CHAPTER I

INTRODUCTION

A. Background

The spread of the disease outbreak caused by the corona virus or better known as Covid-19 (corona virus disease) it has taken away all the freedoms that have been owned. This is due to the development of the virus that spreads rapidly throughout the world without exception. In this case, the government has taken several policies to break the chain of the spread of Covid-19, one of which is social distancing. Social distancing is an option for the government in implementing policies in the context of preventing and reducing the spread of Covid-19. This is in line with the government's recommendation to stay at home and social distancing must be followed by changing the face-to-face learning model to online (Khazanah, 2020).

Learning that was carried out before the covid-19 pandemic, where teachers and students were able to interact closely with each other. Now, they can only connect through network-enabled applications on their respective devices. This online learning is applied at all levels of education, from elementary school to college, as well as subjects. All lessons are conducted online, including in English.

To prevent the spread of Covid-19, on March 24, 2020, the Minister of Education and Culture of the Republic of Indonesia issued Circular Letter Number 4 of 2020 concerning the Implementation of Educational Activities During the Spread of Covid-19, in the letter. Where learning activities were initially carried

out face-to-face in schools, turned into online learning by utilizing technology and various existing applications. The implementation of online-based learning is one of the efforts made to continue to realize the goals of education amid the Covid-19 pandemic and efforts to break the chain of the spread of the corona virus.

Online learning is a learning process that utilizes multimedia technology, such as video, virtual classes, animated online text, voice messages, telephone conferences, and online video streaming. Learning can be done passively with a limited number of students. This is done to avoid direct relationships between teachers and students where conventional or face-to-face learning systems can expand the spread of the Covid-19 virus. In online learning, students and teachers can interact by using several applications such as e-learning, google classroom, zoom, google meet, WhatsApp.

Online learning is one of the most effective solutions to keep the learning process running, even though schools are held online because the time and place are temporarily at risk of the COVID-19 pandemic being unsafe (Purwanto, 2020). However, it is important to evaluate learning techniques that are appropriate to the conditions, considering the facilities and ability of parents to provide various facilities during online learning for students.

One of the most widely used English learning models for teachers to teach during the COVID-19 pandemic online is by using WhatsApp. Teachers are easier to use WhatsApp because WhatsApp is a cross-platform messaging application that allows users to exchange messages, images, videos, or audio without SMS fees. Users only need an internet connection to use WhatsApp as a tool to

communicate with other users easily. For educational purposes, WhatsApp has an important role. Users such as teachers or students will find it easier to share and exchange information or create online class groups using WhatsApp.

Online learning is expected to be effectively implemented during the Covid-19 Pandemic. It was far from what was expected. In other words, the opposite of what happened. Based on observations at SMA Negeri 4 Parepare, it was found that there is an imbalance between what is the goal of online learning and the reality felt by teachers and students.

In a pandemic condition like today, many things need to be considered. Especially in the 21st-century learning needs technology as a digital media to help the learning process. One technology that is often used is an application on a mobile phone to make it easier to reach. However, in the current pandemic situation, the learning process is hampered due to the network and limited quota.

However, by using online learning students have the flexibility to learn, they can learn anytime and anywhere. Teachers and students are expected to be able to take advantage of all existing technology or learning applications to carry out learning and use the internet to find additional material because teachers are no longer free to provide detailed information to their students. Both teachers and students are creative and innovative in online learning during the Covid-19 pandemic

Based on the description above, researchers are interested in studying more deeply online learning with the title The Use of Online Learning Model in Teaching English at SMA Negeri 4 Parepare During Pandemic Covid-19. With this research, researchers will explore the opinions of teachers and students.

B. Problem Statement and Research Question

Online learning during the Covid-19 pandemic is a policy that must be implemented by all schools. This raises several problems experienced by teachers and students.

Based on the description above, the researcher formulates the following questions:

1. What is the students' perception of online learning in teaching English during pandemic covid-19?
2. What is the teachers' perception of online learning in teaching English during pandemic covid-19?

C. Objective of the Research

Based on the formulation of the problem, two questions must be answered in this research. Therefore, the researchers formulated the responses as follows:

1. To find out the students' perception of online learning in teaching English during pandemic covid-19?
2. To know the teachers' perception of online learning in teaching English during pandemic covid-19?

D. Significances of the Research

The significance of this research is divided into two components of significance, namely theoretical significance, and practical significance.

1. Theoretical significance, the results of this study can be used as useful information to describe what online learning English is, the advantages and disadvantages of online learning English.
2. Practical significance

   There are practical things that are expected by researchers as follows:

   a. For the government, this research can be considered in issuing policies regarding future learning.
   b. For further researchers, this research can be a reference source for conducting or developing research related to different conditions.

E. Scope of the Research

The scope of this research is limited by discipline, content, and activities.

1. By discipline, this research is limited to the area of learning English, in terms of how students and teachers think about learning English online.
2. By content, this research is limited to qualitative research methods that focus on conditions and produce several theories as research results. In this study, researchers will investigate teachers and students at SMA Negeri 4 Parepare who experienced the impact of implementing online learning in teaching English.

3. By activity, researchers will look for samples by making observations, after that researcher will conduct interviews, and the last is data analysis.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, we will describe the findings of previous researchers, some related ideas, and a conceptual framework.

A. Some Previous Related Research Findings

There are several previous researchers related to this research, as follows:

Mulyani (2020), concluded that the application of online learning has advantages and disadvantages. Online learning is considered flexible because it can be done anytime and anywhere. Facilitate the learning process during a limited situation during the Covid-19 pandemic. However, online learning is not the same as face-to-face learning. The application of online learning makes some students motivated but there are also those who feel lazy and choose to procrastinate. Even so, the application of online learning is considered the most appropriate so that the learning process can continue.

