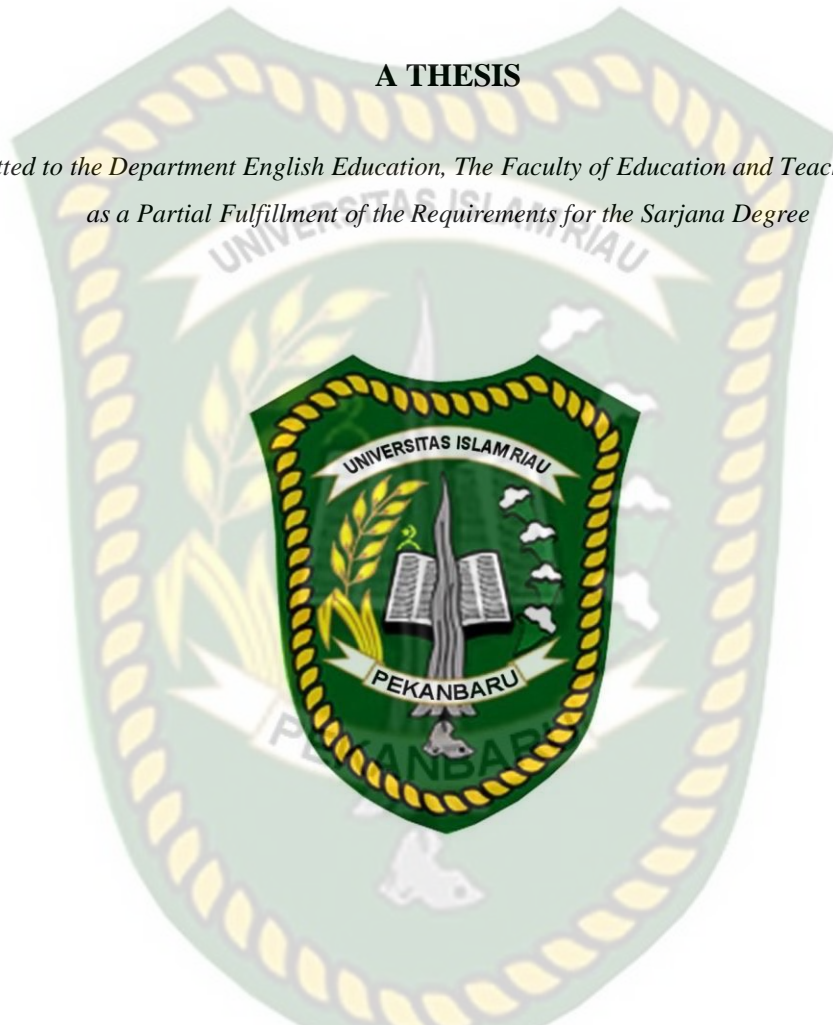


**ONLINE LEARNING ON ENGLISH SUBJECT DURING THE
CORONA VIRUS DISEASE (COVID-19) PANDEMIC AT
SMAN 10 PEKANBARU**

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**

THESIS APPROVAL

TITLE

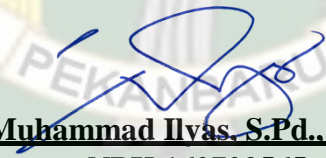
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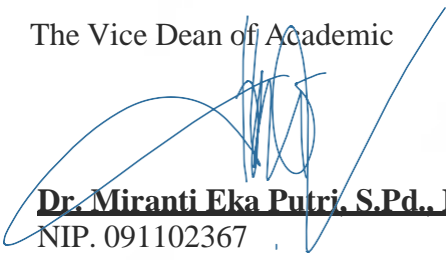
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THESIS

**ONLINE LEARNING ON ENGLISH SUBJECT DURING THE CORONA
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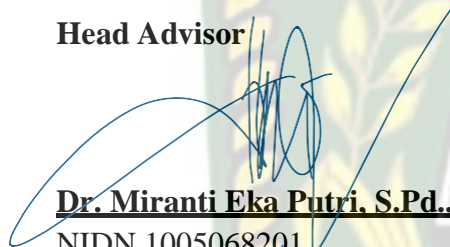
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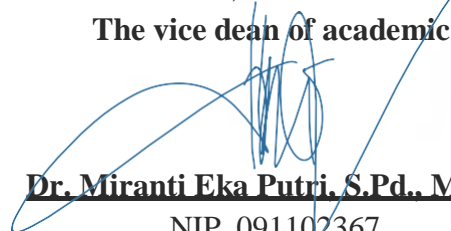
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Pekanbaru, Desember 2021







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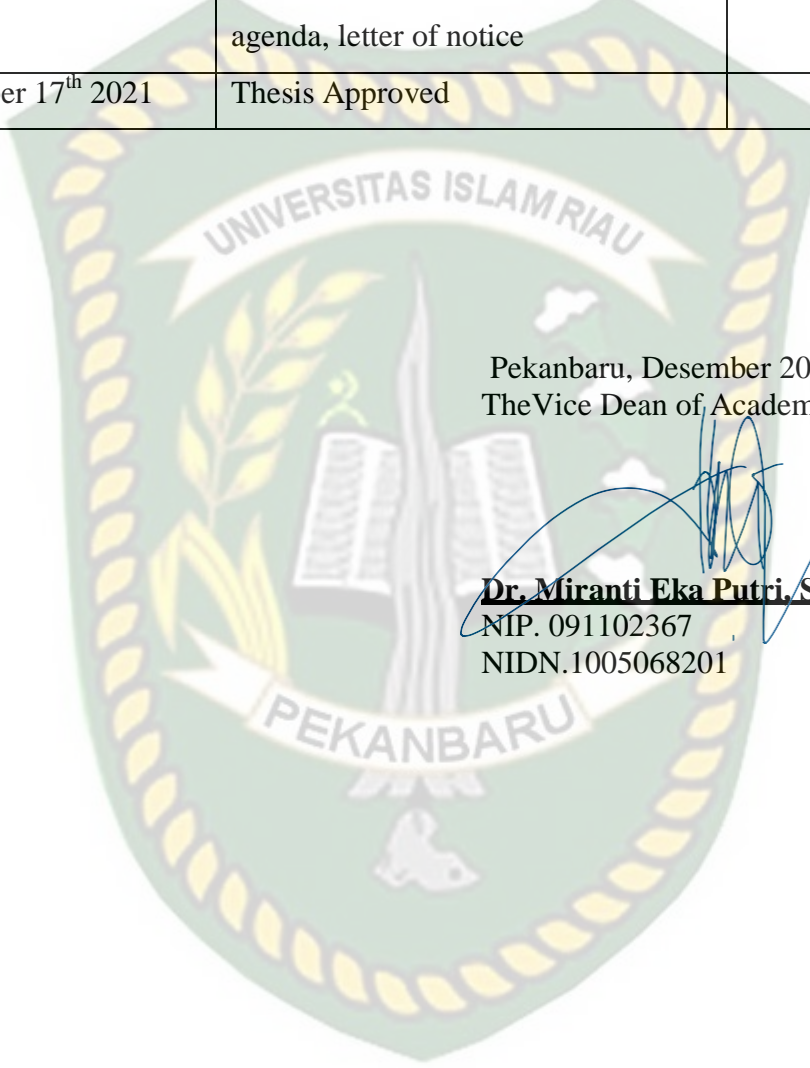
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No	Date	Guidance Agenda	Signature
1	January 8 th 2021	Write Proposal and search 25 journals	
2	February 25 th 2021	Revised Chapter I (background problem) & II (research theories and relevant studies)	
3	Maret 6 th 2021	Revised Chapter III (Research 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 Chapther IV and Chapter V	
9	November 12 nd 2021	Collect the data at school	
10	November 14 th 2021	Discussion about chapter IV and Chapter V	

11	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	
12	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.

