramStudi : Pendidikan Bahasa Inggris

Adalah benar telah melaksanakan Seminar Proposal Skripsi pada :

Hari : Kamis
Tanggal : 11 Juni 2020
Dengan Judul Proposal : An Analysis of Phonetic and Phonological Errors in Autistic Children

Demikianlah surat keterangan ini kami keluarkan/diberikan Kepada Mahasiswa yang bersangkutan, semoga Bapak/Ibu Pimpinan Fakultas dapat segera mengeluarkan surat izin riset mahasiswa tersebut. Atas kesediaan dan kerjasama yang baik kami ucapkan banyak terima kasih. Akhirnya selamat sejahteralah kita semuanya. Amin

Dikeluarkan di : Medan
Pada Tanggal : 11 Juni 2020

Wassaalam
Ketua Program Studi
Pendidikan Bahasa Inggris

Mandra Saragih, S.Pd, M.Hum

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jalan Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website : http://www.fkip.umsu.ac.id E-mail: fkip@umsu.ac.id

BERITA ACARA SEMINAR PROPOSAL

Pada hari Kamis, Tanggal 11 Bulan Juni 2020 telah diselenggarakan seminar prodi Pendidikan Bahasa Inggris menerangkan bahwa:

Nama Lengkap : Sri Hariyati
NPM : 1602050032
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : An Analysis of Phonetic and Phonological Errors in Autistic Children

No.	Argument/Komentar/Saran
Judul	Please reformulate your title based on the questions I give (see the proposal for details).
Bab I	Reformulate the research problems and rematch with the research objectives (see the proposal for details).
Bab II	Elaborate more the relevant studies, clarify the research data (see the proposal for details).
Bab II	Techniques of data collection and analysis (see the proposal for details).
Lainnya	In addition, consider the way and the consistency in writing citations,everything regarding margin/space/capitalization/punctuations/ tenses/grammar (see the proposal for details).
Kesimpulan	[ ] Disetujui [ ] Ditolak [✓] Disetujui dengan Adanya Perbaikan

Dosen Pembahas

Yenni Hasnah, S.Pd., M.Hum

Dosen Pembimbing

Rini Ekayati, SS, MA

Panitia Pelaksana

Ketua

Mandra Saragih, S.Pd.,M.Hum.

Sekretaris

Pirman Ginting, S.Pd.,M.Hum.

FORM K 1

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No.3 Telp.(061)6619056 Medan 20238
Website :http:/www..fkip.umsu.ac.id E-mail: fkip@umsu.ac.id

Kepada Yth : Bapak/Ibu Ketua & Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Perihal : Permohonan Perubahan Judul Skripsi

Bismillahirrahmaanirrahim
Assalamu'alaikum Wr. Wb.

Dengan hormat, yang bertanda tangan di bawah ini :

Nama : Sri Hariyati

NPM : 1602050032
ProgramStudi : Pendidikan Bahasa Inggris

Mengajukan permohonan perubahan judul skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut :

Judul Pertama

"An Analysis of Phonetic and Phonological Errors in Autistic Children"

Menjadi

"An Analysis of Online English Learning in the Covid-19 Pandemic at Senior High School"

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak/Ibu saya ucapkan terima kasih.

Medan, 30 Juni 2020

Ketua Program Studi
Pendidikan Bahasa Inggris

Mandra Saragih, S.Pd., M.Hum

Hormat Pemohon

Sri Hariyati

Dosen Pembahas

Yenni Hasnah, S.Pd., M.Hum

Dosen Pembimbing

Rini Ekayati, SS, MA

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No.3 Telp.(061) 6619056 Medan 20238
Website :http://www..fkip.umsu.ac.id E-mail: fkip@umsu.ac.id

SURAT PERNYATAAN

بِسْمِ اللَّهِ الرَّحْمَٰنِ الرَّحِيمِ

Saya yang bertanda tangan dibawah ini :

Nama Lengkap	: Sri Hariyati
N.P.M	: 1602050032
ProgramStudi	: Pendidikan Bahasa Inggris
Judul Proposal	: An Analysis of Online English Learning in the Covid-19 Pandemic at Senior High School

Dengan ini saya menyatakan bahwa :

1. Penelitian yang saya lakukan dengan judul diatas belum pernah diteliti di Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara.
2. Penelitian ini akan saya lakukan sendiri tanpa ada bantuan dari pihak manapun dengan kata lain penelitian ini tidak saya tempahkan (dibuat) oleh orang lain dan juga tidak tergolong ***Plagiat***.
3. Apabila point 1 dan 2 di atas saya langgar maka saya bersedia untuk dilakukan pembatalan terhadap penelitian tersebut dan saya bersedia mengulang kembali mengajukan judul penelitian yang baru dengan catatan mengulang seminar kembali.

Demikian surat pernyataan ini saya perbuat tanpa ada paksaan dari pihak manapun juga, dan dapat dipergunakan sebagaimana mestinya.

Medan, Oktober 2020

Hormat saya
Yang membuat pernyataan,

Sri Hariyati

Diketahui oleh
Ketua Program Studi
Pendidikan Bahasa Inggris

Mandra Saragih, S.Pd., M.Hum

MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jalan Kapten Muchtar Basri No. 3 Medan 20238 Telp. (061) 6622400
Website: http://fkip.umsu.ac.id E-mail: fkip@yahoo.co.id

Nomor : 1078/II.3/UMSU-02/F2020 Medan, 18 Dzulqa'idah 1441 H
Lamp. : -- 13 Juli 2020 M
H a l : **Mohon Izin Riset**

Kepada Yth.:
Bapak/Ibu **Kepala SMA SWASTA ASUHAN DAYA MEDAN**
Di
Tempat

Assalamu'alaikum Warahmatullahi Wabarakatuh.

