

**THE ENGLISH TEACHERS' IMPLEMENTATION OF ONLINE
LEARNING DURING THE COVID-19 PANDEMIC AT MTSN 3
MOJOKERTO**

THESIS

Submitted in partial fulfillment of the requirement for the degree of Sarjana

Pendidikan (S.Pd) in Teaching English



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ABSTRACT

Rohmah, Nifia Dwi Ni'matul. (2022). *The English Teachers' Implementation of Online Learning during the Covid-19 Pandemic at MTsN 3 Mojokerto*. Thesis. English Teacher Education Department, Faculty of Tarbiyah and Teacher Training, Universitas Islam Negeri Sunan Ampel Surabaya. Advisor I: H. Mokhamad Syaifudin, M.Ed., Ph.D., Advisor II: Dr. Siti Asmiyah, M. TESOL

Keywords: *Implementation, Online Learning, Perception*

In connection with the growing epidemic of covid-19, governments issue policies of doing everything through the home, commonly known as work from home (WFH). One of the WFH impacts of education is that all schools must carry it out online using computers or smartphone communication devices. The study aims to describe the implementation of English teacher online learning and determine students' perceptions of the online learning implementation. The study was performed in MTsN 3 Mojokerto by 4 English teachers and 8B students. Researchers use qualitative descriptive methods to describe the implementation of online learning and to determine students' perceptions of the implementation of online learning at Covid-19. The data-gathering technique uses interviews and the dissemination of questionnaires through Google form. For data analysis techniques using Creswell's theory, they are organizing and preparing data, reading all data, encoding data, coding processes to generate a description or theme for analysis, connecting themes or descriptions, and interpreting the meaning of the theme or description. This study showed that 4 English teachers applied online learning with five stages in the moderate online application. Students' perception of the performance of online learning is easy to use, helpful to use, and some of the obstacles students face during the teaching process. This influences them to remain zealous in carrying out the teaching process despite the restriction Covid-19.

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ABSTRAK

Rohmah, Nifia Dwi Ni'matul. (2022). *The English Teachers' Implementation of Online Learning during the Covid-19 Pandemic at MTsN 3 Mojokerto*. Skripsi. English Teacher Education Department, Faculty of Tarbiyah and Teacher Training, Universitas Islam Negeri Sunan Ampel Surabaya. Advisors I: H. Mokhammad Syaifudin, M.Ed., Ph.D., Advisor II: Dr. Siti Asmiyah, M. TESOL

Kata Kunci: *Implementasi, Pembelajaran Online, Persepsi*

Sehubungan dengan merebaknya wabah Covid-19, pemerintah mengeluarkan kebijakan melakukan segala sesuatunya melalui rumah atau biasa dikenal dengan work from home (WFH). Salah satu dampak WFH pendidikan adalah semua sekolah harus melaksanakannya secara online dengan menggunakan komputer atau perangkat komunikasi smartphone. Penelitian ini bertujuan untuk mendeskripsikan pelaksanaan pembelajaran online guru bahasa Inggris dan untuk mengetahui persepsi siswa terhadap pelaksanaan pembelajaran online. Penelitian dilakukan di MTsN 3 Mojokerto pada 4 guru bahasa Inggris dan siswa 8B. Peneliti menggunakan metode deskriptif kualitatif untuk mendeskripsikan pelaksanaan pembelajaran online dan untuk mengetahui persepsi siswa terhadap pelaksanaan pembelajaran online pada Covid-19. Teknik pengumpulan data menggunakan wawancara dan penyebaran kuesioner melalui google form. Untuk teknik analisis data menggunakan teori Creswell, pengorganisasian dan penyajian data, pembacaan semua data, penyandian data, proses pengkodean untuk menghasilkan deskripsi atau tema untuk dianalisis, menghubungkan tema atau deskripsi, dan menginterpretasikan makna dari tema atau deskripsi tersebut. Penelitian ini menunjukkan bahwa 4 guru bahasa Inggris menerapkan pembelajaran online dengan lima tahap dalam aplikasi online sedangkan persepsi siswa terhadap kinerja pembelajaran online mudah digunakan, bermanfaat untuk digunakan, dan beberapa kendala yang dihadapi siswa selama pembelajaran proses pengajaran. Hal ini mempengaruhi mereka untuk tetap semangat dalam menjalankan proses belajar mengajar meskipun ada pembatasan Covid-19.

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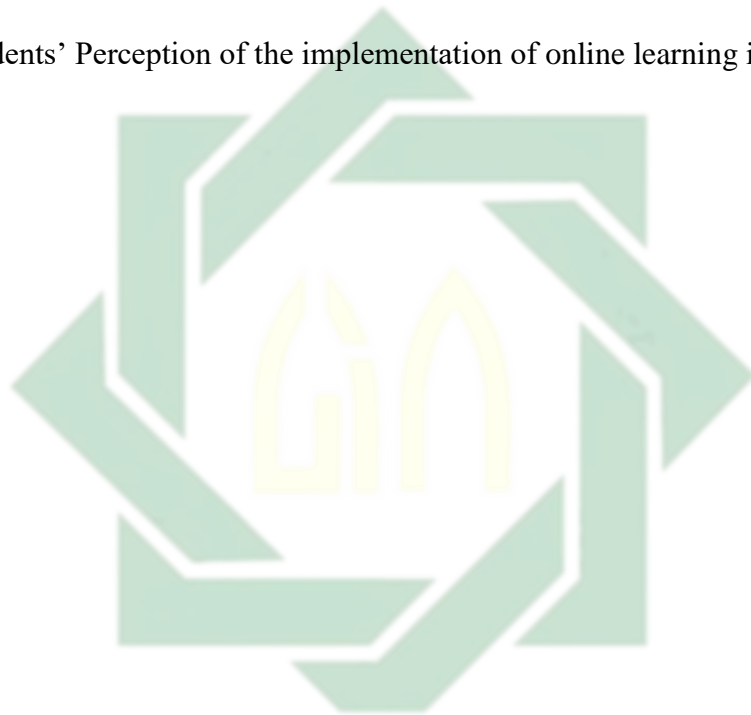
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LIST OF ABBREVIATION

MTsN	: Madrasah Tsanawiyah Sekolah Negeri
Covid-19	: CoronaVirus disease-19
WHO	: Organisasi Kesehatan Dunia (World Health Organization)
WFH	: Work From Home
EFL	: English as Foreign Language
SMKN	: Sekolah Menengah Kejuruan Negeri
FKIP	: Fakultas Keguruan dan Ilmu Pendidikan
ECE	: Pendidikan Anak Usia Dini (Early Childhood Education)
KBBI	: Kamus Besar Bahasa Indonesia (The Big Indonesian Dictionary)
PTS	: Penilaian Tengah Semester
TU	: Tata Usaha

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CHAPTER I

INTRODUCTION

This section will explain the background of the research topic. In addition, this chapter consists of research questions, then the research objectives, which indicate the purpose of the researcher, the significance of the research, or the benefits of this research is made. Moreover, this area also presents scope and limitations. Last but not least, there is a definition of key terms that explain the variables utilized in this study, which is included to minimize misunderstandings.

A. Research Background

Present-day, the arena is being hit by a virulent disease of a brand new disorder, namely the Coronavirus or generally known as Covid-19 (Coronavirus disease-19). Coronavirus sickness, recognized higher as Covid-19, is a new virus that may cause respiratory problems. They are dry cough, shortness of breath, fever 38°C, and the worst impact for humans are death.¹ The incubation period is usually 5-6 days but can last up to 14 days. If these symptoms occur, they must be addressed independently at home or in a location provided near their respective homes.

Coronavirus disease-19 infection was early detected in the Chinese city of Wuhan at the end of December 2019. This virus spread swiftly, infecting other parts of China and the rest of the world, including Indonesia. In addition, Coronavirus disease-19 has become the hottest topic since the last two weeks of January 2020. This virus has shaken the world and has become a terrible terror for

¹ Talita Rachmata Candra Dewi, A Thesis: *“The Effectiveness of Online Learning on Social Studies Subjects during Covid-19 Pandemic in Class VIII MTsN 2 Malang”* (Malang: Uin Malang, 2020)

the world's people, especially after many news reports claimed the lives of hundreds of people in just two weeks. Therefore, on March 11, 2020, the World Health Organization (WHO) affirmed the Coronavirus disease-19 as a global pandemic.² It means that this virus has spread widely in the world. The Covid-19 pandemic has had a significant effect on the human beings of Indonesia, for instance, the economy, education, work, social, politics, tourism, and so on. Therefore, the government urges the Indonesian people to remain disciplined and adhere to the 5M health protocol (handwashing with soap and running water, wearing masks, maintaining a distance of at least 1 meter from people, keeping away from the crowd, and limiting mobility) are all recommended to avoid the spread of this virus. Meanwhile, the authority has expressed several policies to the public to cut down Coronavirus transmission by manufacturing physical distancing or keeping a distance from the community, such as staying away from crowds, reducing socializing with people around, and avoiding large gatherings. In addition, the authority has furnished several policies, including the Work From Home (WFH) program, which is intended to encourage people to complete all their tasks at home to protect Indonesian citizens from the Covid-19 virus.

This Coronavirus disease-19 pandemic has wreaked havoc on practically every country in the world, including Indonesia, causing widespread panic and devastation throughout all areas of society. The Indonesian government has also implemented a program to interrupt the Covid-19 pandemic's transmission cycle. One of them is the introduction of social distancing policies, which require

² Leli Efriana, "Problems of Online Learning during Covid-19 Pandemic in EFL Classroom and The Solutions". *JELITA: Journal of English Language Teaching and Literature*. Vol. 2 No. 1, February 2021, pages 39

inhabitants to do all of their job, study, and worship at home. The implementation of this social distancing policy has an impression on all sectors of human activity, especially in the education zone, so teaching and learning should be carried out online. Those who initially kept face-to-face teaching and learning activities became online learning upon the presence of Work From Home (WFH), Nadiem Anwar Makarim, B.A., M.B.A.³ as the minister of education and culture implemented this temporary policy of closing schools and renewing the teaching and learning process at home with a system of online learning. This is done to confirm that the teaching and learning processes are as efficient as possible and are still in progress to run well. Students get the right to learn they deserve despite the current pandemic conditions.

Online learning is a perfect solution while experiencing a durant state and pandemics, especially the Covid-19 pandemic. According to Zhafira, et.al⁴ schools can use other learning models as a medium of material delivery, namely online learning and mixed learning (a combination of two learning methods, namely face-to-face and online learning). Online learning methods do not require students to be present in the classroom. Students can access learning through internet media. According to Hanum,⁵ online learning is one form of learning model facilitated and supported by information and communication technology. Online learning can be defined as a form of information technology

³ Menteri Pendidikan, Surat Edaran No. 4 Tahun 2020 Terkait Pelaksanaan Kebijakan Pendidikan dalam Masa Darurat Penyebaran CoronaVirus Disease (Covid-19)

⁴ Andri Anugrahana, "Hambatan, Solusi dan Harapan: Pembelajaran Daring Selama Masa Pandemi Covid-19 Oleh Guru Sekolah Dasar". *Scholaria: Jurnal Pendidikan dan Kebudayaan*, Vol. 10 No. 3, September 2020: 282-289

⁵ Ibid

applied in education in the form of cyberspace. In addition to Isman that online learning is defined as implied learning that utilizes internet media.⁶ Students who study online have the freedom to study wherever and whenever they want.

Furthermore, students can more easily interact with teachers or other students using online platforms. For example, Zoom, Google Classroom, Google Meet, text or video calls via Whatsapp. It is an educational idea or innovation to increase the availability of diverse learning resources and utilize them during a pandemic.

However, several things cause students to be uninterested and lazy when carrying out online learning. As stated by Nakayama⁷, stated that not all online learning could increase students' interest and enthusiasm for learning. This is caused by several things, namely the learning environment, student characteristics, and the people around students.

Furthermore, teachers and students also encountered several obstacles to completing the online learning procedure. The following are the obstacles and difficulties that have been part of the problem between teachers and students during online learning. For example, teachers must master technological mediums connected to online learning because not all teachers are proficient in using technology. On the other hand, students also do not understand the teacher's previously explained subject matter. In addition, not all students have a good

⁶ Talita Rachmata Candra Dewi, A Thesis: “*The Effectiveness of Online Learning on Social Studies Subjects during Covid-19 Pandemic in Class VIII MTsN 2 Malang*” (Malang: Uin Malang, 2020)

⁷ Nakayama M, “The Impact of Learner Characteristics on Online Learning Performance in Hybrid Courses among Japanese Students”. *Journal E-Learning*. Vol. 5 No. 3, Januari, 2007

signal about where they live, and the economy of each student is different, so not all students have cell phones.

The world has implemented online learning, especially in Indonesia. For example, in East Java, in several schools, almost all schools in Mojokerto Regency also implement online learning. For example, at the MTsN 3 Mojokerto, online learning is also implemented as a solution or a way for learning to continue as before, even though there are obstacles, namely the Covid-19 pandemic. MTsN 3 Mojokerto is considered one of the Islamic Junior High Schools in Mojokerto, which has an "A" accreditation. MTsN 3 Mojokerto is an Islamic junior high school located at Pendidikan No.2 Glonggongan, Kel. Sumbertebu, Kec. Bangsal, Kab. Mojokerto, East Java, postal code, 61381.

