

**STUDENTS' PERCEPTIONS OF ONLINE  
LEARNING IN ENGLISH LESSONS DURING  
COVID-19 PANDEMIC**

**(A Case study at Seventh Grade of MTs NU 10  
Penawaja)**

**THESIS**

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



**By:**

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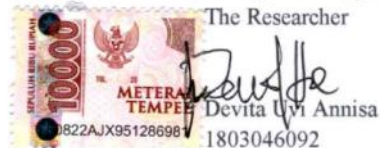
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## **ABSTRACT**

Title : **STUDENTS' PERCEPTIONS OF ONLINE LEARNING IN ENGLISH LESSONS DURING COVID-19 PANDEMIC: A Case Study at Seventh Grade of Mts NU 10 Penawaja**

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English is an international language used to communicate between people across countries, and it is one of Indonesia's formal education subjects. Teaching and learning can be defined as an activity or process of delivering knowledge between educators and students using certain methods. Student perceptions can be one of the success factors of learning. The spread of the Covid-19 pandemic has changed the learning system in educational institutions from offline to online learning. The changes in the learning system affect students' perception of online learning activities. The research method used is descriptive qualitative. The participants in this study were seventh-grade students of MTs NU 10 Penawaja in the even semester 2021/2022 academic year. Data collection techniques were carried out by interviews directly with the seventh-grade students and the English Teacher to determine student perceptions. The results showed that seventh-grade students' perceptions of online learning in English Lessons were negative perception. The challenges in online learning English lessons include the difficulty of participating in online learning by students of Islamic boarding schools due to the prohibition of using cell phones in Islamic boarding schools, lack of interaction between students, poor internet network and, the level of student activity is low because the learning process is through WhatsApp groups only. Thus, it can be concluded that seventh-grade students' perceptions

of online learning in English Lessons are included in the poor category, with several challenges and constraints faced by students in the learning process.

Keywords: *Students' perceptions, Online learning, English Lessons.*

## MOTTO

وَمَنْ يَتَّقِ اللَّهَ يَجْعَلْ لَهُ مِنْ أَمْرِهِ يُسْرًا

*And whoever is mindful of Allah, He will make their matters easy  
for them.*

*(At-Talaq:4)<sup>1</sup>*

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<sup>1</sup> <https://quran.com/at-talaq/4>



## **DEDICATION**

The thesis is dedicated to:

1. My beloved father and mother (Mr. Hadi Suryono and Mrs. Yuni Harti) who always support me emotionally and materially with pray, guide, and patience.
2. My whole big family who always support and have faith
3. All of my lectures who have guided and educated me with big gorgeous and sincerity.
4. Everyone who supported the writer to finish the thesis.

Love and respect are always for them. Thanks a billion, there is no word but praying. May Allah multiply reward all your kindness.

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Praise is always given to Allah SWT for the presence of plenty of mercy and his grace, so that the researcher can complete the thesis with the title “Students’ Perceptions of Online Learning in English Lessons during Covid 19 Pandemic: a Case at Seventh-grade of MTs NU 10 Penawaja”. Without the presence of plenty of mercy and grace from Allah SWT, in arranging the thesis will not run optimally.

*Sholawat* and *Salam* always be upon to prophet Muhammad SAW who has thought us about Islam and Knowledge from Allah.

This thesis could be completed with the help, guidance, advice, support and motivation from various parties. Therefore, in this chance the researcher would like to express the gratitude and appreciation to:

1. Dr. KH. Ahmad Ismail, M.Ag., M. Hum. As the Dean of the Faculty of Education and Teacher Training of Walisongo State Islamic University.

2. Sayyidatul Fadhilah, M.Pd., as the Head of English Education Department of Education and Teacher Training Faculty of UIN Walisongo Semarang.
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5. Mahadi, S.Ag. M.S.I, as the Headmaster of MTs NU 10 Penawaja, who has given me permission and opportunity to do this research.
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10. For those who cannot be mentioned one by one who have supported the researcher to finish this thesis.

The writer realizes the thesis is still far from completeness, moreover the writer expects constructive suggestion and criticism from all side for the advantages of the thesis. Finally, the writer expects the thesis be useful, especially forthewriter and generally for the readers.

Semarang, 14<sup>th</sup> August  
2022

The Researcher



Devita Uvi Annisa  
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## CHAPTER 1

### INTRODUCTION

#### A. Background of the study

Language is a tool or symbol system in the form of sound, that used by individual to interact, communicate and convey their thoughts. Therefore, language has an important position in human life, such as: Social Aspects , Cultural Aspects , Religious Aspects , Political Aspects , and many more, it always language in it. In this study, researchers will focus on language in the educational aspect. Language and education are two things that relating each other. Language is primary tool of education. On the other hand, education contributes for developing and fostering language.<sup>2</sup> Language can be defined as a generic, communicative phenomenon, especially in descriptions of instruction. Teachers and students use spoken and written language to communicate with each other—to present tasks, engage in learning processes, present academic content, assess learning, display knowledge and skill, and build classroom life.

English is an international language used to communicate between people across countries. Besides that,

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<sup>2</sup>Yulia Agustin, 'Kedudukan Bahasa Inggris Sebagai Bahasa Pengantar Dalam Dunia Pendidikan', *Deiksis*, 3 (2019), 354–64.



there are several countries that make English the official language or the main language of their country, including: the United States, Canada, Australia, Ireland, New Zealand and various island countries in the Caribbean Sea and the Pacific Ocean, English is the dominant and official language. While in Indonesia, English is included in the category as foreign languages, because in Indonesia, Indonesian Language is the official language that functions as a official tool introduction in educational institutions.

As the national language, as well as the language of instruction in education, Indonesian Language has functions as unifying various ethnic groups and as a tool of communication between regions and between regional cultures. With such a position, Indonesian Language has a very important and strategic role in facilitating the progress of the Indonesian Country . However, along with the development era increasingly , foreign languages in Indonesia, especially English Language are no less important in its position as a way for the progress of the nation so that they can compete in the international arena.

The Indonesian government has included English Language as the first foreign language used in Indonesia. English Language is included in the curriculum and

is an important subject in elementary, junior and senior high schools so it has a great opportunity to be used as the language of instruction in several schools in Indonesia.<sup>3</sup>

Besides that, the role of social media is that easily accessible, making the English Language commonly found by people on the internet. So English is closely related as one of how people can gain insight into the wider world. Learning English can allow students to interact with citizens of the world with different cultural backgrounds; through that, students will gain broader insight and knowledge, explore their more profound potential, and learn various kinds of skills and behaviors. Humans needed to be able to live in the world's diverse cultures. English language teaching development seems clearly after Mr. Wachendorf, the first person who served as Head of the Inspectorate Center for English Teaching in the Department Education issues Ministerial Decree Education and Culture No. 096/1967 on December 12, 1967. The decision stated that English as the first foreign language that should be taught in Intermediate school in

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<sup>3</sup>Agustin.

Indonesia.<sup>4</sup> Incorporating an English curriculum in schools is a process to hope students' abilities and gain access to the outside world and understand different ways of thinking. Their knowledge of socio-cultural and intercultural can increase a deeper understanding of Indonesian culture so that they can strengthen their identity, improve critical thinking skills, and appreciate differences.

