

**ONLINE LEARNING ON ENGLISH SUBJECT DURING THE CORONA
VIRUS DISEASE (COVID-19) PANDEMIC AT SMAN 2 GUNUNG
SAHILAN**

A THESIS

*Submitted to the Department English Education, The Faculty of Education and
Teacher Training as a Partial Fulfillment of the Requirements for the Sarjana
Degree*



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**ENGLISH LANGUAGE EDUCATION
FACULTY TEACHER TRAINING AND EDUCATION
ISLAMIC UNIVERSITY OF RIAU
2021**

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ONLINE LEARNING ON ENGLISH SUBJECT DURING THE CORONA
VIRUS DISEASE (COVID-19) PANDEMIC AT SMAN 2 GUNUNG

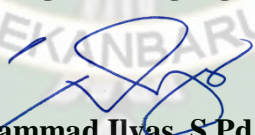
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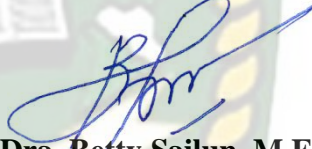
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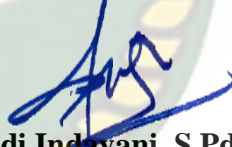
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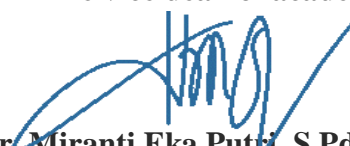

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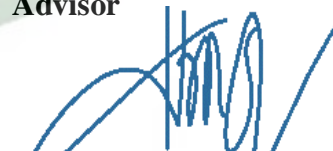
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



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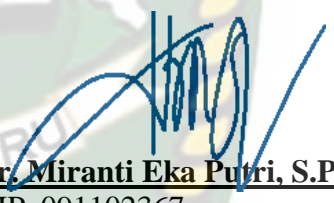
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No	Date	Guidance Agenda	Signature
1	January 8 th 2021	Write Proposal and search 25 journals	
2	February 25 th 2021	Revised Chapter I(background problem) & II (research theories and relevant studies)	
3	Maret 6 th , 2021	Revised Chapter III (Research instrument)	
4	April 23 th 2021	Discussion About Indicators of Questionnaire	
5	May 5 th 2021	Revised the Proposal Format	
6	July 6 th 2021	Approved to Join Proposal Seminar	
7	October 21 st 2021	Joined Seminar	
8	November 1 st 2021	Write Chapter IV and Chapter V	

	November 12 nd 2021	Collect the data at school	
9	November 14 th 2021	Discussion about chapter IV and Chapter V	
10	November 16 th 2021	Write abstract, thesis approval, declaration, acknowledgement, list of contents, list of tables, list of appendice, cover, thesis guidance agenda, letter of notice	
11	November 17 th 2021	Thesis Approved	

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DECLARATION

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I hereby declare this thesis is definitely from my own ideas, except the quotations (directly or indirectly). Which were taken from various sources and mentioned scientifically. The researcher responsible for the data and facts provided in this thesis.

Kampar, November 2021

The Researcher

Siti Munawaroh

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Kampar, November 2021

Siti Munawaroh

ABSTRACT

Siti Munawaroh, 2021: “Online Learning on English Subject DuringThe Corona Virus Disease (Covid-19) Pandemic at SMAN 2 Gunung Sahilan”. Thesis

Keywords : Online learning, Covid-19, English subject.

This study is to find out how is online learning on English subject of lesson plan component, learning steps and assessment during Covid-19 pandemic at SMAN 2 Gunung Sahilan. Online learning is learning that can be done anywhere and anytime through a connection connected to the internet. This learning can be done remotely and is an effective learning process during the Covid-19 pandemic.

The methodology this research uses descriptive quantitative method and for sample the researcher choose class XI IPS 1 by the random sampling method at SMAN 2 Gunung Sahilan. The researcher using questionnaire as instrument related to lesson plans, learning steps and assessment component. The questionnaire for teachers has 26 items and for the students have 15 items. To analyzed data the researcher using scale Likert and SPSS version 25.

The result from students’ respondent answers with the percentage of Learning Step and Assessment results by using likert scale get the score 82% and the results based on English teachers’ respondent of Lessons Plan, Learning Steps and Assessment get the percentage score 98%. Then the result based on SPSS version 25 descriptive analysis get the score ranging 3.42-4.41 in students’ respondent and 4.42-5.00 in English teachers’ respondent.

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Dokumen ini adalah Arsip Milik :
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CHAPTER I

INTRODUCTION

1.1 Background of the problem

As we know, the world was shocked by the new Pneumonia outbreak which originated in Wuhan, Hubei Province. This epidemic is spreading very fast in more than 180 countries, especially In Indonesia we get the impact from this pandemic, COVID-19 was reported in Indonesia on March 2, 2020, with a total of 2 cases, the impact from this pandemic too much, from some sector, like from sector pariwisata, education, such as several business sectors, from education to the economy and services. But on this research I will focus on education, how much pandemic give impact on education world, and how students and teacher applying methods from online learning activities.

In this pandemic , the government implement stay at home, so all activities that gather a lot of people, are done at home, like some work that can be done without having to go to the field, it must also be done at home, this is applied to minimize numbers the case of the spread of the corona virus, this is also applied in the world of education, where teaching and learning activities are implemented in their respective homes to break the chain of the corona virus, this of course makes teachers, students and even parents play a role in helping activities online learning is progressing, by using the online learning method, a teacher is required to be creative in delivering material and have a strategy or way to make students interested in the material presented, especially in English lessons.

The transition of this learning media affects the mentality of teachers and students to continue to develop and improve their creativity, where teachers are expected to be able to follow technological developments while students are expected to be able to follow online learning in an orderly manner. According to Dodd (2002: 286) “e learning is a learning medium through electronic devices connected to the internet”. That’s mean both teachers and students are expected to be able to face the transition from offline to online learning, this is of course benefited by some people who have the ability in the world of information engineering to create several learning support applications, for example currently such as whatsapp, zoom cloud meeting, quizziz, teacher room, Google classroom, etc

The application of online learning as a learning medium, so inevitably teachers, students and parents play a role so that this teaching and learning process goes well and achieves what education hopes for, because basically online learning itself must be applied during a pandemic take place, according to Basilaia & Kvavadze(2020) ”Online is a learning medium used to transfer knowledge in the form of video, audio, images, and text communication, and is supported by software by the internet network”. That’s mean , online learning is as new variant media to get a knowledge , when teacher can give the material flexible , and the student’s too, can follow classroom everywhere and every time with data connection.

Some people with middle to lower economies have difficulty buying internet quotas, or some remote areas experience difficulties from the difficulty of

getting easy internet access because of the difficulty of finding internet signals in several areas in Indonesia, it is hoped that the government can help overcome this problem, because basically there are no parents or even students who want to be left behind when online learning takes place during the pandemic Covid-19.

Based on the above exploration, the researcher interested in analyzing related learning english online during the current pandemic. So the researcher want to do a research entitled ONLINE LEARNING ON ENGLISH SUBJECT DURING THE CORONA VIRUS DISEASE (COVID-19) PANDEMIC AT SMAN 2 GUNUNG SAHILAN.

1.2 Setting of the problem

This research has several problems. The first problem is a lesson plan component (RPP). RPP components are sub indicators (1) school identity (2) subject identity or theme / sub theme, (3) class/ semester identity , (4) subject matter, (5) time allocation , (6) the existence of learning objectives according to basic competencies by using operational verbs, (7) the existence of basic competencies and indicators of competency achievement , (8) the existence of learning material, (9)the inability of learning, (10) the existence of learning media, (11) the existence of resources study.

There are still problems in online learning today.

