

**STUDENTS' PERCEPTION ON ONLINE ENGLISH LEARNING PROCESS
OF ELEVENTH GRADE OF SMA MANDAU SUB-DISTRICT IN PANDEMIC
COVID-19**

A THESIS

*Intended to Fulfill One of the Requirements for the Award of Sarjana
Degree in English Study program*



ANISA
NPM: 176310879

ADVISOR

Marhamah., S.Pd., M.Ed
NIDN. 1023127702

**ENGLISH LANGUAGE EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS ISLAM RIAU**

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THESIS APPROVAL

Thesis of ANISA with students Number 176310879 study program teacher training and education , entitled “ **STUDENTS’ PERCEPTION ON ONLINE ENGLISH LEARNING PROCESS OF ELEVENTH GRADE OF SMA MANDAU SUB-DISTRICT IN PANDEMIC COVID-19** “ This thesis is submitted in partial fulfillment of the requirement for the degree of Teacher Training and Education in Universitas Islam Riau.

This approval is granted and used appropriately

Advisor

Head of English Language Education

Marhamah., S.Pd., M.Ed

NIDN. 1023127702

Muhammad Ilyas., SPd., M.Pd

NPK. 160702565

NIDN. 1021068802

Penata/ Lektor /IIIc

The Dean

Dr. Sri Amnah., S.Pd., M.Si

NIP. 197010071998032002

NIDN. 0004125903

A THESIS
STUDENTS' PERCEPTION ON ONLINE ENGLISH LEARNING
PROCESS OF ELEVENTH GRADE OF SMA MANDAU SUB-DISTRICT
IN PANDEMIC COVID-19

Name : Anisa
Student number : 176310879
Study Program : English Language Education

THE CANDIDATE HAS BEEN EXAMINED

Thursday , 22 April 2021

THE EXAMINERS COMMITTEE

Head Advisor

Examiners

Marhamah., S.Pd., M.Ed

NIDN. 1023127702

Dr. Sri Yuliani., M.Pd

NIDN.102007710

Yulianto., S.Pd., M.Pd

NIDN. 1018076901

The thesis has been approved to be one of requirement for award as Sarjana Degree in English study Program Faculty of Teacher and Education Universitas Islam Riau

Pekanbaru, June 3rd , 2021

The Dean

Dr. Sri Amnah., S.Pd., M.Si

NIP. 197010071998032002

NIDN. 0004125903

LETTER OF NOTICE

We, that the Advisor hereby notice that :

Name : ANISA
Index Number : 176310879
Faculty : Teacher Training and Education
Subject : English Language Education
Study Program : English

Has been completely written a thesis which entitled :

**STUDENTS' PERCEPTION ON ONLINE ENGLISH LEARNING PROCESS
OF ELEVENTH GRADE OF SMA MANDAU SUB-DISTRICT IN PANDEMIC
COVID-19 .**

It has been be examined. This letter is made to be used as needed

Pekanbaru, June 3rd , 2021

Advisor

Marhamah., S.Pd., M.Ed
NIDN. 1023127702

THESIS GUIDANCE AGENDA

Thesis guidance has been implemented to :

Name : ANISA
Student Number : 176310879
Study Program : English Language Education
Faculty : Teacher Training and Education
Advisor : Marhamah.,S.Pd.,M.Ed
Title : **STUDENTS' PERCEPTION ON ONLINE ENGLISH LEARNING PROCESS OF ELEVENTH GRADE OF SMA MANDAU SUB-DISTRICT IN PANDEMIC COVID-19 .**

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9	12 March 2021	Revised Chapter V	
10	19 March 2021	Approved to Join Kompre	

DECLARATION

The undersigned researcher :

Name : ANISA
Index Number : 176310879
Place/Date of Birth : Duri, 7 October 1997
Study program : English Education (S1)
Faculty : Teacher Training and Education

I hereby declare this thesis is definitely from my ideas, except the quotation directly and indirectly which were taken from various sources and mentioned scientifically. the researcher is responsible for the date and fact provided in thesis

Pekanbaru, June 3rd , 2021

The Researcher

Anisa
176310879

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Pekanbaru, June 3rd , 2021

ANISA

176310879

ABSTRACT

ANISA, NIM 176310879, Thesis title "Students' Perception on Online English Learning Process of Eleventh Grade of SMA Mandau Sub-District in the Covid-19 pandemic" , Department of English Education, Faculty of Teacher Training and Education, Universitas Islam Riau.

Keywords: Perceptions, Online English Learning, Pandemic Covid-19

The type of research is descriptive qualitative. informants in this research were students of class XI.IPA 6 at SMA N 2 Mandau, XI.IPA 1 at MAS YASMI and also XI.Ar-Raudah SMA IT Al-Kautsar where the instrument in this research used an online questionnaire.

The questionnaire used is an open questionnaire which is to find out the answers of the students' perceptions which consists of 4 aspects, namely audience analysis, critical analysis, technology analysis and media analysis. Total of open questionnaires given to respondents was 26 statements using a Likert scale in the selection of answers. informants in this study amounted to 90 respondents.

The results of this study indicated that students' perceptions of learning English online during this pandemic among others : high school students in Mandau sub-district experienced an increase in how to use technology in learning during study at home, between laptops and hand phones students use more hand phones for learning because it is more practical. When using hand phones in a day is more than 5 hours during learning, students choose to be neutral in the learning media provided by the teacher, no one is too frustrated when learning to use video conference media or social media groups. In addition, there are some students who feel disadvantaged while learning English online, such as having difficulty understanding the material in written English. because some students have difficulties and limited English vocabulary.

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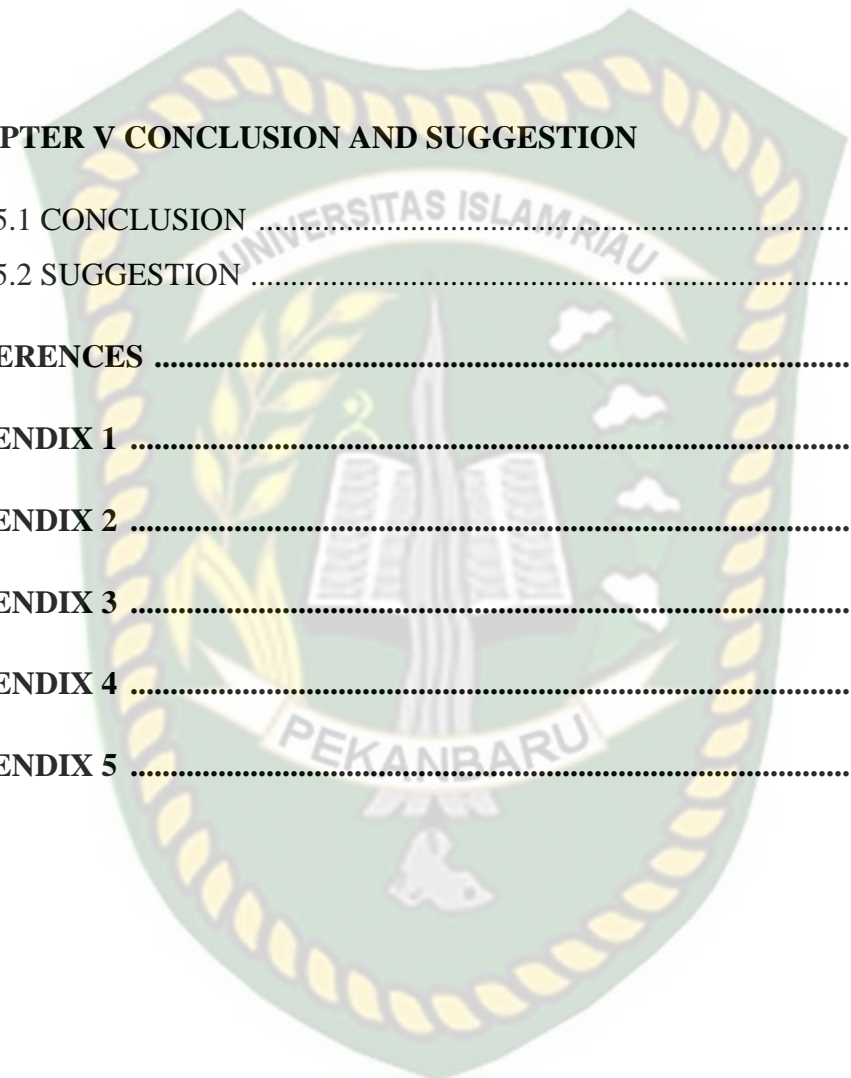
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CHAPTER I

INTRODUCTION

1.1 Background of the Problem

English is an international language which is a second language studied by Indonesian people. This is evidenced by the existence of English subjects which are compulsory subjects from elementary , junior high school, senior high school even in universities. This lesson cannot be separated from the perception of students who say it is a difficult and boring subject.

