

**ONLINE LEARNING ON ENGLISH SUBJECT DURING THE
CORONAVIRUS DISEASE (COVID-19) PANDEMIC AT SMAN 1
PANGKALAN LESUNG PELALAWAN**

A THESIS

*Intended to Fulfill One of the requirements for the Award of Strata one Degree
at Teacher Training and Education Faculty of Islamic University of Riau*



RISDA SILALAH
176310638

**ENGLISH LANGUAGE EDUCATION
FACULTY TEACHER TRAINING AND EDUCATION
UNIVERSITAS ISLAM RIAU
2021**

DECLARATION

This under signed researcher:

Name : Risda Silalahi
Index Number :176310638
Place/Date of Birth : Medan, May 27 1999
Faculty : Teacher Training and Education
Program Study : English Language Edcation

I honestly admit that this paper was written entirely from my own thoughts. Except for some questions (directly or indirectly) that were adopted or taken from different sources included in the "references". Therefore, I assumed responsibility forthe accuracy of the data provided in this paper.

Pekanbaru, May 2021
The Researcher

Risda Silalahi
NPM. 176310638

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The Researcher

Risda Silalahi
NPM. 176310638

ABSTRACT

Risda Silalahi, 2021: “Online Learning on English Subject During The Corona Virus Disease (Covid-19) Pandemic at SMAN 1 Pangkalan Lesung Pelalawan”

Keywords: Online Learning, English Subject

The aim of this research is to find out how is online learning on English subject of lesson plan component, learning steps and assessment during the corona virus disease (Covid-19) pandemic at SMA N 1 Pangkalan Lesung Pelalawan.

The methodology this research used quantitative method the researcher gave a questionnaire to the respondents related to this study according to the indicators and sub-indicators, the questionnaire that the researcher would give to students XI IPA 2 (25) and related English teachers (2) using Google forms. The data were analyzed using likert scale and SPSS 22 version. The researcher calculating the results of the differences in teacher and student questionnaires regarding the lesson plan component, learning steps and assessment at SMAN 1 Pangkalan Lesung Pelalawan applied good.

Then the findings of this research is the results of the student respondents 'answers with the percentage results using the Likert scale with a score of 81.12% and for the results of the English teacher respondents' answers with a percentage score of 80% and then the descriptive analyze students questionnaire 3.42-4.41 and the descriptive analyze teacher 4.42-5.00. Based on the explanation above, it can be concluded that online learning on English subject to the application of lesson plan components, learning steps and assessments can be applied well during the corona virus disease (covid-19) pandemic seen from the results of student respondents' answers to the statements that have been given to each of each student, as well as the results of the English teacher respondents, there for there is an equivalence or stability.

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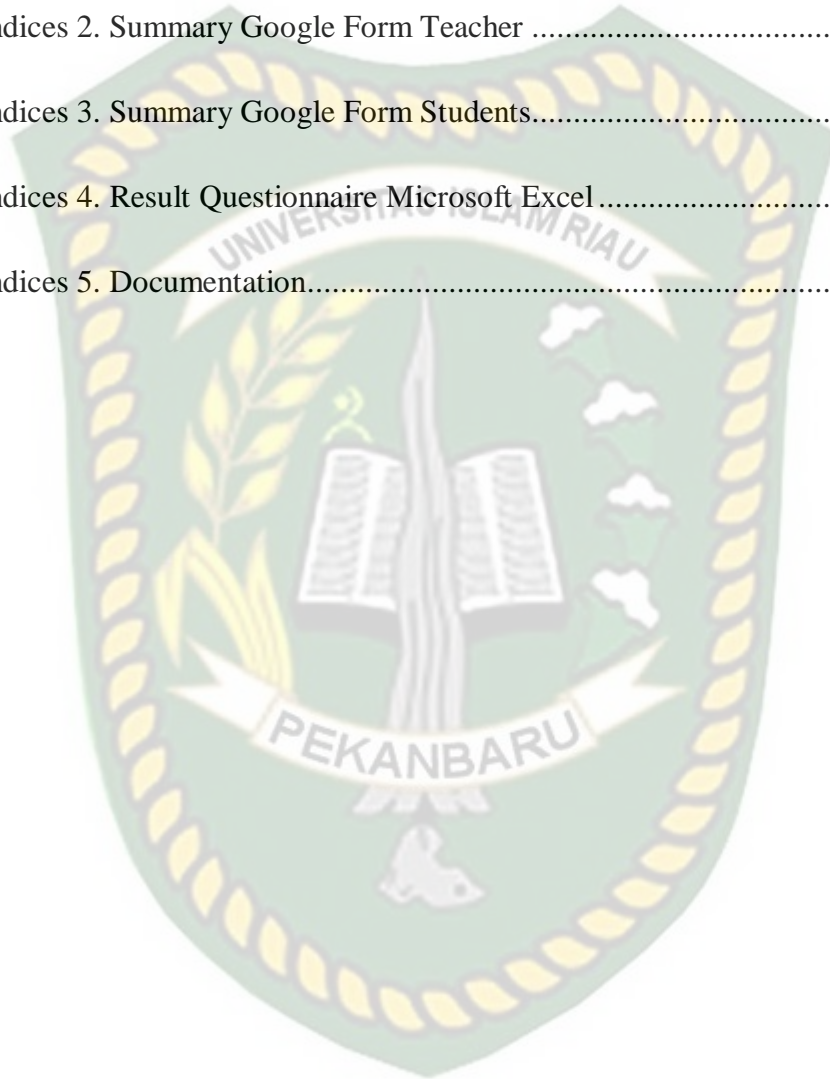
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CHAPTER I INTRODUCTION

1.1 Background of the Problem

In 2020 many people have made observations about a pandemic that is endangering the world, which is quite difficult because what they are facing is a virus that is not visible to the eye, the virus is called COVID-19 which originates from Wuhan China. Infectious diseases are one of the leading causes of death in the world. The emergence of new diseases (new emerging diseases) and the re-emergence of old infectious diseases have made Indonesia bear an excessive burden in disease management (*Kemenkes*, 2013). The World Health Organization has given a name for the virus, namely severe acute respiratory syndrome coronavirus-2 (SARS-coV-2) and the name of the 2019 corona virus disease (COVID-19) (WHO in Yuliana, 2020). The impact of COVID-19 on everyone's activities currently experiences many changes and obstacles, because it requires all activities to be directed online for work as well as learning, the impact of Covid-19 also makes learning activities directed online not allowing face-to-face at school or at the university level.

Learning is the process of changing a student's mindset in the learning process or a reciprocal relationship or interaction between an educator and students to exchange information in the learning process. Pane (2017) stated that one of the founders of the flow of behavior, learning is a process of interaction between stimulus (which may be thought, feeling, or movement) and response (which can also be thought, feeling, or movement). Learning is

related to the stimulation and response between individuals and groups of processes for each individual in obtaining one's behavior. The emergence of online learning is due to certain causes or reasons in general online learning is used to help students independently find more learning material and learning information from the teachings of teachers in schools, for now the impact of face-to-face learning in schools COVID-19 does not exist only allowed to learn and teach online, then online learning is now more emphasized to be more independent and wiser to be able to learn to find learning information independently, even though online learning currently teachers teach virtually through existing learning applications. Learning applications that can be used to support online learning such as Google Meet, Zoom, Join Me, and WebEx Meeting and so on.