Pekanbaru, Desember 2021

The Researcher

Rani Sari Putri

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Pekanbaru, Desember 2021

Rani Sari Putri

ABSTRACT

Rani Sari Putri, 2021: “Online Learning on English Subject During The Corona Virus Disease (Covid-19) Pandemic at SMAN 10 Pekanbaru”. Thesis

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

The purpose of this study to find out how is online learning on English subject of lesson plan component, learning steps and assessment during Covid-19 pandemic at SMAN 10 Pekanbaru. 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 XII IPS 2 by the random sampling method at SMAN 10 Pekanbaru. 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 81,5% and the results based on English teachers' respondent of Lessons Plan, Learning Steps and Assessment get the percentage score 92,3%. 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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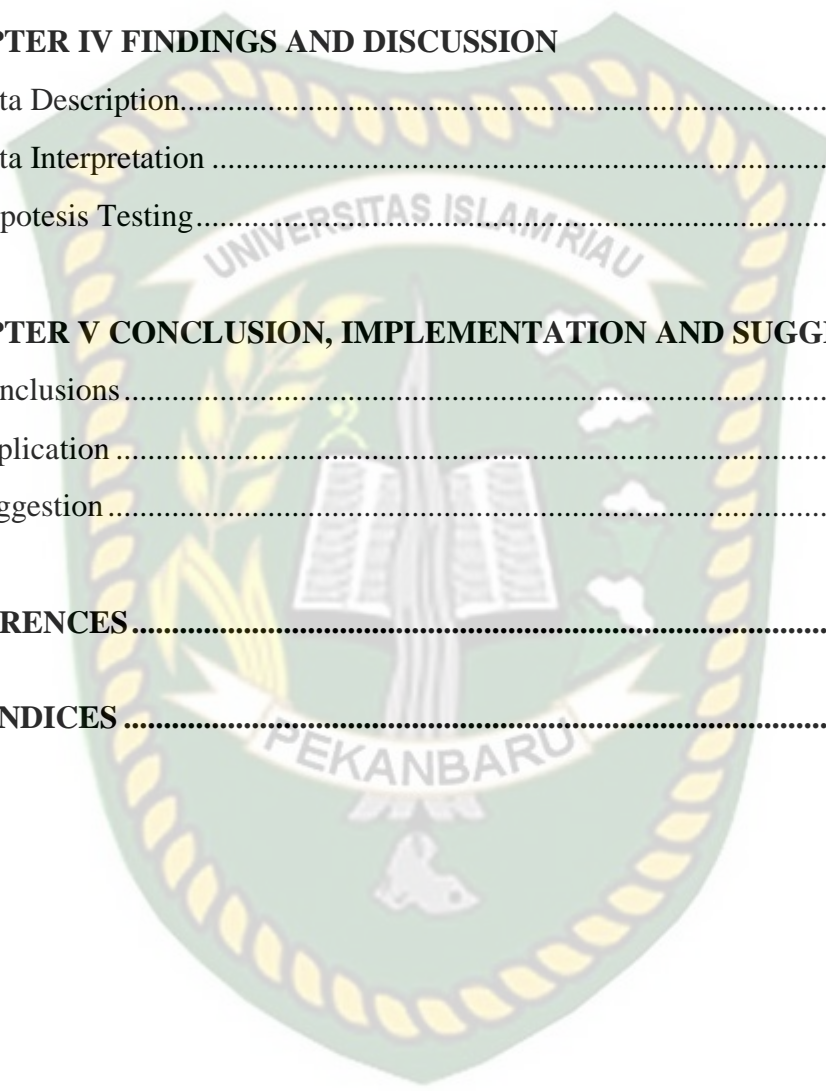
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Dokumen ini adalah Arsip Milik :
Perpustakaan Universitas Islam Riau

CHAPTER I

INTRODUCTION

1.1 Background of the Problems

At the beginning of 2020, Indonesia and even the world experienced a very bad situation. There is an epidemic that has come and has almost spread throughout the world. This causes many obstacles and losses in society, especially Indonesia. These constraints include the economy and education.

Since the Covid 19 (Corona Virus) virus was declared to have entered Indonesia, education in Indonesia has begun to experience problems. The problem here is because it is not allowed to do face-to-face learning because this virus is very easily transmitted if we interact with other people. This makes all students in Indonesia carry out the learning process at home, this is done so that the learning process is not stopped because education is very important. With the holding of the learning process from home, teachers and students must be able to adapt to the conditions of the Covid-19 Pandemic.

In this online learning process, teachers and students are required to use this ever-evolving technology. There are many applications that can connect teachers with students, but this certainly requires a connection that can connect them. Online learning is done through information technology which is often referred to as gadgets.

However, there are also obstacles in online learning, including not all students who have gadgets to do virtual learning, not all students can afford to buy internet quotas, and there are many other obstacles. I found this in students who attend SMAN 10 Pekanbaru. He admitted that online learning does require a lot of internet quota and sophisticated information technology. Even though lately they have been given special quota assistance for students, they are still complaining because not all quota assistance can be used and the quota is quite limited.

Because of these obstacles, the authors are interested in conducting special research on English Subject with the title "The Impact of Covid-19 on Online Learning Activities for English Subjects in SMAN 10 Pekanbaru".

1.2 Setting of the Problems

Based on the background described in above, this research has several problems. The first problem is a Lesson plan (RPP) component: Lesson plan components are sub indicators 1. School identity, 2. Subjects or themes, 3. Semester identity, 4. Subject matter, 5. Time allocation, 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. The existence of learning material, 9. Learning of method, 10. The existence of learning media, 11. The existence of research study.

The second is Learning Steps. There are sub indicators on learning steps 1. opening activities consisting of: **a.** Preparing of students psychologically and physically to participate in the learning process, **b.** give student motivation to

learn contextually according to the benefits and applications of teaching materials in everyday life, by provide examples that are in accordance with the characteristics and levels of students, **c.** Asking questions that link previous knowledge with the material to be studied, **d.** Describe the learning objectives or basic competencies to be achieved, **e.** Delivering material coverage and description of activities according to the syllabus. 2. Core activities: **a.** Student center-based activities, **b.** The existence of other knowledge-giving activities, namely knowing, understanding, applying, analyzing, evaluating, and creating, **c.** The suitability of activity activities of skills obtained through observing, questioning, trying, reasoning, presenting, and creating. 3. Closing activities: **a.** The suitability of reflection activities with a series of learning activities, **b.** Suitability in providing feedback on the learning process and outcomes, **c.** Suitability in carrying out follow-up activities in the form of assigning tasks, **d.** Suitability in informing learning activity plans for the next meeting.

The third appraisal: 1. The appropriateness 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 the aspects of readiness, process, and learning outcomes.

1.3 Limitation of the Problems

Based on the setting of the problem above, I limit the problems related to online learning on English subject during the corona virus diseases (covid-19)

pandemic at SMAN 10 Pekanbaru, especially in the Lesson plan component, learning steps, and assessment.

