AN ANALYSIS OF THE EFFECTIVENESS LEARNING ENGLISH VIA ONLINE DURING PANDEMIC OF COVID-19 AT SMA N 1 KARIMUN

A THESIS

Intended to fulfil one of requirements for the Award of Sarjana Degree in English Language Teaching and Education University Islam Riau

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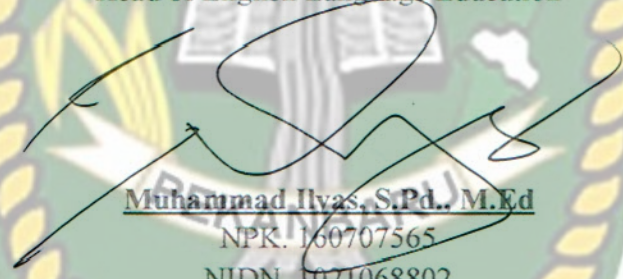
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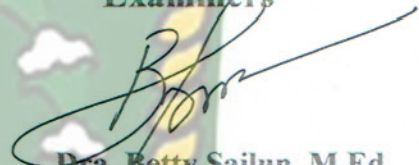**THE CANDIDATE HAS BEEN EXAMINED ON AUGUST, 18th 2022**

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
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
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No	Date	Guidance Agenda	Signature
1	14-12-2020	ACC Tittle	
2	06-07-2021	Paraphrase Chapter I,II,and III	
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4	20- 08-2021	Approved for Proposal Examination	
5	25- 10-2021	Join The Proposal Seminar	
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10		Join The Thesis Examination	

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I admit that this thesis writing purely derived from my own ideas, except some question (deliberately or un-deliberately) which were adopted or taken from various sources included in "references". Scientifically, I took responsible for the truthfulness of the data and its content.

Pekanbaru, July 20th 2022
The Researcher

SITI FATIHA SARI

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First, praise to Allah S.W.T who has given his blessing to the writer in completing this thesis entitled, "**AN ANALYSIS OF THE EFFECTIVENESS LEARNING ENGLISH VIA ONLINE DURING PANDEMIC OF COVID-19 AT SMA N 1 KARIMUN**"

The researcher would like to dedicate her deepest appreciation, love and thanks to her beloved parents **H. Djamaluddin** and **Hj. Siti Alwiyanah**, for my brothers **M. Miftah Farid, M. Mirza Fachrury** and for my older sister **Dwi Andini** who always give much love, prayer and always stand by her side.

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Finally, the researcher release that this thesis is still far from being perfect. Therefore, constructive criticism and suggestions are expected from the reader for perfection of this thesis. However, I hope that this writing gives a worthwhile contribution to the improvement of the English teaching and learning process.

Pekanbaru, July 20th 2022
The Researcher

SITI FATIHA SARI

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AN ANALYSIS OF THE EFFECTIVENESS LEARNING ENGLISH VIA ONLINE DURING PANDEMIC OF COVID-19 AT SMA N 1 KARIMUN

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Key Words: *Analysis, Effectiveness, Learning English, Via Online*

The researcher analyzed this research entitle *"An Analysis of The Effectivenes Learning English Via Oneline During Pandemic Of Covid-19 at SMAN 1 Karimun"* to find out The Effectivenes Learning English Via Oneline During Pandemic Of Covid-19 at Senior High School in Karimun. The method of this research was qualitative research. The subject of this research was an English teacher in SMA N 1 Karimun and The Students. The instrument of this research were observation checklist and interview. The final result of this research, the researcher found that The teacher gave positive and negative responses about the effectiveness of learning English via online during the covid-19 pandemic. The online learning process has advantages and disadvantages. The benefits are that it can be done with flexible time, but it makes the learning process ineffective, and learning materials are not appropriately achieved. The students give positive and negative responses about the effectiveness of learning English via online during the covid-19 pandemic. the online learning process has advantages and disadvantages, making students more independent in the learning process, students are also more able to find additional material from various applications and also students learn to use technology in this modern era, but also students find difficulties in understanding online learning materials, thus making the learning process ineffective.

CHAPTER I

INTRODUCTION

1.1 Background of The Problem

Online learning is a learning system without face to face directly between teachers and students but done online using the internet network. Teachers must ensure that teaching and learning activities during the Covid-19 pandemic continue to run smoothly, even through online learning at home. The solution is that teachers are required to be more creative and be able to design learning media to be more attractive.

By following the Regulation of the Minister of Education and Culture of the Republic of Indonesia concerning Circular Letter Number 4 of 2020 concerning the Implementation of Educational Policies in Emergencies for the Spread of Corona Virus Disease (COVID-19).

The learning system is implemented through a personal computer (PC) or laptop connected to an internet network connection. Teachers can learn together at the same time using groups on social media such as WhatsApp (WA), telegram, Instagram, zoom applications, or other media as learning media. Thus, the teacher can ensure students take part in learning at the same time, even in different places. During the pandemic, learning media is very important. especially the internet as the main ingredient in online learning, during the Covid-19 pandemic. many difficulties experienced by teachers and students during this pandemic. Each learning material certainly has a different level of difficulty. For example, in English subjects using various kinds of learning media such as songs, videos, speakers, dictionaries, etc.

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Students feel bored and tired quickly, of course it cannot be avoided, because the teacher's explanation is difficult to digest and understand. A wise teacher of course realizes that boredom and fatigue of students are the basis for the explanation given by a confused teacher, the problem is not focused on this, of course it must be sought if the teacher cannot explain the material well, the teacher can present the media as a teaching aid to achieve goals set before the implementation of teaching.

According to law No. 20 of 2003 on the national education system states that "education is a conscious and planned effort to create an atmosphere of learning and the learning process so that students actively develop their potential to have spiritual strength, religious self-control, personality, intelligence, noble morals. , as well as the skills needed by himself, society, nation and state " Sanjaya and Susriani (2010: 1)

Media is a source of learning, so broadly the media can be interpreted as humans, objects, or events that allow students to gain knowledge and skills. Media as a tool for teaching and learning process, because the media helps the teacher's task in telling the message of the learning material that the teacher gives to students.

According to Sulaiman (2006: 101), the internet supports students who experience limited space and time to continue to enjoy education. The internet also allows students to communicate with a wider range of knowledge sources. The role of the internet is to provide a very rich source of learning and also facilitate the connection to various learning resources. It is equally important to provide communication facilities between students and teachers, especially during online learning.

According to Dewi and Efelin (2008: 311), the dialogue or communication is for the purposes of discussing, consulting, or for collaborating in groups (collaboration) seen
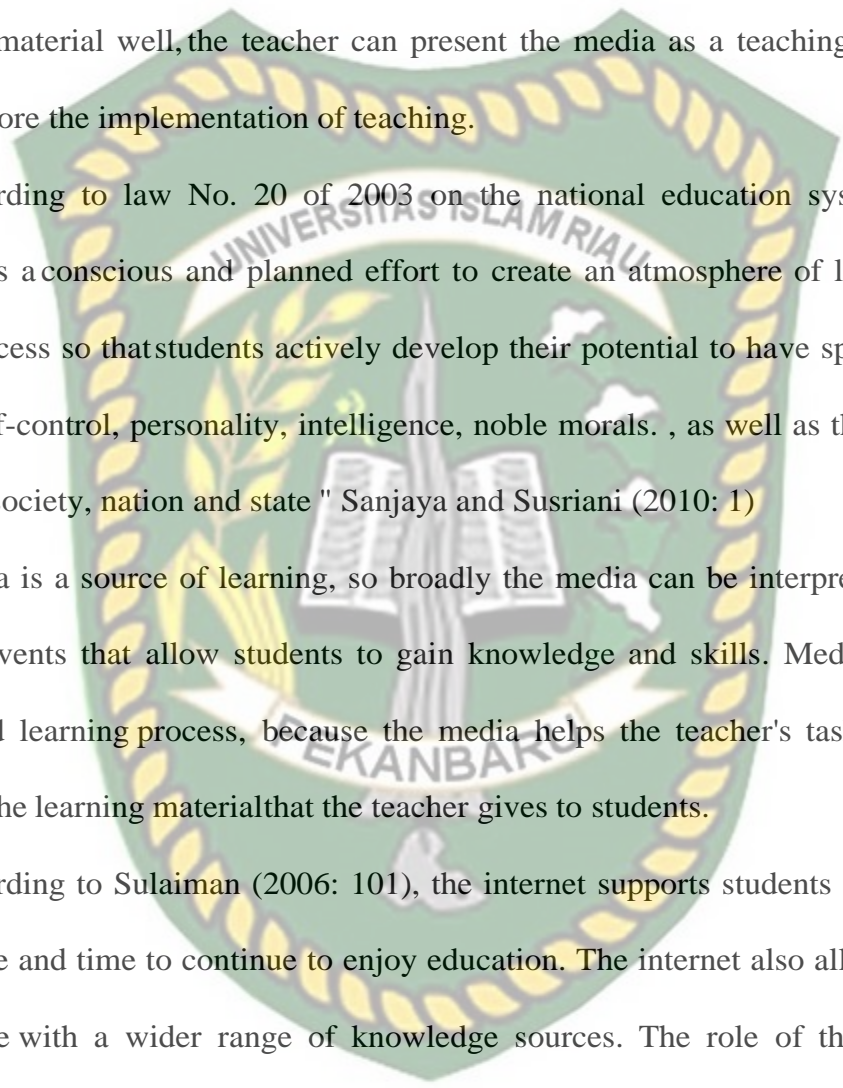
and the role of the internet media, in the general world of education, the internet is one of the supporting factors for achieving the goal of improvement. learning outcomes in the learning process at school.

Related to the above views, teachers are currently required to make the latest innovations, namely utilizing media in learning, especially during the Covid-19 pandemic. The internet is currently playing an important role in online learning. and there are also many students lack facilities because of limited materials and housing.

This is related to the point of view above, as teachers are required to be able to master electronic media, especially during the online learning period in the Covid-19 pandemic era. because it is the teacher's job to provide proper education to their students, whether in online or offline schools.

Based on my observations at SMAN 1 KARIMUN the lack of effectiveness in online learning, due to teachers who do not understand technology and students who are too relaxed in online learning.

The online learning system which is still new at SMAN 1 KARIMUN, makes it difficult for teachers and students to learn online, using media, WhatsApp, Zoom Meeting, and google classroom, very many students are slow in understanding learning material and lazy to discuss.

In this study, the researcher took the title "AN ANALYSIS OF THE EFFECTIVENESS LEARNING ENGLISH VIA ONLINE DURING PANDEMIC OF COVID-19 AT SMA N 1 KARIMUN "

1.2 Identification of Problem

At SMAN 1 KARIMUN, many teachers and students have difficulty learning online.
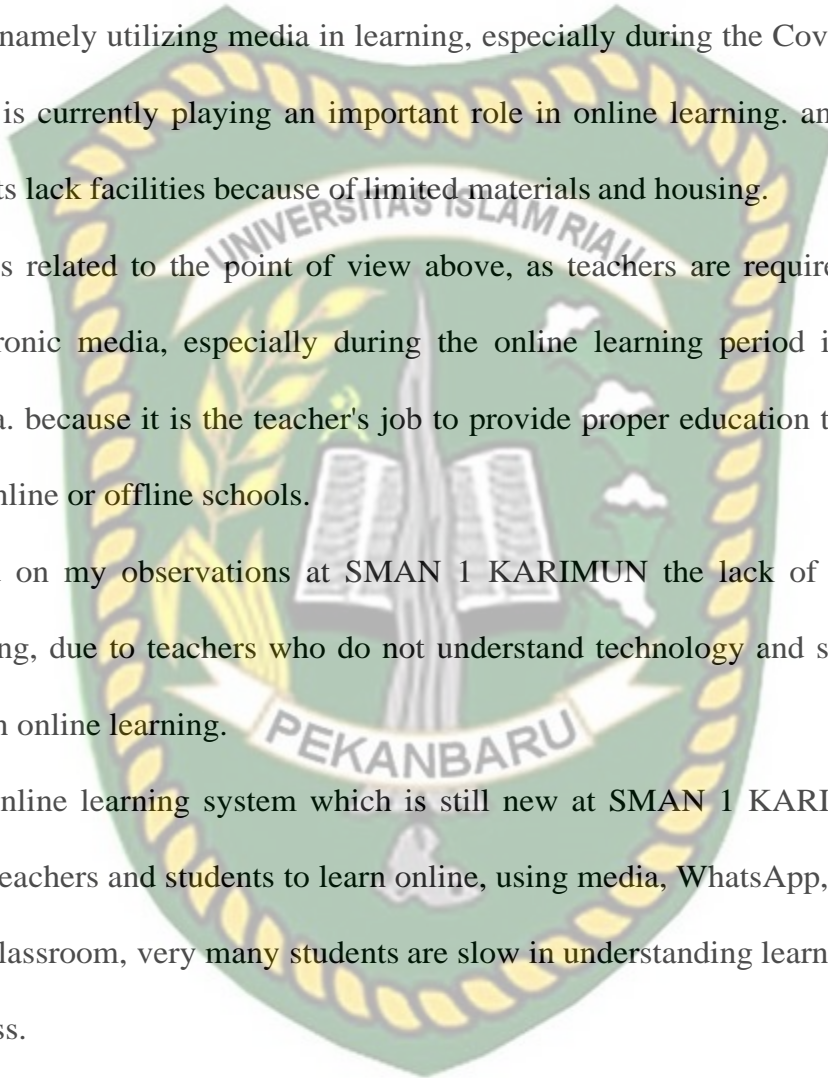
That's because of several factors. First, Teachers don't know how to manage electronics, especially for teachers who are old and don't understand technology. Second, Students pay less attention to online learning, because students are easily bored and do not focus on lessons. Third, Lack of cooperation between teachers and students will result in poor communication, students become lazy to ask questions even though they do not understand during online learning.

Furthermore, students are getting tired of studying online, so many students are not very presentwhen online classes are held.

1.3 Limititation of The Problem

In conducting this research, the authors limit the problem to facilitate research. During the Covid-19 Pandemic, in online learning there are many interesting aspects to learn, but the author focuses on the problem of effectiveness in online learning, because of the lack of effectiveness in students during online learning, from ineffective learning achievements, then when students join online classes that are not effective. Very untimely, as well as a lack of attention from students while learning English online at SMAN 1 KARIMUN.

1.4 Formulation of the Problem

Based on the limitation problem mentioned above, the writer formulates the study as follows:

"Is there any effectiveness in learning English online during the Covid-19 pandemic atSMAN 1 KARIMUN?"

1. How is teacher's perception of online English Learning ?

2. How is student's perception of online English learning?

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1.5 Objective of the Research

Based on the formulation problem mentioned above, the writer formulates the study as follows: "To find out the effectiveness of learning English during the Covid-19 at SMAN 1 KARIMUN".