In teaching and learning activities, some models and methods must be applied by teachers in teaching. According (Afandi 2013) the learning model is a systematic procedure or pattern that is used as a guide to achieving learning objectives in which there are strategies, techniques, methods, materials, media, and learning assessment tools. While the learning method is the method or stages used in the interaction between students and educators to achieve the learning objectives that have been determined following the material and mechanism of the learning method.<sup>5</sup> Implementation of teaching and learning activities can use

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<sup>4</sup>Fitri Alfariy, 'Kebijakan Pembelajaran Bahasa Inggris Di Indonesia Dalam Perspektif Pembentukan Warga Dunia Dengan Kompetensi Antarbudaya', *Jurnal Ilmiah Profesi Pendidikan*, 6.3 (2021), 303–13.

<sup>5</sup>Muhamad Afandi, Evi Chamalah, and Oktarina Puspita Wardani, *Model Dan Metode Pembelajaran Di Sekolah*, (Semarang: Unisulla Press, 2013).

several methods: Lecture Methods, Discussion Methods, Question and Answer Learning Methods, Demonstration Learning Methods, Experimental Learning Methods, and others. As a teacher, especially in English lesson, have to determine the most effective method in teaching English, to improve students' skills in English.

teaching activities in English subjects are centered on strengthening the capacity to use English in 6 language abilities, namely listening, speaking, reading, viewing, writing, and presenting in an included manner in numerous texts.<sup>6</sup> The types of texts studied at the junior high school level include; narrative texts, descriptions, expositions, procedures, arguments, and much more. These various texts are not only presented in written form but also oral texts (monologues and dialogues), visual texts, audio texts, and multimodal texts. This is done as an effort to facilitate students to be skilled in using technology to improve theirs in navigating digital information.

Sudying English within the national curriculum allows college students to put together themselves to grow to be lifelong beginners, who have the profile of Pancasila

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<sup>6</sup>Noeroel, 'Capaian Pembelajaran Bahasa Inggris SD SMP SMA Pada Sekolah Penegak', *Forum Guru Indonesia*, 2021 [accessed 2 June 2022].

students including faith and noble individual, independence, essential reasoning, creativity, cooperation, and international variety. studying English has the possibility to achieve the profile of Pancasila college students through written, visible, and oral text, as well as activities, advanced within the teaching and learning technique.

Recently year, many countries around the world have been surprised by the Corona virus or Covid-19 outbreaks. The spread of COVID-19 is known through a mysterious disease that initially paralyzes the city of Wuhan, China which occurred in 2019. This tragedy continues until it spreads Corona virus is spreading all over the world. This situation has changed around the world drastically. The impact of the spread of this virus covers many aspects of life. There are many sectors facing crisis. Such as; Economic Sector, Religious Sector, as well as the Education sector.

President of Indonesia, Jokowi on March 31, 2020 holding a press conference with the intention of make announcements to the public regarding the policies he chose to address COVID-19 as an ongoing global pandemic faced by Indonesian society today. President Jokowi stated that Large-Scale Social Restriction Policy (PSBB) is a policy that will implemented in response to an emergency health. Law No. 6

of 2018 concerning Health Quarantine is the legal basis of the anticipatory policy.<sup>7</sup> With this policy, Indonesian people are encouraged to always stay at home, to avoid the spread of the Covid-19 Virus, which is one of the causes of changes in the education area, switching the learning system from face-to-face to online learning.

The wide spread of Covid-19 has forced the government to close schools and encourage distance learning at home. Various initiatives were carried out to ensure that learning activities continued even in the absence of face-to-face sessions. Educational Institution in the world have changed the system of teaching and learning activities in schools into online learning to avoid the spread of the Covid 19 Virus.<sup>8</sup>

(Daniel 2020) stated how numerous governments have ordered institutions to exchange, nearly in a single day, from F2F to online teaching and digital education for the learners he additionally provided a few pragmatic guidance to

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<sup>7</sup>Putu Sekarwangi Saraswati, 'Kebijakan Hukum Terhadap Penanganan Pandemi Covid-19 Di Indonesia', *KERTHA WICAKSANA*, 14.2 (2020), 147–52.

<sup>8</sup>Nadia Fairuza Azzahra, 'Mengkaji Hambatan Pembelajaran Jarak Jauh Di Indonesia Di Masa Pandemi Covid-19.', *Ringkasan Kebijakan*, 2020, 1–9 [accessed 30 June 2022].

the teachers, institutional heads, and country officials who have to be able to deal with the academic issues of the existing crisis and thereby frame timely guidelines to cover problems like providing education that would meet students' wishes at exceptional stages of their educational lives, make room for flexible techniques to faraway studying, a renewed cognizance on curricula development, assessment, etc.<sup>9</sup> Changes to the system are not easy to do suddenly by school institutions, teachers and students are confused by these changes. Not a few school institutions, especially in Indonesia, are less than optimal in making changes to the learning system. The lack of facilities and infrastructure from schools and from students themselves causes online learning to be less effective for some students.

However, it is different from school institutions that support all the needs in online learning, and the background of students who are capable to carry out online learning from home, therefore teaching and learning activities can run properly. This online studying is a mission for instructors and students in developing learning styles related to the use of studying era that has to be mastered throughout this

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<sup>9</sup>Sir John Daniel, 'Education and the COVID-19 Pandemic', *Prospects*, 49.1-2 (2020), 91-96.

Covid-19 pandemic.<sup>10</sup> These differences in conditions make the implementation of online learning relatively dependent on the conditions of each school, teachers and students.

In December 2020, the number of confirmed Covid-19 cases in Indonesia has reached more than 91.602 cases.<sup>11</sup> According to (Rakhmanina and others 2021) the Ministry of Education in Indonesia has introduced a plan aimed at dismantling educational institutions and replacing the teaching and learning process (KBM) with online systems.<sup>12</sup> There are at least 12 online learning platforms that are ready to be accessed by Indonesian students. Those platforms are to help students when participating in distance learning related to government policies due to the spread of the Covid-19.<sup>13</sup>

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<sup>10</sup>Evy Aldiyah, 'Perubahan Gaya Belajar Di Masa Pandemi COVID-19', *CENDEKIA: Jurnal Ilmu Pengetahuan*, 1.1 (2021), 8–16.

<sup>11</sup>Tita Meydhalifah, 'Kasus Corona Indonesia 611.631, Ini 5 Provinsi Dengan Kasus Tertinggi', *Kompas.com*, 2020  
<<https://www.kompas.com/tren/read/2020/12/13/124500065/kasus-corona-indonesia-611.631-ini-5-provinsi-dengan-kasus-tertinggi?page=all>> [accessed 1 July 2022].

<sup>12</sup>Lisa Rakhmanina and others, 'Students' Perception on Online English Learning during Covid-19 Pandemic Era', *Silampari Bisa: Jurnal Penelitian Pendidikan Bahasa Indonesia, Daerah, Dan Asing*, 3.2 (2021), 428–39.

<sup>13</sup>Diana Novita and Addiestya Rosa Hutasuhut, 'Plus Minus Penggunaan Aplikasi-Aplikasi Pembelajaran Daring Selama Pandemi Covid-19', *Unimed Medan*, June, 2020, 1–11.



Therefore, the government through the Indonesian Ministry of Education and Culture collaborates with various platforms to provide online learning applications. These platforms include; Rumah Belajar, WhatsApp, Quipper School, Ruang Guru, Google Meet, Google Classroom, Zoom, and so on. However, there are several educational institutions that also have their e-learning platforms to conduct online learning for their students.

Although the online learning platform that has already available, it still faces challenges from various aspects including; technological inequality between schools in big cities and regions, limited teacher competence in the use of learning applications, limited resources for the use of educational technology such as the internet and quotas, and teacher-student-parent relations in online learning that are not yet integral.<sup>14</sup> Another opinion also said the same thing, that the application of e-learning is not always easy and effective during the outbreak COVID-19. In addition to technological inequality, the challenges faced by teachers and students during the COVID-19 pandemic are concerns about the spread

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<sup>14</sup>Gogot Suharwoto, 'Pembelajaran Online Di Tengah Pandemi Covid-19, Tantangan Yang Mendewasakan', *Pusdatin Kemdikbud*, 2022 [accessed 1 July 2022].

of the Covid-19 virus, thus making them vigilant and always maintain their health besides carrying out online learning.