Second problem is learning step. Learning steps in sub indicator (1) opening activities consisting of (a) preparing students psychologically and physically to take part in the learning process, (b) providing student motivation to learn contextually according to the benefits and applications of teaching materials in everyday life, with provide examples that match the characteristics and levels of students, (c)ask questions that link previous knowledge with the material to be studied, (d) explain the learning objectives or basic competencies to be achieved, (e) convey the scope of material and explain the description of activities according to the syllabus . (2) Core activities consisting of (a) student center-based activities, (b) the existence of knowledge –giving activities, including knowing, understanding, applying, analyzing, evaluating and creating, (c) the suitability of skills activities obtained through observing activities, ask, try, reason, present, and create. (3) closing activities consisting of (a) suitability of reflection activities with a series of learning activities, (b) suitability in providing feedback on learning process and outcomes, (c) suitability in carrying out follow-up activities in the form of assignments, (d) suitability in informing learning activity plan for the next meeting.

Third problem is assessment. Assessment in sub indicators (1) The suitability of the assessment method with the learning objectives to be achieved, (2) The suitability of the evaluation tool with the learning objectives to be achieved, (3) The integrity of the assessment of aspects of readiness, process, and learning outcomes.

1.3 Limitation of the problem

On this study, As a researcher limitation on the problems related to online learning in English subject at SMAN 2 Gunung Sahilan which focuses on RPP component, learning steps component and assessments component.

1.4 Formulation of the problem

1. How is online learning on English subject of RPP component during the corona virus disease (Covid-19) pandemic at SMAN 2 Gunung Sahilan Kampar?
2. How is online learning on English subject of learning steps during the corona virus disease (Covid-19) pandemic at SMAN 2 Gunung Sahilan Kampar?
3. How is online learning of English subject of assessment during the corona virus disease (Covid-19) pandemic at SMAN 2 Gunung Sahilan Kampar?

1.5 Objective of the research

This research is conducted:

1. To find out how is online learning on English subject of RPP component during the corona virus disease (Covid-19) pandemic at SMAN 2 Gunung Sahilan Kampar?
2. To find out how is online learning on English subject of learning steps during the corona virus disease (Covid-19) pandemic at SMAN 2 Gunung Sahilan Kampar?

3. To find out how is learning subject of assessment during the corona virus disease (Covid-19) pandemic at SMAN 2 Gunung Sahilan Kampar?

1.6 Significance of the Research

Theoretically, the authors hope this research can provide information related to learning English online during the COVID-19 pandemic especially at SMAN 2 Gunung Sahilan. On practical terms this study is expected to help teachers, students and schools. For teachers, this research is expected to be able to provide information related to the application of English learning, especially the lesson plan components, components of learning steps, and components of production during the COVID-19 pandemic. For students, this research is expected to be able to provide information on the appropriate use of online media in learning English during the COVID-19 pandemic. For schools, this study is expected to be a reference in learning English online during the COVID-19 pandemic in the schools itself.

1.7 Definition of the Key Terms

1. Online learning

Online learning is a way of learning distance using electronic media, and without physical peer learner between teachers and students, but there is freedom is space and time. However, online classes are flexible in terms of space and time and distance, so that students who have limited time and distance can participate. According to Vaughan Waller 2001:10) Online Learning is an effective learning

process and is carried out by combining digital material delivery consisting of support and services in learning.

2. COVID-19

COVID-19 is an acute infectious disease that caused by Severe Acute Respiratory Syndrome Corona virus 2 (SARS-CoV-2) .According to Y. Chen, Liu, & Guo, 2020). This virus is thought to have originated from the wholesale seafood market in Wuhan, china. That's mean this virus can be a pandemic.

3. English subject

English is one of the subjects that exist every school. English is also often referred to as a difficult subject for students. There are several factors that influence why English is considered difficult, one of which is because English is not included in the mother tongue, some people even think that English is not an important language to learn.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Relevance theories

2.1.1 Definition of Covid-19

Corona virus attacked world especially in Indonesia. corona virus is a new variant virus that's way this virus called with (Covid-19).its spread began in December 2019 in Wuhan .According to Yuliana(2020:187-192). “In the beginning, the corona virus was suspected of originating from an animal market in Wuhan, China”. In fact this virus is accused of being very fast transmission from humans to other humans because this virus can spread through the air things even money so to prevent transmission everyone is advised to stay away from the crowd. And use a mask when going out of the house, and use a hand sanitzier when done holding something that can be reached by many people.

Basically, the corona virus is a virus that attacks the respiration and lungs, which is also known as severe acute respiratory syndrome, virus corona 2(SARS-CoV)2 is an RNA virus, with a typical crown-like appearance under an electron microscope due to the presence of glycoprotein spikes on its envelope, so many people have contracted this virus so that it is called a pandemic, so it has a lot of impact on various agencies and circles as well as the business world.

Based on the above understanding, it can be concluded that the corona virus is a positive, single, encapsulated, segmented RNA virus. With a typical

crown-like appearance under an electron microscope due to the presence of glycoprotein spikes on its envelope the virus was discovered in Wuhan China on November 2019. This virus is called zoonotic virus. This virus is thought to have originated from bats, bamboo rats.

According to (Singhal, 2020) "The spread of the Corona virus in the world has taken place quickly and even millions of patients are infected. One of the processes of transmission can be through inhalation, direct contact with droplet droplets of infected patients" from this statement this happens because the transmission of this virus can pass through the air, so it is very easy for this virus to spread, that's way the government recommends not to flock to each other or avoid crowds, because it can become a new cluster of corona virus transmission.

2.1.1.1 Symptoms of Covid-19

According to (Chen et al., 2020; Guan et al., 2020). The initial symptoms of COVID-19 are not specific, some people have symptoms present with fever, with cough, sore throat and flu then spontaneously recover or develop into shortness of breath, dyspnea, and pneumonia leading to Acute Respiratory Distress Syndrome (ARDS), kidney failure, coagulation dysfunction, multiple organ failure and death. So, it can be conclude not everyone has the same symptoms when infected with the corona virus, even some cases in Indonesia people infected with the corona virus do not have any symptoms, both severe symptoms and mild symptoms.

2.1.1.2 Prevention of Covid-19

Prevention is a process, that is, there is action to prevent or restrain something from happening widely, so that when the pandemic takes place several countries apply regulations to be obeyed by all their people, one of which is the Indonesian state, this is done so that this virus does not get worse. widespread, so that the pandemic could end soon, this rule is applied to all circles, Efforts that can be made by all parties to prevent the spread of this virus are by means of social distancing, using masks when outside the home, washing hands frequently, immediately cleaning themselves after bringing personal equipment.

According to.(Abdelhafiz et al., 2020) “Perception is an important factor influencing a person to implement health behavior. By providing correct and reliable information, it will be able to change people's perceptions about Covid-19”. On this statement the researcher mean how important a perception is, because there is a perception that will affect our future activities, for example some people who think that corona is an issue, then they will adopt a lifestyle like before there was corona, therefore it is important to convey information that is can be accepted by the community during a pandemic.

2.1.2 Online learning

2.1.2.1 Understanding online learning

Learning is the process of acquiring new understandings, knowledge, behaviors, skills, values, attitudes and preferences .Which is obtained in an environment called school, this aims to shape character, educate people by

transferring knowledge from one source to another. Human learning starts at birth it might even start before and continues until death as a consequence of ongoing interactions between people and their environment. According to (Jaya Kumar C. Koran (2002), e-learning is as a counter teaching and learning using electronic circuits (LAN, WAN, or internet) to convey the content of learning interaction, or guidance. Online learning also can be a way to streamline the teaching and learning process, so that it is more efficient in terms of time, space and cost.

During the covid-19 pandemic the government declared stay at home so that office activities were encouraged to work from their respective homes, not only office activities, but face-to-face teaching and learning activities were also stopped during the pandemic because it can expand the spread of covid-19, therefore online learning is a solution so that teaching and learning activities can still take place effectively. Allan J. Henderson (2003), e-Learning is defined as distance learning that using computer technology or usually called the internet". Basically, online learning can make it easy for everyone because it can be done anywhere and anytime provided that you have to be connected to an internet connection.