Setyawan C. (2020), found that the main problem in the implementation of online learning is poor internet access. In addition, there are several other obstacles to the implementation of this online learning. However, online learning is the right choice. So, that learning can continue during the pandemic. However, learning is not effective because teachers and students are not ready with all the circumstances to carry out online learning.

Bahasoan A., Ayuandiani W., et al. (2020), in their research concluded that online learning carried out during the Covid-19 pandemic was effective and inefficient. It is said to be effective because circumstances force it to implement

an online learning system to prevent the spread of the virus. However, it is not efficient because the costs incurred are too large compared to face-to-face learning. The cost of purchasing quotas is very draining on the economy because the smooth access to learning activities in learning applications drains the internet quota drastically. The most widely used application is WhatsApp because it is considered cheaper and can be accessed by students wherever they are because it does not require a fast network.

Radha R., Mahalakshmi K., et al. (2020), in their research, found that there are generally positive thoughts from students about this online learning, but many of them do not want it. They only like face-to-face learning or traditional learning. However, during this pandemic there is only one option, namely online learning, so like it or not, this must continue. Given that time is also advancing, in the future online learning will become an inevitable choice as technology develops. This research also shows that online learning is becoming popular among students around the world, especially during the lockdown due to the Covid-19 pandemic.

Rasmitadila, Aliyyah RR, et al. (2020), in their research concluded that teachers as learning designers must be innovative in designing learning, especially during the Covid-19 pandemic. The learning framework designed must consider the background of the students, especially the economic situation of their families, as well as the experiences and learning needs of students in implementing the national curriculum during the pandemic so that the learning provided does not burden students and seems to force the situation. This research also shows that, in designing online learning, varied strategies must be aligned with a more flexible

national curriculum, adequate technology readiness, and collaboration between all elements of education for the success of this online learning.

Based on the explanation above, the researcher concludes that both teachers and students consider online learning to be the right step to take. So that learning can continue during the spread of Covid-19. However, this cannot be considered an effective measure to implement. Both teachers and students have difficult challenges in complying with this government-issued online learning policy. However, each step taken has advantages and disadvantages. The best thing that can be done is to do what is best for the continuity of education in this country, and the world in general.

B. Related Ideas

In this chapter, the researcher will explain some related ideas that include online learning and the covid-19 pandemic.

1. Concept of online learning

a. Definition of online learning

Learning is a system that can make it easier for students to learn more broadly and varied, using technology and various applications. Through the facilities provided, students can study anytime and anywhere without being limited by distance and time.

The term online learning refers to education that takes place on the internet (Yuliansyah & Ayu, 2021). Online learning can also be described as taking online classes rather than in traditional classes.

It can be used to improve learning efficiency and adaptability. Learning materials can be accessed at any time and from any location through online learning, in addition to content that can be enhanced with other learning resources such as multimedia that can be accessed quickly in an open, flexible, and distributed learning environment.

Therefore, the definition of the online classroom has changed over the years, and in terms of format, the definition of online learning can take many forms. Some online education programs are conducted exclusively through lessons and assessments provided online. Others take the form of distance lectures in which students join classes via cameras on their laptops, and the instructor teaches or lectures from their computers. Other courses are a combination of the two, requiring students to carry out enough independent research (Friedman, 2019).

Furthermore, online learning or also called virtual learning is a concept that uses media technology and distance in the learning process. Meanwhile, according to (Kučina Softi & Orić Samardžija, 2016) shows virtual learning is a set of teaching and learning tools designed to improve students' learning experience by including computers and the internet in the learning process. Another opinion came from (Handoko, 2017) he stated that virtual learning is a distance education system that aims to revise and streamline

learning methods using the internet, distance and time are not a problem in the learning process in this virtual learning concept.

So that researchers can conclude that online learning is learning that is done online anywhere and anytime through various kinds of internet network access assistance facilities by utilizing technology or supporting applications.

b. Types of online learning

According to Fordham University, there are 3 types of online learning based on student time interaction, which are as follows:

1) Asynchronous Online Courses

These sorts of courses are not available in real-time. Students are given information and tasks, as well as a deadline for completing course work and tests. Discussion boards, blogs, and wikis are common places for people to interact. As a result, there will be no class time. Students with time restrictions or hectic schedules benefit from asynchronous online learning environments.

2). Synchronous Online Courses

These sorts of courses require simultaneous online communication between the students and all enrolled students. Participants communicate using text, video, or audio chat, which is similar to a webinar in several aspects. Synchronous learning

environments allow students to take part in a course in real-time from a distance.

3). Hybrid Courses

Hybrid courses, usually known as blended courses, are learning environments that allow students to interact both in-person and online. Hybrid classes often meet in person multiple times during the semester and allow for computer-based collaboration in between those sessions.

c. The purposes of Online Learning

According to Tysara (2021), here are some classifications of online learning objectives:

1) The cognitive realm

a) Knowledge level

Students must be able to recall or memorize information (lessons). Students will also be tested on their ability to re-explain previously learned material.

b) Level Comprehension

Students must be able to evaluate, understand, translate, and explain the knowledge they have learned in their own words.

c). Level Application

Examine students' abilities to apply their knowledge to issues in the real world and in the classroom.

d). Level Application

Examine students' abilities to apply their knowledge to issues in the real world and in the classroom.

e). Level Synthesis

Students' skills to connect and integrate diverse components and elements of information in order to create new knowledge.

f). Level Evaluation

Students' ability to make predictions or decisions based on a situation or prior information.