The benefits of online learning are to make it easier to carry out learning that can share assignments with students by using supporting applications, online learning can also help teachers and students because online learning is now a new way for teaching and learning activities to continue without face to face in class. Therefore that teachers and students use applications that are connected to the internet network to carry out the learning process that can still run even with far-reaching data packages and distances. The impact of the covid-19 caused the economy to decline even though currently education in Indonesia is directed towards online learning, online learning must have a data package to be able to connect to the internet and to be able to take part in online learning. In online learning, students must have the willingness and ability in the learning process by

directing themselves in their desire to learn. The researcher interested in discussing the lesson plan component, learning steps and assessment related to online learning of the English subject, because the researcher want to know the changes in online learning during the pandemic COVID-19, therefore by discussing lesson plan component, learning steps and assessment, researcher can provide references related to online learning and the obstacles faced by students and teachers to find out the extent of the online learning system. Lesson plans are used to assist in the learning process carried out by the teacher, learning steps are the steps taken by the teacher to students and or vice versa, assessment is a form of assessment carried out by the teacher to students in the learning process and or vice versa. Based on the description the researcher is interested in researching related to Online Learning on English Subject during the Corona Virus Disease (Covid-19) Pandemic at SMAN 1 Pangkalan Lesung, Pelalawan.

1.2 Setting of the Problem

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

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

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

1.3 Limitation of the Problem

This research focus on the problem of online learning on English subject during the corona virus disease (Covid-19) pandemic at SMAN 1 Pangkalan Lesung Pelalawan in lesson plan component, learning step, and assessment.

1.4 Formulation of the Problem

The problem in this research formulated as:

- 1.4.1 How is online learning on English subject of lesson plan component during the corona virus disease (Covid-19) pandemic at SMA N 1 Pangkalan Lesung Pelalawan?
- 1.4.2 How is online learning on English subject of learning steps during the coronavirus disease (Covid-19) pandemic at SMA N 1 Pangkalan Lesung Pelalawan?
- 1.4.3 How is online learning on English subject of assessment during the coronavirus disease (Covid-19) pandemic at SMA N 1 Pangkalan Lesung Pelalawan?

1.5 Objective of the Research

This research is conducted:

- 1.5.1 To find out how is online learning on English subject of lesson plan component during the corona virus disease (Covid-19) pandemic at SMA N 1 Pangkalan Lesung Pelalawan.
- 1.5.2 To find out how is online learning on English subject of learning steps during the corona virus disease (Covid-19) pandemic at SMA N 1

Pangkalan Lesung Pelalawan.

1.5.3 To find out how is online learning on English subject of assessment during the corona virus disease (Covid-19) pandemic at SMA N 1 Pangkalan Lesung Pelalawan.

1.6 Significant of the Research

A. Teacher

In this study, the teacher was expected apply lesson plan, learning steps and assessment because the teacher was involved in this study and also to find out the extent of the online learning system on English Subject during the corona virus disease (Covid-19) pandemic at SMA N 1 Pangkalan Lesung, Pelalawan.

B. School

In this study, of course the school was also part of this research to determine the effect of online learning on English Subjects during the corona virus disease (Covid-19) pandemic at SMA N 1 Pangkalan Lesung, Pelalawan.

C. Students

Students are also included in this study as the main point in knowing the extent of their experience regarding online learning, so in this study to seek information, especially students in knowing online learning on English Subjects during the corona virus disease (Covid-19) pandemic at SMA N 1 Pangkalan Lesung, Pelalawan.

1.7 Definition of the Key Terms

A. Online Learning

Online learning is learning that uses a network or internet system to be able to carry out the learning process online or in a network. In using the internet network, of course there are limitations, limitations on using hardware and software, and costs are often an obstacle in maximizing the online learning process (Yaumi, 2018).

B. English Subject for Senior High School

At the Senior High School level English is a foreign language as one of the subjects in the curriculum. Apart from the actions taken to improve the learning process, especially in middle school, the results are still not satisfactory Putri (2020)

C. Corona Virus Disease (Covid-19) Pandemic

Corona virus disease 2019 (COVID-19) is a virus that can endanger human health, this virus is characterized by fever, cough, flu to shortness of breath. The World Health Organization named the new virus Severe Acute Respiratory Syndrome Coronavirus-2 (SARS-coV-2) and the name for the disease is Corona virus disease 2019 (COVID-19) (WHO, 2020). This virus can be transmitted from human to human.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Relevance Theories

2.1.1 Online Learning

2.1.1.1 Concept of Online Learning

Online learning is learning that uses a network or internet system to be able to carry out the learning process online or in a network. According to Kamarga (2002), the internet is a network consisting of thousands or even millions of computers, including local networks that are connected via channels (satellite, telephone, cable) and its coverage covers the entire world. In using the internet network, of course there are limitations, limitations on using hardware and software, and costs are often an obstacle in maximizing the online learning process (Yaumi, 2018). The implementation of online learning can run effectively with support through mobile devices such as hand phone, laptops, computer and so on to be able to access information with time without restrictions and with any place (Gikas & Grant, 2013).

By carrying out online learning, it can stop the spread of COVID-19, because by using online learning you can also carry out the learning process virtually and can provide materials and assignments to students so that students don't often leave the house to play and don't do things that are less important. According to Sanjaya (2012:205), e-learning is defined as learning material or learning experiences conveyed through electronic technology.

2.1.1.2 Types of Online Learning

Online learning media can be operated by users, so that users can also control and control things or resources that feel needed in doing online learning. Interaction in learning consists of interactions between students with educators and / or facilitators (teachers), with other students, with the learning material itself (Belawati, 2019). Online learning emphasizes how to learn by using internet technology to share things that can expand knowledge and skills (Elyas, 2018). The type of online learning media has a wide coverage, especially due to the impact of COVID-19, many people have created applications to support the online learning process, including the following:

A. Zoom Application

Zoom meeting is a learning media that uses video, this application was founded by Eric Yuan which was inaugurated in 2011 (Haqien & Rahman, 2020). This application is an application that can be used for virtual face-to-face, the way to operate this application is by having one person or host to create a link that can include many people who participate, this application can also record the meeting process or learning process. This application can display PowerPoint, images and videos to support meetings or online learning process.

B. Google form

Google form is part of the Google Docs service component application

which is very suitable for teachers to lecturers for making quizzes or online surveys (Batubara,2016). A Google Form is a type of application where there are simultaneous questions and answers that have been arranged by the teacher or person concerned. This Google form can be a great online learning medium to apply to students because through this application students cannot cheat because this application directly provides answer choices or fields to fill in answers directly.

C. Google Meet

The Google Meet application has good security and also has many features in it, so that many people use this application compared to other applications (Sawitri, 2020). Google Meet is an application that can be used for virtual face-to-face meetings, ranging from meetings for work and also for online learning processes, with the Google Meet application, it can make it easier for teachers to be able to carryout the learning process face-to-face even though it is limited by the internet network, applications It can also display PowerPoint, videos and pictures to support the learning process and make it easier for teachers to provide and explain material to students.

D. WebEx Meeting

This WebEx Meeting application is used as a method so that students are more active in participating in the online learning process (Harie, et.al, 2020). This WebEx meeting application can also be used in the online learning process because this application can support the meeting process which can also conduct virtual face- to-face meetings and can share PowerPoint, videos

and images like the previous application.

E. Google Classroom

Google Classroom is a virtual world class application or online. Google Classroom can be a tool for assigning assignments and submitting assignments and assessing student assignments (Herman in Hammi, 2020). This application can be used for all levels of education if students are able to use this application.