During the Covid-19 pandemic like this, many educators switched to online learning using various platforms provided on the web site and on Android. The platform is used as a learning medium which must be able to contain video, audio, and share screens. Some of the platforms used are Google meet, zoom meeting and so on .There are many applications and website that can be used to support online learning, ranging from paid applications and applications that can

be used for free, even online learning has received a lot of good responses from several circles, so that some have made it a business, one of which is the Ruang Guru application. , this application was created with the aim of making it easier for students to learn even though using the online learning method. So it can be conclude that online learning is the most effective learning during the COVID-19 pandemic.

Online learning is a series of learning that is carried out online using electronic media. During the COVID-19 pandemic, the entire series of offline learning has been shifted to online learning at both the primary school and university levels. This is intended to prevent transmission of corona in the education area as well as a new method for carrying out teaching and learning activities, without face-to-face meetings between teachers and students, between students and other students .So that the government uses online learning as a virtual classroom.

2.1.2.2 Component of online learning

2.1.2.2.1 Lesson Plan

Lesson plan or (rpp) is a learning plan made by the teacher or school in order to achieve a learning process in accordance with material standards. According to Usman (2002:22). Each teacher in the unit education is obliged to prepare RPP in a complete and systematic way so that students feel enthusiastic and motivated to be able to achieve learning. That's mean the existence of a

learning step is very useful for achieving a learning goal, so that each educational unit is required to have a learning design that can motivate students.

2.1.2.2.2 Assessment

According to Harlen (2007, p.11) is the process of evaluating, collecting, interpreting and use of individual evidence to make decisions about student achievement in education. That's why the existence of an assessment as a learning component is needed so that every teacher can evaluate the ability of his students during teaching and learning activities whether they have reached the minimum completeness criteria (KKM).

2.1.2.2.3 Learning step

The learning steps are a series that is carried out by the teacher to students according to the lesson plan made by the teacher, starting with initial activities such as the teacher greeting the students, then there are core activities where the process of delivering the material takes place, and finally the activity. closing, namely by giving school assignments and saying closing greetings as a sign that class has ended.

2.1.2.3 Types of online learning

2.1.2.3.1 Google Classroom

According to Crawford, A.R.(2015)" Google classroom facilitates collaborative learning. in this application the teacher can upload material and can provide grades to students. Students can also upload material and leave personal

comments”. So that students can collaborate with each other. Students can also share their documents and send the results of assignments given to them and thus they can produce the best assignments. On this statement this statement shows that google classroom is one of the online learning media that has many benefits both in terms of smooth teaching and learning process and has efficiency in terms of time, distance, cost and place.

2.1.2.2.2. Zoom

According to Brahma,(2020) “Zoom Cloud Meeting application can be used as an alternative media for online learning during the COVID-19 pandemic”. That’s mean zoom cloud meeting is one of application that can be very effective to use as online learning media on this pandemic. As we know when this pandemic will be end, so we also don’t know when this online media will become a learning medium that we must use, in this case as a teachers, students and guardians are expected to support the online process during the pandemic, so that this online process doesn’t work as expected.

2.1.2.2.3. Quizziz

According to Noor (2020) Quizizz can be used as a fun learning strategy without losing the essence of serious learning, this is because it can involve students more participating and focusing on when online classes start. That’s mean , this application can be used as a means of delivering material or repeating material to students with the method of giving questions, this is fun because the teacher can make types of questions or even templates of interesting questions, so

that students are more interactive with the ongoing lesson .Basically this application is in the form of games but for learning, so it looks fun to use.

2.1.2.2.4. WhatsApp

WhatsApp is one of the cross messaging applications without using pulses, but uses a data package to connect to the internet in order to exchange messages between Whatsapp users, over time Whatsapp is not only used as a medium of communication between users, but also as one of the online media , during the COVID-19 pandemic. Whatsapp can only be accessed via mobile phone and also the web to include whatsapp to the web, it is necessary to scan the whatsapp barcode via mobile phone to the website, currently the whatsapp application itself is loved by many people, not only for sending messages between users, but also for doing business, also to be a medium of learning during a pandemic.

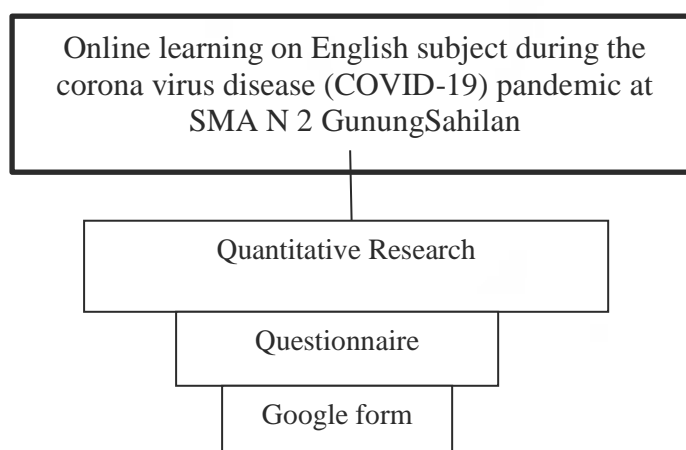
2.2 Relevance Studies

The first research that has relevance to this research is "*English Teaching Materials During Global Pandemic: A Survey On Online Learning At Vocational School In Lampung*" by Nyanuar Algiovan and Ahmad Subhan Roza, students from Lampung University, State Islamic Institute Of Metro 2020. This research investigated the media platforms and materials used by English teachers during the pandemic at vocational high schools in East Lampung. This research use questionnaires as data collection techniques. And the second research which is relevant to this research is, *Teachers' Perception of Online Learning during Pandemic Covid-19*"by Retno Puji Rahayu & Yanty Wirza Universitas

Pendidikan Indonesia, Bandung, Jawa Barat, Indonesia 2020. This study employed a descriptive design with a qualitative approach. A survey questionnaire and interview were used in this study to elicit the responses of 102 Junior High School English teachers in Bandung. The third research which is relevant to this research is *LEARNING AMID CRISIS: EFL STUDENTS' PERCEPTION ON ONLINE LEARNING DURING COVID-19 OUTBREAK* "by Kasyfur Rahman from Universitas Islam Negeri Mataram. This study investigated tertiary EFL students' overall perception of the use of fully online learning during the Covid-19 pandemic. By administering a survey to 125 students of the English Language Education Program in a State Islamic University in West Nusa Tenggara, Indonesia.

The similarity of the research that the researcher do with the two researchers above is that they both use quantitative and questionnaire methods as an instrument of the research and skala likert as data collection methods. While the difference is in the number three researcher because research number three, the researcher uses a descriptive design with a qualitative approach.

2.3 Conceptual framework



Quantitative research

Quantitative research is defined as systematic research by collecting quantitative data and performing statistical, mathematical, or computational techniques. Quantitative research collects information from several people to be studied, uses sampling methods and sends online surveys, online polls, questionnaires, etc., the results of which can be described in numerical form. After careful understanding of these numbers to predict the future of a product or service and make changes accordingly.

Questionnaire

The questionnaire is a series of instruments given by the researcher to the person to be studied, usually in the form of a paper questionnaire that is given directly by the researcher to the person to be studied, but in this case the researcher uses google form as a medium for distributing the questionnaire. Provided by the participants will be processed or the results calculated by the researcher, to determine the results of the questionnaire.

Google form

According to (Iqbal, Simarmata, et al., 2018), Google forms can be a means of interaction between students and lecturers to exchange the management of campus assignments so as to minimize use paper. That's mean the transition

from offline to online learning is not always bad, because teachers and students can later develop each other in technology matters, just a small example of google form, with the google form both students and teachers are required to understand how to use the media which acts as a means collection of tasks through electronic media, and can also reduce paper waste.

