

**TEACHER AND STUDENTS' PERCEPTION ON ENGLISH
LESSONS AFTER ONLINE LEARNING DURING COVID 19
PANDEMIC**

THESIS

(Submitted in Partial Fulfillment of the Requirements for Gaining the
Degree of Bachelor of English Education)



By :

RINA IHDAL HUSNAYAINI

NIM 1803046040

**EDUCATION AND TEACHER TRAINING FACULTY
WALISONGO STATE ISLAMIC UNIVERSITY SEMARANG
2022**

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2022**

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THESIS STATEMENT

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Is definitely my own work. I am completely responsible for the content of this thesis. Other writer's opinions or findings included in the thesis are quoted or cited in accordance with ethical standards.

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Semarang, 26 December 2022

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The Dean of education and Teacher Training Faculty
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Assalamu 'alaikum, wr. wb.

I inform you that I have given guidance, briefing, and correction to whatever extent necessary for the following thesis:

Title : Teacher and Students' Perception on English Lesson After Online Learning During Covid-19 Pandemic
Name of Student : Rina Ihdal Huysnayaini
Student Number : 1803046040
Department : English Education

I state that the thesis is ready to be submitted to the Education and Teacher Training Faculty of Walisongo State Islamic University to be examined at the Munaqosyah session.

Wassalamu 'alaikum, wr. wb.

Semarang, 16 December 2022

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ABSTRACT

Title : Teacher and Students Perception On English Lessons
After Online Learning During Covid-19 Pandemic
Name : Rina Ihdal Husnayaini
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Covid-19 virus that occurred in Indonesia which caused all fields, one of which in education, to be carried out online learning. However, over time, the condition of education in Indonesia has improved again and some schools were able to carried out offline learning again. This study aims to know the implementation in English Lesson and also to describe teacher and students' perceptions of English lesson in the 5th grade after online learning during Covid-19 pandemic. The study employed qualitative methods and descriptive research design. There were 26 participants in this study, consisting of 1 English teacher and 25 fifth grade students at MI Nurul Hidayah Banyubang Lamongan, East Java. Data collection technique used interviews and observation. Data analysis technique applied data reduction, data display and drawing or verification. The results of this study show that teacher and students have positive perceptions about after online learning, because in terms of location, facilities and knowledge, MI Nurul Hidayah has not been able to apply online learning to the fullest. Therefore, after online learning became the only learning that could be applied effectively at MI Nurul Hidayah Banyubang, Lamongan, East Java. And the teacher also implements a method in the form of a team quiz and song media. Which through these 2 methods, learning English at MI Nurul Hidayah Banyubang, Lamongan, East Java is much more effective and certainly develops abilities, skills and confidence.

Keywords: *After Online Learning, English Lesson, Implementation, Perception.*

MOTTO

“Apapun yang menjadi takdirmu, akan mencari jalannya untuk menemukanmu”
(Ali bin Abi Thalib)¹

¹ Anggi Mayasari, 13 Kata Kata Ali bin Abi Thalib tentang takdir, *Wolipop detik.com*, (2022)

DEDICATION

In the name of Allah SWT., the beneficent and merciful Lord of the world. *Shalawat* and salutation may always be delivered to Prophet Muhammad SAW. until the end. No writing project is successful without the patience and prayer of everyone. So, it is not enough if just to write their name on this thesis. Therefore, I dedicate this thesis to :

My beloved campus, UIN Walisongo Semarang especially Education and Teacher Training Faculty and English Education Department.

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Alhamdulillah Rabbil 'Alamin, the researcher expresses her highest gratitude to Allah SWT for blessing, mercies, love, health and opportunity to complete this thesis. The researcher realized that she could not to complete this thesis without support, cooperation, help and encouragement from many people. Therefore, by the honor of this, the writer wants to say grateful for the honorable :

1. Dr. Ahmad Ismail, M.Ag., M. Hum. as the dean of Education and Teacher Training Faculty
2. Sayyidatul Fadilah, M.Pd. as the chairman of the English Education Department.
3. Prof. Dr. H. Muslih, M.A. as the guardian lecturer during I learn in UIN Walisongo Semarang.
4. Dr. Hj. Siti Mariam, M.Pd. as my advisor always gives a direction, suggestions and guidance during arranging and completing this thesis.
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10. All 5th grade students at MI Nurul Hidayah, for their willingness to be a respondent in this research.
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14. My beloved colleagues, Riky, Mila, Riris, Atus and Afif who always accompany, support and assist in the process of completing this thesis.
15. All member of PBI A 2018, who made my college more colorful.
16. Last but no least, I want to thank myself, because I have tried my best so this thesis can be completed at the right time.

The researcher realizes that this thesis is still far from perfection. Therefore, readers are expected to provide constructive criticism and suggestions for this thesis.

Semarang, 16 December 2022

The writer

A handwritten signature in black ink, appearing to read 'Rina Ihdal Husnayaini', written in a cursive style.

Rina Ihdal Husnayaini

TABLE OF CONTENT

TITLE PAGE	i
THESIS STATEMENT	ii
RATIFICATION.....	iii
ADVISOR NOTE	iv
ABSTRACT.....	v
MOTTO	vi
DEDICATION	vii
ACKNOWLEDGEMENT	viii
TABLE OF CONTENT	xi
CHAPTER I.....	1
INTRODUCTION	1
A. Background of the Problem	1
B. Identification of Problem	6
C. Reseach Question.....	6
D. Research Objective.....	7
E. Limitation of the Problem	7
F. Pedagogical Significance	7
CHAPTER II.....	9
REVIEW OF RELATED LITERATURE	9

A. Previous Study	9
B. Theoretical Framework	13
1. Learning	14
2. After Online Learning	15
3. English Language.....	18
4. Corona Virus 19 (COVID 19).....	23
C. Conceptual Framework	24
CHAPTER III	26
METHOD OF RESEARCH.....	26
A. Research Design.....	26
B. Location and Time	26
C. Source of Data.....	27
D. Research Instrument.....	28
E. Technique of Collecting Data	29
F. Technique of Analysis Data	31
CHAPTER IV	33
RESEARCH FINDINGS AND DISCUSSION	33
A. Results.....	33
B. Discussion	35
CHAPTER V.....	37

CONCLUSION AND SUGGESTION	37
A. Conclusions.....	37
B. Suggestions	38
REFERENCE.....	1
APPENDIXES	1
CURRICULUM VITAE.....	1

CHAPTER I

INTRODUCTION

This chapter describes the research background, research problems, research objectives, research limitations, and significance of the study where this chapter is used as an opening or keywords in this thesis

A. Background of the Problem

Michael (2013) said that online learning is learning that structured with the aim of using an electronic or computer system so that is able to support the learning process². In Indonesia online learning still considered as a new paradigm in teaching and learning activity, when in fact in Indonesia there are already some schools and universities which provide an online based learning model like this.

Implementing an online learning system is not an easy thing, especially in Indonesia, because we can see almost all schools in Indonesia use a face to face learning (Offline). Astuti (2019) once compared between traditional learning (face to face) with online learning, and the result students still considered traditional method much more effective than online

² Michael W Allen, Michael Allen's Guide to e-Learning: Building Interactive, Fun, and Effective Learning Programs, 2nd edn (Canada: John Wiley & Sons, 2016)

learning³. She thinks traditional learning easier to understand both in terms of material or the explanation. Beside that, with traditional learning make it easy for them to still active to communicate with each other. In addition to the difficulties experienced by students, teachers also have a difficulty with policies that occurred suddenly, because as is known, this virus came suddenly so no one of you be surely ready for the impact from the Covid-19 virus.

But, After 2 years of online learning, at the beginning of 2022 many schools in Indonesia were able to do face-to-face learning again, of course by fulfilling the requirements for regional zone permits and still complying with health protocols. Face to face learning or now more commonly known as Offline learning is a learning where teacher can give, teach and guide students directly in the same room. According to Walid face to face learning is a conventional learning model, which seeks to convey knowledge to students by bringing together teachers and students in a room for learning that has characteristics that are planned, place based and social interaction⁴.

³ Puji Astuti and Febrina, 'Blended Learning Syarah: Bagaimana Penerapan dan Persepsi Mahasiswa', *Jurnal Gantang*, 4.2 (2019)

⁴ Walib Abdullah, ' Model Blended Learning dalam Meningkatkan Efektifitas Pembelajaran', *Fikrotuna*. 7.1 (2018), 855-66(Abdullah, 2018)

This learning has often been done since we started a formal education. However, because during these 2 years learning has been done online, offline learning is also considered something new in which teachers and students have to re-adjust to this learning model. Because it is undeniable that during 2 years of learning do online at home there will be a sense of comfort in the learning process. Therefore, this adjustment becomes a little challenging for teachers and students.

Judging from 2 methods above, the English learning is one of the lessons that has important role because English is an international language that has been recognized by the world. It is also used as a medium for the development of media, technology, culture and of course education. In education, English has 4 important skills that must be mastered by students namely listening, reading, speaking and writing.

Listening is the first skill and basic ability in learning a new language that beginners have to learn. It is a receptive skill meaning that the language learning beginners receive new words from what they have heard or listened to. The ability to receive will affect the ability to produce. Beside that, listening skill is a key because when they are good at listening; as a result, they will understand and even have a good competency

in productive to other skills⁵. This is also in accordance with the statement from Lorena Manaj that listening is yet another necessitate in language. The more efficient a listener you are the more successful and satisfied you will be. Listening is not merely hearing: it is a state of receptivity that permits an understanding of what is heard and grants the listener full partnership in the communication process⁶.

The next skills is speaking. Speaking is also an important skill because as social human, we need to communicate with each other and the human way to communicate one of them is by speaking. Speaking also has meaning giving or conveying information to someone or the general public. Furthermore writing, Saifuddin (2016) stated that writing is a way of life, writing is also the development of ideas, arguments, logic of cause and effect(Saifuddin, 2016). This skill is considered the most complicated, to make an article there are many thing that must be learned first, and one of them is Grammar.

⁵ Nurmala Hendrawaty, 'The Influence of Listening English Pop Songs to Improve Learners' Vocabulary at LKP Nuansa Jaya', *Loquen: English Studies Journal*, 12.1 (2019), 56

⁶ Lorena Manaj Sadiku, 'The Importance of Four Skills Reading, Speaking, Writing, Listening in a Lesson Hour', *European Journal of Language and Literature*, 1.1 (2015), 29

Then the last skill is Reading, this skill is also one of skills that has important component, as Nuriati (2015) stated if reading is a one way of communicating in writing⁷

The four skills above must be mastered by students to make easier their understanding in learning English language. Usually these four skills are introduced when students are in elementary school. MI Nurul Hidayah is one of the private schools located in Banyubang, Solokuro, Lamongan, East Java, which also feels the difference in the two learning methods, where for 2 years of learning they passed by studying at home and then in mid year of 2022 they are back to school again carried out by offline learning. Of course, more or less there will be an impact that it might affect the course of the learning process.

Therefore, considering the 4 skills that must be learned in English and the comparison of two learning methods, namely online and offline learning. So, the writer analyzed the current problem by conducting a study entitled “**Teacher And Students’ Perception On English Lessons After Online Learning During Covid 19 Pandemic**”.

⁷ Nuriati, Ohoiwutun. J. E., and Mashuri, ‘Improving Students’ Reading by Using Buzz Group Technique’, Journal of English Language Teaching Society (ELTS), 3.2 (2015), 1–10 .