Schools and universities are unexpectedly enforcing e-mastering, therefore faculties that have constrained revel in or schools that have no longer organized e-learning sources have trouble, in particular, whilst the teacher would not understand how to use the online software.<sup>15</sup> Furthermore(Quadri and others 2017) identified the barriers that affect the implementation of e-Learning. They classify obstacles into 4 areas: students, teachers, infrastructure and technology, and institutional management.<sup>16</sup>

From these opinions, it can be concluded that online learning can be a solution as a way to avoid the spread of the Covid-19 Virus, however the effectiveness of online learning needs to be reworked by looking at the readiness and conditions of each of the school's educational institutions facilities that support online learning such as internet access, in

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<sup>15</sup>Z Zaharah, G I Kirilova, and A Windarti, 'Impact of Corona Virus Outbreak Towards Teaching and Learning Activities in Indonesia', *Jurnal Sosial Dan Budaya Syar-I*, 7.3 (2020), 269–82 <<https://doi.org/DOI:https://doi.org/10.15408/sjsbs.v7i3>>.

<sup>16</sup>Quadri Noorulhasan Naveed and others, 'Barriers Effecting Successful Implementation of E-Learning in Saudi Arabian Universities', *International Journal of Emerging Technologies in Learning*, 12.6 (2017), 94–107.

addition to the skills of teachers and students who can operate the online application properly. This change in teaching and learning activities (KBM) certainly affects the understanding also the development of students' abilities in catching learning materials.

Based on studies conducted by (Marzuki and others 2021) that there are 3 primary barriers to the usage of e-learning that had been diagnosed by English teachers in Tolitoli Regency. The 3 barriers are lack of using e-learning; bad internet connectivity for teachers and students; and physical obstacles for students and teachers, such as eye pressure.<sup>17</sup> In their research, they identified the obstacles experienced by English teachers in online learning during the covid-19 pandemic, especially English for the junior high school level, because teaching English requires more practice which is difficult to do if not face-to-face learning, because teachers will have difficulty capturing the main points of the learning delivered.

There are four basic skills in English lesson that students have to be mastered, namely Listening, Reading,

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<sup>17</sup>Marzuki, Ismail Yunus H, and Agung Rinaldy Malik, 'Kesulitan Guru Bahasa Inggris Dalam Menggunakan E- Learning Selama Pandemi Covid-19', *Jurnal KIBASP (Kajian Bahasa, Sastra Dan Pengajaran)*, 4.2 (2021), 127-46.

Speaking, and Writing. These four language skills are sometimes called the "macro-skills". This is in contrast to the "micro-skills", which are things like grammar, vocabulary, pronunciation and spelling.<sup>18</sup> These competencies must be applied by teachers in the process of teaching and learning activities.

Based on the description of the background of the problem above, the researcher collected data regarding the perceptions of 7th grade Junior High school in MTs NU 10 Penawaja towards the online learning process in the English Lesson To find out their perceptions and also the challenges they faced during online learning to create a wise regulation, so that online learning can be carried out properly, not even become a burden. Accordingly, the researcher conducted a research entitled **“Students’ Perceptions of Online Learning in English Lesson during The Covid-19 Pandemic : A case at MTs NU 10 Penawaja Pageruyung”**

## **B. Research Question**

Based on the research background above, there are several topics that can be discussed. Due to some

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<sup>18</sup>Hakan Aydođan and Azamat A. Akbarov, ‘The Four Basic Language Skills, Whole Language & Intergrated Skill Approach in Mainstream University Classrooms in Turkey’, *Mediterranean Journal of Social Sciences*, 5.9 (2014), 672–80.

constraints on time, availability, and accessibility, researchers paid attention to the topic: Students' Perceptions of Online Learning in English Lesson during The Covid-19 Pandemic : A case at MTs NU 10 Penawaja Pageruyung

1. How are students' perceptions of online learning in English lessons during the Covid-19 pandemic at MTs NU 10 Penawaja Pageruyung?
2. How are students' challenges related to changing the learning system from face-to-face learning to online learning in English lessons?

### **C. Objective of the study**

According to the research questions, the objectives of the research can be stated as follows:

1. This study is to describe the perceptions of students at MTs NU 10 Penawaja Pageruyung about online learning in English subjects during the Covid-19 pandemic.
2. This study is to describe students' challenges in online learning during the Covid-19 pandemic.

### **D. Significance of the study**

There are theoretical and practical benefits from this research as follows:

1. Theoretical benefits

The researcher wishes that this result of the study will give additional information to the readers. They will know students' perceptions of online learning in English lessons as a result of the alteration in the learning system during the covid 19 pandemic.

The research findings are also able to enhance the awareness of teachers/school to more develop and improve online learning systems in English lesson. Because teachers are student role models, teachers not only teach and explain materials but also to choose and implement appropriate teaching methods in situations that force teaching and learning process to be done online.

## 2. Practical benefit

### a. For the students

This study can be a reference for them in discovering student perceptions in online learning on English subjects all through the Covid-19 pandemic.

### b. For the teachers

By understanding the findings of this study, optimistically, instructors might be more aware of the students and may apply suitable learning strategies, particularly inside the teaching English lesson to reach

the learning even though the learning process is performed online learning.

c. For the author

From the result of this study the writer optimistically can take and provide the advantages of this research to many human beings.

d. For the next researchers

Hopefully, this study will give some treasured advantages for the next researchers and make this observation greater perfect than before. I'm hoping it'll be beneficial for us as a reference for the following researchers.

e. For institution

From the result of this study, the writer hopes that the research location educational institution in this case at MTs NU 10 Penawaja Pageruyung can take and supply the advantages of this research, in addition, it is able to be a reference to in addition improve and examine the development of online learning systems in English lesson that suitable to student's perceptions.

## **E. Limitation of the study**

The study focused on identifying the student's perceptions at MTs NU 10 Penawaja Pageruyung about online learning in English lesson during the Covid-19 pandemic.

Because of the limitedness of time and access to the students, the investigation of this research only concerned with with 4 things to analyze student perceptions, the first is the condition of online learning, understanding of the materials, interest in online learning, and challenges faced in online learning.



## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Literature Review

The literature review sub-chapter explains students' perceptions, online learning, English Learning and the Covid-19 pandemic.

##### 1. Students' perception

###### a. Definition of students perception

Perception comes from the Latin *perceptio*, *percipio* which means the act of compiling, recognizing, and interpreting sensory information to provide an overview and understanding of the environment. According to Lindsay & Norman in their book entitled "Human information processing: An introduction to psychology" said that Perception is the process by which organisms interpret and organize sensations to produce a meaningful experience of the world.<sup>19</sup>

(Slameto 2010) describes the notion of perception as a process that is related to the entry of messages or information into the human brain, through human

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<sup>19</sup> E-book: Norman DA. Lindsay PH, *Human Information Processing: An Introduction to Psychology*. New York, Academic P. (Academic Press, 1977) [accessed 1 July 2022].

perceptions constantly contacting their environment, This connection is carried out by the five senses, those are the sense of sight, sense of taste, sense of smell, and sense of touch.<sup>20</sup>

By and large, perception is autonomous with respect to thought. That is because perception is stimulus bound and is based on mental contents, lawful principles and rules that are unconscious and in a form very different from such consciously represented propositional knowledge.<sup>21</sup>

Perceptions are when a person is confronted with a situation or stimuli. The person interprets the stimuli into something meaningful to him based on prior experiences. However, what an individual interprets or perceives may be substantially different from reality.<sup>22</sup>

In addition, (Robbins 2005) define perception as a process of each individuals organize and interpret their

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<sup>20</sup> E-book : Slameto, *Belajar Dan Faktor-Faktor Yang Mempengaruhinya, Rineka Cipta* (Jakarta, 2010).