2.1.2 Components of Learning

For teachers, the impact of learning is in the form of results that can be measured as a form of data from student learning outcomes in the form of numbers / values for learning development. Meanwhile, according to students the impact on learning is the application of knowledge and ability to become a domain for students in achieving wholeness and independence of these students. The characteristics of carrying out learning activities are the interaction between teachers and students, with learning media and or other learning sources. Other features of learning relate to the components of learning. In learning there are components adopted from Putri (2020), namely:

2.1.2.1 Lesson plan Components

The lesson plan component is used as a basis or procedure for carrying out the learning process. According to E. Kosasih (2014:144) the meaning of lesson plan is a learning plan that refers to the developments contained in KD in the curriculum / syllabus. The lesson plan component is further divided into

sub-components, namely the existence of school identity, the existence of identity for subjects or themes / sub themes, the existence of class / semester identities, the existence of the main material, and the existence of time allocation.

2.1.2.2 Learning Steps

The learning steps are application in the learning process. In the learning step adopted from Putri (2020), it is further divided into three points consisting of opening activities, core activities and closing activities.

A. Opening Activity

In this opening activity, adopted from Putri (2020) it is possible to prepare students psychologically and physically in following the learning process, be able to provide students with contextual learning motivation according to the benefits and application of teaching materials in everyday life by delivering examples according to the characteristics and levels of students, asking questions which connects with previous knowledge with the material to be studied, provides an explanation of the objectives or basic competencies to be expected, provides a delivery of the scope of material and explains the description of activities in accordance with the syllabus.

B. Core Activities

In the core activities adopted from Putri (2020) of the student center-based activity process, there are knowledge-giving activities (knowing,

understanding, applying, analyzing, evaluating, creating), adjusting the activities obtained through activities (observing, asking, trying, reasoning, presenting and creating).

C. Closing Activities

In this closing activity, adopted from Putri (2020) it is expected to be able to adjust reflection activities to learning activities, adjust in providing feedback on the process and results in learning, suitability in carrying out follow-up actions in the form of assigning students to students, suitability in providing information about planned learning process activities for next meetings.

2.1.2.3 Assessment

Assessment is to determine student achievement or success in participating in the learning process. The definition of assessment according to Hartati Muctar (2010) says that assessment is an integral part of the implementation of learning activities. This assessment consists of the suitability of the assessment method with the learning objectives to be achieved, the suitability of learning evaluation tools with the learning objectives to be achieved and the integrity of the aspect assessment (readiness, process, and learning outcomes) adopted from Putri (2020).

2.1.3 Corona virus disease 2019 (COVID-19)

2.1.3.1 Definition of COVID-19

Corona virus disease 2019 (COVID-19) is a virus that can endanger

human health, this virus is characterized by fever, cough, flu to shortness of breath. The World Health Organization named the new virus Severe Acute Respiratory Syndrome Coronavirus-2 (SARS-coV-2) and the name for the disease is Corona virus disease 2019 (CVID-19) (WHO, 2020). This virus can be transmitted from human to human. Covid-19 originated from Wuhan, China, was discovered at the end of December 2019, because this virus can be easily transmitted, this virus has spread throughout the world including Indonesia. Covid-19 is also a new virus in the world so medics must further research about drugs for people infected with this virus and also try to create tools to minimize exposure to Covid-19.

2.1.3.2 Impact of COVID-19

A. Impact on Health

COVID-19 has a huge impact on human health, WHO (2020) because the Corona virus can causes low illness to cause death. Covid-19 can damage organs in the human body such as the lungs, the virus enters through the respiratory cells and causes damage to the lung organs. So that the damage to the tissue can make it difficult for the lungs to oxidize blood and as a result humans have difficulty breathing. The impact of covid- 19 on physical health also has an impact on mental health, mental health which is a threat to mankind during the Covid-19 pandemic is a mental health disorder caused by humans faced with death, poverty, anxiety about isolation. A lot of bad things happen to me again if a person has depression which can cause humans to experience many health

problems.

A. Impact on the Economy

COVID-19 has a very strong impact on the economy of the community, WHO (2020) it is said that because of the COVID-19 pandemic is that all people feel afraid if they leave the house, afraid of being exposed to the corona virus so that many traders stop selling because they are not in demand so that trade in the Indonesian sector and imports are also limited.

B. Impact on Education

Education has changed drastically, since the implementation of online learning. Research stated by Zhang et al., (2004) shows that the use of the internet and multimedia technology is able to change the way of conveying knowledge and can be an alternative to learning carried out in traditional classrooms. The implementation of online learning is because many students are exposed to the corona virus, making it impossible to continue learning face-to-face in class. Apart from the negative impact of the current world of education, it certainly has a positive impact on students, parents and teachers. The impact that is felt on online learning at home is that students feel forced to take part in distance learning (PJJ) without having inadequate facilities, because the facilities are very supportive of the learning process for each student, for online learning students are required to have facilities such as hand phone, laptops, computers to make it easier to follow the online learning process.

2.2 Relevance Studies

In the study, there were several researchers who had conducted research on online learning during the Covid-19 pandemic entitled “online learning on English subject during the corona virus disease (Covid-19) pandemic at SMA N 1 Pangkalan Lesung, Pelalawan”. The first is Fitriyani (2020) "Student learning motivation in online learning during covid-19". This study aims to provide an explanation of the conditions experienced in online learning during the COVID-19 pandemic, this study uses quantitative methods and survey techniques using a Likert scale made in the form of Google form, the data source taken in this study is 80 6th semester students. , the percentage score obtained was 80.27%.

Secondly, Hidayat (2020) "Independent learning of students in online learning during the Covid-19 pandemic". This study aims to obtain an analysis of student learning independence in online learning, the method used in this study is a quantitative method involving 579 respondents, namely high school and vocational high school students and university students, the results of this research data are that the students are not quite ready to take part in online learning.

Thirdly, Kisno (2020) "Assessment of elementary school mathematics learning during the Covid-19 pandemic". This study aims to provide an overview of the implementation of assessments in mathematics during the Covid-19 pandemic and to find out the constraints in assessing during the pandemic, this research method uses quantitative and qualitative research. The

results show that the implementation of the assessment by elementary teachers in Lampung is quite adequate. Performed well during a pandemic.

Fourthly, Putra (2020) "Analysis of the understanding of grade 12 students at SMAN 1 Cileunyi towards online physics learning during the Covid-19 pandemic". In this study, the aim of this study was to determine the effectiveness of learning Think Pair Share (TPS), the authors chose X grade students for the 2012-2013 academic year, the results showed that student learning achieved mastery learning.

The difference between my research and previous research is that my research, related to the English subject related to the component lesson plans, learning steps and assessment with the object of the research place, so this research is still new and also unique to research.

2.3 Conceptual Framework

The online learning process can run well if students are able to follow the directions given by the teacher as a teacher, and students are also able to understand the material provided by the educator. In order for online learning to run well, it needs support from applications that will be used as learning tools or media in the online learning process. The impact of COVID-19 which requires online education which can affect costs, student activity and costs. So to continue to provide student teaching, the teacher continues to carry out English learning activities by utilizing learning applications such as Whatsapp, the use of WhatsApp can be used to share assignments and materials to students by forming class groups, as well as the use of Google Classroom can

also be used to share assignments and materials and can provide value to students, because Google Classroom is a virtual world class substituting face-to-face classes directly at school.