Every student has different absorption of knowledge, some are easy to understand a lesson and some are difficult to understand a lesson. To overcome this problem, the good strategy is needed for teachers to attract interest in learning and make the learning process that is liked by all students, not only for students who are smart, but also for students who have long absorption.

Since the outbreak Covid-19, all schools in Indonesia, learning activities are carried out at home or via online to prevent transmission of the Covid-19 virus, as for the provisions set by the Indonesian Ministry of Education and Culture in the form of circular letter No. 04 of 2020 concerning implementation education policy in an emergency period of the spread of the corona virus. At point 2, namely the provisions of the learning process carried out by: Study at Home is carried out in order to provide meaningful learning experiences for students during the pandemic, without being burdened by demands for the completion

curriculum achievements in class promotion and graduation. Online learning can focus on life skills education, including related to the Covid-19 outbreak. Activities and assignments may vary for each students, based on their interests and conditions, including considering gaps in internet access and facilities while studying at home. Evidence from this online learning activity is given good qualitative and useful feedback by the teacher, without having to provide a quantitative assessment. (Source: pgdikmen.kemendikbud.go.id)

Study at home has been carried out by students since March 2020, all teaching and learning activities was did by online based on these predetermined conditions.

Online learning is a teaching and learning activity between students and teachers that is connected an internet network that can be accessed anytime and anywhere using media in the form of a zoom application, google meet, whats app group, google classroom and others.

In online learning process during a pandemic, students are must to be able to know the use of application on computers or smartphone for learning, so, the students are required to have handphone or computers while studying online. Then, they spend more time using smartphones or computers while study at home, this is very worrying for parents, because of this technology, every assignment who given by teacher search using internet rather than reading books.

The learning methods and media used by teacher on online learning differ from classroom learning, so, students find it difficult to know the material provided and also the learning style used during online.

There is a significant influence on the learning process and student learning outcomes, especially in English subjects, the advantages of online learning for students, they are more relaxed when studying, not tense, and feel have more time to take a rest, comfortable in argument and asking question, and so on.

On the contrary, the parents who pay tuition fees every month feel disadvantages by this online learning activity, they are not satisfied with the feedback student's get during online learning and then some of students' parents who work, cannot control learning activities and the assignment.

Many students' argue that hard to understand the material provided by educators, difficult to use the media in learning process, feel wasteful because of the internet quota quickly exhausted, and also in online system make a student lazy to join the virtual class, many students if their join the virtual class, they take off camera and sound, so they just listened the teachers says or actually just for attendance list and do not attention what are the teacher says.

So, the students' perception and attitude is more important toward the success of online learning program.

Based on the fact and the reason above, the writer is interested in doing research entitled “ **Students' Perception On Online English Learning Process Of Eleventh Grade Of SMA Mandau Sub-District In Pandemic Covid-19** ”.

1.2 Identification of The Problem

As usual, teaching and learning activities are carried out at school so that there is direct face-to-face interaction between teachers and students.

However, since the outbreak of the Covid-19 virus, online learning has made it difficult for teachers to find ways and strategies to attract students' interest in learning, especially English subject. Based on the background of the problem, the researcher think that online learning activity has an different perception for every students , especially for students senior high school, because in activity, the model learning is different from study at school. Meanwhile, not all students understand to study English with virtual online. Some students are difficult to understand what are the teacher or speaker say in English language from the audio and also hard to know about the subject.

1.3 Focused of the Problem

The researcher focus to investigate the students' perception on online English learning process in pandemic covid-19.

1.4 Research Question

Based on the title researcher have, the researcher make the formulation of the problem in this research is ;

1. What are the students' perception on online English learning process of eleventh grade of SMA Mandau Sub-district in pandemic covid-19 ?

1.5 Objective of the Research

The objective of the research is to aims the students' perception on online English learning process in pandemic covid-19 .

1.6 Significant of the Research

The finding of this research expected to give contribution to the following :

1. For the researcher

The result of this research can find out the students' perception on online English learning in pandemic covid-19 based on audience analysis, critical analysis, media analysis and technology analysis.

2. For the students

The result of this research is expected to increase interest and ability to learn English where using technology, and also can make students comfortable and enthusiastic in learning.

3. For the teachers

Researchers expect that is research can give benefits to knowing the weaknesses and obstacles that students feel in learning English, and can also change strategies and media that attract students' interest in learning online

1.7 Definition of Key Terms

In order to clarify the key term used in this research, some definition are put forward:

1. **Perception** : a picture of opinion that develops into a certain thing (Agung , et al : 2020)
2. **Covid-19 Pandemic** : a virus that is again endemic to almost all over the world called *the corona virus or severe acute syndrome coronavirus* which can cause respiratory, lung and death problems, where this virus is very easily transmitted. This symptoms of Covid-19 generally appear within two days until two weeks after the patients exposed to corona virus
3. **Online Learning** : teaching and learning process activities between educators and students who use the internet network as a connector.

this method is an effective way to keep the education system running. media that can be used in online learning, such as video conferencing, google classrom, whats app group etc. In addition, the government supports these activities by providing learning quotas for all students in Indonesia, so that they can support the implementation of teaching and learning activities.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Relevant Theories

2.1.1 Corona Virus Diseases 2019 (COVID-19)

At the end of 2019, the world was shocked by a virus called *Corona Virus* or *severe acute respiratory syndrome coronavirus 2* (SARS-CoV-2), which is a virus that attacks the human respiratory system. This disease due to infection is known as COVID-19.

This virus has spread to more than 114 countries, So, WHO declares this virus as PHEIC (*Public Health Emergencies International Concern*). Covid-19 is a pandemic outbreak that first hit the Chinese city of Wuhan, where the virus has spread almost all over the world quickly.

According to Tao, et al (2020) the outbreak covid-19 follows the influenza virus outbreak because it is a respiratory disease.

In addition, Awasthi (2020) said that the Corona Virus Syndrome (Mers CoVs) is a virus found in mammal and bird species. This virus enters through the respiratory tract and three days later the upper respiratory tract will be infected. Patients who are more susceptible to this virus are infants, the elderly, and also in diabetes patients.

Furthermore, Manoj, et al (2020) said that the Covid-19 virus has spread throughout the world. The virus can be transmitted through droplets of the

respiratory of an infected victim through coughing and sneezing, which spreads through the air.

There are many kind to prevent Covid-19, according to Talaumbanua (2020), namely in overcoming this public health emergency, the government has made regulations for the prevention of this corona virus, such as large-scale social restrictions, regional quarantine at the main entrance of the airport, ports and crossings between countries. In addition, the society must also undergo home quarantine in accordance with the provisions of the law section 1 paragraph 8 concerning restrictions on occupants of houses contaminated with the disease to prevent spread. Marelli, et al (2020) state that during this pandemic, people spend more time in a bed with low sleep quality.

Besides that, Dewi (2020) says that during this pandemic , it caused a huge impact on the community's economic sector, and also on education. so that the temporary closure of educational institutions by the government is one of the efforts to spread and transmit the corona virus in which teaching and learning activities are diverted online.

Based on the theory above, it can be concluded that Covid-19 is a virus originating from mammals and birds so that it is declared a dangerous infectious disease and can easily become infected with the respiratory tract until cause death.

Since the WHO declared this outbreak as a PHEIC, almost the whole world has anticipated the spread of this virus with lockdown policies, social distancing and large-scale social restrictions.

