

**A STUDY OF ONLINE ENGLISH LEARNING MODELS
IN THE MIDDLE OF COVID-19 PANDEMIC**

SKRIPSI

*Submitted in Partial Fulfillment of Requirements
For the Degree of Sarjana Pendidikan (S.Pd)
English Education Program*

By:

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**FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF MUHAMMADIYAH SUMATERA UTARA**

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Dengan ini menyatakan bahwa skripsi saya yang berjudul **"A Study of Online English Learning Models in The Middle of Covid-19 Pandemic"** 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

Nurhasanah. Npm. 1602050006. *A Study Of Online English Learning Models in the Middle Of Covid-19 Pandemic*. Skripsi. English Education Program, Faculty of Teacher Training and Education, University of Muhammadiyah Sumatera Utara, Medan 2020.

This research aim to find out students' perception on online English learning models in the middle of Covid-19 pandemic at FKIP UMSU. Source of data of this study was 10 students as respondents. It was descriptive qualitative research. The instrument of this research used observation, interview and documentation as data collected with using that consist of six question. The technique of analyzing data researcher used three steps, there are: 1) data reduction, 2) data display, 3) conclusion drawing and verification. The findings is since the Covid-19 pandemic or since mid-March, online learning will be implemented. Online learning has both positive and negative impacts. The positive impact is that students can study anywhere, anytime, without, any restrictions, space, time, and place of study while the negative impact is that students find it difficult to understand the material provided by the teacher or lecturer, unstable internet networks, run out of internet quota, collection too fast a task. The online learning models used during the Covid-19 pandemic are the google classroom application, online meeting application (zoom), whatsapp, google classroom and whatsapp application, google classroom and zoom application, google classroom application, whatsapp and zoom. And good online learning is material that is presented using a video or zoom application so that students can more easily understand the material explained by the lecturer.

Keywords: Online learning, Covid-19, English learning, Learning models

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The aim of writing this study is to fulfill of the requirements for the degree of Sarjana Pendidikan (S.Pd) English Education Program. In finishing this research entitle “ *A Study of Online English Learning Models in The Middle of Covid-19 Pandemic*”, it was so difficult for her to accomplish this study, so there were so many people who have assisted her in process of completing this study. Thus, she would like to express big thanks to her beloved parents, **Tamsul** and **Nurbaiti, S.Pd** for their pray, love, advice, courage, moral and material supports before, during, and after her academic years at UMSU. May Allah The Most Almighty always bless them. Then she would like to thank the people mentioned bellow:

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Hopefully the findings of this research were expected to be useful for those who read this study and interested to the topic. Finally, the researcher realized that her study was still far from being perfect in spite of the fact she had done her best completing this study. Therefore, construction criticims, comment, suggestion were welcomed for further improvement of this study.

Medan, Oktober 2020
The Researcher

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CHAPTER I

INTRODUCTION

A. Background of The Study

Recently, in various parts of the world, there is a pandemic of a virus called corona or better known as Covid-19 (Corona Virus Diseases 19). The spread of a pandemic is the cause of the highest death rates in various countries in the world today. Many victims who died. In fact, many medical personnel became victims and died. This is the problem that must be faced by the world today, to carry out various policies, including in Indonesia itself.

The impact of the Covid-19 pandemic has resulted in various regulations issued by the government to break the chain of spreading the Covid-19 virus in Indonesia. One of the efforts made by the government in Indonesia is by applying an appeal to the public to carry out physical distancing, namely an appeal to maintain distance between people, stay away from activities in all forms of crowds, associations, and avoid meetings that involve many people.

Education in Indonesia has also become one of the areas affected by the Covid-19 pandemic. With the existence of restrictions on interaction, the Ministry of Education in Indonesia also issued a policy, namely by dismissing schools and universities throughout Indonesia and replacing the Teaching and Learning Activities (KBM) process by using an online system. By using this online learning system, sometimes various problems faced by students and teachers and parents arise.

Since the Minister of Education and Culture issued Circular No. 3 of 2020 concerning Covid-19 Prevention in the Education Unit on March 9, 2020; Minister of Health Circular No HK.02.01 / MENKES / 199/2020 on March 12, 2020; and Circular of the Secretary General of the Ministry of Education and Culture No. 36603 / A.A5 / OT / 2020 on March 15, 2020. Based on the decree of the Minister of Education and Culture regarding efforts to prevent and spread the Covid-19 Pandemic all face-to-face or conventional face-to-face learning activities are temporarily closed. Face-to-face or conventional learning systems carried out by some teachers will be disrupted and replaced by various online lessons that can provide space for direct interaction between teachers and students without having to meet in person.

Since the implementation of social distancing has had an impact on the world of education in Indonesia. Minister of Education and Culture Nadiem Makarim supports the policy set by the local government to close schools due to a very worrying situation. Among the policies taken were to deactivate educational activities, from early age education to higher education institutions in the campus environment to carry out sterilization and self-quarantine for students, lecturers and educational staff, including taking action in public meetings as well as reviving lectures and thesis guidance. thesis online. This policy was taken to take effective prevention and mitigation measures for an outbreak that became a global pandemic.

Various distance learning media were tried and used. Facilities that can be used as online learning media include e-learning, zoom applications, google classroom, youtube, and whatsapp social media. These facilities are used optimally, as a medium in learning. By using this online media, the ability to use and access technology indirectly is increasingly dominated by students and teachers.

The problems and challenges of this online learning system include: First, the weakness of the internet network is also considered to be an obstacle that is often experienced by teachers. This is especially so for teachers and students who live in rural or remote areas, it will be very difficult to get internet access. In fact, this is an important factor for the implementation of online learning. Second, the lack of knowledge of teachers about technology or clueless (technologically illiterate), especially teachers of the baby boomer generation (born in <1960). Third, limited access to technology such as network tools, even unfulfilled quota, access to information is constrained by insufficient signals. As a result, they are late in collecting an assignment given by the teacher. Fourth, not all teachers and students are ready to operate the online learning system quickly, including preparing digital lecture materials. Fifth, from the four impacts above, it becomes a note for our education world that we have to catch up and delay in the conception of online-based learning methods.

Education in Indonesia is one of the impacts of the Covid-19 pandemic, but behind all this there are lessons and lessons that can be taken. The existence of a government policy to conduct distance learning via online can provide benefits,

namely increasing awareness and readiness and changing the digital mindset for educators to master current technological advances that are constantly developing. The era of digital communication and information technology evolves almost every time, becoming a challenge for schools to make adjustments in learning practices. The development of communication and information technology has changed the conventional learning system to be based on communication media, telephone, computer, internet, e-mail and others.

Until now all students and students are still doing independent learning at their respective homes. This independent learning process is to prevent the spread of the Covid-19 virus which has not yet subsided. The learning system transferred in the respective houses certainly raises positive and negative sides. On the positive side, lessons can be carried out at any time provided with prior approval. In addition, in a situation like this, we can prevent or break the chain of spreading Covid-19. Meanwhile, the negative side of learning at home is that it is less effective because it only maximizes technology which is not very effective in delivering lessons or courses.

The teacher gives assignments online, the communication that occurs is only one way, namely through the application only. Another problem that needs to be considered is that students will experience difficulties, difficulties in conducting consultations with teachers, especially for subjects that are considered to require deeper explanation and understanding.

From the results of the explanation and the problem above, the researcher tried to make a study entitled "A study of online english learning models in the middle of covid-19 pandemic."

B. Identification of The Problem

Based on the background of the study, the researcher identifies the problem as :

1. Students experience the learning change system online
2. Direct interaction between teachers and students is hampered
3. Weak internet network in rural areas
4. The lack of knowledge of teachers about technology or clueless (technologically illiterate), especially teachers of the baby boomer generation (born in < 1960)
5. Limited access to technology, such as networks, equipment, and even unmet quota
6. Access to information is constrained by signals that cause access to information
7. Not all students are ready to operate the online learning system quickly, including preparing digital lecture materials

C. Scope and Limitation

The scope of this research focuses online English learning models and limited on english learning online model in the middle of Covid-19 pandemic.

D. Formulation of The Problem

Based on the background above, the problems in the research is “What is the students’ perception of online English learning models in the middle of Covid-19 pandemic?”

E. The Objective of Study

Based on the formulation of the problem, the objective of study is to find out students’ perception on online English learning models in the middle of Covid-19 pandemic

F. The Significance of The Study

There are two benefit of the research

1. Theoretical Benefit

Theoretically, this study expects the results of a student's ability to accept online learning. On the other hand, researchers hope this research can be used as a reference.

2. Practical Benefit

a. Students

This learning is expected to be useful for students to get more material that is not delivered in college.

b. Teachers

The results of this study are expected to be useful for teachers, who provide feedback in designing teaching materials and strategies so

that students majoring in English can continue to attend lectures online.

c. Researchers

This research can be used as a reference, researchers can get more knowledge and develop the ability to write scientific papers.

CHAPTER II

THE REVIEW OF LITERATURE

A. Theoretical Framework

1. Perception

a. Description 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.

According to Young in Adrian (2010) perception is an activity in the form of senses, integrating. As well as providing an assessment of physical or social objects. Sensing is usually dependent on physical and social stimulus that is in the environment. Sensory from this environment that will be processed together with other things that have been studied before, in the form of hopes, values, memories, attitudes, and others.

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).

According to Thalib (2010) perception is a stimulus received by someone and then organized and interpreted, so as to obtain an impression or meaning of the stimulus received. Perception can be defined from a physical, psychological

and physiological perspective. Perception is the process by which a person gives meaning to experience, that is, after someone has received certain stimuli in their sensory memories, the processing continues to be a perception. Perception is very important because it affects the information that enters the memory.

Wagner and Hollenbeck (2003: 160) define perception as a process that individuals take to organize and interpret their sense impressions in order to give meaning to their environment. A number of factors that influence perception according to Robbins are perceptual actors, perceived objects or targets and situations. Among the personal characteristics of perceptual actors that are more relevant to influence perception are attitudes, motives, interests or interests, past experiences and expectations (expectations). Objects or targets can be people, objects or events. The properties of the object or target usually influence the perceptions of the viewer. Situation is the context of the object or event, which includes the elements of the environment and time.

b. Perception of Theory

Perception is the process by which people sense, select, organize, and interpret information, to form subjectively meaningful picture of the world so as to identify, retrieve, and respond to the information (Broadbent, 2008). Perception is considered as a transaction in which the environment, observer and perception are interdependent. 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 the perceiver and perceived.
4. Unexplained perceptions relating to responses conditioned to stimuli.
5. Relationships between people and the environment is something dynamic.
6. Image of the environment 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.

c. Types of Perception

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.

d. 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 environment 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 clock, to name but a few. Since the world embraces everything, there are countless stimuli arriving at 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 overload and disorder. Therefore, humans perceive only part of the information from the environment through a selective process.

2. Organization

The second stage in the 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 environment with an internal and external structure.

Organization allows us to structure and give coherence to our general knowledge 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 into categories. The second, the process shows that human perception processes stability. that is 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 of 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 differently the victim may regard it as shooting and relief-giving, but the criminal will definitely be frightened by it.

e. 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

a. Definition of Learning

According to Rusman (2010: 134) explains learning is a process of interaction between teachers and students, both interaction directly such as face-to-face activities or not directly, namely by using various learning media.

Learning is an effort of educator to realize the process acquisition of knowledge, mastery of skills, and the formation of attitudes and trust in students. In other words, learning is a process facilitate students to learn well.