1.4 Formulation of the Problems

1. How is online learning on English subject of lesson plan component during Corona Virus Diseases Pandemic at SMAN 10 Pekanbaru ?
2. How is online learning on English subject of learning steps component during Corona Virus Diseases Pandemic at SMAN 10 Pekanbaru ?
3. How is online learning on English subject of assessment component during Corona Virus Diseases Pandemic at SMAN 10 Pekanbaru ?

1.5 Objective of the Problems

2. To find out online learning on English subject of lesson plan component during corona virus diseases pandemic at SMAN 10 Pekanbaru.
3. To find out online learning on english subject of learning steps component during corona virus diseases pandemic at SMAN 10 Pekanbaru.
4. To find out online learning on english subject of assessment component during corona virus diseases pandemic at SMAN 10 Pekanbaru.

1.6 Significant of the Problems

In theory, this research is expected to be able to provide information related to online learning of English subjects during this pandemic, especially at SMAN 10 Pekanbaru. In Practically, this research is expected to help teachers,

students and schools during this pandemic Covid-19. For students, this study is expected to be able to help students in online teaching during the Covid-19 pandemic at SMAN 10 Pekanbaru. For teachers, this study is expected to be able to help teachers in the application of online teaching during Covid-19 pandemic at SMAN 10 Pekanbaru. For school, this study is expected to be able to help school as references online learning during Covid-19 pandemic at SMAN 10 Pekanbaru.

1.7 Definition of the key term.

1. Definition Online Learning

According to Dabbagh and Ritland (2005) online learning is an open and distributed learning system using pedagogical tools (educational aids), which is made possible through the internet and network-based technology to facilitate the formation of learning processes and knowledge through meaningful actions and interactions.

2. Covid-19

COVID-19 is an acute infectious disease that caused by Severe Acute Respiratory Syndrome Coronavirus 2 (SARS-CoV-2). According (wu et., 2020) A study stated that people infected by SARS-CoV-2 exhibit such symptoms as dry cough, fatigue, fever, and dyspnea.

3. English subject for senior high school

English is one of the subjects in every school. English too often referred to as a difficult subject for students, especially in senior high school. Many students

find it difficult to learn English subjects during this pandemi Covid-19. This makes the teachers to continue to work hard to learn well and have fun so that students do not get bored following English learning boldly and understand the material provided.



CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Relevance Theories

2.1.1 Definition Online Learning

Learning is an interaction that occurs between students and teachers in a learning environment. In a learning environment, the learning process is the most important. According to (Asyar 2011), he said learning is something that can bring information and knowledge through interactions that occur between students and teachers. Therefore learning is something that can bring information and knowledge possessed by an educator to students. In this interaction students can obtain this information and then be able to digest the learning. Learning can be done directly or indirectly. For example, during this pandemic, learning was done indirectly (online).

During this pandemic, learning was carried out indirectly (online). This is an effective way so that the learning process is not hampered. In this online learning process, of course, uses technology such as the internet. In online learning the internet plays an important role, because without the internet online learning will not work. Online learning is very effective and can make it easier for us to get lessons anywhere and anytime as long as we have an internet connection.

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. According to (Bartley & Golek, 2004 Evans & Haase, 2001) online learning is a learning that can be done remotely and it turns out that online learning has long been an educational system in America.

We find many applications that support this online learning activity. Applications that can unite between educators and students in different places. In this online learning activity, we must be able to find learning resources that can be of interest to students so that they don't get bored of following them.

2.1.1.1 Types of Online Learning

2.1.1.1.1 Google Classroom

Google classroom is one of the applications used during this pandemic. Google classroom was created in 2014 by Google to help teachers and students interact anywhere and anytime. Not only in real meetings but also in cyberspace. According to (Latif, 2016) he explained that this google classroom can help teachers in managing classes, can take advantage of time, and can improve the quality of communication between teachers and students because it can be done anywhere and anytime.

Google classroom can be a means for educators to communicate with students anywhere and anytime without face to face. According to (Hasanuddin et al 2018, 17) Google Classroom is learning that can be done anywhere and anytime via online without using paper, like learning is usually done face to face. This is also in line with the opinion of (Iftakhar 2016: 12) who says that google

classrooms can help teachers manage the learning process without using sheets of paper and make better use of the features available in social media and can better take advantage of this increasingly sophisticated technology.

2.1.1.1.2 Zoom

Zoom meeting is an online learning media based on video. This application can be used by teachers and students in explaining a material and can make it easier for teachers and students to interact as in class usually. Through this application the teacher and students can have a question and answer discussion like in a normal class, only in different places.

This zoom application is not only used by students, but also used by people who are already working. This zoom also has many features in it, besides being able to use video, the teacher can also display material files that will be explained to students so that students can also see the material.

2.1.1.1.3 Google Meet

Google meet is a video conferencing application that is widely used today for online learning media. Google Meet can also be used as a tool for conducting meeting activities, or media for discussion or even being able to conduct interviews with someone or parties such as a zoom meeting application. Google Meet has a feature that can connect 250 people in one application and can communicate with high-quality video remotely, but also based on the connected internet connection. Google meet also has the same features as the zoom cloud

meeting application, this google meet application can also display material files owned by the teacher to all participants who enter the google meet.

2.1.1.1.4 Whatsapp

Whatsapp is an internet-based application that is used by many people as the main means of communicating indirectly every day. According to (Jurniatmoko 2016) whatsapp is an application that is widely used by the public to send messages or other features that exist in the whatsapp application. Same with Jurniatmoko, (Pranajaya dan Hendra Wicaksono 2017), WhatsApp is a social media most desirable to use as communication media at this time.

According to (Pranajaya & Hendra Wicaksono 2017) many people claim that this whatsapp application has various interesting features and this application can also be free of charge. According to (Larasati, et al. 2013), WhatsApp is an application for instant messaging that only types a word and can be sent to someone, and allows those of us who use this WhatsApp application to exchange pictures, videos, photos, voice messages, and can be used to share information and discuss.

In this whatsapp application there are also various features such as video calls made in pairs or in groups, regular phone calls, being able to share the status of daily activities and also being able to create whatsapp groups. This whatsapp group is also widely used by educators and students to provide sudden information through this group message. This is very effective for educators and students to use to ask things that students do not understand to their teachers. for

example, when the teacher gives an assignment, and there are students who do not understand a question, this student can ask something to the teacher through the WhatsApp group so that other students can understand too.

2.1.2 Definition Covid-19

In early 2020, the world was shocked with a virus that is thought to have originated in Wuhan, China. This virus spreads to various worlds and one of them is Indonesia. Found at the end of December to March there are 65 countries that have been affected by this virus (WHO data, March 1, 2020) (PDPI, 2020). According (World Health Organization 2020) the name of this new virus as *severe acute respiratory syndrome coronavirus-2* (SARS, CoV-2) and the name of the disease as coronavirus disease 2019 (Covid-19). At first, the transmission of this virus was not known whether it could be human-to-human but (Relman, 2020) said that the transmission of this virus can be human-to-human.

According to (Xu, et al and Meng et al 2020) this corona virus is an RNA virus which is a small particle measuring 60-140nm. Xu, et al (2020) also conducted research and the results of this study indicate that the corona virus is also included in the genus *betacoronavirus*. According to (Vollono, et al 2020), the corona virus is an important concern in the medical field because of its rapid spread and has the potential to collide in the body's health system.