2) The Affective Domain (Attitude and Behaviour)

a). Willingness to Receive: Willingness to be able to see and accept a phenomenon generally, such as the willingness to accept other people's perspectives.

b). Willingness to Respond: When students participate actively in certain events, they are more likely to take initiative.

c). Believing: Students' acceptance of a certain value system within everyone.

d). Application of Works: Students are evaluated based on a subjective value system. One example is being aware of one's rights and responsibilities.

e). Diligence and Accuracy: Students who already have a value system will be able to commit to their existing beliefs about it. This may be observed when students are able to act objectively in all situations.

3)Psychomotor Realm

a). Perception

It's about how to use your senses while doing something.

b). Readiness

Physical, mental, and mental preparedness are all related to one's capacity to achieve predetermined goals.

c). Mechanism

Activities involving the habitual execution of reactions (habits). When someone can demonstrate performance in certain aspects of research, this can be seen.

d). Guided Response

The act of duplicating or imitating another person's actions. And repeat the action in the same way.

e). Proficiency

This level is about motor movement performance skills.

f). Adaptation

Each person's existing and developing skills are discussed. For the individual to be able to change any movement that occurs under settings or conditions.

g). Origin

Dealing with strategies for creating new motions that are adapted to certain conditions.

2. Perception

a. Definition of Perception

Perception is broadly interpreted as a form of thinking about something that forms a certain pattern of attitudes (Hariyati S, 2020). Robbins & Judge (2008: 175) state that perception is defined as a process in which individuals interpret and organize their sensory impressions to give meaning or impressions to the environment. Perception is defined as a process in which individuals interpret and organize their sensory impressions to give meaning or impressions to the environment. perception is also a process about the entry of information or messages into the human brain (Slameto, 2010).

Perception is a view of what a person experiences or feels, both from himself and the things that happen in his environment. According to Irwanto (2002), after individuals interact with perceived objects the perception results can be divided into two, namely:

1) Positive Perception, perceptions that describe all knowledge and responses that are continued with their utilization efforts.
2) Negative Perception, which describes all knowledge and responses that are not in harmony with the perceived object.

It can be said that the perception both positive and negative will always affect a person in carrying out an action. And the emergence of a positive perception or negative perception all depends on how the individual describes all his knowledge of a perceived object.

b. Process of Perception

According to Aina Mulyana (2020), the process of perception consists of three stages namely as follows:

1) Selection, is the process of filtering by the senses against external stimuli, the intensity and type can be many or few.
2) Organization, namely the process of organizing information so that it has meaning for someone. This is influenced by several factors, such as past experience, the value system adopted, motivation, personality, and intelligence. Organization allows us to structure and give coherence to our general knowledge about people and the social world, providing typical patterns of behavior and the range of likely variation between types of people and their characteristic actions and attributes. perception in this stage enjoys two characteristics. First, the organizing process gives human perception structure. we always put raw stimuli and put them intoo categories. The second, the process shows that human perception processes stability. that isis to say, after we select stimuli and put them into categories, the selected stimuli become durable.

3) Interpretation, is the translation of perception in the form of behavior as a reaction.

c. Factors Influencing Perception

According to Walgito (2004), there are several factors that influence perception, namely as follows:

1) Perceived object

The object gives rise to a stimulus that hits the sense organs or receptors. Most of the stimulus can come from outside the individual who perceives it or comes from within the individual concerned.

2) Sense organs, nerves, and nervous system centers

Sense or receptors are tools for receiving stimuli. The stimulus is transmitted by the sensory nerves to the central nervous system, namely the brain as the center of consciousness.

3) Attention

To realize or in making perceptions requires attention which is the main step as a preparation for making perceptions. Attention is the concentration or concentration of all individual activities at something or a group of objects.

These factors make individual perceptions different from each other and will affect individuals in perceiving an object, stimulus, even though the object is the same. The perception of a person or group can be very different from the perception of another person or

group, even if the situation is the same. Differences in perception can be traced to the existence of individual differences, differences in personality, differences in attitudes or differences in motivation. Basically the process of forming this perception occurs within a person, but perception is also influenced by experience, learning process, and knowledge.

Perception is not much different from opinion, opinion arises from a feeling of restlessness and gives birth to various feelings that each person experiences. This opinion can be in oral form or written based on what the individual feels. This opinion can be the thoughts, complaints, hopes, or anything that someone feels (Wikipedia, accessed on 20 April 2021).

According to Emory S. Bogardus, voice or opinion is divided into six, which is:

a) Personal opinion

   Personal opinion is an individual interpretation of a problem that is not in common with others.

b) Private opinion

   The private opinion is a personal opinion, it's just that in this private opinion, the opinion is not conveyed directly. Private opinions are only in the mind and heart of the thinker.

c) Group opinion

Group opinion is someone's opinion that comes from the values or norms that have been agreed upon in their group. Group opinions are divided into majority opinions and minority opinions.

d) Coalition opinion

Coalition opinions are formed due to external influences requiring a combination of opinions.

e) Consensus opinion

A consensus opinion is an opinion generated from the discussion process. Consensus means consensus resulting from joint considerations to reach an agreement.

f) General opinion

The general opinion is an opinion rooted in traditions and customs, developed from the past to the present.

Based on some of the opinions above, it can be concluded that the voice meant here is all the views of the teacher and students. This view can be in the form of what they feel and experience during online learning, as well as their wishes and hopes regarding learning during this pandemic.