Therefore the researcher asked a few questions to one of the English teachers at MTsN 3 Mojokerto concerning both online and face-to-face learning; she said, "face-to-face instruction is higher efficiency, while for online learning teachers are required to master technology media where not all teachers can operate IT properly and will result in the learning process not being able to run well."

Some researchers have taken up this "Implementation of online learning during the Covid-19 pandemic". One is the "problems of online learning during covid-19 problems in EFL classroom and the solutions." The author is Leli Efriana.⁸ However, the study has differed in focus from previous research. In the study, researchers focused on the scores of English teachers and students in online

⁸ Leli Efriana, "Problems of Online Learning during Covid-19 Pandemic in EFL Classroom and The Solutions". *JELITA: Journal of English Language Teaching and Literature*. Vol. 2 No. 1, February 2021, pages 38-47

learning. In contrast, previous studies analyzed the online learning challenges teachers EFL, students, and students' parents faced during the Covid-19 pandemic and their solutions. From the above definition, it is essential to know more about the implementation of online learning and students during the Covid-19 perceptions.

The second researcher is Sofyan, Isnantyo, Fu'adi, and Pratama in their journal "Online Learning Model in The Pandemic Time Covid-19 at SMKN 1 Saptosari Yogyakarta".⁹ The target of the study was to know the online study model used by the teachers of SMKN 1 Saptosari during Covid-19, to describe technical steps developing a model for online learning, to know the barriers teachers experience in applying online learning, and to know efforts to overcome obstacles.

Another research entitled "Implementation of distance learning during the Covid-19 in Faculty of Education and Teacher Training" was conducted by Sutiah, Slamet, Asmara Shafqat, and Supriyono.¹⁰ The data were collected through a survey using the google form application, and respondents were N = 750. The purpose of this study is to reveal the sudden execution of long-distance learning performed by the covid-19 and judging from the learning process, the tools and infrastructure of learning, and the psychological aspect of FKIP students' study over long distances.

⁹ H, Sofyan, et.al, "Online Learning Model in The Pandemic Time Covid-19 at SMKN 1 Saptosari Yogyakarta". *Journal of Physics: Conference Series*. doi:10.1088/1742-6596/1700/1/012070

¹⁰ Sutiah, et.al, "Implementation of Distance Learning during The Covid-19 in Faculty of Education and Teacher Training". *Cypriot Journal of Education Sciences*. Vol.15, Issue 1, (2020) 1204-1214

Another study was made by Muhdi, Nurkolis, and Yovitha Yuliejantiningasih.¹¹ This research was conducted to determine how effective the implementation of online learning policies is, how effective the policy implementation is, and the implementation constraint in Early-Childhood Education (ECE). This qualitative research used a mixed-method approach with an iterative analysis design, conducted in Central Java Province in 35 districts or cities with 1,899 respondents. The results showed that the policy formulation of online learning at ECE has been effective. However, implementing the online learning policy at ECE still takes much effort to become more potent in preventing a decline in learning. There are five obstacles in applying this in the field: teachers' ability, parents' ability, economic capability, facility constraints, and pedagogical constraints.

Another research was conducted by Priyono Tri Febrianto, Siti Masudah, and Lutfi Apreliana Megasari.¹² The research title was Implementation of Online Learning during the Covid-19 Pandemic on Madura Island, Indonesia. This research is used to determine the online learning process and the associated obstacles experienced by students. This research shows that not all students prefer online learning, including expressing their disapproval that online learning is effective.

¹¹ Muhdi, et.al, "The Implementation of Online Learning in Early Childhood Education during The Covid-19 Pandemic". <http://journal.unj.ac.id/unj/index.php/jpud>. Volume 14. Number 2. November 2020. DOI: <https://doi.org/10.21009/JPUD.142.04>

¹² Priyono Tri Febrianto, et.al, "Implementation of Online Learning during the Covid-19 Pandemic on Madura Island, Indonesia". *International Journal of Learning Teaching and Educational Research*. Vol. 19, No. 8, pp. 233-254, August 2020. <https://doi.org/10.26803/ijlter.19.8.13>

The last previous study was “Implementation of Online Learning during The Covid-19 Pandemic in Higher Education. *Advances in Social Science, Education and Humanities*” by Soeryanto Sipon, I Made Arsana, Warju, and Sudirman Rizki Ariyanto.¹³ This research analyzed the effectiveness of the implementation of online learning during the Covid-19 pandemic in universities. This classroom action research refers to the model of Kemmis and McTaggart, wherein this model has four steps of learning: planning, action, observation, and reflection. The result showed that effective, efficient, and innovative online learning could improve student outcomes during the Covid-19 pandemic.

Previous studies have similarities and differences that differ from this study. In this study, the researcher wanted to describe the implementation of online learning for English teachers during the Covid-19 pandemic at MTsN 3 Mojokerto. In addition, the researcher wants to find out students' perceptions of the implementation of online learning during the Covid-19 pandemic at MTsN 3 Mojokerto. Previous research has almost the same focus as this research. However, researchers will develop this research again regarding the implementation of online learning amid the Covid-19 pandemic.

The Covid-19 pandemic is wreaking havoc on almost every aspect of life, including education and employment. Therefore, everything in work and education is carried out online. Almost all schools also implement online teaching and learning processes, such as the MTsN 3 Mojokerto schools, which have implemented online learning since the outbreak of Covid-19 in Indonesia. The

¹³ Soeryanto, et.al, “Implementation of Online Learning during The Covid-19 Pandemic in Higher Education”. *Advances in Social Science, Education and Humanities Research*, volume 473

implementation of online learning enables students and teachers to come face to face online. However, it cannot be done correctly because of the high use of the Internet requirement. There are still students who lack the smart-support processes, the lack of informed parental technology at home. Other obstacles faced in performing online learning are those related to the readiness of human resources, the lack of clear direction from local governments, the right curriculum, and the limitations of tools and infrastructure, especially technology and Internet support. The readiness of human resources, including students, teachers, and parental support, is an essential part of implementing online learning. There are many complaints from students, teachers, and parents regarding the implementation of online learning, such as the limited availability of technological facilities, operating capabilities, and limitations of the internet network in some areas.

Based on an interview with one of the teachers at MTsN 3 Mojokerto about online learning during the Covid-19 era, she revealed that teachers face obstacles during the teaching and learning process. It can be seen that the teacher argues that face-to-face instruction is more efficient. In contrast, for online learning, teachers are required to master technology media where not all teachers can operate IT properly, which will result in the learning process not being able to run well.

Another obstacle teachers face in explaining English learning materials is that teachers cannot apply other learning methods other than giving assignments so that students have difficulty understanding the subject matter. In addition, the

use of e-learning applications that were first carried out in learning at MTsN 3 Mojokerto forced teachers and students to learn quickly to use the application in the learning process. In addition, parents' lack of understanding of using technology and some students who do not have smartphones and internet quotas make it difficult for them to learn. Another impact felt by teachers is that there are often delays in collecting assignments caused by students who do not have smartphones finally submitting assignments directly to school and teachers having to catch up with learning materials so that learning materials can be completed on time, besides that people's knowledge of English is low. Parents participate in the delay in students' understanding so that students' English learning outcomes can decrease because the teacher cannot directly explain the material being taught at each meeting.

Based on the facts above, the obstacles and constraints experienced by teachers and students in carrying out online learning are why this research needs to be done. The researchers chose to conduct a study titled "*The English Teachers' Implementation of Online Learning during the Covid-19 Pandemic at MTsN 3 Mojokerto*".

B. Research Questions

Based on the study's background, the researcher can utilize the problem formulation below.

1. How is the English teachers' implementation of online learning during the Covid-19 pandemic?

2. How are the students' perceptions of the implementation of online learning during the Covid-19 pandemic?

C. Objectives of the Study

The study's objectives are listed below, and they are based on the research question that was previously formulated.

1. To describe the English teachers' implementation of online learning during the Covid-19 pandemic at MTsN 3 Mojokerto.
2. To find out the students' perceptions of the implementation of online learning during the Covid-19 pandemic at MTsN 3 Mojokerto.

D. Significance of Study

The outcomes of this study should be beneficial to English teachers, students, and future researchers. The researcher explains the significance of the study in this section.

1. The English Teachers

This study is helpful for English teachers as well as other teachers.

With this research, teachers can learn how online learning can be used amid a pandemic Covid-19 and know students' perceptions of the implementation of online learning during the Pandemic of Covid-19. After knowing everything, the English teacher can contribute to the flaws that have occurred during the implementation of online learning, whether during the pandemic or not.

2. Students

This research will come in handy for students in the future. This study can help students comprehend new modes of learning, particularly online learning amid the Covid-19 pandemic. With the implementation of this online learning, students know various media, the benefits of using online media, and their obstacles.

3. Future Researcher

Future researchers can make better research with different aspects not included. They can be used as the previous study.

E. Scope and Limitation

This study covers the topic of English teachers' implementation of online learning. This study only discovers how the English teachers' implementation of online learning and students' perceptions of using online learning during the Pandemic of Covid-19. This research was taken at MTsN 3 Mojokerto. There are four Islamic Junior High schools in Mojokerto, namely MTsN 1, 2, 3, and 4. The researcher limits the study only for teachers at MTsN 3 Mojokerto because some teachers face problems during online learning, such as poor student signals, students not having cell phones, and media not being suitable for students.

F. Definition Of Key Terms

The researchers explain how to equate the definitions of words that appear frequently in this study.

1. Implementation

Implementation is the learning application used in the teaching process for education's purpose.¹⁴ In this research, implementation is applying the approach used by the teacher in English learning in online learning during the Covid-19 outbreak.

2. Online Learning

According to Seamen, online learning is that teachers and students cannot interact directly during the learning process.¹⁵ Meanwhile, in this study, online learning is detailed through technology-based media, such as creating a virtual discussion room in learning English at MTsN 3 Mojokerto by utilizing several online applications. Teachers and students use online learning to overcome spot and moment barriers in the teaching and learning process. Online learning can also use numerous online apps and construct alternate instruments for studying at their home in the pandemic of Covid-19, such as Youtube, Google Classroom, Whatsapp, Blogger, etc.

3. Pandemic

A pandemic is a disease that occurs over a wide geographical area, such as several countries or continents. Usually, it has an impact that can affect a large part of the population, such as doing work from home, a drastic economic downturn, and carrying out online learning as implemented by MTsN 3 Mojokerto in the pandemic of Covid-19.

¹⁴ Mi Song, *E-learning Investigating Students' Acceptance of Online Learning in Hospitality Program*, (Ames: Iowa State University, 2010)

¹⁵ Leli Efriana, "Problems of Online Learning during Covid-19 Pandemic in EFL Classroom and The Solutions". *JELITA: Journal of English Language Teaching and Literature*. Volume 2, Number 1, February 2021, pages 38-47

4. Covid-19

Coronavirus disease-19 is a novel virus mutated from the SARS-CoV2 virus discovered in Wuhan, Hubei Province, China. Morens stated that Covid-19 is the third virus discovered in Asia in the last two decades, after Severe Acute Respiratory Syndrome (SARS) and Middle East Respiratory Syndrome (MERS). Self-isolation is the best way to avoid Covid-19.

5. Students' Perception

Perception is the process of thinking as a result of the information received from sensory systems regarding the events or things; it is the output process where the judgments or beliefs were produced by an individual that influences the way they think and feels.¹⁶ Meanwhile, in this research, student's perception is students' responses reflected in thoughts based on their experience in absorbing the information or object about the implementation of online learning during the Covid-19 pandemic.

UIN SUNAN AMPEL
S U R A B A Y A

¹⁶ Jerry Anak Ahen, *Student's Perception toward English for Self Expression* (Malaysia: University Malaysia Sarawak, 2009)

CHAPTER II

REVIEW OF RELATED LITERATURE

This matter will also relate the theories of experts in online learning to this research. Expert theories will serve as a basic guideline for conducting this research. This chapter will also explain previous research conducted by other researchers on the same topic as this research.

A. Review of Related Theories

Several theories related to this research will be mentioned and explained in this part. The theories mentioned will serve as the foundation for future research. The following are the theories related to the research question.

1. Online Learning

a. Definition of Online Learning

Experts have formulated some definitions to describe what online learning is. Naidu stated that online learning is commonly referred to as the intentional use of networked information and communication technology in teaching and learning.¹⁷ In addition, according to Neda,¹⁸ online learning can be defined as the application of electronic systems such as the internet, computers, multimedia, that aims to reduce the number of expenses.

Another definition comes from Urdan. Online learning can be defined as the use of electronic media, including the internet, intranets,

¹⁷ Som Naidu, *E-learning: A Guidebook of Principles, Procedure and Practices*, (New Delhi: CEMCA, 2006), p.1.