B. Identification of Problem

Based on the above background, the researcher identified problems that occurred due to changes in the learning system which was originally carried out offline then suddenly carried out online for approximately 2 years and at the beginning of 2022 learning was carried out offline again. Then, due to changes in learning that occur, of course this has an impact on teachers and students. Where they are required to quickly adapt from offline learning, then online and offline again. However, if it was conducted further research, online learning which was carried out for 2 years would certainly have an impact on a sense of comfort, which can only be felt by teachers and students.

C. Research Question

Based on the all problem described above, the formulation of the problem in this study are :

1. How is the implementation of English Lessons in 5th grade after online learning during Covid 19 pandemic?
2. How is the teacher's perception of English lessons in 5th grade after online learning during Covid 19 pandemic?
3. How are students' perceptions of English lessons in 5th grade after online learning during Covid 19 pandemic?

D. Research Objective

Based on the formulation of the problem described above, this research has the objective as follows :

1. To explain the implementation of English Lessons in 5th grade after online learning during Covid 19 pandemic.
2. To explain teacher 's perception of English lessons in 5th grade after online learning during Covid 19 pandemic.
3. To explain student's perception of English lessons in 5th grade after online learning during Covid 19 pandemic.

E. Limitation of the Problem

Based on the problem identification above, the researcher limits the research to how the implementation of English lessons conducted after online learning during Covid-19 pandemic and also focuses on the perceptions of two parties, that are from students and English teachers 5th grade at MI Nurul Hidayah Banyubang, Lamongan, East Java.

F. Pedagogical Significance

The result of this research are expected to be useful theoretically and practically, as follows :

1. Theoretically

This research can use to increase a knowledge about English and as a research reference source in

accordance with teacher and students perception in English lesson after online learning during Covid-19 pandemic.

2. Practically

a) English Teachers

They can find out the point of view of students so that in the future it will be easier for learning in class.

b) Students

They can increase a knowledge and also see from the teacher's point of view about how the teacher difficulties in preparing a learning, so that students appreciate the teacher more.

c) Researchers

They can increase a knowledge and information about teacher and students perception in English lessons after online learning during covid 19 pandemic and to know how the implementation of English lesson after online learning during Covid-19 pandemic.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter describes the theories and concepts according to the experts who support which theories are relevant to this research.

A. Previous Study

The researcher conducted this research by referring to previous journals related to the research to be analyzed.

A first research conducted by Mellasari Sulasmiati, Chyntia Heru Woro Prastiwi and Oktha Ika Rahmawati (2021) entitled *Teacher And Students' Perception In Online Teaching And Learning English During Corona Pandemic*. They explained that this study aims to determine perceptions teachers and students in teaching and learning English online during a pandemic. This research was conducted using a case study research method. The subject of this study was an English teacher and a grade 9A student at SMP N 5 Cepu. The purpose of this study was to determine the teacher's perception of teaching English online and the factors that influence the teacher's perception and state students' perceptions and the factors that influence their perception of learning English online. This research was carried out by interviewing teachers and distributing questionnaires to students. The results showed that teachers had positive perceptions related to teaching English online and from the results of student questionnaires

showed that students had positive and negative perceptions. The results of the study indicate that teachers have tried to make online learning interesting and effective for students. However, what happens next depends on the individual students who respond to the learning⁸.

A second research conducted by Fadilah Asmah, Andi Idayan (2022) entitled Students perception and motivation toward online learning at English language education in Pekanbaru. This study aims to determine students' perceptions and motivations towards the implementation of online learning in the sixth semester of English language education in Pekanbaru. This study used descriptive qualitative method. The sample of this study was 33 students of class 6A English Education FKIP UIR. Sampling was done by using purposive sampling. The instruments of this research are questionnaires and interviews. To collect data, researchers used Google Forms and Google Meet. This study found that students have a positive perception of online learning. Then, the researcher found that the students had high motivation. Attention students got the highest percentage of 57.6%, students in building curiosity, interactive and exciting learning. In addition, in

⁸ Mellasari Sulasmiati, Chyntia Heru and Woro prastiwi, 'Teacher And Students' Perception In Online Teaching And Learning English During Corona Pandemic', *Jurnal Pendidikan Utama*, 1 (2021), 1-10

students' self-confidence, most students are motivated to learn outside the classroom so as to increase their knowledge. Finally, in terms of student satisfaction, 48.5% of students agree that they are satisfied with the implementation of online learning in the sixth semester of English Education⁹.

A third research conducted by Abdul Qawi Noori (2021) entitled *The impact of COVID-19 pandemic on students' learning in higher education in Afghanistan*, which explains to investigated the impact of the COVID-19 pandemic on student learning in higher education in Afghanistan. A mixed methods research design was used in conducting the research. Quantitative data were collected using online survey questionnaire of 592 randomly selected students and 6 semi-structured interviews is conducted to collect qualitative data. The Statistical Package for Social Sciences (SPSS) was used to analyze quantitative data and qualitative data were coded and analyzed thematically. Quantitative findings show that students are not experiencing constant online teaching and learning during the COVID-19 pandemic. In addition, the qualitative findings reveal that students have problems with the Internet and technology facilities in their learning and they suggested

⁹ Fadilah Asmah and Adi Idayani, 'Students' Perception and Motivation toward Online Learning at English Language Education in Pekanbaru', *ELT-Lectura*, 9.4 (2022).

that the Ministry of Higher Education design and introduce a practical online platform that is free and accessible with poor internet connection because some students live in areas where internet speed is very slow. The findings of this study help education managers and higher education leaders to review and adopt policies for teaching and learning in emergency case. It also helps lecturers to design appropriate plans and improve their teaching¹⁰.

The fourth research conducted by Angela Choi Fung Tam (2021) entitled Students' perceptions of and learning practices in online timed take-home examinations during Covid-19 which explains that this study examines students' perceptions and the factors that influence their practice during the Covid-19 pandemic. This study used a semi-structured interview method used to collect data. The study illustrates that students' perceptions of take-away exams can be allocated to seven dimensions : type and level of difficulty of exam questions, item design appropriate to Bloom's taxonomy scale, technical issues, time span, benefits and drawbacks of take-away exams. Participants' learning practice includes three phases: in-class online learning, after-class commitment to learning, and behavior during take-home exams. The learning

¹⁰ Abdul Qawi Noori, 'The Impact of COVID-19 Pandemic on Students' Learning in Higher Education in Afghanistan', Heliyon, October, 2021

practices found in this research are polarized. Highly motivated students are more committed to their learning while those who are less motivated have less involvement in their learning. Factors leading to their practice include teacher assistance, student variables, assessment design, and technical problems¹¹.

The research above has the same thoughts as this research. These four studies focus on the perspective of learning English and the impact that influences it. Then the difference is that this study analyzes the perception of learning English after online learning was carried out during the Covid-19 pandemic and its implementation, while the previous four journals analyzed the online learning during the Covid-19 pandemic.

B. Theoretical Framework

Related theoretical studies are carried out by referring to several previous theoretical sources. So in this section, the researcher explains some of the theories used to strengthen this research, with the intention that the reader understands the origin and purpose of this research.

¹¹ Angela Choi Fung Tam, 'Students' Perceptions of and Learning Practices in Online Timed Take-Home Examinations during Covid-19', Routledge Taylor & Francis Group, 2021, 18..

1. Learning

1.1 Definition of Learning

Learning is a process of student interaction with educators and learning resources in a learning environment that includes teachers and students exchanging information. Abdul Majid (2015) stated that learning is a process carried out by individuals to obtain a new behavior change as a whole, as a result of the individual's own experience in interaction with his environment. So, a person can be said to have learned if there has been a change in him¹², which is accordance with the opinion of Dirman and Cicih Juarsih (2014) that learning is a process of changing behavior in individuals because of the interaction between individuals and individuals with the environment so that they are better able to interact with their environment¹³. According to Suhana (2014) Learning as a systematic and continuous activity has the basic principles that are learning lasts a lifetime, learning process is complex but organized, learning process from the simple

¹² Abdul Majid, Chaerul Rochman and Engkus Kuswandi, *'Pendekatan Ilmiah dalam Implementasi Kurikulum 2013'* (Bandung, Remaja Rosdakarya, 2014)

¹³ Dirman and Cici Juarsih, *Teori Belajar dan Prinsip Prinsip Pembelajaran yang Mendidik: Dalam Rangka Implementasi Standar Proses Pendidikan Siswa*, 1st edn (Jakarta: PT Rineka Cipta, 2014)

to the complex, learn from the factual to the conceptual, learn from the concrete to the abstract, learning is part of development¹⁴.

Based on some of the opinions above, it can be understood that learning is one of the important factors in the ongoing learning in schools. So that the learning activities carried out in the learning process in the change effort can be carried out and run well, correct principles are needed and can be used as a reference in study.

2. After Online Learning

2.1 Definition of After Online Learning

Meylani (2015) defines online learning as learning that is partially or completely done through the internet. Rusen Meylani, Gary Bitter, and Jane Legacy, 'Desirable Characteristics of an Ideal Online Learning Environment', *Journal of Educational and Social Research*, January, 2015, 17. However, the main problem in question is not about online learning but offline learning which is carried out after online learning is complete or more simply called after online learning. Rahmat (2021) stated that offline learning requires students to travel to the teaching places.

¹⁴ Cucu Suhana, *Konsep Strategi dan Pembelajaran* (Bandung: PT Refika Adatima, 2014)

However, this method more convenient to confirm whether or not students pay attention to the learning process¹⁵.

2.2 Challenges in After Online Learning

The transformation of online learning from offline learning, makes learning after online feel the challenges that occur. Where Phatthanan Hiranrithikorn (2019) stated that the disadvantages of online learning are lack of social interaction, students have trouble focusing when studying and lack of understanding of the material. So, things like this, which will later affect the transformation of learning afterwards. Therefore, teachers must prepare ways to deal with situations that occur as a result of online learning. He also added that in after online learning, teachers will have difficulty in choosing after online learning methods¹⁶, especially for elementary school students. So, as a teacher, of course have to choose which method is effective and can certainly be used in the learning process at the location, because even if it's interesting if students can't accept it and

¹⁵ Rahmat Yusni et al, 'Offline or online?: EFL students' perceptions on working in face-to-face and virtual learning modes', *Englisia: Journal of language, Education and Humanities*, 1.1 (2021), 113-128, 9ed

¹⁶ Phatthanan Hiranrithikorn, 'Advantages and Disadvantages Online Learning', *The 2019 International Academic Multidisciplines Research Conference in Berlin*, 2019, 17.

the location or facilities don't support it, of course this will be useless.

Raharjo et al (2022) stated that the teacher's authority has been fundamentally decreased, this is due to the lack of interaction between teacher and students that result in students' poor enthusiasm for learning and their low obedience to teacher¹⁷. Nevertheless, several matters came from the students which results online learning is not going smoothly because it lacks planning and preparation. The teacher also supposed to be trained with adequate knowledge and abilities to optimize the online learning activities¹⁸.