1.6 Significancet of the Research

The results of this study are expected to be useful various parties, as explained below:

1. For students

   This study is expected to help the students to improve their ability in learning and to makethem more active and critical in learning.

2. For the English Teacher

   To give the English teacher provides an alternative way of teaching online during in pandemic Covid-19 to students.

3. For the Researcher

   This research will be useful for the researcher in gaining experiences, additional knowledge, understanding of how to teach well, and to meet one of the researcher undergraduare program requirement.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Concept of Learning Effectiveness

In the Big Indonesian Dictionary Effectiveness comes from the word "effective" means there is an effect, efficacious, efficacious, well-established1. Effectiveness comes from the English language, namely Effective which means successful, appropriate or effective. Effectiveness shows the level of achievement of a goal, a business is said to be effective if the effort reaches its goal ideally. Effectiveness can be said with definite measures, for example, effort X is 60% effective in achieving goal Y.

Effectiveness is an assessment made about to with concering the achievements of individuals, groups of organizations, the closer to the achievement of the expected achievements so that the results of the assessment are more effective.

According to Yusufhadi Miarso (2004:516, 536), the effectiveness of learning is what produces useful and purposeful learning for students, through appropriate learning procedures. Miarso continued the discussion on the definition of effectiveness by stating that the effectiveness of learning is often measured by the achievement of learning objectives, or accuracy in managing a situation. Several things are contained in this definition, namely the effectiveness of learning is an educational activity that has characteristics, namely

(1) systemic (systemic), which is carried out through the stages of planning, development, implementation, assessment, and refinement.

(2) sensitive to the need for learning tasks and the needs of learners.

(3) clarity of goals and therefore efforts can be gathered to achieve them.

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(4)departing from the ability or strength of students, educators, society, and government.

According to Astim Riyanto (2003:6), the effectiveness of learning is defined as effective or effective, or achieving goals or achieving learning objectives. In this case the effectiveness of learning or effective learning is an effort that produces results or produces useful and purposeful learning for students, through the use of appropriate procedures. In this definition the word learning effectiveness contains two important indicators, namely the occurrence of learning in students and what the lecturer does. Thus, the learning procedures used by lecturers and evidence of student learning will be the focus of efforts to foster learning effectiveness.

Effective in learning according to Makmun quoted by Syaiful Sagala (2009:164-165), That it has a certain influence and meaning for the student (at least to a certain extent) is relatively permanent and at any time it is needed it can be produced and used, such as in problem solving, both re-exams and everything as well as self-completion in everyday life in keep his life. Effective learning can be demonstrated in the following ways:

1) Punctual, time efficient.

2) Simple questions get complete information.

3) Quick mastery of concepts.

4) Appropriate methods according to basic competencies, competency standards, indicators.

5) cost-effective. The effectiveness of learning is nothing but a learning effort with the criteria of attractiveness or usability, meaning that by utilizing a set of hidden

characteristics the lecturer helps students achieve learning goals. In other words, effectiveness is one indicator of a good learning process. Another indicator is efficiency and productivity.

The two terms mentioned above, namely efficiency and productivity, are two terms relatedto effectiveness. According to Miarso (2004), learning productivity is the result that graduates, writings, research, and so on increase, with reduced input, or without additional input; or with the addition of a little input but the increase in the result is greater; or the addition of a lot of input with much more results. While the efficiency of learning is the equivalence between the time, cost, and energy used with the results obtained. The characteristics are a neat organization, for example an orderly environment or background, a balanced division of tasks, and orderly implementation, and effort that is not excessive. Yusufhadi Miarso (2004:517).

Another definition of effectiveness and productivity with effectiveness can be understood in the definition according to the University of Indonesia Education Administration lecturer Team (2010), namely efficiency is related to how to make things right (doing things right) while effectiveness is related to goals (doing the right things) or effectiveness is the comparison between the plan and the objectives achieved, while efficiency emphasizes the comparison between inputs/resources and outputs. An activity is said to be efficient if the goal can be achieved optimally with the use or use of minimal resources. Thus, educational efficiency is how that goal is achieved by having a level of efficiency in time, cost, effort and facilities. Team of Lecturers of Educational Administration at the Indonesian University of Education (2010:89).

In the theory of effectiveness, the word effectiveness is comparing the results or

achievements obtained with the goals or achievement of goals. Here it becomes clear that effectiveness is concerned with achieving goals or results, namely making something right in achieving the goals that have been set. In other words, effectiveness concerns the extent to which the objectives have been achieved.

In another aspect of the theory, Simon Devung quoted by Suriani, and quoted again by Sentot Sadono, effectiveness is defined as "the ability to do the right thing or get things done well" (Sentot Sadono, 2004: 53).

In the effectiveness of learning there are always two structured activities, namely:

1. Study.

2. Teaching.

Learning is a process of change. Changes in terms of competence in knowledge, attitudes and skills. Teaching is a structured willingness in teachers who are driven by the vision that teaching is the ability to facilitate change in young people who are entrusted to a teacher in theeducation unit.

During the covid pandemic, the concept of learning effectiveness is carried out online (online learning). Due to the constraints due to the COVID-19 pandemic, the learning process cannot be carried out as usual.

2.2 Theory of Learning Effectiveness.

According to Mahmudi (2010: 143-166), effectiveness is the extent to which the units issued are able to achieve the set goals. According to Nana Sudjana (1990: 50), effectiveness can be interpreted as an act of student success to achieve certain goals that can bring maximum learning outcomes. The effectiveness of learning is related to the way and the technical efforts or strategies used in achieving the goals quickly and precisely.

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The effectiveness of learning according to Supriyono (2014: 1), refers to the power and effectiveness of all learning components that are organized to achieve learning objectives. Effective learning includes all learning objectives, both mental, physical and social dimensions. Effective learning makes it easier for students to learn something useful.

From several understandings of effectiveness that have been put forward by experts, researchers can draw the conclusion that effectiveness is the level of success achieved in accordance with the objectives, namely from the application of a learning model or media, in this case measured from student learning outcomes, if student learning outcomes increase then the model or the learning media can be said to be effective, on the contrary if student learning outcomes decrease then the model or learning media.

2.2.1 Curriculum

Oemar Hamalik (2013: 16), curriculum is an educational program provided to teach students. With this program, students carry out various learning activities, so that changes and developments in student behavior occur, in accordance with educational and learning objectives.

The curriculum can be interpreted as a number of subjects that must be taken and studied by students to acquire some knowledge. The term curriculum is not only limited to a number of subjects, but includes all learning experiences experienced by students and affects their personal development.

Learning in the context of the 2013 curriculum is oriented to produce Indonesian education that is productive, creative, and effective through strengthening integrated attitudes, skills and knowledge.

2.2.2 Syllabus

According to Mulyasa (2010: 190), syllabus is a lesson plan in a group of subjects with a certain theme, which includes competency standards, basic competencies, learning materials, indicators, assessments, time allocation, and learning resources developed by each educational unit. Meanwhile, according to the 2013 curriculum, the syllabus is a lesson plan in a particular subject group or theme which includes competency standards, basic competencies, subject matter or learning, learning activities, indicators, assessment, time allocation, and learning resources or tools.

2.2.3 Lesson Plan

Andi Prastowo (2015: 37), learning planning is a satisfying way that is accompanied by anticipatory steps as an effort to translate the school curriculum (implemented) into learning activities in the classroom through the process of thinking rationally about certain learning goals and objectives, namely changes in behavior and a series of activities that must be carried out as an effort to achieve learning objectives by utilizing all existing potential and learning resources, in order to produce written documents, syllabus, and lesson plans (learning implementation plans), which can be used as references and guidelines in carrying out the learning process.

Minister of Education and Culture RI No. 65 of 2013 concerning process standards in the attachment of Chapter III, namely learning planning is designed in the form of a syllabus and lesson plan (RPP) which refers to content standards. Learning planning includes the preparation of implementation plans, preparation of learning implementation plans and preparing learning media and resources, assessment tools, and learning scenarios.

2.2.4   **Learning Implementation Method**

Briefly, the factors that affect the effectiveness of learning, are:

1. Factors from Students, where each child has different conditions in: physiological condition psychological condition

2. Environmental factors, both the natural environment and the social environment.

3. The teacher factor, this factor that needs attention is teaching skills, the right method in managing the learning stages.

4. Curriculum factor, the curriculum is a guideline for teachers and students in coordinating the objectives and content of the lesson.

According to Popham (2003:7), the effectiveness of the learning process should be viewed from the relationship of certain teachers who teach certain groups of students, in certain situations in their efforts to achieve certain instructional goals. The effectiveness of the learning process means the level of success of teachers in teaching certain groups of students by using certain methods to achieve certain instructional goals.

The teaching method is one of the methods used by teachers in establishing relationships with students during teaching. The methods used in teaching the saman dance are ATM (observe, imitate, modify), group discussions, question and answer and assignments. However, due to the current covid pandemic, the method used in teaching cultural arts (dance) is the e- learning method (online learning).

2.2.5 **Daring Learning Method**

Munir (2009: 18-19), definition of distance learning is when the learning process does not occur in the form of direct face-to-face contact between teachers and students. Conventional learning and distance learning emphasize that (distance education) will be

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effective if students feel more comfortable and motivated to learn with communication. Without mutual communication, learning will turn into indoctrination, learning is not a fun activity, but a heavy burden. Communication takes place in two directions which is bridged by media such ascomputers, television, telephone, internet, video and etc.

The conventional learning system is that students and teachers meet at a certain place and time. The conventional learning system then developed into distance learning. Distance learning has problems because the learners are spread out in different areas, making it difficultto gather learners at one particular time and place. In distance learning, learning materials should not be delivered in class in a meeting, but can be given directly without the presence ofstudents and teachers.

The internet is a very appropriate medium for distance learning because it is able to penetrate the boundaries of time and place or can be accessed anytime, anywhere, multiuser and provides convenience. With this technology, information and learning materials can arrivequickly.

During learning will be effective if it involves interaction between learners and teachers, learners with learners, learners with learning media (including facilities). Learning interactionpatterns take place actively and interactively. The use of technology in supporting distance learning must be considered to assist education.

2.2.6 Learning Materials

According to Jamil Suprihatiningrum (2016: 27), learning material is basically the content of the curriculum, namely in the form of subjects or fields of study with topics/sub topics and details. In general, the curriculum content can be selected into three main elements, namely: logic (knowledge of right and wrong based on scientific procedures),

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ethics (knowledge of good and bad) in the form of moral values, and aesthetics (knowledge of beautiful and ugly) inthe form of artistic values.

2.2.7 Facilities and Infrastructure

According to Mulyasa (2003:49), educational advice is equipment and supplies that are directly used and support the educational process, especially the teaching and learning process, such as buildings, classrooms, tables, chairs, and teaching media tools. Barnawi (2012:47-48) educational infrastructure is all basic equipment that indirectly supports the implementation of the education process in schools. Therefore, educational advice and infrastructure is an integral part of supporting the implementation of the learning and teaching process properly and optimally.

2.2.8 Evaluation/Assessment

The evaluation component is a component that functions to find out whether the goals thathave been achieved or not can serve as feedback for improving the strategies that have been set.

The main function of evaluation in the classroom is to find the results of the teaching sequence achieved directly related to the mastery of the objectives being targeted. In addition, evaluation also serves to assess the relevant elements in the planning and implementation of teaching. That is why evaluation occupies an important position in curriculum design and teaching design. The assessment at SMAN 1 Karimun is following the k13 curriculum, namely cognitive aspects (knowledge), effective aspects (attitudes), psychomotor aspects (skills). In dance, what is assessed is movement, accompaniment and music as well as group cohesiveness.

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2.3 Concept of Online Learning

Lin (2014: 68), defines e-learning where as a learning model of electronic media, especially the internet, is the only learning medium. Meanwhile, according to Koran (2002: 68) e-learning is learning that uses electronic circuits (LAN, WAN, or internet) to deliver learning content, interaction or guidance.

Hakim (2018: 68) in terminology, e-learning is a learning process carried out with the help of electronic devices through a network, either the internet or an intranet. In the learning process, e-learning is able to facilitate students independently without having to be accompanied by educators. So that the presence of e-learning has transformed learning from what was initially centered on educators to become student-centered (student center learning).

Online learning in this study was carried out online through internet media. The Covid-19 outbreak has caused learning that is usually done at school to be replaced by learning from home. For this reason, the use of internet networks and other electronic aids such as smartphones, computers, or laptops is used in online learning to transform material from educators to students.

2.4 Concept of Learning English

Learning English as a second language needs to be known and understood exactly what the language itself means. A standard definition of the meaning of language, namely: "Language is a system of arbitrary conventionalized vocal, written, or gestural symbol that enables members of a given community to communicate intelligently with one another." (Brown, 2000:5). The meaning that Brown wants to convey is that language is considered as a system consisting of symbols or sound symbols that can be used to

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communicate.

Giving a definition of language (Brown, 2000: 5), further says that a consolidation of a number of possible definitions of language is explained as follows:

(a) language is systematic,

(b) language is a set of separate symbols,

(c) the symbol is primarily vocal, but possibly also visual,

(d) the meaning of the symbol has been adapted to itsreference,

(e) language is used as a means of communication,

(f) language is used in public or cultural speech,

(g) essentially, language is for communication. humans, although the possibilities are not

    limited to humans, and

(h) the languages that humans use are mostly the same.

Another source that provides a definition of language is obtained from the Research and Development Center of the Ministry of National Education (2001:7) that language is a tool for expressing meaning (ideas, thoughts, opinions and feelings). In other words, the meaning to be conveyed to others or understood by others is contained in the language used. Based on this view, English can be said as a tool to express ideas, thoughts, opinions, and feelings, both orally and in writing. In Indonesia, English is a tool to absorb and develop science, technologyand arts and culture.

Using structured language is one of the results of learning a language. Language itself is a human capability that enables us to communicate, learn, think, evaluate and develop values. Learning English is learning the meanings agreed upon by a group of

native speakers of the language. English is the main tool to participate in the cultural life of the English-speaking community. About learning, Brown (2000:6) suggests:

1. Learning is acquisition or "getting".

2. Learning is retention of information or skill.

3. Retentetion implies storage system, memory, cognitive organization.

4. Learning involves active, conscious focus on and acting upon event outside orinside the organism

5. Learning is relatively permanent but subject to forgetting.

6. Learning involves some form of practice, perhaps reinforced practice.

7. Learning is a change in behavior.

From the opinion above, it can be concluded that the essence of language learning is a change in behavior towards a positive direction which is the result of experience and practice in communicating in order to learn language.