3. The Covid-19 Pandemic

Corona virus disease (COVID-19) is an infectious disease caused by the newly discovered corona virus. Most people infected with the COVID-19 virus will experience mild to moderate respiratory illness and recover without requiring special treatment. Older people and those with underlying medical problems such as cardiovascular disease, diabetes, chronic

respiratory disease, and cancer are even more likely to develop serious illnesses. The best way to prevent and slow transmission is to be well informed about the COVID-19 virus, the disease it causes, and how it spreads. Protect yourself and others from infection by washing your hands or using an alcohol-based scrub frequently and not touching your face.

The COVID-19 virus is spread primarily through droplets of saliva or discharge from the nose when an infected person coughs or sneezes, so it's important that you also observe respiratory etiquette (for example, by coughing into flexed elbows). Currently, there is no vaccine or specific treatment for COVID-19. However, there are many ongoing clinical trials evaluating treatment potential (WHO, 2020).

C. Conceptual Framework

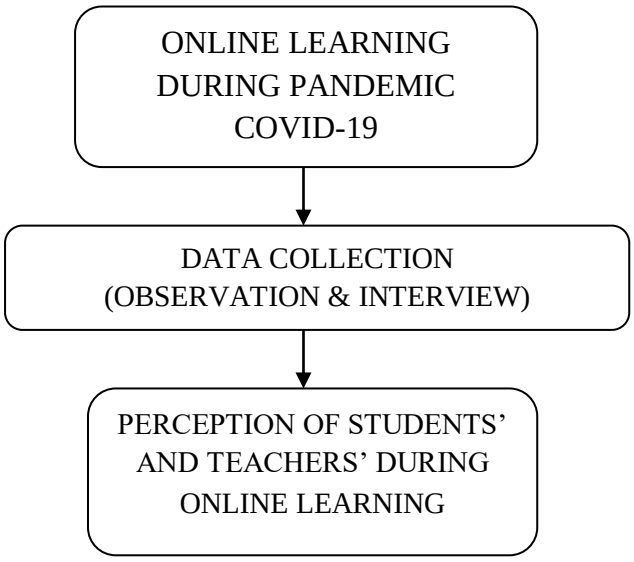


Figure 1. Conceptual framework

This study aims to determine the perception of students and teachers during online learning in teaching English which has become a goverment policy during the Covid-19 Pandemic. Data were collected from this study through a process of observation and interviews with related parties, in this case, students and teachers.

CHAPTER III

RESEARCH DESIGN

A. Research Methods

This research will apply qualitative research. The method used in this research is the case study method. The case study method allows researchers to examine the data closely in a particular context (Zaidah Zainal, 2007). Yin (1984:23) defines the case study research method as an empirical investigation that investigates contemporary phenomena in real-life contexts; when the boundaries between phenomenon and context are not clearly visible; and where multiple sources of evidence are used.

According to (Heale & Twycross, 2018) stated that case study is a research methodology, usually seen in social and life sciences. In simple terms, a case study can be defined as an intensive study of a person, group of people, or a unit, which is generalized to several units. A case study has also been described as an intensive and systematic investigation of an individual, group, community, or other units in which the researcher examines in-depth data relating to several variables.

B. Research Participants

Participants in this study consisted of students of SMA Negeri 4 Parepare and English teachers. Participants will be selected for several reasons such as the increase and decrease in learning outcomes during the pandemic, and how much interest in online learning and the teaching of English in online learning is carried

out by teachers. Then, the selected sample will be followed up with interviews to get in-depth information about teaching English in online learning during the pandemic.

C. Data Collection

In this study, the researcher used the following steps to collect the data, as follows:

1. Observation

   As a first step, researchers observed students and teachers at SMA Negeri 4 Parepare using a questionnaire. These observations are in the form of their responses to learning that took place during the pandemic covid-19. In making these observations, researchers easily obtained information because they experienced firsthand how the learning situation was during the pandemic so the information obtained was purely from what they felt. After that, the researcher gives several simple questions to the students to get participants.

2. Interview

   After conducting observations, and selecting several participants who can be used as research samples, the next step is interviews. In the interview process, the researcher asks some questions to the participants directly or face to face, but if the situation does not allow an online discussion will be held.

3. Documentation

This documentation is used to support observations and interviews carried out related to the problems studied with the aim of complementing other data collection techniques.

According to Sugiyono, documentation can be in the form of writing, pictures, or monumental works of someone. In qualitative research, documentation study is a complement to the use of observation and interview methods.

D. Techniques of Data Analysis

The analysis technique used by the researcher in this study refers to the data analysis model of (Miles & Huberman, 1994), which consists of three activities, namely data reduction, data presentation, and conclusion drawing/verification.

1. Data Reduction

Data Reduction is the process of simplifying, classifying data, and eliminating unnecessary data, so as to produce meaningful information and facilitate drawing conclusions. The purpose of data reduction is to simplify the data obtained during field data mining and ensure that the processed data is data that is within the scope of the research.

2. Data Display

In the data display, the data will be arranged systematically and categorized by type. The form of display data can be in the form of narrative text (in the form of field notes), matrices, graphs, or charts.

Through the presentation of data, the data obtained can be easily understood.

3. Conclusion Drawing / Verification Conclusion

Drawing and verification is the final stage in data analysis techniques. This stage aims to find the meaning of the data that has been collected so that it can be seen the relationship between the data and the formulation of the research problem. Verification is intended to ensure that the conclusions generated are still in accordance with the research objectives.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

This chapter presents the findings of the research. The researcher applied all the procedures that have been shown in the previous chapter. The purpose of this study was to identify student and teacher perceptions of online learning in teaching English during the Covid-19 pandemic.

This chapter is divided into 2 parts, the first is about students' perception of online learning in teaching English during pandemic covid-19 and the second is about teachers' perception of online learning in teaching English during pandemic covid-19.