2.1.2.1 Covid-19 Transmission

Some people think this corona virus is a Zoonosis, this Zoonosis is a virus that can be transmitted by animals to humans. However, seen from the

phylogenetic data, it is possible that Covid-19 is a Zoonosis. After more research, the latest development that exists is the corona virus which shows human-to-human transmission. This is further strengthened because of the presence of health workers treating Covid -19 patients in the country of origin of this virus, namely Wuhan, China, who began to become infected. And there are other reports that support human-to-human transmission, namely reports of 9 cases of direct human-to-human transmission outside China from index cases to people who have close contact with Covid-19 patients who do not have any travel history.

2.2 Relevance Studies

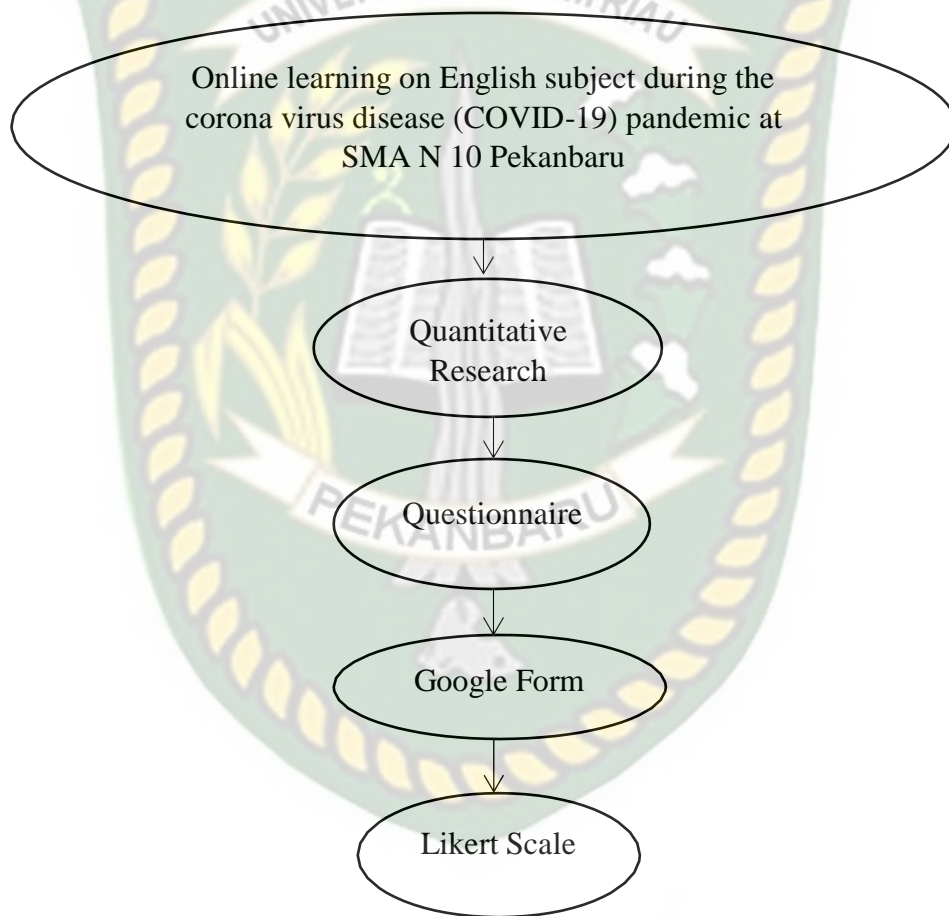
The first research that has relevance to this research is “*The Effectiveness Of Online Based Learning During The Covid-19 Pandemic At Private School In Bogor*” by Arief Rachman Badrudin, Muhammad Hidayat Ginanjar and Wartono, students from STAI Al-Hidayah Bogor 2020. This study aims to find out information about the effectiveness of learning carried out during the Covid-19 pandemic. This research was conducted at elementary schools in the Bogor area. In this study they used a qualitative descriptive method by using a survey of 621 respondents, the respondents were school principals, teachers and other education personnel. In this study, they can conclude that the learning process which is carried out remotely (online) is quite effective because the school is carrying out this learning very enthusiastically and plays an active role. In this study, it can be concluded that if we do it by cooperating and playing an active role in implementing it, effective learning will be created.

The second research that has relevance to this research is *“Efektivitas Pembelajaran Bahasa Inggris Secara Daring Di Sebuah Politeknik Di Bandung Dengan Metode Scaffolding”* by Widia Resdiana, student from DIII Study Program of Informatics Engineering, Indonesian Pos Polytechnic 2021. This study aims to see to what extent the effectiveness of online learning, especially in English courses using the scaffolding method. This study uses a quantitative descriptive method so that the objectives of this study can be achieved properly. This study used a questionnaire to find out what strategies were used by a teacher and to find out how effective distance learning was according to students. This questionnaire was given to 115 respondents, but only 53 people collected the questionnaire. After processing the data that he has, this writer can conclude that the English teacher has used a scaffolding strategy in shaping the quality of learning with the tendency of the effectiveness of learning English online with a fairly high criteria. in online learning.

The third research that has relevance to this research is *“Efektifitas Pembelajaran Bahasa Inggris Melalui Media Daring Sebagai Dampak Pandemi Covid 19 Di Stit Hamzah Fansuri Kota Subulussalam Aceh”* by Nining Sudarwita, student from Management of Islamic Education STIT Hamzah Fansuri Subulussalam Aceh 2020. This study aims to analyze the effectiveness of learning online English at STIT Hamzah Fansuri, Subulussalam City. The method collected in data collection is distributing questionnaires to students in the second semester of the Islamic Education Management and Islamic Religious Education study programs. In this study, various kinds of media are used such as Whatsapp,

Google Classroom and others. The results of this study were 20% of STIT HAFAS students said that online learning was quite effective, but 80% of these students said that online learning was not effective because for them there were many negative sides they got from this online learning and it made them lazier.

2.3 Conceptual Framework



2.4 Hypotesis

Hypothesis is a temporary answer contained in a problem, when the researcher has explored the problem in his research, carefully and established basic assumptions, makes a temporary theory and the truth still needs to be tested (under truth). In this case the researcher collects useful data to prove the hypothesis (Ade Heryana, 2020).

The hypothesis of this study there are two possibilities or temporary answers, namely:

1. **H₀** = (Null Hypothesis) Online learning on English subject of lesson plan component during the corona virus disease (Covid-19) pandemic at SMAN 10 Pekanbaru are applied good.