In relation to the language learning process, it is necessary to know the main purpose of learning a language, especially English. Based on the Ministry of Education and Culture (2001:8) that learning English has the following objectives:

a. Communication in English

Through the use of English for various purposes and cultural contexts, students develop communication skills that enable them to interpret and express thoughts, feelings and experiences through a variety of spoken and written English texts, to extend their interpersonal relationships to an international level and to gain access to the world of knowledge, ideas, andvalues in English.

b. Understanding of English as a System

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Students reflect or contemplate the use of English and the use of English, and raise awareness about the nature of English, and the nature of their mother tongue through comparisons. They increasingly understand the working system of language, and finally recognize the power of language for humans as individuals and citizens of society.

c. Cultural Understanding

Students develop an understanding of the interrelationships between language and culture,and expand their capabilities to cross cultures, engaging in diversity.

d. General knowledge

Students expand their knowledge of language and relate to various ideas related to their interests, world problems and concepts originating from a range of learning areas.

2.5 Learning Strategies

a. Strategy Definition

According to David (2011: 18-19), the definition of strategy is a shared means with a time-frame goal to be achieved. The business strategy includes geographic expansion, diversification, acquisition, product development, market penetration, tightening, divestment, liquidation, and joint ventures. Strategy is an action potential that requires top management decisions and a large amount of company resources.

b. Learning strategies

The learning strategy is an approach that is carried out as a whole in the learning system about general guidelines and contains a framework of activities in order to achieve a learning goal. Understanding learning strategies according to Darmayah (2010:17) is a strategy that contains the organization of lesson content, delivery of lessons, and management of learning activities by using various learning resources as learning media to

facilitate teachers in supporting an effective and efficient learning process.

Continuity of learning during the Covid19 pandemic is a strategy that is used by all parties to be able to run the education system in the midst of an epidemic that is sweeping the world. Learning strategies use various ways to continue the education system in Indonesia so that it continues to run to educate the nation's generation, both supported by teaching aids, books, and electronic devices that can facilitate learning activities from home.

The learning strategy in this study is to use an independent strategy, the teacher gives assignments to students as a guide in providing assessments. Through independent learning strategies students in doing the tasks given online.

2.6 Relevant Studies

KHOIRUNNISSA's Thesis entitled " Pembelajaran Online Pada Masa Pandemi COVID19 Sebagai Strategi Pembelajaran dan Capaian Hasil Belajar Pada Siswa Kelas III B MI Al-Ittihaad Citrosono Kecamatan Grabag Kabupaten Magelang Tahun Pelajaran 2019/2020" What is the learning strategy during the Covid19 pandemic for class students III B MI Al-Itihaad Citrosono, Grabag Sub-district, Magelang Regency in 2019/2020? With descriptive analysis research methods using qualitative data, namely research conducted with an approach to the object under study in order to obtain accurate data. data collection is done by using observation techniques, interview techniques and documentation techniques.

Bagaskara's Thesis entitled " Analisis Dampak Covid-19 pada Pembelajaran Fisika Kelas XI di SMA Negeri Kota Tangerang Selatan " using the problem formulation "The impact studied during the COVID-19 pandemic is only on the use of learning media,

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achievement of learning objectives, evaluation learning, learning outcomes, learning effectiveness, constraints, advantages and disadvantages of the learning process in each school" With descriptive research methods, analysis uses qualitative data, namely research conducted with an approach to the object under study in order to obtain accurate data. data collection is done by using observation techniques, interview techniques and documentation techniques.

Muryati's in her Thesis entitled " Proses Pembelajaran Daring/Luring Pada Masa Pandemi Covid-19 di Kelas Imadrasah Ibtidaiyyah Nurul Ittihad " The researcher limits this research to only focus on the Online/Offline Learning Process during the Covid-19 Pandemic Period, class I Indonesian language learning at Madrasah Ibtidaiyah Nurul Ittihad Jambi City. "With descriptive research methods, analysis uses qualitative data, namely research conducted with an approach to the object under study in order to obtain accurate data"". data collection is done by using observation techniques, interview techniques and documentation techniques.
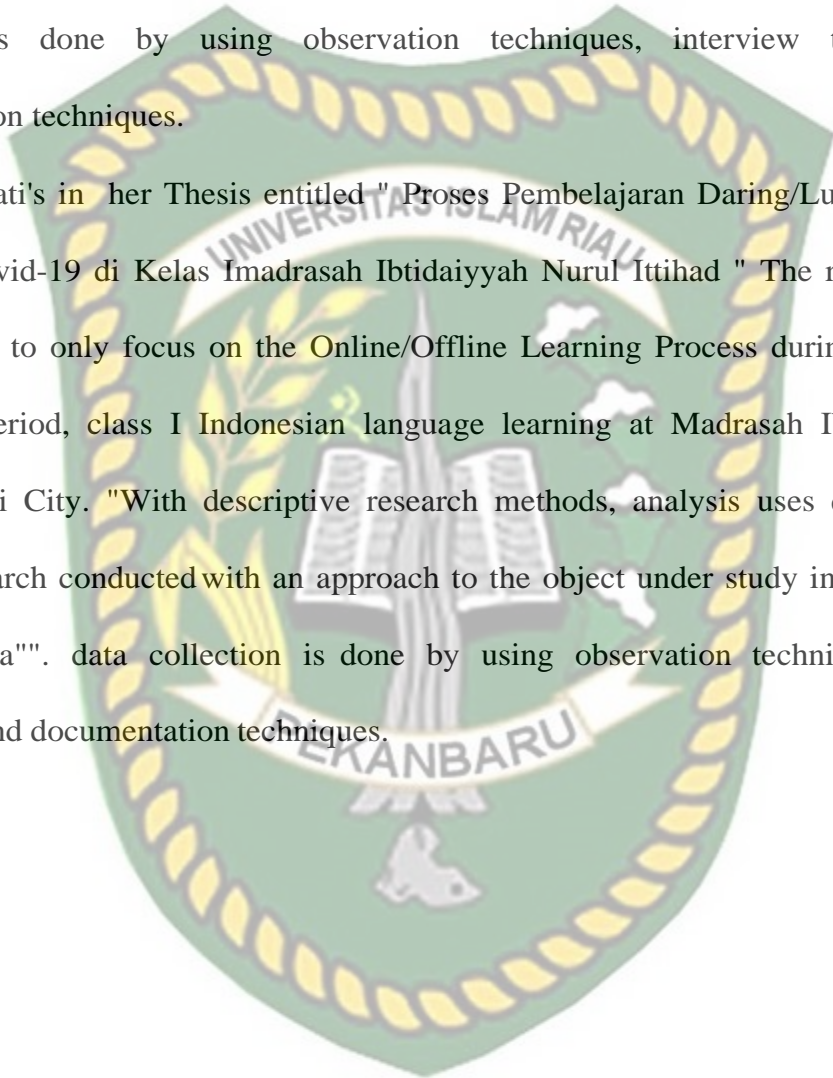
CHAPTER III

RESEARCH METHODOLOGY

3.1 Reseacrh Design

The research method is the method used to achieve the objectives in research, because in the methodology discusses the work procedures and methods of solving systematically that are taken by a researcher to get results that are scientifically justified, as expressed by Furchon that research methodology is a strategy generally adopted in data collection and data analysis needed to answer the problems at hand. Therefore, it is very important for researchers to handle research methodologies, so that their research results have high scientific value.

This research was conducted using a qualitative descriptive method. According to Mukhtar (2013:10), descriptive qualitative research method is a method used by researchers to find knowledge or theory of research at a certain time. The method applied in this study is aqualitative descriptive method.

According to Sugiono (2014: 01), qualitative research is a research method used to examine the condition of natural objects, (as opposed to an experiment) where the researcher is the key instrument, the data analysis is inductive, and the research results emphasize meaning.

Due to the current COVID-19 pandemic, learning also uses the e-learning method (online learning). According to Horton (2006:4), e-learning is learning activities that are carried out not face-to-face in the classroom which can make students bored, because teachers are more dominant in delivering teaching materials but learning activities are carried out usinginformation technology and computers.

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The reason the author chose this method, because this method involves directly with the object under study. Automatically research should interact more with teachers, principals and with students who are sampled in this study so that research is more approachable. In this study, the process of collecting data and processing data becomes very sensitive and complicated, because the information collected and processed must remain objective and not influenced by the opinion of the research itself. Meanwhile, during this covid period, students prefer the learning method because students only study at home online without any face-to- face meetings at school.

3.1.1 Aspects to be Researched

The aspects studied in this study are about the effect of the effectiveness of learning for students and teachers on the process of achieving a learning which is of course the results achieved by students, but how an effective learning process is able to provide good understanding, intelligence, perseverance, opportunity and quality and can provide behavior change and apply it in their lives.

The aspects that will be examined include planning, implementation of online learning, policies schools about online learning in facilitating teachers and students to carry out learning, students' understanding and mastery of learning English online, the impact faced by students and teachers in the implementation of online learning.

3.2 Location and Time of the Research

This research will be conducted at SMAN 1 KARIMUN in 2021/2022 which located in Jl Raja Oesman, Kapling, Kec. Karimun, Kabupaten Karimun, Kepulauan Riau 29661.

3.3 Research Subject

The research subject is the person, object or place observed by the author. The subject of this research is the person observed by the author, namely an English teacher at SMAN 1 KARIMUN.

3.4 Source of Data

The data collected consists of various kinds of data about online learning during the Covid19 pandemic as a learning strategy and learning outcomes for class XI science students at SMAN 1 KARIMUN. The data collected generally includes primary data and secondary data.

3.4.1 Primary of Data

Primary data is the first source of data from the subject or object of research from which research data is taken directly. The primary data source in this research activity was the English teacher at SMAN 1 Karimun through interviews.

In this study, the respondents or sources of research information by interviewing 1 English teacher at SMAN 1 Karimun, namely Ms. Dra. Evawati.

3.4.2 Secondary of Data

According to Iskandar (2008:34), said secondary data is data obtained through the collection or processing of data in the form of documentation studies in the form of reviewing personal documents, official institutions, references or regulations of literature reports, writings and others that have references with a focus on research problem.

Secondary data is data obtained through or processing data that is in the form of documentation studies in the form of reviewing personal documents, institutional official, references or regulations.

3.5 Data Collection Techniques

To obtain the data needed in this study, the authors used several techniques in collecting data and information about this research, namely as follows.

3.5.1 Observation Techniques

Observation is the collection of research data through observation of the object under study. Observations will be better if used by researchers to collect research data in the form of behavior, activities, or actions being carried out by research subjects. Observations are carried out with the aim of obtaining an overview of certain social life which is difficult to know using other research methods.

According to Sugiono (2009: 231), that observation is direct observation and activities that are being carried out through observation, researchers can obtain views about what is actually. Observation technique is one way for collecting observational data and recording the symptoms that appear on the object of direct research where an event, situation and situation is happening.

The advantages of the observation technique are:

1. Data obtained directly from the object of research, both verbally and non-verbally.

2. Recording of information that supports the data collection process can be done immediately after the incident or during the incident.

In accordance with the data collected, in the study the authors made observations, the observations that the authors used were non-participant observations because the researchers did not participate in the lives of the people being observed and only as observers, the Indonesian dance teacher did not teach directly to provide learning material, only found data directly. by observing the teacher at SMAN 1 Karimun in providing English

material

Non-participant observation is an observation where the investigator (obserye) does not participate in the activities carried out by the observed so the investigator acts as a spectator.

In the observation technique carried out by researchers during the covid pandemic, researchers made observations with an English teacher at SMAN 1 Karimun

3.5.2 Interview Techniques

According to James and Dean, (2001:306), interview is a verbal communication activity with the aim of getting information. Besides getting a comprehensive picture, you will also get important information. Interviews are one way to collect data by asking questions orally to research subjects, this instrument is used to obtain information about facts, beliefs, and so on.

The advantages of interview techniques are:

1. One of the good techniques to obtain personal data.

2. Not limited to a certain level of education, provided that the respondent can speak well.

3. Can be used as a complement to other data collection techniques.

4. Become a tester of the data obtained by means of other collection techniques.

In this study, the author uses structured interviews by providing conceptual questions in the form of questions that have been written and prepared beforehand, asked to the parties concerned. Interviews can also be equipped with assistive devices in the form of cellphones (voice recording devices) and digital cameras, so that answers to questions asked can be recorded in a more complete manner.

So in this interview there is an art and culture teacher at SMAN 1 Karimun as a provider of information in this study.

3.5.3 Documentation Techniques

Documentation is a technique of collecting research data on things or variables in the form of notes, transcripts, books, letters, inscriptions, value legers, agendas, and others. The documentation method has advantages and disadvantages compared to other methods.

Suharsini Arikunto (2006:231) that the documentation method is a research method by looking for data about things or variables in the form of notes, transcripts, books, newspapers, magazines, inscriptions, and so on. This technique is useful for strengthening and supporting research conducted, which are taken from tools such as digital cameras and cellphones that are useful for strengthening data, storing data by recording directly from sources to strengthen the results of the research conducted. The data obtained from the documentation technique here are photos of the learning process and syllabus documents, etc.

The advantages of documentation techniques are:

1. The data obtained are real.

2. For human subjects who are difficult to contact, documentation will make it easier.

3. In the case of past events, documentation will be very helpful in data collection.

4. The data remains unchanged if the data in the researcher is missing.

3.6 Data Analysis Techniques

The Data analysis technique is a method or way to process data into information so that the characteristics of the data become easy to understand and also useful for finding solutions to problems, which are mainly research problems.

According to Sugiono (2010), the research method qualitative data analysis technique is a research method based on the philosophy of positivism, which is used to examine the condition of natural objects, as opposed to experimentation, where the researcher is the key instrument, from sampling data sources carried out by purposive and snowball methods, triangulation collection techniques, inductive or qualitative data analysis, and qualitative research results emphasize the meaning of generalizations.