2.1.2 Definition Perceptions

According Susila, et al (2020) perception is a form of information that comes from the senses and expressed through action or opinion. The perceive be delivered by their experiences. Agung , et al (2020) argue that in students' perception focus on accesbility, material, assignment, and the platform media in online learning process their use. Rakhmanina, et al (2020) perception is experience of the relationship obtained with described the message knowledge.

So , it can be conclude that perception is the process understanding information, object in environment area to the stimulus in interpreting and organizing.

2.1.3 Definition of Online Learning

Learning is defined as a change in behavior based on experience. According to Houwer (2013) learning is an ontogenetic adaptation which is a change in the behavior of an organism that comes from being sequestered from the organism's scope and also learning as a determinant of behavior change. In other words, learning can be defined as a change in behavior based on the adaptation of one's experiences.

On the other hand , Since the outbreak of the corona virus (Covid-19), learning that is usually carried out face to face between educators and students, is now transferred through online learning . Sadikin, et al (2020) he

argues that online learning is a process of teaching and learning activities use the internet network with accessibility, connectivity and flexibility by sharing different types of ways of learning takes place. This means that, online learning can connect educators with students who are physically separated but can connect even though they are far apart. In addition, Dong, et al. (2020) state that online learning via digital technologies is a part of “young children 'multimodal lifeworlds” which must be supported and accompanied by teachers, parents in the use and utilization of this digital technology.

Then, Mishra, et al (2020) say that online learning is a pedagogical change from traditional learning methods to modern approaches, where previously this e-learning learning method was said to be a non-formal education. In addition, this method is considered to provide a sense of security, both psychologically and psychologically, for Covid-19 sufferers. Learning activities carried out online during this pandemic are intended , so that the development of education in Indonesia does not stop.

Based on the explanation above, it can be concluded that online learning is a method of modern learning activities that uses technology as a medium and is connected by an internet network , so that students and teachers can interact remotely anywhere and anytime.

2.1.4 Guidelines For Implementing Learning From Home In Emergency Spreading Of Corona Virus Disease (Covid-19)

Based on the Minister of Education and Culture Policy Circular No. 15 of 2020 about implementing learning from home :

A. The aim of Learning from Home during the pandemic Covid-19 is aimed at ensuring that the rights of students to get education services in an emergency period are fulfilled besides that, to protect education units from the bad effects of the Covid-19 outbreak, to prevent the spread and transmission of the virus in educational units in Indonesia , and also to ensure adequate psychosocial support for educators, students, parents or guardians.

B. The principles of implementing learning at home are based on the principles set out in the Circular of the Minister of Education and Culture Number 4 of 2020 concerning Implementation of Education Policies in Emergencies for the Spread of Corona Virus (COVID-19), namely : Safety along with the physical and mental health conditions of students, teaching staff, education unit leaders and all members of the education unit are the main considerations in implementing learning from home. Online activities aim to provide useful learning experiences for students, without any demands for completing all curriculum achievements. Learning from home focuses on life skills education, including related to the Covid-19 outbreak. Learning materials are inclusive according to age and level of education, cultural

context, character and types of needs of students. Activities and tasks during learning from home may differ between regions, education units and students according to their interests and conditions, including considering access to learning facilities from home. Student learning outcomes are given qualitative and useful feedback from the teacher without having to provide quantitative scores such as numbers 2 - 7. In addition, it promotes positive patterns of interaction and communication between teachers and parents / guardians.

C. Methods and media for implementing distance learning which are divided into two approaches, namely online learning and offline learning. Each educational unit can choose an online or offline approach and can also combine the two according to the readiness of facilities and infrastructure. Online Learning Resources and Media can use gadgets or laptops through several portals and online learning applications. Online learning media can be implemented through television broadcasts, for example the online Learning Program through TVRI, Radio, Module and Student Worksheets, printed teaching materials, props and learning media from objects and the environment. Around. (Source: bersamahadapikorona.kemdikbud.go.id)

2.1.5 Advantages of Online Learning

Teaching and learning activities through online have a positive impact on educators and students alike. Ardovic & Markovic (2010) explain that, the online learning method is proven to be an effective and acceptable way among students because of the higher level of flexibility and innovation. So this is a high comparison compared to traditional learning. In addition, Astini (2020) states that the positive impact of this pandemic, environmental conditions, clean air, and also in the field of education make the process of using digital technology in Indonesia fast. This makes students not gap in the field of technology, so that students become proficient in using media that support online learning activities. Sadikin (2020) explains the effectiveness of online learning to make students more comfortable in arguing and asking questions, so that, there is no psychological pressure. On the contrary, learning online makes students more courageous and confident and fosters courage in learning.

2.1.6 Disadvantages of Online Learning

Apart from these advantages, this learning activity also has weaknesses that are felt by teachers, students, and also parents.

Wiresti (2020) states that when children study at home with their parents, many children are lazy, do not want to complete the assignment given by the teacher on time, even since learning online, many parents help with

their children's assignments. And also parents who do not understand the psychology of their children and don't know with the child's heart situation, so that many parents teach children to study at home with anger, vent emotions and even violence and pressure. Astini (2020) also said that the shortcomings of online courses such as misunderstandings about assignments, not understanding the material provided and technological problems can make students stressful and frustrated.

Based on the explanation above, we conclude that the transfer of teaching and learning activities carried out online has disadvantages and also advantages for educators and students, all of which is a challenge for all of us as a driving force for the advancement of technology in the education , so that, the creativity can be increased quality of education.

2.1.7 Definition English Lesson

English is the International language and as a connector in the world . whereas this language is said to be the second language in Indonesia that must be studied, English lessons have been implemented in Indonesian schools from elementary schools, junior high schools and high schools until universities. There are 4 skills that students must know and understand, namely listening, speaking, reading and writing skills. In addition, to achieve optimal skills in English, proficiency in pronunciation, vocabulary and grammar is also needed.

According to Kitagaki (2012) memorizing English sentences can improve speaking skills. This means that the role of educators in introducing vocabulary from common to unfamiliar for students has a positive impact in honing students' speaking skills. Bonkit (2010) defines watching films in English, listening to music can improve speaking skills. This can be an alternative tips for students to practice speaking skills as well as listening skills. Then, Bashir, et al (2011) explain that the introduction of language and the belief in its use can improve students' speaking ability.

In listening skills, Rumeris (2009) argues that the term Poadcasting (a portmanteau of the words iPod and broadcasting) has become popular among students because they can hone their listening practice both inside and outside the classroom. In reading skills, Chang, et al (2020) explained that in reading skills, the relationship between spelling and sound is very important to practice reading skills. Likewise with writing skills, Urquhart & McIver (2005) explain writing is the process of exploring ideas that provide benefits for students. Its means that writing is the process of expressing ideas on a piece of paper that is directed and has benefits for the students, teachers etc.

According the opinion above, it can be concluded that English is the international liaise language and as a second language in Indonesia, which prioritizes 4 skills, like listening, speaking, reading and writing. Apart from making a second language, English is also used as a compulsory subject in schools to make Indonesian children can advance in the international field.

2.1.8 English Online Learning Model

In online learning, especially in English, there are several learning models that teachers can do.

Belawati (2020) stated that online learning can be done with synchronous and asynchronous models. Meanwhile, asynchronous learning is a learning model whose interaction process is designed not real time (delay).

1. Synchronous learning

Synchronous learning is a learning model that can be designed in the form of an interaction in real time. In which the interaction and presence between educators and students is carried out simultaneously using the media directly. Media that can be used in this learning model are telephone, video conferences, webs casts, instant-messaging, chat, and others.

The material presented by educators was given through video streaming and live broadcasted. Discussion and question answer activities can be done in this way.

The advantage of this learning process is that teaching and learning activities can be carried out directly between educators and students who are connected by video conferencing, students can ask clearly if there is English subject matter that students do not understand.

However, it turns out that synchronous learning has weaknesses, namely the internet network of educators and students must be connected, if the internet

network of educators or students is weak, then learning activities will be cut off and cannot participate in these learning activities.

2. Asynchronous learning

On the other hand, this learning is not done directly and simultaneously between educators and students.

learning material is provided through the site provided by the teacher. Interaction activities are carried out indirectly with social media, email, discussion boards, and messaging boards.

Study materials can be downloaded by students, and students are given time to study and collect assignments.