Learning is basically the interaction between students and the learning environment to achieve learning objectives, namely changes in behavior (knowledge, attitudes, and skills).

b. The Principle of Learning

The principle of learning is divided into two parts, namely:

1. General Learning Principles

That learning produces changes in the behaviour of students that are relatively permanent, students have the potential, infatuation, and abilities that are natural seeds for growth and development, change or achievement of ideal qualities that do not grow naturally linear in the life process.

2. Specific Learning Principles

Specific Learning Principles is divided into seven, namely:

- a. The principle of attention and motivation
- b. Liveliness
- c. Direct / experienced involvement
- d. Repetition
- e. Challenge
- f. Feedback and reinforcement
- g. The principle of individual difference

3. Online Learning

a. Definition of Online Learning

According to Indrakusuma and Putri (2016: 2) stated that E-learning is an abbreviation of Electronic Learning which is one of the new ways in the teaching and learning process and uses electronic media specifically the internet as a learning system.

According to (Suartama, 2014: 20) through E-learning, material provided to students can be accessed anytime and from anywhere, in addition to getting material that can be enriched or equipped with a variety of supporting learning resources including multimedia that can be supported by teachers.

According to Dahiya, 2012, online learning (E-learning) is information and communication technology for enable students to learn whenever and wherever.

Wikipedia (2008: 1), e-learning is a general term used to indicate a learning activity where the instructor or student is separated by time and space and is contacted using online technology.

Surya (2008), e-learning is one use of internet technology in delivery broad-based learning based on three criteria namely: (1) e-learning is a network with the ability to renew, save, distribute and share teaching materials or information, (2) delivery to the last user via computer using standard internet technology, (3) focusing on the broadest view of learning behind the traditional learning paradigm.

Derek Stockley (2006), e-learning as a delivery of learning programs, training, or education using electronic facilities such as computers or other electronic devices such as mobile phones in various ways to provide training, education, or teaching materials.

E-learning (online learning) is a learning long distance using electronic media inside convey learning, whether in the form of the internet, CD or with using cellphone. E-learning makes it easy for teachers and students in carry out learning and conduct evaluations, because with e-learning all information can be quickly downloaded , can evaluate learning outcomes students without having to take an exam in class.

Electronic learning (e-learning) is learning that utilizes the internet network as a method of delivery, interaction, and facilitation and is supported by various other forms of learning services. As technology advanced and changes in trends and human lifestyles that tend to move dynamically (mobile), the need for distance learning or commonly referred to as tele-education is also increasing.

Web-based learning popularly known as Web Based Education (WBE) or sometimes called e-learning (electronic learning) can be defined as a web technology application in the world of learning for an educational process.

b. The Advantages of Online Learning

Excess use of the internet, specifically in open education and distance learning, including:

1. Availability of e-moderating facilities where educators and participants students can communicate easily through facilities internet on a regular basis or anytime communicationn activities it is done without being limited by distance, place and time.
2. Educators and students can use teaching materials or structured and scheduled study instructions via the internet, so that the the two can assess each other to what extent the material teaching is learned.
3. Students can learn at any time and anywhere if necessary, given the teaching materials stored on the computer.
4. If students need additional information relating to the material learned, he can do access on the internet more easily.
5. Both educators and students can hold discussions through the internet which can be followed by the number of participants who are lots.
6. Changing the role of students from being normally passive to being active and more independent.
7. Relatively more efficient. For example, for those who live far away from college or conventional schools.

c. Disadvantages of Online Learning

Internet for learning or e-learning is also free from various shortcomings.

Various criticisms (Bullen, 2001, Beam, 1997), including:

1. Lack of interaction between educators and students or even between students themselves.

2. The learning process tends to be training rather than education.
3. The changing role of educators in learning techniques which uses ICT/ computer medium.
4. Students who do not have high learning motivation likely to fail.
5. Not all internet facilities are available.
6. Lack of energy has the skills to operate Internet.
7. Lack of personnel in mastering programming languages computer.

4. Characteristic of Online Learning

The characteristic of online learning (e-learning) include :

1. Utilizing electronic technology services (information and communication); where teachers and students, students and fellow students or teachers and fellow teachers can communicate relatively easily without being limited by protocols.
2. Utilize the advantages of computers (digital media and computer networks).
3. Using learning materials that are independent (self learning materials) stored on a computer so that it can be accessed by teachers and students anytime and anywhere if they need it.
4. Learning material can be stored on a computer.
5. Utilizing computers for the learning process and also knowing the results of learning progress, education administration, and to find out a lot of information from various sources of information.

5. Top 5 of Online Learning Application

1. Google Classroom Application

a. Definition of Google Classroom

Google Classroom is a mixed learning application that is done online and can be used free of charge. Google Classroom is also a Google creation product that is integrated with drive, gmail, hangout, calendar, and youtube and calendar.

b. The Purpose of Google Classroom

The main purpose of the Google Classroom learning application is to facilitate the process of sharing files between educators and students.

c. The Benefits of Google Classroom

The benefits of google classroom include:

1. Ease of doing learning
2. The process of setting up a classroom is fast and convenient
3. Can save time
4. Establish collaboration, collaboration and communication
5. Centralized data storage
6. Can share resources efficiently and quickly

d. The Advantages of Google Classroom

The advantages of google classroom include:

1. Mobile friendly display for beginners
2. Can easily manage given task
3. All files will be logged into your Google Drive account
4. Can easily review assignment before they are sent

5. Easy to see announcements from the teacher

e. Disadvantages of Google Classroom

Disadvantages of google classroom

1. A display that is less attractive to students
2. Google Drive is full, file error
3. Delivery time can be arranged at will

2. Edmodo Application

a. Definition of Edmodo

Edmodo is a personal microblogging platform developed for teachers and students, namely by prioritizing the privacy of student teachers and also students can share notes, links and documents.

b. Benefits of Edmodo for Learning

Edmodo has several benefits in learning as follows:

1. Edmodo is a very efficient vehicle for communication and discussion for teachers and students.
2. With Edmodo, one student can easily interact and discuss with the direct observation of his teacher.
3. As an appropriate means for exams and quizzes.
4. Teachers can provide teaching materials such as questions, photos, learning videos to students easily. In addition, students can also download these teaching materials.

5. With Edmodo, parents can easily monitor their children's learning activities.
6. Facilitate the teacher in giving questions from anywhere and anytime.

c. The Advantages of Edmodo

The advantages of Edmodo include:

1. User Interface

Adapting the look like Facebook, simply, edmodo is relatively easy to use even for peules.

2. Compatibility

Edmodo which supports previewing various type of file formats such as: pdf, pptx, swf,html and so on.

3. Application

Edmodo can not only be accessed by using laptop or desktop, but foam is also accessed by Androis OS-based gadjed.

d. Disadvantages of Edmodo

Disadvantages of Edmodo include:

1. Social Media

Edmodo is not integrated with any type of social media such as Facebook, Twitter and others. Even though at the moment almost every website is integrated with social media so that users can share.

2. Language

The use of language programs that are still in English so that sometimes also makes it difficult for teachers or students.

3. Video Conference

This video conference is not yet available on Edmodo. This is important enough to interact with students if the teacher cannot be present directly in the classroom.

3. Schoology Application

a. Definition of Schoology

Schoology is one of the web pages with social web forms that have an interesting strategy in combining subject matter knowledge with social networks, making it easy to use. With schoology, the problem of learning is easy to access. Like studying in class.

b. The Advantages of Schoology

The advantages of schoology include:

1. Stay Connected, the teacher / teacher can arrange all activities that will be carried out to students both group/ course renewal, and provide feedback to their students.
2. Extend Class Time, a student can view questions online, study independently, and form groups with friends wherever and whenever it is.
3. Manage on the Go, easy to attend students.
4. Leverage iOS and Android Devices, can be obtained for free by installing. It on a mobile phone or accessed on a laptop. Because

schoolology is based on Android and iOS. Sometimes schoolology often updates.

c. Disadvantages of Schoolology

Disadvantages of Schoolology include:

1. Because it is based online, when you want to access schoolology you need the internet, because offline access is not yet available.
2. The appearance of the home menu is less interactive, so the first time you log in or access schoolology some of you may feel confused / difficult to understand the features available in it.
3. For the language settings that are used too many types (not varied), including Indonesia is not yet available in it.
4. If accessed on a mobile phone the available content is incomplete
5. Facilities for students are also lacking, more facilities are provided for teachers or instructors.

4. Ruang Guru (The Teacher's Room) Application

a. Definition of Ruang Guru (The Teacher's Room)

The Teacher's Room application is the most complete learning application for all learning difficulties. The teacher's Room provides a learning governance system that can be used by students and teachers in managing virtual classroom learning activities.

b. The Advantages of Ruang Guru

The advantages of Ruang Guru include:

1. Quality videos can be a substitute for Master who is not at home
2. Learning does not saturate because students just watch it
3. Available summary of material in the form of a clear and easy to read infographic
4. There is an in-video quiz that helps the process of absorbing material
5. The question exercise feature can help the process of absorbing material as well
6. Available social media that can be a place for mutual support between students
7. Available online tutors and streaming learning classes with Super Teacher (only study room plus)
8. Free counseling (BK) (Plus study rooms only) is available
9. Try out and detailed material (Plus study rooms only)

c. Disadvantages of Ruang Guru

Disadvantages of Ruang Guru include:

1. Voice aid is annoying, the volume is high. The voice assistance is always played when we select certain menus in the application. Maybe that feature helps our younger siblings who are in elementary and junior high school level.
2. The interface still looks too crowded, with various features that are not necessarily used.

3. Learning videos really only follow the KD of the Curriculum. There are no additional details. Although it is sufficient, the discussion process of students who are interested in certain subjects cannot be fulfilled here.
4. Submitting Video is sometimes too childish for the 10th grade of high school. To my knowledge, when teaching in high school, children tend to be unable to be given such an approach. However, they certainly do it with a variety of considerations based on research.
5. Too many annoying pop-ups and promotional banners, especially if you haven't subscribed.

5. Zenius Application

a. Definition of Zenius Application

Zenius app is an online learning application (online tutoring) which contains more than 80,000 learning videos of all levels (elementary, middle, high school and college test preparation) that can be accessed easily and quickly from a smartphone.

b. The Advantages of Zenius Application

The advantage of Zenius Application include:

1. The material is adapted to the curriculum that develops in Indonesia.
2. The material presented is very complete starting from elementary, junior high, high school and SBMPTN material.

3. The video material looks very clear, because it uses a digital board, so the writing on the subject matter delivered can be read properly. The audio quality or narrator's voice that explains the material sounds very clear and interesting to watch, not boring, and easy to understand.
4. The price offered is very affordable for students who have limited funds or budget. It is suitable for you who have a limited budget.

c. Disadvantages of Zenius application

Disadvantages of Zenius application include:

1. The website is still a standard display with dominant colors in black and white.
2. The video presented is still in form of an explanation video using a digital board, so that the lack of interaction between students and teachers, because the tutor who teaches is not visible.
3. The practice questions presented are less interesting, as are answering questions at school in general.
4. Rarely do competitions for Zenius users.