¹⁸ Neda Muhammadi, et.al., "Effect of E-learning on Language Learning." *Procedia Computer Science*, 3, (December, 2011), p.465

satellite broadcast, audio/videotape, interactive TV, and CD-ROM to deliver the teaching materials, which involves several applications and processes, including computer-based learning, web-based learning, virtual classroom, and digital collaboration.¹⁹ According to Fee, online learning is an approach to learning and developing a collection of learning methods using digital technology that enable distribution and enhance learning.²⁰ Online learning is thought to be quite effective for teachers because it can aid in learning when an emergency occurs, such as the current pandemic caused by Covid-19. Usually, teachers in other countries use online platforms that are commonly used by students, with the aim that students feel comfortable when carrying out learning. Learning media is a communication tool and learning tool to improve the skills of teachers and students.

b. Component of Online Learning

According to Beatrice, online learning has several components, among them; Online learning contents, online tutoring, collaborative learning and virtual classroom.²¹

The first is online learning content. Online learning contents include simple learning resources, interactive online lessons, and electronic simulation. The simple learning resource is non-interactive resources such as documents, PowerPoint presentations, videos, or audio

¹⁹ Urdan, T. A., & Wegen, C. *Corporate E-learning Exploring a New Frontier*. (San Francisco: WR Hambrecht + C, 2000)

²⁰ Fee, K. *Delivering E-learning*. (Philadelphia: Kogan Page Limited, 2009)

²¹ Beatrice, Ghirardini. *E-learning Methodologies: A guide for Designing and Developing E-Learning Course*. (Italy: FAO, 2011), p. 8

files. So, the students can only read or watch the content. Next is an interactive online lesson. An interactive online lesson is a sequence of screens that include text, animations, graphics interactivity in the form of questions and feedback, and also recommend reading a specific topic and electronic simulation. An electronic simulation is a specific form of web-based training that brings the students into the real world.

The second is online tutoring. Online tutoring is an individual teacher who supports and gives feedback to the students through online tools. Online tutoring helps the students improve their performance by improving students' understanding, responding to the students' problems, challenging the students, and providing feedback. According to Donald,²² there are some combinations in online tutoring such as online tutoring as administrator, online tutoring as a facilitator, online tutoring as subject matter expert, and tutoring as assessor.

The third is collaborative learning. Collaborative learning is learning discussion and sharing knowledge to work together on a typical project. In collaborative learning, the students use social software such as chats, discussion forums, and blogs to collaborate among students. Online discussion is designed to facilitate communication and knowledge-sharing among the students. The students can comment and exchange ideas about the lesson in learning by sharing their knowledge.

²² Donald, Clark., *E-Tutoring*. Part of Learning Technologies Group plc 2015

The last is a virtual classroom. A virtual classroom is an online learning class taught remotely and in real-time by instructors to students using a combination of material, such as PowerPoint slides, audio, or video. Virtual classrooms make learning materials available to students and provide a lively, contextual, and interactive environment for students. There are several online tools in the virtual classroom, including online calendars, online help guides, online assessment books, exams, email, instant messages, discussion boards, chat rooms, and file transfers. According to Yang,²³ virtual classrooms facilitate active learning by providing an enabling environment consisting of learning tools, learning materials, and opportunities for contextual discussions.

c. Forms of Online Learning

Hardjito states that there are three forms of primary materials to develop an internet-based learning system to be appropriately implemented, namely web courses, web-centric courses, and web-enhanced courses. The first is a web course that serves as a learning objective by using the internet. The internet is used to deliver all-new materials, discussions, consultations, assignments, exercises, and exams. The second form is a Web-centric course. Web-centric courses are learning that uses materials or exercises via the internet. At the same time, questions, consultations, appointments, and practice sessions are conducted directly between teachers and students. The final is the web-

²³ Yang , Z., & Liu, Q., *Research and Development of Web-Based Virtual Online Classroom*. Computer & Education 2007, 48 (2), 171-184

enhanced course. The internet is a pre-educational facility that functions to help improve quality in the middle of the learning process.

d. Characteristic of Online Learning

In accordance with Rudi and Rihanna²⁴ online learning has different characteristics from direct learning. The following are the characteristics of online learning. The first step is that students are required to be independent. What is meant by being independent is that students must learn more on their own. If the effort has been made, students may ask for guidance or direction from the teacher. The second point is that numerous sources of knowledge are easily accessible to everyone. The third point is that teachers or educational institutions act as intermediaries or mentors for students. Finally, the education system, curriculum, and management policies must be restructured to encourage using ICT to improve education.

The four characteristics above show the characteristics of online learning that are different from the characteristics of direct learning. The teacher explains the material to students through an available online platform hoping that students can learn the material independently. Knowledge resources are dispersed throughout online learning and can be easily accessed by anyone. Furthermore, teachers must be responsible for acting as a companion role for students who have difficulty using online learning media.

²⁴ Hasnidar, A Thesis: *“Students’ Perception of Using Online Learning Materials (A Descriptive Qualitative Research in Muhammadiyah University of Makassar)”*, (Makassar: Universitas Muhammadiyah Makassar, 2020)

e. Functions of Online Learning

Online learning is a learning process by using an electronic application such as internet media to support the teaching-learning process. Siahaan²⁵ argues that the function of online learning in the learning process has the following three functions.

(1) Supplement

Online learning becomes a supplement if the students are free to choose whether they will use it to search for new material or not. The students do not have to access online learning materials. Despite its being optional, the students that use it will undoubtedly have additional knowledge.

(2) Complement

Online learning becomes complemented if online learning is programmed to complete the material that the students in the classroom accept. The material is programmed for enrichment and remedial learning materials. Online learning materials are called enrichment if the students can understand and master the materials delivered by the teacher quickly (fast students) are allowed to access online learning materials developed for them. The aim is to strengthen the students' mastering further. Besides that, online learning materials are called remedial if the teacher face to face delivers the students that have difficulty mastering the materials in

²⁵ Manggiasih Nurdiana. Fanta, Thesis: *"The Use of Quipper School as an E-learning Platform in Teaching English"*. (Ponorogo: Universitas Islam Ponorogo, 2016)

the classroom (slow students) are allowed to utilize online learning materials. The aim is to help the students understand the materials easily.

(3) Substitution

Online learning becomes a substitute if the students can flexibly manage the learning activities based on time and another daily activity. There are five alternative models of learning activities are follows:²⁶ entirely face-to-face (conventional learning); partly face-to-face and partly via the internet; use the internet entirely. All the models of learning activities get the same assessment. Suppose the students can do their learning program through conventional means, ultimately using the internet or combining these two models. In that case, the teacher will provide the same confession. It is beneficial for the students to do their learning..

f. Advantages of Online Learning

Every little thing has advantages and disadvantages, including online learning. Online learning has several advantages, including: flexibility, interactivity, speed, and visuality. It can be seen through L. Tjokro that online learning has many advantages.²⁷ The first is that learning materials are easier to access anywhere. This means that it can be

²⁶ Siahaan, Sudirman. *Study Penjajagan tentang Kemungkinan Pemanfaatan Internet untuk Pembelajaran di SLTA di Wilayah Jakarta dan Sekitarnya*. Jurnal Pendidikan dan Kebudayaan. Jakarta: Badan Penelitian dan Pengembangan- Departemen Pendidikan Nasional No. 039, 2002

²⁷ Hasnidar, A Thesis: “*Students’ Perception of Using Online Learning Materials (A Descriptive Qualitative Research in Muhammadiyah University of Makassar)*”, (Makassar: Universitas Muhammadiyah Makassar, 2020)

reached via the internet through pictures, videos, and audio. The second is more cost-effective. This means that it can be done anywhere, but it can also cost a lot, for example, Zoom and Google Meet, which are required to have more quota to operate the media. The third is simpler. Moreover, the last one is available for 24 hours. This refers to the teacher's grasp of material and the students' understanding, which can be assessed through online tests.

g. Disadvantages of Online Learning

Haryono²⁸ revealed that there are not only advantages to online learning, but also have disadvantages. Firstly, using the internet requires an adequate signal. Secondly, the cost of the internet is not cheap. Thirdly, communication via the internet is often slow. Fourth, not all internet services are available everywhere. The lack of human resources who understand the internet and how to use it in the next issue. Finally, it can be achieved with adequate technology. It is an obstacle for students who have a below-average economy.

h. The Implementation of Online Learning

In the implementation of online learning, a structured and directed program of activities is needed so that online learning can be successful. The five-stage model by Gilly Salmon provides an example of how participants can feel comfortable using online learning and what teachers

²⁸ Hadi Nur Waryanto, "Online Learning Sebagai Salah Satu Inovasi Pembelajaran" *Universitas Yogyakarta: Kampus KarangMalang Yogyakarta*. Vol. 2 No. 1, Desember 2006. 21

need to do on stage to help them achieve this success.²⁹ The researcher uses this model to analyze the English teachers' implementation of online learning during the Covid-19 pandemic. This model shows a structured learning scaffold that offers essential support and development to participants at each stage of development in online learning. Gilly Salmon says there are five stages of online learning..³⁰

1. Acces and Motivation

Access and motivation are the first stages that help the students become familiar with the online setting by learning how to use course software. This phase has three aspects: Access, motivation, and arrival. The first is Access. Access is the activity to help the students require individual Access in using the communication tools. In this stage, the teacher should give an exciting introduction to using an online learning platform and acknowledge the students' feelings during the learning process using technology because there are students who may be unfamiliar with using technology in the learning process. Therefore, Access helps the students to start and encourage them in the learning process. The second is motivation. Motivation is an activity that teachers do to overcome negative feelings and emotions when students become frustrated because of technology and signal problems. Students may feel embarrassed in the online learning process and almost give up

²⁹ Salmon, G, *E-tivities: The key to active online learning*. (London: Kogan Page), 2002

³⁰ Ibid

when they get some problems in using online learning platforms. The teacher's role is to work with technical staff to solve problems about online learning. Teachers can reduce student anxiety by sharing messages via Whatsapp groups or private chats to support and motivate students. According to Keller, student motivation is considered essential for success in an online learning environment.³¹ The last is to talk about arrival. Arriving is an activity carried out by the teacher to maintain or monitor so that students continue to follow the online learning process. It is a good idea to get all students online before interacting with others on an online learning platform. Therefore, the teacher stimulates students to raise students' enthusiasm during the teaching and learning process before starting the main lesson during the Covid-19 pandemic outbreak.

2. Online Socialization

Online socialization is an activity that builds a foundation for the online community by using short online activities that cultivate trust between students. In this stage, the students create an identity online and find others to interact with. Furthermore, the student's relationships will grow during group and individual assignments when they share their stories and ideas. According to Irwin,³² the

³¹ Keller, J. M, *First Principle of Motivation to Learn E-learning. Distance Education*, 2008, p,175

³² Irwin. Christopher, *Socialization in the Online Classroom*, University of Maryland Baltimore Country 2006

value of interaction in online learning lies in its contribution to the teacher and students' ability as a participant to establish a sense of being in the virtual environment. From this stage, the students become more comfortable with online learning. They can move into sharing and exchanging information using online learning. Thriving online learning communities are an example of social knowledge construction. They apply the practice over a great distance and under more demanding conditions.

3. Information Exchange

Information exchange is the activity provided by the teacher to train the students to interact with each other in the learning process. In this stage, the teacher should utilize online activities to design the assignment that makes the students active in the online learning process.

4. Knowledge Construction

Knowledge construction is an activity that makes students construct thinking skills. According to Lock,³³ knowledge construction is an interaction to share, construct, and negotiate meaning in the learning process. In this stage, the teacher develops online activities that help students use thinking skills and become independent learners. Teachers should intend in online commenting and aim to improve students' thinking skills.

³³ Lock, J, *Laying the Groundwork for the Development of Learning Communities within Online Course: Quarterly Review of Distance Education*. 2002, vol 3 (4), p 395

5. Development

Development is an activity that helps students recall what they have learned independently. At this stage is the development of new cognitive skills that allow students to monitor and evaluate their thinking. The teacher selects activities that encourage reflective thinking by reviewing previous material.

2. Pandemic

Present-day, a terrible pandemic called Covid-19 is currently sweeping the globe. The number of patients infected with the COVID-19 virus is increasing rapidly. A pandemic is a large part of a disease outbreak that has spread widely due to infection from person to person. Apart from Covid-19, several diseases and pandemics have gone down in history, including the Flu in Spain, the Flu in Hong Kong, SARS, H7N9, and many others.

A pandemic is an outbreak of disease that occurs everywhere simultaneously and spans a wide geographic area (all countries and continents). In other words, this disease has spread to all citizens of the world. Examples of pandemic diseases: The Black Death, Cholera, Influenza, and the Human Immunodeficiency Virus (HIV)/AIDS in the 14th century. Taubenberger and Morens defined pandemic influenza as trans-regional in a recent study of the disease's history.³⁴ It means two bordering regions or countries in the world, interregional. This means two regions or countries that are not bordering or neighboring, and global.

³⁴ Rina Tri Handayani, et.al, "Pandemi Covid-19 Respon Imun Tubuh, dan Herd Immunity", *Jurnal Ilmiah Permas: Jurnal Ilmiah STIKES Kendal*. Vol. 10, No. 3, Juli 2020, 373-380

According to Honigsbaum³⁵ pan (all) and demos (people) comes from the Greek. In addition, the term is often used to describe an epidemic of an infectious disease that is widespread and spreads throughout a country or continent at the same time. Despite this, over the last two decades, numerous current medical texts have defined the word. Meanwhile, Morens³⁶ argues that even prestigious pandemic textbooks, such as medical history, classic epidemiological textbooks, and the influential 1992 report of the Institute of Medicine on Emerging Infectious Diseases, are not included in the index

a. The Pandemic and Its Effect on Teaching and Learning

This Covid-19 case has become hot news in aspects of life, such as economic, social, and education. Face-to-face learning is no longer possible. The government's efforts to continue the learning process are also carried out remotely or online or well known as online learning. The head of the Mojokerto Regency Dispendik Zainul Arifin emphasized that although his party had not yet issued an official circular regarding learning guidelines and MPLS, all institutions were asked to continue to apply home learning to students. According to Zanul Arifin,³⁷ the Mojokerto district is still in the red zone. Therefore, students are required to study at home. In addition, educational institutions ranging from Playgrounds, Elementary Schools, Junior High Schools, Senior High Schools, and

³⁵ Aulia Nabilah: A Thesis, *"The Teachers' Implementation of Distance Learning during The Covid-19 Pandemic at SMPN 3 Bringin"* (IAIN Salatiga, 2020)

³⁶ David M, Morens and Anthony S. Fauci, "Emerging Pandemic Diseases: How We Got to Covid-19" *US National Library of Medicine National Institutes of Health*.