The advantage of applying this learning model is that students and teachers have free time to deliver and collect subject matter. And also for students who live in remote areas where internet networks are difficult, they can participate in learning activities because they are given time by the teacher and do not take up internet quota.

However, the weakness in synchronous learning is that students become confused if they do not understand the material provided by the teacher.

2.1.9 English Online Learning Media

Based on the circular of the Minister of Education and Culture No.15 of 2020 regarding guidelines for implementing learning from home in the emergency period of the spread of the Covid-19 virus, online learning can be carried out using gadgets or laptops through several portals and online learning applications.

The sites established by the minister of education and culture of the Republic of Indonesia are:

1. Learning House by Pusdatin Kemendikbud. <https://belajar.kemdikbud.go.id>
2. Education TV Ministry of Education and Culture.
<https://tve.kemdikbud.go.id/live/>
3. Digital Learning by Pusdatin and SEAMOLEC. Ministry of Education and Culture. <http://rumahbelajar.id>
4. Face-to-face online greeting program for Pusdatin Kemendikbud's learning center ambassadors.pusdatin.webex.com
5. LMS SIAJAR by SEAMOLEC, Ministry of Education and Culture.
<http://lms.seamolec.org>
6. Online application for packages A, B, C. <http://setara.kemdikbud.go.id/>
7. Teachers share <http://guruberbagi.kemdikbud.go.id>
8. Reading digital http://aksi.puspendik.kemdikbud.go.id/reading_digital/
9. Video lessons <http://video.kemdikbud.go.id/>

10. Education voice of the Ministry of Education and Culture
<https://suaraedukasi.kemdikbud.go.id/>
11. Ministry of Education and Culture radio education
<https://radioedukasi.kemdikbud.go.id/>
12. Family friends - Information sources and teaching materials for family care and education <https://sahabatkeluarga.kemdikbud.go.id/laman/>
13. Ministry of Education and Culture PAUD teacher room
<http://anggunpaud.kemdikbud.go.id/>
14. Electronic school books <https://bse.kemdikbud.go.id/>
15. Mobile education - Multimedia teaching materials
<https://medukasi.kemdikbud.go.id/medukasi/>
16. Equality Education Module <https://emodul.kemdikbud.go.id/>
17. Source of teaching materials for elementary, junior high, high school and vocational students. <https://sumberbelajar.seamolec.org/>
18. Online Course for Teachers from SEAMOLEC.
<http://mooc.seamolec.org/>
19. Online classes for students and college students
<http://elearning.seamolec.org/>
20. Ministry of Education and Culture Institutional Repository
<http://repositori.kemdikbud.go.id>
21. Ministry of Education and Culture online journal
<https://perpustakaan.kemdikbud.go.id/journal-kemendikbud>

22. Open-access digital books <http://pustakadigital.kemdikbud.go.id>

23. EPERPUSDIKBUD (Google Play) <http://bit.ly/eperpusdikbud>

(Source: kemdikbud.go.id)

2.1.10 Study English In Covid-19 Pandemic.

Putu et al (2020) argues that during this pandemic, this online English learning class has a significant difference from teaching in class as usual, the teacher has limited material in explaining it because learning is done online.

Subekti & Kurniawati (2020) said that there are some concrete examples of implementing English learning that can be done online:

The first stage is Engage, at this stage the teacher begins to attract students' attention before the learning material is implemented. For example in the material describing places, here students are provoked by asking what their favorite tourist spots are, so with this question students can mention what they know about their favorite places. Technologies that can be used in this learning are like Padlet, Whats app chat, etc.

The second stage is exploration, where students explore the topic being discussed. For example, students are asked to search about the tourist objects they choose, such as the characteristics of the place, what destinations are there and also the facilities available there.

The third stage is explain, where students explain and report on their assignments both orally and in writing. at this stage, the teacher corrects student errors, both in the form of grammar, vocabulary, and pronunciation errors.

The fourth stage is elaborate, where students apply what they have learned, such as making digital posters or infographics which are then photographed and sent to the whats app group where they discussed.

The last stage is evaluate, at this stage, the teacher evaluates the results of student learning in which the evaluation can be in the form of giving tests or quizzes. After that the teacher provides feedback on student achievement.

2.1.11 Scope of English Language Skills

Since the curriculum in the days of independence, English has been designated as a compulsory subject in Indonesia. This is because the Indonesian people can be equal and compete internationally in the fields of education, knowledge, technology, politics, culture, and so on.

The scope of English according to the 2013 Curriculum which is stated in the national education system . the first is based on communicative competence which includes functional relationships with teachers, friends and other people in the home, school, community environment. The second is the

context of communication related to the lives of adolescents and all high school curriculum subjects orally and in writing whether using electronic media or not. The third one includes interpersonal discourse by establishing interpersonal relationships with parents, teachers, friends, and other people.

Fourth, communicative in transactional discourse which aims to provide and request information. And the last one is having a functional discourse that has the aim of developing students' social and academic functions by using various types of texts being studied.

2.2 Relevant Studies

To make sure the originality of the idea in this research, the researcher would present several previous studies that have relevance with this kind of study conducted. There some previous studies that the researcher uses as follow :

- a. This research was done by Heni Rita Susila, Arief Qosim, Tri Rositasari.

This journal article published by <http://www.hrpub.org> Universal Journal of Educational Research 8(11B): 6042-6047, 2020 DOI: 10.13189/ujer.2020.08224 The title is “Students' Perception Of Online Learning In Covid-19 Pandemic: A Preparation For Developing A Strategy For Learning From “

This research uses fourth aspect to analysis the data , there are audience analysis, technology analysis, critical analysis , media analysis. The result show that the students high interest in learning using video, and printed

media. But, some area in internet connection are not supporting to prepare online learning. And the alternative solution is combine online learning and offline learning with, documents, slide, tutorial video, and so on.

b. The second research is done by Evi Safitri Yulandari, this article published by JOLLT Journal of Languages and Language Teaching <http://ojs.ikipmataram.ac.id/index.php/joltt/index>

Email: joltt@ikipmataram.ac.id , <https://doi.org/10.33394/joltt.v%vi%i.2722> , July 2020. Vol. 8, No, 3 p-ISSN: 2338-0810 e-ISSN: 2621-1378 pp. 315-322 Entitle is “ENGLISH STUDENTS’ PERCEPTION ABOUT DARING LEARNING WHILE QUARANTINE: A QUALITATIVE CASE STUDY”.

This study uses a qualitative method with a phenomenological approach, the participants this study is the second-semester students of English Language Education at Institut Pendidikan Nusantara Global in the academic year 2020/2021 consisted of 32 students. Those students are involved in filling questionnaire dealing with their perception toward online learning .

The result is only 25 % students agree used daring learning and 75 % students do not agree used daring learning. Online learning have many shortcoming from various aspect. Some students difficult to understand the material prepared by teacher who have never given the explanation about the material in video or recording sound.

Beside that, in 25 % students argue in online learning because their can be done anywhere, for the students have WIFI network at home, they felt that online learning can save their costs and no need to go to school in the morning.



CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

The researcher used descriptive qualitative research to identifying information, because the data explained in the form of description based on the phenomenon and not using numerical. The phenomenon is the activities from the students' perception on online English learning during pandemic covid-19.

The purpose is to find out the students' perception on online English learning process of 11th grade students senior high school in Mandau Sub-district.

Manab (2015) stated that qualitative research is a research that shows the truth of the data and must be accepted by the researcher. The purpose of this research is to know the understanding of individual / group behavior and interactions which all take place in real terms. It can be concluded that, in qualitative research focuses on evaluation research that explains the phenomenon, event and data happened in the field based on the reality.

3.2 Location and Time of the Research

This research conducted at SMAN 2 MANDAU, MAS YASMI, SMA IT AL-KAUTSAR. It is located at Mandau Sub-district, Duri city, Riau 28784.

3.3 Population and Sample of the Research

3.3.1 Population

According to Huda (2018) Population is all of the subject in the study which is examined . The population in this research is all of senior high school in Mandau sub-district including private school and public school .

3.3.2 Sample

This sample selection technique used purposive sampling. Etikan, et al (2015) argue that purposive sampling is a sampling technique in which each sample is deliberately selected because of its quality by participants . This technique is nonrandom, neither the underlying theory and the number of participants is required.