2.3 Strategies in After Online Learning

To face the challenges that occur, several strategies are needed to be able to carry out re-learning effectively again. Dimiyati and Mudjiono (2011) stated there are seven learning principles that can be developed in the learning process, these are Attention and Motivation, Activity, Direct / Experienced involvement, Repetition, Challenge,

¹⁷ Raharjo et al, 'Impact of Online Learning on Teachers' Authority During the COVID-19 Pandemic in Indonesia', *SAGE Journals*, (2022)5 (3-4)

¹⁸ R. Agus Budiharto and Nur Hashomah. 'Overnight online learning in Privarte Tertiary Education in Indonesia amidst Covid-19 Pandemic : Experiences, Chalenges and problems', *Unika Soegijapranata*, (2021) Pamekasan 1st ed. 33

Invert and Reinforce and Individual Difference¹⁹. Which are the seven learning principles the teacher can apply by combining them with each other to form a method that can later be used in new learning methods.

According by the opinion from Irfan (2020) also stated that in after online learning, teachers should look for media, method, and appropriate materials to help students continue to learn²⁰. So the existence of a renewal method or media carried out by the teacher is a form of rearranging the strategy, in order to make it easier for students and teachers to adapt back to this after online teaching process.

3. English Language

3.1 Definition of English Language

Language is a communication tool used by everyone in their daily life as a means to convey information and arguments to others. Language also as a

¹⁹ Dimiyati and Mujiono, *Belajar dan pembelajaran*, 5th edn (Jakarta: PT Rineka Cipta, 2015)

²⁰ Muhammad Irfat et al, 'Challenges During the Pandemic: Use of E-Learning in Mathematics Learning in Higher Education', *Infinity Journal*, 9.2 (2020), 147

system, which means that formed by a number of components that are fixed and can be patterned²¹.

English itself has long been an inseparable part of the education system in Indonesia which was initially only given to higher education levels, but over time the need and popularity of the English language increased which resulted in the curriculum for teaching English to change. With the aim of improving the ability and mastery of English for students, the government finally began to introduce English lessons at a lower level of education, namely at the basic education level(Icha Faridatunnisa, 2020). It was this awareness that finally made the government issue a policy through the Ministry of Education and Culture of the Republic of Indonesia (Depdikbud RI) No. 0487/1992, Chapter VIII which states that SD can add subjects to its curriculum. This policy ultimately underlies the inclusion of English subjects as part of local content in elementary schools²².

²¹ Sitti Rabiah, 'Language As A Tool For Communication And Cultural Reality Discloser', Educasia, 2020, 11

²² Honest Umami Kaltsum, 'Bahasa Inggris dan Kurikulum 2013 di Sekolah Dasar', The 3rd University Research Colloquium, 2016.

3.2 Elements in English Language

In English learning there are 4 basic language skills that must be mastered, like Listening, Speaking, Reading and Writing.

a) Speaking

Speaking is an ability to produce words in language practice. Speaking is an important skill that must be mastered by students, because in speaking we can know the students skill to produce the target language or English language. Speaking skill is necessary for everyone who wants to learn second or foreign languages²³.

b) Reading

Reading is not an easy skill, because in reading skill, there are 4 components are needed that support the reading learning process, they are correctness, fluency, expressiveness and consciousness²⁴. However, according to Siti Mariam, et al (2022) the difficulties experienced in reading skills can be overcome, one of which is by integrating mind mapping in collaboration with TPS,

²³ Akbar Azizifar and Ebrahim Fariadian, 'The Effect Of Anxiety On Iranian EFL Learners Speaking Skill', International Journal of English Language and Linguistics Research, 3 (2015), 19–30

²⁴ Sardor Egamovich Surmanov, 'Formation of Reading Skills in Young Learners', Academic Research in Educational Sciences, 2.1 (2021), 461

which is very effective in improving students' reading abilities and comprehension, especially in descriptive texts which is often found in English lessons at the elementary level²⁵. In another journal, Siti Mariam (2016) states that to improve students' skimming and scanning in reading skills can be applied using a metacognitive strategy. There it is stated that using this method, reading comprehension and students' motivation in learning English also increase²⁶. Beside that, Catur Keprianto, et al (2022) also added that this site already has learning options in the form of videos, animations or quizzes, which will further support a more fun in learning process²⁷.

c) Writing

Writing is one of four language skills that important to teach. Among the four language skills, writing is viewed as a difficult skill by almost all students. It is a

²⁵ Siti Mariam et al, 'Utilizing Quipper School for Improving Reading Comprehension of Recount Text', *Indonesian EFL Journal*, 8.1 (2022), 127–36

²⁶ Siti Mariam, 'Improving Students' Skimming and Scanning in Reading Skill by Applying Metacognitive Strategy', *Indonesian EFL Journal*, 2 (2016), 70 – 80

²⁷ Catur Kepirianto, Siti Mariam, and M. Ulya Ashari, 'Integrating Mind-Mapping Collaborated with Think-Pair-Share to Teach Reading Comprehension in Descriptive Text', *PAROLE: Journal of Linguistics and Education*, 12.1 (2022), 119–29.

skill which requires students to express their ideas, feeling, opinions, and emotions in written form. It is not easy to do.

Writing skill is a hard skill among others because it has to be a concern more about it, and we need to follow some rules that related to every single step, they are word choice, coherent, correlation, and grammar²⁸.

d) Listening

According to Assaf (2015) listening is the basis of language skills and the ability to identify and understand what the speaker is saying. The listening process includes understanding what the speaker means by accent, grammar, and vocabulary²⁹. Permatasari (2013) also states that listening is an active activity, a process that aims to understand what we hear. The process of listening is not only what they hear but also relates and understands it with the information they already know³⁰.

²⁸ Annisa Raudatus, 'Writing Skill in Teaching English : An overview', *Educasia*, 5.1 (2020), 35.

²⁹ Ahkam Hasan Assaf, 'The Difficulties Encountered by EFL Learners in Listening Comprehension as Perceived by ELC Students at The Arab American University-Jenin', *An Najah National University Faculty of Graduate Studies*, 2015.

³⁰ V M H Permatasari, 'Improving Students' Listening Skills through Podcasts at SMP BOPKRI 1, Yogyakarta Grade VIII, Class A in the Academic Year Of 2012/2013', Language and Art Faculty, Yogyakarta State, 2013

4. Corona Virus 19 (COVID 19)

4.1 Definition of Corona Virus (COVID 19)

Coronavirus is an RNA virus with a particle size of 120-160 nm³¹. The spread of this virus is increasing and has spread to almost all countries in the world so that on March 11, 2020, WHO announced Covid-19 as a pandemic³². Currently, the spread of SARS-CoV-2 from human to human is the main source of transmission so that the spread becomes more aggressive³³.

4.2 The Impact and Challenge to Education

The lack of facilities and infrastructure to support online learning is also a major obstacle in the online learning process so that access to education can be disrupted by them. Irfan (2020) states the challenge faced by lecturers or teachers in carrying out online learning is the limitations in presenting material. This means that teachers also have an important role to help students access

³¹ MD Geo. F. Brooks and others, *Medical Microbiology*, 26th edn (New York: Mc Graw Hil, 2013)

³² Adityo Susilo et al, 'Coronavirus Disease 2019: Review of Current Literatures', *Jurnal Penelitian Transportasi Laut*, 22.2 (2021), 97–110.

³³ Yu Han and Hailan Yang, 'The Transmission and Diagnosis of 2019 Novel Coronavirus Infection Disease (COVID-19): A Chinese Perspective', *J Med Virol*, 2020

material through online learning. Teachers must look for appropriate media, methods, and materials to help students continue to learn as in conventional learning³⁴.

Therefore, the application of online learning makes educators think again about the learning models and methods that will be used. Initially, a teacher has prepared a learning model that will be used, then must change the learning model to adapt to the current conditions. It is supported by Siti Mariam, et al (2021) which states that anxiety has a negative impact on the learning process and foreign language performance³⁵.

C. Conceptual Framework

This study focuses to explain teacher and students' perception on English lessons after online learning during the covid-19 pandemic and how to implement them, where the research is conducted at MI Nurul Hidayah Banyubang, Solokuro, Lamongan, East Java. The conceptual framework of this research is designed like the diagram below :

³⁴ Muhammad Irfan et al, 'Challenges During the Pandemic: Use of E-Learning in Mathematics Learning in Higher Education', *Infinity Journal*, 9.2 (2020), 147.

³⁵ Siti Mariam and Catur Keprianto, 'Utilizing Flipped Classroom Strategy-Based Interactive Media to Minimize Students' Reading Anxiety', *ART & INTERPRENEURSHIP IN LANGUAGE STUDIES, Unika SOEGIJAPRANATA*, 79 (2021), <https://play.google.com/store/books/details?id=GLNREAAAQBAJ>

MI Nurul Hidayah



English Learning After Online Learning



The Research Analyzes About Teacher and Students' Perception on English Lesson After Online Learning during Covid-19 Pandemic And Its Implementation.

CHAPTER III METHOD OF RESEARCH

This chapter consist about what the research method, how data source is obtained, when is the research time, where is the research location, who the subject of the research, then how the data collection technique and data analysis technique are obtained.

A. Research Design

In this research, the researcher used a descriptive qualitative research design. Sugiyono (2013) defines that the qualitative research method is a research method based on the philosophy of post positivism or something natural, which is used to examine a natural object condition (as opposed to an experiment)³⁶.

This study use a descriptive qualitative research because it describes the analysis that researcher obtained about teachers and students' perception on English lessons after online learning during Covid-19 pandemic.

B. Location and Time

The research location is MI Nurul Hidayah Banyubang. One of the private schools located on Jln Al Mukarrom Rt 04

³⁶ Sugiyono, *'Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif, dan R&D)*, 27th edn (Bandung: Alfabeta, 2018)

Rw 01 in Banyubang Village, Solokuro, Lamongan City, East Java. This school is a school with A accreditation led by Mr. Muzammil, S.Pd.I. as principal by having 16 teachers and 157 students (from grade 1 to grade 6). In this school, English lessons are taught as a compulsory subject and there are two meetings a week.

Numb	Activities	Time
1	Research permit application	4 Sept 2022
2	First observation	22- 27 Jan 2022
3	Second observation	5 – 19 Sept 2022
4	Interview with teacher	21 Sept 2022
5	Interview with students	24 Sept – 25 Sept 2022

(Table 1)

C. Source of Data

In this study, the main data were obtained from the results of interviews to be conducted with 26 informants who could represent and answer the problems in this research. In this case, 26 informants consist of 25 perceptions of 5th grade students at MI Nurul Hidayah Banyubang, Lamongan, East Java and 1 perception of English teachers at MI Nurul Hidayah Banyubang for the 2022/2023 academic year.

Then to students, the 25 children which in this study were grouped into 3 parts. The grouping was based on the

ability of students, between the smartest, average and less intelligent.

Name	Gender	Description
Moh Aqif Idhom Hakim (MAIH)	Male	The smartest
Rahmatul Lailiyah (RL)	Female	The smartest
Moh Fahmi (MF)	Male	The average
Lu'luil Bariroh Muhasyim (LBM)	Female	The average
Reyfan Pradana Putra (RPP)	Male	The less intelligent
Livia Amalia Putri Amalia (LAPA)	Female	The less intelligent

(Table 2)

And also to supporting the data were obtained from observations made by researcher around the school. However, the data obtained remains or changes depending on the source of the data and the time used to conduct the research.

D. Research Instrument

In qualitative research, the instrument or research tool is the researcher. Researcher has the task of being a human instrument that functions to determine the focus of research, select informants as resources, collect data, assess data quality, analyze data, interpret data and make conclusions. As explained

by Gunawan (2013) that the researcher is the key instrument in the process of searching the data (Imam Gunawan, 2016). So based on the statement, the researcher went into the field herself.