³⁷ Imron Arlado, "Sekolah Masuk, Siswa Jangan Hadir ke Sekolah" *Radar Mojokerto.id*, (<https://radarmojokerto.jawapos.com/read/2020/07/13/203772/sekolah-masuk-siswa-jangan-hadir-ke-sekolah>, diakses 13 Juli 2020)

Colleges are all examples of educational institutions that are not allowed to hold or visit schools.

However, from the observation of Jawa Pos Radar Mojokerto,³⁸ several schools still invite new students and their parents to come to school in MPLS activities. Among them is one of the institutions of Early Childhood Education (ECE) in Kabupaten Mojoanyar. Recognized by Zainul,³⁹ indeed had received several applications for permission to implement MPLS in schools. However, none of these proposals were given the green light because the education department was still referring to the SKB of the four ministers. Dispendik only allows schools to meet face-to-face if there is an urgent matter or other interests, such as providing subject schedules, distribution of textbooks, and explanations to parents regarding online learning.

Parents feel compelled to support their children's learning in this online environment by providing a wifi network or data to ensure their children can get an education even from home. Schools are closed, national exams are abolished, employees take turns to the office, and functional workers do their work at home, better known as Work from Home (WFH). The learning process demands urge parents to be able to offer the necessary resources, such as computers, cell phones, and even quotas, so that their children can keep up with the learning process.

³⁸ Ibid

³⁹ Ibid

Students at the school are beginning to feel the effects of online learning. All school activities include teaching and learning and online scouting activities. Quota assistance is also provided to economically disadvantaged students to aid their learning process. Teachers also work from home (WFH) and are expected to be as efficient as possible in carrying out their duties. In addition, students and teachers must be technologically savvy.

In reality, students consider online schools ineffective because of various factors, be it networks, costs, and even the knowledge gained are also not optimal.⁴⁰ Teachers also feel that the applications used are not as sophisticated as when they are face-to-face with their students. Teachers also feel that students rarely collect assignments and do not follow the learning process.

3. Students' Perception

a. The Definition of Students' Perception

Everyone has a unique personality and understanding of various topics. It is determined by how individuals react to something under their respective points of view. In its most basic form, perception refers to what one sees or how one perceives something. Meanwhile, perception, in a

⁴⁰ Leli Efriana, "Problems of Online Learning during Covid-19 Pandemic in EFL Classroom and The Solutions". *JELITA: Journal of English Language Teaching and Literature*. Volume 2, Number 1, February 2021, pages 40

broad sense, is an understanding of one's point of view when interpreting something.⁴¹

Stimulation, registration, organization, and interpretation are the stages of perception, proposed by Pickens.⁴² Stimulation is synonymous with the five senses: touching, smelling, hearing, tasting, and seeing. Meanwhile, the stimulus indicated when someone limits the stimulus and chooses the stimulus as the basis for understanding his experience is called registration. Then there is the organization, which means organizing based on experience, belief, etc. The final interpretation is analyzing and comprehending something based on knowledge, experience, belief, etc.

Gipson defines perception as a cognitive process that each individual uses to describe something and understand his surroundings.⁴³ They say that perception is the progress through students affixing meaning to the opinions they encounter in their environment. Student perceptions emerge as a result of a response to a stimulus. Students are exposed to a variety of stimuli. These stimuli enter the brain, where they are interpreted and given meaning via a complicated process before being generated into a perception. This research looks at how students learned online during the Covid-19 outbreak.

According to the preceding statement, student perception is how students perceive or understand an object in online learning via Whatsapp

⁴¹ Marjorie Montague, "Student Perception, Mathematical Problem Solving, and Learning Disabilities" *Pennsylvania State Univ* no. 18, Remedial and Special Education (1997): 46-53

⁴² Hybel. *Self Perception and Communication*. 2003

⁴³ Gibson, J. L., Ivancevich, J. M., and Donnelly, J. H. "Teacher efficacy: A construct validation". *Journal of Educational Psychology*. Vol. 76, (1996) 569-582.

groups. Stimulation, recording, organization, and interpretation are the four phases in developing this perception. The object would like to be heard or seen by the students. Then, they choose the stimuli for registration, organize the information, and finally interpret it to analyze and comprehend it. As a result, students can comprehend and give meaning to items observed and evaluated in response to an object, which is known as student perception. Therefore, this research determined to describe students' perceptions while online learning during the Pandemic of Covid-19.

b. Types of Perceptions

Positive perception and negative perception are types of perception.⁴⁴ Positive perception describes something or continues with the intention of being used. This will be continued through activities that accept and support an object that has been felt. This can improve relationship construction and give feedback to others. The category of positive perspective is when someone argues with an argument, acts, and supports someone by saying like, agree, like, love, and exciting. Meanwhile, negative perception is a perception that describes something or a response that is not commensurate with the perceived object. It will be protected by a passive state, a determination, or a perceived object. Furthermore, negative perception is when someone does not agree with an

⁴⁴ Catherine E. Burns, Ardys M. Dunn, Margaret A. Brady, Nancy Barber Starr, Catherine G. Blosser, "Pediatric Primary Care Fifth Edition". *United States of America: Library of Congress Cataloging*, 2009), 304

action or other opinion, supported by saying disagree, dislike, and other categories.

Hence, it can be concluded that one's thoughts in taking action are always influenced by one's perception, whether positive or negative. Positive or negative perceptions will emerge based on how each individual describes or describes a felt object.

c. Students' Perceptions of Online Learning

The Technology Acceptance Model (TAM) contains two components, Davis claims in Sung Mi Song: perceived ease of use and perceived usefulness.⁴⁵ Perceived usefulness is when a person is confident that applying a specific technology can improve individual achievement and perform the individual's external motivation for using that technology. Meanwhile, Perceived ease of use is when one believes that technology is justified to express the essential motivation of the individual using the technology.⁴⁶

This is an example of the perceived benefit when users of an online course look at the online learning system and services as a useful means to improve their educational performance.⁴⁷ Ease of use recognition is clear when users of online courses face difficulties or do not require a big deal of effort to use online learning.⁴⁸ The TAM model predicts that users'

⁴⁵ Nur Afrizah, A Thesis: *"The Implementation of YukBelajar as a E-Learning Platform in English Learning at SMP Islam Al-Azhar Surabaya"* (Surabaya: Uin Sunan Ampel Surabaya, 2018)

⁴⁶ Ibid

⁴⁷ Ibid

⁴⁸ Ibid

attitudes toward technology influence their decisions when operating technology, and their belief that technology is advantageous and simple to use has a necessary impression on their decisions.⁴⁹ Davis and Venkatesh conducted a study to prove that the use of technology has a connection between perceived ease of use of technology, perceived utility, and behavioral intention to utilize technology.⁵⁰

Chiu also Roka discovered the tangible benefits and tangible benefits of using technology significantly impact user satisfaction.⁵¹ DeLone and McLean believe that the impact of clue systems and e-learning services on user service satisfaction mainly has three qualities, namely information of quality, system of quality, and service of quality.⁵² Satisfaction is the user's reaction to a perceived rating where the actual rating does not match the actual performance of the product that is felt after use or operation.⁵³ In the background of learning, e-learning services are the most widely used media by students, and satisfaction is generated from student interactions with the surrounding environment. The environment includes students, instructional course websites, instructors,

⁴⁹ Kibelloh, M., & Bao, Y, "Perception of International Female Students Toward ELearning in Resolving High Education and Family Role Strain", *Journal of Educational Computing Research*. 50 (4), 2014

⁵⁰ Venkathes, V., Davis, F. D, "A Model of the Antecedents of Perceived Ease of Use Development and Test". 27(3), 1996,, p. 451-481

⁵¹ Roca, J. C. Chiu, C. M., & Martinez, F. J, "Understanding E-learning Continuance Intention: an extension of the Technology Acceptance Model. *International Journal of Human-Computer Studies*". 64 (8), 2006, p. 683

⁵² DeLone, W. H., & McLean, E.R, The DeLone and McLean "Model of Information system success: A ten-year update". *Journal of Management Information System*, 19 (4), 2003, p. 9-30

⁵³ Mi Song, "E-learning Investigating Students' Acceptance of Online Learning in Hospitality Program". *Ames: Iowa State University*, 2010

peer students, and support services.⁵⁴ According to Giese, e-learning satisfaction is a compilation of affective responses of various intensities following asynchronous e-learning activities that have been stimulated by various factors, such as peace of mind, technology user interface, customization of learning communities, and learning achievement.⁵⁵ In addition, students' perceptions will increase through environmental satisfaction in using technology as a learning aid. In this study, satisfaction is the perception of feelings in online learning and the use of internet-based media during a pandemic, in particular, the covid-19 pandemic.

B. Review of Previous Studies

Some research has been done to look into the implementation of online learning during the Covid-19 pandemic. The researcher reviews various studies that are relevant to this investigation. In this section Leli Efriana conducted the first study.⁵⁶ The target of this study is to examine the online learning difficulties encountered by teachers, students, and parents of students during the Covid-19 pandemic, as well as how to overcome those difficulties. Sources of printed data include textbooks in the form of online articles or articles from various journals, laws, and regulations, and other sources relevant to research problems. A literature review is used in this study. According to research findings, online learning has emerged as a viable option for educational institutions. In addition,

⁵⁴ Ibid

⁵⁵ Giese & Gote, J. A, "Defining Consumer Satisfaction Academy of Marketing Science", 2000

⁵⁶ Leli Efriana, "Problems of Online Learning during Covid-19 Pandemic in EFL Classroom and The Solutions". *JELITA: Journal of English Language Teaching and Literature*. Volume 2, Number 1, February 2021, pages 38-47

teachers and students can still teach despite the pandemic and are required to study from home.

The second study comes from Sofyan, et.al.⁵⁷ Sofian et al. aim to identify teachers who adopted an online learning model during the pandemic at SMKN 1 Saptosari. In this study, Sofyan et al. explained the teacher's procedure for developing an online learning model. Moreover, the last is overcoming the obstacles teachers face at SMKN 1 Saptosari. This study uses descriptive qualitative research. This study shows that teachers at SMKN 1 Saptosari need a variety of learning models, are easy to operate by teachers and students, and can easily monitor students when participating in online learning.

Another research is in the form of a journal by Sutiah, et.al.⁵⁸ This study aims to acknowledge distance learning carried out by lecturers and students because of the Covid-19 pandemic, other objectives to evaluate the learning process, find out the improvements and infrastructure in learning, and various aspects of distance learning for FKIP students. This study uses a quantitative paradigm. According to this study, face-to-face learning is preferred by students over internet learning.

The fourth study from Muhdi, et.al.⁵⁹ The purpose of this study was to find out how efficient online learning is for early childhood education during the

⁵⁷ H, Sofyan, et.al, "Online Learning Model in The Pandemic Time Covid-19 at SMKN 1 Saptosari Yogyakarta". *Journal of Physics: Conference Series*. doi:10.1088/1742-6596/1700/1/012070

⁵⁸ Sutiah, et.al, "Implementation of Distance Learning during The Covid-19 in Faculty of Education and Teacher Training". *Cypriot Journal of Education Sciences*. Vol.15, Issue 1, (2020) 1204-1214

⁵⁹ Muhdi, et.al, "The Implementation of Online Learning in Early Childhood Education during The Covid-19 Pandemic". <http://journal.unj.ac.id/unj/index.php/jpud>. Volume 14. Number 2. November 2020. DOI: <https://doi.org/10.21009/JPUD.142.04>

pandemic of Covid-19 and some of the difficulties experienced by students. This qualitative study employs a mixed-methods approach with iterative analysis. Moreover, the conclusion is that online learning has not been effective due to various factors, including teacher ability. Teachers cannot provide variations of online learning models because they have never accepted practice related to the use of online media. Teachers were unable to plan lessons, evaluate the development of these children's models, or use the available online learning platforms. While many parents have mobile phones, many do not use mobile phones, laptops, or desktop computers for online learning. Furthermore, even if parents have a cell phone or a laptop and can use them, the issue is that they are preoccupied with something else.

The following was from Priyono, et.al.⁶⁰ The objective of this study was to identify the online teaching and learning process in pandemics and the barriers that students face. This study used a quantitative and descriptive study design. Two hundred seventy-four students from the Indonesian island of Madura participated in this research. This research discovered that not every student prefers to learn online, even addressing dissatisfaction with online learning efficacy.