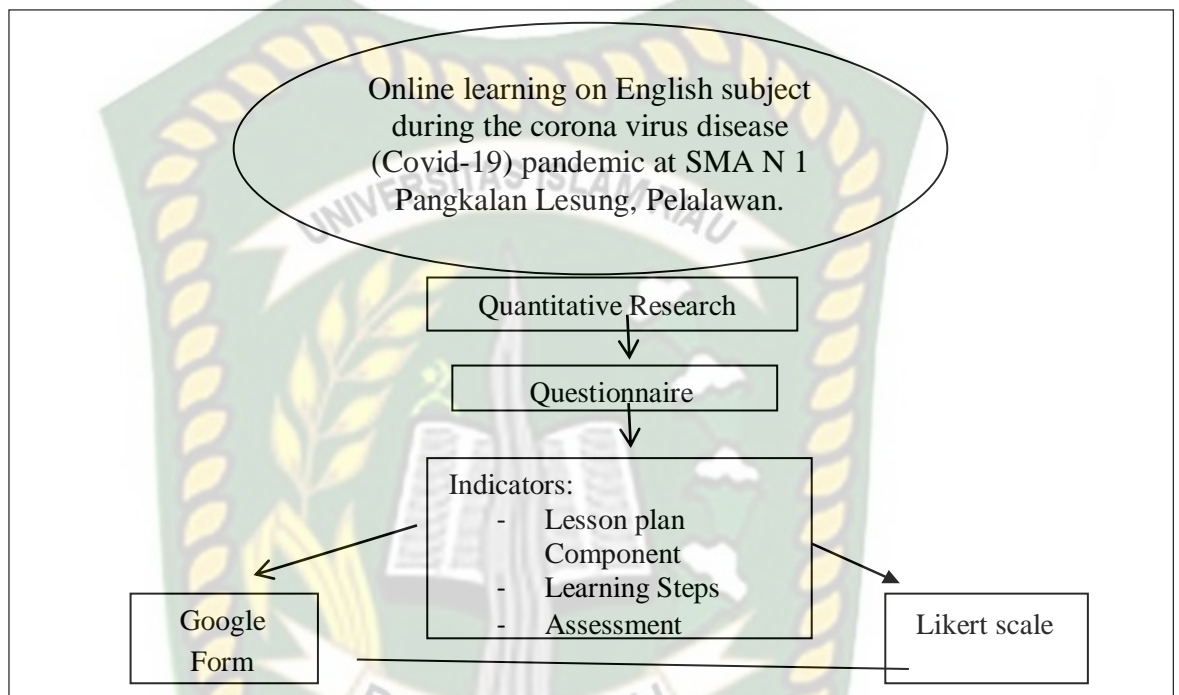


Figure 2.1 Conceptual Framework

2.4 Hypothesis

2.4.1 Research Question #1

H₀ (Null Hypothesis)

Online learning on English subject of lesson plan component during the corona virus disease (Covid-19) pandemic at SMA N 1 Pangkalan Lesung Pelalawan are applied good.

H₁ (Alternative Hypothesis):

Online learning on English subject of lesson plan component during the corona virus disease (Covid-19) pandemic at SMA N 1 Pangkalan Lesung

Pelalawan are applied less good.

2.4.2 Research Question #2

H₀ (Null Hypothesis)

Online learning on English subject of learning steps during the corona virus disease(Covid-19) pandemic at SMA N 1 Pangkalan Lesung Pelalawan are applied good.

H₁ (Alternative Hypothesis):

Online learning on English subject of learning steps during the corona virus disease(Covid-19) pandemic at SMA N 1 Pangkalan Lesung Pelalawan are applied less good.

2.4.3 Research Question #3

H₀ (Null Hypothesis)

Online learning on English subject of assessment during the corona virus disease(Covid-19) pandemic at SMA N 1 Pangkalan Lesung Pelalawan are applied good.

H₁ (Alternative Hypothesis):

Online learning on English subject of assessment during the corona virus disease(Covid-19) pandemic at SMA N 1 Pangkalan Lesung Pelalawan are applied less good.

CHAPTER III RESEARCH METHODOLOGY

3.1 Research Design

The research method used to find out about online learning on English subject during the corona virus disease (Covid-19) pandemic at SMAN 1 Pangkalan Lesung, Pelalawan is a quantitative method. Quantitative methods as a method in research are used to examine certain populations and samples according to Sugiyono (2017: 15). In this study, the researcher gave a questionnaire to the respondents related to this study according to the indicators and sub-indicators Putri (2020), the questionnaire that the researcher would give to students and related English teachers using Google forms to collect data.

3.2 Location and Time of the Research

3.2.1 Location

This research conducted at SMA Pangkalan Lesung sub-district, since there is only one high school in Pangkalan Lesung, namely SMA N 1 Pangkalan Lesung. The locations of this research are:

Name	: SMA N 1 PANGKALAN LESUNG
NPSN	:10494083
Address	: JL. EXPAN-SUMATERA, NO. 17
Postal Code	28386
Village / Sub-district	: Genduang
District / City	: Kec. Pangkalan Lesung

District : Kab. Pelalawan
 Province : Prov. Riau
 School Status : Public
 Education level : SMA (Senior High School)

3.2.2 Time of the Research

After this research is in the seminar, further research conducted carried out to continue in the preparation of the Thesis, this research conducted carried out in February, 22rd until February, 26rd 2021.

3.3 Population and Sample of the Research

3.3.1 Population

Population is a place or area where an object and subject have certain characteristics that have been determined by the researcher to be understood and studied and then drawn conclusions. Because there is only one SMA in the PangkalanLesung, namely SMAN 1 Pangkalan Lesung. The population for this study are:

Table 3.1. Students' Population

No	Class	Students
1	XI IPA 1	24
2	XI IPA 2	25
3	XI IPS 1	25
4	XI IPS 2	26
Total		100

Table 3.2. Teachers' Population

No	Genders	Teachers
1	Male	8
2	Female	18

	Total	26
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3.3.2 Sample

The sample is the smallest part of the existing population. The sample is used to obtain data. Therefore not all of the population is given a questionnaire/ questionnaire later, because by using the sampling method only the selected class will get a questionnaire, given the large number of population and constrained by internet connection, the number of samples in this study was taken as many as 26 samples consisting of 24 students Class XI IPA 2 and 2 English teachers using systematic sampling technique.

3.4 Instrument of the Research

3.4.1 Variable X

The independent variable for this study is the quantitative method of research. The Xvariable in this study is online learning.

3.4.2 Variable Y

The dependent variable in this study was to use a questionnaire to determine online learning of English subjects during the corona virus (Covid-19) pandemic. The variable Y in this study is English.

3.4.3 Validity of the Instrument

Research instruments can be said to be valid if they can measure the maximum data results, measure what will be measured. This study uses content validity, content validity, which is the validity that measures the suitability of the instrument with the purpose and description of the materials used regarding online learning on English subject during the corona virus disease (Covid-19)

pandemic adopted from (Putri, 2020)

3.4.4 Reliability of the Instrument

The research instrument is said to be reliable if it can measure something that is measured appropriately from time to time. The reliability of this research cannot be proven, the research instrument is in the form of a questionnaire based on predetermined indicators and variables regarding online learning in the subject of English.

3.5 Data Collection Technique

3.5.1 Questionnaires

Questionnaires are a way to collect data by asking questions that conducted answered by respondents to obtain information that supports research. Sugiyono (2017: 142) explains that a questionnaire is a technique for collecting data by giving members a set of questions and respondents giving written answers. The questionnaire to be used in this study is to use Google form to make it easier to research and find information easily because the current pandemic requires all activities to be online. The questionnaire for this research relates to obtain data in this study is that there are two population, a questionnaire for teachers and a questionnaire for students, therefor there are two parts of the questionnaire, the questionnaire for teachers is related to the lesson plan component indicators, learning steps and assessment, while the questionnaire for students is related to learning steps and indicators. assessment.to get more concrete information according to online learning on

English subject during the corona virus disease (Covid-19) pandemic at SMA
N 1 Pangkalan Lesung, Pelalawan.