E. Technique of Collecting Data

According to Sugiyono (2013:224) data collection techniques are the most strategic step in research, because the main goal of research is to get a data³⁷. In this study, the researcher used 3 data collection techniques, for use on 26 informants. They were :

1. Interview

In this study, the researcher used semi-structured interviews, because the purpose of this type of interview is to find problems more openly, where later the researcher interviewed respondents to be asked for answers to several questions and asked for their opinions and ideas. This type of interview is based on an indicator from Gubrium (2012) which consists of stem questions that can be responded to freely based on the responses from the sources³⁸. The questions in this

³⁷ Sugiyono.

³⁸ Gubrium, et al, 'The SAGE Handbook of Interview Research: The Complexity of the craft', *SAGE Publications*, 2012

study focus on 2 things, its perception and implementation. Where in perception using indicators from Kresna in the form of responses and opinions obtained from sources. Then, in implementation using indicators from Purwanto and Sulistyastuti, its environmental conditions and resources.

2. Observation

According to Widoyoko (2014) observation is systematic observation and recording of the elements that appear in a symptom on the object of research³⁹.

In this study, the type of observation used a passive participation, in which the researcher came to the subject's place to carry out the activities to be observed, but the researcher did not involve in the activities being observed.

3. Documentation

According to Sugiyono (2013) documents are records of events that have passed. Documents can be in the form of writing, pictures, or monumental works of a person⁴⁰.

³⁹ Eko Putro Widoyoko, *Penelitian Hasil Pembelajaran di Sekolah*, 1st edn (Yogyakarta, Pustaka Belajar, 2014).

⁴⁰ Sugiyono.

Documentation is used to collect data later be studied and also as a complement to the use of observation and interview methods in qualitative research. It includes the syllabus, lesson plans and school profiles.

F. Technique of Analysis Data

In this study, the analytical technique used is the Miles and Huberman model. Miles & Huberman (2014) state that data analysis techniques in qualitative research include⁴¹ :

1. Data Reduction

Data reduction is also a critical thinking process that require depth of insight to process the resulting data. In this study, researcher collected data on teacher and students perceptions of English lessons after online learning through interviews, observations and documentation, then the data is transcribed. Irrelevant data that is not related to the research questions were discarded. Then, after collecting and reducing the data, the researcher presents the data in descriptive form.

⁴¹ Matthew B. Miles, A. Michael Huberman, and Johnny Saldana, *Qualitative Data Analysis*, ed. By Andrew Holson, 4th edn, (America: SAGE Publications).

2. Data Display

After reducing the data, the next step is to present the data. Through the presentation of the data, the data can be organized, arranged in a pattern of relationships, so that it will be easy to understand. In addition, in qualitative research, data presentation can be done in the form of brief descriptions and charts. The relationships between categories, flowcharts, and the like, but what will be used in this research is narrative text, thus requiring simplification without reducing its content.

3. Drawing / Verification

Verification or conclusion is the final stage in the data analysis process. According to Sugiyono (2018) conclusions in qualitative research can answer the problem formulation that was formulated from the start⁴². In this research, researcher made conclusion from the data display.

⁴² Sugiyono.

CHAPTER IV RESEARCH FINDINGS AND DISCUSSION

In order to obtain the answer for the research question of this research, qualitative research was used as an analysis of the perceptions of teachers and students in English lessons after online learning during the Covid-19 pandemic and how the teacher implementation. So, this chapter focuses on results and discussions.

A. Results

1. Implementation

Question :
How is the implementation of English lessons in 5 th grade after online learning during Covid 19 pandemic?
Answer :
<p>The English teacher at MI Nurul Hidayah found a method and media that are appropriate and of course appropriate to be applied in after online learning.</p> <p>The method used is the team quiz method where the questions in the quiz I gave also refer to the material taught last week. The quiz questions given are also varied, this is intended so that students do not feel bored.</p> <p>Then, the media used is song, where the teacher always prepares songs based on the material that will be taught that day. This is felt to have a positive impact on students, where students are always enthusiastic when English lessons are</p>

carried out, and of course students can also develop skills in English, such as improving students' abilities in vocabulary, speaking, listening, writing and memorizing.

2. Teacher and Students Perceptions

Question :

How are teacher and students' perceptions of English lessons in 5th grade after online learning during Covid 19 pandemic?

Answer :

Teacher and students have a positive perception about after online learning during Covid 19 pandemic, because after online learning is the most effective learning to can use in MI Nurul Hidayah Banyubang, Lamongan, East Java.

Unfocused students, hard to concentrate, easy to distract, short teaching time and process of adapting from an online routine to after online are the obstacles that occurred in after online learning.

Teacher and students stated that the challenges that occur are only a matter of time and habits because of the transformation from online to after online.

Teacher and students feel that after online learning can effectively use in MI Nurul Hidayah Banyubang, Lamongan, East Java because the method and media that teacher applied to 5th grade students in there has been successfully.

Teacher and students stated that after online learning is better and more effective than online learning.

B. Discussion

Where through the results of interview research can be concluded that teacher and students have a positive perception of after online learning during the Covid-19 pandemic because they feel that after online learning is the most effective learning to use in learning at MI Nurul Hidayah Banyubang. They feel that the obstacles that occur after online learning are unfocused students, hard to concentrate, easy to distract, short teaching time, the material presented feels more difficult to understand and the process of adapting from an online learning routine that lacks of rules to after online learning which has many rules to apply discipline to students, Its supported by Phatthanan Hiranrithikorn (2019) that in after online learning, teachers will have difficulty in choosing after online learning methods, especially for elementary school students.

However, the obstacles or challenges that occur are only a matter of time and habits. Because the teacher found the right learning methods and media to be applied in 5th grade in MI Nurul Hidayah Banyubang by using the team method and song media, both of which were well received

by all students, and the teacher will continue to use these two methods because she know that two methods is very effective to implemented in MI Nurul Hidayah Banyubang, Lamongan, East Java. Which is supported by the opinion from Irfan (2020) also stated that in after online learning, teachers should look for media, method, and appropriate materials to help students continue to learn.

Then both of teacher and students also stated that offline learning is better and more effective than online learning. The finding was line with Dirman and Cicih Juarsih (2014) that learning is a process of changing behavior in individuals because of the interaction between individuals and individuals with the environment so that they are better able to interact with their environment, which would be better if done through offline learning.

CHAPTER V CONCLUSION AND SUGGESTION

This chapter contains conclusions and suggestions for completing this research based on the teacher and students' perception and the way the teacher implementation.

A. Conclusions

From the research that has been determined about Teacher and Students' Perception on English Lessons After Online Learning During Covid-19 at MI Nurul Hidayah Banyubang Lamongan, East Java, the researcher concluded that :

1. Based on the result, the implementation of the teacher used the team method and song media, where both of these have a positive impact on the development of abilities in students, also for the confidence and activeness of students in MI Nurul Hidayah Banyubang students, Lamongan, East Java. Then, the challenges that occur are only a matter of time and habits because of the transformation from online to after online
2. Based on the findings, it shows that teacher and students have positive perceptions about after online learning during the Covid-19 pandemic at MI Nurul Hidayah Banyubang, Lamongan, East Java. Because apart from the many external challenges, MI Nurul Hidayah also seems not ready in terms of facilities, location and capabilities.

B. Suggestions

Based on the conclusion of the research, the researcher would like to give some suggestions as follows:

1. For the Students

With the return after online learning, students are expected to be more enthusiastic during the learning process. Students are also expected to be more active, communicative and can make better use of their study time.

2. For the Teacher

Teachers should learn more ways to explore learning methods for students so that learning does not take place boring. In addition, the teacher must also recognize and identify the students learning method used is suitable and can be applied or even makes it difficult for students.

3. For the Next Researcher

For further researchers who wish to conduct research on the same topic as this research, they can use this research as a reference for their research. Further researchers can also develop various topics that are related to this research, such as how to overcome obstacles that occur during after online learning, the effectiveness of methods and media that can be used in after online learning.

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APPENDIXES

APPENDIX 1

Date : 4 Sept 2022

Research Permit

**LEMBAGA PENDIDIKAN MA'ARIF NU
MADRASAH IBTIDAIYAH (MI)
"NURUL HIDAYAH"**
Desa Banyuwangi Kecamatan Sokokuro
BHPWJ SK. Kementerian Nomor ASKJ-119.661.01.08. Tahun 2013
J. Al Akharon RT. 04 RW. 02 Telp:0819 085655141690
email: nurulhidayahbanyuwangi@gmail.com

Nomor : MI-64148/078-23/X/2022

Lampiran : -

Perihal : Peretujuan Izin Riset

Kepd Yth :
Dekan FITK UIN Walisongo Semarang
Di Tempat

Axaulama'salazakar W/9: W/9:

Menindaklanjuti surat Dekan FITK UIN Walisongo Semarang nomor
4986/Uin.10.3/D1/TA.00.04/09/2022 perihal izin riset mahasiswa tersebut di bawah ini :


Nama : Rima Ihdad Husayini
NIM : 1803046040
Alamat : Jln Al Taqwa Rt 06 Rw 02, Banyuwangi Sokokuro Lamongan, Jawa Timur
Judul Skripsi : Teacher and Students' Perception On English Lessons After Online Learning During Covid-19 Pandemic
Pembimbing : Dr. Siti Mariani, M.Pd

Selubungan dengan hal tersebut di atas, kami sampaikan kepada Dekan FITK UIN Walisongo Semarang bahwa pihak sekolah tidak keberatan menerima mahasiswa tersebut melaksanakan riset sesuai permohonan saudara dengan syarat mengikuti peraturan dan ketentuan yang berlaku di MI Nurul Hidayah.

Demikian kami sampaikan atas perhatiannya diucapkan terimakasih.

Wassalamu'salazakar W/9: W/9:

Banyuwangi, 04 September 2022


MI Nurul Hidayah
Sokokuro, Lamongan, S.P.I

CS Scanned dengan CamScanner

(Picture 3)

APPENDIX 2

Interview Transcription

English Teacher : Mrs Nur Jamilah S.Pd.

Date : 21 Sept 2022

Interviewer :Assalamualaikum Warahmatullahi Wabarakatuh. Selamat siang ibu. Sebelumnya perkenalkan kembali nama saya Rina Ihdal Husnayaini mahasiswi dari UIN Walisongo Semarang dan terimakasih banyak sudah berkenan meluangkan waktunya untuk menjadi narasumber dalam penelitian saya yang berjudul “Teacher and Students’ Perception on English Lesson After Online Learning During Covid-19 Pandemic” yang tempat pelaksanaannya saya lakukan di MI Nurul Hidayah Banyubang.

Teacher : Waalaikumsalam, selamat siang mbak Rina. Sebelumnya saya juga mohon maaf karena merubah jadwal yang sudah ditetapkan, mbaknya juga harus repot repot kerumah saya.

Interviewer : Njeh, tidak apa apa ibu.

Teacher : Yasudah silahkan langsung dimulai saja mbak pertanyaannya.

Interviewer : Untuk pertanyaan pertama, saya ingin tahu apakah belajaran bahasa inggris yang ada di MI Nurul Hidayah Banyubang, cukup diminati oleh para siswa/I khususnya di kelas 5 ?