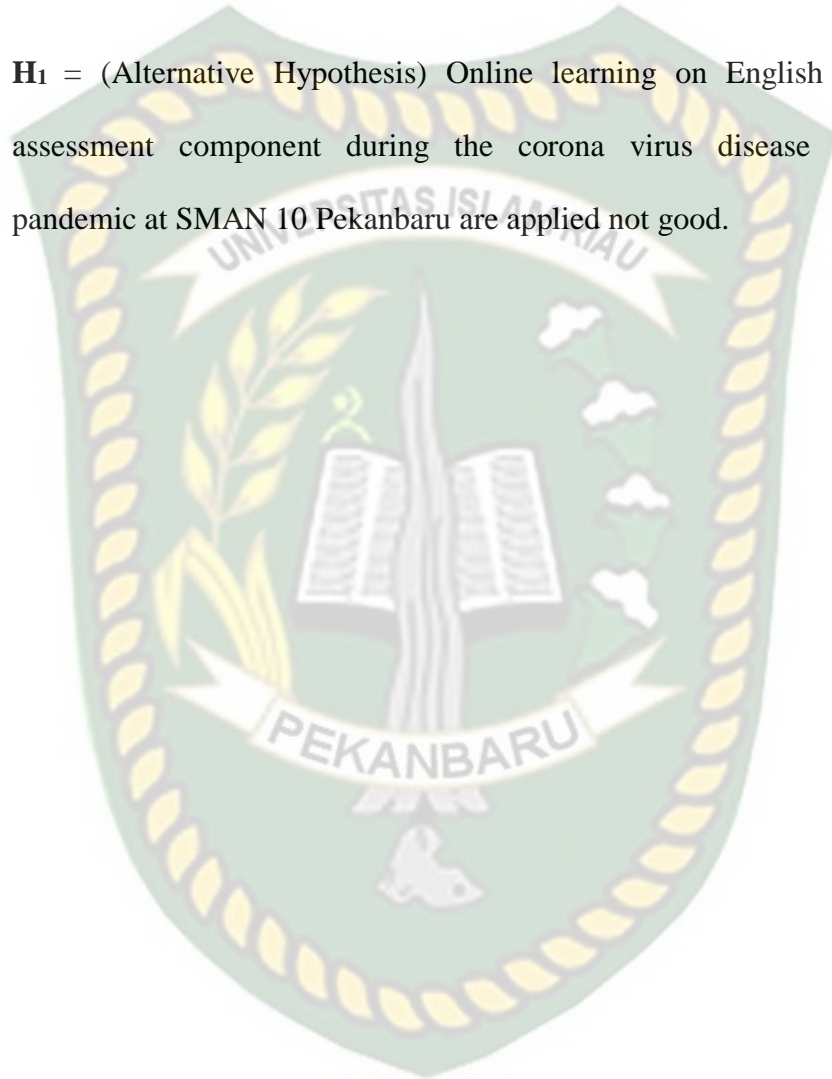
H₁ = (Alternative Hypothesis) Online learning on English subject of lesson plan component during the corona virus disease (Covid-19) pandemic at SMAN 10 Pekanbaru are applied not good.

2. **H₀** = (Null Hypothesis) Online learning on English subject of learning steps component during the corona virus disease (Covid-19) pandemic at SMAN 10 Pekanbaru are applied good.

H₁ = (Alternative Hypothesis) Online learning on English subject of learning steps component during the corona virus disease (Covid-19) pandemic at SMAN 10 Pekanbaru are applied not good.

3. H_0 = (Null Hypothesis) Online learning on English subject of assessment component during the corona virus disease (Covid-19) pandemic at SMAN 10 Pekanbaru are applied good.

H_1 = (Alternative Hypothesis) Online learning on English subject of assessment component during the corona virus disease (Covid-19) pandemic at SMAN 10 Pekanbaru are applied not good.



CHAPTER III

RESEARCH METHODOLOGY

This chapter discussed 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 study I used quantitative methods as a way to obtain data. This quantitative method is a data processing that uses statistical analysis. Quantitative research is also a systematic scientific study of phenomena by collecting data that can be measured by performing statistical, mathematical or computational techniques. According to (Crewswell, 2014:32) Quantitative research is an approach used to test objective theory by examining the relationship between variables. This variable can be measured on the instrument, so that the data can be analyzed using statistical procedures.

3.2 Location and Time

3.2.1 Location

This research was conducted at SMAN 10 Pekanbaru, Riau.

Name School	:	SMAN 10 PEKANBARU
NPSN	:	10404020
School Level	:	Senior High School
School Adress	:	Jalan Bukit Barisan, Kecamatan Tenayan Raya Kelurahan Tangkerang Timur. Pekanbaru.

3.2.2 Time

After this report is in the seminar, further research will be carried out at SMAN 10 Pekanbaru in 12 November, 2021.

3.3 Population and Sample of the Research

3.3.1 Population

According to (Nursalam 2008), Population is a subject that approaches or meets the requirements or criteria of a subject to be researched. The population related to online learning of English subjects during the corona virus (COVID-19) pandemic at SMA N 10 Pekanbaru in class XII consisting of 10 classes and 50 teachers.

Tabel 3.1 Population of the Reserach

No	Class	Gender		Total
		L	P	
1	XII MIPA 1	11	20	31
2	XII MIPA 2	13	19	32
3	XII MIPA 3	11	19	30
4	XII MIPA 4	11	19	30
5	XII MIPA 5	10	20	30
6	XII MIPA 6	14	16	30
7	XII IPS 1	18	15	33
8	XII IPS 2	16	14	30
9	XII IPS 3	16	15	31
10	XII IPS 4	15	15	30

Tabel 3.2 Population of the Reserach

No	Genders	Teachers
1	Woman	38
2	Man	12
	Total	50

3.3.2 Sample

To determine the sample related to online learning of English subjects during the covid-19 pandemic, the sampling method was used where not all classes were given questions, only certain classes. In this study, I chose the class that was sampled was class XII IPS 2 at SMAN 10 Pekanbaru to be given some questions and 2 English teachers at the SMAN 10 Pekanbaru.

3.4 Instrument of the Research

The researcher used questionnaires as a instrument to collect the data. The questionnaire is a primary data collection tool with a survey method to obtain respondents' opinions. Questionnaires can be used to obtain personal information such as attitudes, opinions, expectations and desires of respondents. Ideally, all respondents want to fill out or rather have the motivation to complete the questions or statements in the research questionn In conducting this research we are also required to design the form of the questionnaire, namely questions that are open or closed. Open questions allow respondents to answer.

In conducting this research we are also required to design the form of the questionnaire, namely questions that are open or closed. Open questions allow respondents to answer free and as widely as possible to the questions but in closed questions, respondents are only given the opportunity to choose the answers that are available. Closed questions will reduce the variability of the respondent's responses, making the analysis easier. The answer choices given can be in the

form of dichotomous choices to multiple choice questions that allow gradation of respondent preferences.

3.5 Data collection

The researcher used likert scala to collect the data. The likert scale is a common psychometric scale used in questionnaires, and is the scale most widely used in survey research. According to (Jamieson 2004), the response categories on the Likert scale have levels, but the distance between these categories cannot be considered the same. There are two forms questions using Likert namely positive questions to gauge interest positive, and negative form questions for measure negative interest. Positive question given a score of 4, 3, 2, and 1, while form negative questions are given a score of 1, 2, 3, and 4. The form of a Likert scale answer consists of totally agree, agree, disagree, and strongly disagree.

Examples of item Likert and Likert Scale

No	Likert item	SD	D	N	A	SA
1	Lecture method of instruction is appropriate in every situation.	1	2	3	4	5
2	Strict discipline is necessary for learning.	1	2	3	4	5
3	Team work is the culture for success.	1	2	3	4	5
4	Distributive leadership is appropriate for the school improvement.	1	2	3	4	5
5	Socioeconomic factor influences student leaning behavior.	1	2	3	4	5
No	Likert Scale	SD	D	N	A	SA
1	My head teacher demonstrates high moral standard.	1	2	3	4	5
2	My head teacher communicates high	1	2	3	4	5

	expectations					
3	My head teacher demonstrates commitment to the goals	1	2	3	4	5
4	My head teacher displays enthusiasm and optimism	1	2	3	4	5
5	My head teacher uses power for personal gain	1	2	3	4	5

- SD = Strongly Disagree
 D = Disagree
 N = Neutral
 A = Agree
 SA = Strongly Agree

3.6 Data Analysis

Data analysis is an advanced process of data processing to see how to interpret the data, then analyze the data from the output at the data processing stage. In this study the authors used quantitative analysis. The instrument that I use in this study uses a questionnaire via Google Form.