Table 3.3. Indicators of Research Instruments

	Indicators	Sub-Indicators
I	lesson plan Component	There is a school identity
		Identity of subjects or themes / sub themes
		There is a class / semester identity
		The existence of the main material
		There is an allocation of time
II		The existence of learning objectives according to basic competency by using operational Verbs
		The existence of basic competencies and indicators of competency achievement
		There is learning material
		There is a learning method
		The existence of learning media
		There is a learning resource
	Learning Steps	
	1. Opening Activities	Prepare students psychologically and physically to follow the learning process
		To motivate students to learn contextually according to the benefits and applications of teaching materials in everyday life, by providing examples that are in accordance with the characteristics and levels of students
		Asking questions that link previous knowledge with the material to be studied
		Describe the learning objectives or basic competencies to be achieved
		Delivering material coverage and description of activities according to the syllabus.
	2. Core Activities	Student center based activities
		The activities of providing knowledge include knowing, understanding, applying, analyzing, evaluating, and creating.
		Suitability Activities the skills are obtained through observing, questioning, trying, reasoning, presenting, and creating.
		The suitability of reflection activities with a series of learning activities

	3. Closing activities	Suitability in providing feedback on the learning process and outcomes
		Suitability in carrying out follow-up activities in the form of assigning tasks
		Suitability in informing learning activity plans for the next meeting.
III	Assessment	Suitability of the assessment method with the learning objectives to be achieved
		The suitability of the evaluation tool with the learning objectives to be achieved
		The integrity of the assessment of the aspect of readiness, process, and learning outcomes.

(Sources, Putri, 2020)

The type of scale used in this study is the Likert scale. The Likert scale is a data collection technique that is made in the form of a table and provided an interpretive framework, to determine a person's opinion, perception by an event or activity in education that has been undertaken. This questionnaire provides 5 alternative choices for answers to each question in the form of positive and negative, which consists of strongly agree, agree, quite agree, disagree, strongly disagree. The scoring for each answer in each statement contained in this instrument is illustrated in the table.

In conducting this research the steps the researcher will take are:

The first is the researcher give a research permit to the school, the second the researcher will give a questionnaire to the teacher and also the students, the questionnaire the researcher will give using the Google Form, after the researcher get the results from the respondents, the researcher will process the data using a Likert scale, the third, after the researcher got the results of the respondents, the researcher processed them by using the Likert scale formula.

Table 3.4. Likert 5 Scale

Statement	Favorable Score	Not favorable score
Strongly agree	5	1
Agree	4	2
Quite Agree	3	3
Disagree	2	4
Strongly disagree	1	5

Respondents who have been determined are expected to be able to provide perceptions or opinions in response to the statements that have been made to obtain data in accordance with the title of this study.

3.6 Data Analysis Technique

Analysis of the data used for this research is to use quantitative methods to determine online learning on English subject during the corona virus disease (Covid- 19) pandemic at SMA N 1 Pangkalan Lesung, Pelalawan. After the students and teachers worked on the questionnaire, the researcher took the total score for each of the indicators. After that the researcher added up based on the statements contained in the questionnaire, then the researcher grouped each indicator and got the percentage. Percentage uses a formula to find out the score for each scale in percentage to get the results of the research answers. To analyze the data further, each answer to this questionnaire changed into a numeric form.

3.6.1 Score is Given for Each Statement, in Positive Statements

1. Score 5 for respondents who answered strongly agree
2. Score 4 for respondents who answered agree

3. Score 3 for respondents who answered quite agree
4. Score 2 for respondents who answered disagree
5. Score 1 for respondents who answered strongly disagree

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

- 1.00 - 1.80 is not good
- 1.81 - 2.61 which is less good
- 2.61 - 3.41 i.e. Good enough
- 3.41 - 4.41 which is good
- 4.20 - 5.00 which is very good

3.6.2 Score is Given for Each Statement, in Negative Statements

1. Give a score of 5 for respondents who answered strongly disagree
2. Give a score of 4 for respondents who answered disagree
3. Give a score of 3 for respondents who answered quite agree
4. Give a score of 2 for respondents who answered agree
5. Give a score of 1 for respondents who answered strongly agree

Thus, the results of various scores can be obtained starting from number 1 to number

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

- 1.00 - 1.80 is not good
- 1.81 - 2.61 which is less good
- 2.61 - 3.41 Good enough
- 3.41 - 4.41 which is good
- 4.20 - 5.00 which is very good

CHAPTER IV RESEARCH FINDINGS

This chapter will aim to present the data about online learning on English subject during the corona virus disease (Covid-19) at SMAN 1 Pangkalan Lesung Pelalawan, the data will obtain from students questionnaire and teacher questionnaire which contain some of indicators lesson plan component, learning steps and assessment. The questionnaire created is used online, using Google form. When conducting this research, students and teachers were given the link provided by the Google form online through the student's WhatsApp group and contact the English teacher. An explanation of the findings in this study is provided as the following information.

4.1 Data Presentation

Data obtained from the questionnaire class XI Mipa 2 students and English teachers at SMA N 1 Pangkalan Lesung Pelalawan with 15 questions for students and 26 questions for teachers. The questionnaire for students is different from the questionnaire for teachers, where the questionnaire for students consists of aspects of learning steps and assessment while for teachers it consists of aspects of lesson plan components, learning steps and assessment.

Table 4.1 Results of the percentage of students' questionnaire

No	ASPECT	STATEMENT	SCORING SCALE					N
			SA	A	QA	D	SD	
	Learning steps							
I	1. Opening Activities	1. Prepare students psychologically and physically to follow the learning process	13	9	2	1	0	25
		2. To motivate students to learn contextually according to the benefits and applications of teaching materials in everyday life, by providing examples that are in accordance with the characteristics and levels of Students	11	12	2	0	0	25
		3. Asking questions that link previous knowledge with the material to be studied	6	14	4	1	0	25
		4. Describe the learning objectives or basic competencies to be achieved	6	15	4	0	0	25
		5. Delivering material coverage and description of activities according to the syllabus.	6	16	3	0	0	25
	2. Core Activities	6. <i>Student center</i> based activities	4	13	8	0	0	25
		7. The activities of providing knowledge include knowing, understanding, applying, analyzing, evaluating, and creating.	9	13	3	0	0	25
		8. Suitability Activities the skills are obtained through observing, questioning, trying, reasoning, presenting, and creating.	7	12	4	0	0	25
	3. Closing Activities	9. The suitability of reflection activities with a series of learning activities	7	14	4	0	0	25
		10. Suitability in providing feedback on the learning process and outcomes	6	15	4	0	0	25
		11. Suitability in carrying out follow-up activities in the form of assigning tasks	7	14	3	0	1	25
		12. Suitability in informing learning activity plans for the next meeting.	7	14	4	0	0	25

II	Assessment	13. Suitability of the assessment method with the learning objectives to be achieved.	4	17	4	0	0	25
		14. The suitability of the evaluation tool with the learning objectives to be achieved.	4	13	7	1	0	25
		15. The integrity of the assessment of the aspects of readiness, process, and learning outcomes.	7	13	3	2	0	25
		Total	104	204	59	5	1	
		Score total	520	816	177	10	1	
		Score	1521					
		Percentage	81,12%					

The number of scores from the research results using Google form questionnaires, namely, the score on the statement multiplied by the Likert scale score weight. The highest score is the highest score on the Likert scale which will be multiplied by the number of questions, then $5 \times 15 = 75$. Then the desired total score is the highest score multiplied by the number of respondents, therefore that $75 \times 25 = 1875$. so that the calculation of the percentage of online learning on English subject during the corona virus disease (covid-19) pandemic at SMAN 1 Pangkalan Lesung Pelalawan, using the following formula:

$$\sum \text{questionnaire score} = (\text{total} \times \text{score SA}) + (\text{total} \times \text{score A}) + (\text{total} \times \text{score QA}) + (\text{total} \times \text{score D}) + (\text{total} \times \text{score SD})$$

$$\sum \text{questionnaire score} = (104 \times 5) + (204 \times 4) + (59 \times 3) + (5 \times 2) + (1 \times 1)$$

$$\sum \text{questionnaire score} = \frac{1521}{1875} \times 100\% = \mathbf{81,12\%}$$

Below the researcher presents a table of the results of the questionnaire using descriptive statistics of SPSS version 22.