Teacher : Kalau sejauh ini, menurut sudut pandang saya sebagai seorang guru yang memegang 6 kelas sekaligus, Alhamdulillah

pelajaran ini cukup dimanati oleh para siswa. Apalagi kelas 5 ini adalah satu satunya kelas yang bisa dikatakan lebih mudah diatur dari 5 kelas yang lain mbak, maka ketika mengajar di kelas 5 saya lebih merasakan ada antusias yang mereka tunjukkan ketika saya mengajar bahasa inggris, tapi bukan maksudnya mereka semua mahir dalam pelajaran bahasa inggris mba, namun bagaimana ya ada rasa senang atau excited ketika saya sedang mengajar begitu. Namun ya tidak semuanya begitu si mbak, karena masih ada beberapa siswa di kelas 5 yang mungkin harus lebih di kondisikan, jadi menurut pandangan saya apabila di persentasekan mungkin ada sekitar 80% siswa kelas 5 yang minat atau yang suka dalam belajar bahasa inggris.

Interviewer : Baik, terimakasih Bu. Kemudian seperti yang kita ketahui bahwa dalam belajar bahasa Inggris ada 4 skill yang harus dikuasai oleh para murid yaitu Speaking, Reading, Writing dan Listening. Nah, menurut pandangan anda diantara ke empat skill tersebut mana yang paling banyak peminatnya dan mana yang kurang peminatnya?

Teacher : Oke baik, jadi menurut pengamatan saya, writing menjadi skill yang paling diminati di kelas 5 MI Nurul Hidayah. Padahal jika difikir baik baik writing ini termasuk skill yang membutuhkan ingatan tinggi, karena apa yang ada di tulisan dan bagaimana cara membacanya itu sudah berbeda sekali. Tapi mungkin setingkat anak MI ya belum berfikir sampai sana mba.

Kemudian untuk skill yang paling kurang diminati sepertinya ehh Speaking sih. Tapi saya rasa alasan dibalik kurangnya peminat adalah siswa yang malu dan kurang percaya diri dalam berbicara bahasa Inggris, mungkin salah satu faktornya juga takut salah dalam pengucapannya, karena anak-anak kalau salah pasti temannya diketawain. Tapi saya rasakan, bukan hanya di kelas 5 saja yang sepi peminat tapi di kelas-kelas yang lain juga kok.

Interviewer : Kemudian sebelum lanjut ke pertanyaan selanjutnya, saya ingin mengajak njenengan flashback dahulu ke tahun 2020. Seperti yang kita tahu, awal tahun 2020 Indonesia diserang wabah virus bernama Covid-19. Dimana hal ini menyebabkan Indonesia mengalami pandemic dan memaksa seluruh sector kehidupan dilaksanakan secara online, termasuk kegiatan belajar mengajar yang ada di MI Nurul Hidayah Banyuwangi. Lalu, ketika pembelajaran dilakukan secara daring, apakah ada tantangan atau kesulitan dalam proses mengajar bahasa Inggris?

Teacher : Tentu saja. Bahkan saya merasa banyak sekali kendala yang saya hadapi, salah satunya kurangnya dana dan fasilitas yang tersedia. Jujur ketika pemerintah mengumumkan kebijakan pembelajaran yang dilakukan secara online saya otomatis berfikir akan melakukan pembelajaran melalui via Zoom atau Gmeet seperti anak-anak kuliah yang sudah melakukan pembelajaran online lebih dulu. Namun, melihat respon dari beberapa wali murid yang keberatan karena kendala kuota internet yang diperlukan lumayan banyak,

belum lagi ada beberapa yang tidak memiliki handphone, membuat saya akhirnya mengurungkan niat saya.

Selain itu, kurangnya edukasi mengenai teknologi yang semakin hari semakin canggih membuat banyak wali murid yang tidak faham akan perkembangan dan penggunaan media teknologi. Maka dari itu, langkah yang bisa saya ambil agar tetap bisa melakukan pembelajaran hanya melalui Whatsapp Group, dimana saya akan memberikan tugas di setiap jam pelajaran saya, walaupun masih ada beberapa yang tidak mengerjakan tugas karena alasan tidak ada kuota, hp rusak dan juga hp sedang dibawa orang tua ke ladang, karena memang perlu di ketahui mayoritas pekerjaan orang tua yang ada di Banyubang adalah petani. Saya juga tau betul hal ini sangat sangat kurang efektif namun mau bagaimana lagi, karena hanya melalui ini para siswa tetap bisa melakukan pembelajaran. Hanya saja keresahan saya sebagai guru ini Cuma satu, takut para siswa tidak bisa memahami materi yang saya berikan, apalagi untuk kelas 5 memang materinya sudah mulai serius seperti positive negative sentence, penggunaan to be dan masih banyak yang lain.

Interviewer : Lalu bagaimana cara anda mengatasi kesulitan yang anda hadapi saat itu bu ?

Teacher : Solusi kecil yang bisa saya terapkan adalah memberikan tugas kepada murid dan juga memberikannya tenggat waktu agar para siswa tetap disiplin terhadap waktu dan tidak

menyepelakan tugas yang diberikan. Jadi secara tidak langsung pembelajaran ini tetap berada di dalam pengawasan saya.

Interviewer : Kemudian jika ada yang tidak mengerjakan tugas bagaimana bu ?

Teacher : Biasanya akan saya japri, tapi nanti jika tidak dibalas dan tugas tetap tidak di kumpulkan saya akan sebut nama siswa yang tidak mengerjakan di grup mba, biar mereka malu dan ada rasa jera, jadi hal ini tidak akan diulangi oleh siswa itu lagi.

Interviewer : Ibu sendiri, apa sebelumnya sudah pernah belajar atau mengajar berbasis pengajaran online ?

Teacher : Belum pernah, bahkan kepikiran saja tidak pernah mba. Karena memang pandemic ini kan datangnya secara mendadak ya mba, jadi memang tidak ada persiapan sama sekali.

Interviewer : Baik, terimakasih. Namun, seiring berjalannya waktu, situasi di Indonesia semakin hari semakin mebaik. Hal ini menyebabkan pemerintah memperbolehkan beberapa sekolah melakukan pembelajaran tatap muka kembali, salah satunya di MI Nurul Hidayah Banyubang. So, bagaimana persepsi anda sebagai guru pengajar bahasa Inggris ketika proses pembelajaran dilakukan secara offline kembali setelah kurang lebih 2 tahun dilakukan secara online karena pandemic Covid-19 ?

Teacher : Baik, sebagai seorang guru bahasa Inggris di MI Nurul Hidayah, saya cukup merasakan perbedaan yang ada pada diri siswa, saya merasa hampir seluruh dari mereka permasalahannya

adalah kurang fokus ketika pembelajaran sedang berlangsung, seperti ada suatu hal sedang difikirkan. Saat itu saya pernah bertanya pada salah satu murid berprestasi di kelas 5 “Kenapa ketika proses pembelajaran kamu dan teman teman seperti memikirkan suatu, apakah ada suatu hal yang mengganggu pikiranmu?”, kemudian murid itu menjawab bahwa dia tidak sedang memikirkan apapun namun saat di jam jam pelajaran kadang pikirannya teringat bermain bersama teman teman dan jadi tidak fokus dalam pelajarannya. Kemudian saya tanya balik kenapa bisa begitu, dan dijawab bahwa sudah terbiasa ketika pembelajaran daring. Jadi, hal inilah yang membuat saya yakin bahwa kebiasaan kebiasaan ketika pembelajaran online ini bisa terbawa dalam pembelajaran pasca online.

Selain itu, saya merasa konsentrasi pada diri siswa juga menurun, hal ini tidak bisa dipungkiri bahwa pembelajaran online yang terjadi selama kurang lebih 2 tahun itu menimbulkan rasa nyaman pada diri siswa. Mungkin tidak semua siswa menyukai pembelajaran online namun kalau rasa nyaman itulah mbak pasti ada entah 20 atau 10 persen, apalagi untuk beberapa siswa yang tidak terlalu menyukai pembelajaran pasti sangat merasa nyaman itu. Karena mengingat pembelajaran online yang saya lakukan juga hanya via WA jadi secara otomatis pengajaran tidak bisa tersampaikan dengan maksimal, waktu pengajaran juga terbatas, tugas yang diberikan pun bisa dibantu oleh orang tua ataupun saudara. Jadi bisa dikatakan pembelajaran yang

terjadi di MI Nurul Hidayah ini tidak maksimal dan masih perlu belajar kembali dari segi apapun.

Oh iya, selain itu untuk menjadi salah satu sekolah yang bisa melakukan pembelajaran tatap muka, pihak sekolah juga harus memenuhi beberapa syarat dari pemerintah seperti wilayah yang harus berada di zona hijau, siswa dan guru diwajibkan memakai masker dan face shield, pihak sekolah juga harus menyediakan tempat cuci umum dan hand sanitizer. Kemudian alokasi waktu pembelajaran after online ini juga cukup mempengaruhi bagi saya, dimana sebelum adanya pandemic pembelajaran dilakukan selama 120 menit dan after online learning ini hanya 90 menit saja, jadi saya sebagai guru kebingungan dalam menyampaikan materi, kalau terlalu cepat nanti siswa tidak faham tapi jika tidak cepat mau bagaimana, karena pengajaran juga harus tetap berpacu pada RPP.

Maka, beberapa aspek yang saya sebutkan sebelumnya juga mungkin berkaitan dengan alokasi waktu yang terbatas ini. Jadi mungkin siswa harus beradaptasi kembali dengan alokasi waktu yang baru dan juga dengan transformasi pembelajaran yang sudah kembali tatap muka agar semua permasalahan yang terjadi bisa diatasi dan dihadapi dengan baik oleh guru maupun murid.

Interviewer : Lalu, dengan berbagai kendala yang terjadi, bagaimana cara anda dalam mengimplementasikan pembelajaran bahasa Inggris yang dilakukan secara offline kembali ? Apakah

mungkin ada suatu metode atau media yang digunakan untuk lebih menunjang proses pengajaran after online ini ?

Teacher : Wah tentu mba, karena sesuai paparan yang saya sampaikan tadi bahwa mayoritas permasalahan yang terjadi karena siswa yang belum terbiasa melakukan transformasi dari pembelajaran online ke pembelajaran tatap muka kembali. Oleh karena itu, metode yang saya gunakan adalah metode kuis beregu. Dimana dalam setiap kelas, siswa akan saya bagi menjadi 4 kelompok acak dan setiap kelompok harus berebut menjawab pertanyaan yang saya siapkan untuk mendapatkan skor terbanyak. Misalnya pada minggu sebelumnya mempelajari materi tentang hobby maka di minggu selanjutnya saya akan mengadakan kuis mengenai materi tentang hobby tersebut. Pertanyaan kuis yang saya ajukan juga bermacam macam, ada yang melengkapi kata rumpang, menerjemah ke dalam bahasa Indonesia maupun ke bahasa Inggris dan juga memantonimkan suatu kata berdasarkan materi tersebut untuk bisa ditebak oleh para siswa. Kemudian kelompok yang menang akan saya berikan sedikit hadiah sebagai bentuk mengapresiasi para siswa yang menang dan memotivasi siswa lain yang kalah agar di minggu depannya bisa berpacu untuk memenangkan kuis dan mendapatkan hadiah. Namun, ternyata di luar dugaan saya bahwa dengan menggunakan metode kuis ini, meningkatkan kemampuan siswa dalam berbagai macam skill yaitu reading, speaking, writing dan listening. Selain itu, dengan menggunakan metode ini, siswa lebih terdorong untuk lebih serius

dalam menghafalkan vocabulary yang saya berikan, karena mungkin mereka mempunyai motivasi untuk bisa menang jadi semangat mereka dalam menghafal juga semakin tinggi. Jadi materinya dapat, enjoynya juga dapat.