For quantitative data, it can be measured or calculated as variable data and numbers. Researchers make the results of percentages through google forms that have been calculated and used SPSS to get the result descriptive analysis data. The range of respondents' perceptions is divided into two, namely positive and negative perceptions. In this case the researcher categorizes the Likert scale strongly agree to neutral as a positive perception and disagree to strongly disagree as a negative perception.

Table 3.3 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 FINDING

In this chapter, the researcher aim to present the data about online learning on English subject during the corona virus diase (Covid-19) at SMAN 10 PEKANBARU. The data will obtain from student questionnaires and teacher questionnaires which contain some of indicators lesson plan and learning steps. The researchers were supported by a questionnaire that was adopted by Putri, 2020 and provided by online which was designed through Google Form. An explanation of the findings in this study is provied as the following information.

4.1 Data Description

The researcher obtained the data from the questionnaires class XII IPS 2 students and English teachers at SMAN 10 Pekanbaru with 15 questions for students and 26 question for teachers. The questionnaire between students and teachers have a different, for students only consist of aspects of online learning steps while for teachers it consist of aspect of lesson plan components and learning steps.

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	17	8	5	0	0	30
		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	17	5	8	0	0	30
		3. Asking questions that link previous knowledge with the material to be studied	16	5	9	0	0	30
		4. Describe the learning objectives or basic competencies to be achieved	11	7	12	0	0	30
		5. Delivering material coverage and description of activities according to the syllabus.	4	13	13	0	0	30
		6. Student based center activities	5	0	20	5	0	30

	Core Activities	7. The existence of other knowledge-giving activities, namely knowing, understanding, applying, analyzing, evaluating, and creating.	15	8	6	1	0	30
		8. The suitability of activity activities of skills obtained through observing, questioning, trying, reasoning, presenting, and creating.	16	9	5	0	0	30
	Closing Activities	9. The suitability of reflection activities with a series of learning activities	7	9	14	0	0	30
		10. Suitability in providing feedback on the learning process and outcomes	15	8	7	0	0	30
11. Suitability in carrying out follow-up activities in the form of assigning tasks		16	6	8	0	0	30	
		12. Suitability in informing learning activity plans for the next meeting.	14	4	12	0	0	30
2	Assessment Component	13. The appropriateness of the assessment method with the learning objectives to be achieved	12	10	8	0	0	30
		14. The suitability of the evaluation tool with the	12	11	7	0	0	30

	learning objectives to be achieved						
	15. The integrity of the assessment of the aspects of readiness.	11	11	8	0	0	30
	Total	188	114	142	6	0	
	Score Total	940	456	426	12	0	
	Score	1834					
	Percentage	81,5%					

The number of scores from the research result using google form questionnaires, the score is the highest score on the likert scale which will be multiplied by the number of questions, where $15 \times 5 = 75$. Then the total desired score is the highest score multiplied by the number of respondents so that $75 \times 30 = 2250$, so it can be concluded that the calculation of the percentage of online learning English subjects during the pandemic Corona Virus Disease (Covid-19) at SMAN 10 Pekanbaru uses the following formula.

$$\begin{aligned} \sum \text{questionnaire Score} = & (\text{Total} \times \text{Score SA}) + (\text{Total} \times \text{Score A}) + \\ & (\text{Total} \times \text{Score N}) + (\text{Total} \times \text{Score D}) + (\text{Total} \\ & \times \text{Score SD}) \end{aligned}$$

$$\begin{aligned} \sum \text{questionnaire score} &= (188 \times 5) + (114 \times 4) + (142 \times 3) + (6 \times 2) + (0 \times 1) \\ &= \frac{1834}{2250} \times 100\% = 81,5\% \end{aligned}$$

Below, the researcher presents a table of the results of the SPSS descriptive statistical questionnaire version 25.

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

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
x1	30	3	5	4.40	.770
x2	30	3	5	4.30	.877
x3	30	3	5	4.23	.898
x4	30	3	5	3.97	.890
x5	30	3	5	3.70	.702
x6	30	2	5	3.23	.898
x7	30	2	5	4.23	.898
x8	30	3	5	4.37	.765
x9	30	3	5	3.80	.805
x10	30	3	5	4.30	.794
x11	30	3	5	4.30	.837
x12	30	3	5	4.10	.923
x13	30	3	5	4.13	.819
x14	30	3	5	4.17	.791
x15	30	3	5	4.10	.803
Valid N (listwise)	30				

Explanation:

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.

The criteria for the respondent's interpretation are obtained (Sugiono,2013)

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

Based on the results of the statistical descriptive data in table 4.2, these results can be interpreted as follows:

Table 4.2.1 results of students' questionnaire interpretation

Indicator	Average	Explanation
X1.1	4.40	Good
X1.2	4.30	Good
X1.3	4.23	Good
X1.4	3.97	Good
X1.5	3.70	Good
X1.6	3.23	Good Enough
X1.7	4.23	Good
X1.8	4.37	Good
X1.9	3.80	Good
X1.10	4.30	Good
X1.11	4.30	Good
X1.12	4.10	Good
X2.1	4.13	Good
X2.2	4.17	Good
X2.3	4.10	Good

Based on the result of the interpretation in table 4.2.1, indicators learning steps and assessment component that has been given to respondents via Google Form at SMAN 10 Pekanbaru has the most answers ranging from 3.42-4.41 which has a Good respondent's interpretation.

Table 4.3 Percentage Result of the Teachers' Online Learning on English Subject During the Corona Virus Disease (Covid-19) Pandemic at SMAN 10 Pekanbaru

NO	Aspect	Statement	Scoring Scale					N
			SA	A	N	D	SD	
1	Lessons Plan	1. There is a school identity	2	0	0	0	0	2
		2. Identity of subjects or themes / sub themes	1	1	0	0	0	2
		3. There is a class / semester identity	2	0	0	0	0	2
		4. The existence of the main material	1	1	0	0	0	2
		5. There is an allocation of time	1	1	0	0	0	2
		6. The existence of learning objectives according to KD by using operational verbs	1	1	0	0	0	2
		7. The existence of basic competencies and indicators of competency achievement	1	1	0	0	0	2
		8. There is learning material	0	2	0	0	0	2

II	1. Opening activities	9. There is a learning method	2	0	0	0	0	2
		10. The existence of learning media	1	1	0	0	0	2
		11. There is a learning resource	2	0	0	0	0	2
		Learning steps 2						
		12. Prepare students psychologically and physically to participate in the learning process	1	1	0	0	0	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	2	0	0	0	0	2
		14. Asking questions that link previous knowledge with the material to be studied	1	1	0	0	0	2
		15. Describe the learning objectives or basic competencies to be achieved	2	0	0	0	0	2
		16. Delivering material coverage and description of activities according to the syllabus.	1	1	0	0	0	2

	2.Core Activities	17. Student based center activities	0	2	0	0	0	2
		18. The existence of other knowledge-giving activities, namely knowing, understanding, applying, analyzing, evaluating, and creating.	1	1	0	0	0	2
		19. The suitability of activity activities of skills obtained through observing, questioning, trying, reasoning, presenting, and creating.	2	0	0	0	0	2
	3.Closing Activities	20. The suitability of reflection activities with a series of learning Activities	1	1	0	0	0	2
		21. Suitability in providing feedback on the learning process and outcomes	1	1	0	0	0	2
		22. Suitability in carrying out follow-up activities in the form of assigning tasks	1	1	0	0	0	2
23. Suitability in informing learning activity plans for the next meeting.		2	0	0	0	0	2	
III	Assessment Component	24. The appropriateness of the assessment method with the learning objectives to be achieved	0	2	0	0	0	2