<sup>21</sup>Irvin Rock, 'Perception and Knowledge', *Acta Psychologica*, 59.1 (1985), 3–22.

<sup>22</sup>Jeffrey Pickens, 'Attitudes and Perceptions', *Organizational Behavior in Health Care*, 4.7 (2005), 43–76.

sensory impressions in order to give meaning to their environment.<sup>23</sup>

From all the definitions above, it can be concluded that perception is an impression that a person gets from his five senses. Then these impressions will be analyzed or organized, interpreted, and evaluated. This perceptual process related to giving meaning and interpreting objects that are observed. Each individual will then get meaning. Someone needs the experience to get a perception. It can be belearned through interaction with the environment.

Students are an input component in the education system, which is then processed by education so they become quality human beings according to the goals of National Education.<sup>24</sup> In addition (Nata 2001) students are those who require knowledge or knowledge, guidance, and direction, while the way to get it is done through learning from a teacher.<sup>25</sup>

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<sup>23</sup> E-book: Stephen P. Robbins, *Organizational Behavior* (Toronto: Prentice hall inc, 2005) [accessed 1 July 2022].

<sup>24</sup>Oemar Hamalik, *Kurikulum Dan Pembelajaran* (Jakarta: Bumi Aksara, 2008).

<sup>25</sup>Abuddin Nata, *Filsafat Pendidikan Islam, Logos Wacana Ilmu* (Ciputat, 2001).

Students perception is the process of student treatment of information about an object in this case both the existing learning activities at school, through observation with the senses they have, so that students can give meaning and interpret the observed object.

So, students' perceptions are the students' perspective in summarizing the various information obtained at once and interpreting it to form a mindset towards the various phenomenon that occurs. This is as regulated in Law No. 23 of 2003 on National Education, that students have the opportunity to develop themselves through learning that is experienced based on self-potential.

From the description above, the writer concludes that student perception is the interpretation, assessment, or opinion of students about an object that occurs around them. If a student has a good perception then it will affect the student's attitude towards the object.

Therefore this perception is about how students understand and respond to the lesson materials, which has been transferred through the learning process. A good or positive perception is the basis of good learning. If someone has a good perception, then he has a good

learning base. On the other hand, someone who has a bad or negative perception, then he will have difficulty in learning. Even negative perceptions can make a person stressed.

b. Factors affecting perception

The process of forming perceptions shows that individuals are influenced by various stimuli received by their minds so that it raises the mindset of a phenomenon. Factors that influence perception can be in the form of moods, systems, and exchange of substances in the body, experience, values held by the individual concerned, as well as forms of stimulus that affect the selective process of the stimulus.

Therefore, everyone has a different perception of a situation, because of the tendency of someone who believes by the understanding of the situation. This perception affects individual behavior. A teacher will be able to understand students better if he is sensitive to how someone sees a certain situation.<sup>26</sup>

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<sup>26</sup>Karwono and Heni Mularsih, *Belajar Dan Pembelajaran Serta Pemanfaatan Sumber Belajar* (Jakarta: PT Raja Grafindo Persada, 2012).

(Sholeh 2009) explains that perception is more psychological than just a sensing process, so several factors influence it:

- 1) Selective attention, the individual focuses his attention on certain stimuli.
- 2) The characteristics of stimuli, stimuli that move between stationary stimuli will attract more attention.
- 3) Individual values and needs.
- 4) Experience, previous experience greatly affects how a person perceives the world.<sup>27</sup>

Meanwhile, according to (Thoha2011) the factors that influence a person's perception is as follows:

- 1) External factors  
It is a factor consisting of family, school, community, information obtained from various media adopted cultures and knowledge gained from the surrounding environment.
- 2) Internal factors  
It is a factor that comes from within, such as learning motivation, attention focus, response

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<sup>27</sup> Shaleh, Abdul Rahman. *Psikologi Suatu Pengantar Dalam Perspektif Islam* (Jakarta: Kencana, 2009).

process, psychology, gender, individual behavior, values in oneself, decency, desires, ideals, hope, and so on.<sup>28</sup>

Based on this, the writer concludes that perception can be influenced by various factors internal and external. Internal comes from within a person, while external refers to things from outside a person that affects the formation of perceptions of a phenomenon or symptoms that occur.

According to (Rakhmat 2011) the factors that determine perception are divided into two, namely:

1) Functional Factor

Functional factors come from needs, past experiences, and other things that we know as personal factors.

2) Structural Factor

Structural factors only come from physical stimuli and the effects they cause on the individual's nervous system.<sup>29</sup>

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<sup>28</sup>Muhammad Thoha, *Perilaku Organisasi, Konsep Dasar, Dan Aplikasi* (Jakarta: PT. Raja Grafindo Persada, 2011).

<sup>29</sup>Jalaluddin Rakhmat, *Psikologi Komunikasi* (Bandung: PT. Remaja Rosdakarya, 2011).

Apart from the above factors there is the influence of the environment on the way individuals see the world which can be referred to as social pressures. these factors make a person's perceptions unique from each other and could have an effect on the individual in perceiving an object, or a stimulus, even though the item is the same.

The perception of someone or an organization may be plenty different from the perceptions of other humans or organizations even if the situation is the same. variations in perceptions can be traced to individual differences, differences in character, differences in attitudes, or variations in motivation. Forming this perception happens within a person, but perception is also inspired by using experience, the learning system, and knowledge.

c. Indicators of Perception

According to (Hamka 2002) there are two kinds of perception indicators, namely:

1) Absorb

A stimulus that is outside the individual is absorbed through the senses, enters the brain, and gets a place so that there is a process analysis, classified



and organized with experiences previously possessed individual, because of that absorption are individually different from each other even though the stimulus absorbed the same.

## 2) Understanding

Indicators of perception as a result of the classification process and organization. This stage occurs in the psychic process. The results of the analysis are understanding. The meaning or understanding is also subjective, different for each individual.<sup>30</sup>

Meanwhile, according to (Robbin2005) there are two kinds of perception indicators; Acceptance and Evaluation.<sup>31</sup>The acceptance process is an indicator of perception in the physiological stage, the functioning of the senses to perceive stimulation from outside. This evaluation process is very subjective. An individual judges a stimulus as difficult and boring, but other individuals judge the stimuli that are the same as something good and fun.

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<sup>30</sup>Hamka, *Pembelajaran Kontekstual Dan Aplikasi* (Bandung: Rafika Aditama, 2002).

<sup>31</sup>Stephen P. Robbins.

In contrast to Hamka's opinion, (Walgito2010) divided the indicators of perception into three kinds, namely:

- 1) Absorption of stimuli or objects from outside the individual.

The stimulus or object is absorbed or received by the five senses, sight, hearing, touch, smell, and taste individually or together. From absorption or reception by the senses will get images, responses, or impressions in the brain. The picture can be singular or plural, depending on the object of perception being observed. In the brain, images or impressions are collected, both the old and the newly formed. Clarity of picture It depends on whether or not the stimulus is clear, the normality of the senses, and the time, just or long ago.