1. Student's perception of online learning in teaching English during the covid-19 pandemic.

In this finding, data were collected through semi-structured interviews with seven students from different classes and at different times based on their availability. Interviews were collected through voice notes on WhatsApp, then transcribed, and then analyzed. The interview topics covered three main issues: Students' perception about online learning, advantages, and disadvantages of online learning, and students' assessments and hopes of online learning.

a. Students’ perception about online learning

In the interview process, the researcher started by asking students about their opinion in dealing with online learning in teaching English during the covid-19 pandemic. Where previously they did face-to-face learning and studied with their

friends at school. However, since the pandemic, everything has changed completely. All students gave their opinion about online learning, they said that it was very difficult to go through. However, two of them stated that the implementation was good because learning could continue as usual, and was given routine tasks. Although, implemented in different situations. This can be seen from the interview transcript:

> *Menurut saya pembelajaran online dalam pengajaran Bahasa Inggris sudah bagus. Karena dalam pemberian tugas dan materi yang rutin dilakukan oleh guru Bahasa Inggris.*
> In my opinion online learning in teaching English is good. Because of giving assignments and materials that are routinely carried out by English teachers.
> (S2, November, 2021)

> *Sudah bagus Karena penerapan model pembelajaran online dalam pengajaran Bahasa Inggris berjalan seperti biasanya, walaupun dengan situasi yang berbeda yang hanya dilaksanakan secara daring.*
> It's good because the application of the online learning model in teaching English is running as usual, although in a different situation, which is only carried out online.
> (S3, November, 2021)

Furthermore, the results of interviews about applications/platforms they use during online learning in teaching English.

> *...aplikasi yang biasa digunakan yaitu Whatsaap dan Zoom.*
> ...the applications that are commonly used are WhatsApp and Zoom.
> (S1, November, 2021)

> *...aplikasi yang biasa digunakan itu WhatsApp dan Youtube, tapi lebih sering menggunakan WhatsApp.*
> ...the applications used are WhatsApp and YouTube, but they use WhatsApp more often.
> (S3, November, 2021)

Student responses regarding the applications/platforms they usually use during online learning by using several applications such as Zoom, Youtube, and WhatsApp. But, the top app is WhatsApp.

b. Advantages and disadvantages of online learning

During the implementation of online learning, there were several shortcomings that they raised regarding online learning of English. Majority said that they were constrained by quota limitations and the network was sometimes unstable, so the material presented was not very clear. But, besides that, there are several advantages during the implementation of online learning.

> *Kelebihan dari pembelajaran online dalam pengajaran Bahasa Inggris yaitu kita dapat memanfaatkan berbagai media atau aplikasi yang tersedia untuk menambah pemahaman terhadap Bahasa Inggris seperti misalanya kamus online atau aplikasi terjemahan lainnya, kita juga dapat mecari materi di Youtube ataupun internet.*
> The advantage of online learning in teaching English is that we can take advantage of various available media or applications to increase our understanding of English, such as online dictionaries or other translation applications, we can also search for material on YouTube or the internet.
> (S1, November, 2021)

> *Kelebihannya yaitu kita dapat memanfaatkan teknologi dan menambah kemampuan dalam bidang teknologi saat ini, kita juga dapat menambah vocabulary kita dengan mencari kata yang kita temui melalui berbagai macam aplikasi online penerjemah Bahasa Inggris, dan tentunya dengan pembelajaran online juga dapat mencegah penyebaran virus covid-19 dinegara kita ini.*
> The advantage is that we can take advantage of technology and increase our capabilities in today's technology, we can also increase our vocabulary by looking for new words that we meet through various online English translator applications, and of course, online learning can also prevent the spread of the covid-19 virus in our country.
> (S3, November, 2021)

From the results of the interviews above, many advantages can be obtained during the implementation of online learning in teaching English. In the implementation of online learning, students can take advantage of various kinds of technological media that can increase students' understanding of the English language and the implementation of online learning can prevent the spread of covid-19 in our country.

Teaching English has advantages and disadvantages, while for these two things, of course, it is returned to each of them. How can we adapt to the existing conditions.

c. Students' assessments and hopes of online learning

Another topic of the interview session was in terms of students' assessment of how to teach English teachers in applying the online learning model. Most students gave a good assessment of how teachers teach in implementing online learning and two students admitted that it was not good because students' understanding of the material provided by the teacher was not optimally accepted and because the network was sometimes unstable and the quota was limited.

> *Tidak baik. Karena materi yang dijelaskan tidak terlalu dipahami apalagi biasa jaringan tidak stabil dan kuota habis.*
> Not good. Because the material described is not very accessible to the unstable network and the quota runs out.
> (S3, November, 2021)

> *Saya pribadi merasa tidak bagus kak. Karena selama pembelajaran online saya kurang memahami dan mengerti jika ada tugas yang diberikan.*
> I feel is not good. Because during online learning I do not understand if there are assignments given.
> (S4, November, 2021)

Furthermore, the results of interviews in terms of student assessments of the online learning model of English. The students stated that online learning was less effective. Because, they do not understand the teacher's explanation, making it difficult for students to understand the material taught by the teacher during online learning. Students perceive online learning as less fun, ineffective, and complicated.

> *Menurut saya tidak efektif. Karena terkadang kurang memahami materi dari guru.*
> I don't think it's effective. Because sometimes they do not understand the material from the teacher.
> (S2, November, 2021)

> *Menurut saya, penerapan pembelajaran online dalam pengajaran Bahasa Inggris tidak efektif daripada pembelajaran tatap muka, karena lewat tatap muka kita bisa melihat penjelasan dari guru secara langsung ketika menerangkan materi disekolah, hal itu tentunya membuat kita lebih fokus dan mudah untuk dipahami daripada penjelasan secara daring.*
> In my opinion, the application of online learning in teaching English is less effective than face-to-face learning, because through face-to-face we can see the teacher's explanation directly when explaining the material at school, it certainly makes us more focused and easier to understand than online explanations.
> (S3, November, 2021)

Not only that, other students gave assessments with different opinions. Other students argue that online learning is effective learning to support learning so as not to be left behind so that it becomes the right solution during a pandemic. And in terms of technology, where students can develop knowledge about technology from applications used when learning online.