The data analysis used in this study is a qualitative descriptive analysis that aims to describe data about student and teacher activities and the learning process during the Covid-19 pandemic. The results of the research after going through such processing are then arranged systematically as follows: interviews with teachers, student questionnaire sheets (via Google Form), and photo documentation.
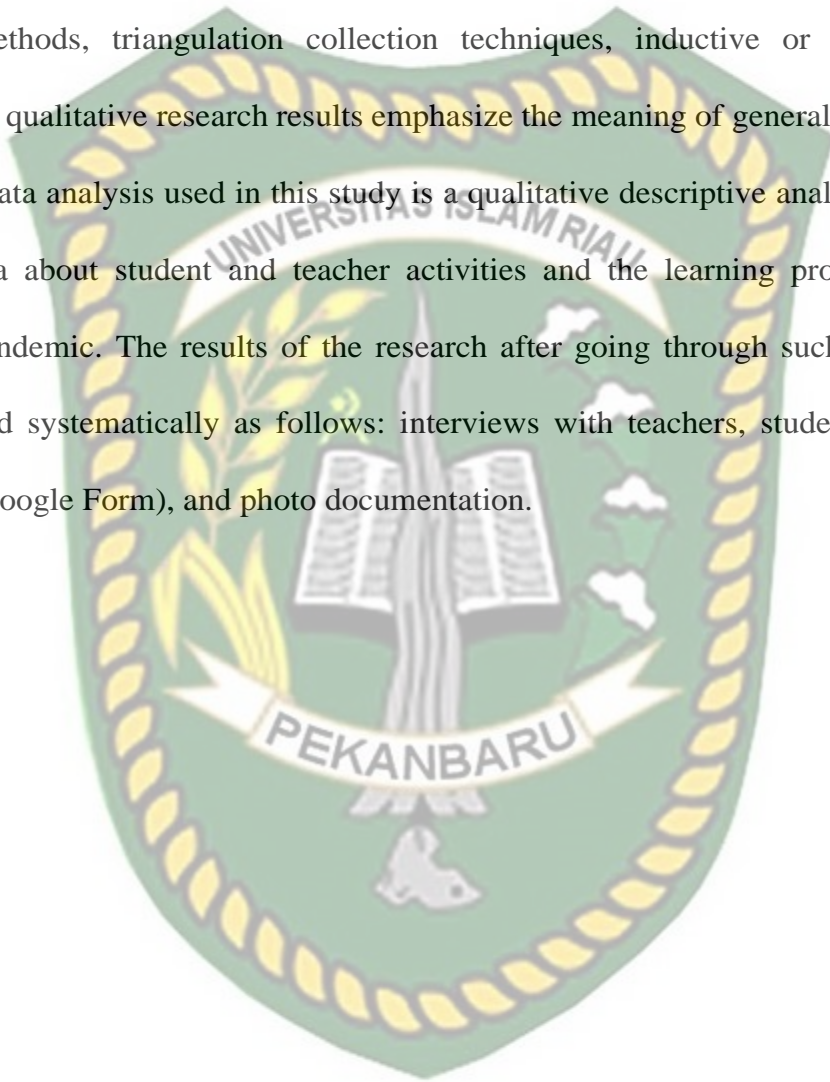
CHAPTER IV
RESEARCH FINDING

4.1 Description of the Result

In this chapter, the writer describes the data presentation of this study as well as the analysis of the findings. The findings described in this study of the effectiveness of learning English online at SMA N 1 Karimun.

The interview with one key informant was conduted in SMA N 1 Karimun. The writer interviewed the English teacher who teaches the second-year students in SMA N 1 Karimun, Namely Dra. Evawati, as well as questionnaire observations with five classes, namely from class XI MIPA 1-XI MIPA 5.This research was conducted through an online questionnaire using Google forms, interviews, and documentation studies with research subject 1 English teacher, and 5 classes from the XI MIPA major.

4.2 Student Perception

As stated in chapter III of data collection, researchers used a questionnaire method of fifteen statements to analyze how effective online English learning was during the Covid-19 pandemic in high school. Questionnaire questions are about students' online learning effectiveness during the Covid-19 pandemic. Students understand or do not in following the online learning process, the obstacles that students get, how students overcome problems, and the technology and applications used by the student.

4.2.1. Questionnaire Results with Students

Based on the student's respondents' answers, it can be analyzed through questioner with several questions related to the effectiveness of online learning.

1. Are you doing online learning during the Covid-19 pandemic?

Personal Effectiveness in online Learning During Pandemic of Covid-19

Apakah kamu melaksanakan belajar online selama masa pandemi Covid-19?

161 jawaban

● YA, Sepenuhnya dirumah
● TIDAK, Sepenuhnya dirumah

83,9%

16,1%
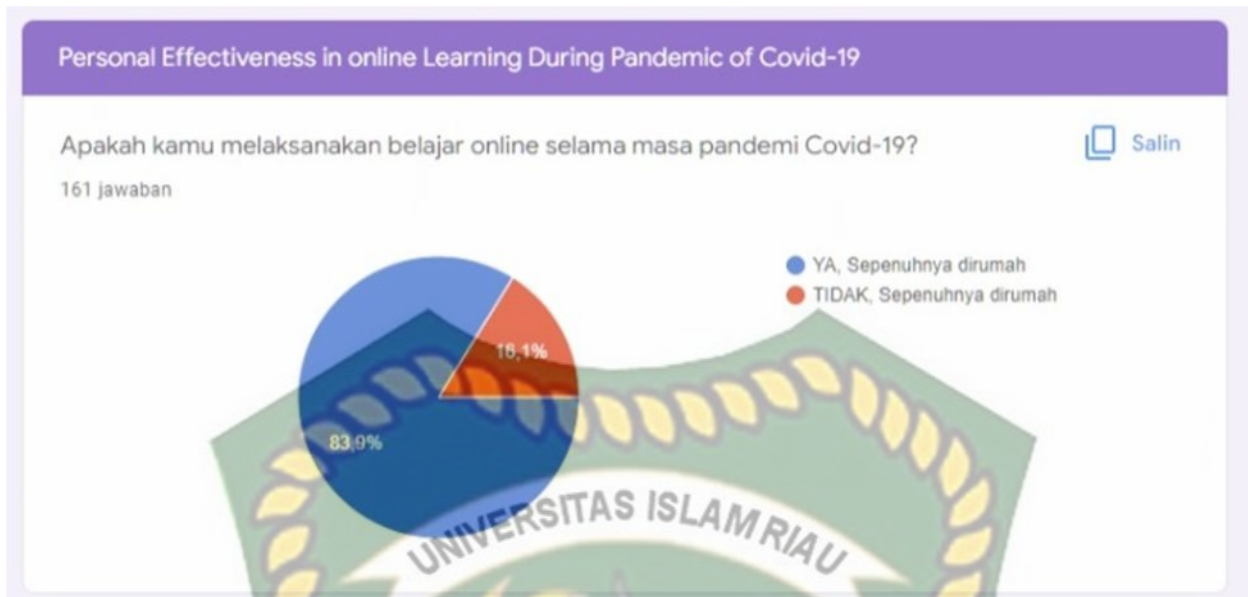
Based on the diagram above, regarding the question, we can see that majority of the student conducted online learning by 8,9%, while small number of then still came to school to meet teacher and other related activity.

Learning online is alternative learning that is simultaneously carried out in anticipation of the COVID-19 pandemic. Online learning appears as an answer to situations and conditions that disallow the learning process to run in a regular business. This assertion was taken as a step on a joint commitment that the lecture process that runs within one semester should not be chaotic or even stopped due to the Covid-19. The learning process in the even semester of the academic year 2019-2021 must continue to run with an approach in line with the health protocol policy by the government of Indonesia.

The social distancing and physical distancing policy cannot force the process of teaching and learning to run face to face or meet each other in a lecture room. The effectiveness of this social distancing policy will be manifested if the lecture process is carried out with a distance lecture system and, of course, using online platforms. Online learning is the only way that can be taken to support the success of social distancing and as a

significant effort towards the success of the teaching and learning process at Islamic University of Riau in the global COVID-19 pandemic.

Some literature highlights the rapid development of information technology and changes in social and political situations around the world brings new challenges to schools (Lubis, 2016) and also generally for all educational institutions at various levels, including Universities. Online learning has used various terminology. Commonly used terms include e-Learning, internet learning, distributed learning, networked learning, virtual learning, computerassisted learning, web-based learning, and distance learning (Anderson, 2008). In the literature, many definitions reflect the diversity of practices and technologies related to online learning. For example, some researchers define online learning as educational material presented on a computer, and others define online instruction as an innovative approach to conveying instructions to a remote audience, using the Web as a medium (Anderson, 2008; Da & Geçer, 2009).

2.   How often do you carry out learning activities from home in one week? (Monday until Saturday).
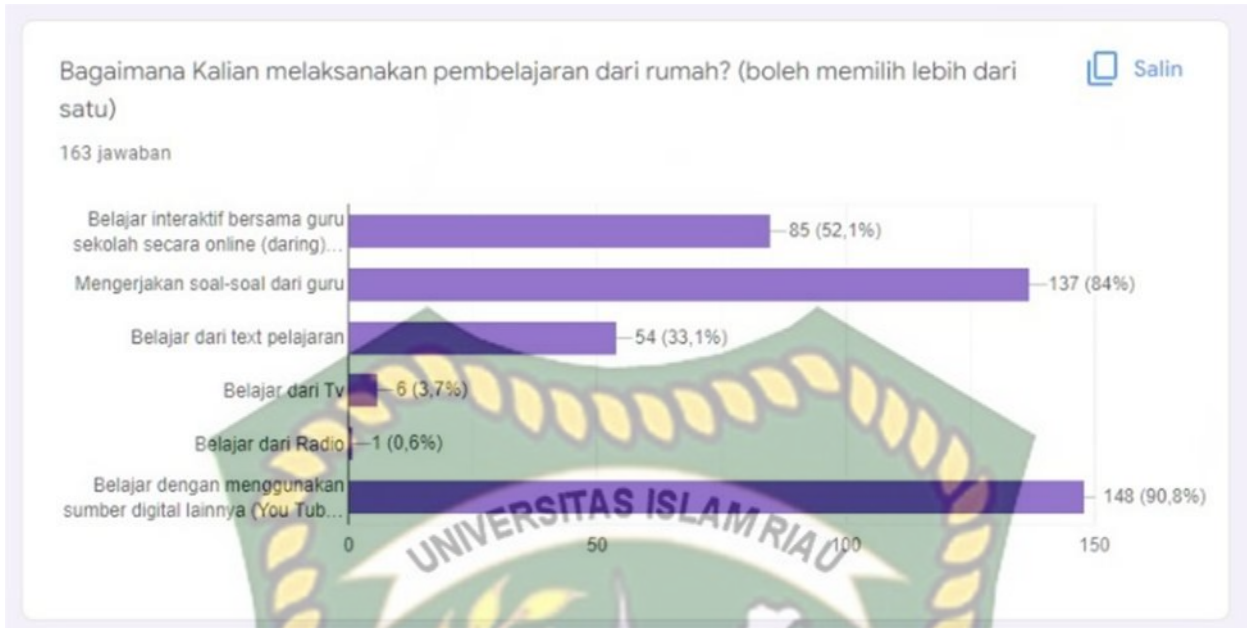
30

Based on the diagram above, we can see different activity of learning it can be seen by 72,4 % studied every day. By 27,6 % however studied and however, studied and of 2-4 days a week.

For students who answer every day get an answer presentation of 72.4%. Looking at the size of the display of answers from students, we can conclude that almost all students participate in online learning activities during the Covid-19 pandemic every day. This indicates the Covid-19 pandemic phenomenon does not hinder students' enthusiasm to continue participating in learning activities at school.

For students who answer every day get an answer presentation of 27,6%. Looking at the size of the display of answers from students, we can see from the small presentation of answers from students we can conclude that there are still some students who have reasons why they cannot take online learning during the Covid-19 pandemic, one of which is for the reasons Internet network, the use of limited media such as (Laptops, Handphone, Computers, and others). These are what causes the presentation of student answers to be very low, this is something that the school and parents must consider to support how students feel comfortable to follow online learning during the Covid-19 Pandemic.

3. How do you carry out learning from home? (You can choose more than one)?

Bagaimana Kalian melaksanakan pembelajaran dari rumah? (boleh memilih lebih dari satu)

163 jawaban

We can see from the bar above as much as 90.8% of students learn to use learning resources from YouTube, Google, and other applications. and 84% of students learn to use the practice questions given by the teacher, above 52.1% of students study with the teacher online, while 33% of students learn from textbooks, and also 3.7% and 0.6% of students learn from TV and Radio. We can conclude that students can learn from a variety of learning sources.

SMAN 1 Karimun runs various online learning models. But in learning practice, multiple models and applications are used in online learning. Data on the online learning process at SMAN 1 Karimun shows the use of various applications, such as WhatsApp Group (WA Group), e-Learning, Zoom Cloud Application, Google Classroom, Google Meeting, YouTube, and Google, as well as studying with teachers and friends. All of these online learning media and applications are technologies that support the teaching and learning process through computers and web technology. This media allows communication between

teachers and students in the learning process, citing Wani's statement that online learning can

bridge the gap between teachers and students in two different geographical locations.

4. I feel confident and can operate learning media such as Whatsapp, Google Classroom,

Google Meet, and others.

The diagram above, describes 90.8% of students operating learning media, and 9.2%

of students cannot operate learning media. Many students can use electronic media and

applications, and some students cannot use them.

Over time, in its development, online learning not only involves presentation and

delivery of materials using the Web but also involving students who use the Internet to access

learning material, interact with content, instructors, and other students. Moreover, it involves

the learning process that must receive support for students to acquire and build knowledge

and grow from learning experiences. We can conclude from the presentation above that

90.2% of students answered that all students could operate online learning applications during

the Covid-19 pandemic. This indicates that advances in technology and information are very

helpful in the teaching and learning process between teachers and students.

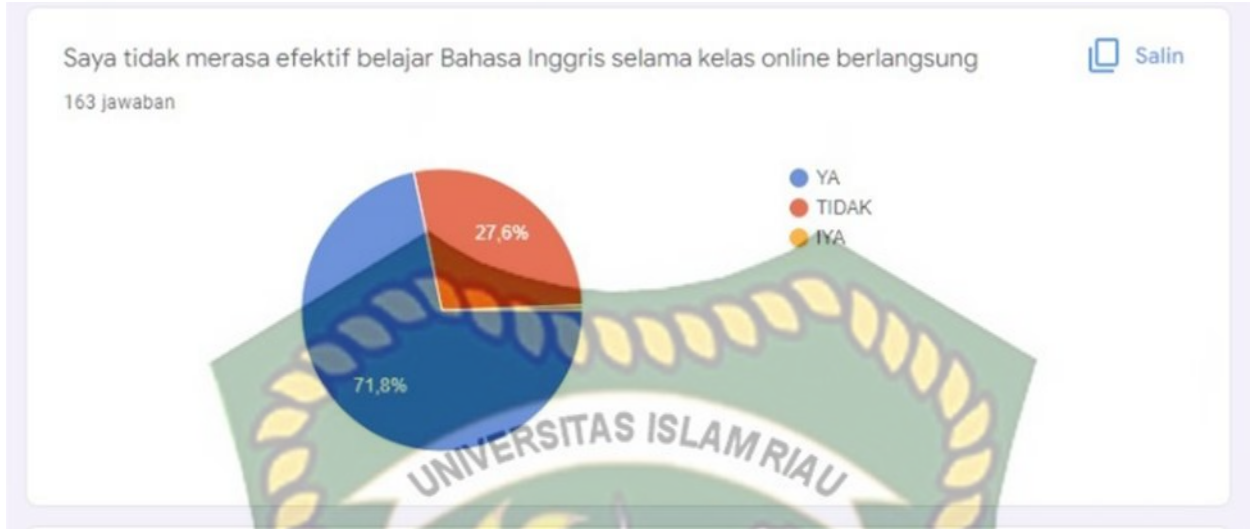5. I can still understand the learning material during the online learning process.?

Saya masih bisa memahami materi pembelajaran selama proses belajar online.