Likert scale

Likert scale is a research scale used to measure attitudes and opinions. With this Likert scale, respondents have to complete a questionnaire that requires them to indicate their level of agreement with the questions asked. The questions or statements used in this research are usually referred to as research variables and are determined by the researcher. The name of this scale is taken from the name of its creator, namely Rensis Likert,

According to fraenkel and wallen (2012) likert scale is for seeking out the opinions of several students to conduct semi-structured interviews .By using this Likert scale that can be show how the perceptions of students and how the patterns of thinking and attitudes of students. According to (Griffee, 1999; Ockert, 2005) deciding to use pedagogis activities against students may seem simple, but in fact it is very difficult to build a valid instrument that is quite difficult. This shows that a pedagogist must be able to educate and in a wise way of delivery so that it is easy to implement and remember by children / students, educating is that which contains communication between two or more people which contains certain aspects

2.4 Hypothesis

2.4.1 Research Question #1

H₀(Null Hypothesis)

Online learning on English subject of RPP component during the corona virus disease (Covid-19) pandemic at SMAN 2 Gunung Sahilan Kampar are applied well.

H₁ (Alternative Hypothesis)

Online learning on English subject of RPP component during the corona virus disease (Covid-19) pandemic at SMAN 2 Gunung Sahilan Kampar are applied less well.

2.4.2 Research Question #2

H₀ (Null Hypothesis)

Online learning on English subject of learning steps during the corona virus disease (Covid-19) pandemic at SMA N 2 Gunung Sahilan Kampar are applied well.

H₁ (Alternative Hypothesis)

Online learning on English subject of learning steps during the corona virus disease (Covid-19) pandemic at SMA N 2 Gunung Sahilan Kampar are applied less well.

2.4.3 Research Question #3

H₀(Null Hypothesis)

Online learning on English subject of assessment during the corona virus disease (Covid-19) pandemic at SMA N 2 Gunung Sahilan Kampar are applied well.

H₁ (Alternative Hypothesis)

Online learning on English subject of assessment during the corona virus disease (Covid-19) pandemic at SMA N 2 Gunung Sahilan Kampar are applied less well.

CHAPTER III

RESEARCH METHODOLOGY

This chapter will discuss several things such as research design, location and time, population and sample of the research, instrument of the research, data collection technique, and data analysis procedure.

3.1 Research Design

In this research design, researcher used a quantitative approach as a way to get data. This was done because the quantitative method emphasizes objective phenomena, the research design was carried out using numbers, statistical processing, structure, and controlled experiments. According to "Arikunto (2006:12). Quantitative research is an approach to collecting data, and also interpreting data in the form of numbers. So it can be concluded that quantitative descriptive research in this study is to see, review and describe in numbers about the object under study as it is and draw conclusions about what was experienced at the time this research took place.

3.2 Location and Time

3.2.1 Location

This research was conducted at SMAN 2 Gunung Sahilan Kampar

School Name : SMAN 2 Gunung Sahilan

NPSN : 10405314

School Level : Senior High School

School Address : RT2 / RW2
 Sub-district : Gunung Sahilan
 Districts : Kab. KAMPAR
 Province : Prov. Riau
 Century : Indonesia
 Geographical Position : 0.0128 Latitude And 101.3698 Longitude

3.2.2 Time

After this report is in the seminar, further research will be carried out at SMAN 2 GUNUNG SAHILAN on april 2021

3.3 Population and Sample

3.3.1 Population

Population is a set (or collection) of element processing one or more attribute of interested. The population related to online learning on English subject during the corona virus disease (COVID-19) pandemic at SMA N 2 Gunung Sahilan which concerns grade XI consisting of 3 classes and 18 teachers.

Tabel 3.1 Population of the Research

No	Kelas	Gender		Total
		L	P	
1	XI MIPA 1	9	19	28
2	XI IPS 1	13	15	28
3	XI IPS 2	15	13	28

Tabel 3.2 Total Teachers

No	Genders	Teachers
1	Woman	14
2	Man	4
	Total	18

3.3.2 Sample

To determine a sample related to online learning English studies during the Covid-19 pandemic, it must be based on a sampling method where not all classes get questions on Google Form and only selected classes. In this study I only chose class XI IPS 1 and 2 English teachers as samples for my research.

3.4 Instrument of the research

3.4.1 Questionnaires

Currently the Questionnaires is considered as the evaluation tool most often used to retrieve data at the time of research (Bernéus, dan Zhang, 2010) this is proven because the Questionnaires has several advantages, that is efficiency, in terms of time, cost effectiveness, convenience applications, and expertise .that's mean questionnaire is a collection of question asked by the inquiry and given to some people who will help the process of the research through a sheet of paper whether printed or in the form of a file that will be provided via google form. Usually the questionnaires is an instrument to used on research surveys, experiments, and other mode of observation.

Basically, the questionnaires must have a definite purpose and be related to the objectives of the research. The method of collection on this instrument must be clear because this instrument determines the final outcome of the study, and also the questionnaires must have a response because is an answer from the sample.

Table 3.3 The Blue Print Of Questionnaire

Indicators	Item
Lesson plans component	1,2,3,4,5,6,7,8,9,10,11
Learning steps component	12,13,14,15,16,17,18,19,20,21,22,23
Assessment component	24,25,26

3.5 Data Collection Technique

In this study the data collection technique is one of the important steps in collecting data in a study, in this study researcher collected data using quantitative descriptive methods to analyze student answers. That has been given by the researcher through questionnaires through the google form will then be managed using a Likert scale to get the results, whether research on online learning during the pandemic is applied well or applied not well.

3.6 Data Analysis

After doing research and data processing, the next step is data analysis, this is done to interpret the data obtained from the results of research on data processing,

in this study the author uses quantitative analysis and the instrument uses a questionnaire via Google form.

Table 3.4 Questionnaire

No	Questionnaire Statement		Alternative Answer					
	Aspect	Indicators	5	4	3	2	1	
I	Lesson plan Component	1	There is a school identity					
		2	Identity of subjects or themes / sub themes					
		3	There is a class / semester identity					
		4	The existence of the main material					
		5	There is an allocation of time					
		6	The existence of learning objectives according to KD by using operational verbs					
		7	The existence of basic competencies and indicators of competency achievement					
		8	There is learning material					
		9	There is a learning method					
		10	The existence of learning media					
		11	There is a learning resource					
Learning steps component								
	Opening activities	12	Prepare students psychologically and physically to participate in the learning process					
		13	To motivate students to learn contextually according to the benefits and applications of teaching materials in everyday life, by providing examples that are in accordance with the					

			characteristics and levels of students					
		14	Asking questions that link previous knowledge with the material to be studied					
		15	Describe the learning objectives or basic competencies to be achieved					
		16	Delivering material coverage and description of activities according to the syllabus.					
II	Core Activity	17	Student center based activities					
		18	The existence of other knowledge-giving activities, namely knowing, understanding, applying, analyzing, evaluating, and creating.					
		19	The suitability of activity activities of skills obtained through observing, questioning, trying, reasoning, presenting, and creating.					
	Closing Activities	20	The suitability of reflection activities with a series of learning activities					
		21	Suitability in providing feedback on the learning process and outcomes					
		22	Suitability in carrying out follow-up activities in the form of assigning tasks					
		23	Suitability in informing learning activity plans for the next meeting.					
III	Assessment component	24	The appropriateness of the assessment method with the learning objectives to be achieved					
		25	The suitability of the evaluation tool with the learning objectives to be					

			achieved					
		26	The integrity of the assessment of the aspects of readiness, process, and learning outcomes.					