The researcher choose three high school in Mandau sub-district as an sample with the criteria good school, middle school and law school . This type the researcher choose based on school accreditation, students' achievement, skill of knowledge and students' interest to study in there. Every school the respondent only one class as sample , and have a different number of students for each class.

3.4 Data Collection Technique

3.4.1 Research Instrument

In collecting the data, the researcher used descriptive to describe the students' perception on online English learning in pandemic covid-19. The instrument which is as follow :

3.4.1.1 Online Questionnaires

According to Puji Hastuti (2010) a questionnaire is one of the methods used to collect data that comes from respondents' opinions. This questionnaire can be given to informants directly, mail questionnaires, and can be used google form.

This questionnaire used google form contains about the students' perception on online English learning in pandemic covid-19 with 26 statements and the informant answer with given mark on alternative answer, there are strongly agree, agree, netral, disagree, and strongly disagree . The aspect about audience analysis, technology analysis, critical incident analysis and also media analysis (See Appendix 1).

Table 3.5.2

Blue Print Students' Perception on Online English Learning During Pandemic Covid-19

ASPECT	INDICATOR	QUESTIONS NUMBER	TOTAL
Audience Analysis	<p>Students' ability in operating computer.</p> <p>Time of using computer in a day</p> <p>Time of using mobile in a day</p> <p>Students style of learning.</p> <p>Students background</p>	1,2,3,4,5,6,7,8,9,10,11	11
CriticalAnalysis	<p>Students' understanding after learning using online learning .</p> <p>Students' enjoyment in learning using technology.</p> <p>Students' response in learning using technology.</p>	12.13.14	3
Technology Analysis	<p>Students' interest in learning using e-learning tool (google</p>	15,16,17,18,19,20,21,22	8

	<p>scholar, Edmodo).</p> <p>Students interest in learning using social media (WhatsApp, Facebook, Instagram) .</p> <p>Availability of conference tool (zoom, google meet).</p> <p>Students' interest in learning using application.</p> <p>Students' interest in learning using website.</p> <p>Students' interest in learning using video.</p> <p>Students' interest in learning using games.</p> <p>Students' interest in learning using printed media</p>		
Media Analysis	<p>Students' ownership of computer.</p> <p>Students' ownership of mobile.</p> <p>Students' ownership of</p>	23.24.25,26	4

	internet connection.		
	Students' ease of internet access		

This Indicator has been used from journal article by Susila, et al (2020) .

3.5 Data Analysis Technique.

In this research, the data collected from questionnaires online. Ilyas (Miles & Huberman 1984) there are some steps would be analyzed the data, they are: reduction of the data, data display, and conclusion of the data.

3.5.1 Reduction of Data

The reduction of the data is interpreted as the process of choice, interest focus, simplification, abstraction and data transformation that exist from written notes in the field. This technique is occurring during the observation happen. It means, when the data is collected, the phase of the continuing of reduction is occurring. Such as make conclusion, codification, and investigate of them.

The step in reduction of the data : making questionnaires toward the students' perception on online English learning in pandemic covid-19. The second is distribute the questionnaire link to representatives of some eleventh

grade students in three schools based on the agreement of the English teacher every school.

After that, if the researcher finds the results of the respondent's answer who are considered familiar, do not have a pattern, this is what the researcher must pay attention to in reducing the data.

3.5.2 Data Display

Data display is the set of information that is arranged possible to give the possibility to take a conclusion and take a treatment. In this step, the researcher would analyzed the students' perception about study English in pandemic covid-19 based on online questionnaires result.

3.5.3 Conclusion or Verification of the Data

After reducing of the data and display the data, the final steps is conclusion or verification of the data. This is activities can answer the problem formulation in this research, how the students' perception on online English learning in pandemic covid-19 of eleventh grade in three SMA Mandau sub-district.

CHAPTER IV

RESEARCH FINDING

4.1 The Data Description

In this chapter , the researcher reports the result of the research toward students' perception on online English learning in pandemic covid-19 especially for students eleventh grade SMAN 2 Mandau, SMA IT Al-Kautsar and MAS Yasmi. in Mandau sub-district area. In order to collect the data , the researcher used open – online questionnaires, the researcher gave 26 open online questionnaires to respondent. It was done at 23-28 February 2021 . The data is collected in the following ways :

1. Ask permission every school to do the research.
2. Discussion with English teacher about giving a questionnaires to the students .
3. Make a discussion group through the Whats App every school.
4. Distribute the questionnaire in the form of links in Whats App group.
5. Explained how to fill out the questionnaires online and explain each statements.
6. Students answered questionnaire online based on online learning experiences during pandemic.
7. After completing the questionnaire, students send the answer

The distribution of this questionnaire has used an online questionnaire with a gave link via Whats App group from 23th to 28th February 2021. So that, 90 respondents have been collected from three senior high school schools in Mandau Sub-district, with the number of students in class XI IPA 6 at SMA 2 Mandau 34 students, MAS Yasmi class XI MIA 1 totaled 29 respondents, and SMA IT Al-Kautsar amounted to 27 respondents.

The following is an analysis of the data based on the results of the online questionnaire that the student has filled in :

Table 4.1 Results of the students' Online Questionnaires Score.

NO	STATEMENT	PERCENTAGE RESULT				
		SA (5)	A (4)	N (3)	D (2)	SD (1)
1	Students are able to operate new application in computer (Siswa mampu mengoperasikan aplikasi baru di computer)	17 %	38,9 %	35,6 %	11,1 %	0 %
2	Students are able to operate common application at the computer (siswa mampu mengoperasikan aplikasi umum pada computer)	18,9 %	50 %	27,8 %	4,4 %	0 %

3	Time of using computer in a day : Less than 2 hours in a day (penggunaan computer dalam sehari : kurang dari 2 jam per hari)	4,4 %	33,3 %	31,1 %	27,8 %	4,4 %
4	Time of using computer in a day : About 3-5 hours in a day (waktu penggunaan computer dalam satu hari : 3-5 jam per hari)	1,1 %	24,4 %	44,4 %	25,6 %	5,6 %
5	Time of using computer in a day : More than 5 hours in a day. (waktu penggunaan computer dalam sehari : lebih dari 5 jam per hari)	5,6 %	13,3 %	24,4 %	41,1 %	16,7 %
6	Time of using mobile in a day : Less than 2 hours in a day . (waktu penggunaan handphone dalam sehari : kurang dari dua jam per hari)	1,1 %	15,6 %	27,8 %	38,9 %	17,8 %
7	Time of using mobile in a day : About 3-5 hours in a day . (waktu penggunaan handphone dalam sehari : sekitar 3-5 jam per hari)	0 %	24,4 %	52,2 %	15,6 %	7,8 %
8	Time of using mobile in a day : More than 5 hours in a day (waktu penggunaan handphone dalam sehari : lebih 5 jam per hari)	12,2 %	30 %	37,8 %	15,6 %	4,4 %

9	Students style of learning : Prefer learning using pictures, images, video,spatial understanding (visual style) (gaya belajar siswa : lebih suka menggunakan gambar, video, pemahaman spasial (gaya visual))	30 %	35,6 %	24,4 %	8,9 %	2,2 %
10	Students style of learning : Prefer Learning using words and explanation (verbal Style) (gaya belajar siswa : lebih suka menggunakan kata dan penjelasan (gaya verbal))	8,9 %	33,3 %	48,9 %	6,7 %	2,2 %
11	Students style of learning : Prefer using Audio and music (auditory style) (gaya belajar siswa : lebih suka menggunakan audio dan music (gaya pendengaran))	15,6 %	35,6 %	40 %	10 %	0 %
12	Students understanding about material after online learning (siswa paham tentang materi pembelajaran setelah belajar online)	1,1 %	6,7 %	47,8 %	30 %	15,6 %
13	Students enjoyment in online learning (siswa nyaman dalam belajar online)	1,1 %	10 %	45,6 %	28,9 %	18,9 %
14	Students desire to continue learning using online learning (siswa tertarik untuk melanjutkan pembelajaran menggunakan online learning)	2,2 %	8,9 %	30 %	33,3 %	28,9 %