163 jawaban

- YA
- TIDAK
- IYA

41,1%

58,3%
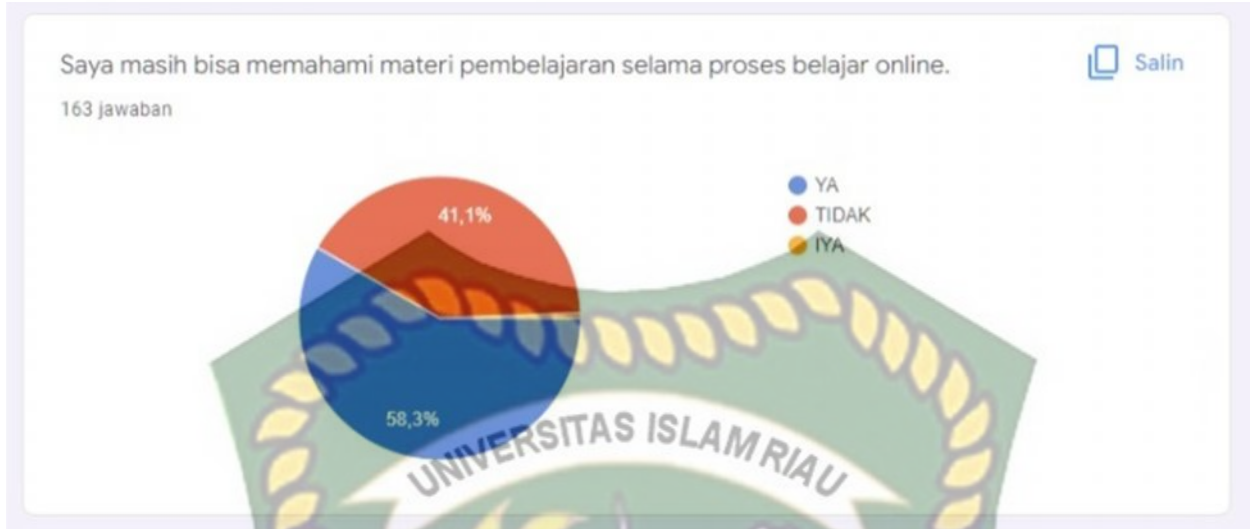
It can be seen as many as 58.9% of students understand the online learning process while 41.1% of students do not understand the online learning process.

The level of students' ability to access online learning is the following significant factor in determining the online learning process. The individual's ability to understand the online learning process. Learning media is an important factor in online learning success. Studies conducted by researchers show that the majority of students in this era are not generation stutters of technological sophistication. Students' ability to access technology and sophistication of communication is a must and vital need in the course of their studies. Thus, the enactment of online learning in all circumstances must be ready to be obeyed and implemented. In other words, using information technology in the learning process is closely related to the student learning process and can improve the quality of their learning. With easy internet access, students can get information quickly from online sites to help them understand.

34

6. Do students feel effective learning online?

Saya tidak merasa efektif belajar Bahasa Inggris selama kelas online berlangsung

163 jawaban

- YA
- TIDAK
- IYA

27,6%

71,8%

In this question, we can see that 72.4% of students feel ineffective and have difficulties when online learning takes place, and above 27.5% of students still feel effective in the online learning process.

Online learning will also be more effective if it is done by utilizing the e-Learning system. In the school's online learning program, an e-Learning program has been prepared. E-Learning is also a program that supports and strengthens online learning. We can see from the diagram above that as many as 72.4% of students still feel ineffective in online learning, even though with today's technological advances that already support the learning process, many students still feel that learning not effective.

7. I find it difficult to study online during the COVID-19 pandemic.

Saya merasa kesulitan belajar online selama masa pandemi COVID-19

163 jawaban

- YA
- TIDAK
- IYA

17,2%

82,2%
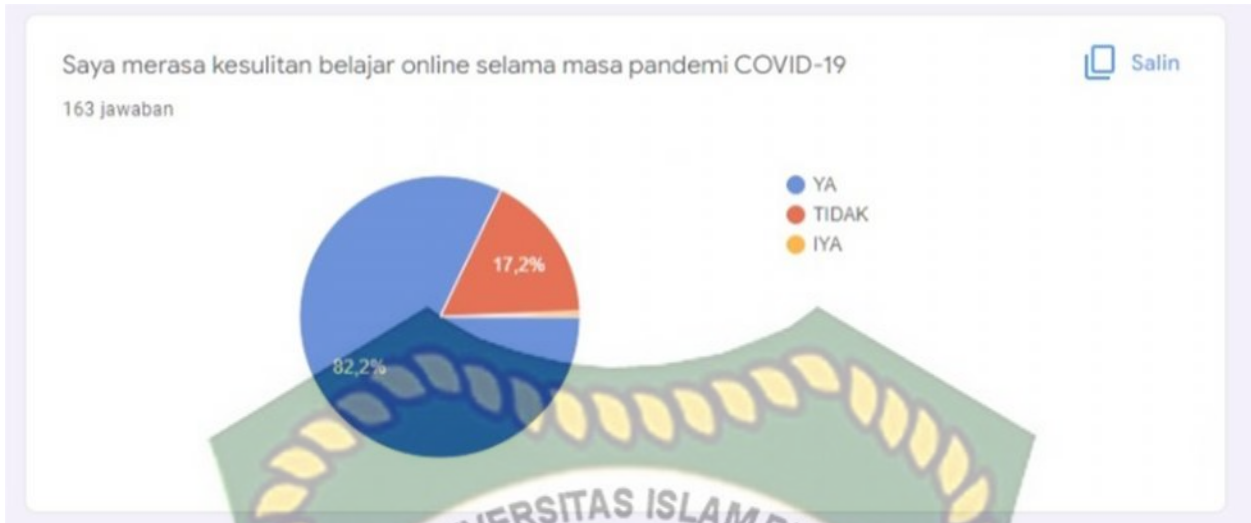
Based on the diagram above, we can see many as 82.8% of students find it difficult during the online learning process. While, small number of students do not see it difficult to learn online. Many students find it difficult to study online. Many students find it difficult to study online.

We can see that the difficulties encountered by students are on the internet network, obstacles in electronic media (mobile phones, laptops, computers), besides that students have difficulties in understanding online learning materials.

8. I do not understand the subject matter during online classes.

Saya kurang memahami materi pelajaran selama kelas online

Salin

163 jawaban

- YA
- TIDAK
- IYA

92,6%
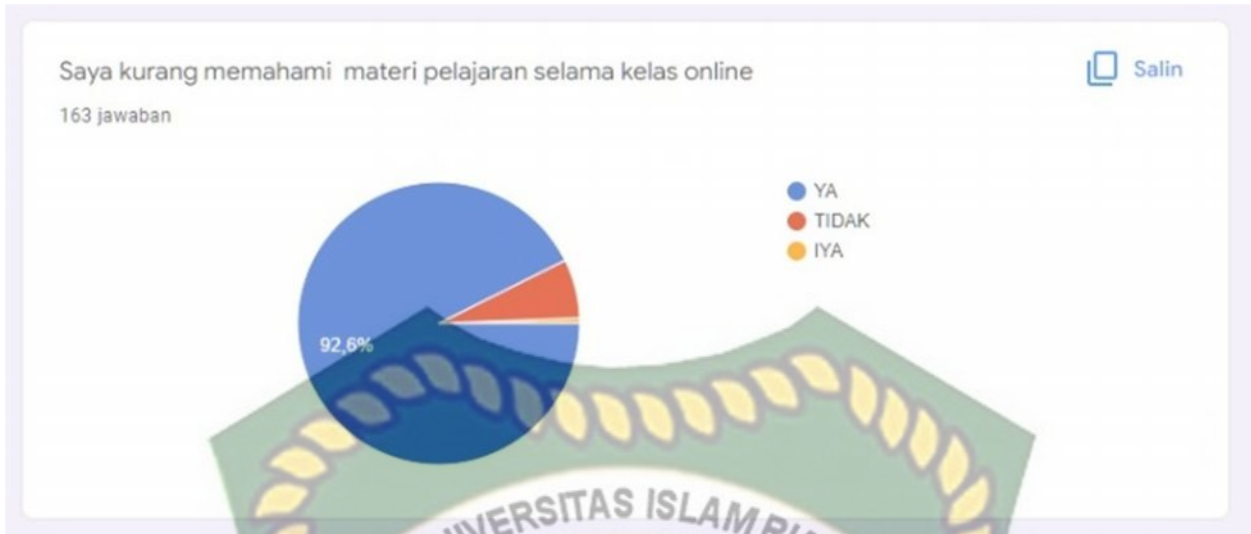
We can see that, as many as 82.8% of students find it difficult during the online learning process, the difficulties experienced by students are the difficulty of understanding learning materials during online classes, due to the lack of student focus on online learning, one of the The cause is not focused because students are at home while students can do other activities so that they are not focused on online classes that are taking place. While a small number of students do not find it difficult to learn online and do not find it difficult in the online learning process. but from the results of the diagram above, many students find it difficult to learn online.

9. I easily get learning resources during the online learning process.

Saya mudah mendapatkan sumber belajar selama proses belajar online

163 jawaban

- YA
- TIDAK
- IYA

37,4%

62%
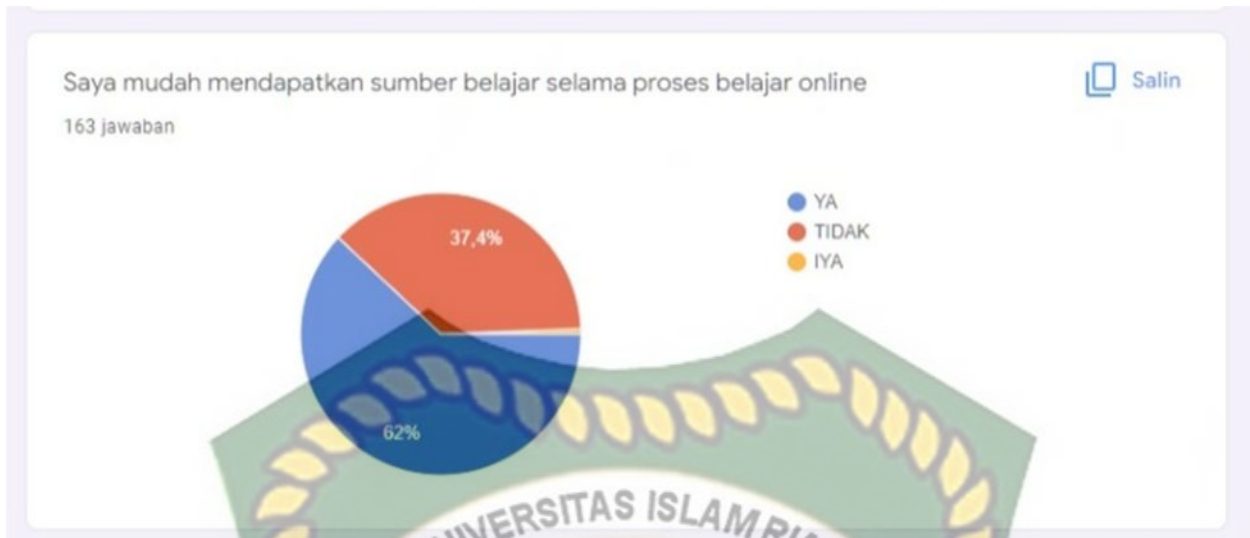
The chart sees, as many as 62.6% of students can or easily find learning resources, for example, from teachers, textbooks, learning applications, YouTube, Google, and others. In small numbers, some students are less able to find learning materials.

This creates a positive side for students because it makes students more independent. After all, students can explore learning materials from learning applications and other sources. So that students get more learning resources during the online learning process. Of course, there are also students who find it difficult to find or find sources of learning material because they are less exploring internet media or looking for other learning resources.

10. Suppose there's something I don't understand in participating in online English learning. In that case, I try to find out by asking the English teacher / other people who understand better or other learning resources such as google, youtube, teacher's room, and other learning applications.

Jika ada yang tidak saya pahami dalam mengikuti pembelajaran daring Bahasa Inggris, Saya berusaha mencari tahu dengan bertanya pada guru Bahasa Inggris / orang lain yang lebih paham atau sumber pembelajaran lainnya seperti google, youtube, ruang guru dan aplikasi pembelajaranlainnya.

163 jawaban

- YA
- TIDAK
- IYA

15,3%

84%
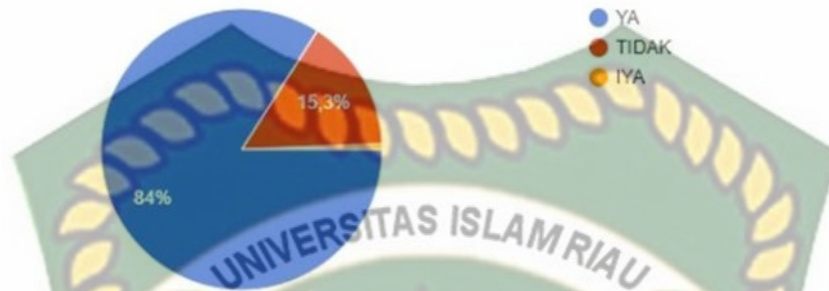
The chart suggests, as many as 82% of students can try to understand the subject matter by asking the teacher, learning applications, and others, while a small number of students do not want to ask questions or try to understand the material provided by the teacher, because they have difficulty learning online.

From the results of the diagram above, we can see apart from the material from the teacher that technology also affects the online learning process, helps students in the learning process, and makes students more active in the learning process. Still, behind students who are active in the online learning process, of course, there are difficulties too. Some students are not active and feel that online learning at home is boring, so students become lazy to ask the teacher and look for other learning resources.