- 2) Understanding or Comprehending

After the images or impressions occur in the brain then the picture is organized, classified, compared, and interpreted so that understanding. The process of understanding is very unique and fast. Understanding that formed, depending also on the

old images that have been previously possessed by the individual (called apperception).

3) Assessment or evaluation.

After an understanding or comprehension is formed, it happens through individual assessment. Individuals compare the meaning or the newly acquired understanding with the criteria or norms subjectively owned by the individual. Individual judgments are different even though the object is the same. Therefore, perception is individual.<sup>32</sup>

The definition above concludes that the indicator of perception consists of three things, namely the stimuli that are absorbed by the individual from outside himself, the individual's understanding of the object or phenomenon, and individual evaluation of the object. Description in the brain resulting from external stimuli of the individual as expressed in the first indicator. The image in the brain then provide an understanding for individuals about the symptoms that occur as in the second indicator, and the third indicator is formed after judgment arises from understanding in the brain.

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<sup>32</sup>Bimo Walgito, *Pengantar Psikologi Umum* (Yogyakarta: Andi Offset, 2010).

## 2. Students' Challenges

### a. Definition of students' challenges

Ormrod (2008) uses 'challenge' to indicate a 'level' at which students believe that they will be successful if they make a sufficient effort.<sup>33</sup> Challenges are some things or objects that inspire determination to improve problem-solving abilities exemplified as a stimulus to work harder. Challenges are things or objects that need to be overcome.

Student challenges are things or problems related to learning that make students have to solve or overcome these problems.

## 3. Online Learning

### a. Definition of Online Learning

Online learning system or Program Pembelajaran Jarak Jauh (PJJ) is a concept that use by every school and university to carry out the teaching and learning process through internet during Covid-19 pandemic.

Online learning is education that takes place over the Internet. It is often referred to as "e-learning" among other terms or may be called Internet-based

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<sup>33</sup> J Ormrod, *Educational Psychology: Developing Learners*, Pearson, 6th edn (Columbus, Ohio, 2008).

courses offered synchronously and/or asynchronously. According to (Mutia 2013) learning comes from two words namely "e" and "learning". "e" stands for electronic and learning is learning. So e-learning is studying that makes use of generation through the use of digital media in the shape of computer systems, laptops, and mobile phones in the course learning.

Another definition stated that online learning is defined by most authors as getting admission to learning experiences through the usage of some technology. online learning as an extra current version of distance learning which improves access to instructional possibilities for learners defined as both nontraditional and disenfranchised.<sup>34</sup>In addition (Moore 2011) said that there is a relationship between distance education or learning and online learning but appear unsure in their own descriptive narratives. However online learning is a newer version or, and improved version of distance learning.<sup>35</sup>

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<sup>34</sup>Dianne Conrad, 'Deep in the Hearts of Learners: Insights into the Nature of Online Community', *Journal of Distance Education*, 17.1 (2002), 1–19.

<sup>35</sup>Joi L Moore, Camille Dickson-Deane, and Krista Galyen, 'E-Learning, Online Learning, and Distance Learning Environments: Are They the

According to (Ghirardini in Adhe 2018) online learning provide effective learning alternatives equipped with feedback regarding the material presented.<sup>36</sup>

Based on the above definition, the writer conclude that online learning is a process or teaching and learning activity carried out remotely using electronic devices, utilizing technology such as smartphones, laptops, and computers. Then it is accessed through the available platforms according to the agreement of teachers and students. The use of technology in online learning requires internet access so that the course of online learning is determined by the internet network.

This is supported by (Rigianti 2020) who says that online learning is a new way of learning by utilizing electronic devices in the form of gadgets or laptops, especially on internet access in its delivery in

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Same?', *Internet and Higher Education*, 14.2 (2011), 129–35 Moore, Dickson-Deane, and Galyen.

<sup>36</sup>Kartika Rinakit Adhe, 'Pengembangan Media Pembelajaran Daring Matakuliah Kajian PAUD Di Jurusan PG PAUD Fakultas Ilmu Pendidikan Universitas Negeri Surabaya', *Journal of Early Childhood Care and Education*, 1.1 (2018), 26.

learning, so that online learning is completely dependent on internet network access.<sup>37</sup>

b. Advantages and Disadvantages of Online Learning

Online learning can run well if internet access can reach all regions so that online education can be enjoyed by various levels of society. However, no matter how great the progress of learning technology is, it certainly has advantages and disadvantages, so conventional learning is still needed. Face-to-face learning is the best learning experience ever and cannot be replaced by any technological advances.<sup>38</sup>

1) Advantages of Online Learning

According to (Hadith and Muna 2015) the advantages of online learning/e-learning are as follows:

- a) Online learning can minimize the cost of education so that educational costs can be diverted to support other infrastructure, besides

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<sup>37</sup>Henry Aditia Rigianti, 'Kendala Pembelajaran Daring Guru Sekolah Dasar Di Kabupaten Banjarnegara', *Elementary School*, 7.2 (2020), 297–302.

<sup>38</sup>Diana Novita and Addiestya Rosa Hutasuhut, 'Plus Minus Penggunaan Aplikasi-Aplikasi Pembelajaran Daring Selama Pandemi Covid-19', *Unimed Medan*, 2020, 1–11 [accessed 10 July 2022].

- online learning to save on the purchase of learning media.
- b) The time used for online learning is more effective and flexible, making it easier to deliver material with proper time allocation.
  - c) Place also does not depend on only one location. Online learning creates convenience in access materials anywhere.
  - d) Online learning can be adjusted to the level understanding of different students.
  - e) Online learning makes it possible to do the use of learning media following development of the times so that it attracts participants' interest in learning education.
  - f) Online learning can be accessed at any time from various places as form of learning that can be recommended by educators and students to carry out the teaching and learning process.<sup>39</sup>
- 2) Disadvantages of Online Learning

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<sup>39</sup>La Hadisi and Wa Muna, 'Pengelolaan Teknologi Informasi Dalam Menciptakan Model Inovasi Pembelajaran (E-Learning)', *Jurnal Al-Ta'dib*, 8.1 (2015), 117–40.



According to (Hadith and Muna 2015) the disadvantages of online learning/e-learning are as follows:

- a) Lack of interaction between teachers and students due to: lack of face-to-face inhibits the bond between a teacher and students.
- b) The business aspect is getting more attention from all circles rather than the achievement of learning competence.
- c) Training tends to be the main focus rather than giving teaching materials.
- d) Learning motivation does not increase so students feel lazy to learn.
- e) Limitations in some places that do not have access internet so that learning cannot be done without adequate internet access.<sup>40</sup>

#### 4. Learning English

- a. The essence of Learning English.

English is a tool for communicating orally and in writing. Communicating is understanding and expressing information, thoughts, feelings, and developing science, technology, and culture. The ability to communicate in a

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<sup>40</sup>Hadisi and Muna.

complete sense is the ability to discourse, namely the ability to understand and/or produce spoken and/or written texts that are realized in four language skills, namely listening, speaking, reading, and writing.

Theories about the essence of language express assumptions and discoveries about the nature of language, language characteristics, language elements, and functions, and its use as a medium of communication in a language community.

(Ma'mur 2009) explains that the term method in language learning means comprehensive planning for present language course material regularly.<sup>41</sup> This term is more procedural in the sense of applying a method in language learning carried out by going through regular steps and regularly gradually, starting from the preparation of teaching plans, presentation teaching, teaching and learning process, and assessment of learning outcomes.