Table 4.2 Result questionnaire students of descriptive statistics SPSS version 22

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
X1.1	25	2	5	4,36	,810
X1.2	25	3	5	4,40	,577
X1.3	25	1	5	3,88	,881
X1.4	25	3	5	4,08	,640
X1.5	25	3	5	4,08	,640
X1.6	25	3	5	3,88	,726
X1.7	25	3	5	4,24	,663
X1.8	25	1	5	3,92	,997
X1.9	25	3	5	4,12	,666
X1.10	25	3	5	4,08	,640
X1.11	25	1	5	4,04	,889
X1.12	25	3	5	4,04	,676
X2.1	25	3	5	4,00	,577
X2.2	25	2	5	3,80	,764
X2.3	25	2	5	3,96	,841
Valid N (listwise)	25				

Explanation:

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

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

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

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

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

X1.6 : Student center based activities

X1.7 : The activities of providing knowledge include knowing, understanding,

applying, analyzing, evaluating, and creating.

X1.8 : Suitability Activities the skills are obtained through observing, questioning, trying, reasoning, presenting, and creating

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

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

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

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

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

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

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

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

1.00 - 1.80 is not good

1.81 - 2.61 which is less good

2.62 - 3.41 i.e. Good enough

3.42 - 4.41 which is good

4.42 - 5.00 which is very good

Based on the results of descriptive statistical analysis in Table 4.5, these results can be interpreted as follows:

Table 4.2.1 Results of students' questionnaire interpretation

Indicator	Average	Explanation
X1.1	4.36	Good
X1.2	4.40	Good
X1.3	3.88	Good
X1.4	4.08	Good

X1.5	4.08	Good
X1.6	3.88	Good
X1.7	4.24	Good
X1.8	3.92	Good
X1.9	4.12	Good
X1.10	4.08	Good
X1.11	4.04	Good
X1.12	4.04	Good
X2.1	4.00	Good
X2.2	3.80	Good
X3.3	3.96	Good

Based on the results of the interpretation in Table 4.5.1, indicators learning steps and assessment produce an average value ranging from 3.42-4.41. These results indicate that respondents think these indicators have been implemented properly at SMAN 1 Pangkalan Lesung Pelalawan during online learning.

Table 4.3 Percentage Results of the Teacher
Online Learning on English Subjects Questionnaire During the Corona Virus
Disease(Covid-19) Pandemic at SMAN 1 Pangkalan Lesung Pelalawan

NO	ASPECT	STATEMENT	SCORING SCALE					N
			SA	A	QA	D	SD	
I	Lesson plan Component	1. There is a school identity	1	1	0	0	0	2
		2. Identity of subjects or themes / sub themes	1	1	0	0	0	2
		3. There is a class / semester Identity	0	2	0	0	0	2
		4. The existence of the main Material	0	2	0	0	0	2
		5. There is an allocation of time	0	2	0	0	0	2
		6. The existence of learning objectives according to basic competency by using operational verbs	1	1	0	0	0	2
		7. The existence of basic competencies and indicators of competency achievement	0	2	0	0	0	2
		8. There is learning material	0	2	0	0	0	2
		9. There is a learning method	0	2	0	0	0	2
		10. The existence of learning Media	0	1	1	0	0	2
		11. There is a learning resource	0	2	0	0	0	2
II	Learning Steps							
	1. Opening	12. Prepare students psychologically and physically to follow the learning process	0	2	0	0	0	2

	Activities	13. To motivate students to learn contextually according to the benefits and applications of teaching materials in everyday life, by providing examples that are in accordance with the characteristics and levels of students	0	2	0	0	0	2
		14. Asking questions that link previous knowledge with the material to be studied	0	2	0	0	0	2
		15. Describe the learning objectives or basic competencies to be achieved	0	2	0	0	0	2
		16. Delivering material coverage and description of activities according to the syllabus.	0	2	0	0	0	2
	2. Core Activities	17. Student center based activities	0	2	0	0	0	2
		18. The activities of providing knowledge include knowing, understanding, applying, analyzing, evaluating, and creating.	0	2	0	0	0	2
		19. Suitability Activities the skills are obtained through observing, questioning, trying, reasoning, presenting, and creating.	0	2	0	0	0	2
	3. Closing Activities	20. The suitability of reflection activities with a series of learning activities	0	1	1	0	0	2
		21. Suitability in providing feedback on the learning process and outcomes	0	2	0	0	0	2
		22. Suitability in carrying out follow-up activities in the form of assigning tasks	0	2	0	0	0	2
		23. Suitability in informing learning activity plans for the next meeting.	0	2	0	0	0	2
III	Assessment	24. Suitability of the assessment method with the learning objectives to be achieved	0	2	0	0	0	2
		25. The suitability of the evaluation tool with the learning objectives to be Achieved	0	1	1	0	0	2
		26. The integrity of the assessment of the aspects of	0	2	0	0	0	2

	readiness, process, and learning outcomes.						
Total		3	46	3	0	0	
Total Score		15	184	9	0	0	
Score		208					
Percentage (%)		80%					

The number of scores from the research results using google form questionnaires, namely, the score on the statement multiplied by the Likert scale score weight. The highest score is the highest score on the Likert scale which will be multiplied by the number of questions, then $5 \times 26 = 130$. Then the desired total score is the highest score multiplied by the number of respondents, Therefore that $130 \times 2 = 260$. Therefore that the calculation of the percentage of online learning on English subject during the corona virus disease (covid-19) pandemic at SMAN 1 Pangkalan Lesung Pelalawan, using the following formula:

$$\sum \text{questionnaire score} = (\text{total} \times \text{score SA}) + (\text{total} \times \text{score A}) + (\text{total} \times \text{score QA}) + (\text{total} \times \text{score D}) + (\text{total} \times \text{score SD})$$

$$\sum \text{questionnaire score} = (3 \times 5) + (46 \times 4) + (3 \times 3) + (0 \times 2) + (0 \times 1)$$

$$\sum \text{questionnaire score} = \frac{208}{260} \times 100\% = \mathbf{80\%}$$