11. I can still concentrate during the online learning process

Saya tetap bisa konsentrasi selama proses belajar online

163 jawaban

- YA
- TIDAK
- IYA

54%

45,4%

Salin
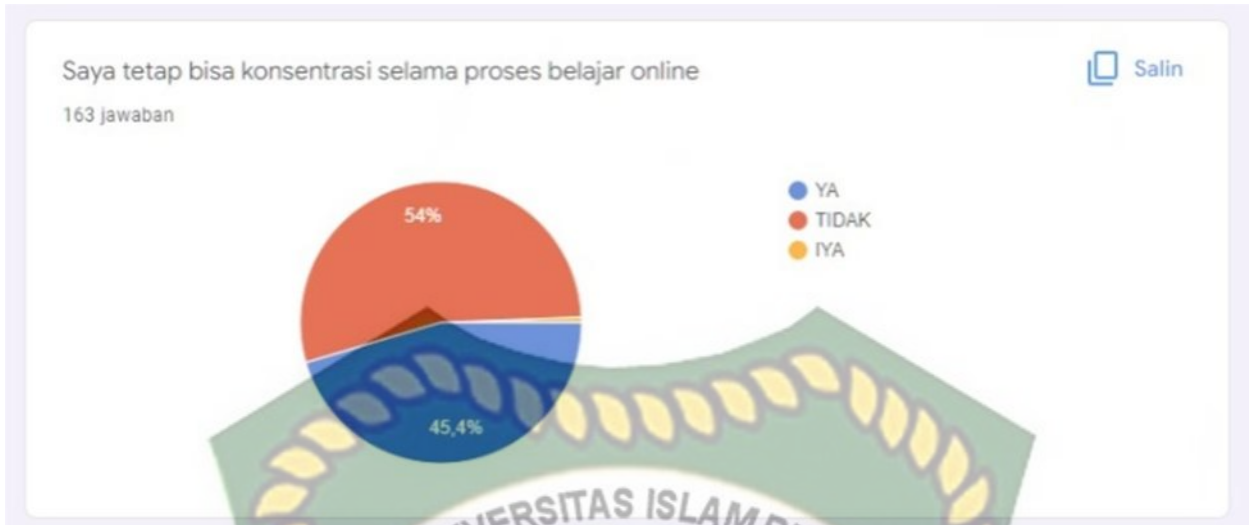
Regarding questions that most students can still concentrate on during the learning process are around 56%. while small number of them can't focus during the online learning process.

From the above diagram, we can see that only 56% of students can concentrate during online learning, we can conclude that only half of the students can concentrate during the online learning process, and students who cannot concentrate during online learning may not focus on the online learning process. Learning and also when online learning students can also do other activities, not infrequently many students just join in and then don't pay attention to the ongoing learning process.

12. Do you have internet problems during the learning process?

Apakah anda memiliki kendala internet selama proses belajar berlangsung? 　Salin

163 jawaban

- YA
- TIDAK
- IYA

38,7%

60,7%
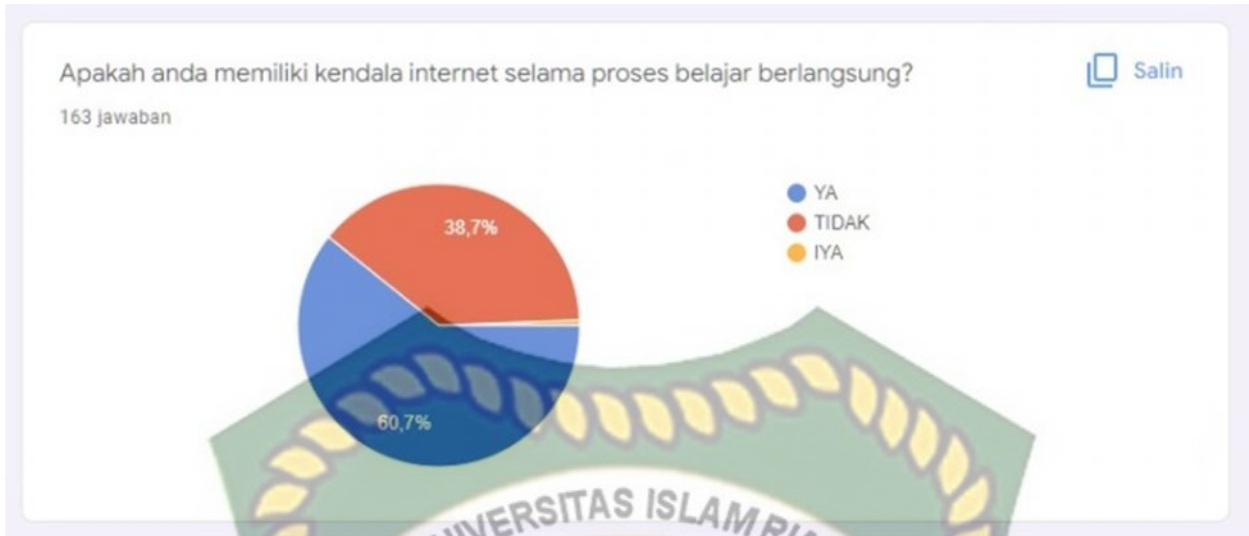
Student Respondent: Based on the diagram above, we can see that 60.7% of students have internet problems when studying online, and 38.7% As we know, students get internet data assistance from the government for online learning. The government provides a study quota for students to carry out the online learning process. It seems that the data quota from the government is not enough to help students overcome internet problems in the online learning process during the Covid-19 pandemic.

13. Is learning English online fun?

Apakah belajar daring itu menyenangkan? 　Salin

161 jawaban

- YA
- TIDAK

70,2%

29,8%
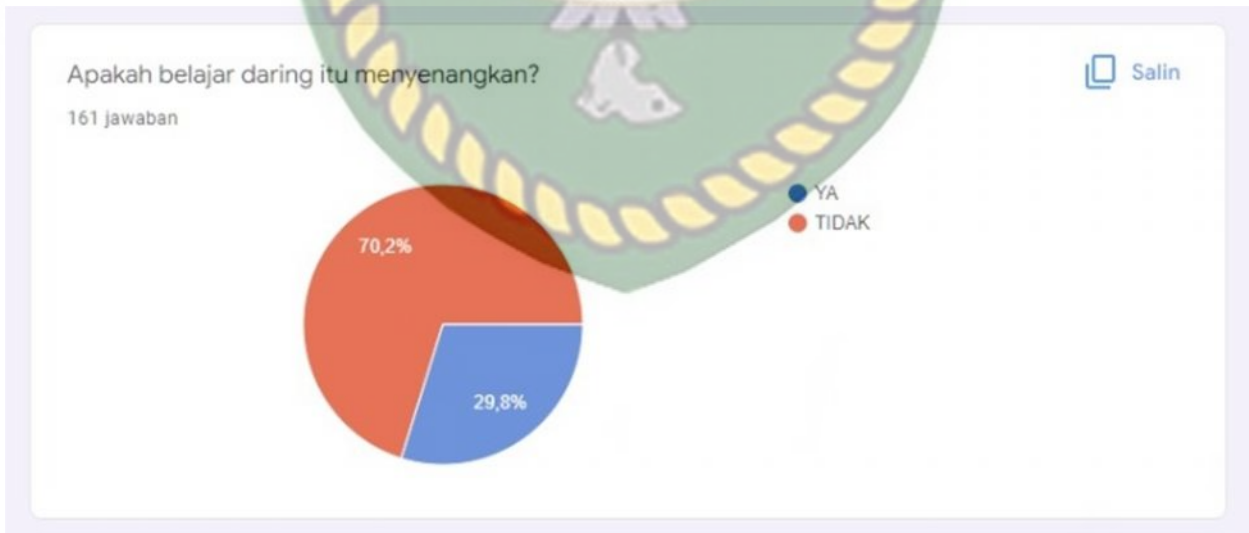
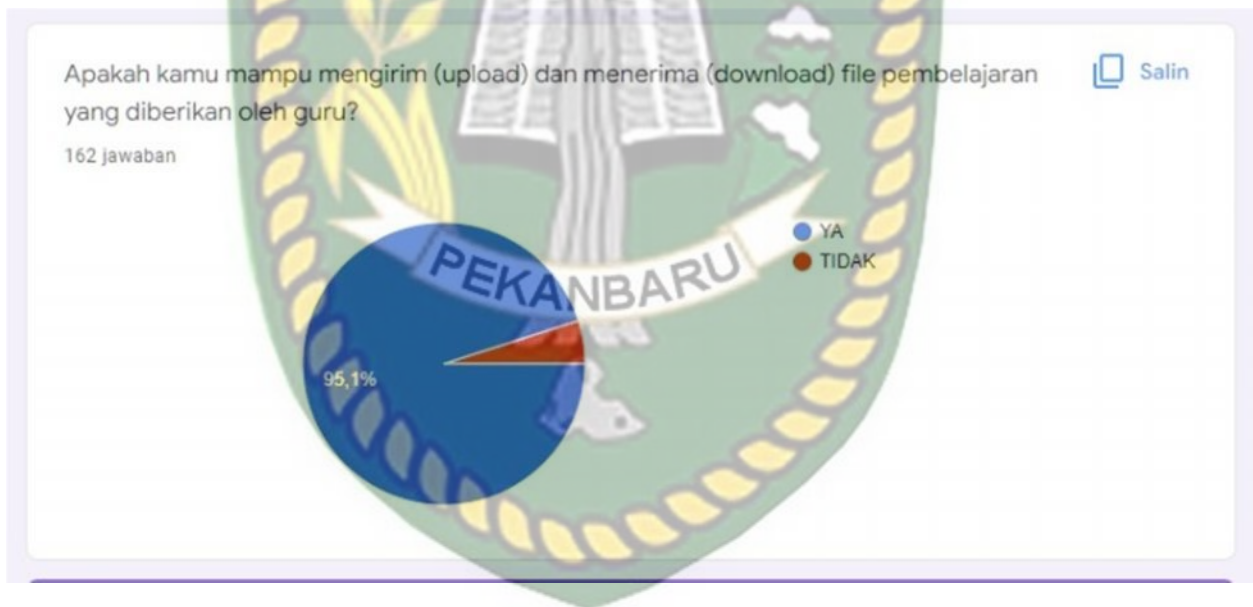Based on the chart above, we can see that most students do not find learning online fun. As many as 70.2% of students do not feel happy learning online. And as many as 29.8% of students feel good about implementing online learning.

From these results, it can be concluded that students who do not feel happy during the online learning process during the Covid-19 pandemic, students feel obstacles and difficulties during the learning process. It is difficult to understand learning materials when studying online due to distance limitations between students and teachers. Because learning offline is not an easy thing for students, especially when learning online. Of course, it has its obstacles for all students.

14. Can you send (upload) and receive (download) the learning files the teacher gave?

Apakah kamu mampu mengirim (upload) dan menerima (download) file pembelajaran yang diberikan oleh guru?

162 jawaban

YA
TIDAK

95,1%

From the above question, we can see that 95% of students can upload assignments and accept assignments. Students can use technology in the teaching and learning process during online learning, and there are also some students who do not understand how to apply it.

Based on the results of the explanation of the answers above, we can conclude that technology is very helpful for students in conducting online learning during the Covid-19 pandemic. Most students can also use learning technology in this modern era. And, of course, some students have limitations in the use of technology in this modern era..

15. What network do you use in learning during Covid-19?

Jaringan apa yang kamu gunakan dalam pembelajaran dimasa pandemi Covid-19
162 jawaban

Based on the bar results above, as many as 71.6% of students use wifi to carry out the online learning process. As many as 69.8% of students use internet data quotas in online learning, and only 0.6% use a modem.

We can know that internet technology is a top priority in carrying out the online learning process during the Covid-19 pandemic. So internet resources are an important point so that the learning process is not disrupted due to internet network problems or other internet constraints. We can see that all students use the internet from the wifi network, and some use internet data quotas to carry out online learning during the Covid-19 pandemic.

16. What technology do you use during learning during the Covid-19 pandemic?

Technology, Aplication and Media Learning English Via Online During Pandemic of Covid-19

Teknologi apa yang kamu gunakan selama pembelajaran dimasa pandemi Covid-19?   Salin

163 jawaban

Laptop/Pc — 31 (19%)

Handphone — 161 (98,8%)
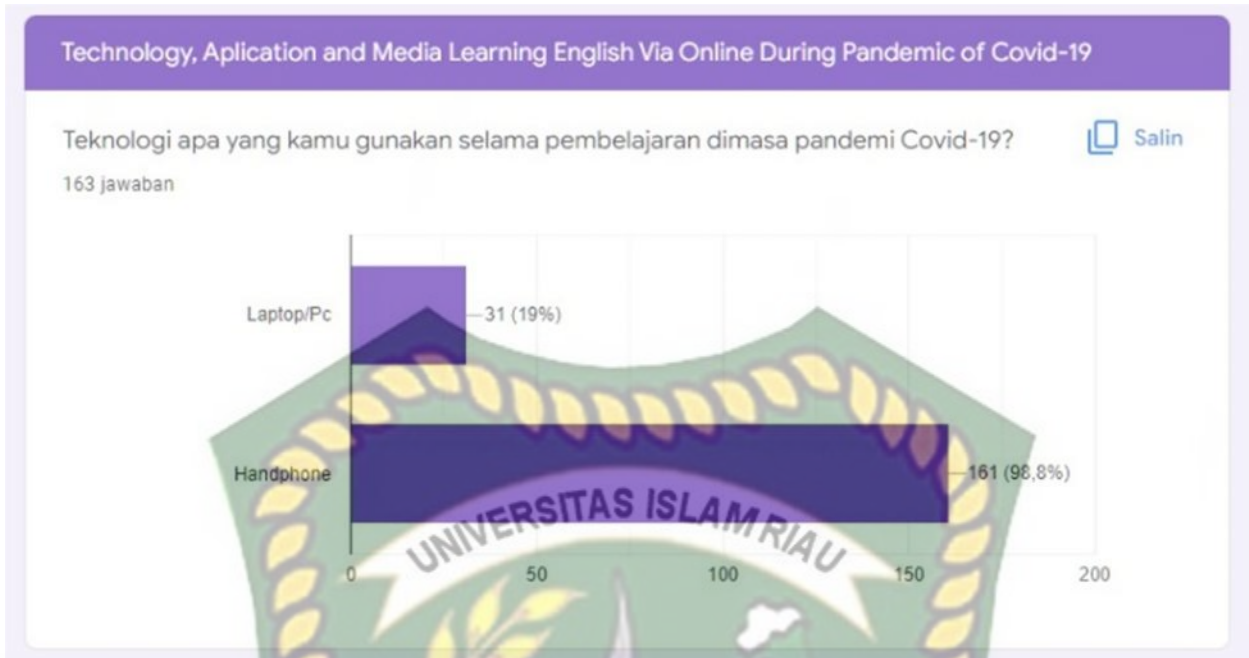
Based on the results of the bar above, 98.8% of students study online using cellphones, meaning that almost all students study online via cellphones. and 19% of students learn to use laptops to do online learning.

We can conclude that Mobile and Laptop technology is also the main point for carrying out the online learning process during the Covid-19 Pandemic because cellphone and laptop technology are tools for carrying out the learning process; if there is no technology, then students cannot carry out the online learning process.

17. What learning applications do you use while studying during the Covid-19 pandemic?

Aplikasi pembelajaran apa yang kamu gunakan selama belajar dimasa pandemi Covid-19?