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 learning environments in online learning

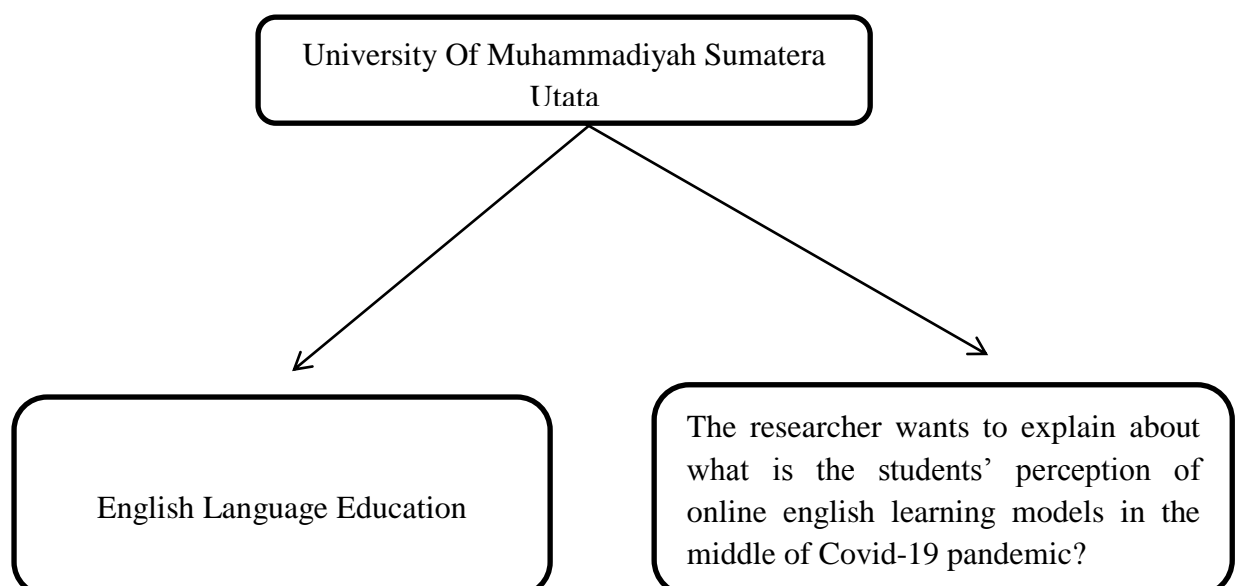
lecture, survey research with Likert scale technique was used to get the data by giving 100 students questioners.

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 students perceptions about online english learning models in the middle of Covid-19 pandemic. Online learning is a system that can facilitate student learning more broadly, more widely, and more varied. In the middle of a Covid-19 pandemic like this students are more utilizing the online learning system provided by the government, and students can learn anytime and anywhere without being limited by distance, space and time.

The diagram of conceptual framework



CHAPTER III

RESEARCH METHODOLOGY

A. Location and Time

This research was conducted at University of Muhammadiyah Sumatera Utara. The location is Jl. Kapten Mucthar Basri No. 3, Glugur Darat II, Kec. Medan Timur, Kota Medan, Sumatera Utara 20238.

B. Source of Data

In this qualitative research, the source of research data was 8th semester students class A majoring in English education which consists of 10 students as respondents at faculty of Teachers' training and Education, University of Muhammadiyah Sumatera Utara.

C. Research Instruments

The data collection instruments were observation, interview and documentation. The research instrument is part of the data collection technique. In this study, researcher will collected data using an interview instrument consisting of 6 questions for students.

D. Research Design

This research was conducted qualitative research. According to Fraenkel, Wallen and Hym (2012: 426), qualitative research is research that examines the

quality of relationships, activities, situations or materials. Researcher was conduct descriptive qualitative research. This method was chosen to provide an explanation of online english learning models in the middle of the Covid-19 pandemic.

E. Technique of Collecting Data

Qualitative data was be taken from observation, interview, and documentation. This research describes the technique of collecting data above:

1. Observation

Observations are made to observe students behavior during the learning process. Fraenkel, Wallen and Hym (2012: 445) state that certain kinds of research question can best be answered by observing how people act or how things look.

2. Interviews

According to Fraenkel, Wallen and Hyum (2012 : 450) interviewing (i.e., asking relevant questions carefully) is an important way for a researcher to check accuracy in order to verify or refute the impression he gets through observation. After the researcher has finished making observations, he will ask for souce of data in this study to collect data. This is one way to know the accuracy of the results of the observations.

In this research, the research was make a list of questions. This is for guidance before asking students. The question is the online english

learning models in the middle of Covid-19 pandemic. The questions asked were as follows:

- a. What do you think about online learning?
- b. Can online learning facilitate your learning process?
- c. Since when did online learning begin to be applied in the teaching and learning process?
- d. What difficulties did you face when studying online?
- e. In your opinion, how is good online learning?
- f. What online learning models do you use during a pandemic:
 - a. Google Classroom Application
 - b. Online Meeting Application (Zoom)
 - c. WhatsApp
 - d. Google Classroom and WhatsApp application
 - e. Google Classroom and Zoom Application
 - f. Google Classroom, WhatsApp and Zoom Application

Explain one of the learning models above ?

3. Documentation

Documentation is a systematic activity or process in collecting, searching, using, and providing documents to obtain information and evidence. By using whatsapp is one of the most effective ways to collect data.

F. Technique of Analysis Data

In analyzing data, researchers used descriptive qualitative research. The qualitative method is a type of research that does not use calculations. Data analysis techniques are divided into three main phrase that follow the framework of qualitative data analysis by Miles, Huberman & Saldana: 2014). The three phases are data reduction, data display, and conclusion drawing and verification.

1. Data Reduction

Data reduction is a process of selecting, focusing, discarding, and arranging data towards drawing conclusions. The data was selected and reduced so that only relevant data is used. The analysis was carried out to determine students' perceptions about online english learning models in the middle of Covid-19 pandemic.

2. Data Display

Data display is the process of presenting data after data reduction. The presentation of data in qualitative research is carried out in the form of a brief description using the original text, which can be in the from of graphs, matrices, etc. So that it is easily understood by the reader. The analysis was carried out to determine students' perceptions about online english learning models in the middle of the Covid-19 pandemic.

3. Conclusion drawing and verification

In the final step, resercher made preliminary conclusions about students' perceptions of online learning. In 8th semester students of FKIP English language at University of Muhammadiyah Sumatera Utara. The initial conclusions are

drawn from qualitative research question from observation, interview, and documentation.

CHAPTER IV

DATA AND DATA ANALYSIS

A. Data

As stated in Chapter 3 in data collection, the instruments used in this study were observation, interviews, and documentation consisting of six questions for students. The reason the writer used observation, interviews and documentation in this study was to find out what is the students perception of online English learning models in the middle of Covid-19 pandemic and researchers can get a picture according to what happened through the answers. Once the data collected, they continued to be analyzed which refer to the Theory of Indrakusuma and Putri about online learning. The following is a list of students interview used in this study:

1. What do you think about online learning?
2. Can online learning facilitate your learning process?
3. Since when did online learning begin to be applied in the teaching and learning process?
4. What difficulties did you face when studying online?
5. In your opinion, how is good online learning?
6. What online learning models do you use during a pandemic:
 - a. Google Classroom Application
 - b. Online Meeting Application (Zoom)
 - c. WhatsApp

- d. Google Classroom and WhatsApp application
- e. Google Classroom and Zoom Application
- f. Google Classroom, WhatsApp and Zoom Application

Explain one of the learning models above ?

Those are the six questions that will be answered by students based on student opinions.

B. Data Analysis

This research aim to find out students' perception on online English learning models in the middle of Covid-19 pandemic. This research was conducted on 10 students of eighth semester faculty teacher training and education at University of Muhammadiyah Sumatera Utara. There was 6 questions used in this study to find out students' perception about online english learning models in the middle of Covid-19 pandemic. Based on existing data, it can be analyzed that the perception of the online english learning models in the middle of Covid-19 pandemic from question 1 to question 6.

1. What do you think about online learning?

Based on table 4.1, students show positive and negative perceptions about online learning. They know that online learning is learning that carried out electronically using computer- based media and an internet network. These are the student's answers about understanding online learning including students initials RJ, SH, AS, NR, GA, YP

SH : Online learning is a learning system that uses technology based media and computers and internet networks.

AS : With online learning (at home), I can be flexible in managing time, such as when to do school work, help my parents, take breaks, worship, and so on.

NR : My opinion is that online learning is very interesting because we can learn anytime and anywhere. Besides that, we will not miss the material because it has been provided in the form of a file.

These are the student's answer that online learning is not effective in understanding subject matter, including students initials DA, AK, MP, WS

AK : In my opinion, the learning is quite effective even though some students don't understand learning through online learning.

WS : I think online learning is less effective for students and university students.

2. Can online learning facilitate your learning process?

Based on the results of students' answers, it can be seen that students have positive and negative perceptions. With online learning students easily search for subject matter that has not been understood and online learning can be anytime, anywhere, without any time and space restrictions, and place to learn. These are the student's answer that online learning can simplify the learning process, including students initials SH, AS, NR, GA, WS

SH : Yes, you can. Because online learning can be done anywhere and anytime there are no restrictions on space, time, and place to learn.

AS : It's very easy because you only live at home and anywhere you can study, it's just that there must be a network to help the learning process online.

NR : Yes, it's very easy because it helps me to be more active in finding information on this material and can study anywhere as long as there is wifi / quota packages.

These are the student's answers that online learning does not facilitate the learning process, including students initials RJ, DA, AK, MP, YP

DA : No, because I have to understand the material provided by the lecturer himself. Without being able to ask the lecturer directly if I have problems.

AK : No, I don't really understand online learning because sometimes online explanations make me confused. Especially if the meet zoom is constrained by the internet or bad signal.

MP : No, as I explained earlier that online learning is complicated.

3. Since when did online learning begin to be applied in the teaching and learning process?

Based on the results of students' answers, it can be seen that students have positive and negative perceptions about since when did online learning begin to be applied in the teaching and learning process. Since the Covid-19 pandemic or

since mid-March, online learning will be implemented in order to minimize the spread of Covid-19 throughout Indonesia. These are student's answers since the Covid-19 pandemic will take place online learning, including students initials RJ, SH, DA, WS, YP

SH : Around since mid-March due to the Covid-19 pandemic.

DA : Since the pandemic outbreak in Indonesia around March 2020.

YP : Since March, where the pandemic was so worrying that there was something called a lock down and a program was started to make the learning process run even in pandemic conditions.

These are the student's answers that online learning can be done during the Covid-19 pandemic, including students initials AS, NR, GA, MP

AS : Since the time the Covid-19 outbreak emerged, all human activities have been restricted, including learning activities at the primary school level to university level, starting to implement learning from home. This is done to limit the massive spread of the virus. The home study policy has been implemented until recently.

MP : Since the occurrence of Covid-19 because of social distancing and it requires all of us to do all activities at home, so online learning has begun to be implemented.

4. What difficulties did you face when studying online?

Based on the results of students' answers, it can be seen that students have positive and negative perceptions about the difficulties faced when learning

online. With the existence of online learning students experience difficulties including internet network problems or internet network connections, limited quota. These are student's answer about internet network difficulties or poor connection and limited quota, including students initials SH, DA, AS, NR, AK, MP, WS

SH : Network and sometimes lack of understanding of using online learning applications.

DA : Internet network is not stable and when learning to learn from zoom it will consume internet quota.

NR : There are two kinds of difficulties I faced when online learning, the first is that the internet network is not good and the environment is not supportive.