CHAPTER IV

RESEARCH FINDINGS

This chapter convey's data about online learning on English subject during the corona virus disease (Covid-19) at SMAN 2 Gunung Sahilan, the data is obtained from a questionnaire given to students and teachers with several indicators of lesson plans, learning steps and evaluation. Questionnaires were created and administered using Google forms. this research takes place by providing a google form questionnaire link in the whatsapp group then each student in the group gives his answer by opening the link provided and providing answers to the questionnaire given. and to retrieve data from the teacher's questionnaire, using the same method, namely providing a questionnaire link to the English teacher via private whatsapp chat. And the explanation of the findings in this study is given as the following information:

4.1 Data Presentation

Data obtained from the questionnaire class XI IPS 1 students, and English teachers at SMAN 2 Gunung Sahilan with 15 questions for students and 26 questions for English teachers. With different Questionnaire between student and English teachers, for students questionnaire focus on consist of aspects of learning steps and assessment while for the teacher consist of aspects of lesson plan components , learning steps and assessment.

Table 4.1 Results of the percentage of students' Questionnaire

NO	Aspect	Statement	Scoring Scale					N
			SA	A	N	D	SD	
Learning steps								
1	Opening activities	1. Prepare students psychologically and physically to participate in the learning process	46,4% (13)	46,4% (13)	7.1% (2)			100% (28)
		2. To motivate students to learn contextually according to the benefits and applications of teaching materials in everyday life, by providing examples that are in accordance with the characteristics and levels of students	53,7% (15)	39,2% (11)	3,6% (1)	3,6% (1)		100% (28)
		3. Asking questions that link previous knowledge with the material to be studied	46,4% (13)	35,7% (10)	17,8% (5)			100% (28)
		4. Describe the learning objectives or basic competencies to be achieved	32,3% (9)	46,4% (13)	17,8% (5)	3,5% (1)		100% (28)
		5. Delivering material coverage and description of activities according to the syllabus.	50% (14)	35,7% (10)	14,2% (4)			100% (28)

	Core Activities	6. Student based center activities	17,8% (5)	28,5% (8)	35,7% (10)	17,8% (5)		100% (28)
		7. The existence of other knowledge-giving activities, namely knowing, understanding, applying, analyzing, evaluating, and creating.	35,5% (10)	50% (14)	10,8% (3)	3,5% (1)		100% (28)
		8. The suitability of activity activities of skills obtained through observing, questioning, trying, reasoning, presenting, and creating.	28,5% (8)	67,8% (19)	3,5% (1)			100% (28)
	Closing Activities	9. The suitability of reflection activities with a series of learning activities	28,5% (8)	53,5% (15)	17,8% (5)			100% (28)
		10. Suitability in providing feedback on the learning process and outcomes	35,7% (10)	46,4% (13)	14,2% (4)	3,5% (1)		100% (28)
		11. Suitability in carrying out follow-up activities in the form of assigning tasks	28,5% (8)	50% (14)	17,8% (5)	3,5% (1)		100% (28)
		12. Suitability in informing learning activity plans for the next meeting.	28,5% (8)	60,7% (17)	10,7% (3)			100% (28)
2	Assessment Component	13. The appropriateness	32% (9)	56% (14)	17,8% (5)			100% (28)

		of the assessment method with the learning objectives to be achieved						
		14. The suitability of the evaluation tool with the learning objectives to be achieved	46,4% (13)	42,8% (12)	10,7% (3)			100% (28)
		15. The integrity of the assessment of the aspects of readiness.	42,8% (12)	50% (14)	7% (2)			28 (100)
	Total		155	189	58	10		
	Score Total		775	756	174	20		
	Score		1725					
	Percentage		82%					

The explanation from learning step for students on section core activities, almost all students strongly agree and agree to “prepare students psychologically and physically to participate in the learning process” , than students who choose a neutral answer, and then half of 28 students strongly agree “To “motivate students to learn contextually according to the benefits and applications of teaching materials in everyday life, by providing examples that are in accordance with the characteristics and levels of students”, and then statement from “Asking questions that link previous knowledge with the material to be studied”, 17% choose neutral as answer, and then for statement ”Describe the learning objectives or basic competencies to be achieved”, and then 50% students choose SA (strongly agree) with statement “Delivering material coverage and description of activities according to the syllabus”

The explanation from section core activities is There are still fewer students with disagree answers compared to students who answered strongly agree and agree. Like from statement “Student based center activities” 35,7% students with neutral answers, and then on statement “The existence of other knowledge-giving activities, namely knowing, understanding, applying, analyzing, evaluating, and creating” only 3,5% choose disagree with this statement, and the result from statement “The suitability of activity activities of skills obtained through observing, questioning, trying, reasoning, presenting, and creating” no one students choose disagree and strongly disagree.

And the result from closing activities only 7% students disagree with statement on closing activities, and another students mostly choose strongly agree, agree and neutral , on statement “The suitability of reflection activities with a series of learning activities” 53% students with agree answer, and then the statement from “Suitability in providing feedback on the learning process and outcomes” only 3,5% student choose disagree as the answer , and from statement “Suitability in carrying out follow-up activities in the form of assigning tasks” 50% students choose agree with this statement. And 60% students agree with the statement from “Suitability in informing learning activity plans for the next meeting”. And the result from learning component assessment no one students choose disagree and strongly disagree as the answer.

Table 4.2 The result students'mquestionnaire from descriptive statistic SPSS version 25.

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
x1	28	3	5	4.39	.629
x2	28	2	5	4.43	.742
x3	28	3	5	4.29	.763
x4	28	2	5	4.07	.813
x5	28	3	5	4.36	.731
x6	28	2	5	3.46	.999
x7	28	2	5	4.18	.772
x8	28	2	5	4.21	.630
x9	28	3	5	4.11	.685
x10	28	2	5	4.14	.803
x11	28	2	5	4.04	.793
x12	28	3	5	4.18	.612
x13	28	3	5	4.14	.705
x14	28	3	5	4.36	.678
x15	28	3	5	4.36	.621
Valid N (listwise)	28				

Based on the table above, it can be explained through the explanation below:

X1.1: Prepare students psychologically and physically to participate in the learning process

X1.2: To motivate students to learn contextually according to the benefits and applications of teaching materials in everyday life, by providing examples that are in accordance with the characteristics and levels of students

X1.3: Asking questions that link previous knowledge with the material to be studied

X1.4: Describe the learning objectives or basic competencies to be achieved

X1.5: Delivering material coverage and description of activities according to the syllabus.

X1.6: Student center based activities

X1.7: The existence of other knowledge-giving activities, namely knowing, understanding, applying, analyzing, evaluating, and creating.

X1.8: The suitability of activity activities of skills obtained through observing, questioning, trying, reasoning, presenting, and creating.

X1.9: The suitability of reflection activities with a series of learning activities

X1.10: Suitability in providing feedback on the learning process and outcomes

X1.11: Suitability in carrying out follow-up activities in the form of assigning tasks

X1.12: Suitability in informing learning activity plans for the next meeting.

X2.1: The appropriateness of the assessment method with the learning objectives to be achieved

X2.2: The suitability of the evaluation tool with the learning objectives to be achieved

X2.3: The integrity of the assessment of the aspects of readiness, process, and learning outcomes.

According to Sugiyono, 2013 concluded about the criteria in the interpretation of respondents based on the Likert scale including:

1.00-1.80: Not Good

1.81-2.61: Less Good

2.62-3.41: Good Enough

3.42-4.41: Good

4.42-5.00: Very Good

Table 4.3 results of students' questionnaires interpretation

Indicator	Average	Explanation
X1.1	4.39	Good
X1.2	4.43	Very good

X1.3	4.29	Good
X1.4	4.07	Good
X1.5	4.36	Good
X1.6	3.46	Good
X1.7	4.18	Good
X1.8	4.21	Good
X1.9	4.11	Good
X1.10	4.14	Good
X1.11	4.04	Good
X1.12	4.18	Good
X2.1	4.14	Good
X2.2	4.36	Good
X2.3	4.36	Good

Based on the results of table 4.2.1, the researcher concludes that the application of the lesson plan components and component assessments that have been given to respondents in class XII IPS 1 through Google Form at SMAN 2 Gunung Sahilan resulted in the most answers ranging from 3.42-4.41 which had good respondents' interpretations. .