⁶⁰ Priyono Tri Febrianto, et.al, "Implementation of Online Learning during the Covid-19 Pandemic on Madura Island, Indonesia". *International Journal of Learning, Teaching and Educational Research*. Vol. 19, No. 8, pp. 233-254, August 2020.
<https://doi.org/10.26803/ijlter.19.8.13>

And the last was from Soeryanto, et.al.⁶¹ This research aims to appraise the effectiveness of conducting online learning in the pandemic. This study included 18 students from UNESA's Mechanical Engineering Undergraduate Education Study Program. Soeryanto et al. employed classroom action research. That study refers to the Kemmis and McTaggart model. According to Soeryanto's research, effective, efficient, and innovative online learning can increase student interest in learning during the pandemic of Covid-19.

Previous studies have similarities and differences that differ from this study. In this study, the researcher wanted to describe the implementation of online learning for English teachers during the Covid-19 pandemic at MTsN 3 Mojokerto. In addition, the researcher wants to find out students' perceptions of the implementation of online learning during the Covid-19 pandemic at MTsN 3 Mojokerto. Previous research has almost the same focus as this research. However, researchers will develop this research again regarding the implementation of online learning amid the Covid-19 pandemic.

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⁶¹ Soeryanto, et.al, "Implementation of Online Learning during The Covid-19 Pandemic in Higher Education". *Advances in Social Science, Education and Humanities Research*. volume 473

CHAPTER III

RESEARCH METHOD

This section explains the researcher's steps in performing a research, including research design, research setting (including time and location), research subject, data and data sources, collection technique of data, instrument of research, analysis technique of data, validity of research, and the last is research stages.

A. Research Design

The researcher employed a qualitative descriptive method to address the study questions. According to Ary, qualitative research is conducted to describe the current status of phenomena that exist at the time of the research.⁶² Alder and Clark in Sylviene also stated that descriptive research design is to describe groups, activities or events with focus on structure, attitude or behavior.⁶³ Two points were discovered as a result of this research. The first point is the implementation of online learning. And the second point is students' perceptions of online learning during the pandemic of Covid-19. The current status of the phenomenon was using online learning during the pandemic of Covid-19. Meanwhile, Creswell⁶⁴ defines qualitative research as “research to investigate and comprehend individuals' or groups' interpretations of social or human

⁶² Donald Ary, *Introduction in Research in Education*, (Belmonth: Wardsworth Thomson learning, 2002), p.25

⁶³ Dayang Sylviene, “*Reading Strategies Used by Unesa-2006 Students In Comprehending A Reading Text*,” (Surabaya: Library of UNESA,2007), p.14

⁶⁴ John, W. Cresswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, Third Edition, (SAGE Publications, Inc., 2009) 4

issues”. As a result, the qualitative design is appropriate for the research objectives.

B. Research Setting

1. Place of the Research

This study took place at MTsN 3 Mojokerto. This school was located at Jl. Pendidikan No.2 Glonggongan, Kel. Sumbertebu, Kec. Bangsal, Kab. Mojokerto, East Java, postal code, 61381. This school was selected as the subject of the study following an interview with one of the English teachers at the school. The teacher claimed that face-to-face instruction is more efficient, while for online learning teachers are required to master technology media where not all teachers can operate IT properly and will result in the learning process not being able to run well. Besides that, according to the headmaster of SMP Kharisma Bangsa, online learning presents challenges for teachers in each school.⁶⁵ In this case, it is possible to explore the English teachers’ implementation of online learning and students’ perceptions in implementation of online learning during the pandemic of Covid-19.

2. Time of the Research

When students learn at home, the researcher conducted interviews with English teachers at MTsN 3 Mojokerto. So the researcher conducted interviews when the teachers were on duty during off-hours at the school on Friday, June 4, 2021, and on Monday, June 7, 2021. Meanwhile, on

⁶⁵ Fernan Rahadi, “Pembelajaran Daring Beri Tantangan Positif Guru dan Sekolah” *Republika.co.id* (<https://www.republika.co.id/berita/q8s1i9291/pembelajaran-daring-beri-tantangan-positif-guru-dan-sekolah>, diakses 14 April 2020)

Sunday, June 6, 2021, the researcher created a Google Forms questionnaire and distributed it through student WhatsApp groups.

C. Subject of the Research

The study was carried out in MTsN 3 Mojokerto. The researcher chose this school because it is one of the schools that implement online learning. It has a medium different from other schools in terms of easily used media and accessibility. However, students still feel the difficulty in media usage. Thus, the researcher was interested in implementing online studies at MTsN 3 Mojokerto. The media used by teachers and students at this school are WhatsApp, Youtube, and images through Google. In addition, the school was easily accessible, making it easier for researchers to do research effectively. There were 6 English teachers at the school. However, researchers chose only 4 English teachers since senior teachers at MTsN 3 Mojokerto. In addition, there are eight classes of 8th graders MTsN 3 Mojokerto which are 30 students each. Then researcher limited the sample to only one grade of the eighth grade. According to the teacher's recommendation, 8B students at MTsN 3 Mojokerto became the subject of this study to provide more detail and more inquiry.

D. Data and Source of Data

With the research questions of (1) How is the English teachers' implementation of online learning during the Covid-19 pandemic? Moreover, (2) How are the students' perceptions of the implementation of online learning during the Covid-19 pandemic? The data for research are as follows.

To answer the first research question, the data needs to be collected in the implementation of English teachers during the implementation of online learning in the Covid-19. The second question related to students' perceptions of the implementation of online learning at MTsN 3 Mojokerto. Data on the implementation of English teachers during the implementation of online learning at MTsN 3 Mojokerto were collected from English teachers. Sources of data on the implementation of English teachers during online learning and student perceptions regarding online learning were by interviewing 4 English teachers and distributing questionnaires Google form to 8B grade students at MTsN 3 Mojokerto.

E. Data Collection Technique

The data collection or the procedure of development is by some steps, the researcher follows the theory of Ronald and Lynn to conduct the qualitative method research. The sources of the data included the interview and questionnaire.⁶⁶

1. Interview

In this study, the researcher used a semi-structured interview. The researcher has a list of key themes, issues, and questions to be covered. Dr.

Bonnie Nastasi said that data collection on phenomenology research could interview less than ten people. However, in this study, the researcher took 4 English teachers to be interviewed. The researcher used the Indonesian language when conducting interviews. The interview was held for two

⁶⁶ John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Method Approaches, Second Edition* (California: Sage Publications, Inc, 2013), 17

days because it was done offline. It was possible to visit schools because the Covid-19 pandemic was still ongoing. The interview consisted of 8 questions. The researcher directly interviewed the English teachers by coming to their office and face-to-face with the English teachers in person. This interview was conducted to get in-depth information about the English teachers' implementation of online learning during the Covid-19 pandemic at MTsN 3 Mojokerto.

2. Questionnaire

In this study, the researcher used the questionnaire because the researcher needs to get information from the respondent about students' perceptions in online learning during the pandemic of Covid-19. After conducting interviews, the researcher distributed the questionnaire google form to students of class 8B at MTsN 3 Mojokerto via Whatsapp group. Specifically, the researcher focused on one class since this study uses purposive sampling. The questionnaire was via Google Form and sent via WhatsApp from 08.18 AM - 4.30 PM on Sunday, June 6, 2021. The researcher handed out questionnaires on Sunday since, at the time, the students in MTsN 3 Mojokerto were performing a midterm assessment (PTS), so the researcher carried out the questionnaires on Sunday. The questionnaire consists of 15 statements.

F. Research Instrument

Measuring instruments in research are usually named research instruments. A research instrument was used to measure both natural and social phenomena

observed. The researcher provided two research questions. The first question was to describe the English teachers' implementation of online learning during the Covid-19 pandemic at MTsN 3 Mojokerto. The second question was to determine the students' perceptions of the implementation of online learning during the Covid-19 pandemic at MTsN 3 Mojokerto. To answer the first questions, the researcher used an interview guideline. The second question used the close-ended questionnaire.

1. Interview

The interview is a method of gathering useful in-depth information about story-based participants' experiences.⁶⁷ Therefore the interview was used to get specific information from each English teacher. See appendix number 3 and 4 for more information on the interview instrument. The study used interview questions from Aulia Nabilah⁶⁸ dealing with online learning because the Covid-19 outbreak for the interview phase. This instrument focused on English teachers' implementation of online learning during the Covid-19 pandemic at MTsN 3 Mojokerto. The researcher would like to apply for a semistructured interview. The interview was used to answer the first research question. Hence, the researcher would like to take note of the interview guidelines about the English teachers' implementation of online learning during the Covid-19 pandemic at MTsN 3 Mojokerto. There are 8 questions for the English teachers. The questions

⁶⁷ Stated by Mc Namara in Dapzury Valenzuela and Pallavi Shrivastava. "Interview as a Method for Qualitative Research"

⁶⁸ Aulia Nabilah: A Thesis, "The Teachers' Implementation of Distance Learning during The Covid-19 Pandemic at SMPN 3 Bringin" (IAIN Salatiga, 2020)

include the definition of online learning, how it was implemented in the midst of this dangerous pandemic, the advantages of online learning, the disadvantages of online learning, online learning strategy, online learning media, and online learning expectations. The interview with the English teacher lasted about 15-20 minutes.

2. Questionnaire

A questionnaire served as the second instrument. Questionnaire that was used by the researcher was developed from Sung Mi Song theory about the use of online learning, for completing the question. The questionnaire's comprehensive details can be found in the appendix number 6. The researcher modified the questionnaire arranged by Sri Hayati.⁶⁹ The instrument was split into two parts. The first section provided general participant information. The second section included a closed-ended question about students' perceptions of online learning in the midst of a dangerous pandemic. On a Likert scale, the questionnaire comprises 15 statements with the options of strongly disagree, disagree, neutral, agree, and strongly agree. The survey includes implementation of online learning during the pandemic of Covid-19, the outbreak in the teaching and learning process, the advantages of online learning, and the disadvantages of online learning in the midst of pandemic. The third question regarding students' perceptions of online learning in the midst of this pandemic will be answered with this instrument. The questionnaire

⁶⁹ Sri Hariyati: A Thesis, *"An Analysis of Online Learning in the Covid-19 Pandemic at Senior High School"* (Medan: Universitas Muhammadiyah Sumatera Utara, 2020)

Google form was distributed to 30 students in the 8B class of MTsN 3 Mojokerto.

G. Data Analysis Technique

The researcher employed qualitative descriptive approaches to analyze how English teachers are implementing online learning and students' perceptions of online learning in a pandemic. This study analyzed interview data and questionnaire data. The researcher analyzed the data from the questionnaire based on Google form chart calculation. After the link was closed for a response, the researcher began to explain the result of the questionnaire data narratively by blending the data from the interview session and questionnaire. To analyze the data from the interview, this study followed steps from Creswell. He suggests there are six steps: organizing and preparing the data and then reading the whole data. After that, coding the data, the next is the coding process to generate a description or theme for analysis, connecting the theme or description, and the last interpreting the meaning of the theme or description.

1. Data from Interview

a. Organizing and Preparing the Interview

The researcher organized the data of interview guidelines.

The interview guidelines were used as an indicator to investigate the English teachers.

b. Reading Through All the Interview

Following the collection of data, the researcher transcribed an interview. Then the researcher read through all of the data results.

c. Coding the Interview

After obtaining and collecting data, the researcher transcribed all the interview data. Then the researchers analyzed the interview scripts that had been obtained previously. According to Lyn,⁷⁰ coding is central to the constant comparative method because data units are compared based on how well they fit into the coding scheme. The encoding does not describe the record; however, it identifies the main category and the subcategories involved. Coding can take the form of lettering, numbering, symbolism, etc. The researcher used letters and numbers in this study. The researcher used coding to make it easier for the researcher to shorten the source names and interview results. See appendix number 4.

d. Coding Process to Generate a Description or Theme for Analysis Interview

After that, the researcher analyzed the interview results, which the researcher will code each critical statement. See appendix number 5.

e. Interrelating Themes or Description Interview

The researcher notes to interrelate the interviews after coding the data interview results.

f. Interpreting the Meaning of Themes or Descriptions Interview

⁷⁰ Aulia Nabilah: A Thesis, "The Teachers' Implementation of Distance Learning during The Covid-19 Pandemic at SMPN 3 Bringin" (IAIN Salatiga, 2020)

This research explained the findings based on the data. The data gathered in the findings were turned into detailed information by the researcher.

H. Checking Validity of Findings

The researcher conducted a one-time interview, in which each teacher was interviewed for about 15 minutes. Teachers interviewed by a researcher of four English teachers to adopt online learning during the spread of covid-19. The researcher also used triangulation techniques to check the validity of the data. According to William Wiersma in Sugiyono⁷¹ defines that triangulation is qualitative cross-validation to assess the adequacy of data according to the convergence of several data sources. In this study, the triangulation technique used is the source triangulation technique. The researcher would like to compare observations and questionnaires with interview results.

I. Research Stages

1. In the first stage, the researcher made a title, chose the theory, method, place, and research subject. After that, if the design is accepted, the researcher starts writing the proposal.
2. In the second stage the researcher went to school and gave research permission to the administrative section (TU). The head of TU gave research permission to the headmaster of MTsN 3 Mojokerto. After getting permission from the headmaster, the head of TU contacted one of the senior English teachers at MTSN 3 Mojokerto, then the English

⁷¹ Sugiyono. *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif dan R&D*. (Bandung: Alfabeta, 2012), p. 373-376

teacher met with the researcher and made an appointment about the research time to be carried out.