These are the student's answer that the difficulties faced by students in online learning are fast collection of assignments, lack of understanding of subject matter, lack of accepting learning, including students initials RJ, GA, YP including students initials RJ, GA, YP

RJ : The limit for submitting assignments is too fast. This is what I dislike the most about online learning activities. When I get an assignment that must be done and submitted that day, I feel bored if I'm still working on an assignment and then there are other assignments that have to be submitted at the same time. As a result, I was late submitting an assignment.

GA : The difficulty faced is a lack of understanding of the learning material.

YP : The more difficulties I have may receive less learning.

5. In your opinion, how is good online learning ?

Based on students' answers, students have positive perceptions of how is good online learning. The following are students' answers about how is good online learning

RJ : In my opinion, good online learning is the ability to design online learning. That is, learning design is one of the stages that is considered important in the learning process. Teachers / lecturers must be able to sort and choose learning designs that are suitable for all students. The learning design chosen must be able to activate students / students and generate high curiosity. That way students / students will be motivated to learn and have the online learning process happily.

SH : It is better if a teacher first provides an explanation of the material to be delivered either in the form of a video show so that the teacher can assign assignments to each student.

AS : Ask and answer questions, provide detailed explanations and adjust the learning model used with those that are conveyed so that students do not feel bored with what is said.

GA : Good online learning is to provide brief material by clearly explaining it is concise and concise. After that, giving assignments live so that students are also active and enthusiastic about online learning and are given rewards for activeness in online learning. So giving assignments does not only provide material in the form of files where the students understand themselves then work on the questions given using the note-taking method and then photograph, in my opinion the above only reduces the enthusiasm of learning and the inactivity of a student in participating in the online teaching and learning process.

6. What online learning models do you use during a pandemic: a) Google Classroom Application, b) Online Meeting Application (Zoom), c) WhatsApp, d) Google Classroom and WhatsApp Application, e) Google Classroom and Zoom Application, f) Google Classroom, WhatsApp and Zoom application

Explain one of the learning models above?

Based on the result of students interviews it can be seen that the online learning models used during the pandemic are the google classroom application, online meeting application (zoom), whatsapp, google classroom and whatsapp application, google classroom and zoom application, google classroom, whatsapp and zoom. With the application above, students easily understand the material provided by the teacher or lecturer. These are the student's answer that the online

learning models used during the pandemic is google classroom, including students initials SH, WS

SH : In my opinion, the google classroom application is because it is the easiest application to use during a pandemic like this.

WS : I think the google classroom application is because after completing the material per chapter the teacher will give assignments to students to test whether the student has mastered the material or not and when the teacher wants to give assignments, the assignment is distributed through google classroom and provides a deadline for processing.

This is the student's answer to the online learning models used during a pandemic, namely the google classroom application and whatsapp, including students initials NR

NR : In my opinion, the google classroom application, in google classroom the teacher only gives assignments and on WhatsApp the teacher explains the material and even sends an explanation video to use voice notes so that students can easily understand the material of the assignment given.

These are the student's answer to the online learning models used during a pandemic, namely the google classroom application and zoom application because by using the application students become enthusiastic in taking existing lessons, including students initials MP

MP : The google classroom and zoom application, when studying like this in the teacher's classroom is only for absences and sending assignments but in zoom the teacher can directly assess active and non-active students and makes it easier for students to ask questions about lessons that they do not understand.

These are the student's answer that the online learning models used during the pandemic is the google classroom application, whatsapp, and zoom because by using this application students can more easily understand the material provided by the teacher or lecturer, including students initials RJ, DA, AS, AK, GA, YP

RJ : I think google classroom, whatsapp and zoom application

- For the Google Classroom application itself, of course all lecturers or teachers already know about it and this application is also very supportive in providing subject matter, especially in assignment collection, this application is also easily accessible to every student.

- WhatsApp is one of the most reliable applications for every lecturer and teacher during a pandemic like this whatsapp is a very helpful application for lecturers and continuing online learning activities by creating class groups for each subject, this will make it easier for both lecturers or teachers maybe There are those who don't want to feel bothered so they can use

WhatsApp as a supporting media by sending several assignment files, they can immediately work and assess the results as well as Google Classroom to record attendance lists, they can also do it with these two applications if the lecturers are busy and don't have time to talk and come face to face via zoom or other videocall apps.

- Zoom applications that are very supportive of the face-to-face learning process, users can interact with each other easily, whether it's talking to seeing the conditions of the active zoom users.

AS : In my opinion, the google classroom application, online meeting application (zoom) and whatsapp

- The google classroom application because the application teachers can provide assignments and learning videos and can see students to download learning videos without having to fill students' memory to download the learning videos and can see students collect assignments on time or not.

- The online meeting application (zoom) is also used online because the teacher can see students and students who are active in learning and can directly explain material that students do not understand and students are also more free to ask questions and the teacher is not complicated in explaining it.

- Apart from the advantages of WhatsApp chatting, Whatsapp can also be used as an online media for students and students because of this application teachers and students can create study groups according to the subject of each teacher, so on WhatsApp the teacher can provide material explanations via video vn (voice notes) and send learning links from youtube and take a photo of the assignment given.

YP : In my opinion, the google classroom application, whatsapp application and zoom application.

- The google classroom application is used because it has several advantages including being able to record student attendance or what is called attendance, although other applications can do this but the google classroom application makes attendance more structured and of course this application can be downloaded via the Appstore and Playstore for free.

- The whatsapp application is currently not only used as a messaging application, but also for teaching and learning activities. The whatsapp application is used because it is easier to use than other learning applications, many teachers use the whatsapp application. Because through the WhatsApp application, teachers and students can interact online.

- The zoom application really helps the teaching and learning process in the current situation, because through the zoom application teachers and students can do distance learning. This application can carry out face-to-face activities between teachers and students through video conferences where all students in one class can carry out their learning activities. Zoom applications can also replace face-to-face activities directly.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusion

Since the Covid-19 pandemic or since mid-March, online learning was implemented. Online learning has both positive and negative impacts. The positive impact is that students can study anywhere, anytime, without any restrictions, space, time, and place of study while the negative impact is that students find it difficult to understand the material provided by the teacher or lecturer, unstable internet networks, run out of internet quota, collection too fast a task. The online learning models used during the Covid-19 pandemic are the google classroom application, online meeting application (zoom), whatsapp, google classroom and whatsapp application, google classroom and zoom application, google classroom application, whatsapp and zoom. And good online learning is material that is presented using a video or zoom application so that students can more easily understand the material explained by the lecturer.

B. Suggestion

Having seen the result of the study, the suggestion that researcher introduce as the following:

1. The researchers hope that this research can be used as reference for increasing readers' knowledge about online learning

2. Students hope that online learning can use the method such as using Google Classroom Application, Zoom Application etc.
3. The researchers hope that teachers can use the result of this research as more enjoyable learning so that students do not feel bored with online learning.

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APPENDIX I : INTERVIEW TRANSCRIPT

Table 4.1

What Do You Think About Online Learning?

No.	Students' initials	Answers
1.	RJ	<p>Pendapat saya tentang pembelajaran online, saya dapat mengatur waktu. Dengan pembelajaran online, saya dapat fleksibel mengatur waktu, seperti kapan mengerjakan tugas kuliah, membantu orang tua, istirahat, beribadah, dan lain-lain.</p> <p><i>My opinion about online learning, I can manage the time. With online learning, I can flexible manage my time, such as when to do my college assignments, help my parents, take breaks, pray, and so on.</i></p>
2.	SH	<p>Pembelajaran online adalah sistem pembelajaran yang menggunakan media berbasis teknologi dan komputer serta jaringan internet.</p> <p><i>Online learning is a learning system that uses technology based media and computers and internet networks.</i></p>
3.	DA	<p>Pendapat saya kurang memuaskan, karena</p>

		<p>dengan belajar online saya kurang memahami pelajaran. Dengan belajar online saya bisa lebih mengatur waktu karena tahu jam berapa dimulai belajarnya dan lebih cepat ketika pengumpulan tugas, karena diatur waktu. Walaupun belajar dirumah itu menyenangkan, tapi tidak ada yang bisa menggantikan senangnya belajar dengan bertatap muka dengan guru dan teman-teman dikelas.</p> <p><i>My opinion is not satisfactory, because by online learning I do not understand the lesson. By studying online I can manage more time because I know what time the study starts and fasters when submitting assignments, because it is set on time. Even though studying at home is fun, nothing can replace the fun of learning by meeting face to face with the teacher and friends in class.</i></p>
4.	AS	<p>Dengan pembelajaran online (dirumah), saya dapat fleksibel mengatur waktu, seperti kapan mengerjakan tugas sekolah, membantu orang tua, istirahat, beribadah, dan lain-lain.</p> <p><i>With online learning (at home), I can be flexible</i></p>

		<i>in managing time, such as when to do school work, help my parents, take breaks, worship, and so on.</i>
5.	NR	<p>Pendapat saya pembelajaran online sangat menarik karena kita bisa belajar kapanpun dan dimanapun. Selain itu, kita tidak akan ketinggalan materi karena sudah disediakan dalam bentuk file.</p> <p><i>My opinion is that online learning is very interesting because we can learn anytime and anywhere. Besides that, we will not miss the material because it has been provided in the form of a file.</i></p>
6.	AK	<p>Menurut saya, pembelajarannya cukup efektif walaupun sebagian siswa tidak mengerti kalau belajar melalui pembelajaran online.</p> <p><i>In my opinion, the learning is quite effective even though some students don't understand learning through online learning.</i></p>
7.	MP	<p>Pembelajaran online itu sangat rumitkan, karena dengan adanya pembelajaran online materi yang diberikan dosen tidak sepenuhnya terserap oleh otak karena penjelasan materi lebih</p>

		<p>mudah diajarkan melalui tatap muka dari pada secara online.</p> <p><i>Online learning is very complicated, because with online learning, the material provided by the lecturer is not fully absorbed by the brain because material explanations are easier to teach face-to-face than online.</i></p>
8.	GA	<p>Pembelajaran online tidak sepenuhnya buruk. Sisi positifnya para pelajar dapat terus melaksanakan kegiatan belajar sedangkan sisi negatifnya adalah biaya pendukung untuk belajar online juga besar bagi kalangan menengah ke bawah.</p> <p><i>Online learning isn't all bad. On the positive side, students can continue to carry out learning activities while the negative side is that the supporting costs for online learning are also large for the middle to lower class.</i></p>
9.	WS	<p>Menurut saya pembelajaran online kurang efektif untuk pelajar maupun mahasiswa.</p> <p><i>I think online learning is less effective for students and university students.</i></p>
10.	YP	<p>Menurut saya pembelajaran online merupakan</p>

	<p>salah satu dari upaya di sektor pendidikan dalam beradaptasi dengan pandemi yang terjadi saat ini. Sebuah upaya yang bertujuan baik, tetapi eksekusi nya masih belum cukup.</p> <p><i>I think online learning is one of the efforts in the education sector to adapt to the current pandemic. A well-intentioned attempt, but still not enough execution.</i></p>
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Table 4.2

Can Online Learning Facilitate Your Learning Process?