Table 4.4 Result questionnaire teacher of descriptive statistics SPSS version 22

	N	Descriptive Statistics			
		Minimum	Maximum	Mean	Std. Deviation
X1.1	2	4	5	4,50	,707
X1.2	2	4	5	4,50	,707
X1.3	2	4	4	4,00	,000
X1.4	2	4	4	4,00	,000
X1.5	2	4	4	4,00	,000
X1.6	2	4	5	4,50	,707
X1.7	2	4	4	4,00	,000
X1.8	2	4	4	4,00	,000
X1.9	2	4	4	4,00	,000
X1.10	2	3	4	3,50	,707
X1.11	2	4	4	4,00	,000
X2.12	2	4	4	4,00	,000
X2.13	2	4	4	4,00	,000
X2.14	2	4	4	4,00	,000
X2.15	2	4	4	4,00	,000
X2.16	2	4	4	4,00	,000
X2.17	2	4	4	4,00	,000
X2.18	2	4	4	4,00	,000
X2.19	2	4	4	4,00	,000
X2.20	2	3	4	3,50	,707
X2.21	2	4	4	4,00	,000
X2.22	2	4	4	4,00	,000
X2.23	2	4	4	4,00	,000
X3.24	2	4	4	4,00	,000
X3.25	2	3	4	3,50	,707
X3.26	2	3	4	3,50	,707
Valid N (listwise)	2				

Explanation:

X1.1 : There is a school identity

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

X1.3 : There is a class / semester identity

X1.4 : The existence of the main material

X1.5 : There is an allocation of time

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

- X1.7 :The existence of basic competencies and indicators of competency achievement
- X1.8 : There is learning material
- X1.9 : There is a learning method
- X1.10 : The existence of learning media
- X1.11 : There is a learning resource
- X2.12 : Prepare students psychologically and physically to follow the learning process
- X2.13 : To motivate students to learn contextually according to the benefits and applications of teaching materials in everyday life, by providing examples that in accordance with the characteristics and levels of students
- X2.14 : Asking questions that link previous knowledge with the material to be studied
- X2.15 : Describe the learning objectives or basic competencies to be achieved
- X2.16 : Delivering material coverage and description of activities according to the syllabus.
- X2.17 : Student center based activities
- X2.18 : The activities of providing knowledge include knowing, understanding, applying, analyzing, evaluating, and creating.
- X2.19 : Suitability Activities the skills are obtained through observing, questioning,trying, reasoning, presenting, and creating.
- X2.20 : The suitability of reflection activities with a series of learning

activities

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

X2.22 : Suitability in carrying out follow-up activities in the form of assigning tasks
X2.23 : Suitability in informing learning activity plans for the next meeting

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

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

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

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

1.00 - 1.80 is not good

1.81 - 2.61 which is less good

2.62 - 3.41 i.e. Good enough

3.42 - 4.41 which is good

4.42 - 5.00 which is very good

Based on the results of descriptive statistical analysis in Table 4.6, these results can be interpreted as follows:

Table 4.4.1 Results of questionnaire teacher interpretation

Indicator	Average	Explanation
X1.1	4,50	Very good
X1.2	4,50	Very good
X1.3	4,00	Good
X1.4	4,00	Good
X1.5	4,00	Good
X1.6	4,50	Very good
X1.7	4,00	Good
X1.8	4,00	Good
X1.9	4,00	Good
X1.10	3,50	Good
X1.11	4,00	Good
X2.12	4,00	Good
X2.13	4,00	Good
X2.14	4,00	Good
X2.15	4,00	Good
X2.16	4,00	Good
X2.17	4,00	Good
X2.18	4,00	Good
X2.19	4,00	Good
X2.20	3,50	Good
X2.21	4,00	Good
X2.22	4,00	Good
X2.23	4,00	Good
X3.24	4,00	Good
X3.25	3,50	Good
X3.26	3,50	Good

Based on the interpretation results in table 4.6.1, there are three indicators lesson plan component, learning steps and assessment that produce an average value ranging from 4.42 - 5.00, namely indicators x1.1, x1.2 and x1.6. These results indicate that the respondents consider these indicators to be

implemented very well at SMAN 1 Pangkalan Lesung Pelalawan during online learning. Meanwhile, other indicators produce average values ranging from 3.42-4.41. These results indicate that the respondents think that the related indicators have been applied well to SMAN 1 Pangkalan Lesung Pelalawan during online learning. But overall, the average value of the indicators ranges between good and very good assessors, therefor it can be concluded that the application of learning step and assessment indicators during online learning at SMAN 1 Pangkalan Lesung Pelalawan is good.

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

1. Lesson Plan Component

Total score $SA(3 \times 5) + A(18 \times 4) + QA(1 \times 3) + D(0 \times 2) + SD(0 \times 1)$

Total $15 + 72 + 3 = 90$

The number of scores from the research results using google form questionnaires, namely, the score on the statement multiplied by the Likert scale score weight. The highest score is the highest score on the Likert scale which will be multiplied by the number of questions, then 5×11 question = 55. Then the desired total score is the highest score multiplied by the number of respondents, Therefore that $55 \times 2 = 110$. so that the calculation of the percentage of lesson plan component online learning on English subject during the corona virus disease (covid-19) pandemic at SMAN 1 Pangkalan Lesung Pelalawan, using the following formula:

$$\sum \text{questionnaire score} = (\text{total} \times \text{score SA}) + (\text{total} \times \text{score A}) + (\text{total} \times \text{score QA}) + (\text{total} \times \text{score D}) + (\text{total} \times \text{score SD})$$

$$\sum \text{questionnaire score} = (3 \times 5) + (18 \times 4) + (1 \times 3) + (0 \times 2) + (0 \times 1)$$

$$\sum \text{questionnaire score} \frac{90}{110} \times 100\% = \mathbf{81,81\%}$$

2. Learning Steps

Total score SA (89x5)+A (186x4)+ QA (43x3)+ D (2x2)+ SD (1x1)

Total 445+744+129+4+1=1.323

The number of scores from the research results using google form questionnaires, namely, the score on the statement multiplied by the Likert scale score weight. The highest score is the highest score on the Likert scale which will be multiplied by the number of questions, then 5x12 question = 60. Then the desired total score is the highest score multiplied by the number of respondents, Therefore that 60x(25 students+2 English teacher) = 1.620. so that the calculation of the percentage of learning steps online learning on English subject during the corona virus disease(covid-19) pandemic at SMAN 1 Pangkalan Lesung Pelalawan, using the following formula:

$$\sum \text{questionnaire score} = (\text{total x score SA}) + (\text{total x score A}) + (\text{total x score QA}) + (\text{total x score D}) + (\text{total x score SD})$$

$$\sum \text{questionnaire score} = (89 \times 5) + (186 \times 4) + (43 \times 3) + (2 \times 2) + (1 \times 1)$$

$$\sum \text{questionnaire score} = \frac{1.323}{1.620} \times 100\% = \mathbf{81,6\%}$$

3. Assessment

Total score SA (15x5)+A (48x4)+ QA (15x3)+ D (3x2)+ SD (0x1)

Total 20+192+45+6+0=263

The number of scores from the research results using google form questionnaires, namely, the score on the statement multiplied by the Likert scale score weight. The highest score is the highest score on the Likert scale which will be multiplied by the number of questions, then 5x3 question = 15. Then the desired total score is the highest score multiplied by the number of respondents, Therefore that 15x(25 students+2 English teacher) = 42. so that the calculation of the percentage of assessment online learning on English subject during the corona virus disease (covid-19) pandemic at SMAN 1 Pangkalan Lesung Pelalawan, using the following formula:

$$\sum \text{questionnaire score} = (\text{total x score SA}) + (\text{total x score A}) + (\text{total x score QA}) + (\text{total x score D}) + (\text{total x score SD})$$

$$\sum \text{questionnaire score} = (15 \times 5) + (48 \times 4) + (15 \times 3) + (3 \times 2) + (0 \times 1)$$

$$\sum \text{questionnaire score} = \frac{263}{42} \times 100\% = \mathbf{629,1\%}$$

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

4.2 Data Interpretation

In this discussion focuses on the results of research that has been carried out and the results of data analysis, namely is online learning on English subjects during the corona virus disease (Covid-19) pandemic at SMAN 1 Pangkalan Lesung Pelalawan.