> *Menurut saya efektif, karena pembelajaran online merupakan langkah jitu untuk mendukung pembelajaran agar tidak tertinggal.*
> I think it's effective because online learning is a surefire step to support learning so you don't get left behind.
> (S5, November, 2021)

> *Efektif untuk saat ini digunakan supaya pembelajaran tidak tertinggal dan dapat mencegah penyebaran covid-19, tapi lebih baiknya secara offline agar siswa lebih mengetahui materi yang diberikan dan dapat mudah memahaminya.*
> Effective for now, it is used so that learning is not left behind and can prevent the spread of covid-19, but it is better offline so that students know more about the material provided and can understand it.
> (S6, November, 2021)

From this, we can note that the current learning system does not always have a bad impact on students. This is where the results of the student interviews above show that with the implementation of online learning they can continue to learn.

Based on the results of the discussion, students expressed their hopes for online learning in English language pursuits during the covid-19 pandemic.

> *Harapan saya semoga pembelajaran online ini dapat berjalan dengan lancer sehingga pembelajaran online Bahasa Inggris yang saya dapatkan dapat saya cerna dengan baik dan saya harapkan juga bahwa ada komunikasi\ refleksi anatara guru dan siswa tentang permasalahan atau kesulitan-kesulitan yang dialami. Sehingga baik guru ataupun siswa bisa sama-sama mencari solusi terhadap kendala yang dialami agar pembelajaran online dapat berjalan dengan lancar.*
> I hope that this online learning can run smoothly so that the online learning that I get can be told well and I also hope that there is communication/reflection between the teacher and students about the problems or difficulties experienced. So that both teachers and students can find solutions to the problems experienced so that online learning can run smoothly.
> (S1, November, 2021)

> *Harapan saya agar cara mengajar guru dapat ditingkatkan lagi kita pun sebagai siswa dapat menerima pembelajaran dengan baik, dimohon juga untuk dijelaskan secara sederhana namun mendetail.*
> I hope that the way teachers teach can be improved again so that we as students can receive learning well, please also explain in a simple but detailed manner.
> (S4, November, 2021)

Based on the results of the online learning discussions obtained above, students expressed their hopes for the implementation of online learning so that teachers can improve teaching methods in an easy and detailed way. So that the implementation of online learning can run smoothly and the material presented can be digested properly.

2. Teachers' perception of online learning in teaching English during pandemic covid-19.

In this finding, data were collected through semi-structured interviews with two English teachers and at different times based on their availability. Interviews were collected via voice notes on WhatsApp and at school. After that, it was transcribed and then analyzed. The interview topics covered three main issues: Teachers' perception about online learning, teachers' obstacles in online learning, and teachers' solving learning problems.

a. Teachers' perception about online learning

The impact of online learning is not only felt by students, but also by teachers. This is evident from the results of interviews conducted with English teachers regarding learning during the COVID-19 pandemic. The teacher stated that online learning was not very effective to implement. However, on the other hand, online learning is a solution for students so that the teaching and learning process continues even in different situations.

> *Pembelajaran online ini tidak terlalu efektif. Dikarenakan kurangnya pengawasan terhadap siswa karena kurangnya interaksi langsung. Selain itu, materi pembelajaran online mungkin tidak dapat dipahami oleh semua*

> *siswa terutama dalam pengajaran Bahasa Inggris, sebaiknya dilakukan secara langsung. Namun disisi lain pembelajaran online merupakan solusi yang tepat agar proses pembelajaran dapat berjalan, sehingga siswa tetap mendapatkan haknya untuk belajar, meskipun dengan situasi yang berbeda.*
> Online learning is not very effective. Due to the lack of supervision of students due to lack of direct interaction. In addition, online learning materials may not be understood by all students, especially in teaching English, preferably in person. But on the other hand, online learning is the right solution so that the learning process can run, so that students still get their right to learn, even in different situations.
> (ET1, November, 2021)

Not only that, but other teachers also expressed their opinion that online English learning should be carried out face-to-face where teachers can interact directly with students. Because sometimes students tend to be passive when implementing online learning.

b. Teachers' obstacles in online learning

In addition, in the implementation of online learning, it is not only students who face obstacles, but also teachers. Based on interviews, the teacher said that in conducting online learning, he was faced with difficulties in giving lessons because some students sometimes could not do online learning due to the limited quota they had. In addition, some students also have difficulty in learning, students find it difficult to do assignments because they do not understand the learning material during the implementation of online learning.

> *Kendala yang paling banyak dialami siswa terkait masalah kuota dan juga masih ada beberapa siswa yang kesulitan dalam belajar. Siswa sulit mengerjakan tugas karena kurang memahami materi pembelajaran selama pelaksanaan pembelajaran secara daring.*
> The problem that most students experience is the problem of quotas and there are still some students who have difficulties in learning. Students find

it difficult to do assignments because they do not understand the learning material during the implementation of online learning.
(ET1, November, 2021)
Kendala yang paling banyak dialami itu masalah kuota, tapi itu untuk siswanya bukan saya. Jaringan juga yang kadang kurang stabil.
The problem that most people experience is the quota issue, but that's for the students, not me. The network is also sometimes less stable.
(ET2, November, 2021)

c. Teachers' solving problem learning

On the other hand, to follow up on problems related to the limited quota that students have in participating in online learning, teachers use the WhatsApp application as a medium in implementing online learning where the quota accommodation costs used are more efficient.