3. In the third stage, the researcher conducted interviews with four English teachers at MTsN 3 Mojokerto with the hope that the researcher could obtain information in implementation of online learning according to phenomena during the Covid-19 pandemic.
4. The fourth stage, after the researcher finished the interview with four English teachers at MTsN 3 Mojokerto, the English teacher recommended class 8B as the research subject.
5. In the fifth stage the researcher distributed questionnaires Google form to students' class 8B according to the recommendation of an English teacher at MTsN 3 Mojokerto with the hope that researchers could obtain data on students' perceptions of the implementation of online learning during the Covid-19 pandemic at MTsN 3 Mojokerto.
6. For the last stage, the researcher analyzed the data using data analysis techniques then made conclusions from the data obtained.

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CHAPTER IV

FINDINGS AND DISCUSSION

The data acquired throughout the investigation is described and analyzed in this chapter. The interview and questionnaire results were displayed in this chapter and discussed the study problems' solutions. It aims to answer questions about English teachers' online learning implementation and students' perceptions of online learning during the pandemic of Covid-19. The findings section contains the data results. The discussion section contains the arguments and points of view related to the findings and their relationships to the theories..

A. Research Finding

This research was conducted between June 4, 2021 – June 7, 2021. The worldwide pandemic, especially in Indonesia, requires carrying out any activity at home, whether Work From Home (WFH), schooling from home, and so on. Meanwhile, schools in Mojokerto were closed. Due to the picket schedule, only some teachers come to school, and others continue to teach online from home. There are no student activities at school either. The researcher made an appointment with the English teacher ahead of time to collect data. Four English teachers took part in the interview, and questionnaires were distributed to 30 students from MTsN 3 Mojokerto's class 8B. The information below pertains to Friday, June 4, 2021, Sunday, June 6, 2021, and Monday, June 7, 2021. This study was carried out offline at MTsN 3 Mojokerto.

1. The English Teachers' Implementation of Online Learning during the Covid-19 Pandemic at MTsN 3 Mojokerto

The researcher collected data related to the first research question: how is the English teachers' implementation of online learning during the Covid-19 pandemic. The online learning process at MTsN 3 Mojokerto has been analyzed by researchers based on interviews that the English teachers have conducted

In this study, there are five stages in the implementation of online moderating based on Gilly Salmon's theory which is the focus of this research. In using online learning effectively, teachers need to consider implementing these stages. Therefore, this section explains how teachers implement online learning during the Covid-19 pandemic in learning English. Based on the interviews, there were several activities carried out by teachers and students in carrying out each stage of online moderation. The researcher has summarized the data produced in the table below to make it easier for the reader.

Table 4.1 The Result of Interview Guideline in Implementing Online Learning

No	Stages in the Implementation of Online Moderating	Yes	No	Activities
1	Access and Motivation			
	Access	√		<ul style="list-style-type: none"> - The teachers check students' presence via WhatsApp group. - The teachers make sure that all students are ready to start English lessons on

				WhatsApp groups.
	Motivation	√		<ul style="list-style-type: none"> - The teacher asks the students who have problems with internet connection, problems in running out of quota, and problems that students do not have cell phones. - The teachers suggest that students who do not have cellphones join their friends. - Although teachers cannot monitor students at a maximum, teachers often advise students not to open other applications outside of lesson.
	Arriving	√		<ul style="list-style-type: none"> - The teachers always give time freedom for students to do the tasks given through the Whatsapp group during this pandemic Covid-19.
2	Online Socialization	√		<ul style="list-style-type: none"> - With the proliferation of the Covid-19 online learning have become increasingly common ways and best solutions for students to access the content of the teaching-learning process.
3	Information Exchange	√		<ul style="list-style-type: none"> - The teachers ask student to study the material taken by the teachers via Youtube, Google, and books provided by the school which are then shared in the Whatsapp group. - The teachers ask students to watch Youtube videos related to learning materials that have been shared through WhatsApp groups.

4	Knowledge Construction	√	- The teachers give an explanation before asking students to work out exercises with the purpose of checking students' understanding.
5	Development	√	- The teachers give homework to the students.

Based on the table related to the results of interviews with English teachers about the implementation of online learning during the Covid-19 pandemic, the researcher found that teachers implemented five stages in the application of online moderation. Therefore, the implementation details are as follows:

a. Access and Motivation

Based on the results of the interview with the English teacher, the researcher found that the teacher applied all aspects of this strategy, namely access, motivation, and arrival.

1) Access

In the implementation, this aspect was found in interviews with 4 English teachers at MTsN 3 Mojokerto. The third resource person explained that the teacher checked the students' attendance through the WhatsApp group before starting the lesson. After that, before starting the lesson, the teacher must ensure that all students are ready to participate in online learning.

“For the implementation of online learning, the teacher first checks the attendance of students and the teacher gives time

for students to fill in the absences via Whatsapp, some are absent, some are not. After that, before starting the lesson, the teacher must ensure that all students are ready to take part in online learning.” (R: IOL3)

2) Motivation

From the results of interviews with 4 English teachers, the researcher concludes that this aspect is applied in the teaching and learning process by both teachers and students. The teachers always apply this aspect in every meeting. The reason teachers do this is to support students when students get difficulties in online learning. In addition, the teachers at MTsN 3 Mojokerto also advised students who did not have cellphones to join their friends for a while.

“The problem is in the signal or quota. Another difficulty is on cellphones, some cellphones don't support online operations, and students should have all cellphones, at least Android. If they don't have it, they have to buy it. And if they can't afford it, they usually borrow their relatives, their parents, and sometimes take turns with their friends”. (K: DOL2)

Teachers also do this when students open other applications outside of the lesson even though the teaching and learning process is online. Teachers did this aspect to make students focus on the lesson..

“We often remind students, but they don't pay attention. Learning is not optimal, many children play, only absent, then leave learning”. (S: DOL4)

In conclusion, teachers apply this during the online learning process during the current pandemic to support students who have problems with internet connections, problems with running out of quota, and problems with students who do not have cell phones. In addition, the teacher also advises students not to open other applications during the teaching and learning process.

3) Arriving

Based on an interview with an English teacher, the researcher found that teachers applied this aspect. According to the third informant, online learning is not limited by space and time because it is carried out anywhere and anytime.

“Online learning is not limited by space and time because it is carried out anywhere”. (RR: AOL3)

In conclusion, teachers do this aspect during online learning stimulus or there is no time limit for students. This aspect is very helpful to make students better prepared and well prepared during the implementation of online learning.

b. Online Socialization

Based on the interview section, the researcher found that the proliferation of the Covid-19 online learning has become increasingly

common ways and best solution for students to access the content of the teaching-learning process. Like answer from source that the research had manipulated.

“In addition, online learning has been widely used, especially during the current pandemic, and is the right solution for now”. (SA: SOL1)

The conclusion is that end-of-life online learning is already widely used, and it is one of the appropriate solutions used by teachers and students to avoid being infected by the virus Covid-19.

c. Information Exchange

Based on interviews with English teachers, the researcher found that teachers always provide learning materials via Youtube, Google, and books provided by schools which are then distributed in Whatsapp groups at every meeting. The teacher distributes material through the Whatsapp group, which students will study at their respective homes. The material uploaded by the teacher is in the form of voice notes, power points, pictures, and videos related to the lesson. Then, the teacher asks students to study the material. The reason teachers do this stage is to help students understand the material when they carry out online learning, as said by the second interviewee.

“At least use books that have been provided by the school or via the internet/Google. But before that, I explained it through

voice notes, so students listened to my explanation and also read the material that I shared on Whatsapp group. Sometimes in the form of powerpoints and videos from Youtube". (K: SOL2)

After that, teacher asked the students to study the material and watch the Youtube video that the teacher had given in the Whatsapp group. The teacher explained the learning material to the students through voice notes. The first English teacher confirmed it in an interview.

"Usually, I explain the material sometimes through voice notes, sometimes through text. After I explained the material I asked the students to study the material and watch the Youtube videos that I had shared through the Whatsapp group". (SA: SOL1)

In conclusion, teachers have implemented online learning since the Covid-19 pandemic. Besides that, online learning is the only solution that can be implemented by all schools, especially MTsN 3 Mojokerto. Besides, teachers use media that are easily accessible to students.

d. Knowledge Construction

From several interviews obtained by the researcher, the researcher found that the teacher had determined this since online learning. The teacher always explains the material and gives examples through

voice notes before asking students to do assignments. The teacher's goal in implementing this is because the teacher wants to check students' understanding during the implementation of online learning. The fourth English teacher confirmed it by saying that.

“The teacher provides learning materials to students through Whatsapp groups, and then the teacher give assignments to students to know the extent to which students understand the material that has been conveyed by the teacher at that time”.

(S: SOLA)

The conclusion obtained by the researcher is that the teacher has carried out this stage in every implementation of online learning. It can be seen from the assignments given by the teacher every time they carry out learning.

e. Development

The researcher found that teachers apply this strategy when carrying out online learning based on interviews. Teachers use strategies to evaluate their learning by asking them to do homework. Nevertheless, sometimes teachers also do not apply this strategy in the absence of homework. The teacher only reviews the material through voice notes at the end of the lesson. Therefore, teachers do not ask students to reflect on their experiences during online learning. The teacher does not facilitate students to discuss the

problems they face and find solutions to them. The teacher only uses homework to evaluate them while studying..

“Every time I carry out online learning, I only give assignments and homework. In addition, I also never ask students to make reflections during the implementation of online learning, because I only review the material we have learned at the end of the lesson”. (RR: SOL3)

In conclusion, this stage is not carried out by the teacher in every implementation of online learning. In addition, teachers do not create discussions to help students share problems, provide solutions and motivate each other. So, the students could not express their feelings towards the implementation of online learning.

2. The Students' Perceptions Implementation of Online Learning during the Covid-19 Pandemic at MTsN 3 Mojokerto

The researcher collected the data regarding the study's second research question, which is the students' perceptions of the implementation of online learning during the Covid-19 pandemic. To know the students' perception, the researcher gained the data from giving questionnaire google form to the students because it was hard to do interviews one by one with all students. The questionnaire was distributed to 30 students of 8B grade of MTsN 3 Mojokerto. There are 15 question items in questionnaires with five options: strongly disagree, disagree, neutral,

agree, and strongly agree. Therefore, the result of the questionnaire Google form is as follows.

Table 4.2 Students' Perception of the Implementation of Online Learning is easy

No	Statement	% Response of Students				
		SD	D	N	SA	A
1	The English learning process is easier with online learning.	6.7%	30%	30%	33.3%	0%
2	The teacher explains the learning materials clearly and interestingly.	3.3%	20%	30%	43.3%	3.3%
3	The teacher uses appropriate and intriguing learning media.	6.7%	3.3%	33.3%	56.7%	0%
7	Online learning makes it easier for students to put together tasks.	10%	16.7%	26.7%	43.3%	3.3%
12	Online learning makes it easier for students and teachers to communicate and can be done at any time or place.	6.7%	3.3%	33.3%	53.3%	3.3%

*SD: Strongly Disagree; D: Disagree; N: Neutral; SA: Strongly Agree; A: Agree

Based on table 4.2, students report that the English learning process is more straightforward with online learning. "The English learning process is easier with online learning" 6.7% of students or two students are *Strongly Disagree*. The two students give a similar reason behind their answer. Regarding that, they feel trouble online learning, 30% or nine students chose the option with *Disagree*. The reason given by the students is that they are more interested in face-to-face learning than online learning. Besides that, nine students, or 30%, are *Neutral* to this statement,

which means that nine respondents assumed that online learning has its difficulties and conveniences. In this case, the participant chose *Neutral* because they neither agree nor disagree with online learning. Meanwhile, ten students, or 33.3%, agree that teaching-learning is more accessible through online learning. Also, 0% or no student *Strongly Agrees* with this statement.

In item 2: “The teacher explains the learning materials clearly and interestingly,” 3.3% of the students strongly disagree. The reason given by one such student is that the teacher explains that the material is not explicit and unattractive. Also, 20% or six students disagree with the second statement, which means six respondents described that the teacher lacked creativity in teaching-learning. Afterward, for the *Neutral* option, there are 30% who chose *Neutral*. Nine respondents feel that when the teacher explains the subject matter, it is sometimes dull and active, making students enthusiastic about learning. Meanwhile, the chart shows that 43.3% or 13 of 30 students agree with this statement. They give a reason behind their answer. They stated that the teacher explained the material clearly and pleasantly. Then, 3.3% or one student chose *Strongly Agree* with this statement.

In the third section, with the statement “The teacher uses appropriate and intriguing learning media,” 6.7% or two students chose the *Strongly Disagree* option. They gave the reason that teachers used appropriate and exciting learning media. It can be seen from the number of

answers that teachers are less attracted to using media while teaching and learning are going on. Later on, 3.3% or one student answered *Disagree*. After all, one student mentioned that the teacher was not using the media well. However, 33.3% chose *Neutral* from the total 30 respondents, which means that ten respondents assume that the media used by the teachers in the teaching and online learning process is sometimes exciting and sometimes gets boring. Therefore, for the *Agree* option to get 56.7% from the total 30 respondents, which means as many as 17 respondents reflected that the teacher uses attractive, simple, and easily understood by students. Also, 0% of students answer *Strongly Agree* with this statement.