15	Students interest in learning using LMS (google Classroom, Edmodo, Moodle) (siswa tertarik dalam belajar menggunakan manajemen sistem pembelajaran)	3,3 %	15,6 %	43,3 %	31,1 %	7,8 %
16	Students interest in learning using social media (WhatsApp, Facebook, Instagram) (siswa tertarik belajar menggunakan social media)	3,3 %	25,6 %	46,7 %	17,8 %	6,7 %
17	students interest in learning using conference tool (zoom, google meet) (siswa tertarik belajar menggunakan alat konferensi seperti zoom, google meet, dll)	1,1 %	25,6 %	38,9 %	26,7 %	8,9 %
18	Students interest in learning using LMS (Learning management System) (siswa tertarik belajar menggunakan sistem manajemen pembelajaran)	16,7 %	28,9 %	52,2 %	1,1 %	1,1 %
19	Students interest in learning using website (siswa tertarik belajar menggunakan website)	1,1 %	24,4 %	54,4 %	18,9 %	2,2 %
20	Students interest in learning using video	8,9 %	53,3 %	31,1 %	5,6 %	1,1 %

	(siswa tertarik belajar menggunakan video)					
21	Students interest in learning using games (siswa tertarik belajar menggunakan games)	31,1 %	40 %	24,4 %	2,2 %	3,3 %
22	Students interest in learning using printed media computer (siswa tertarik belajar menggunakan media cetak komputer)	6,7 %	33,3 %	51,1 %	7,8 %	1,1 %
23	Students have handphone (siswa memiliki handphone)	41,1 %	43,3 %	15,6 %	1,1 %	0 %
24	Students have computer/ laptop (siswa memiliki computer / laptop)	15,6 %	37,8 %	33,3 %	12,2 %	1,1 %
25	Students have internet connection (siswa memiliki jaringan internet)	24,4 %	41,1 %	33,3 %	3,3 %	0 %
26	Students ease of internet access (siswa mudah dalam mengakses internet)	27,8 %	28,9 %	35,6 %	3,3 %	4,4 %

4.2 Data Analysis

Based on the blue print contained in chapter 3 previously, it has been stated that there are 4 aspects along with 20 statement indicators from the online questionnaire that have been filled in by third schools in Mandau sub-district. Here the researcher will analyze the data that has been obtained.

4.2.1 Audience Analysis

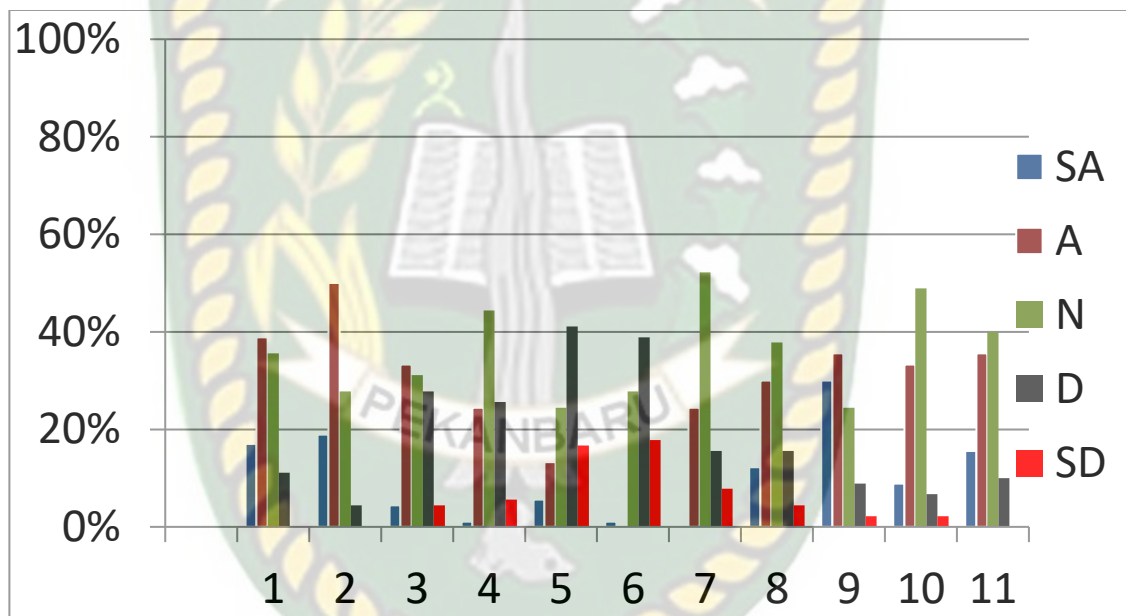


Figure 1 : the percentage result audience analysis

In the first indicator about the students' ability in cooperating computer contained on statements number 1th and 2th explained that all sample agree that the students in three school Mandau sub-district can cooperating computer and laptop include to operate new application and general application in computer. With a total

they answer thirty-three students agreed that they could operate a new application on a computer, sixteen students answered strongly agree, thirty-two students answered neutral and ten students could not operate a new application on a computer . and then forty-five agreed that they were also able to operate general applications on computers, seventeen other students answered strongly agree, twenty-three students answered neutral, and only four students disagreed that they could not operate general applications on computers .

For answering number 3th 4th and 5th with indicator students' time of using computer in a day . in fact that the average student uses computers during online English learning between 3-5 hours per day because not all students have computers and not all who use computers when studying online, this shown the result of students' response , namely twenty-eight students answered agree, twenty-eight students answered neutral in using computers in less than two hours per day, twenty-five students did not agree And the smallest percentage there were four students who answered strongly disagree. Besides that, in using computer/laptop 3-5 hours per day, there were forty students who answered neutral in using the computer 3-5 hours per day, one student answered strongly disagree, twenty-two students answered agreed, twenty-three students answered disagree and there were at least three students answered strongly disagree. When the researcher ask the time using computer more tha five hour per day. thirty-seven students disagree with the statements, Only five

students who strongly agreed with the time , twelve students said agreed, twenty-two students answered neutral, and thirteen students answered strongly disagree

In statement number 6th , 7th , 8th the time of using hand phone in a day while online English learning, in one day the time when students use cellphones in learning activities has a neutral with the time range between 3-5 hours per day and even more than 5 hours per day because the students' argue that it is more practical to learn to use hand phone when using video conference in teaching learning activities. With the result of data one student answered strongly agreeing to use a cellphone in less than 2 hours a day, fourteen students answered agree, twenty-five students answered neutral, thirty-five students answered disagree and fourteen students answered strongly disagree. Time to use cellphones around 3-5 hours per day, twenty-two students answered agree, forty-seven students answered neutral, fourteen students said they disagreed and five students answered strongly disagree. Another result, there were eleven students who answered that they strongly agreed to use cellphones for more than 5 hours per day on online English learning, twenty-five students answered agree, thirty-four students answered neutral, Fourteen students chose to disagree and four students strongly disagreed.

Furthermore, in students' style of online learning statements number 9th , 10th , and 11th , it can see there are many students in the three schools who choose neutral in terms of learning styles, either learning directly from the teacher's explanation of the field of study, or learning by listening to audio / music. With the data obtained ; there

were twenty-five students who strongly agreed to learn using pictures, videos and other visual styles, thirty-two students chose to agree, twenty-two students answered neutral, eight students said they disagreed, and only two students strongly disagree with learning using a visual style. The answer result learning activities with verbal style , there are eight students who strongly agree to choose a learning style using the explanation from their teacher, thirty students answered agree, forty-two students answered neutral in using learning styles, six students answered disagree and at least only two students who say they strongly disagree learn to use a verbal style. In addition, in number eleven, the resulting data on student learning styles, It turned out that there were thirty-six students who answered neutral if students prefer to learn using audio and music, thirty people chose to agree, who strongly agreed there were fourteen students and 9 students who chose not to agree to learn using the auditory style .