Kemudian kalau media pembelajaran, saya mencoba menerapkan lagu lagu bahasa Inggris yang relate dengan materi yang sedang saya ajarkan di minggu sebelumnya mba, seperti contoh minggu lalu kelas 5 mendapat materi Greeting and Parting, maka saya akan memutarakan lagu yang kosa katanya sesuai dengan materi tersebut untuk di dengarkan oleh para siswa dan Alhamdulillahnya dengan menggunakan media ini, siswa lebih cepat untuk bisa menghafal kosa kata tersebut. Karena saya pernah membaca, jika kita mendengarkan sebuah lagu secara terus menerus secara tidak langsung lagu itu akan selalu terngiang ngiang di otak kita dan membuat kita otomatis hafal isi dari lirik lagu tersebut, dan poin plusnya lagu yang di dengarkan tadi bertahan lama di otak, jadi para murid tidak mudah lupa juga.

Nah, biasanya 2 metode tersebut saya gunakan berselang seling. Minggu pertama membahas tentang materi yang ada di kitab dan penggunaan media lagu tersebut, kemudian minggu kedua metode kuis beregu seperti yang saya jelaskan tadi dan minggu depannya lagi menjawab latihan soal yang ada di kitab secara individual untuk bisa mengevaluasi hasil dari pembelajaran siswa mengenai materi tersebut. Siswa yang mungkin dirasa kurang memahami materi, saya tambahkan tugas pengayaan agar siswa belajar kembali.

Kemudian metode dan media yang saya gunakan saat itu akan tetap saya gunakan sampai sekarang mba, karena apa ya saya merasa metode dan media tersebut sangat efektif untuk pengajaran yang saya lakukan.

Interviewer : Untuk pertanyaan terakhir, saya ingin tahu menurut persepsi anda diantara pembelajaran online dan after online, mana yang lebih efektif untuk digunakan di kelas 5 MI Nurul Hidayah Banyubang ?

Teacher : Kalau saya sudah pasti akan memilih pembelajaran after online. Karena walaupun terdapat banyak kendala yang dilalui namun tidak sesulit dan serumit pembelajaran yang dilakukan secara online. Mungkin jika pembelajaran online yang dilakukan di kota kota besar dan sekolah sekolah yang fasilitasnya lengkap tidak sesulit di MI Nurul Hidayah Banyubang dan mungkin saja, pembelajaran juga bisa berjalan dengan efektif.

Oleh karena itu, menurut saya pembelajaran after online dengan tatap muka seperti ini adalah pembelajaran yang terbaik yang bisa diterapkan di MI Nurul Hidayah Banyubang, dimana guru bisa berinteraksi secara langsung dengan murid, kemudian jika ada materi yang kurang difahami, siswa bisa bertanya secara langsung saat itu juga dan tentunya guru bisa mengarahkan dan menataui secara penuh perubahan baik buruk yang terjadi pada siswa siswi didiknya.

Interviewer : Wah baik ibu, terimakasih banyak atas jawaban dan waktu yang ibu luangkan untuk saya. Wawancara kali ini saya akhiri, Wassalamualaikum Warahmatullahi Wabarakatuh.

APPENDIX 3

Interview Transcription

Student 1 : Moh Aqif Idhom Hakim (MAIH)

Date : 24 Sept 2022

Interviewer : Menurut kamu pelajaran bahasa Inggris ini mudah atau sulit ?

Student 1 : Mudah dong

Interviewer : Karena ?

Student 1 : Karena saya suka dapat emm apa namanya kata baru

Interviewer : Kosa kata ?

Student 1 : Iya, kosa kata

Interviewer : Kamu suka belajar bahasa asing ?

Student 1 : Iya, makanya saya suka belajar bahasa Inggris dan bahasa Arab

Interviewer : Kemudian di bahasa Inggris kan terdapat 4 materi dasar, yaitu speaking yang artinya berbicara, reading artinya membaca, writing artinya menulis dan listening artinya mendengarkan. Dari 4 materi dasar tersebut mana yang paling kamu suka ?

Student 1 : Menulis dan membaca

Interviewer : Alasannya ?

Student 1 : Karena ketika nulis sekalian baca dan kalo baca aku bisa lebih mudah menghafal sekaligus dengan tulisannya.

Interviewer : Kemudian yang kurang kamu sukai apa ?

Student 1 : Mendengarkan

Interviewer : Alasannya ?

Student 1 : Karena aku tidak bisa faham dengan apa yang diucapkan ibu guru, bikin pusing.

Interviewer : Ketika tahun 2020 lalu, sekolah harus dilaksanakan secara online, apakah kamu merasa ada kesulitan yang kamu alami saat itu ?

Student 1 : Emm iya iya

Interviewer : Alasannya kenapa ?

Student 1 : Karena semua peraturan jadi berubah, dan aku tidak terbiasa dengan itu, kata bapak ibu guru juga mereka tidak terbiasa si. Apalagi kalau di desa itu banyak teman dan orang orang tua yang ga faham main handphone bahkan ada yang masih gak punya handphone juga.

Interviewer : Terus kalau kamu ?

Student 1 : Aku punya, tapi juga selalu dibantu sama ibuku karena ibuku pintar main handphone jadi bisa dibantu.

Interviewer : Tapi kamu suka tidak dengan pembelajaran yang dilakukan secara online ?

Student 1 : Emm, lumayan

Interviewer : Kok lumayan, kenapa ?

Student 1 : Karena kalau online sekolahnya bisa sama main hehehe dan enaknya waktu bermainnya banyak.

Interviewer : Kemudian, seiring berjalannya waktu, sekolah memperbolehkan pembelajaran dilakukan secara tatap muka kembali, maka gimana si persepsi kamu sebagai siswa kelas 5 di MI Nurul Hidayah Banyubang, ketika pembelajaran dilakukan secara tatap muka kembali setelah sekian lama dilakukan secara online ?

Student 1 : Aku sangat senang

Interviewer : Kenapa ?

Student 1 : Karena belajarnya bisa sungguh sungguh dan tentunya bisa main lagi sama temen temen. Karena sekolah online itu sangat sulit dan banyak sekali tugas yang diberikan sama ibu guru.

Interviewer : Lalu kalau belajar di sekolah?

Student 1 : Ya kalau di sekolah saya dan teman teman bisa belajar bersama ibu guru jadi bikin pintar karena bisa paham.

Interviewer : Terus kamu ada merasakan sesuatu tidak, ketika pembelajaran kembali dilakukan di sekolah ?

Student 1 : Emm kadang apa namanya aku sulit fokus ketika ibu guru menerangkan, kadang malah ngelamun main sama temen temen kaya pas sekolah online. Kemarin ibu guru ada yang tanya dan semua kelasku gak bisa jawab soalnya susah.

Interviewer : Terus ibunya suruh inget inget gak ?

Student 1 : Iya, tapi gak ada yang inget. Karena pas bab itu kan sekolahnya masih online. Aku itu gak ada yang inget miss apa yang diajarin ibu guru pas online, lupa pokonya.

Interviewer : Terus harapan kamu apa dong ?

Student 1 : Semoga selalu belajar di sekolah dan aku sama teman teman bisa jawab lagi sama seperti dulu waktu dikelas. Dan juga semoga aku tidak sering melamun lagi ketika guru menerangkan supaya aku pintar.

Interviewer : Menurut kamu, bagaimana pengimplementasian gurumu dalam pelajaran bahasa Inggris setelah pembelajaran yang dilakukan secara online?

Student 1 : Awalnya sih bosan, tapi lama lama ibu guru punya game kelompok kelompokan, dan itu seru banget karena nanti kalau menang bisa dapat hadiah.

Interviewer : Jadi kamu lebih semangat belajar ya ?

Student 1 : Iya, lebih semangat menghafal kata yang diberikan ibu guru biar bisa jawab pertanyaan. Oh iya kadang ibu guru juga mainkan lagu lewat laptop, aku piker bakal susah hafalin lagu ternyata jadi lebih gampang dan hafalannya jadi awet. Jadi semangat deh belajar bahasa Inggris.

Interviewer : Pertanyaan yang terakhir, diantara pembelajaran online dan pembelajaran setelah online, mana yang lebih kamu sukai ?

Student 1 : Setelah online

Interviewer : Kenapa ?

Student 1 : Karena seperti sekolah beneran. Ada guru ada murid, ada kitab. Kalau gak faham juga bisa langsung tanya. Dan juga bisa bermain sama temen temen, seru banget ketawa bareng temen temen.

Interviewer : Tapi tadi kata kamu pelajaran setelah online ini membuat kamu sering tidak fokus dan sering melamun ?

Student 1 : Iya si, tapi menurutku pelajaran setelah online ini yang paling aku suka.

Interviewer : Oke, kalau begitu terima kasih atas waktunya ya.

APPENDIX 4

Interview Transcription

Student 2 : Rahmatul Lailiyah (RL)

Date : 25 Sept 2022

Interviewer : Menurut kamu pelajaran bahasa Inggris ini mudah atau sulit ?

Student 2 : Em lumayan

Interviewer : Kenapa lumayan ?

Student 2 : Ya karena kalau dikelas aku ditanya aku bisa jawab. Tapi senang si kalau bisa bahasa Inggris bisa ke luar negeri.

Interviewer : Kemudian di bahasa Inggris kan terdapat 4 materi dasar, yaitu speaking yang artinya berbicara, reading artinya membaca, writing artinya menulis dan listening artinya mendengarkan. Dari 4 materi dasar tersebut mana yang paling kamu suka ?

Student 2 : Aku sangat suka membaca.

Interviewer : Kenapa membaca ?

Student 1 : Karena kalau membaca bisa tahu semuanya.

Interviewer : Kemudian yang kurang kamu sukai apa ?

Student 2 : Berbicara

Interviewer : Karena ?

Student 1 : Karena takut salah ngomongnya

Interviewer : Ketika tahun 2020 lalu, sekolah harus dilaksanakan secara online, apakah kamu merasa ada kesulitan yang kamu alami saat itu ?

Student 2 : Iyalah

Interviewer : Kesulitan seperti apa ?

Student 2 : Ya karena sekolah online nya mendadak jadi aku belum siap. Apalagi ayah ibuku ga faham sama HP.

Interviewer : Terus Gimana dong ?

Student 2 : Untung ada kakakku yang mantau ketika aku sekolah online lewat WA Group di HP ibuku.

Interviewer : Selain itu, yang kamu rasakan ?

Student 2 : Aku merasa tidak seperti sekolah, seperti sekolah yang main main kalau kata kakaku tidak maksimal karena tidak ada uang dari bapak menteri. Kuota juga kan mahal miss.

Interviewer : Tapi kamu suka tidak dengan pembelajaran yang dilakukan secara online ?

Student 2 : Suka si, karena sekolahnya cepet jadi bisa main terus.

Interviewer : Kemudian, seiring berjalannya waktu, sekolah memperbolehkan pembelajaran dilakukan secara tatap muka kembali, maka gimana si persepsi kamu sebagai siswa kelas 5 di MI Nurul Hidayah Banyubang, ketika pembelajaran dilakukan secara tatap muka kembali setelah sekian lama dilakukan secara online ?