No.	Students' initials	Answers
1.	RJ	<p>Tidak mudah, karena walaupun sistem online memudahkan banyak pekerjaan, namun dalam proses pembelajaran, saya jadi mendapatkan tambahan pekerjaan, yaitu membuat dan mengirimkan foto, video, download materi, dan upload tugas yang telah dikerjakan. Semua itu cukup membutuhkan waktu yang lama dalam pengerjaannya.</p> <p><i>It's not easy, because even though the online system makes it easier for a lot of work, in the learning process. I get additional work, namely</i></p>

		<i>making and sending photos, videos, downloading materials, and uploading tasks that have been done. All of that requires a long time in the process.</i>
2.	SH	<p>Iya, dapat. Karena pembelajaran online dapat dilakukan dimana saja dan kapan saja tidak ada batasan ruang, waktu, dan tempat untuk belajar.</p> <p><i>Yes, you can. Because online learning can be done anywhere and anytime there are no restrictions on space, time and place to study.</i></p>
3.	DA	<p>Tidak, karena saya harus memahami materi yang diberikan oleh dosen itu sendiri. Tanpa bisa bertanya langsung kepada dosen tersebut jika saya memiliki kendala.</p> <p><i>No, because I have to understand the material provided by the lecturer himself. Without being able to ask the lecturer directly if I have problems.</i></p>
4.	AS	<p>Sangat mempermudah sekali karena hanya tinggal dirumah dan dimana saja bisa belajar, hanya saja harus ada jaringan untuk membantu proses belajar online.</p> <p><i>It's very easy because you only live at home and</i></p>

		<i>anywhere you can study, it's just that there must be a network to help the learning process online.</i>
5.	NR	<p>Iya, sangat memudahkan karena membantu saya untuk menjadi lebih aktif dalam mencari informasi materi tersebut dan bisa belajar dimanapun selama ada wifi/ paket kouta.</p> <p><i>Yes, it is very easy because it helps me to be more active in finding information on this material and can study anywhere as long as there is wifi / quota package.</i></p>
6.	AK	<p>Tidak, saya tidak terlalu mengerti kalau pembelajaran secara online karena terkadang penjelasan secara online membuat saya bingung. Apalagi jika kita meet zoom terkendala dengan internet atau signal yang tidak bagus.</p> <p><i>No, I don't really understand online learning because sometimes the online explanation confuses me. Especially if we meet zoom is constrained by the internet or bad signal.</i></p>
7.	MP	<p>Tidak, seperti yang saya jelaskan sebelumnya bahwa pembelajaran online itu merumitkan.</p> <p><i>No, as I explained earlier that online learning is complicated.</i></p>

8.	GA	<p>Untuk situasi pandemi ini, belajar online sangat memudahkan untuk meraih ilmu walau sistem kerjanya tidak face to face tetapi ilmu yang disalurkan melalui online juga baik untuk mendukung proses pembelajaran.</p> <p><i>For this pandemic situation, online learning makes it very easy to gain knowledge even though the work system is not face to face but the knowledge that is channeled online is also good to support the learning process.</i></p>
9.	WS	<p>Dapat mempermudah tetapi sulit dipahami.</p> <p><i>Can make it easier but difficult to understand.</i></p>
10.	YP	<p>Tidak, karena saat proses pembelajaran online terjadi saya dan teman-teman masih kesulitan dalam hal teknis. Kita tau bahwa prasarana setiap siswa tidak sama dan ini menjadi alasan bahwa pembelajaran online tidak bisa merata.</p> <p><i>No, because when the online learning process took place my friends and I still had technical difficulties. We know that the infrastructure of every student is not the same and this is the reason that online learning cannot be evenly distributed.</i></p>

Table 4.3

Since When Did Online Learning Begin To Be Applied In The Teaching And Learning Process?

No.	Students' initials	Answers
1.	RJ	<p>Sejak adanya Pandemi Covid-19 memaksa kebijakan social distancing, atau di Indonesia lebih dikenalkan sebagai physical distancing (menjaga jarak fisik) untuk meminimalisir persebaran Covid-19.</p> <p><i>Since the Covid-19 Pandemic has forced social distancing policies, or in Indonesia it is more introduced as physical distancing (maintaining physical distance) to minimize the spread of Covid-19.</i></p>
2.	SH	<p>Sekitar sejak pertengahan bulan Maret dikarenakan adanya pandemi Covid-19.</p> <p><i>Around since mid-March due to the Covid-19 pandemic.</i></p>
3.	DA	<p>Sejak adanya wabah pandemi di Indonesia sekitar bulan Maret 2020.</p> <p><i>Since the pandemic outbreak in Indonesia around March 2020.</i></p>

4.	AS	<p>Sejak saat wabah Covid-19 ini muncul seluruh aktivitas manusia dibatasi, termasuk kegiatan pembelajaran baik di jenjang sekolah dasar sampai jenjang perkuliahan mulai menerapkan belajar dari rumah. Hal ini dilakukan guna membatasi penyebaran virus yang masif. Kebijakan belajar dari rumah mulai diterapkan sampai sekarang ini.</p> <p><i>Since the time the Covid-19 outbreak emerged, all human activities have been restricted, including learning activities at the primary school level to university level, starting to implement learning from home. This is done to limit the massive spread of the virus. The home study policy has been implemented until recently.</i></p>
5.	NR	<p>Pembelajaran online mulai diterapkan semenjak Covid-19 ini karena WHO menerapkan peraturan Physical Distancing.</p> <p><i>Online learning has been implemented since Covid-19 because WHO has implemented physical distancing regulations.</i></p>
6.	AK	<p>Signal buruk menjadikan tidak terlalu fokus dan penjelasannya pun menjadi tidak jelas.</p>

		<i>The bad signal makes it less focused and the explanation becomes unclear.</i>
7.	MP	<p>Sejak terjadinya Covid-19 karena adanya social distancing dan mengharuskan kita semua melakukan semua aktivitas dirumah, sehingga pembelajaran online pun mulai diterapkan.</p> <p><i>Since the occurrence of Covid-19 because of social distancing and it requires all of us to do all activities at home, so online learning has begun to be implemented.</i></p>
8.	GA	<p>Pembelajaran juga sudah dilakukan sebelum wabah ini menyerang tetapi hanya beberapa persen dari pembelajaran tatap muka. Kalau dibandingkan pembelajaran tatap muka lebih dominan dibandingkan melalui online. Disaat wabah ini menyerang, pilihan belajar online adalah the best way. Wabah yang sangat mengerikan ini juga bisa memerenggut nyawa, para siswa tidak diperbolehkan untuk belajar secara tatap muka melainkan melalui online demi keselamatan para siswa.</p> <p><i>Learning was also being done before the outbreak, but only a few percent of face-to-face</i></p>

		<p><i>learning. When compared to face-to-face learning, it is more dominant than online. When this epidemic strikes, online learning options are the best way. This very terrible epidemic can also take lives, students are not allowed to study face-to-face but online for the safety of students.</i></p>
9.	WS	<p>Sejak masa pandemi berlaku, sekitar bulan Maret yang lalu.</p> <p><i>Since the pandemic took effect, around last March.</i></p>
10.	YP	<p>Sejak bulan Maret, dimana pandemi ini sangat mengkhawatirkan sehingga terjadilah yang dinamakan lock down dan mulai di buat program bagaimana caranya agar proses pembelajaran bisa berjalan walaupun dalam kondisi pandemi.</p> <p><i>Since March, where the pandemic was so worrying that there was something called a lock down and a program was started to make the learning process run even in pandemic conditions.</i></p>

Table 4.4

What Difficulties Did You Face When Studying Online?

No.	Students' initials	Answers
1.	RJ	<p>Batas pengumpulan tugas yang terlalu cepat. Ini yang paling saya kurang suka dari kegiatan pembelajaran online. Ketika saya mendapat tugas yang harus dikerjakan dan dikumpulkan hari itu juga, saya merasa bosan jika masih mengerjakan tugas lalu ada lagi tugas lain yang harus dikumpulkan pada jam yang sama. Alhasil, ada tugas yang terlambat saya kumpulkan.</p> <p><i>The limit for submitting assignments is too fast this is what I dislike the most about online learning activities. When I get an assignments that must be done and submitted that day, I feel bored if I still do the assignment and then there are other assignments that must be submitted at the same time. As a result, I was late submitting an assignment.</i></p>
2.	SH	<p>Jaringan dan terkadang kurangnya pemahaman menggunakan aplikasi pembelajaran online.</p> <p><i>Networking and sometimes lack of understanding using online learning applications.</i></p>

3.	DA	<p>Jaringan internet yang tidak stabil dan ketika belajar dari zoom maka akan menghabiskan kouta internet.</p> <p><i>Internet network is not stable and when learning to learn from zoom it will consume internet quota.</i></p>
4.	AS	<p>Kesulitan yang dialami, pada saat di perdesaan tidak ada jaringan dan harus mencari tempat seperti keluar desa atau pindah ke desa lainnya, keuangan yang kurang memadai dan belum tentu semua masyarakat mempunyai smartphone untuk belajar online.</p> <p><i>Difficulties experienced, when in rural areas there is no network and have to find places such as leaving the village or moving to another village, inadequate finances and not necessarily all people have a smartphone to learn online.</i></p>
5.	NR	<p>Ada dua macam kesulitan yang saya hadapi ketika belajar online yang pertama yaitu jaringan internet yang kurang bagus dan lingkungan yang tidak mendukung.</p> <p><i>There are two kinds of difficulties I faced when online learning, the first is that the internet network is not good and the environment is not</i></p>

		<i>supportive.</i>
6.	AK	<p>Signal buruk menjadikan tidak terlalu fokus dan penjelasannya pun menjadi tidak jelas.</p> <p><i>The bad signal makes it less focused and the explanation becomes unclear.</i></p>
7.	MP	<p>Jaringan, karena jaringan ini terkadang bagus terkadang buruk, apalagi kalau sudah mati listrik jaringan akan mati total.</p> <p><i>Network, because the network is sometimes good, sometimes it's bad, especially if the power fails, the network will completely die.</i></p>
8.	GA	<p>Kesulitan yang dihadapi adalah kurang memahami materi pembelajaran.</p> <p><i>The difficulty faced is a lack of understanding of the learning material.</i></p>
9.	WS	<p>Kesulitan yang dihadapi seperti susahnya jaringan, kehabisan kuota, dan kurang memahami materi.</p> <p><i>The difficulties faced are network difficulties, running out of quotas, and lack of understanding of the material.</i></p>
10.	YP	<p>Kesulitan yang lebih saya alami mungkin menerima pembelajaran kurang.</p>

		<i>The more difficulties I have may receive less learning.</i>
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Table 4.5

In Your Opinion, How is Good Online Learning?