4.2.2 Critical Analysis

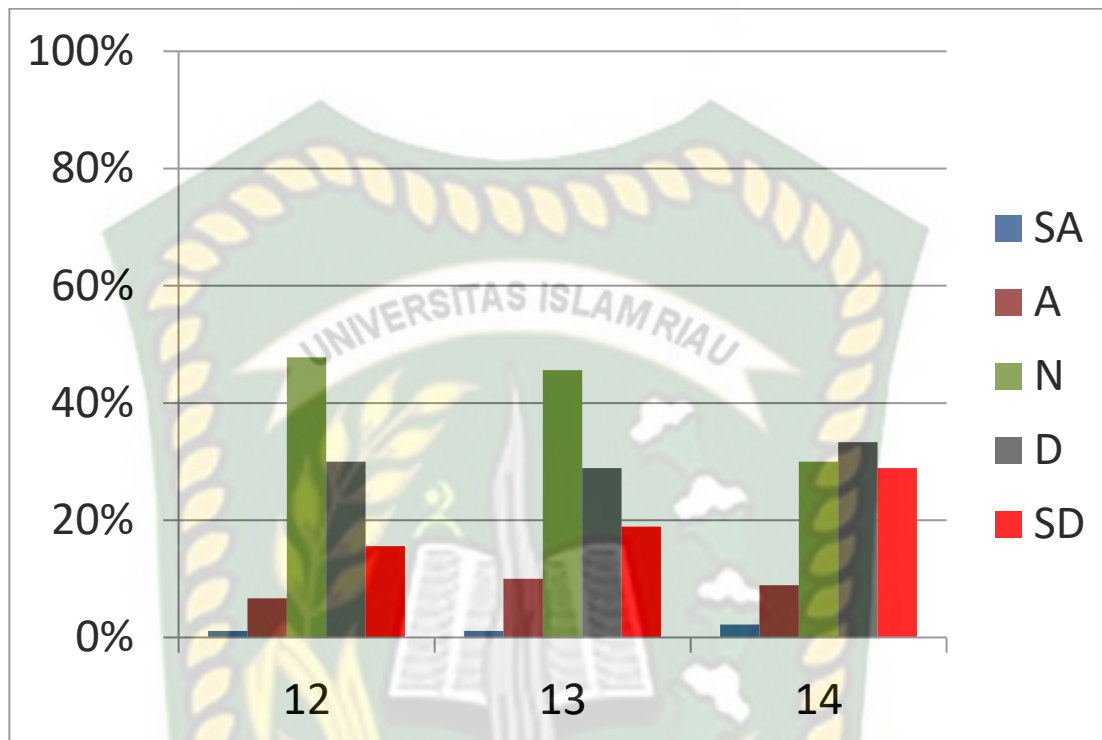


Figure 2 : the percentage result critical analysis

The answering from number 12th , 13th , 14th . the result of experiences during online learning since March 2020 , third schools in Mandau sub-district, especially the eleventh grade of SMAN2 Mandau, MAS YASMI, and also SMA IT Al-Kautsar, they do not want to continue this online learning on this years, so, learning activities in this years using blended learning, 50 % study at school and 50 % because of the many complaints and obstacles experienced by students during online learning especially English subject . In comfort of students on online learning, forty-one students answering neutral, twenty-six students said they disagreed, fifteen

students who strongly disagreed with online learning and there were also ten students who chose that they are comfortable learning online in this pandemic. From the results of data collection of students who agreed to continue this online learning system there were ten students, thirty students said they did not agree, twenty-four students said they strongly disagreed, and twenty-four students answered neutral.

4.2.3 Technology Analysis

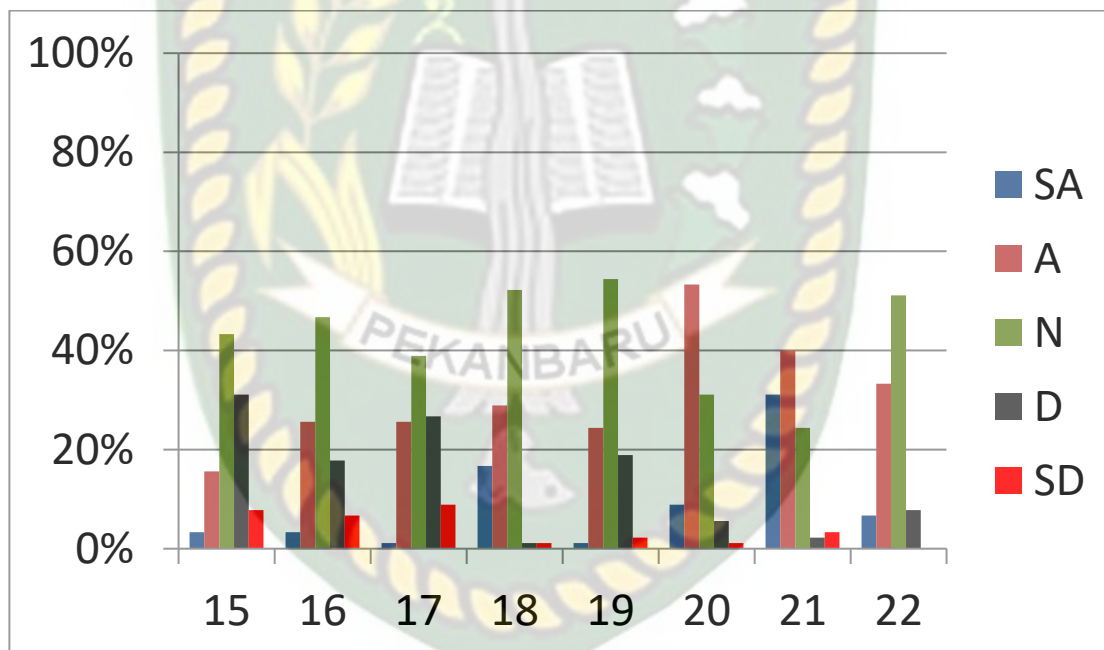


Figure 3 : the percentage result technology analysis

The online learning media used by the English teacher to their students is LMS (Learning Management System) statements number 15th , 16th , 17th , 18th , 19th ,

20th , 21st , and 22nd . The biggest choice lies in the sample who prefers to learn to use media applications such as Whats App, Instagram and so on .in used media such as google classroom, edmodo and other, seventeen students agreed , thirty-seven students answered neutral and thirty-five students did not agree to learn using the learning management system. On the other hand, learning media using social media turned out to be more attractive to students, there were twenty-six students who agreed, forty students who answered neutral and twenty-two students who answered disagreed with learning to use social media. And learning media using conference tools with the teacher were 24 students. who answered agreed if the learning activity used conference tools such as zoom, google meet etc. Thirty-five students answered neutral and thirty students disagreed

In the learning method based on the results of online questionnaires, there are four learning methods that researchers ask students , in terms of learning methods students prefer to learn using the games method, such as exercises given with the quizzes application and other it makes learning activities feel more enjoyable.

The statements if learning activities using website. The results obtained were only twenty-three students who agreed when learning to use the website, forty-nine students answered neutral and seventeen students who answered disagreed. If learning uses the video method in listening to the teacher's explanation, it turns out that many students who agree with this method are forty students who agree, eight students who answer strongly agree and six students who choose to disagree. If you

use the games method, it turns out that many students agree compared to websites and videos. A total of twenty-six students who answered strongly agreed, thirty-six students answered agreed, Twenty-two students who chose neutral and five students who disagreed with learning to use games.