Next in the seven sections, “Online learning makes it easier for students to put together tasks.” It can see the amount of data below 10% of respondents chose a total *Strongly Disagree* from the total 30 respondents, which means three students chose *Strongly Disagree*. The subsequent response *Disagrees* with 16.7%, which means there are five respondents. From those who *Strongly Disagree* and *Disagree*, it is possible to conclude that eight students find it difficult to collect their assignments through existing facilities. There is a high probability of problems when they lose their signal, do not have an internet quota, do not have a cellphone, or their closest person is busy when students ask for help to collect assignments. Furthermore, for *Neutral*, there is 26.7% which means that eight respondents. They found that online learning makes it easier for students to pull up tasks if the internet connection is good. However, some students

feel difficulty in task collection when they lose a connection. The next option is 43.3%, which means 13 respondents chose to *Agree*. The reason given by the students is similar. They said that students do not have to bother coming to school to collect assignments through their phones. And the last response is *Strongly Agreed*, there are 3.3% which means as many as one respondents.

Moreover, the twelve item is “Online learning makes it easier for students and teachers to communicate and can be done at any time or place” 6,7% or two students strongly disagree. They answer that some students do not have cellphones and poor internet connection, which can hinder students in communicating with the teacher. In addition, from 1 student, or 3.3%, choose the *Disagree* option. The student believes that online communication often causes misunderstandings between teachers and students. Furthermore, on the *Neutral* choice, ten students, or 33.3%, did not agree that online learning facilitates communication between teachers and students because not all have a good internet connection and cell phones. Meanwhile, 16 students, or 53.3% *Agree* with this option, think that communication in online learning is practical and flexible. Students and teachers do not have to travel to school. Only by communicating online the problems of teachers and students are resolved. Furthermore, the last is *Strongly Agree* got one student or 3.3%. The student argues that communication in online learning makes teachers and students closer.

Table 4.3 Students' Perception of the Implementation of Online Learning is useful

No	Statement	% Response of Students				
		SD	D	N	SA	A
4	Online learning can increase students' interest in learning.	6.7%	26.7%	36.7%	36.7%	3.3%
5	Online learning can increase students' understanding.	13.3%	26.7%	33.3%	26.7%	0%
6	Online learning can nurture a student's motivation in learning.	6.7%	30%	26.7%	33.3%	3.3%
10	Online learning can cultivate a student's self-reliant learning attitude.	6.7%	6.7%	30%	53.3%	3.3%
11	Online learning uses the internet as a learning tool.	0%	0%	0%	50%	50%
13	Online learning can save time in the learning process.	6.7%	10%	23.3%	50%	10%
15	Based on the sophistication of today's technology, online learning can continue to be developed.	6.7%	6.7%	30%	43.3%	13.3%

Based on table 4.3, students reported their perception of the implementation of online learning being useful, such as item 4: "Online learning can increase students' interest in learning." In a *Strongly Disagree* position, 6.7% or two respondents revealed that the lack of interest in studying students is due to online learning. Students can become less active in their opinion and thoughts, leading to a tedious learning process. Meanwhile, 26.7% of respondents (30 students) chose a total to *Disagree*. This means eight respondents described that online learning

could not entirely increase student interest. It can also be in other ways, such as encouragement from parents, friends, and people around. Then, 11 or 36.7% of respondents chose the *Neutral* option. They revealed that not all students could increase interest in learning through online learning because several factors exist. Namely, students are bored and lazy when carrying out online learning. At the same time, some students think that students are interested and enthusiastic to learn, especially in online learning. Besides that, 26.7% of respondents (30 students) chose a total to *Agree*. Students explained that the teacher had used the right and appropriate method in online learning, which could increase students' learning interest in online learning to create a pleasant learning atmosphere. Furthermore, the *Strongly Agree* option gets 3.3% or only one student. The reason given by the student was the similarity, the student stated that the teacher used different learning methods, but the learning was not dull, so that it can increase students' interest in online learning.

Item 5: "Online learning can increase students' understanding." A total of 13.3% or four respondents chose the points *Strongly Disagree*. More than that, 26.7% chose to *Disagree* from the total 30 respondents, which means there are eight respondents. It can be seen from 12 students that not all students understand the material taught through the online learning method. Moreover, the *Neutral* options get 33.3% from the total 30 students, which means ten respondents. They argued that student success in learning has several factors that influence student understanding

in online learning, namely internal and external factors. Meanwhile, the *Agree* option got 26.7%, which means eight respondents considered themselves familiar with online learning because the method used by the teacher was different from the face-to-face learning method. Also, 0% of students or no students *Strongly Agree* with this statement.

In item 6: “Online learning can nurture a student’s motivation in learning,” 6.7% or only two students are *Strongly Disagree*. Besides that, there are 30% who disagree, which means there are nine respondents. It can be concluded that those who choose both *Strongly Disagree* and *Disagree* that online learning can foster student motivation because some students feel online learning is a bit complicated to understand. Therefore students are rarely motivated by online learning itself. Furthermore, there is 26.7% in the *Neutral* option, which means those eight respondents chose the middle way or the safe way from the sixth statement. They assume that the existence or absence of online learning depends on the students themselves and the student environment. Besides that, 33.3% chose to *Agree* from the total 30 respondents, which means there are ten respondents. It was illustrated that online learning platforms could foster some student motivation, both external and internal motivation. Furthermore, there are 3.3% which means only one respondent chose the *Strongly Agree* option.

In item 10: “Online learning can cultivate a student’s self-reliant learning attitude,” as many as 6.7% chose *Strongly Disagree* from the total

30 students, which means as many as two respondents. In the part of *Disagreeing*, there is 6.7%, which means getting two respondents. The four students refused to agree that online learning can cultivate a self-reliant learning attitude. They reflected that these four students felt unable to carry out online learning independently, or it could be said that they needed guidance in online learning. The rest in the *Neutral* option is 30% of the total 30 respondents, which means nine respondents. They illustrate that not all students can do independent learning during online learning. However, some students can be independent in learning. Otherwise, 53.3% chose to *Agree* from the total 30 respondents, which means as many as 16 respondents, and 3.3% chose *Strongly Agree*, meaning only one respondent. They agreed on the choice of *Agree* and *Strongly Agreed* and get 17 students who felt that online learning could foster independent learning without direct guidance from the teacher, making students independently seek information about the material and assignments given to them.

Section 11: "Online learning uses the internet as a learning tool" got 0 students on the *Strongly Disagree* and *Disagree* option. In addition, in the *Neutral* option, no respondent chooses this option. Meanwhile, 100% or 30 respondents are *Agree* and *Strongly Agree*. The 30 students are in line with the eleventh statement that online learning requires the internet or internet-based media to facilitate online learning during the Covid-19 outbreak.

Part 13: “Online learning can save time in the learning process.”

The first *Strongly Disagree* option got 6.7%, which means two respondents. The second 10% chose to *Disagree* in the total from 30 respondents, which means three respondents. The total number from “*Strongly Disagree and Disagree*” is 5. They differ slightly in opinion because the hours of assignments and the provision of subject matter are slightly different from the lesson schedule during online learning. The third is 23.3% for *Neutral*. It means seven respondents. The fourth is 50% for *Agreeing*, or 15 respondents argue that online learning during the Covid-19 outbreak is time-saving for students. Last but not least is 10% for *Strongly Agree*. This means as many as three respondents. Furthermore, 18 respondents believe that studying online during this Covid-19 pandemic saves their time. Besides that, students can also have more free time outside of learning.

In part 15: “Based on the sophistication of today’s technology, online learning can continue to be developed.” In *Strongly Disagree* and *Disagree* got 6.7%. This means that *Strongly Disagree* got two respondents, and *Disagree* got two respondents, a total of 30 respondents. So, overall, there are four respondents in all 30 students. 4 students revealed that they would prefer to do face-to-face learning rather than online learning in the future. Then, 9 or 30% of students are in the *Neutral* choice section. They answer that students are indecisive between online learning and face-to-face learning. While the *Agree* option was

obtained by 13 students or 43.3%, most of whom gave the reason that technological advances were increasingly developing, which helped facilitate human life, especially in education, where the learning system could be done online by utilizing existing technology. Furthermore, the last is a *Strongly Agree* option and got 13.3% or four respondents. Most of them give the reason similarity with the previous answer. They stated that the existence and role of technology in the education system had brought a new era of development in education. However, this development had not been matched by an increase in human resources that determined the success of education in Indonesia in general. This is more because our human resources are still lagging in utilizing information technology in the educational process.

Table 4.4 Students' Perception of the Implementation of Online Learning is obstacles

No	Statement	% Response of Students				
		SD	D	N	SA	A
8	Students and teachers are running into constraints in the performance of online learning because of some factors; Limited facilities, limited Internet packages, and a bad Internet connection.	10%	0%	20%	46.7%	23.3%
9	Online learning is difficult because students lack understanding in the use of online learning applications.	6.7%	6.7%	26.7%	36.7%	23.3%
14	Online learning consumes internet data.	3.3%	40%	30%	20%	6.7%

In item 8: "Students and teachers are running constraints in the performance of online learning because of some factors; Limited facilities, limited Internet packages, and a bad Internet connection," have 10% of participants (30 students) chose the option to *Strongly Disagree*, which means that 3 participants assumed that teachers or students did not encounter obstacles in implementing online learning. Meanwhile, the *Disagree* option did not get an answer from a total of 30 respondents. As many as 20% chose the Neutral option in the total from 30 respondents, which means that six respondents have no reason to choose either agree or disagree. Vice versa in the *Agree* option got 46.7% from a total of 30 students, which means that 14 respondents. They agreed that there were several obstacles they had faced during the process of implementing online learning, such as limited facilities, limited Internet packages, and poor internet connections. Moreover, the last for *Strongly Agree*, there is 23.3%, which means 7 out of 30 respondents chose the *Strongly Agree* option. They give a similar reason to the previous answer. They stated that there are many obstacles such as limited mobile phone equipment, limited network, and weak signal when conducting online learning.

In statement number 9, "Online learning is difficult because students do not understand the use of online learning applications," obtained 6.7% or two students with answer choices *Strongly Disagree*. They answered that it is not difficult for them to use online learning apps. Moreover, the *Disagree* option got 6.7%, the same as the two respondents.

Therefore, four students from the answer choice of *Strongly Disagree* and *Disagree* overall did not find any problems regarding the online learning application. Moreover, for *Neutral*, it got 26.7%, which means eight respondents chose the *Neutral* option. They believe that online learning has no difficulties and that online learning platforms are easy to understand. In contrast, others think that online learning is complicated and challenging to understand learning applications. While for the *Agreed* option, there is 36.7% which means there are 11 respondents. Most of the students found some difficulties in using online learning applications. Moreover, we got 23.3% from strongly agree, which means seven respondents. Therefore, overall eighteen students found issues in terms of online learning applications.

In addition, in item 14: “Online learning consumes internet data.” Based on the answers to the questionnaire, there are 3.3% to *Strongly Disagree* which means one respondent. Furthermore, 40% chose to *Disagree* in total from 30 respondents, which means that 12 respondents chose to *Disagree* option. Hence, 43.3% or 13 students from the answer choice of *Strongly Disagree* and *Disagree* reflected that online learning does not spend internet quota. However, there are 30% or nine respondents in the *Neutral* option. They believe that what causes the quota to run out is cellphones that are not in the right place, while some think that online learning drains their quota. The *Agree* option got 20% of the total from 30 respondents, which means that six respondents and the last *Strongly*

Agree option got 6.7% or two respondents. Total from *Agreeing* and *Strongly Agreeing* are eight respondents. They believe that online learning can consume internet quota.

Based on the questionnaire results, there are three perceptions of the implementation of online learning during the Covid-19 pandemic, namely, easy, helpful to use, and obstacles. The perception of the ease of online learning is that the English learning process is more straightforward with online learning, the teacher explains the learning materials clearly, and interestingly, the teacher uses appropriate and creative learning media, online learning makes it easier for students to put together tasks, and online learning makes it is easier for students and teacher to communicate and can be done at any time or place. In addition, the perceived benefits of online learning are that online learning can increase students' interest in learning, online learning can increase students' understanding, online learning can nurture a student's motivation in learning, online learning can cultivate a student's self-reliant learning attitude, online learning uses the internet as a learning tool, online learning can save time in the learning process, and based on the sophistication of today's technology, online learning can continue to be developed. Furthermore, lastly, the constraints faced by students during online learning are that students and teachers are running constraints in the performance of online learning because of some factors; Limited facilities, limited Internet packages, and a bad Internet connection, online learning is complex because students lack

understanding in the use of online learning applications, and online learning consumes internet data.

B. Discussion

The research results based on the theory and the prior study reported in the second chapter are discussed in this session. Those theories are relevant to the study's research questions. How are the English teachers' implementation of online learning and the students' perceptions of online learning during the Covid-19 outbreak at MTsN 3 Mojokerto. In addition, by associating those theories with Chapter II, the researcher will explain the findings of this study based on the questions in these studies. Both of the data in this research are obtained through interviews and questionnaires. There are two subjects, namely four English teachers and students of class 8B. First, the researcher interviewed four subjects to explore data more deeply. They are SS, K, RR, and S. Eight questions expand from the two main research questions. Meanwhile, in the second subject is the student of class 8B at MTsN 3 Mojokerto. The researcher distributed a questionnaire to the students of class 8B at MTsN 3 Mojokerto. 15 statements are expanded from the last research question. The answer is classified into two parts as follows.