No.	Students' initials	Answers
1.	RJ	<p>Menurut saya, pembelajaran online yang bagus adalah kemampuan dalam desain pembelajaran online. Artinya, desain pembelajaran merupakan salah satu tahapan yang dinilai penting dalam proses pembelajaran. Guru / dosen harus dapat memilah dan memilih desain pembelajaran yang cocok untuk semua siswa / mahasiswa. Desain pembelajaran yang dipilih harus dapat mengaktifkan siswa / mahasiswa dan memunculkan rasa ingin tahu yang tinggi. Dengan begitu siswa / mahasiswa akan termotivasi untuk belajar dan melakukan proses pembelajaran online dengan senang hati.</p> <p><i>In my opinion, good online learning is the ability to design online learning. That is, learning design is one of the stages that is considered important in</i></p>

		<p><i>the learning process. Teachers / lecturers must be able to sort and choose learning designs that are suitable for all students. The learning design chosen must be able to activate students / students and generate high curiosity. That way students / students will be motivated to learn and have the online learning process happily.</i></p>
2.	SH	<p>Sebaiknya seorang guru terlebih dahulu memberikan penjelasan materi yang akan disampaikan baik berupa sebuah tayangan video dengan begitu guru dapat memberikan tugas untuk setiap siswa.</p> <p><i>It is better if a teacher first provides an explanation of the material to be delivered either in the form of a video show so that the teacher can assign tasks to each student.</i></p>
3.	DA	<p>Ketika dosen menjelaskan mahasiswa aktif dan memahami materi yang diberikan. Dosen harus lebih memahami apa kendala yang dialami mahasiswa nya dengan cara bertanya. Bukan hanya sekedar mengirim materi di Google Classroom dan juga power point lalu langsung diberi tugas.</p>

		<p><i>When the lecturer explains that the students is active and understands the material given.</i></p> <p><i>Lecturers must better understand what obstacles their students experience by asking questions. Not just sending material on Google Classroom and also power point and then immediately given assignments.</i></p>
4.	AS	<p>Bertanya jawab, memberikan penjelasan secara detail dan menyesuaikan model pembelajaran yang digunakan dengan yang disampaikan agar siswa tidak merasa bosan dengan apa yang disampaikan.</p> <p><i>Ask and answer questions, provide detailed explanations and adjust the learning model used with those that are conveyed so that students do not feel bored with what is said.</i></p>
5.	NR	<p>Menurut pendapat saya pembelajaran online yang bagus itu ketika dosen / guru dapat berkomunikasi dengan siswa secara baik tanpa ada kendala.</p> <p><i>In my opinion good online learning is when the lecturer / teacher can communicate well with students without any obstacles.</i></p>
6.	AK	Yang membuat siswa tertarik sehingga

		<p>pembelajaran tidak membosankan. Membuat siswa semangat dalam belajar, atau menggunakan aplikasi game di dalamnya, dan tidak memberatkan siswa dengan tugas-tugas.</p> <p><i>What makes students interested so that learning is not boring. Make students enthusiastic about learning, or use game applications in it, and do not burden students with assignments.</i></p>
7.	MP	<p>Pembelajaran online yang bagus itu adalah pembelajaran tatap muka yang diikuti dengan online, sehingga kita masih di bimbing dengan dosen.</p> <p><i>Good online learning is face-to-face learning followed by online, so we are still being guided by lecturers.</i></p>
8.	GA	<p>Pembelajaran online yang baik adalah memberikan materi singkat dengan menjelaskan secara jelas singkat dan padat. Setelah itu pemberian tugas secara live sehingga para siswa juga aktif serta antusias dengan pembelajaran online dan diberikan reward atas keaktifan didalam pembelajaran online. Jadi pemberian tugas tidak hanya memberikan materi dalam</p>

		<p>bentuk file yang mana para siswa memahami sendiri kemudian mengerjakan soal yang diberikan dengan metode catat kemudian fotokan, menurut saya hal di atas hanya mengurangi rasa antusias belajar dan ketidakatifan seorang siswa dalam mengikuti proses belajar mengajar online.</p> <p><i>Good online learning is to provide brief material by clearly explaining it is concise and concise. After that, giving assignments live so that students are also active and enthusiastic about online learning and are given rewards for activeness in online learning. So giving assignments does not only provide material in the form of files where the students understand themselves then work on the questions given using the note-taking method and then photograph, in my opinion the above only reduces the enthusiasm of learning and the inactivity of a student in participating in the online teaching and learning process.</i></p>
9.	WS	<p>Menurut saya pembelajaran online yang bagus ialah dosen atau guru menjelaskan dengan jelas materi pelajaran seperti bertatap muka. Tidak memberatkan dengan hanya memberi tugas atau</p>

		<p>soal yang banyak tanpa menjelaskan dengan rinci.</p> <p><i>In my opinion, good online learning is that the lecturer or teacher clearly explains the subject matter like face to face. Not burdensome by only giving assignments or a lot of questions without explaining in detail.</i></p>
10.	YP	<p>Menurut saya pembelajaran online belum menemukan titik terang karena program ini memang membutuhkan biaya yang lumayan besar. Tetapi dalam kasus ini, saya rasa titik poin yang terpenting dalam semua program adalah kerja sama didalamnya. Untuk apa program yang didanai lebih tapi tidak ada saling kerja sama, role yang diperankan juga tidak diterapkan dengan benar. Disini saya melihat masih banyak yang belum bisa mengikuti program ini sebagai contoh adalah para mahasiswa.</p> <p><i>In my opinion, online learning has not yet found a bright spot because this program does require a large amount of money. But in this case, I think the most important point in all programs is the cooperation in it. For what programs are funded more but there is no mutual cooperation, the roles</i></p>

		<i>played are also not implemented properly. Here I see that there are still many who have not been able to participate in this program for example, students.</i>
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Table 4.6

What online learning models do you use during a pandemic: a) Google Classroom Application, b) Online Meeting Application (Zoom), c) WhatsApp, d) Google Classroom and WhatsApp Application, e) Google Classroom and Zoom Application, f) Google Classroom, WhatsApp and Zoom application

Explain one of the learning models above?

No.	Students initials	Answers
1.	RJ	<p>Menurut saya google classroom, whatsapp dan zoom application</p> <ul style="list-style-type: none"> - Untuk aplikasi Google Classroom sendiri tentu semua dosen atau guru sudah mengetahuinya dan aplikasi ini juga sangat mendukung dalam memberikan materi pelajaran khususnya pada pengumpulan tugas, aplikasi ini juga mudah diakses oleh setiap siswa. - WhatsApp salah satu aplikasi yang sangat

		<p>diandalkan oleh setiap dosen dan juga guru di masa pandemi seperti ini whatsapp aplikasi yang sangat membantu para dosen dan melanjutkan kegiatan pembelajaran online dengan membuat grup kelas dari setiap mata pelajaran hal ini akan memudahkan keduanya baik itu dosen atau guru mungkin ada yang tidak ingin merasa repot maka mereka bisa menggunakan whatsapp sebagai media pendukung dengan mengirim beberapa file tugas mereka sudah bisa langsung bekerja dan menilai hasilnya sama halnya seperti google classroom untuk mendata daftar kehadiran juga mereka dapat melakukannya dengan kedua aplikasi ini jika para dosen sedang sibuk dan tidak sempat untuk berbicara dan bertatap muka melalui zoom atau aplikasi videocall lainnya.</p> <ul style="list-style-type: none">- Zoom aplikasi yang sangat mendukung dalam proses pembelajaran tatap muka para pengguna nya dapat berinteraksi satu
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		<p>sama lain dengan mudah baik itu berbicara sampai melihat kondisi para pengguna zoom yang sedang aktif.</p> <p><i>I think google classroom, whatsapp and zoom application</i></p> <ul style="list-style-type: none">- <i>For the Google Classroom application itself, of course all lecturers or teachers already know about it and this application is also very supportive in providing subject matter, especially in assignment collection, this application is also easily accessible to every student.</i>- <i>WhatsApp is one of the most reliable applications for every lecturer and teacher during a pandemic like this whatsapp is a very helpful application for lecturers and continuing online learning activities by creating class groups for each subject, this will make it easier for both lecturers or teachers maybe There are those who don't want to feel bothered so they can use WhatsApp as a supporting media by sending several assignment files, they can</i>
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		<p><i>immediately work and assess the results as well as Google Classroom to record attendance lists, they can also do it with these two applications if the lecturers are busy and don't have time to talk and come face to face via zoom or other videocall apps.</i></p> <p><i>- Zoom applications that are very supportive of the face-to-face learning process, users can interact with each other easily, whether it's talking to seeing the conditions of the active zoom users.</i></p>
2.	SH	<p>Menurut saya aplikasi google classroom karena aplikasi tersebut merupakan aplikasi termudah untuk digunakan pada saat pandemi seperti ini.</p> <p><i>In my opinion, the google classroom application is because it is the easiest application to use during a pandemic like this.</i></p>
3.	DA	<p>Menurut saya aplikasi google classroom, whatsapp dan zoom karena pada saat pandemi, saya mendapatkan informasi mengenai pembelajaran apa yang akan dilakukan melalui whatsapp, google classroom untuk mengambil</p>

		<p>materi yang telah dikirimkan oleh dosen serta mengirimkan jawaban tugas dan zoom untuk pertemuan dosen dengan mahasiswa.</p> <p><i>In my opinion, the google classroom application, whatsapp and zoom because during a pandemic, I get information about what learning will be done through WhatsApp, google classroom to retrieve material that has been sent by the lecturer and send answers to assignments and zoom for lecturer and student meetings.</i></p>
4.	AS	<p>Menurut saya aplikasi google classroom, aplikasi meeting online (zoom) dan whatsapp</p> <ul style="list-style-type: none"> - Aplikasi google classroom karena aplikasi tersebut para guru bisa memberikan tugas dan video pembelajaran tersebut dan bisa melihat siswa untuk mendownload video pembelajaran tanpa harus memenuhi memori siswa untuk mendownload video pembelajaran tersebut dan bisa melihat siswanya mengumpulkan tugas dengan tepat waktu atau tidak. - Aplikasi meeting online (zoom) juga digunakan ketika daring karena guru bisa

		<p>melihat para siswa dan siswinya yang aktif dalam pembelajaran dan bisa secara langsung menjelaskan materi yang siswa tidak mengerti serta siswa juga lebih leluasa bertanya dan guru tidak ribet dalam menjelaskannya.</p> <ul style="list-style-type: none"> - Whatsapp selain untung chatting whatsapp juga bisa sebagai media daring para siswa dan siswi karna diaplikasi tersebut guru dan siswa bisa membuat grup belajar sesuai mata pelajaran setiap guru, jadi di whatsapp guru bisa memberikan penjelasan materi melalui video vn (voice notes) dan mengirim link pembelajaran dari youtube serta memfoto tugas yang diberikan. <p><i>In my opinion, the google classroom application, online meeting application (zoom) and whatsapp</i></p> <ul style="list-style-type: none"> - <i>The google classroom application because the application teachers can provide assignments and learning videos and can see students to download learning videos without having to fill students'</i>
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		<p><i>memory to download the learning videos and can see students collect assignments on time or not.</i></p> <p><i>- The online meeting application (zoom) is also used online because the teacher can see students and students who are active in learning and can directly explain material that students do not understand and students are also more free to ask questions and the teacher is not complicated in explaining it.</i></p> <p><i>- Apart from the advantages of WhatsApp chatting, Whatsapp can also be used as an online media for students and students because of this application teachers and students can create study groups according to the subject of each teacher, so on WhatsApp the teacher can provide material explanations via video vn (voice notes) and send learning links from youtube and take a photo of the assignment given.</i></p>
5.	NR	Menurut saya, aplikasi google classroom, di

		<p>google classroom guru hanya memberikan tugas dan di whatsapp guru menjelaskan materi bahkan mengirim video penjelasan sampai menggunakan voice notes agar siswa mudah memahami materi dari tugas yang diberikan.</p> <p><i>In my opinion, the google classroom application, in google classroom the teacher only gives assignments and on WhatsApp the teacher explains the material and even sends an explanation video to use voice notes so that students can easily understand the material of the assignment given.</i></p>
6.	AK	<p>Menurut saya aplikasi google classroom, whatsapp, zoom</p> <ul style="list-style-type: none"> - Google classroom adalah aplikasi pembelajaran yang dapat diunduh secara gratis oleh pengguna dengan tujuan memudahkan proses pembelajaran baik pemberian materi, pengisian absen, layaknya seperti kegiatan kelas biasa hanya dilakukan dalam sebuah fitur yang tentu lebih efisien dan menghemat waktu. - Whatsapp pemanfaatan aplikasi whatsapp