As a local content, English is a foreign language learned after the mother tongue. In other words, the application and the time allocation given at the

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<sup>41</sup>Asmani and Jamal Ma'mur, *Manajemen Strategis Pada Anak Usia Dini* (Yogyakarta: DIVA Press, 2009).

elementary school level will not exceed learning Indonesian as a mother tongue. Then, The Indonesian Language itself is still used as the language of instruction in other subjects. However, from the curriculum in the early days of independence until the current curriculum, English has been established as a compulsory subject in junior and senior high schools in Indonesia.

(Alwasilah 2004) says that English education is a specialization education that can be a bridge for the achievement of general education goals. General education aims to provide students with basic or minimal knowledge and skills so that they can play an optimal role in their lives in society.<sup>42</sup>The model of language competence to be achieved in junior high school English learning comes from one of the models which is compatible with the theoretical view that language is communication, not just a set of rules. The implication is

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<sup>42</sup>A C Alwasilah, 'Improving Writing Skills through Collaborative Writing', *The Tapestry of English Language Teaching and Learning in Indonesia*, 2004, 99–114 [accessed 10 July 2022].

that the formulated language competence is to prepare students to be able to communicate.<sup>43</sup>

b. Scope of English

The scope of English subjects in SMP/MTs includes:

- 1) Discourse skills, namely the ability to understand and produce spoken and written texts which are realized in four language skills, namely listening, speaking, reading, and writing in an integrated manner to achieve the level of functional literacy;
- 2) The ability to understand and create various short functional texts, monologues, and essays in terms of procedure, descriptive, recount, narrative, and report. The gradation of teaching materials can be seen in the use of vocabulary, grammar, and rhetorical steps;
- 3) Supporting competencies, namely linguistic competence (using grammar and vocabulary, sound grammar, and writing), sociocultural competence (using expressions and actions of language acceptably in various communication contexts),

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<sup>43</sup>Marianne Celce-Murcia, Zoltan Dornyei, and Sarah Thurrell, 'Communicative Competence: A Pedagogically Motivated Model with Content Specifications', *Issues in Applied Linguistics*, 6.2 (1995).

strategic competence (overcoming problems that arise in the communication process with various ways to keep the communication going), and discourse-forming competencies (using discourse-forming tools).

So English learning in junior high schools targets students can reach the functional level, namely communicating orally and in writing to solve daily problems. According to (Panjaitan 2013) English is considered a benchmark for the achievement of individuals and the Indonesian nation as a whole at the international level, therefore the purpose of English subjects needs to be directed not only at developing communication skills and skills but more broadly, namely the development of thinking and reasoning abilities and skills, as well as the cultivation of character values to become a dignified nation.<sup>44</sup>

## 5. The Covid-19 Pandemic

### a. Definition of Covid-19 Pandemic

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<sup>44</sup>Mutiara O Panjaitan and others, 'Analisis Standar Isi Bahasa Inggris Smp Dan Sma (Analysis of Content Standards for English in Junior Secondary School and Senior Secondary School)', *Jurnal Pendidikan Dan Kebudayaan*, 19.1 (2013), 140–55

Recently year, many countries around the world have been surprised by the Corona virus or Covid-19 outbreaks. This situation has changed around the world drastically.<sup>45</sup> Severe acute respiratory syndrome coronavirus 2 (SARSCoV-2), the seventh human coronavirus, was discovered in Wuhan, Hubei province, China, during the recent epidemic of pneumonia in January 2020.<sup>46</sup>

According to World Health Organization (WHO) the virus has spread all over the world, and as of 20 May 2020, it has infected 4,806,299 people, and caused 318,599 deaths.<sup>47</sup> Since the outbreak of SARS-CoV-2, the use of face masks has become ubiquitous.<sup>48</sup>

In addition, According to the infection prevention and control strategies from the WHO, standard

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<sup>45</sup>Ritimoni Bordoloi, Prasenjit Das, and Kandarpa Das, 'Perception towards Online/blended Learning at the Time of Covid-19 Pandemic: An Academic Analytics in the Indian Context', *Asian Association of Open Universities Journal*, 16.1 (2021), 41–60.

<sup>46</sup>Fan Wu and others, 'A New Coronavirus Associated with Human Respiratory Disease in China', *Nature*, 579.7798 (2020), 265–69

<sup>47</sup>World Health Organization, 'World Health Organization Coronavirus Disease 2019 (COVID-19) Situation Report', *Geneva: Switzerland: World Health Organisation*, 1.9 (2020).

<sup>48</sup>Marco Ciotti and others, 'The COVID-19 Pandemic', *Critical Reviews in Clinical Laboratory Sciences*, 57.6 (2020), 365–88.

precautions for all patients, which are also appropriate for public prevention, include hand and respiratory hygiene, the use of appropriate personal protective equipment, safe injection practices, safe waste management, clean linens, environmental cleaning, and sterilization of patient-care equipment.<sup>49</sup>

President of Indonesia, Jokowi on March 31, 2020 holding a press conference with the intention of make announcements to the public regarding the policies he chose to address COVID-19 as an ongoing global pandemic faced by Indonesian society today. President Jokowi stated that Large-Scale Social Restriction Policy (PSBB) is a policy that will implemented in response to an emergency health. Law No. 6 of 2018 concerning Health Quarantine is the legal basis of the anticipatory policy.<sup>50</sup>

In addition, in Indonesia as an effort to prevent the spread of the Covid-19 virus, the public is advised to do 5M, namely, handwashing, wearing face masks,

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<sup>49</sup>World Health Organization, 'Infection Prevention and Control during Health Care When Novel Coronavirus (nCoV) Infection Is Suspected', *WHO*, 38.1 (2020), 71–86.

<sup>50</sup>Saraswati.

physical distancing, and avoiding mass gathering and assemblies.

According to (Sintema 2020) Lockdown and staying home strategies have been put in place as the needed action to flatten the curve and control the transmission of the disease.<sup>51</sup>

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<sup>51</sup>Edgar John Sintema, 'Effect of COVID-19 on the Performance of Grade 12 Students: Implications for STEM Education', *Eurasia Journal of Mathematics, Science and Technology Education*, 16.7 (2020).



## b. The Impact of Covid-19 Pandemic

The social distancing policy due to the outbreak of the Covid-19 virus has an impact on all aspects of human life. This situation has changed around the world drastically. The impact of the spread of this virus covers many aspects of life. There are many sectors facing crisis. Such as; Economic Sector, Religious Sector, as well as the Education sector. So that most of Educational Institution in the world have changed the system of teaching and learning activities in schools into online learning to avoid the spread of the Covid 19 virus.

In line with (Daniel (2020) noted how numerous governments have ordered institutions to exchange, almost overnight, from F2F to online coaching and digital education for the learners he also offered a few pragmatic guidance to the teachers, institutional heads, and country officials who ought to be capable of address the instructional issues of the present disaster and thereby body well-timed suggestions to cover problems like presenting education that might meet students' needs at exclusive degrees of their academic lives, make room for flexible techniques to remote learning, renewed

awareness on curricula development, evaluation, and so on.

The COVID-19 pandemic has created the largest disruption of education systems in human history, affecting nearly 1.6 billion learners in more than 200 countries. Closures of schools, institutions and other learning spaces have impacted more than 94% of the world's student population. Therefore there is a paradigm shift in the way educators deliver quality education through various online platforms. The online learning, distance and continuing education have become a panacea for this unprecedented global pandemic, despite the challenges posed to both educators and the learners.<sup>52</sup>

E-learning tools have played a crucial role during this pandemic, helping schools and universities facilitate student learning during the closure of universities and schools. The use of suitable and relevant pedagogy for online education may depend on the expertise and

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<sup>52</sup>Sumitra Pokhrel and Roshan Chhetri, 'A Literature Review on Impact of COVID-19 Pandemic on Teaching and Learning', *Higher Education for the Future*, 8.1 (2021), 133–41.

exposure to information and communications technology (ICT) for both educators and the learners.<sup>53</sup>

According to Petrie (2020) some of the online platforms used so far include unified communication and collaboration platforms such as Microsoft Teams, Google Classroom, Canvas and Blackboard, which allow the teachers to create educational courses, training and skill development programmes.<sup>54</sup> The change in the learning system that occurred is one of the impacts that occurred due to the COVID-19 pandemic in the field of education. From this it can cause another impact, because changes in the learning process will affect student perceptions from various aspects, such as student absorption, challenges faced by students, and others.