163 jawaban

Application	Value
Whatsapp	130 (79,8%)
Google Classroom	159 (97,5%)
Google Meet	102 (62,6%)
Zoom	87 (53,4%)
Edmodo	0 (0%)
Youtube	106 (65%)
Ruang Guru	14 (8,6%)
Quipper	7 (4,3%)
Microsoft 365	8 (4,9%)
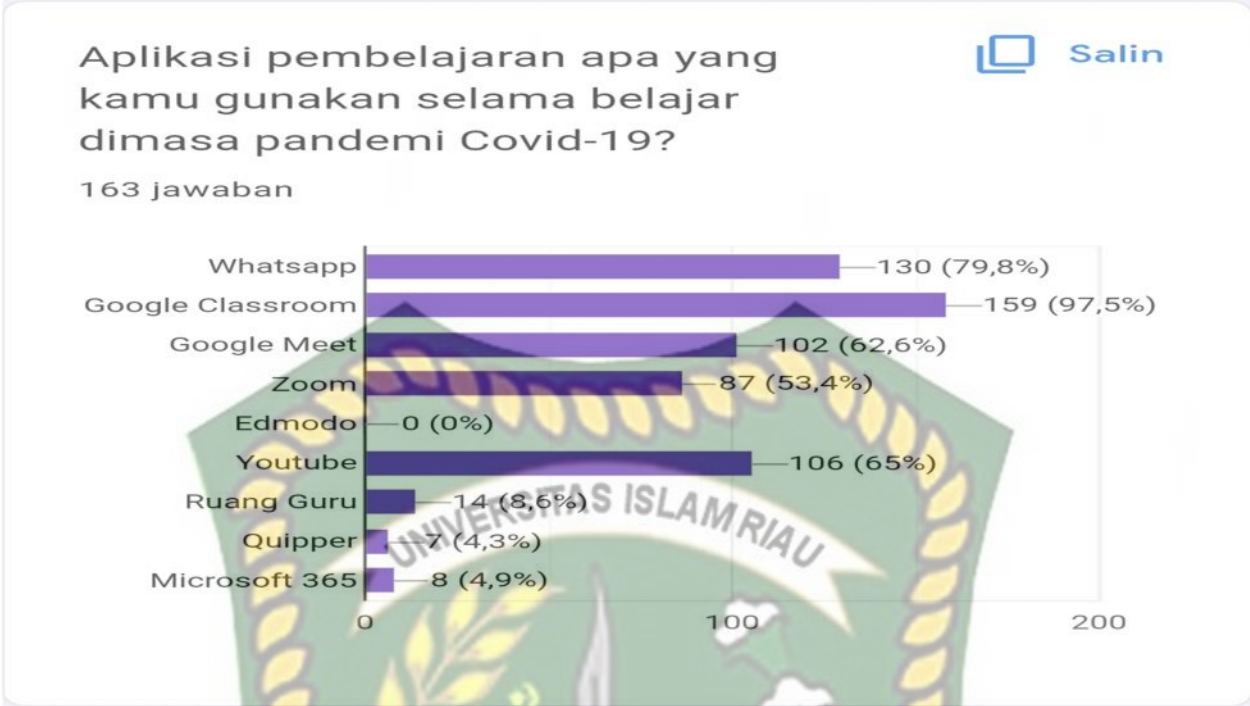
Based on the diagram above, most students use online learning applications with teachers using Googlemeet, Whatsapp, Google Classroom, zoom meetings, and other supporting applications.

The use of various applications, such as:WhatsApp Groups (WA Groups), e Learning, Zoom Cloud Application, Google Classroom, Google Meetings, Edmodo, YouTube Live Streaming,Ruang Guru , Quipper and Microsoft 365. All this online learning media and applications are technology that supports the teaching and learning process through computer and web technology. This media allows communication between lecturers and students in doing lectures, apart from quoting online learning can bridge the gap between teachers and a students in two different geographies.

18 As a student, have you experienced difficulties during the covid-19 pandemic? How did you react?

Below is the conclusion of interview with the students in Bahasa.

Sebagai siswa apakah anda merasakan kesulitan selama masa pandemi covid-19, bagaimana cara anda menyikapinya?

163 jawaban

Sebagai siswa yang ketika baru masuk ke SMA ketika pandemi dan belum pernah merasakan belajar offline di SMA,saya merasa materi yang di berikan kurang bisa saya pahami karena tidak dijelaskan oleh guru secara langsung.tapi saya berusaha untuk mencari sumber-sumber lain untuk belajar yang sekiranya bisa saya fahami.

kurang memahami pembelajaran karena kurang penjelasan langsung dari guru, saya menyikapinya dengan membaca materi-materi di internet.

Berjarak dengan orang,kalau tk ad yg penting tk keluar rumah

lumayan kesulitan
Klo dalam belajar dengan cara bertanya ke teman/guru juga mbah google

Sebagai siswa apakah anda merasakan kesulitan selama masa pandemi covid-19, bagaimana cara anda menyikapinya?

163 jawaban

ya,salah satunya sulit untuk memahami dan mngerti pembelajaran yg diberikan ,cara menyikapinya saya harus mencari tau sndiri atau mntk bntuan dari orng yg lebih paham mengenai materi tersebut

Ketika tidak paham akan materi yang telah diberikan, saya akan mencari materi tersebut ke sumber lain.

Susah nya interaksi tanpa bertemu langsung dan hanya mengandalkan interaksi online yang dimana sering terjadi miskomunikasi, kesalahpahaman,dan ketidakjelasan antar pelajar dan pengajar,cara menyikapinya cukup sulit karna sifat guru berbeda beda jadi agak menyulitkan komunikasi online ditambah beberapa guru ada yang gaptek dam tidak paham aplikasi aplikasi pembelajaran online

46

Sebagai siswa apakah anda merasakan kesulitan selama masa pandemi covid-19, bagaimana cara anda menyikapinya?

163 jawaban

Kesulitan saya selama masa pandemi ialah mudahnya datang rasa bosan sehingga saya sedikit malas dalam pembelajaran online. Selain itu juga membuat saya sangat kurang memahami materi yang disampaikan oleh guru sehingga pembelajaran online selama masa pandemi sangat tidak efektif. Cara saya menyikapi masalah ini sudah banyak, cuman menurut saya tidak efektif. Karena seringkali niat saya selama pembelajaran itu naik turun, sehingga tetap saja masih banyak nilai saya yang kosong

Capek belajar dirma.sering gk ngerti.Terkadan ada bagus nya.jgk di rma karna bisa dpt instirahat penuh

iya, saya menyikapinya dengan cara membaca soalnya berulang ulang kali sampai saya mengerti

Sebagai siswa apakah anda merasakan kesulitan selama masa pandemi covid-19, bagaimana cara anda menyikapinya?

163 jawaban

sangat kesulitan, walaupun susah masuk dikepala tpi tetap mengikuti pembelajaran

Iya,dengan menanyakan ke guru kalau tidak mengerti

Well it's true that i had trouble learning from school, but I always aware that school is not the only place we can learn something from, especially when it comes to technology (like programming, coding, etc)

iya, saya merasakan kesulitan.

Ya, dengan cara belajar dengan menyenangkan

Sangat merasa kesulitan, cara saya menyikapinya adalah dengan belajar sendiri memahami materi melalui platform youtube.

Sebagai siswa apakah anda merasakan kesulitan selama masa pandemi covid-19, bagaimana cara anda menyikapinya?

163 jawaban

dengan cara bertanya dengan guru mata pelajaran,atau mencari informasi lewat google

tidak terlalu sulit

Saya tetap mencoba untuk memahami materi-materi yang di beri kan oleh guru, walaupun masih ada beberapa yang kurang paham

Iya kesulitan

sangat merasa kesulitan karna lebih sulit memahami pelajaran karna tidak di jelaskan secara langsung, saya menyikapinya dengan meningkatkan waktu belajar saya sendiri supaya lebih memahami pembelajaran

Sebagai siswa apakah anda merasakan kesulitan selama masa pandemi covid-19, bagaimana cara anda menyikapinya?

163 jawaban

ya,dengab cara mengikuti setiap pembelajaran daring dan mengerjakan soal² yg di berikan dengan teratur serta berdoa supaya cepat masuk offline lagi dan belajar di sekolah

ya, mempelajari sendiri jika kurang mengerti

Sulit,tetapi saya berusaha mencari sumber pembelajaran dari google dan youtube

Iya,dengan cara mencari pembahasan di Google/YouTube dan juga terkadang bertanya dengan guru dgn cara mengirim pesan lewat WhatsApp

Tidak

From the students' answers above, I can conclude that most students have difficulty learning online and do not feel effective. Students have difficulty understanding the lessons from the teacher because students are accustomed to face-to-face learning and have difficulty communicating online knowledge. However, with problems, students are still trying to find learning resources on Youtube and Google, and other learning applications.

Even if students still do not understand, ask the teacher again via WhatsApp or meet the teacher at school in person. That way, students keep trying to keep online learning to the maximum even though there are so many obstacles that students get.

19. Do you think that during the process of learning English online, you experienced difficulties in your English skill? There are four skills contained in English, namely (Writing, Speaking, Reading, and Listening). Please choose one of the skills you think is difficult to understand during the online learning process, and include reasons.

    From the statement above, students feel that they have different difficulties.

Apakah menurut anda selama proses belajar bahasa inggris online, anda meraskan kesulitan di skill Bahasa Inggris yang mana? ada 4 skill yang terdapat dalam Bahasa Inggris yaitu (Writing, Speaking,Reading dan Listening) silakan pilih salah satu sklill yang menurut anda sulit dipahami selama proses belajar online sertakan dengan alasan.

163 jawaban

Speaking,reading karena pada pembelajaran daring hanya di kasih latihan trs tidak pernah di suruh untuk berbicara dlm bahasa inggris

writing,karna belum mahir dengan bahasa inggris jdi belum tau menulis dgn benar huruf dan kata dalam teks tersebut

ya kesulitan, di skill speaking karena kurang mengerti pada proses belajarnya

writing, dikarenakan bnyk teori" yang blom saya mengerti sehingga saya sulit untuk menulisnya.

Speaking dan listening karena jika speaking kurang lancar sedangkan listening justru terdengar seperti satu kata dengan kata yang lain terdengar sama

Yaa, Speaking

Untuk bahasa Inggris saya memang banyak yg tidak dimengerti dari bahasa Inggris

Semua

Speaking, listening karena tidak bisa didengar dan dicoba secara langsung

Saya cukup menekuni pelajaran b.inggris namun saat masa pandemi pembelajaran online tugas bahasa inggris dari guru hanya terbatas dengan translate teks dan mengerjakan soal latihan berulang kali , hanya berfokus kepada writing dan writing tanpa memikirkan aspek speaking,reading, dan listening

49

Apakah menurut anda selama proses belajar bahasa inggris online, anda meraskan kesulitan di skill Bahasa Inggris yang mana? ada 4 skill yang terdapat dalam Bahasa Inggris yaitu (Writing, Speaking,Reading dan Listening) silakan pilih salah satu sklill yang menurut anda sulit dipahami selama proses belajar online sertakan dengan alasan.

163 jawaban

listening

speaking, kurang menguasai kosa kata bahasa Inggris

Speaking,karena selalu di rumah dan jarang keluar

As a fluent english speaker, I don't seem to have a problem with this subject. I've been able to understand english and use them. I use them in daily basis or even in complicated things like taking feedbacks about a serious topic with an international friend.

speaking and listening, karena saya memang kurang mampu dalam speaking and listening

Based on the students' answers above, the writer concludes that students have difficulty in various skills of their own. From speaking skills, students have difficulty speaking and are afraid to make mistakes in pronunciation. Writing skills in learning, students have limited understanding of the material to be written. and listening skills, most students find it difficult to understand and listen to the context of the conversations contained in the learning materials. and lastly, for reading skills, the level of interest in reading from students is very low, this is what results in skill development

20. How do you deal with the difficulties of learning online during the COVID-19 pandemic?

From the statement above, students feel that they have different difficulties.

Bagaimana cara anda menyikapi kesulitan belajar online selama masa pandemi covid-19 berlangsung?

163 jawaban

Dengan cara mencari referensi dari aplikasi belajar yang dapat memudahkan saya untuk memahami mateti seperti youtube dan sebagainya

mempelajari menggunakan sumber media belajar dan bertanya kepada yg lebih berpengalaman

Dengan cara mencari sumber dari youtube,dan aplikasi lainnya dan berdiskusi dngn teman

Bljr lebih giat lagi

Tetap tabah dan sabar, karna waktu akan berlalu. Disitu saya juga belajar untuk menerima berbagai kendala dan cara untuk solve the problem

sabarr

Bagaimana cara anda menyikapi kesulitan belajar online selama masa pandemi covid-19 berlangsung?

163 jawaban

menyikapi dgn ikhlas, kerjakan tugas tanpa di tumpuk, dan kalo ada yg ga ngerti tanya ke kakak kakak dirumah/teman kls via wa

dengan cara bertanya kepada beberapa guru mapel yang tidak kita mengerti , dan juga mencari sumber-sumber pembelajaran lainnya

Cara saya menyikapi nya adalah dengan trus mencari informasi informasi pelajaran yang tidak di pahami

salah satunya mencari sumber kemudahan dari sisi yg mudah,atau minta bantuan dari yg lebih paham mengenai kesulitan tersebut

Cara menyikapinya yaitu beradaptasi dengan sarana belajar, juga lebih aktif untuk bertanya kepada orang lain untuk tau ilmu yang lain

Bagaimana cara anda menyikapi kesulitan belajar online selama masa pandemi covid-19 berlangsung?

163 jawaban

dengan mencari materi materi yang dibutuhkan di internet.

Dengan belajar

contoh kendala saya seperti lemahnya jaringan untuk proses pembelajaran,jadi saya hanya bisa menunggu jaringan WiFi kembali normal dan jika menggunakan paket data habis saya mau tidak mau menggunakan hotspot orang terdekat.

Saya sendiri menyikapi nya dengan berusaha untuk memahami materi yang diberikan oleh guru Mapel

karena sulit untuk memahami pembelajaran di masa pandemi jalan alternatif saya mencari tau dan bertanya kepada teman tentang materi yang tidak saya ketahui

Bagaimana cara anda menyikapi kesulitan belajar online selama masa pandemi covid-19 berlangsung?

163 jawaban

Saya menyikapi dengan mengunci aplikasi2 yang membuat tergoda dan fokus pada aplikasi belajar

mungkin bagi pelajar dengan fasilitas yang bagus dan lengkap pembelajaran online bisa diatasi tanpa masalah besar,namun penjelasan materi dari guru via online cukup susah dan tidak tersampaikan dengan baik.Namun usaha sekolah dalam membantu murid patut di apresiasi seperti memberikan kuota gratis kepada pelajar

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Based on the students' answers above, the writer concludes that students respond to online learning by trying to understand the learning material well. Even though students experience difficulties, students also learn with friends from other learning sources. Students continue to try their best to be able to follow online learning.

In order to support and help students in learning in this pandemic, the internet provides students authentic materials that might help them to study online. As teachers, materials are essential to assist students in obtaining information about certain topic and accommodate students' needs. The internet can help the student to meet their learning needs and learning styles. Since the covid-19 pandemic all of students in rural and urban areas learn and get knowledge through E-learning and E-learning is the best choice to help students access full-time education.