Wa ba'du, semoga kita semua sehat wal'afiat dalam melaksanakan kegiatan aktifitas sehari-hari, sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk pembuatan skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak/Ibu memberikan izin kepada mahasiswa untuk melakukan penelitian/riset di tempat yang Bapak/Ibu Pimpin. Adapun data mahasiswa kami tersebut sebagai berikut :

N a m a	:	**Sri Hariyati**
NPM	:	1602050032
Program Studi	:	Pendidikan Bahasa Inggris
Judul Penelitian	:	An Analysis of Online English Learning in the Covid-19 Pandemic at Senior High School

Demikianlah hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih.

Akhirnya selamat sejahteralah kita semuanya, Amin.
Wassalamu'alikum Warahmatullahi Barakatuh

Dekan

Dr. H. Elfrianto S.Pd., M.Pd.
NIDN : 0115057302

Tembusan
Pertinggal

Jika anda melakukan riset hendaknya anda memperhatikan prosedur keselamatan dimasa Pandemi Covid-19, jangan terlalu memaksakan diri, utamakan keselamatan. #dirumahaja.

YAYASAN PERGURUAN ASUHAN

SMA ASUHAN DAYA

JL.PEMATANG PASIR GG.WAKAF TJ. MULIA HILIR KEC. MEDAN DELI

KODE POS 20241 TEL. (061) - 6624084 sma.asuhanday@yahoo.co.id

Medan, 05 Agustus 2020

No : 003/SMA-AD/VIII/2020
Lampiran : 1 Lembar
Perihal : Balasan

Kepada Yth : Bapak Dekan FKIP UMSU
Di-
Tempat

Dengan Hormat,

Saya yang bertanda tangan di bawah ini :

Nama : H. Nurtuah Tj, S.Ag, M.Pd

Pekerjaan : Kepala Sekolah SMA ASUHAN DAYA

Menerangkan bahwa,

Nama : Sri Hariyati

Npm : 1602050032

Program Studi : Pendidikan Bahasa Inggris

Dengan ini menyatakan nama tersebut diatas benar telah melakukan penelitian dengan judul penelitian : *An Analysis of Online English Learning in The Covid-19 Pandemic at Senior High School.*

Demikianlah surat ini dibuat untuk dipergunakan sebagaimana mestinya.

Medan, 05 Agustus 2020

Kepala Sekolah,

H. Nurtuah Tj, S.Ag, M.Pd

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
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Website :http:/www..fkip.umsu.ac.id E-mail: fkip@umsu.ac.id

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL

Proposal yang sudah diseminarkan oleh mahasiswa di bawah ini:

Nama mahasiswa : Sri Hariyati
NPM : 1602050032
ProgramStudi : Pendidikan Bahasa Inggris
Judul Skripsi : An Analysis of Online English Learning in the Covid-19 Pandemic at Senior High School

Pada hari Kamis Tanggal 11 Bulan Juni 2020 sudah layak menjadi proposal skripsi.

Medan, 11 Juni 2020

Disetujui oleh :

Dosen Pembahas	Dosen Pembimbing
Yenni Hasnah, S.Pd., M.Hum	**Rini Ekayati, SS, MA**

Diketahui oleh :
Ketua Program Studi,

Mandra Saragih, S.Pd, M.Hum

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No.3 Telp.(061)6619056 Medan 20238
Website :http:/www..fkip.umsu.ac.id E-mail: fkip@umsu.ac.id

BERITA ACARA BIMBINGAN SKRIPSI

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
Fakultas : Keguruan dan Ilmu Pendidikan
Nama Lengkap : Sri Hariyati
NPM : 1602050032
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : An Analysis of Online English Learning in the Covid-19 Pandemic at Senior High School

Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
24/08/2020	Acknowledgment	
	- Chapter III : Method of Research	
	- Chapter IV : Data	
31/08/2020	Data Analysis	
15/09/2020	Abstract : review	
	- Discussion : review	
21-09-2020	- Final check all item	
20-10-2020		

Medan, Oktober 2020
Dosen Pembimbing

Diketahui/Disetujui
Ketua Prodi Pendidikan Bahasa Inggris

Mandra Saragih, S.Pd., M.Hum

Rini Ekavati, SS., MA

CURRICULUM VITAE

DATA PERSONAL

Name	:	Sri Hariyati
Register Number	:	1602050032
Place / Data of Birth	:	Medan, 24 Juli 1998
Sex	:	Female
Religion	:	Moslem
Nationality	:	Indonesia
Partial Status	:	Single
Hobbies	:	Listening to Music, Reading Novel, Travelling
Father's name	:	Mukri
Mother's name	:	Suriati
Address	:	Jl. Suasa Tengah Pasar IV Mabar Hilir Linkungan 8 Gg. Seniman
Mobile phone	:	0821-5533-2898
E-mail	:	srihariyati248@gmail.com

EDUCATION

1. Elementary School at SD Swasta PAB 25 Medan (2004-2010)
2. Junior High School at SMP Negeri 24 Medan (2010-2013)
3. Senior High School at SMA Swasta Al-Fattah Medan (2013-2016)
4. Students of University Muhammadiyah of Sumatera Utara (2016-2020)