		<p>sebagai salah satu media komunikasi elektronik sangat memudahkan banyak orang khususnya guru dan siswa pada masa ini, kegiatan diskusi pembelajaran bisa dilakukan lebih mudah dengan aplikasi ini. Pengunduhan yang gratis serta tidak banyak menyerap kuota menjadikan aplikasi whatsapp sebagai perangkat utama dalam kegiatan pembelajaran dari rumah.</p> <ul style="list-style-type: none">- Zoom menjadikan aplikasi sangat populer beberapa bulan terakhir. Penggunaannya menjadi meningkat akibat seluruh kegiatan diluar harus dilakukan di rumah (work from home dan school from home), aplikasi ini memudahkan melakukan tatap muka online dengan banyak orang, serta fitur-fitur lainnya untuk presentasi atau pengumpulan tugas atau pekerjaan lainnya. Hanya saja aplikasi ini memakan data yang cukup besar dalam proses pengunduhan atau pemakainnya. <p><i>In my opinion, the google classroom application,</i></p>
--	--	--

		<p><i>whatsapp, zoom</i></p> <ul style="list-style-type: none">- <i>Google classroom is a learning application that can be downloaded for free by users with the aim of facilitating the learning process, both providing material, filling in absences, just like normal class activities are only done in a feature which is certainly more efficient and saves time.</i>- <i>Whatsapp using the WhatsApp application as a medium of electronic communication makes it very easy for many people, especially teachers and students at this time, learning discussion activities can be done more easily with this application. Downloading that is free and does not absorb much quota makes the WhatsApp application the main tool in learning activities from home.</i>- <i>Zoom made the app very popular in recent months. Its users are increasing due to all outside activities having to be done at home (work from home and</i>
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		<p><i>school from home), this application makes it easy to do face-to-face online with many people, as well as other features for presentations or collecting assignments or other work. It's just that this application takes up a lot of data in the download or use process.</i></p>
7.	MP	<p>Aplikasi google classroom dan zoom, ketika belajar seperti tadi di classroom guru hanya untuk absen dan mengirim tugas tetapi di zoom guru bisa menilai secara langsung siswa yang aktif dan tidak dan lebih memudahkan siswa siswi untuk bertanya tentang pelajaran yang tidak di mengerti.</p> <p><i>The google classroom and zoom application, when studying like this in the teacher's classroom is only for absences and sending assignments but in zoom the teacher can directly assess active and non-active students and makes it easier for students to ask questions about lessons that they do not understand.</i></p>
8.	GA	<p>Menurut saya aplikasi google classroom, whatsapp, dan zoom karena ke tiga aplikasi ini sangat dibutuhkan dalam pembelajaran daring,</p>

		<p>yang pertama google classroom, mempermudah mengunggah tugas dan materi secara khusus, artinya hanya fokus kepada materi dan unggahan tugas-tugas penting, sedangkan whatsapp digunakan untuk berkomunikasi / berdiskusi tentang jadwal, janji, dan lain-lain. Dalam grup terkait mata pelajaran / kuliah sesuai dengan guru/dosen masing-masing, sedangkan zoom digunakan untuk tatap muka secara virtual untuk memudahkan guru / dosen mengontrol siswa / mahasiswanya dalam belajar, sambil menampilkan materi dan menjelaskan secara mendetail, sehingga siswa / mahasiswa lebih mudah dalam bertanya secara langsung dan dengan mudah dengan langsung mendapatkan jawabannya / penjelasannya dari guru / dosen yang bersangkutan.</p> <p><i>In my opinion, the google classroom, whatsapp, and zoom applications are because these three applications are very much needed in online learning, the first is google classroom, which makes it easier to upload assignments and materials specifically, meaning that it only</i></p>
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		<p><i>focuses on material and uploads important tasks, while whatsapp is used for communicate / discuss about schedules, appointments, and others. In groups related to subjects / lectures according to their respective teachers / lecturers, while zoom is used for face to face virtually to make it easier for teachers / lecturers to control students / students in learning, while displaying material and explaining in detail, so that students / students find it easier in asking directly and easily get the answer / explanation directly from the teacher / lecturer concerned.</i></p>
9.	WS	<p>Menurut saya aplikasi google classroom karena setelah selesai materi per bab guru akan memberikan tugas kepada siswa untuk menguji apakah siswa tersebut sudah menguasai materi atau belum dan ketika guru ingin memberikan tugas, tugas tersebut dibagikan melalui google classroom dan memberikan batas waktu pengerjaan.</p> <p><i>I think the google classroom application is because after completing the material per chapter the teacher will give assignments to students to</i></p>

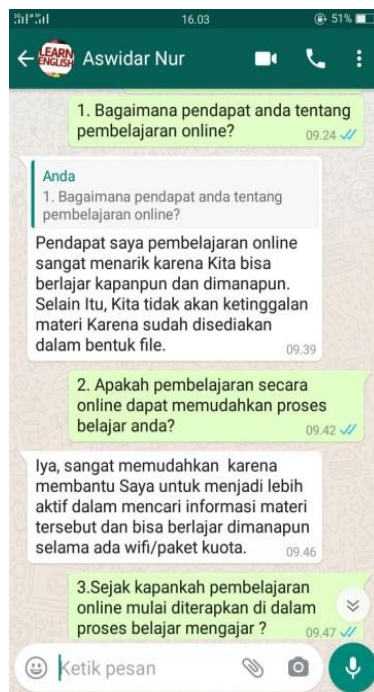
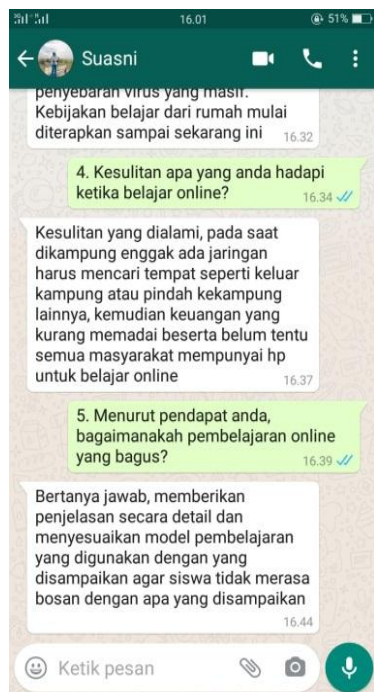
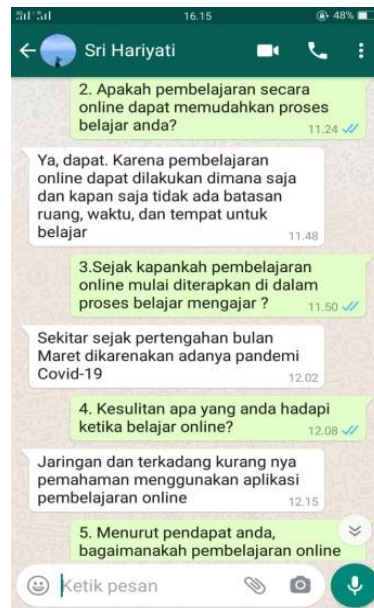
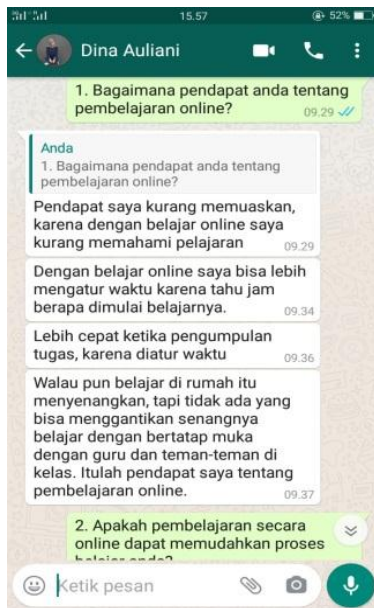
		<p><i>test whether the student has mastered the material or not and when the teacher wants to give assignments, the assignment is distributed through google classroom and provides a deadline for processing.</i></p>
10.	YP	<p>Menurut saya aplikasi google classroom, aplikasi whatsapp dan aplikasi zoom.</p> <ul style="list-style-type: none"> - Aplikasi google classroom digunakan karena memiliki beberapa kelebihan diantaranya bisa mendata kehadiran siswa atau yang disebut dengan absensi, walaupun aplikasi-aplikasi lain bisa melakukannya tetapi aplikasi google classroom membuat absensi lebih terstruktur dan tentunya aplikasi ini dapat diunduh melalui Appstore dan playstore secara gratis. - Aplikasi whatsapp untuk saat ini tidak hanya digunakan sebagai aplikasi pesan saja, tetapi digunakan juga untuk kegiatan belajar mengajar. Aplikasi whatsapp digunakan karena lebih mudah dipakai dari pada aplikasi-aplikasi belajar lainnya,

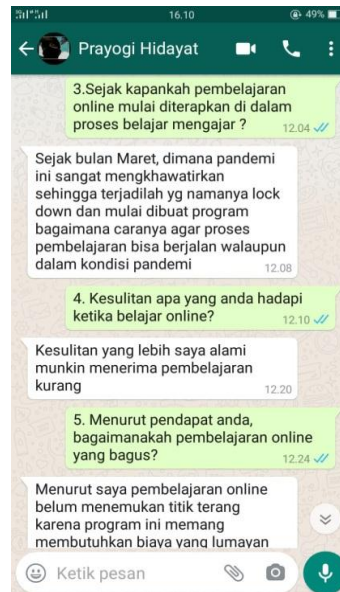
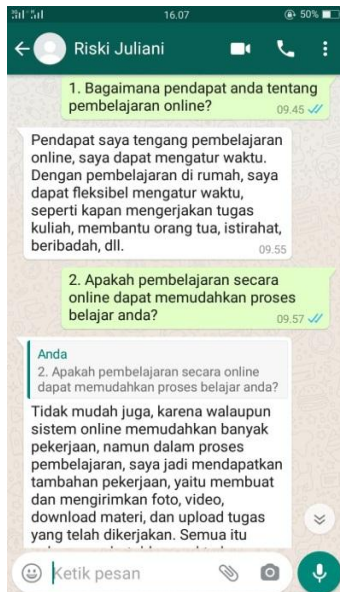
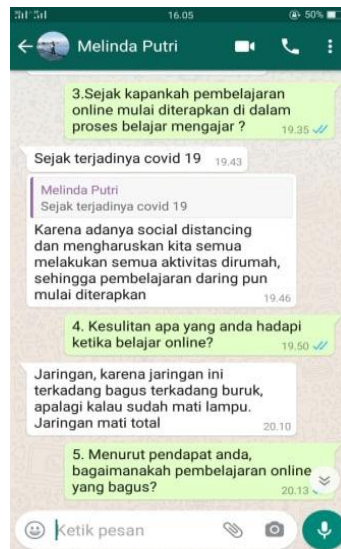
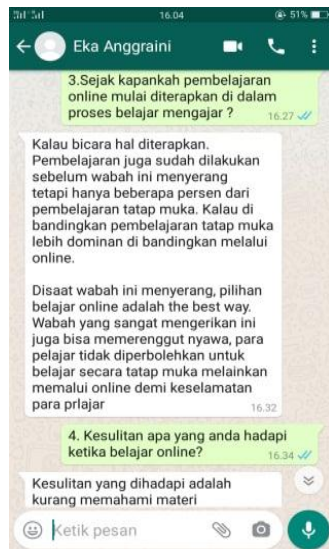
		<p>banyak para guru yang menggunakan aplikasi whatsapp. Karena melalui aplikasi whatsapp guru dan siswa dapat berinteraksi secara online.</p> <ul style="list-style-type: none">- Aplikasi zoom sangat membantu proses belajar mengajar disituasi saat ini, karena melalui aplikasi zoom para guru dan siswa dapat melakukan pembelajaran jarak jauh. Aplikasi ini dapat melakukan kegiatan tatap muka antara para guru dan siswa melalui video konferensi dimana seluruh siswa dalam satu kelas dapat melakukan kegiatan pembelajarannya. Aplikasi zoom juga dapat menggantikan kegiatan tatap muka secara langsung. <p><i>In my opinion, the google classroom application, whatsapp application and zoom application.</i></p> <ul style="list-style-type: none">- <i>The google classroom application is used because it has several advantages including being able to record student attendance or what is called attendance, although other applications can do this</i>
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		<p><i>but the google classroom application makes attendance more structured and of course this application can be downloaded via the Appstore and Playstore for free.</i></p> <p><i>- The whatsapp application is currently not only used as a messaging application, but also for teaching and learning activities. The whatsapp application is used because it is easier to use than other learning applications, many teachers use the whatsapp application. Because through the WhatsApp application, teachers and students can interact online.</i></p> <p><i>- The zoom application really helps the teaching and learning process in the current situation, because through the zoom application teachers and students can do distance learning. This application can carry out face-to-face activities between teachers and students through video conferences where all students in one class can carry out their learning activities. Zoom applications can also</i></p>
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		<i>replace face-to-face activities directly.</i>
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Appendix II : Documentation