Student 2 : Kalau aku, pas awal masuk berasa kayak aneh tapi lama lama biasa aja si.

Interviewer : Ada tidak yang kamu keluhkan ?

Student 2 : Emm, aku tidak bisa fokus kalau ibu guru nerangin pelajaran, kadang kayak mikirin sesuatu kaya mainan, nonton tv gitu gitu deh.

Interviewer : Loh kenapa seperti itu ?

Student 2 : Ya karena kebiasaan sekolah dirumah sambil nonton TV juga miss, makanya kalau dirumah aku gak faham sama materinya. Tapi walaupun gitu aku agak seneng si kalau sekolah di rumah bisa disambi ngapa ngapain.

Interviewer : Ngapa-ngapainnya kenapa aja ?

Student 2 : Ya makan, ya nonton TV, gitu gitu deh. Kan enak ya sekolah tanpa pergi ke sekolahan, tanpa pakai seragam. Tapi, aku juga tetep nunggu kapan bisa sekolah lagi dan bertemu teman teman kok

Interviewer : Menurut kamu, bagaimana pengimplementasian gurumu dalam pelajaran bahasa Inggris setelah pembelajaran yang dilakukan secara online ?

Student 2 : Awalnya biasa aja dan aku ngerasa sangat bosan. Tapi untungnya Ibu guru punya cara yaitu belajar sambil benyanyi dan juga quiz hadiah.

Interviewer : Kamu suka tidak belajar dengan lagu ?

Student 2 : Suka sekali, karena tidak bikin bosan dan aku jadi cepet hafal kata katanya seperti reading, swimming gitu.

Interviewer : Kalau quiz hadiah itu gimana ?

Student 2 : Biasanya setelah belajar dengan lagu, minggu depannya diberikan quiz. Kalau hafal lagu yang kemarin ya pasti bakal bisa jawab quiznya.

Interviewer : Apa dengan 2 cara itu bisa membuat kamu makin semangat dalam belajar di sekolah ?

Student 2 : Iya, karena jadi terasa tantangan kan juga kalau kelompoknya menang, lumayan bisa dapat hadiah .

Interviewer : Pertanyaan yang terakhir, diantara pembelajaran online dan pembelajaran setelah online, mana yang lebih kamu sukai ?

Student 2 : Ya pastinya pembelajaran setelah online

Interviewer : Kenapa ? katanya ga bisa fokus ?

Student 2 : Iya si, tapi gapapa karena materi yang diajarkan Ibu guru secara langsung di sekolah lebih bisa difahami, walaupun misalnya gabisa kan bisa tanya sama Ibu guru.

Interviewer : Oke kalau begitu, terima kasih atas waktunya ya.

APPENDIX 5

Interview Transcription

Student 3 : Mohammad Fahmi (MF)

Date : 24 Sept 2022

Interviewer : Menurut kamu pelajaran bahasa Inggris ini mudah atau sulit ?

Student 3 : Kadang sulit kadang enggak

Interviewer : Kok bisa ?

Student 3 : Pokoknya tergantung materi yang sudah diajarkan, kalau hari hari ya gampang kalau jam susah.

Interviewer : Kemudian di bahasa Inggris kan terdapat 4 materi dasar, yaitu speaking yang artinya berbicara, reading artinya membaca, writing artinya menulis dan listening artinya mendengarkan. Dari 4 materi dasar tersebut mana yang paling kamu suka ?

Student 3 : Mendengarkan

Interviewer : Alasannya ?

Student 3 : Karena aku bisa cepat hafal kalo sering denger dari orang yang ngomong, kalau aku yang ngomong sendiri takut salah bacanya.

Interviewer : Kemudian yang kurang kamu sukai apa ?

Student 3 : Berbicara

Interviewer : Kenapa ?

Student 3 : Ya tadi, takut salah.

Interviewer : Ketika tahun 2020 lalu, sekolah harus dilaksanakan secara online, apakah kamu merasa ada kesulitan yang kamu alami saat itu ?

Student 3 : Banyak sekali

Interviewer : Oh ya ? apa saja ?

Student 3 : Hp saya rusak jadi tidak punya Hp. Makanya harus pinjem Hp ibu saya tapi kan ibu saya setiap hari ke sawah jadi saya gak tahu tugas apa saja yang diberikan oleh Ibu guru. Ditambah ibu saya juga sering tidak punya kuota.

Interviewer : Terus akhirnya apa yang kamu lakukan ?

Student 3 : Aku biasanya pergi ke rumah temenku untuk belajar bareng supaya tetap bisa sekolah dan tidak dimarai Ibu guru.

Interviewer : Tapi kamu suka tidak dengan pembelajaran yang dilakukan secara online ?

Student 3 : Suka tapi biasa saja. Karena sukanya bisa lebih banyak waktu main.

Interviewer : Kemudian, seiring berjalannya waktu, sekolah memperbolehkan pembelajaran dilakukan secara tatap muka kembali, maka gimana si persepsi kamu sebagai siswa kelas 5 di MI Nurul Hidayah Banyubang, ketika pembelajaran dilakukan secara tatap muka kembali setelah sekian lama dilakukan secara online ?

Student 3 : Aku sangat senang sekali saat diumumkan bisa sekolah lagi.

Interviewer : Kenapa ?

Student 3 : Karena setelah sekian lama, akhirnya bisa sekolah lagi. Kalau kata saya di sekolahan saya itu gak cocok buat sekolah online karena gaada laptop kayak orang orang di TV jadi sekolahnya gak dapat ilmu apapa.

Interviewer : Iya betul, lalu apa lagi ?

Student 3 : Emm saya kan tidak selalu ditemani Ibu karena sibuk bekerja jadi saya merasa tidak merasakan mendapatkan ilmu saat sekolah di rumah. Makanya saya seneng waktu denger bisa sekolah lagi, emm kalau mau sekolah online seharusnya kan dikasih Hp dan kuota dulu biar saya bisa ikut.

Interviewer : Kemudian menurut kamu, bagaimana pengimplementasian gurumu dalam pelajaran bahasa Inggris setelah pembelajaran yang dilakukan secara online?

Student 3 : Seperti dulu saat sekolah

Interviewer : Dulu Bagaimana ?

Student 3 : Ya dulu seperti Bu guru yang mnejelaskan, sangat tidak seru karena bikin ngantuk

Interviewer : Terus kamu inginnya pengajaran yang seperti apa ?

Student 3 : Mau yang seru dan tidak bosan, seperti yang akhirnya Bu guru lakukan ?

Interviewer : Melakukan apa ?

Student 3 : Melakukan pengajaran dengan lagu

Interviewer : Kamu suka lagu ?

Sttudent 3 : Iya, sangat suka lagu karena saya suka bernyanyi. Jadi pelajarannya jadi seru dan tidak bosan terus aku juga jadi cepet hafal sama kata bahasa Inggris kalau dilagukan.

Interviewer : Terus ibunya gunain cara apa lagi ?

Student 3 : Quiz, itu sangat seru sekali

Interviewer : Serunya kenapa ?

Student 3 : Karena kita lomba untuk bisa jadi juara satu, dan yang dilombakan itu macam macam jadi sangat seru sekali. Jadi pelajaran tidak terlihat susah kalau belajarnya sambil quiz.

Interviewer : Pertanyaan yang terakhir, diantara pembelajaran online dan pembelajaran setelah online, mana yang lebih kamu sukai ?

Student 3 : Setelah online.

Interviewer : Alasannya ?

Student 3 : Karena kalau tidak ada ibu akan susah, materinya tidak faham ditambah SPP nya tetap mahal

Interviewer : Ada lagi ?

Student 3 : Emm saya pikir, walaupun belajar kembali ke sekolah saya tetap bisa bermain kok, malah makin seru makanya saya pilih setelah online saja.

Interviewer : Oke, terima kasih ya atas waktunya.

APPENDIX 6

Interview Transcription

Student 4 : Lu'luil Bariroh Muhasyim (LBM)

Date : 25 Sept 2022

Interviewer : Menurut kamu pelajaran bahasa Inggris ini mudah atau sulit ?

Student 4 : Dua duanya.

Interviewer : Mengapa begitu ?

Student 4 : Karena kalau tau artinya jadi gampang, kalau gak tau ya susah.

Interviewer : Kemudian di bahasa Inggris kan terdapat 4 materi dasar, yaitu speaking yang artinya berbicara, reading artinya membaca, writing artinya menulis dan listening artinya mendengarkan. Dari 4 materi dasar tersebut mana yang paling kamu suka ?

Student 4 : Menulis

Interviewer : Alasannya ?

Student 4 : Karena kata Ibuku, kalau tidak mau lupa sama apa yang dipelajari ya harus dicatat semuanya.

Interviewer : Kemudian yang kurang kamu sukai apa ?

Student 4 : Speaking.

Interviewer : Alasannya ?

Student 4 : Aku pernah disuruh baca di depan kelas tapi gak bisa dan malah diketawai sama teman teman, makanya aku jadi malu.

Interviewer : Ketika tahun 2020 lalu, sekolah harus dilaksanakan secara online, apakah kamu merasa ada kesulitan yang kamu alami saat itu ?

Student 4 : Iya

Interviewer : Apa saja ?

Student 4 : Kan orang tua saya sibuk, jadi tidak diawasi sama orang tua. tapi kata ibu, kalau mau mengarahkan bingung harus bagaimana karena gak paham sama sekolah online.

Interviewer : Selain itu ?

Student 4 : Emm, kan belajarnya Cuma diberi tugas lewat WA jadi aku gak bisa faham karena ibu guru tidak menjelaskan.

Interviewer : Tapi kamu suka tidak dengan pembelajaran yang dilakukan secara online ?

Student 4 : Ya suka, kan bisa sambil bermain tapi ya sedih soalnya gak bisa apa apa.

Interviewer : Kemudian, seiring berjalannya waktu, sekolah memperbolehkan pembelajaran dilakukan secara tatap muka kembali, maka gimana si persepsi kamu sebagai siswa kelas 5 di MI Nurul Hidayah Banyubang, ketika pembelajaran dilakukan secara tatap muka kembali setelah sekian lama dilakukan secara online ?

Student 4 : Aku selalu menunggu untuk belajar di sekolah lagi.

Interviewer : Kenapa ?

Student 4 : Karena sudah lama tidak bertemu teman teman kelas dan sudah lama tidak belajar sambil diterangkan oleh Bu guru.

Interviewer : Makanya kamu seneng ya waktu dikabarin pembelajaran dilakukan di sekolah ?

Student 4 : Iya, dan aku berdoa semoga aku bisa betah dengan pelajaran di sekolah lagi, karena sebenarnya sekarang aku ngerasa betah saat belajar di rumah. Jadi sekarang harus biasa dulu supaya betah masuk ke sekolah lagi. Kayanya aku dan temenku juga ngerasain kangen belajar dari rumah pas awal awal masuk ke sekolah.

Interviewer : Menurut kamu, bagaimana pengimplementasian gurumu dalam pelajaran bahasa Inggris setelah pembelajaran yang dilakukan secara online?

Student 4 : Aku kira bakal bosan ternyata tidak, asyik banget.

Interviewer : Kok bisa ? memangnya kenapa ?

Student 4 : Karena pengajarannya tidak hanya dijelaskan di depan saja, tapi Bu guru memberikan quiz untuk kami belajar, jadinya kami sekelas seneng deh.