Aplikasi yang digunakan WhatsApp, Zoom, dan Youtube. Tapi, karena beberapa siswa terkendala dengan kuotanya jadi lebih sering menggunakan WhatsApp karena penggunaan kuotanya lebih irit untuk siswa. Lalu, dengan menggunakan WhatsApp saya dapat memberikan instruksi, membagikan informasi kepada siswa, serta mengirimkan tugas lewat WhatsApp grup. Selain itu saya juga mencari materi di Youtube dan membagikannya ke WhatsApp grup siswa.
The applications used are WhatsApp, Zoom, and YouTube. However, because some students are constrained by their quota, they use WhatsApp more often because the use of the quota is more efficient for students. Then, using WhatsApp I can give instructions, share information with students, and send assignments via WhatsApp groups. Besides that, I also searched for materials on YouTube and shared them on the student group WhatsApp.
(ET1, November, 2021)

Aplikasi yang lebih sering digunakan itu WhatsApp. Yang dimana saya memberikan sebuah video pembelajaran kepada siswa baik video yang saya buat sendiri ataupun video yang diambil dari Youtube, kemudian dikirim ke grup kelas dan siswa nantinya menyimak video tersebut.
The application that is used more often is WhatsApp. This is where I give a learning video to students, either a video that I made myself or a video is taken from YouTube, then sent to the class group and the students will watch the video later.
(ET2, November, 2021)

Although in the implementation of online learning by using the WhatsApp application. However, teachers can provide instructions and distribute course materials to students. Teachers always try various ways so that all students can continue their learning, even though they are in difficult situations.

In addition, in the interview process, the researchers provided opportunities for teachers to convey their hopes for teaching during this pandemic.

> *Harapan saya semoga system pembelajaran onlne dalam kegiatan belajar mengajar tetap berjalan lebih baik dan lancar. Meskipun siswa tetap belajar dirumah. Yah semoga kegiatan belajar mengajar juga bisa dilaksanakan kembali disekolah seperti biasanya.*
> I hope that the online learning system in teaching and learning activities will continue to run better and more smoothly. Although students continue to study at home. Well, hopefully teaching and learning activities can also be carried out in schools as usual.
> (ET1, November, 2021)

> *Harapan saya dalam hal system pembelajaran dapat mencari solusi yang dimana siswa dapat belajar tanpa memikirkan hal-hal lain yang memungkinkan dapat menganggu proses pembelajaran online yang dilaksanakan dirumah.*
> I hope that in terms of the learning system, we can find solutions where students can learn without thinking about other things that might interfere with the online learning process that is carried out at home.
> (ET2, November, 2021)

Based on the results of interviews, it was found that during the implementation of online learning, teachers also experienced difficulties felt by students. The problem of limited quotas and the lack of student understanding related to the material presented are the inhibiting factors for teachers during the implementation of online learning.

B. Discussion

In this part, the researcher will discuss the results of the study. There are two aspects proposed in this research, the first is the student's perception of online learning in teaching English during pandemic covid-19 and the second is the teacher's perception of online learning in teaching English during pandemic covid-19. The results of the research findings will be explained in the discussion below.

1. Student's perception of online learning in teaching English during pandemic covid-19.

From the researcher findings, the research found that students' responses about online learning during the covid-19 pandemic. The results of the interviews revealed various views of students about the online learning they got. All participants give opinions according to what they feel and experience. Most of them feel that there are difficulties and unpleasant things when participating in online learning, but one of them stated that although online learning is difficult, this is one solution so that they can continue learning during pandemic covid-19.

Next, responses about the advantages and disadvantages they face during the implementation of online learning during the pandemic. This shows that the majority of students say they are more relaxed in learning anywhere and anytime, besides that they can increase students' understanding of English through various translator applications. Meanwhile, the shortcomings they often face are limited quotas and internet network access which is sometimes unstable. This is in line with previous research by (Krishnapatria, 2020) which found 64.3% of the sample experienced problems in financing internet quotas to participate in online learning

and poor networks that affected student participation in learning. It can be concluded that the problem of online learning is the network, which results in ineffective online learning.

In addition to internet network problems, the students also commented that they did not understand the material given. Researchers also found the same thing with research conducted by (Rahmi, 2020), where students did not fully understand the material given due to lack of teacher explanations and directly gave assignments or questions.

In the last interview, the researcher asked what their expectations were from the online learning they had received. Most of them hope that online learning can run well and smoothly so that the online learning of English that they carry out can be digested properly. They also said that the teacher should give more explanation about the material so that they can understand it well. Despite experiencing various unpleasant things, students said they were grateful to be able to continue to study during pandemic covid-19.

2. Teacher's perception of online learning in teaching English during pandemic covid-19.

The application of online learning does not only have an impact on students but also teachers. When students are limited by quotas and networks to participate in learning, teachers also feel the same way that they cannot provide maximum learning. This is also stated in research by (Setyawan, 2020), he stated that the challenge in online learning is the fact that students and teachers are faced with

internet access problems and some of the students do not have telephones to join the class.

Teachers always try to make learning that students learn well and evenly. One form of online learning that is given by the teacher to students is by explaining the material through videos made by the teacher or videos taken from YouTube, which is then sent to the student class group.