	25. The suitability of the evaluation tool with the learning objectives to be achieved	1	1	0	0	0	2
	26. The integrity of the assessment of the aspects of readiness.	2	0	0	0	0	2
	Total	32	20	0	0	0	
	Score Total	160	80				
	Score	240					
	Percentage	92,3%					

The number of scores from the research results using google form questionnaires, the score on the statement multiplied by the Likert scale score weight. The weight of the lowest score on the Likert scale will be multiplied by the number of questions in the questionnaire where $26 \times 5 = 130$, thus the total score is multiplied by the number of respondents who filled out the questionnaire, while $130 \times 2 = 260$. Therefore that the calculation of the percentage of online learning on English subject during the corona virus disease (covid-19) pandemic at SMA N 10 Pekanbaru, using the following formula below:

$$\begin{aligned} \sum \text{questionnaire score} &= (\text{total SA} \times \text{Score SA}) + (\text{total A} \times \text{Score A}) + \\ & (\text{total N} \times \text{Score N}) + (\text{total D} \times \text{Score D}) + \\ & (\text{total SD} \times \text{Score SD}) \\ &= (32 \times 5) + (20 \times 4) + (0 \times 3) + (0 \times 2) + (0 \times 1) \end{aligned}$$

$$= \frac{240}{260} \times 100\% = 92,3\%$$

Table 4.4 Result teachers' questionnaire of descriptive statistic SPSS version 25

Descriptive Statistics						
	N	Minimum	Maximum	Mean	Std. Deviation	
x1	2	5	5	5.00	.000	
x2	2	4	5	4.50	.707	
x3	2	4	4	4.00	.000	
x4	2	4	5	4.50	.707	
x5	2	4	5	4.50	.707	
x6	2	4	5	4.50	.707	
x7	2	4	5	4.50	.707	
x8	2	5	5	5.00	.000	
x9	2	5	5	5.00	.000	
x10	2	4	5	4.50	.707	
x11	2	5	5	5.00	.000	
x12	2	4	5	4.50	.707	
x13	2	5	5	5.00	.000	
x14	2	4	5	4.50	.707	
x15	2	5	5	5.00	.000	
x16	2	4	5	4.50	.707	
x17	2	4	4	4.00	.000	
x18	2	4	5	4.50	.707	
x19	2	5	5	5.00	.000	
x20	2	4	5	4.50	.707	
x21	2	4	5	4.50	.707	
x22	2	4	5	4.50	.707	
x23	2	5	5	5.00	.000	
x24	2	4	4	4.00	.000	
x25	2	4	5	4.50	.707	
x26	2	5	5	5.00	.000	
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.

Table 4.4.1 Result of teachers' questionnaire interpretation

Indicator	Average	Explanation
X1.1	5.00	Very Good
X1.2	4.50	Very Good
X1.3	4.00	Good
X1.4	4.50	Very Good
X1.5	4.50	Very Good
X1.6	4.50	Very Good
X1.7	4.50	Very Good
X1.8	5.00	Very Good
X1.9	5.00	Very Good
X1.10	4.50	Very Good
X1.11	5.00	Very Good
X2.12	4.50	Very Good
X2.13	5.00	Very Good
X2.14	4.50	Very Good

X2.15	5.00	Very Good
X2.16	4.50	Very Good
X2.17	4.00	Good
X2.18	4.50	Very Good
X2.19	5.00	Very Good
X2.20	4.50	Very Good
X2.21	4.50	Very Good
X2.22	4.50	Very Good
X2.23	5.00	Very Good
X3.24	4.00	Good
X3.25	4.50	Very Good
X3.26	5.00	Very Good

Based on the interpretation results contained in the table above, it has three indicators, namely the lessons Plan component, Learning Steps component, and the Assessment component that get a value of 3.42-4.41, namely the statements X1.3, X2.17 and X3.24 which are applied quite well at SMAN 10 Pekanbaru during online learning during the Covid-19 pandemic. Meanwhile, the average results for respondents' answers ranged from 4.42-5.00. These results show that the application of online learning at SMAN 10 Pekanbaru during the Covid-19 pandemic has been Very Good.

If separated for likert scale calculation on the lesson plan, learning steps and assessment then :

1. Lessons Plan component

Total score SA (14x5) + A(8x4) + N(0x3) + D(0x2) + SD(0x1)
 Score: 70 + 32 + 0 + 0 + 0 = 102

The total score from the results of the study using a questionnaire via google form can be seen by the number of scores on the statement multiplied by the weight of the provisions of the Likert scale. in this case the highest score on the Likert scale is multiplied by the number of questions, then $5 \times 11 = 55$. So the total desired score is the highest score multiplied by the number of respondents, so $55 \times 2 = 110$. So the calculation of the percentage of online learning in the lessons plan component of English subjects during the corona virus pandemic (Covid-19) at SMAN 10 Pekanbaru using the following formula:

$$\begin{aligned}
 \sum \text{questionnaire score} &= (\text{total SA} \times \text{score SA}) + (\text{total A} \times \text{score A}) + \\
 &\quad (\text{total N} \times \text{Score N}) + (\text{total D} \times \text{score D}) + (\text{total} \\
 &\quad \text{SD} \times \text{score SD}) \\
 &= SA(14 \times 5) + A(8 \times 4) + N(0 \times 3) + D(0 \times 2) + SD(0 \times 1) \\
 &= \frac{102}{110} \times 100\% = 92,7\%
 \end{aligned}$$

2. Learning steps

$$\begin{aligned}
 &\text{Total score SA (168x5) + A(90x4) + N(119x3) + D(6x2) + SD(0x1)} \\
 &: 840 + 360 + 357 + 12 + 0 \\
 &: 1569
 \end{aligned}$$

The total score from the results of the study using a questionnaire via google form can be seen by the number of scores on the statement multiplied by the weight of the provisions of the Likert scale. in this case the highest score on the Likert scale is multiplied by the number of questions, $5 \times 12 = 60$. So the total desired score is the highest score multiplied by the number of respondents, so $60 \times (30 + 2 \text{ English teachers}) = 1920$. So the calculation of the percentage of online learning in the learning steps component of English subjects during the corona virus pandemic (Covid-19) at SMAN 10 Pekanbaru, using the following formula:

$$\begin{aligned}
 \sum \text{questionnaire score} &= (\text{total SA} \times \text{score SA}) + (\text{total A} \times \text{score A}) + \\
 &(\text{total N} \times \text{Score N}) + (\text{total D} \times \text{score D}) + \\
 &(\text{total SD} \times \text{score SD}) \\
 &= \text{SA (168x5) + A(90x4) + N(119x3) + D(6x2) +} \\
 &\text{SD(0x1)} \\
 &= \frac{1569}{1920} \times 100\% = 81,7\%
 \end{aligned}$$

3. Assessment Component

$$\begin{aligned} & \text{Total score SA } (38 \times 5) + \text{A}(35 \times 4) + \text{N}(23 \times 3) + \text{D}(0 \times 2) + \text{SD}(0 \times 1) \\ & : 190 + 140 + 69 + 0 + 0 \\ & : 399 \end{aligned}$$

The total score from the results of the study using a questionnaire via google form can be seen by the number of scores on the statement multiplied by the weight of the provisions of the Likert scale. in this case the highest score on the Likert scale is multiplied by the number of questions, then $5 \times 3 = 15$. So the total desired score is the highest score multiplied by the number of respondents, so $15 \times (30 + 2 \text{ English teachers}) = 525$. So the calculation of the percentage of online learning in the assessment component of English subjects during the corona virus pandemic (Covid-19) at SMAN 10 Pekanbaru, using the following formula:

$$\begin{aligned} \Sigma \text{questionnaire score} &= (\text{total SA} \times \text{score SA}) + (\text{total A} \times \text{score A}) + \\ & (\text{total N} \times \text{Score N}) + (\text{total D} \times \text{score D}) + \\ & (\text{total SD} \times \text{score SD}) \\ &= 190 + 140 + 69 + 0 + 0 \\ &= \frac{399}{525} \times 100\% = 76\% \end{aligned}$$

It can be concluded that the result of the lesson plan component are implemented good, as well as the learning steps are implemented properly in accordance with the lesson plans and the assessment is given well as a whole.