Table 4.3 Percentage Result of the Teacher

**Online Learning on English Subject During the Corona Virus Disease
(Covid-19) Pandemic at SMAN 2 Gunung Sahilan**

NO	Aspect	Statement	Scoring Scale					N
			SA	A	N	D	SD	
1	Lessons Plan	1. There is a school identity	100% (2)					100% (2)
		2. Identity of subjects or themes / sub themes	100% (2)					100% (2)
		3. There is a class / semester identity	100% (2)					100% (2)
		4. The existence of the main material	50% (1)	50% (1)				100% (2)
		5. There is an allocation of time	100% (2)					100% (2)
		6. The existence of learning objectives according to KD by using operational verbs	100% (2)					100% (2)
	1. Opening activities	7. The existence of basic competencies and indicators of competency achievement	50% (1)	50% (1)				100% (2)

II	8. There is learning material	100% (2)					100% (2)
	9. There is a learning method	100% (2)					100% (2)
	10. The existence of learning media	100% (2)					100% (2)
	11. There is a learning resource	100% (2)					100% (2)
	Learning steps 2						
	12. Prepare students psychologically and physically to participate in the learning process	100% (2)					100% (2)
	13. To motivate students to learn contextually according to the benefits and applications of teaching materials in everyday life, by providing examples that are in accordance with the characteristics and levels of students	50% (1)	50% (1)				100% (2)
	14. Asking questions that link previous knowledge with the material to	50% (1)	50% (1)				100% (2)

		be studied					
		15. Describe the learning objectives or basic competencies to be achieved	50% (1)	50% (1)			100% (2)
		16. Delivering material coverage and description of activities according to the syllabus.	50% (1)	50% (1)			100% (2)
	2.Core Activities	17. Student based center activities	50% (1)	50% (1)			100% (2)
		18. The existence of other knowledge-giving activities, namely knowing, understanding, applying, analyzing, evaluating, and creating.	50% (1)	50% (1)			100% (2)
		19. The suitability of activity activities of skills obtained through observing, questioning, trying, reasoning, presenting, and creating.	100% (2)				100% (2)
	3.Closing Activities	20. The suitability of reflection activities with a series of learning activities	100% (2)				100% (2)
		21. Suitability in providing feedback on the	100%				100%

		learning process and outcomes	(2)					(2)
		22. Suitability in carrying out follow-up activities in the form of assigning tasks	50% (1)	50% (1)				100% (2)
		23. Suitability in informing learning activity plans for the next meeting.	100% (2)					100% (2)
III	Assessment Component	24. The appropriateness of the assessment method with the learning objectives to be achieved	100% (2)					100% (2)
		25. The suitability of the evaluation tool with the learning objectives to be achieved	100% (2)					100% (2)
		26. The integrity of the assessment of the aspects of readiness.	50% (1)	50% (1)				100% (2)
	Total		42	9	1			
	Score Total		210	36	3			
	Score		249					
	Percentage		95%					

Based on the results of table 4.3 above, on section opening activities in lesson plan on learning component , all teachers strongly agree with statement “There is a school identity” , “Identity of subjects or themes / sub themes”,” There is a class

/ semester identity” and the statement from “The existence of the main material”:50% teacher strongly agree , and 50% teacher choose agree as the answers. And the statement “There is an allocation of time” and “The existence of learning objectives according to KD by using operational verbs” 100% choose strongly agree with this statement, on this section all teachers only choose strongly agree and agree as the answers.

The result from Core Activities, on statement “Student based center activities”50% teacher choose SA and 50% teacher Neutral (N) , and on statement “The existence of other knowledge-giving activities, namely knowing, understanding, applying, analyzing, evaluating, and creating.” 50% teacher choose SA and 50% choose A with this statement, but on “The suitability of activity activities of skills obtained through observing, questioning, trying, reasoning, presenting, and creating.” Statement 100% teachers choose SA as the answers.

And the last is section Closing Activities, on assessment component mostly teachers choose SA and A as the answers, on statement “The suitability of reflection activities with a series of learning activities” and “Suitability in providing feedback on the learning process and outcomes” 100% teachers choose SA as the answers , but on statement “Suitability in carrying out follow-up activities in the form of assigning tasks” 50% teacher choose SA and 50% choose A as the answers . the statement from “Suitability in informing learning activity plans for the next meeting” and “The appropriateness of the assessment method with the learning objectives to be achieved” and “ The suitability of the evaluation

tool with the learning objectives to be achieved” 100% teachers choose SA as the answers. But on “The integrity of the assessment of the aspects of readiness” 50% teacher choose SA and 50% choose A as the answer.

Table 4.4 Result questionnaire teacher of descriptive statistic SPSS version 25

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
x1	2	5	5	5.00	.000
x2	2	5	5	5.00	.000
x3	2	5	5	5.00	.000
x4	2	4	5	4.50	.707
x5	2	5	5	5.00	.000
x6	2	5	5	5.00	.000
x7	2	4	5	4.50	.707
x8	2	5	5	5.00	.000
x9	2	5	5	5.00	.000
x10	2	5	5	5.00	.000
x11	2	5	5	5.00	.000
x12	2	5	5	5.00	.000
x13	2	4	5	4.50	.707
x14	2	4	5	4.50	.707
x15	2	4	5	4.50	.707
x16	2	4	5	4.50	.707
x17	2	3	5	4.00	1.414
x18	2	4	5	4.50	.707
x19	2	5	5	5.00	.000
x20	2	5	5	5.00	.000
x21	2	5	5	5.00	.000

x22	2	4	5	4.50	.707
x23	2	5	5	5.00	.000
x24	2	4	5	4.50	.707
x25	2	5	5	5.00	.000
x26	2	4	5	4.50	.707
Valid N (listwise)	2				

Note:

X1.1 : There is a school identity

X1.2 : Identity of subjects or themes / sub themes

X1.3 : There is a class / semester identity

X1.4 : The existence of the main material

X1.5 : There is an allocation of time

X1.6 : The existence of learning objectives according to KD by using operational verbs

X1.7 : The existence of basic competencies and indicators of competency achievement

X1.8 : There is learning material

X1.9 : There is a learning method

X1.10 : The existence of learning media

X1.11 : There is a learning resource

X2.12 : Prepare students psychologically and physically to participate in the learning process

X2.13 : To motivate students to learn contextually according to the benefits and applications of teaching materials in everyday life, by providing examples that are in accordance with the characteristics and levels of students

X2.14 : Asking questions that link previous knowledge with the material to be studied

X2.15 : Describe the learning objectives or basic competencies to be achieved

X2.16 : Delivering material coverage and description of activities according to the syllabus.

X2.17 : Student best center activities

X2.18 : The existence of other knowledge-giving activities, namely knowing, understanding, applying, analyzing, evaluating, and creating.

X2.19 : The suitability of activity activities of skills obtained through observing, questioning, trying, reasoning, presenting, and creating.

X2.20 : The suitability of reflection activities with a series of learning activities

X2.21 : Suitability in providing feedback on the learning process and outcomes

X2.22 : Suitability in carrying out follow-up activities in the form of assigning tasks

X2.23 : Suitability in informing learning activity plans for the next meeting.

X3.24 : The appropriateness of the assessment method with the learning objectives to be achieved

X3.25 : The suitability of the evaluation tool with the learning objectives to be achieved

X3.26 : The integrity of the assessment of the aspects of readiness, process, and learning outcomes.

According to Sugiyono, 2013 concluded about the criteria in the interpretation of respondents based on the Likert scale including:

1.00-1.80: Not Good

1.81-2.61: Less Good

2.62-3.41: Good Enough

3.42-4.41: Good

4.42-5.00: Very Good

Table 4.4.1 Result of questionnaire teacher interpretation.