UMSU
Unggul | Cerdas | Terpercaya

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

FORM K 1


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 : Nurhasanah
N PM : 1602050006
Program Studi : Pendidikan Bahasa Inggris
Kredit Kumulatif : 135 SKS

IPK = 3, 50

Persetujuan Ketua/Sek Prodi	Judul yang diajukan	Disyahkan Oleh Dekan Fakultas
	An Analysis of Students' Problem in Pronouncing English Homophone	
	Descriptive Study of Phonological Development in Acquiring English Pronunciation	
	The Use of Clustering Technique in Teaching Writing Narrative Text	

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

Medan, 7 April 2020

Hormat Pemohon,



Nurhasanah

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



FORM K 2

MAJELIS PENDIDIKAN TINGGI
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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 : Nurhasanah
 N PM : 1602050006
 ProgramStudi : Pendidikan Bahasa Inggris

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

An Analysis of Students' Problem in Pronouncing English Homophone

Sekaligus saya mengusulkan/menunjuk Bapak/Ibu sebagai
 Dosen Pembimbing : Rini Ekayati, SS, MA *acc Rini*
 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, 13 April 2020
 Hormat Pemohon,

Nurhasanah

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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 Jl. Kapten Mukhtar Basri No.3 Telp.(061) 6619056 Medan 20238
 Website : fkip.umsu.ac.id E-mail: fkip@umsu.ac.id

Nomor : 641/II.3/UMSU-02/F/2020
 Lamp. : ---
 Hal : **Pengesahan Proposal dan
 Dosen Pembimbing**

Bismillahirrahmanirrahiim
 Assalamu'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 : **Nurhasanah**
 N P M : 1602050006
 Progam Studi : Pendidikan Bahasa Inggris
 Judul Penelitian : An Analysis of Students' Problem in Pronouncing English Homophone

.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. Kapten Mukhtar Basri No.3 Telp.061 8619056 Medan 20238
 Website <http://www.fkip.umssu.ac.id> E-mail fkip@umssu.ac.id

BERITA ACARA BIMBINGAN PROPOSAL

Nama Nurbasamah
 NPM 1602050006
 Program Studi Pendidikan Bahasa Inggris
 An Analysis of Students' Problem in Pronouncing English
 Homophone
 Judul Skripsi

Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan
23 April 2020	Chapter I - Background of The Study, Identification of the Problem, Scope and Limitation, The Significance of the Study Chapter II - Theoretical Framework Chapter III - Research Location, Research Population and Sample, Instrument of Research, Technique of Data Analysis Reference	
17 Mei 2020	Chapter I. Background of The Study, Scope and Limitation Chapter III. Source of the Data	
19 Mei 2020	ACC	

Diketahui/Disenjui
 Ketua Prodi Pendidikan Bahasa Inggris

Mandra Saragih, S.Pd., M.Hum

Medan, 19 Mei 2020
 Dosen Pembimbing

Rini Ekiyati, 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

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

PENGESAHAN PROPOSAL

Panitia Proposal Penelitian Fakultas Keguruan dan Ilmu Pendidikan
 Universitas Muhammadiyah Sumatera Utara Strata – I bagi :

Nama Mahasiswa : Nurhasanah
 NPM : 1602050006
 Program Studi : Pendidikan Bahasa Inggris
 Judul Skripsi : A Study of Online English Learning Models in the Middle
 of Covid-19 Pandemic

Dengan diterimanya proposal ini, maka mahasiswa tersebut dapat diizinkan
 untuk melaksanakan riset dilapangan.

Medan, Juni 2020

Disetujui oleh :

Dosen Pembahas

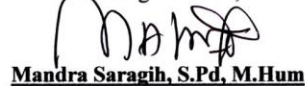
Dosen Pembimbing


Fatimah Sari Siregar, S.Pd, M.Hum


Rini Ekayati, SS, MA

Unggul | Cerdas | Terpercaya

Diketahui oleh :
 Ketua Program Studi,


Mandra Saragih, S.Pd, M.Hum



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

BERITA ACARA SEMINAR PROPOSAL

Pada hari ini Senin Tanggal 8 Bulan Juni Tahun 2020 diselenggarakan seminar Prodi Pendidikan Bahasa Inggris menerangkan bahwa :

Nama : Nurhasanah
 N P M : 1602050006
 Program Studi : Pendidikan Bahasa Inggris
 Judul Penelitian : An Analysis of Students' Problem in Pronouncing English Homophone

NO	MASUKAN / SARAN
JUDUL	Revise the title
BAB I	
BAB II	
BAB III	
LAINNYA	Consult to four supervisor about four research
KESIMPULAN	() Disetujui () Ditolak <input checked="" type="checkbox"/> Disetujui Dengan Adanya Perbaikan

Medan, 8 Juni 2020

Dosen Pembahas


 Fatimah Sari Siregar, S.Pd, M.Hum

Dosen Pembimbing


 Rani Ekayati, SS, MA

PANITIA PELAKSANA

Ketua


 Mandra Saragih, S.Pd, M.Hum

Sekretaris


 Pirman Ginting, S.Pd, M.Hum



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 اللَّهِ الرَّحْمَنِ الرَّحِيمِ

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

Nama Mahasiswa : Nurhasanah
 NPM : 1602050006
 Program Studi : Pendidikan Bahasa Inggris

Adalah benar telah melaksanakan Seminar Proposal Skripsi pada :

Hari : Senin
 Tanggal : 08 Juni 2020

Dengan Judul Proposal : An Analysis of Students' Problem in Pronouncing English Homophone

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 : Mei 2020

Wassalam
 Ketua Program Studi
 Pendidikan Bahasa Inggris

Mandra Saragih, S.Pd, M.Hum

FORM K 1



MAJELIS PENDIDIKAN TINGGI
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 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 : Nurhasanah
 NPM : 1502050006
 Program Studi : Pendidikan Bahasa Inggris

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

Judul Pertama

An Analysis of Students' Problem in Pronouncing English Homophone

Menjadi

A Study of Online English Learning Models in the Middle of Covid-19 Pandemic

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

Medan, 13 Juni 2020

Hormat Pemohon

Ketua Program Studi
 Pendidikan Bahasa Inggris

Mandra Saragih, S.Pd., M.Hum

Nurhasanah

Dosen Pembahas

Fatimah Sari Siregar, S.Pd., M.Hum

Dosen Pembimbing

Rini Erviani, SS, MA



MAJELIS PENDIDIKAN TINGGI
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 Website : <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

SURAT PERNYATAAN

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Saya yang bertanda tangan di bawah ini:

Nama Lengkap : Nurhasanah
 NPM : 1602050006
 Prog. Studi : Pendidikan Bahasa Inggris
 Judul Skripsi : A Study of Online English Learning Models in the Middle of Covid-19 Pandemic

Dengan ini saya menyatakan bahwa:

1. Penelitian yang saya lakukan dengan judul di atas 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 oranglain 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

buat Pernyataan



Nurhasanah

Diketahui Oleh
 Ketua Prodi 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 Mochtar Basri No. 3 Medan 20238 Telp. (061) 6622400
Website: <http://fkkip.umsu.ac.id> E-mail: fkkip@yahoo.co.id

Nomor : 1061/IL3/UMSU-02/F2020 Medan, 11 Dzulqal'idah 1441 H
Lamp. : -- 03 Juli 2020 M
Hal : Mohon Izin Riset

Kepada Yth.:
Bapak/Ibu **Dekan FKIP UMSU**
Di
Tempat

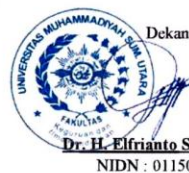
Assalamu'alaikum Warahmatullahi Wabarakatuh.

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 :

Nama : **Nurhasanah**
NPM : 1602050006
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : A Study of Online English Learning Models in the Middle of Covid-19 Pandemic

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 :
- Peringgal

*catatan wdi: Juli 18/2020
Diproses sesuai dengan ketentuan
yang berlaku*



UMSU

Bila menjawab surat ini agar disebutkan nomor dan tanggalnya

**MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN
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SURAT KETERANGAN

Nomor : 2272 /KET/II.3/UMSU-02/F/2020

Assalamu'alaikum Warahmatullahi Wabarakaatuh

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menerangkan bahwa :

Nama Mahasiswa : Nurhasanah
N P M : 1602050006
Program Studi : Pendidikan Bahasa Inggris

Benar telah mengadakan Riset di Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara mulai tanggal: 19 Juli 2020 s/d 7 Agustus 2020 dengan judul :

A Study of Online English Learning Models in The Middle of Covid-19 Pandemic.

Demikianlah surat keterangan ini dikeluarkan untuk dapat dipergunakan sebagaimana mestinya. Selamat sejahteralah kita semuanya. Amin

Wa'alaikumssalam Warahmatullahi Wabarakatuh.

Dikeluarkan pada tanggal :
Medan, 20 Muharram 1441 H
10 Agustus 2020 M



**** Penting! ****



MAJELIS PENDIDIKAN TINGGI
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Nama : Nurhasanah
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 Program Studi : Pendidikan Bahasa Inggris
 Judul Skripsi : A Study of Online English Learning Models in the Middle of Covid-19 Pandemic

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	ACE	

Diketahui/Disetujui
 Ketua Prodi Pendidikan Bahasa Inggris

Mandra Saragih, S.Pd., M.Hum

Medan, 2020
 Dosen Pembimbing

Rini Ekavati, SS, MA

CURRICULUM VITAE**DATA PERSONAL**

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