4.2.4 Media Analysis

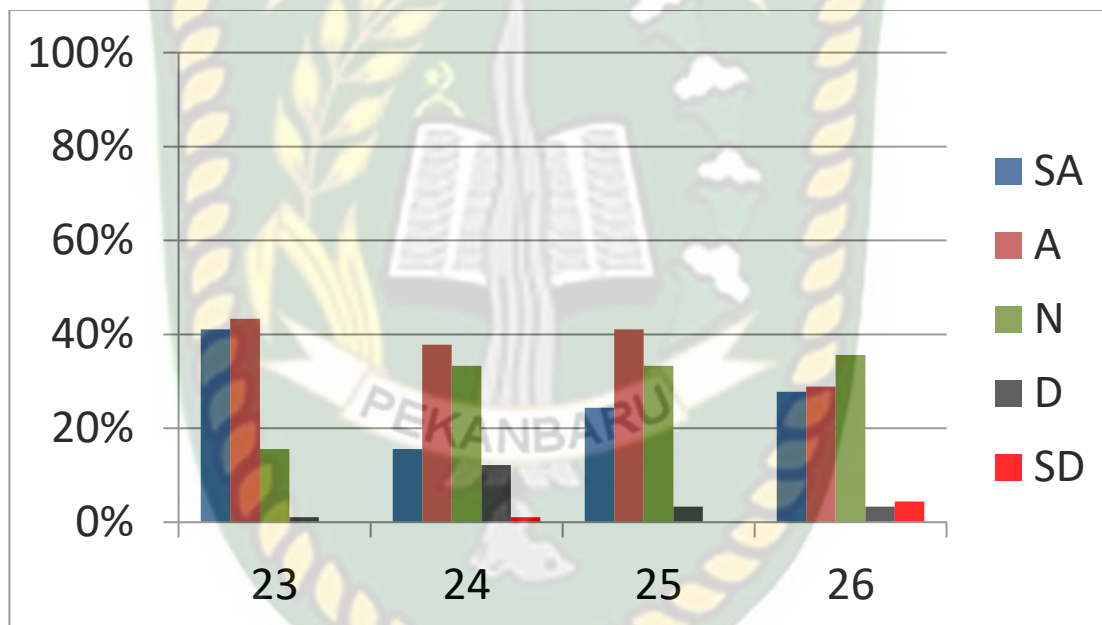


Figure 4 : the percentage result media analysis

In online learning, especially learning English during this pandemic, of course students or parents must have a cellphone or computer, the answering of statement from all samples, all students argue that they have a hand phone or laptop to support online learning in pandemic covid-19. there were seventy-four students who agreed to

have a cellphone, four neutral students and one student who disagreed. As for the ownership of computers / laptops, there were fourteen students who said they strongly agreed, thirty-two students answered agree, thirty students chose neutral and twelve students chose not to agree

For the final statement about whether the student has an internet network, twenty-two students who answered strongly agreed, thirty-seven students answered agreed, twenty-eight students answered neutral and only three students answered disagree. If the average student has an internet network in their area, it can be concluded that students can easily access the internet during online learning activities. This is because most areas in Mandau sub-district are already connected by electricity and also have a fast internet connection.

According to the data students' perceptions of online English learning during this pandemic, it turns out that online learning during this pandemic has a major impact on students, one of the positive impacts is that students become aware of new technologies that can be used for learning activity , as they come to know how to use and run new and common applications on computers, laptops and mobile phone .

Otherwise , students spent more time playing mobile phones during this pandemic, it was recorded that from the data obtained , many students spent more than 5 hours learning to use cellphones per day. For online English learning purposes,

the asynchronous method in online learning will provide time and flexibility to internet access.

The fact that , almost all 3 high school students in Mandau sub-district enjoy access to social media which is an alternative tool for discussion of learning materials between students and teachers , this is evidenced by the number of students who are interested in using LMS (Learning Management System) in learning, more students choose the use of social media as a learning media .

Susila et al (2020) stated that , the students high interest in learning using video, and printed media. Then , not all students were satisfied throughout the study at home process, because not all internet network work properly in all area. And the alternative solution is combine online learning and offline learning with, documents, slide, tutorial video, and so on.

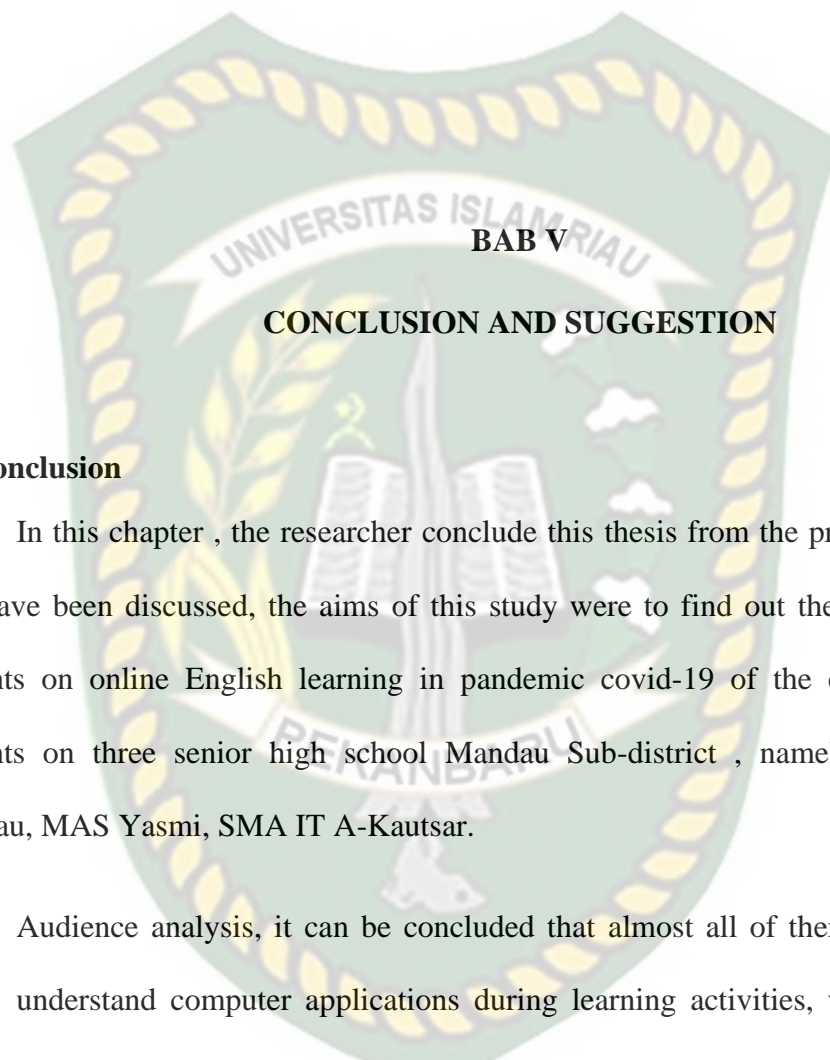
However, for the area of Mandau sub-district, many areas are connected by the internet network, so, problems that are often experienced by students such as the difficulty of understanding the material, many parents of students feel disadvantaged if their children study at home because they have paid school fees and also during study at home.

So that , due to various considerations and agreements between the perceptions of students, parents and the school, in 2021 learning activities during the pandemic implemented blended learning where classroom learning and online

learning. Which the time in classroom learning every day with 4 hours per day, which is 8 hours of normal learning hours per day before the pandemic period.

4.3 Discussion





BAB V

CONCLUSION AND SUGGESTION

5.1 Conclusion

In this chapter , the researcher conclude this thesis from the previous chapter that have been discussed, the aims of this study were to find out the perception of students on online English learning in pandemic covid-19 of the eleventh grade students on three senior high school Mandau Sub-district , namely : SMAN 2 Mandau, MAS Yasmi, SMA IT A-Kautsar.

1. Audience analysis, it can be concluded that almost all of them can use and understand computer applications during learning activities, while the time when online learning to use computers is around 3-5 hours per day, this is because there are many students learn to use mobile phones instead of using computers so that almost all students already have a mobile phone and the time using mobile phone during online more 3-5 hours per day.

2. For the selection of learning styles, it can be seen that many high school students in Mandau sub-district more like visual style with the highest result
3. In critical analysis aspect , when viewed from the students' understanding during this online learning, The data shows that more 50% of students do not understand the material provided by the teacher and they are uncomfortable during learning , so that, many students are not interested in continuing this online learning again.
4. In technology analysis tries to identify existing technology capability, the result showed students interest using video got the highest percentage 53 % .
5. Finally in the aspect of media analysis a year has been education in Indonesia does online learning, so that especially students in the sub-district of Mandau are familiar with the technology used by teachers in learning especially English subject . on the other hand, the data shows that 98 % students don't have internet network problem, because most areas in Mandau sub-district are already connected by electricity and also have a fast internet connection

5.2 Suggestion

Referring to the result of this research, the researcher would like to propose some suggestion ; for the teacher in order to keep applying students' creativity in teaching english online in pandemic covid-19 which appropriate students' background and students' characteristic. And for the students, it is hoped she / he can

still fighting when studying at home to prevent the coronavirus . and the last for the next researcher , it is hoped that she / he can find other research about the perception of the students in other subject. It is hoped that it can give good influence for the next researcher.

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