Indicator	Average	Explanation
X1	5.00	Very good
X2	5.00	Very good
X3	5.00	Very good
X4	4.50	Very good
X5	5.00	Very good
X6	5.00	Very good
X7	4.50	Very good
X8	5.00	Very good
X9	5.00	Very good
X10	5.00	Very good
X11	5.00	Very good
X12	5.00	Very good
X13	4.50	Very good
X14	4.50	Very good
X15	4.50	Very good
X16	4.50	Very good
X17	4.00	Good
X18	4.50	Very good
X19	5.00	Very good
X20	5.00	Very good

X21	5.00	Very good
X22	4.50	Very good
X23	5.00	Very good
X24	4.50	Very good
X25	5.00	Very good
X26	4.50	Very good

Based on the interpretation results in table 4.4.1 above, there are three indicators, namely the RPP component, the learning step component, and the assessment component that were applied very well at SMAN 2 Gunung Sahilan with the average respondent's answers ranging from online learning during the Covid-19 pandemic. . While the average results of respondents' answers ranged between 3.42-4.41 and 4.42-5.00. From these results it can be concluded that the application of online learning at SMAN 2 Gunung Sahilan during the Covid-19 pandemic has been going very well with 95% results.

The following is a Likert scale calculation if separated according to the lesson plan, learning and assessment steps.

1. Lesson Plan

Total score SA (20x5) + A(2x4) + N(0x3) + D(0x2) + SD(0x1)

Score: 100+ 8 = 108

The total of research results using a questionnaires via google form, can be taken from the total score on the statement multiplied by the weight of the provisions of the Likert scale. in this component the highest score on the locker scale is multiplied by the number of questions, then $5 \times 11 = 55$. Then the highest score result is multiplied by the number of respondents, so $55 \times 2 = 110$. So the calculation of the percentage of online learning in the RPP component of English subjects during the virus pandemic corona (Covid-19) at SMAN 2 Gunung Sahilan, using the following formula:

$$\begin{aligned}
 \Sigma \text{questionnaire score} &= (\text{total SA} \times \text{score SA}) + (\text{total A} \times \text{score A}) + (\text{total N} \times \\
 &\quad \text{Score N}) + (\text{total D} \times \text{score D}) + (\text{total SD} \times \text{score SD}) \\
 &= (20 \times 5) + A(2 \times 4) + N(0 \times 3) + D(0 \times 2) + SD(0 \times 1) \\
 &= \frac{108}{110} \times 100\% = 98\%
 \end{aligned}$$

2. Learning Step

$$\begin{aligned}
 &: \text{Total score SA } (134 \times 5) + A(163 \times 4) + N(49 \times 3) + D(10 \times 2) + SD(0 \times 1) \\
 &: 670 + 652 + 147 + 20 + 0 \\
 &: 1489
 \end{aligned}$$

The total score obtained from the results of research using a questionnaires via google form, obtained from the total score on the statement multiplied by the weight of the provisions of the Likert scale, then the highest score on the Likert

scale multiplied by the number of questions, then $5 \times 12 = 60$. So the highest total score is multiplied by the number of respondents, so $60 \times (28 + 2 \text{ English teachers}) = 1800$. So the percentage of online learning in the RPP component of English subjects during the corona virus pandemic (Covid-19) at SMAN 2 Gunung Sahilan, using formula as follows:

$$\begin{aligned}
 \Sigma \text{questionnaire score} &= (\text{total SA} \times \text{score SA}) + (\text{total A} \times \text{score A}) + (\text{total N} \times \text{Score N}) + (\text{total D} \times \text{score D}) + (\text{total SD} \times \text{score SD}) \\
 &= \text{SA} (134 \times 5) + \text{A} (163 \times 4) + \text{N} (49 \times 3) + \text{D} (10 \times 2) + \text{SD} (0 \times 1) \\
 &= \frac{1489}{1800} \times 100\% = 82\%
 \end{aligned}$$

3. Assessment Component

$$\begin{aligned}
 \text{Total Score} &= \text{SA} (39 \times 5) + \text{A} (41 \times 4) + \text{N} (10 \times 3) + \text{D} (0 \times 2) + \text{SD} (0 \times 1) \\
 &= 195 + 164 + 30 + 0 + 0 \\
 &= 389
 \end{aligned}$$

The total score from the research results using a questionnaires via google form, so that the score on the questions is multiplied by the weight of the Likert scale score. The highest score on the Likert scale which will be multiplied by the number of questions is $5 \times 3 = 15$. Then the highest score is multiplied by the number of respondents, namely $15 (28 + 2 \text{ English teachers}) = 450$. The following

is the calculation of the percentage of online learning in the RPP component of English subjects during the corona virus pandemic (Covid-19) at SMAN 2 Gunung Sahilan, using the following formula:

$$\begin{aligned}
 \Sigma \text{questionnaire score} &= (\text{total SA} \times \text{score SA}) + (\text{total A} \times \text{score A}) + (\text{total N} \times \\
 &\quad \text{Score N}) + (\text{total D} \times \text{score D}) + (\text{total SD} \times \text{score SD}) \\
 &= 195 + 164 + 30 + 0 + 0 \\
 &= \frac{389}{450} \times 100\% = 86\%
 \end{aligned}$$

4.2 Data Interpretation

In this section, researcher focus on the results of research that has been carried out and from the results of data analysis of online learning English subjects during the corona virus (Covid-19) pandemic at SMAN 2 Gunung Sahilan.

it can be concluded that the application of learning and assessment steps obtained by students in online learning of English subjects during the corona virus (Covid-19) pandemic in class XI IPS 1 students with a score of 82%. Likewise with the implementation of lesson plan (RPP), learning steps and assessments. English teachers in online learning of English subjects during the corona virus (Covid-19) pandemic got a score of 95%. In addition, for the results of descriptive scores using the Likert scale on indicators of learning steps and assessments given to students, students get a score with the highest average answer of 3.42-4.41. The indicator lesson plan (RPP), learning steps and assessment. Given to the teacher,

the average score of the answers ranged from 4.42 to 5.00. So it can be concluded that for online learning of English subjects conducted by English teachers and students of class XI IPS 1 related to lesson plan, components of learning steps and components of assessment during the corona virus pandemic (Covid-19) at SMAN 2 Gunung Sahilan very well executed.

4.3 hypothesis Testing

4.3.1 hypothesis Testing for Students

4.3.1.1 Learning steps

H₀= (Null Hypothesis) Online learning on English subject of learning steps component during the corona virus disease (Covid-19) pandemic at SMAN 2 Gunung Sahilan are applied well

H₁= (Alternative Hypothesis) Online learning on English subject of learning steps component during the corona virus disease (Covid-19) pandemic at SMAN 2 Gunung Sahilan are applied less well.

According to the results of the analysis in table 4.2 which has been described above, the Likert scale value is at 3.46-4.43. on this scale, the highest average value on the Likert scale assessment indicator lies on an average of 3.42-4.41, which means that according to Sugiono (2013) who has a good rating. So it can be concluded that H₀ (zero hypothesis) is acceptable. Online learning of English subjects regarding the components of learning steps during the corona virus disease (Covid-19) pandemic at SMAN 2 Gunung Sahilan was carried out well.

4.3.1.2 Assessment Component

H0= (Null Hypothesis) Online learning on English subject of learning assessment component during the corona virus disease (Covid-19) pandemic at SMAN 2 Gunung Sahilan are applied well

H1= (Alternative Hypothesis) Online learning on English subject of assessment component during the corona virus disease (Covid-19) pandemic at SMAN 2 Gunung Sahilan are applied less well.

According to the results of the analysis in table 4.2 which has been described above, the Likert scale value is at 3.46-4.43. on this scale, the highest average value on the Likert scale assessment indicator lies on an average of 3.42-4.41, which means that according to Sugiono (2013) who has a good rating. So it can be concluded that H0 (zero hypothesis) is acceptable. Online learning of English subjects regarding the components of assesment during the corona virus disease (Covid-19) pandemic at SMAN 2 Gunung Sahilan was carried out well.