## **B. Previous Study**

There is a significant difference with the use of online learning mode in educational institutions across the

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<sup>53</sup>Suraksha Subedi and others, 'Impact of E-Learning during COVID-19 Pandemic among Nursing Students and Teachers of Nepal Teaching, Technology, and Teacher Education During The COVID-19 Pandemic: StORIES from The Field', *International Journal of Science and Healthcare Research*, 5.3 (2020), 68–76 [accessed 10 July 2022].

<sup>54</sup>Chris Petrie, 'Spotlight: Quality Education for All during COVID-19 Crisis | Unesco IIEP Learning Portal', *UNESCO's International Institute for Educational Planning*, 2020, p. 72 [accessed 10 July 2022].

world due Covid-19 outbreaks. The worldwide spread of the coronavirus has disrupted every sector. Especially, in the Educational sector. Most countries imposed strict measures such as changing the face to face learning system to online learning to contain the spread of the virus.

Many researchers researched students' perception of online learning in the covid-19 pandemic, specifically on foreign language learning in this case is English language. Here, the researcher selects several previous researchers related to the case above. Those are:

### **1. Research conducted by Ritimoni Bordoloi<sup>55</sup>**

This study entitled “*Perception towards online/blended learning at the time of Covid-19 pandemic: an academic analytics in the Indian context*” 2021. This journal from Krishna Kanta Handiqui State Open University, Ritimoni Bordoloi and other friends as researchers. The researcher states that in any crisis situation like a deadly disease, war, or natural disaster, online/blended learning ought to meet the educational desires of the novices in a bigger manner. the usage of information and communicate generation (ICT)-based totally technologies has transformed the whole coaching

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<sup>55</sup>Bordoloi, Das, and Das.

pedagogy into a learner-targeted pedagogy, following which the abilities of the usage of the technology are to be seen because of the most crucial qualifications on the part of each the teachers/educators and learners.

Data obtained from this study have also indicated that during the Covid-19 crisis, it has been seen that in India, a large number of students from the conventional institutions had been affected, and also, there is a general perception among the teachers and students in the conventional institutions that they are a bit reluctant to use online learning in their normal teaching–learning practices.

Therefore, through this study, an attempt was made to understand the perceptions of the teachers and learners on the use of online/blended learning particularly those who belonged to the regular mode educational institutions. The instrument of Ritimoni's study was a questionnaire, designed in Google Forms covering the perceptions of the teachers and learners in different Indian universities and colleges regarding online/blended services and analysis was done using Google Analytics. Further, analysis of the data received had been done by using simple statistical tool like percentage.

From previous research above, the researcher is inspired and motivated to conduct the study about student's perceptions, the researcher identifies that are some similarities and differences between my research and this research, The similarity between this journal and this research is in the data collection technique, which is a questionnaire distributed through Google Form. The difference from this study is from the participants studied. In this journal the subjects studied were Indian students, while in this research the participants to be studied were Indonesian students, especially in junior high school.

## 2. **Research conducted by Pusuluri Sreehari**<sup>56</sup>

The second previous study is Pusuluri Sreehari, 2020. Entitled *Online Learning during the Covid-19 Lockdown: Learners' Perceptions*. This is a journal from Journal of Critical Reviews. There were from the Department of English, Malla Reddy Engineering College (Autonomous) Hyderabad, Telangana, India.

The researcher investigates the perceptions of students on online learning during the Covid-19 lockdown in

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<sup>56</sup>Pusuluri Sreehari, 'Online Learning during the Covid-19 Lockdown: Learners' Perceptions', *Journal of Critical Reviews*, 7.19 (2020), 300–307.

Hyderabad, South India. According to her research, there is a marked spurt in the use of online learning mode in educational institutions across the world with the outbreak of the Covid-19. The worldwide spread of the coronavirus has disrupted every sector. Most countries imposed strict measures such as lockdowns to contain the spread of the virus.

The research tool in this research use questionnaire. The questionnaire, which was only in English, consisted of twelve questions, all in the multiple-choice format. The questionnaire administered had a mixture of questions that require a selection of single option and questions that require selection of multiple options. The questionnaire method proved practical and helped to visualize and analyse data easily. It also put respondents at ease in answering the questions truthfully as it was expressly stated in the questionnaire that respondents' data will be used only for the purpose of the research and their identity will be kept confidential and anonymous.

From this previous research, the researcher identifies that there are some similarities and differences between my research and this research. The similarity between this journal and this research investigates the

learners perception during lockdown or Covid-19 outbreaks, and the differences are that in my research will focus on specific subject in this case is English lesson.

### **3. Research conducted by Lisa Rakhmanina<sup>57</sup>**

This journal entitled “*Students’ Perception on Online English Learning during Covid-19 Pandemic Era*” conducted on 2020, this previous study aimed to describe students' perceptions of learning English online during the Covid-19 pandemic. The questionnaire was used in this research to collect sample data to describe the perspective of using online learning. The research data were obtained by Google form by analyzing respondents of participants to understand their perspective of using online learning to obtain the necessary information.

Then data were analyzed and described to obtain answers to questions. The questionnaire metrics are composed of four indicators; student’s participation, language difficulties levels, internet issues, and online learning platform suited with their needs and condition. This similarity with this journal is discusses online English learning during Covid-19 pandemic. However, this study has some differences. The subject from previous research is

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<sup>57</sup>Rakhmanina and others.



college in two study programs: Guide and Counseling and Agro technology, while the subject of this research is students of MTs NU 10 Penawaja Pageruyung.

#### **4. Research conducted by Jennifer Howcroft<sup>58</sup>**

The fourth previous study is Jennifer Howcroft and Kate Mercer, entitled “*What if my Wi-Fi crashes during an exam?*” *Firstyear engineering student perceptions of online learning during the COVID-19 pandemic*” conducted on 2022, this is a journal from European Journal of Engineering Education. There were from Systems Design Engineering, University of Waterloo, Canada.

The researchers conducted this journal to understand the first-year engineering undergraduate student perceptions of the transition of education system from face to face to online learning. In addition this research focused on the meaning that attached to the students experiences in navigating online learning. This previous study uses thematic qualitative analysis of results from a series of three

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<sup>58</sup>Jennifer Howcroft and Kate Mercer, “What If My Wi-Fi Crashes during an Exam?” *First-Year Engineering Student Perceptions of Online Learning during the COVID-19 Pandemic*, *European Journal of Engineering Education*, 47.3 (2022), 501–15 .

surveys administered first as a graded course deliverable, and then as optional follow-up surveys.

The similarity of this previous study with this research is to examine the student's perceptions towards online learning during Covid-19 outbreaks. However, this study has some differences, this previous study focused on the student's experiences in navigating online learning, whereas in this research will focus on the specific subject, in this case is English Lesson.