1. The English Teachers' Implementation of Online Learning during the Covid-19 Pandemic at MTsN 3 Mojokerto

To reduce the spread of Covid-19 and involve children in meaningful activities through online learning, schools and teachers introduce government policies that allow the students to study at home. In

connection with the findings of the first research question, it was associated that there are five stages of online moderating that 4 English teachers use at MTsN 3 Mojokerto. Those strategies have some aspects which are applied, and there is an aspect that the teachers do not apply. Therefore, the discussion of the findings through interviews is as follows:

a. Access and Motivation

1) Access

According to the interview with 4 English teachers, the teachers implemented this aspect in online learning based on the findings. Before starting class, teachers always check student presence through the WhatsApp group so that all students are ready to begin the lesson. If some students have not yet been absent, the teacher gives them 5 minutes until they are ready to follow the learning process. The aspect of access done is helpful to students, and it makes them feel good and ready to carry out the online learning process. In addition to benefiting students' feelings and preparedness, it is also helpful for teachers who assist teachers in appreciating students not used to this practice of online learning during the infectious covid-19 outbreak, so teachers must acknowledge students' feelings during the online learning process because there may be students who are unfamiliar during online learning.⁷²

⁷² Salmon, G, *E-tivities: The key to active online learning*. (London: Kogan Page), 2002

Therefore, this strategy is essential for teachers and students to prevent unwanted things during online learning. It can help students prepare to use the platform in the learning process.

2) Motivation

Based on sources from 4 English teachers, Teachers always motivate the students in each meeting. It is because students are having difficulty implementing and using online learning platforms. The teacher does this because some students have a poor connection and do not have a cell phone by asking students to borrow a parent's phone or to join a friend. Although not face-to-face, teachers often motivate students through live chat through group WhatsApp by advising students that when teaching is done, students should not open unnecessary online and social media games, such as TikTok, Instagram, Facebook, and so on. It is in harmony with salmon's theory that in the online learning process, students may be embarrassed when they have some problems using an online learning platform, a teacher's role is working with technical staff to solve the problem of online learning, which can alleviate the student's anxiety by sharing email messages to support and motivate students.⁷³

Therefore, this aspect is helpful for teachers and students in carrying out online learning during the pandemic of Covid-19.

⁷³ Salmon, G, *E-tivities: The key to active online learning*. (London: Kogan Page), 2002

This helps teachers solve problems and helps students succeed in administering and following good online learning. It is similar to Keller's theory that student motivation is considered to be an essential factor for success in the online learning environment.⁷⁴

3) Arriving

Based on the findings, teachers do this aspect during online learning stimulus or no time limit for students. This aspect helps make students more prepared and prepared during online learning.

b. Online Socialization

According to Salmon, online socialization is an activity that builds an online community foundation by briefly establishing online activity by growing trust among students, establishing an online identity, and finding others to interact with.⁷⁵ Based on the interview results, the teacher applies this stage during the learning process because of pandemic Covid-19. All aspects are made at home, particularly education, in which teachers and students engage in online interaction. Therefore this stage is applied by teachers and students. Hence, the online interaction done by teachers corresponds with salmon theory.

c. Information Exchange

Based on the interview's result, Teachers carry out this phase during the teaching process by giving learning materials the

⁷⁴ Keller, J. M, *First Principle of Motivation to Learn E-learning. Distance Education*, 2008, p,175

⁷⁵ Salmon, G, *E-tivities: The key to active online learning*. (London: Kogan Page), 2002

teacher picks up on youtube, Google, and books provided by schools that are then distributed in the WhatsApp group. Teachers give explanations by voice notes, PowerPoint, pictures, and videos related to the lessons. Teachers invite students to study the materials that have been explained. The way teachers do in exchange for information in English learning uses a learning platform similar to salmon's theory that the exchange of information is an activity provided by the teacher to train students to interact with each other in the learning process.⁷⁶

In addition, the teacher asks students to study the material and watch youtube videos the teacher has given in the WhatsApp group. Teachers should use online activities to design tasks that make students active in the learning process in exchange for information. Students need assignments to explore and share sciences in group discussions and share information regarding the subject.⁷⁷

d. Knowledge Construction

Based on the findings, teachers perform this stage by giving explanations and examples to students as a knowledge construction in online learning. The teacher always performs this step; each learning process takes place before inviting students to perform tasks. In each meeting, teachers explain materials and

⁷⁶ Ibid

⁷⁷ Ibid

provide examples through voice notes distributed through group WhatsApp. The way teachers do as a construct of knowledge is similar to lock theory. Lock declares that the construction of knowledge is an interaction to share, build and negotiate meaning in the learning process.⁷⁸

e. Development

Based on the interviews with four English teachers, teachers perform this stage at the learning meeting. Teachers give homework to students as an improvement from this stage. Teachers use strategies to evaluate their learning by asking them to do homework. Nevertheless, sometimes teachers also do not implement this strategy without homework. Teachers only review the material through voice notes at the end of the lesson. Therefore, teachers do not ask students to reflect on their experiences during online learning. Teachers do not allow students to discuss problems they face and seek solutions from each other's problems. Teachers only use homework to evaluate them while studying. Thus, it is not in harmony with salmon's theory that development is an activity that helps students recall what they have learned on their own.⁷⁹ At this stage of benefit for teacher or student, salmon states that, in its development, teachers choose electronic activities that encourage reflective thinking by

⁷⁸ Lock, J. ., *Laying the Groundwork for the Development of Learning Communities within Online Course: Quarterly Review of Distance Education* 3 (4), p 395

⁷⁹ Salmon, G, *E-tivities: The key to active online learning*. (London: Kogan Page), 2002

sharing problems to test assumptions to help students explore how to integrate their online discussions into other forms of learning and reflect on their learning process.⁸⁰ Therefore, it is wise for teachers to create an online discussion space to facilitate students' sharing learning experiences with one another.

2. Students' Perceptions Implementation of Online Learning during The Covid-19 Pandemic at MTsN 3 Mojokerto

The previous research by Davis and Venkathes tested the positive relationship between perceived ease of use and usefulness with behavioral intention to use the technology.⁸¹ In this research, to answer the second research question, the researcher investigated the students' perception of the implementation of online learning during the Covid-19 pandemic regarding the perceived ease to use, perceived usefulness, and obstacles.

Based on the questionnaire given to the 30 students, 11 students (36.7%) disagreed that the English learning process is more straightforward with online learning, 14 students (46.6%) agreed that the teacher explains the learning materials clearly, and interestingly. Seventeen students, or 56.7%, agreed that the teacher used appropriate and intriguing learning media. Meanwhile, 14 students (46.6%) agreed that online learning makes it easier for students to put together tasks, and 17 students (56.6%) agreed that online learning makes it easier for students and teachers to communicate and can be done at any time or place.

⁸⁰ Venkathes, V., Davis, F. D, *A Model of the Antecedents of Perceived Ease of Use: Development and Test*, 27(3), 1996., p. 451-481

⁸¹ Ibid

Students realize that online learning is easy to use during an emergency, such as the Covid-19 pandemic, based on the data above. The perceived ease of use can be seen when online course users mention that the English learning process is more straightforward with online learning.

Furthermore, based on the findings, the students reported that ten students (33.4%) neutral that online learning can increase students' interest in learning. Meanwhile, 12 students (40%) disagreed that online learning can increase students' understanding. However, 22 students (73.3%) have the same numbers on the pros and cons that online learning can nurture students' learning motivation. Besides that, 17 students (70 %) believe that online learning can cultivate a student's self-reliant learning attitude, and 30 students or 100% agreed that online learning uses the internet as a learning tool. Then 18 students (60%) believe that online learning can save time in the learning process. Last, 17 students, or 56.6%, agreed that online learning could continue to be developed based on the sophistication of today's technology.

On the other hand, 21 students (70%) disagreed that students and teachers are running constraints in the performance of online learning because of some factors; Limited facilities, limited Internet packages, and a bad Internet connection. Moreover, 18 students, or 60%, believe that online learning is complex because students lack an understanding of online learning applications. However, 13 students, or 43.3%, disagreed that online learning consumes internet data. Based on the data above, the

students know that online learning helps continue the learning process by just a different method of utilizing the existing platform. It is similar to Sung Mi Song saying that perceived usefulness can be seen when the online course users find the online learning system and the service as a valuable tool in improving their performance in learning.⁸²

Therefore, based on the result above, we can conclude that the student's perception of the implementation of online learning during the Covid-19 pandemic is easy and useful to use in English learning. This perception made the students desire to use online learning in English learning. It was suitable with the Technology Acceptance Model (TAM) by Davis in Sung Mi Song, saying that two factors have a significant effect on behavioral intention to use technology: perceived ease of use and perceived usefulness.⁸³

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⁸² Ibid

⁸³ Ibid

CHAPTER V

CONCLUSION AND SUGGESTION

The outcomes of this study on English teachers' implementation of online learning amid the Covid-19 outbreak were presented in the fifth chapter. Teachers, students, and future researchers will find suggestions and recommendations in this chapter.

A. Conclusion

This research can be summarized into two major points. The researcher comes to the following conclusion:

1. Implementation of Online Learning during the Covid-19 Pandemic

The teacher implemented five stages in the implementation of online learning during the Covid-19 pandemic. Therefore, the implementation is as follow:

- a. Access and Motivation: Access and motivation included three aspects: access, motivation, and arriving. The finding showed that the teacher implemented all aspects in the virtual discussion room. Teachers gave the students time to be absent through the WhatsApp group in the access aspect. In the motivation aspect, the teacher motivated the students when they had a problem accessing an online learning platform. In the arriving aspect, the teacher gave the students stimulation to keep them in online learning. the students stimulation to keep them in online learning.

- b. **Online Socialization:** the findings show that teachers apply this stage during the learning process because the impact of the Covid-19 pandemic is all aspects carried out at home, especially in the field of education, where teachers and students interact online; therefore, this stage was implemented by teachers and students.
- c. **Information Exchange:** the findings show that the teacher applies this stage in the virtual discussion room. Through the WhatsApp group, the teacher conveys the material through voice notes, live chat, and videos shared in the WhatsApp group.
- d. **Knowledge Construction:** the findings show that teachers implement this stage in WhatsApp groups or the virtual discussion room by explaining to students before asking them to do assignments.
- e. **Development:** the findings show that teachers carry out this stage during online learning; sometimes, teachers give homework; sometimes, teachers do not give homework to students as a reflection that can be part of development. The teacher does not ask students to make it while carrying out online learning during the Covid-19 pandemic.pandemic.

2. Students' Perceptions Implementation of Online Learning during The Covid-19 Pandemic

Based on the questionnaire that was distributed to the students about their perception of the implementation of online learning during the Covid-19 pandemic at MTsN 3 Mojokerto generally can be concluded that there

were three perceptions of the implementation of online learning during the Covid-19 pandemic as follows:

- a) Students' perception of the implementation of online learning is easy during the Covid-19 pandemic

The English learning process is more straightforward with online learning. The teacher explains the learning materials clearly. Interestingly, the teacher uses appropriate and intriguing learning media. Meanwhile, online learning makes it easier for students to put together tasks; online learning makes it easier for students and teachers to communicate and can be done at any time or place. Students realize that online learning is easy to use during an emergency, such as the Covid-19 pandemic.

- b) Students' Perception of the Implementation of Online Learning is useful during the Covid-19 Pandemic

The perceived usefulness of online learning can increase students' interest in learning. Meanwhile, online learning can increase students' understanding. However, online learning can nurture a student's motivation in learning. Besides that, online learning can cultivate a student's self-reliant learning attitude, and online learning uses the internet as a learning tool. Then, online learning can save time in the learning process. Last, based on the sophistication of today's technology, online learning can continue to be developed.

c) Students' Perception of the Implementation of Online Learning is obstacles during the Covid-19 Pandemic

Obstacles of online learning are that students and teachers are running constraints in the performance of online learning because of some factors; Limited facilities, limited Internet packages, and a bad Internet connection. Moreover, online learning is complex because students lack an understanding of online learning applications. However, online learning consumes internet data.

Therefore, the implementation of online learning during this pandemic by utilizing online media platforms in learning English is influenced by students' perceptions of perceived ease of use and the benefits of using technology.

B. Suggestions

In light of the conclusion, several suggestions are made to English teachers, students, and further researchers working in the same field.

1. For English Teachers

This study indicates that during online learning, the teacher does not ask questions related to the problems encountered during the teaching and learning process. The teacher must ask students to reflect to help students solve problems in learning English using an online platform. Therefore, online learning will be more active and exciting.

2. For the further researcher

The results of this study are expected to be used as a consideration for future researchers who want to do studies related to the implementation of online learning during the Covid-19 pandemic. In connection with the results of this study, in the future, researchers can research classroom interactions on online learning in teaching English, teachers' and students' challenges in applying online learning in English learning, and the effects of online learning. Researchers can also research teachers' perceptions of the implementation of online learning in the future. May the Covid-19 plague and the latest virus be ended, and hopefully, the results of this research can be an inspiration for future researchers.



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