4.2 Data Interpretation

In this discussion focuses on the result of the research that has been carried out and the result of data analysis namely is online learning on English subjects during the corona virus disease (Covid-19) pandemic at SMAN 10 Pekanbaru.

Therefore that it can be analyzed that the application of learning steps and assessment obtained by students on online learning on English subject during the corona virus disease (Covid-19) pandemic in class XII IPS 2 students the the score 81,5%. Likewise with the application of the lesson plan component, learning steps and assessment by English teachers in online learning on English subjects during the corona virus disease (Covid-19) pandemic with a total score is 92,3%.

In addition, for the results of the descriptive score using SPSS on the learning steps and assessment indicator given to students, students get a score with the highest average answer of 3.42-4.41, then on the lesson plan indicator, learning steps and assessment given to the teacher, the score is average answers ranged from 3.42-4.41 and 4.42-5.00. So it can be concluded that for online learning in English subjects carried out by English teachers and class XII IPS 2 students related to lesson plan components, learning steps components and assessment components during the corona virus pandemic (Covid-19) at SMAN 10 Pekanbaru has been implemented properly.

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 10 Pekanbaru are applied good.

H₁= (Alternative Hypothesis) Online learning on English subject of learning steps component during the corona virus disease (Covid-19) pandemic at SMAN 10 Pekanbaru are applied not good.

Based on the results of the analysis in table 4.2 which has been described above. The highest average value on the Likert scale assessment indicator lies on an average of 3.42-4.41 which according to Sugiono (2013) which has a good. So it can be concluded that H₀ (hypothesis null) is acceptable, Online learning on English subject of learning steps component during the corona virus disease (Covid-19) pandemic at SMAN 10 Pekanbaru was carried out good.

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 10 Pekanbaru are applied good.

H1= (Alternative Hypothesis) Online learning on English subject of assessment component during the corona virus disease (Covid-19) pandemic at SMAN 10 Pekanbaru are applied not good.

Based on the analysis in table 4.2, all the average values on the Likert scale assessment indicators average of 3.42-4.41 which according to Sugiono (2013) which has a good assessment. So it can be concluded that H0 (hypothesis null) is acceptable, Online learning on English subject of assessment component during the corona virus disease (Covid-19) pandemic at SMAN 10 Pekanbaru was applied good.

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 10 Pekanbaru are applied good.

H1= (Alternative Hypothesis) Online learning on English subject of lesson plan component during the corona virus disease (Covid-19) pandemic at SMAN 10 Pekanbaru are applied not good.

Based on the analysis in table 4.4 the value on the Likert scale is on average 3.42-5.00. in this case only a few answered Good and the most average answer on the Likert scale assessment indicator lies on an average of 4.42-5.00 which according to Sugiono (2013) which has a very good rating. So it can be concluded that H0 (hypothesis null) is acceptable, Online learning on English

subject of lesson plan component during the corona virus disease (Covid-19) pandemic at SMAN 10 Pekanbaru was applied very good.

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 10 Pekanbaru are applied good.

H₁= (Alternative Hypothesis) Online learning on English subject of learning steps component during the corona virus disease (Covid-19) pandemic at SMAN 10 Pekanbaru are applied not good.

Based on the analysis that has been described in table 4.4, the value contained in the learning steps component is on average 3.42-5.00. based on the average value that has been explained according to Sugiono, the value of the Likert scale on this number ranges from good and very good. So it can be concluded that H₀ (hypothesis null) is acceptable, Online learning on English subject of learning steps component during the corona virus disease (Covid-19) pandemic at SMAN 10 Pekanbaru was applied very good.

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 10 Pekanbaru are applied good.

H1= (Alternative Hypothesis) Online learning on English subject of assessment component during the corona virus disease (Covid-19) pandemic at SMAN 10 Pekanbaru are applied not good.

Based on the analysis described in table 4.4, the highest average value for the assessment component is in the range of 4.42-5.00. based on the average value that has been explained according to Sugiono, the value of the Likert scale on this number is in the very good level. So it can be concluded that H0 (hypothesis null) is acceptable, Online learning on English subject of assessment component during the corona virus disease (Covid-19) pandemic at SMAN 10 Pekanbaru was applied very Good.

CHAPTER V

CONCLUSION, IMPLICATION, AND SUGGESTION

5.1 Conclusion

As explained in the problem formulation in the previous chapter, this study aims to know how online learning is applied to the English subject lesson plan component, learning steps component and assessment component during the corona virus disease (Covid-19) pandemic at SMAN 10 Pekanbaru by using google form as a questionnaire.

Based on the research findings and the data presentation from explanation in the previous, I as researcher have been calculated and analyzed by the researcher by giving a number of statements.

1. All students have agreed that there is application of learning that has been seen and carried out in the learning steps component and assessment component in the previous.
2. The English teacher at SMAN 10 Pekanbaru has agreed to application of online learning during covid pandemic, the application of online learning related to indicators that have been explained in the previous regarding lessons plan component, learning step component and assessment component.
3. The result from students' respondent answers with the percentage of Learning Step and Assessment results by using likert scale get the score 81,5% and the results based on English teachers' respondent of Lessons Plan, Learning Steps and Assessment get the percentage score 92,3%. 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.

5.2 Implication

The implications of this study are described in accordance with the results obtained by the study. The researcher wrote that there was a significant effect that online learning on English subjects during the corona virus disease (Covid-19) pandemic in class XII IPS 2 and 2 English teachers at SMAN 10 Pekanbaru.

Based on the explanation above, it can be concluded that online learning in English lessons, especially the application of lesson plans, learning steps and assessments during the corona virus disease (Covid-19) pandemic at SMAN 10 Pekanbaru went well. This can be seen based on the results of student and teacher respondents who have been distributed via google form and for that it can be seen the equivalence or stability.

5.3 Suggestion

From the explanation that has been explained in the previous conclusions and implications, the researcher wants to convey suggestions to English teachers, students and other researcher.

1. The Teacher

During a pandemic , teachers should pay more attention and develop online learning that can attract students to enjoy and be able to understand the lessons

given. teachers must pay attention to the stages of learning and a good lesson plan during this pandemic, so that students can understand the material provided.

2. Students

For students, during this pandemic it is hoped that they will remain active in learning and pay attention to the material provided by the teacher, and be present in every lesson given by the teacher.

3. Other Research

For other researchers, this research is expected to be useful and become a reference or inspiration for other researchers who conduct research, especially those related to learning English through online learning.

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