Therefore that it can be analyzed that the application of learning steps and assessments obtained by students on online learning on English subject during the corona virus disease (Covid-19) pandemic in class XI Mipa 2 students then the score is 81,12%. Likewise with the application of the RPP Component, learning steps and assessments by English teachers in online learning on English subjects during the Corona virus disease (Covid-19) pandemic with a total score is 80%, and for the descriptive results in table 4.6.1, there are three indicators that produce an average value ranging from 4.42 - 5.00 status, then in Table 4.5.1, all indicators produce an average value ranging from 3.42-4.41 and in the descriptive statistic teacher results Table 4.6.1, there are three indicators that produce an average value ranging from 4.42 - 5.00. It can be concluded that for online learning carried out by English teachers and followed by students of class XI mipa 2 related to learning components including lesson plan component, learning steps and assessment during the corona virus disease (Covid-19) pandemic at SMAN 1 Pangkalan Lesung Pelalawan are applied good.

4.3 Hypothesis Testing

4.3.1. Hypothesis Testing for Students

4.3.1.1 Research Question Learning Steps

H₀ (Null Hypothesis)

Online learning on English subject of learning steps during the corona virus disease (Covid-19) pandemic at SMA N 1 Pangkalan Lesung Pelalawan are applied good.

H₁ (Alternative Hypothesis):

Online learning on English subject of learning steps during the corona virus disease(Covid-19) pandemic at SMA N 1 Pangkalan Lesung Pelalawan are applied less good.

Based on the results of the analysis in table 4.5.1, the average value of the indicators ranges from 3.42-5.00 which according to Sugiono (2013) assessment criteria this value has a good and very good meaning, therefor it can be concluded that H₀ (Null Hypothesis) is accepted. Online learning of English learning steps during the corona virus disease (Covid-19) pandemic at SMA N 1 Pangkalan Lesung Pelalawan was carried out good.

4.3.1.2 Research Question Assessment

H₀ (Null Hypothesis)

Online learning on English subject of assessment during the corona virus disease(Covid-19) pandemic at SMA N 1 Pangkalan Lesung Pelalawan are applied good.

H₁ (Alternative Hypothesis):

Online learning on English subject of assessment during the corona virus disease(Covid-19) pandemic at SMA N 1 Pangkalan Lesung Pelalawan are applied less good.

Based on the results of the analysis in table 4.5.1, the average value of the indicators ranges from 3.42-5.00, which according to Sugiono (2013)

assessment criteria, this value has a good and very good meaning, therefore it can be concluded that H_0 (Null Hypothesis) is accepted. Online learning on English subject of assessment during the corona virus disease (Covid-19) pandemic at SMA N 1 Pangkalan Lesung Pelalawan applied good.

4.3.2 Hypothesis Testing for Teachers

4.3.2.1 Research Question Lesson Plan component

H_0 (Null Hypothesis)

Online learning on English subject of lesson plan component during the corona virus disease (Covid-19) pandemic at SMA N 1 Pangkalan Lesung Pelalawan are applied good.

H_1 (Alternative Hypothesis):

Online learning on English subject of lesson plan component during the corona virus disease (Covid-19) pandemic at SMA N 1 Pangkalan Lesung Pelalawan are applied less good.

Based on the results of the analysis in table 4.6.1, the average value of the indicators ranges from 3.42-5.00, which according to Sugiono (2013) assessment criteria, this value has a good and very good meaning, therefore it can be concluded that H_0 (Null Hypothesis) is accepted. Online learning on English subject of lesson plan component during the corona virus disease (Covid-19) pandemic at SMA N 1 Pangkalan Lesung Pelalawan are applied good.

4.3.2.2 Research Question Learning Steps

H₀ (Null Hypothesis)

Online learning on English subject of learning steps during the corona virus disease (Covid-19) pandemic at SMA N 1 Pangkalan Lesung Pelalawan are applied good.

H₁ (Alternative Hypothesis):

Online learning on English subject of learning steps during the corona virus disease (Covid-19) pandemic at SMA N 1 Pangkalan Lesung Pelalawan are applied less good.

Based on the results of the analysis in table 4.6.1, the average value of the indicators ranges from 3.42-5.00, which according to Sugiono (2013) assessment criteria, this value has a good and very good meaning, therefore it can be concluded that H₀ (Null Hypothesis) is accepted. Online learning on English subject of learning steps during the corona virus disease (Covid-19) pandemic at SMA N 1 Pangkalan Lesung Pelalawan are applied good.

4.3.2.3 Research Question Assessment

H₀ (Null Hypothesis)

Online learning on English subject of assessment during the corona virus disease (Covid-19) pandemic at SMA N 1 Pangkalan Lesung Pelalawan are applied good.

H₁ (Alternative Hypothesis):

Online learning on English subject of assessment during the corona virus disease (Covid-19) pandemic at SMA N 1 Pangkalan Lesung Pelalawan are applied less good.

Based on the results of the analysis in table 4.6.1, the average value of the indicators ranges from 3.42-5.00, which according to Sugiono (2013) assessment criteria, this value has a good and very good meaning, therefore it can be concluded that H₀ (Null Hypothesis) is accepted. Online learning on English subject of assessment during the corona virus disease (Covid-19) pandemic at SMA N 1 Pangkalan Lesung Pelalawan are applied good.

CHAPTER V

CONCLUTION, IMPLICATION, AND SUGGESTION

5.1 Conclusion

As explained in the problem formulation in the previous chapter, this study aims to know how online learning is applied to the English subject lesson plan component, learning and assessment steps during the corona virus disease (Covid-19) pandemic at SMA N 1 Pangalan Lesung Pelalawan By using Google Form for questionnaire.

Based on the research findings and the data interpretation on the explanation in the previous, the researcher concluded some conclusions as follows:

1. All students have agreed that there is an application at the learning stage, the sub indicators have previously been explained in the learning steps and assessment.
2. The relevant English teacher has agreed to the application of online learning during the pandemic, which is related to the sub-indicators that have been previous explained regarding the lesson plan component, learning steps and assessment.
3. Then the results of the student respondents 'answers with the percentage results using the Likert scale with a score of 81.12% and for the results of the

English teacher respondents' answers with a percentage score of 80% and then the descriptive analyze students questionnaire 3.42-4.41 and the descriptive analyze teacher 4.42-5.00.

5.2 Implication

The implications for this study are outlined according to the research findings. The researcher wrote the findings that there was a significant effect on online learning on English subjects during the corona virus disease (covid-19) pandemic in grade XI mipa 2 students and English teacher at SMAN 1 Pangkalan Lesung Pelalawan.

Based on the explanation above, it can be concluded that online learning on English subject to the application of lesson plan components, learning steps and assessments can be applied well during the corona virus disease (covid-19) pandemic seen from the results of student respondents' answers to the statements that have been given to each of each student, as well as the results of the English teacher respondents, there for there is an equivalence or stability.

5.3 Suggestion

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

1. English Teacher

English teachers should apply the lesson plan component, and carry out learning steps and be able to provide good grades to all students so that students are more active and enthusiastic about the learning process.

2. Students

During the pandemic, it is hoped that students will always be active and enthusiastic, given the very limited time for online learning, and most of the time for independent study at home.

3. For other researchers, this study can be used for their reference in conducting other researches in the same field as this study. Other researchers are expected to be able to correct deficiencies in this study and be able to provide better information regarding this matter.

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