Overall, it is concluded that the application of online learning is not effective in all schools. Some schools may be able to implement it well, but some schools have not been fully able to implement it. Although trying both students and students will have difficulty. There are similarities with research conducted by (Rahayu, 2020) showing data that teachers disagree about the effectiveness of online learning. They argue that this learning outcome is low or the lack of intensity of communication that occurs between teachers and students.

Based on the discussion above, the teacher always tries to interact with students. They will try to find out what obstacles they encounter during the online learning process. Teachers tolerate things that prevent students from participating in learning, such as lack of internet access. The problems faced by both students and teachers will be the key to finding solutions to online learning problems so that online learning will be better in the future.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings above, it can be concluded that the implementation of online learning during pandemic covid-19 was not completely carried out without obstacles. There are still many shortcomings that hinder the implementation of online learning to the fullest. The main thing that becomes an obstacle for students and teachers in online learning is internet network access. In addition, students' understanding of online learning materials in teaching English has not been maximally accepted by students. Therefore, judging from these various problems, it can be said that the implementation of online learning during pandemic covid-19 has not been effective and still needs to be improved.

B. Suggestion

Based on the results of the study, the researcher gave several suggestions. For the teachers, researcher want teachers to be more sensitive to the obstacles faced by students when participating in online learning. This is a difficult situation but can be overcome with strong communication between students and teachers. Teachers are also more innovative in providing learning, designing various strategies so that learning does not become monotonous, and reviewing lessons to find errors to increase learning effectiveness.

For the students, researcher want students to be adapt to the situation. Establish good communication with teachers and most importantly use technology for positive activities. Technology plays an important role in supporting modern learning, so you can benefit from learning by making the most of it.

BIBLIOGRAPHY

Bahasoan, A. N., Wulan Ayuandiani, Muhammad Mukhram, &Aswar Rahmat. (2020). Effectiveness of Online Learning In Pandemic Covid-19. International Journal of Science, Technology & Management, 1(2), 100-106. http://doi.org/1046729/ijstm1i2.30

Firman, F., & Rahayu, S. (2020). Pembelajaran Online di Tengah Pandemi Covid-19. *Indonesian Journal of Educational Science (IJES)*, *2*(2), 81–89. https://doi.org/10.31605/ijes.v2i2.659

Friedman, A. (2019, March 3). Definition of Online Education. Retrieved July 27, 2020, from The Classroom: https://www.theclassroom.com/definition-onlineeducation-6600628.html

Handoko, B. S. (2017). Virtual Learning: PemanfaatanTeknologiInformasi dan KomunikasiUntukMeningkatkanKualitasPembelajaran. Guraru Guru Era Baru , 2.

Heale, R., & Twycross, A. (2018). What is a case study? *Evidence-Based Nursing*, *21*(1), 7–8. https://doi.org/10.1136/eb-2017-102845

Herliandry, L. D., Nurhasanah, N., Suban, M. E., & Kuswanto, H. (2020). Pembelajaran Pada Masa Pandemi Covid-19. *JTP - Jurnal Teknologi Pendidikan*, *22*(1), 65–70. https://doi.org/10.21009/jtp.v22i1.15286

Kučina Softić, S., & Ćorić Samardžija, A. (2016). Integration of virtual learning environment into the educational process. Re-Imaging Learning Environments Proceedings of the European Distance and E-Learning

Miles, M. b., & Huberman, A. M. (1994). Qualitative Data Analysis Second Edition, in Sage Publication

Mulyani, S. (2020). Students' Perception and Motivation Toward English E-Learning During Covid-19 Pandemic (a Study At the Tenth Graders At Sma N 1 Suruh in the Academic Year of 2019/2020). In *Iain Salatiga*.

Purwanto, Agus, Pramono, R., Asbari, M., Hyun, C. C., Laksmi, Wijayanti, M.,

&Putri,and R. S. (2020). Studi Eksploratif Dampak Pandemi COVID-19 Terhadap Proses Pembelajaran Online Di Sekolah Dasar. *EduPsyCouns: Journal of Education, Psychology and Counseling*, *2*(1), 329–333.

Radha, R., Mahalakshmi, K., Kumar, V. S., & Saravanakumar, A. R. (2020). E-Learning during Lockdown of Covid-19 Pandemic A Global Perspective. International Journal of Control and Automation, 13(4), 1088-1099.

Rasmitadila, Aliyyah, R. R., Rachmatullah, R., Samsudin, A., Syaodih, E., Nurtanto, M., & Tambuan, A. R. S. (2020). The perceptions of primary school teacher of online learning during the covid-19 pandemic periodt. A case study in indonesia. Journal of Ethnic and Cultural Studies, 7(2), 90-109.

https://obi.oe/10/29333/ejecs/388

Risk, Thomas M. (1974). Principles and Practices of Teaching in Secondary School. American Book Company.

Rubiyanto, 2009. Metode Penelitian Pendidikan. Surakarta : PGSD UMS

Setyawan, C. (2019). Challenges on Teaching Online English Subject in SMK Negeri 1 Nawangan. http://eprint.usm.ac.id

Sugiyono. Metode Penelitian Kuantitatif, Kualitatif dan R&B. Alfabeta CV, Bandung, 2017.

Symonds, P., & Symonds, P. M. (2016). The Case Study as a Research Method. *Case Studies*, 15–15. https://doi.org/10.4135/9781473915480.n2

Ummah, L. H. (2010). A Descriptive Study on the Problem of English Teaching Learning to the Students of SDN 2 KarangrejoKampakTrenggalek. Skripsi. State Islamic College (STAIN) of Tulungagung.

Yin, R.K. 1945. Case Study Research Design and Method (2nd ed). London: SAGE Publication.

Zainal, Z. (2007). Case study as a research: Design and method (5th ed). In Thousand Oaks, CA: SAGE Publications.