4.3 Teacher Perception

As stated in chapter III data collection, the researcher used the interview method with teachers to analyze how effective online English learning was during the Covid-19 pandemic in secondary schools.

Questionnaire questions are about the effectiveness of online learning during the Covid-19 pandemic Ragrding whether or not the learning materials are achieved, effective or not, the facilities provided by the school for teachers and students, the teacher's way of making online classes remain effective, and others.

4.3.1 The Result of an Interview with The Teacher

Based on the teacher's respondents' answers, it can be analyzed through interviews with several questions related to the effectiveness of online learning.

1. What is the impact felt by teachers in teaching activities during the COVID-19 pandemic?

From the statement above, the teacher has the perception that the teacher does not agree with the statement.

Teacher respondent: *Anak menajdi tidak aktif, Karena siswa merasakan belajar dari rumah bisa santai dan tidak focus. Guru pun terkena imbas karena dirumah saja menjadi tidak focus mengajar, siswa selalu telat masuk kelas hingga ada siswa yang tidak masuk ke Zoom Meeting atau pun google classroom, bahkan saya (guru) menunggu absen dan tugas siswa hingga malam.*

[Children become inactive because students feel that learning from home can be relaxed and unfocused. Teachers are also affected because at home, they do not focus on teaching, students are always late for class, so some students do not go to Zoom Meetings or Google Classroom, and even I (the teacher) wait for student absences and assignments until the evening.].

2. How is the implementation of English learning activities during the Pandemic Covid-19?

From the statement above, the teacher has the perception that the teacher do not agree with the statement.

Teacher respondent: *Target kurikulum selalu tidak tercapai karena tidak effektif, pelaksanaan belajar dilakukan kebanyakan dengan google classroom dan juga zoom meeting, tetapi yaitu kendalanya banyak siswa yang tidak join dalam kelas saya (guru) dengan berbagai macam alasan, contohnya : tidak memiliki HandPhone, Tidak memiliki kuota internet dan masi bayak alasan lainya.*

[Curriculum targets are always not achieved because they are not effective, learning is mostly carried out using Google Classroom and Zoom Meetings, but the problem is that many

students do not join my class (teachers) for various reasons; for example, they do not have a handphone, do not have internet quota and many other reasons.].

3. Is the online learning process fun for teachers?

From the statement above, the teacher has the perception that the teacher do not agree with the statement.

Teacher respondent: *Sebenarnya menyenangkan apabila siswa mudah diajak kerjasama, siswa sangat sulit dihubungi, mereka selalu mengganggap belajar daring itu sama seperti sedang liburan, saya tidak bisa menyelesaikan seluruh materi pengajaran saya dikarenakan satu materi saja bisa dalam waktu dua bulan. Sedangkan belajar tatap muka saja sudah susah mengatur siswa , bagaimana dengan online kelas sangat susah dan tidak menyenangkan..*

[It's actually fun when students are easy to work with and students are very difficult to contact. They always think online learning is the same as being on vacation, and I can not finish all my teaching materials because one material can take two months. While face-to-face learning alone is difficult to manage students, how online classes are very difficult and unpleasant.].

4. What steps do teachers take to keep online learning effective?

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

Teacher respondent: *Saya (guru) selalu mengingatkan siswa agar join ke dalam kelas online saya untuk absen hingga mengerjakan tugas, membaca materi pembelajaran,*

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merangkum materi karena dengan merangkum sudah pasti siswa akan membaca materi

pembelajaran, hingga mengerjakan latihan soal.

[I (the teacher) always remind students to join my online class to be absent to do assignments, read learning materials, and summarize material because by summarizing, it is certain that students will read learning materials to do practice questions.].

5. What is your opinion about teachers who cannot use technology, especially old teachers?

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

Teacher respondent: *Untuk guru-guru yang tidak bisa menggunakan teknologi biasanya dibantu oleh guru yang paham akan teknologi dibimbing bersama-sama mengajar di Laboraturium Computer milik sekolah , ada juga yang menggunakan whatsaap group saja dengan memberikan tugas lalu siswa mengumpulkan tugas setiap 1 minggu sekali disekolah.*

[For teachers who cannot use technology, they are usually assisted by teachers who understand the technology and are guided together to teach in the school computer laboratory; there are also those who use WhatsApp groups only to give assignments, and students collect assignments once a week at school.].

6. Are school facilities adequate for teachers to teach online?

From the statement above, the teacher has the perception that the teacher do not agree with the statement.

Teacher respondent: *Menurut saya belum memadai 100%, dari segi internet yang tidak begitu kencang, hanya delapan computer yang bisa digunakan siswa, selebihnya untuk*

guru mengajar online, sedangkan siswa di sekolah ini banyak yang tidak memiliki smartphone ataupun laptop.

[In my opinion, it is not 100% sufficient, in terms of the internet which is not so fast, only eight computers can be used by students, the rest are for teachers teaching online, while many students at this school do not have smartphones or laptops.].

7. Can online learning increase students' interest in learning?

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

Teacher respondent: *Menurut saya, siswa sangat senang dengan belajar online , karena mereka bisa menggunakan media elektronik sepuasnya, karena media elektronik seperti Handphone dan Laptop adalah alat utama untuk melakukan pembelajaran online, seharusnya siswa dengan belajar menggunkan Handphone dan Laptop bisa mengeksplore materi pembelajaran dari internet dengan bebas, dengan begitu siswa dapat belajar dengan materi lebih beragam dengan media google dan youtube , dan aplikasi lainnya. Dan siswa tidak perlu ke sekolah hanya dirumah saja sudah bisa belajar.*

[In my opinion, students are very happy with online learning because they can use electronic media to their heart's content. Because electronic media such as cellphones and laptops are the main tools for doing online learning, students should learn to use Handphones and Laptops to explore learning materials from the internet freely. That way, students can learn with more diverse material with google and youtube media and other applications. And students don't need to go to school, just at home they can learn.].

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8. Learning online really needs the internet and other electronics. What about students who

don't have (laptops and smartphone) and internet networks?

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

the statement.

Teacher respondent: *Kalau kuota internet dari pemerintah sendiri sudah memberikan
subsidi kuota internet untuk seluruh siswa di Indonesia seharusnya tidak ada alasan untuk
siswa tidak memiliki kuota internet, kalau Laptop atau Handphone siswa bisa langsung
datang ke sekolah untuk bertemu dengan guru dan mendiskusikan kendalanya .*

[If the internet quota from the government itself has provided internet quota subsidies

for all students in Indonesia, there should be no reason for students not to have internet quotas

if students' laptops or cellphones can directly come to school to meet with teachers and

discuss the problems.].

9. Can online learning save time?

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

the statement.

Teacher respondent: *Menurut saya sangat bisa menghemat waktu, karena dimanapun
kapanpun hanya dengan teknologi HP bisa bergabung dengan kelas online tanpa takut
tertinggal pelajaran. Sehingga guru dan siswa bisa menghemat waktu.*

[In my opinion, it can really save time because wherever and whenever, with only HP

technology, you can join online classes without fear of missing out on lessons so that teachers

and students can save time.].

10. With the increasingly sophisticated technology in the modern era, online learning of

English continues to grow?

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

the statement.

Teacher respondent: *Menurut saya dengan berkembangnya teknologi di jaman modern ini sangat mendukung belajar Bahasa Inggris melalui online, agar siswa juga bisa mengenal teknologi dan bisa mengeskplore pelajaran dengan kecanggihan teknologi. Khususnya didunia pendidikan teknologi sangat dibutuhkan agar pendidikan di Indonesia semakin maju.*

[In my opinion, the development of technology in modern times is very supportive of learning English online so that students can also get to know technology and can explore lessons with technological sophistication. Especially in the world of technology, education is needed so that education in Indonesia is more advanced.].
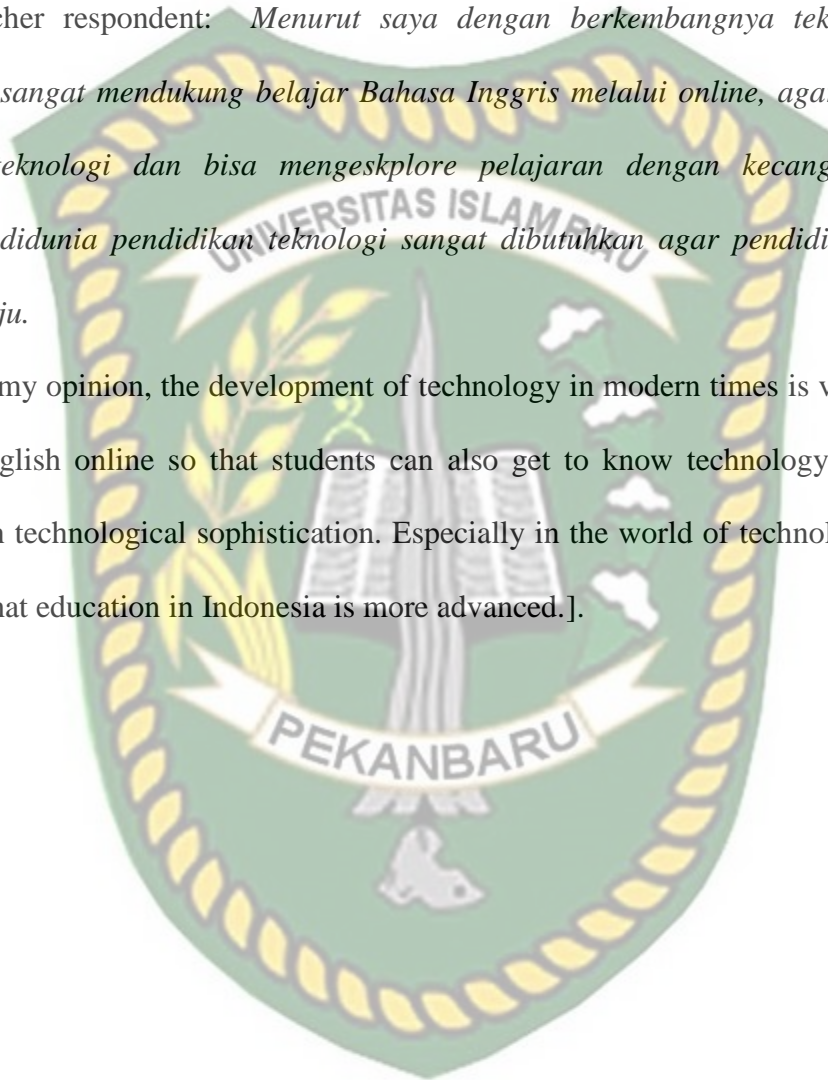
CHAPTER V

CONCLUSIONS AND SUGGESTION

5.1 CONCLUSION

Based on the research chapter IV results, I got conclusions from teachers and students regarding the effectiveness of online learning during the Covid-19 pandemic.

1. Research Results from Teachers

The teacher gave positive and negative responses about the effectiveness of learning English via online during the covid-19 pandemic. The online learning process has advantages and disadvantages. The benefits are that it can be done with flexible time, but it makes the learning process ineffective, and learning materials are not appropriately achieved.

2. Research Results from Students

Students give positive and negative responses about the effectiveness of learning English via online during the covid-19 pandemic. the online learning process has advantages and disadvantages, making students more independent in the learning process, students are also more able to find additional material from various applications and also students learn to use technology in this modern era, but also students find difficulties in understanding online learning materials, thus making the learning process ineffective.

5.2 SUGGESTION

1. For School

For schools to conduct online English learning, schools must ensure teachers and students have cellphones and laptops, as well as internet data packages. So that all students can run online learning during the pandemic.

2. For Teacher

For teachers, teachers must complete the target of learning materials and improve strategies in teaching to attract students to attend online classes so that online learning continues to be done well.

3. For Students

For students to improve online learning well, learn to use technology, learn responsibly to attend class on time, and collect assignments, both in online and offline learning.

4. For Reseacher

For researchers, to make this paper even better and can be used as information and knowledge in the future in learning the effectiveness of learning English during the Covid-19 pandemic
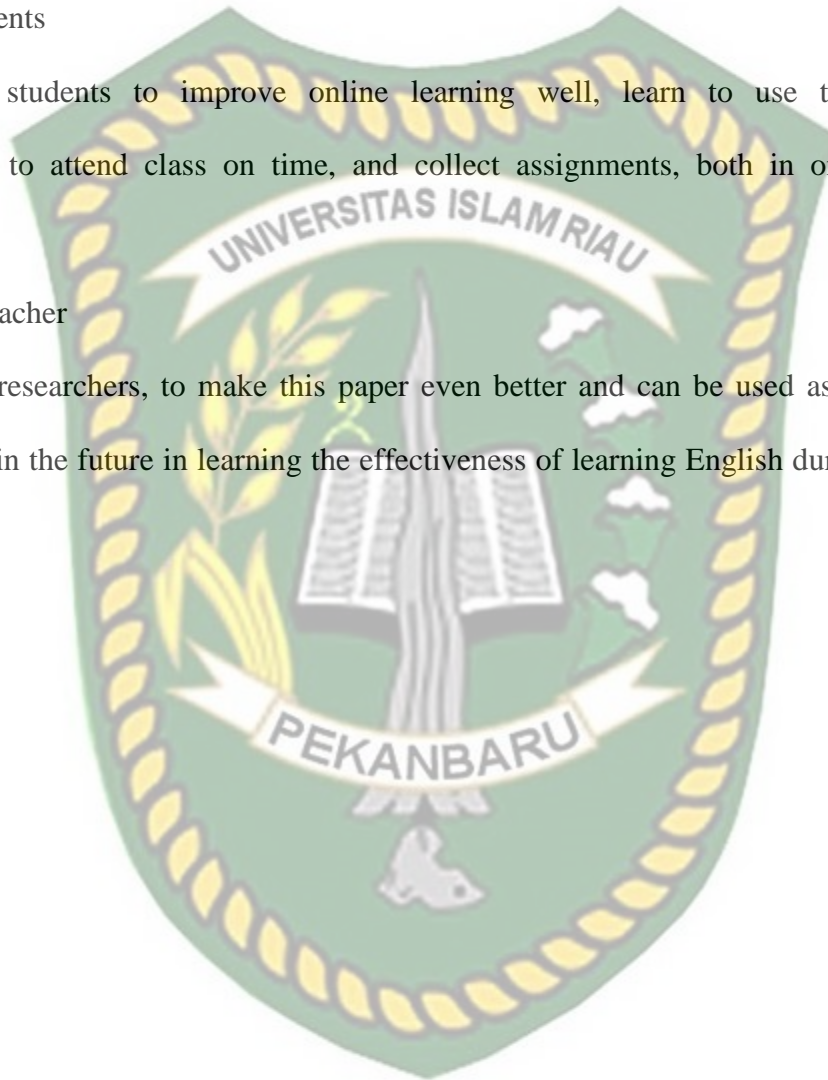
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