Interviewer : Memangnya quiz seperti apa yang diberikan ?

Student 4 : Quiz beregu, nanti kelompok yang menang dapat hadiah makanya saya semangat sekali untuk bisa menang, Quiz yang Bu guru berikan juga macam macam jadi tidak bosan deh.

Interviewer : Pertanyaan yang terakhir, diantara pembelajaran online dan pembelajaran setelah online, mana yang lebih kamu sukai ?

Student 4 : Setelah online

Interviewer : Kenapa ?

Student 4 : Karena ilmunya jadi paham, kalau gak paham bisa langsung tanya Bu guru atau tanya ke teman yang pintar.

Interviewer : Ada lagi ?

Student 4 : Eh kalau pembelajaran di sekolah jadi ga merepotkan orang tua miss.

Interviewer : Oke baik. terima kasih ya atas waktunya.

APPENDIX 7

Interview Transcription

Student 5 : Reyfan Pradana Putra (RPP)

Date : 24 Sept 2022

Interviewer : Menurut kamu pelajaran bahasa Inggris ini mudah atau sulit ?

Student 5 : Sulit

Interviewer : Mengapa begitu ?

Student 5 : Karena saya tidak bisa dan gak faham..

Interviewer : Kan nanti dijelaskan sama ibu guru ?

Student 5 : Malah makin tidak faham, karena pakai bahasa Inggris, mau hafalan aja susah miss ga hafal hafal.

Interviewer : Kemudian di bahasa Inggris kan terdapat 4 materi dasar, yaitu speaking yang artinya berbicara, reading artinya membaca, writing artinya menulis dan listening artinya mendengarkan. Dari 4 materi dasar tersebut mana yang paling kamu suka ?

Student 5 : Menulis

Interviewer : Alasannya ?

Student 5 : Karena saya tinggal menulis apa yang guru tulis di papan tulis.

Interviewer : Kemudian yang kurang kamu sukai apa ?

Student 5 : Listening

Interviewer : Kenapa ?

Student 5 : Karena saya tidak bisa faham siapapun orang yang berbicara dalam bahasa Inggris.

Interviewer : Ketika tahun 2020 lalu, sekolah harus dilaksanakan secara online, apakah kamu merasa ada kesulitan yang kamu alami saat itu ?

Student 5 : Tentu saja

Interviewer : Alasannya ?

Student 5 : Karena belajar secara tatap muka saja sudah sulit apalagi secara online di HP. Apalagi kalau dirumah kan banyak godaanya.

Interviewer : Selain itu ada lagi tidak ?

Student 5 : Emm, saya itu bingung sama jam masuknya kadang 10 menit lebih cepat kadang lambat, kok gak pasti jamnya. Jadinya saya kan sering telat ketika pelajaran.

Interviewer : Orang tua kamu kemana ?

Student 5 : Orang tua saya kuno miss, tidak tau bermain Hp

Interviewer : Tapi kamu suka tidak dengan pembelajaran yang dilakukan secara online ?

Student 5 : Saya si suka banget

Interviewer : Alasannya ?

Student 5 : Karena tidak usah capek capek bangun pagi untuk berangkat sekolah. Selain itu, waktu bermain sangat banyak.

Interviewer : Kemudian, seiring berjalannya waktu, sekolah memperbolehkan pembelajaran dilakukan secara tatap muka kembali,

maka gimana si persepsi kamu sebagai siswa kelas 5 di MI Nurul Hidayah Banyubang, ketika pembelajaran dilakukan secara tatap muka kembali setelah sekian lama dilakukan secara online ?

Student 5 : Sama saja

Interviewer : Kok sama saja ? apa kamu tidak ada rasa senang atau excited saat kembali ke sekolah lagi ?

Student 5 : Emm iya si, kan sudah lama juga tidak sekolah jadi ya pasti ada rasa senang.

Interviewer : Terus ada gak kendala yang kamu rasakan ?

Student 5 : Aku jadi sering ngantuk karena terbiasa bangun siang saat belajar di rumah, terus saya juga makin sulit memahami apa yang diterangkan oleh Ibu guru.

Interviewer : Kemudian ?

Student 5 : Em apa ya, aku tetep akan semangat walaupun belum tentu apa yang diajarkan ibuguru aku paham tapi aku selalu semangat. Karena Bu guru juga sudah baik tidak memberikan tugas yang banyak lagi.

Interviewer : Menurut kamu, bagaimana pengimplementasian gurumu dalam pelajaran bahasa Inggris setelah pembelajaran yang dilakukan secara online ?

Student 5 : Kalau kataku si, jadi seru banget.

Interviewer : Kok bisa, kenapa ?

Student 5 : Karena bu guru membuat cara baru dalam belajar katanya, yaitu dengan lagu dan kelompokan.

Interviewer : Apa kamu menyukainya ?

Student 5 : Ya, aku sangat suka sekali dengan kelompokan, karena kalau menang Bu guru akan memberikan hadiah, jadi makin semangat untuk belajar dan seperti bangga saja saat kelompoknya bisa menang.

Interviewer : Apakah dengan menggunakan metode ini kamu makin semangat belajar ?

Student 5 : Ya, saya makin semangat belajar untuk bisa menjadi kelompok pemenang.

Interviewer : Pertanyaan yang terakhir, diantara pembelajaran online dan pembelajaran setelah online, mana yang lebih kamu sukai ?

Student 5 : Sebenarnya saya suka dengan pembelajaran online tapi saya merasa pembelajaran online yang kemarin terjadi tidak seperti belajar beneran.

Interviewer : Kenapa ?

Student 5 : Karena tidak sungguh sungguh. Jadi walaupun aku bukan murid pintar tapi aku tetap menyukai belajar di sekolah, karena jauh lebih asyik dan juga bisa mendapatkan uang saku dari ibu.

Interviewer : Oke, Terima kasih ya atas waktunya.

APPENDIX 8

Interview Transcription

Student 6 : Livia Amalia Putri Amalia (LAPA)

Date : 25 Sept 2022

Interviewer : Menurut kamu pelajaran bahasa Inggris ini mudah atau sulit ?

Student 6 : Hehehe sulit

Interviewer : Kenapa soalnya ?

Student 6 : Karena tidak suka, apalagi tulisan dan dibacanya berbeda jadi makin membuat bingung.

Interviewer : Kemudian di bahasa Inggris kan terdapat 4 materi dasar, yaitu speaking yang artinya berbicara, reading artinya membaca, writing artinya menulis dan listening artinya mendengarkan. Dari 4 materi dasar tersebut mana yang paling kamu suka ?

Student 6 : Membaca

Interviewer : Alasannya ?

Student 6 : Karena tinggal baca saja jadi mudah

Interviewer : Kemudian yang kurang kamu sukai apa ?

Student 6 : Berbicara

Interviewer : Alasannya ?

Student 6 : Karena sulit sekali berbicara dalam bahasa Inggris

Interviewer : Ketika tahun 2020 lalu, sekolah harus dilaksanakan secara online, apakah kamu merasa ada kesulitan yang kamu alami saat itu ?

Student 6 : Iya

Interviewer : Kenapa ?

Student 6 : Karena orang tua saya sudah tua jadi tidak ada yang memberi tahu, makanya saya hanya ikut ikut saja, walaupun sebenarnya saya tidak paham.

Interviewer : Kenapa tidak tanya teman yang paling dekat dengan rumah ?

Student 6 : Aku jarang boleh keluar sama ibu

Interviewer : Tapi kamu suka tidak dengan pembelajaran yang dilakukan secara online ?

Student 6 : Suka sekali si sebenarnya

Interviewer : Alasannya ?

Student 6 : Karena banyak waktu untuk bermain.

Interviewer : Kemudian, seiring berjalannya waktu, sekolah memperbolehkan pembelajaran dilakukan secara tatap muka kembali, maka gimana si persepsi kamu sebagai siswa kelas 5 di MI Nurul Hidayah Banyubang, ketika pembelajaran dilakukan secara tatap muka kembali setelah sekian lama dilakukan secara online ?

Student 6 : Tengah tengah

Interviewer : Kenapa ?

Student 6 : Enak karena bisa bertemu teman dan bisa tanya kalau tidak bisa.

Interviewer : Kalau tidak enak nya ?

Student 6 : Tidak enak karena harus terbiasa masuk sekolah lagi, kan awalnya pas sekolah online bebas gak banyak peraturan kalau masuk sekolah banyak peraturan

Interviewer : Selain itu, apa ada keluhan ?

Student 6 : Aku sering gak fokus sama pelajaran yang dijelaskan Bu guru, kadang kadang juga suka melamun. Tapi teman saya juga saya liat banyak yang suka melamun saat dijelaskan Ibu guru.

Interviewer : Lalu harapan kamu ?

Student 6 : Semoga kedepannya tidak sering melamun dan bisa mendengarkan Bu guru dengan paham.

Interviewer : Menurut kamu, bagaimana pengimplementasian gurumu dalam pelajaran bahasa Inggris setelah pembelajaran yang dilakukan secara online?

Student 6 : Aku suka dan aku jadi lebih faham dengan apa yang disampaikan oleh Ibu guru dan aku mulai menyukai pelajaran ini karena Bu guru sangat seru.

Interviewer : Memangnya Bu guru melakukan apa ?

Student 6 : Bu guru memberikan quiz beregu dan belajar sambil menyanyi.

Interviewer : Terus apa lagi yang kamu rasakan ?

Student 6 : Aku ngerasa pelajaran terlihat gampang dan berasa seperti bermain tapi masih dapet ilmu, padahal aku sulit untuk menghafal kata bahasa Inggris.

Interviewer : Kemudian kalau quiz beregu itu pengajarannya seperti apa ?

Student 6 : Pembelajaran berkelompok menjadi 4 tim yang paling banyak jawab akan menjadi tim yang menang. Nanti yang menang akan diberikan hadiah oleh Bu guru.

Interviewer : Berarti kamu sangat suka ya dengan metode yang digunakan Bu guru ?

Student 6 : Iya, metodenya sangat cocok jadi mudah hafal dan tidak bosan karena quiz nya macam macam.

Interviewer : Pertanyaan yang terakhir, diantara pembelajaran online dan pembelajaran setelah online, mana yang lebih kamu sukai ?

Student 6 : Pasca online.

Interviewer : Kenapa ?

Student 6 : Karena pelajaran secara online sangat sulit. tugasnya juga banyak sekali. Kalau di sekolah kan enak bisa tanya teman kalau tidak bisa.

Interviewer : Jadi pilihan kamu pengajaran pasca online ya ?

Student 6 : Iya, karena sangat cocok dan baik digunakan

APPENDIX 9

Documentation



(Picture 4)

When asking permission to do research at MI Nurul Hidayah
Banyubang, Lamongan, East Java



(Picture 5)

Interview with English teacher at MI Nurul Hidayah Banyubang,
Lamongan, East Java



(Picture 6)

Interview with 5th grade at MI Nurul Hidayah Banyubang, Lamongan,
East Java



(Picture 7)

Assessing the results of teaching based on the methods and media used
in first and second week



(Picture 8)

After class observation in the the first week



(Picture 9)
Interview with 5th grade at MI Nurul Hidayah Banyubang, Lamongan,
East Java



(Picture 10)
After class observation in the the first week



(Picture 11)
Assessing the results of teaching based on the methods and media used
in first and second week

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