4.3.2 Hypothesis testing for teacher

4.3.2.1 Lesson plan

H0= (Null Hypothesis) Online learning on English subject of lesson plan component during the corona virus disease (Covid-19) pandemic at SMAN 2 Gunung Sahilan are applied well.

H1= (Alternative Hypothesis) Online learning on English subject of lesson plan component during the corona virus disease (Covid-19) pandemic at SMAN 2 Gunung Sahilan are applied less well.

According to the results of the analysis in table 4.2 which has been described above, the Likert scale value is at 4.00-5.00. On this scale, the highest average value on the Likert scale indicator lies on an average of 4.42-5.00, which means that according to Sugiono (2013) who has a good rating. So it can be concluded that H0 (zero hypothesis) is acceptable. Online learning of English subjects regarding the components of Lesson plan (RPP) during the corona virus disease (Covid-19) pandemic at SMAN 2 Gunung Sahilan was carried out very well.

4.3.2.2 Learning Steps

H0= (Null Hypothesis) Online learning on English subject of learning steps component during the corona virus disease (Covid-19) pandemic at SMAN 2 Gunung Sahilan are applied well

H1= (Alternative Hypothesis) Online learning on English subject of learning steps component during the corona virus disease (Covid-19) pandemic at SMAN 2 Gunung Sahilan are applied less well.

According to the results of the analysis in table 4.2 which has been described above, the Likert scale value is at 4.00-5.00. On this scale, the highest average value on the Likert scale indicator lies on an average of 4.42-5.00, which means that according to Sugiono (2013) who has a good rating. So it can be concluded that H0 (zero hypothesis) is acceptable. Online learning of English subjects

regarding the components of learning steps during the corona virus disease (Covid-19) pandemic at SMAN 2 Gunung Sahilan was carried out very well.

4.3.2.3 Assessment

H0= (Null Hypothesis) Online learning on English subject of assessment component during the corona virus disease (Covid-19) pandemic at SMAN 2 Gunung Sahilan are applied well

H1= (Alternative Hypothesis) Online learning on English subject of assessment component during the corona virus disease (Covid-19) pandemic at SMAN 2 Gunung Sahilan are applied less well.

According to the results of the analysis in table 4.2 which has been described above, the Likert scale value is at 4.00-5.00. On this scale, the highest average value on the Likert scale indicator lies on an average of 4.42-5.00, which means that according to Sugiono (2013) who has a good rating. So it can be concluded that H0 (zero hypothesis) is acceptable. Online learning of English subjects regarding the components of assessment during the corona virus disease (Covid-19) pandemic at SMAN 2 Gunung Sahilan was carried out very well.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

Based on the presentation of data and data analysis in the previous chapter, the researcher concluded that in this case there were three components that were taken, the first was the RPP component and its application at SMAN 2 Gunung Sahilan during the covid-19 pandemic and it turned out to have very good results. This is based on the results that have been calculated and analyzed by the researcher, the results of the study can be obtained from several questions given by the researcher to the respondents and get very good results and have been calculated using a Likert scale, getting a percentage of 95%. This shows that the implementation of the online learning lesson plan at SMAN 2 Gunung Sahilan is going very well.

Second, is the component of the learning steps, which is based on the presentation of data and the results of the data analysis that have been discussed in chapter 4, the conclusion is that the implementation of the components of the learning steps at SMAN 2 Gunung Sahilan during the Covid-19 pandemic was well implemented. This data has been calculated by researchers using SPSS version 25 using a Liket scale and getting the results of the presentation with a percentage of 85%. The results of this analysis are said to be good, because according to students and teachers online learning is still being carried out well even though some students are still not optimal in using the latest online learning applications.

The third is the assessment component, obtained from the presentation of data and the results of data analysis obtained in the previous chapter, it can be concluded that, the application of online learning to the assessment component of English subjects during the corona virus (Covid-19) pandemic at SMAN 2 Gunung Sahilan was applied. Very well this is based on the results of the component assessment that has been calculated based on calculations using SPSS version 25 using a Likert scale with a presentation value of 86%. this shows that the implementation of the assessment component at SMAN 2 Gunung Sahilan during the pandemic (Covid 19) is still going very well.

5.1 Suggestion

From the explanation above that has been explained, the researcher wants to deliver suggestions to students, teachers and also other researchers.

1. English Teachers

In a pandemic situation like today, the skills of a teacher are really needed to achieve an online learning, therefore teachers are expected to be able to carry out lesson plans that are made well, as well as for making materials, teachers are expected to be able to master online learning media when This is done well, and teachers are also expected to be able to make good or interesting material so that students can be more interested in participating in teaching and learning activities with high enthusiasm.

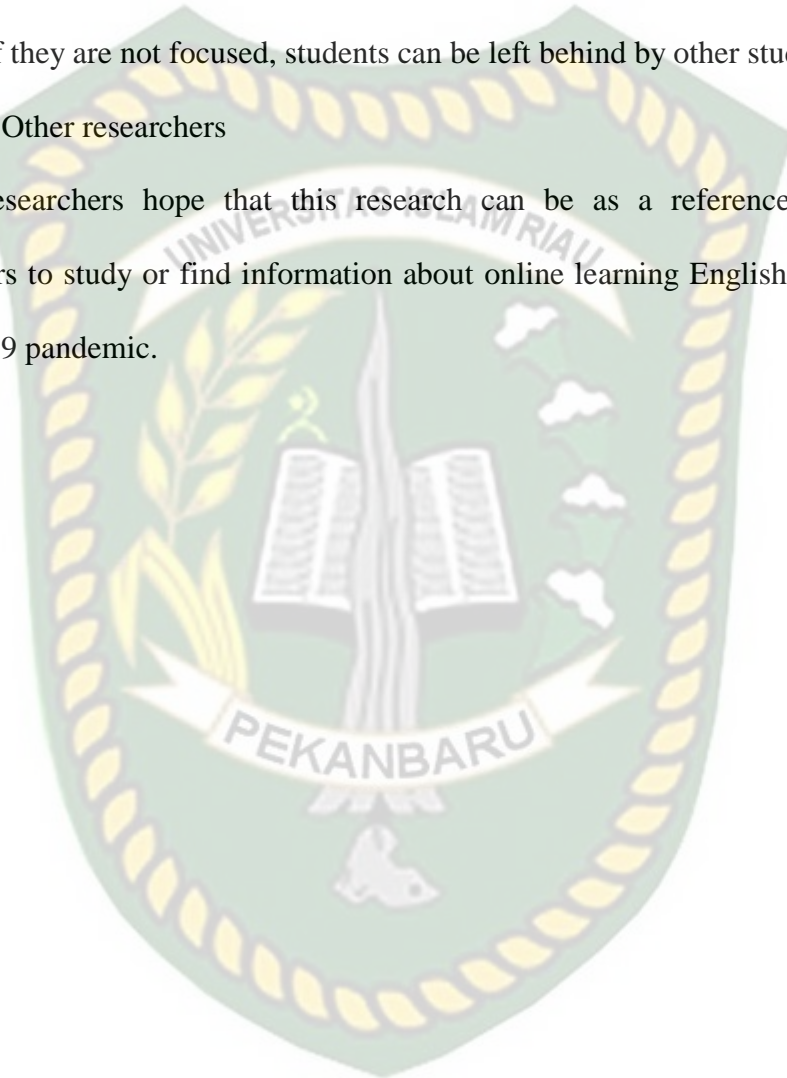
2. Students

In this case, especially during the pandemic and online learning is still going on, students are expected to respect the teacher, namely by not being lazy

about doing homework, not playing around while online learning is taking place, even if only face to face through the media. Online learning, and also students are required to take part in teaching and learning activities with high enthusiasm, because if they are not focused, students can be left behind by other students.

3. Other researchers

Researchers hope that this research can be as a reference for other researchers to study or find information about online learning English during the COVID-19 pandemic.



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