#### **5. Research conducted by Mohammad S Shawaqfeh<sup>59</sup>**

The fifth previous study is the research of Mohammad S Shawaqfeh and others friends conducted on 2020 entitled "*Pharmacy Students Perceptions of Their Distance Online Learning Experience During the COVID-19 Pandemic: A Cross-Sectional Survey Study*" Journal of Medical Education and Curricular Development.

This previous research aims to obtain pharmacy students feedback to assess their attitude, their perceived preparedness and the perceived barriers to the transition to distance online learning imposed by the COVID-19

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<sup>59</sup>Mohammad S Shawaqfeh and others, 'Pharmacy Students Perceptions of Their Distance Online Learning Experience During the COVID-19 Pandemic: A Cross-Sectional Survey Study', *Journal of Medical Education and Curricular Development*, 7 (2020).

pandemic. The journal contained questions on demographics, preparedness, attitude towards online education, prior experiences, and barriers to use online education tools. The questionnaire consisted of 3 major domains; the students' preparedness domain, attitudes domain and barriers to online learning domain.

This previous research has similarity to this research that is discusses student's perceptions about online learning during Covid-19 especially at the student's barriers domain. However this previous study has some differences, the participants of this journal were from Pharmacy Students, while the participants of the research is junior high schools students.

## **6. Research conducted by Thomas Walters<sup>60</sup>**

The sixth previous research study is the research of Thomas Walters, Nicola J. Simkiss, Robert J. Snowden and Nicola S. Gray, conducted on 2021 entitled "*Secondary school students' perception of the online teaching experience during COVID-19: The impact on mental*

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<sup>60</sup>Thomas Walters and others, 'Secondary School Students' Perception of the Online Teaching Experience during COVID-19: The Impact on Mental Wellbeing and Specific Learning Difficulties', *British Journal of Educational Psychology*, 2021.

*wellbeing and specific learning difficulties*” from British Journal of Educational Psychology.

This previous research aims to examine perception of secondary school students’ educational experience online compared to their usual classroom experience to understand the problems associated with online learning as experienced during the COVID-19 in the United Kingdom.

The researchers focused on pupils’ learning experience, measuring perceptions of concentration, engagement, ability to learn, and self-worth from learning. They also further examined if having specific learning difficulties was associated with greater perceived problems. Then the researchers take measures of pupils’ current mental well-being to explore whether difficulties in concentration, engagement, and learning are associated with mental well-being.

The previous research is similar to my research which discusses the perceptions of secondary school students of online learning during covid-19 pandemic, this previous study has some differences, the method of this journal is uses a retrospective online survey, while the

method of the research is descriptive qualitative using questionnaire.

### **C. Conceptual Framework**

The conceptual framework is a process that sets the stage for the presentation of certain research questions that encourage investigations to be reported based on the statements contained in the problem formulation. The statement of problem formulation of the thesis presents the context and problems that caused the researcher to conduct the research.<sup>61</sup>

Perception is a person's view of an event, phenomena, information, or data that is around it through a stimulus and accepted by the five human senses consciously and understood by each individual, then that is where the interpretation of the experience of an event will occur. Perception also includes a person's grasp of the events that occur to form an inner mindset. In addition, perception is also formed from observation carried out on a phenomenon to

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<sup>61</sup>William C McGaghie, Georges Bordage, and Judy A. Shea, 'Problem Statement, Conceptual Framework, and Research Question', *Academic Medicine*, 76.9 (2001), 920–21  
<[https://journals.lww.com/academicmedicine/Fulltext/2001/09000/Medical\\_and\\_Veterinary\\_Students\\_Structural.00021.aspx](https://journals.lww.com/academicmedicine/Fulltext/2001/09000/Medical_and_Veterinary_Students_Structural.00021.aspx)> [accessed 10 July 2022].

form a mindset positive or negative. Perception has a subjective nature because it depends on the ability of every individual.

The evaluation of things is a crucial feature of perception. Learning may be said to achieve success if the scholars' perceptions are in the accurate category. In other words, the success of getting to know is determined based totally on the notion of students who experience learning. Evaluation of a lesson is also executed based totally on the perception of all mastering actors at the teaching materials supplied.

Online learning at MTs NU 10 Penawaja has been carried out since the pandemic occurred. Online learning is also carried out in the English Lessons. While online learning, teaching and learning activities are carried out online, to avoid direct contact between teachers and students so as not to catch the Covid-19 virus. Online learning is carried out from March 2020 until the first semester of the 2021/2022 school year, then face-to-face learning begins again in the even semester of the 2021/2022 school year.

In practice, English online learning raises different perceptions for students. This perception arises as a result of the obstacles and challenges experienced by students and teachers when online learning is implemented. The

challenges faced by students include the difficulty of internet signals to access learning activities, limited internet quota, as well as the availability of gadgets as a learning facility. In addition, it is known that most of the students who follow this online learning look earnest. But some students are less able to follow this online learning.

In addition, some teachers also experienced these difficulties, because they were not proficient in operating gadgets so learning did not run smoothly, in addition to facilities that did not support the school to carry out online learning, so this became a challenge for teachers and students in online learning. Especially in English subjects, where the competencies expected by students are reading, listening, and writing which will be difficult to do if do not practice directly.

The perception of 7th-grade students of MTs NU 10 Penawaja is needed as an indicator of the success of online learning. Student observations of the subjects carried out will bring up various positive or negative responses which are used as a benchmark for researchers to assess the effectiveness of online English learning for the successful delivery of teaching materials delivered by the teacher and the way students understand the material delivered.

Perception analysis of students towards online learning becomes a step for the researcher which includes accumulating data, recognizing student perceptions and constraints, parsing data, and grouping data based on students' perceptions and constraints.



## CHAPTER III

### RESEARCH METHOD

This chapter describes the type of research, research setting, subject, and research informants, data collection techniques, data wetness techniques, and data analysis techniques.

#### **A. Research Design**

In this research, the writer used descriptive qualitative research that focused on seventh-grade students' perceptions of online learning in English Lessons during Covid-19 Pandemic. This method is used to describe phenomena or facts in the field.

Qualitative research methods are looking for the meaning behind phenomena, principles, knowledge, and finding new methods. It aims to describe an object of research, that can clearly be interpreted in some ways; video, photograph, illustrate, and narrate verbally and non-verbally.<sup>62</sup> According to (Denzin and Lincoln in Moloeng 2010) argue that qualitative research study is to interpret

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<sup>62</sup>W I Wayan Suwendra, *Metodologi Penelitian Kualitatif Dalam Ilmu Sosial, Pendidikan, Kebudayaan Dan Keagamaan*, 2018 [accessed 14 July 2022].

various events that occur as the way to obtaining real and describe the actual situation in the object researched.<sup>63</sup>

Qualitative research methods are methods used to examine the state of natural objects, where the researcher is the key instrument, combined data collection techniques, inductive qualitative research data analysis, and puts more emphasis on the generalization of meaning.

Qualitative research is a research method that can be used to explore and understand the meaning that stems from social or humanitarian problems. This qualitative research process involves efforts such as: asking questions, developing procedures, collect specific data from informants or participants. Analyze data inductively, reduce, verify, and interpret or capture the meaning of the context of the problem under study.<sup>64</sup>

In addition, the data and facts obtained have to be supported by valid and reliable supporting data according to need, through the process of interview, observation, or

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<sup>63</sup>Lexy J Moloeng, *Metodologi Penelitian Kualitatif*, 13th edn (Bandung: Remaja Rosdakarya, 2010).

<sup>64</sup>Nugrahani Farida, *Metode Penelitian Kualitatif Dalam Bidang Pendidikan Bahasa* (Surakarta: Universitas Sebelas Maret Press, 2010).

documentation. Based on this, this research is conducted to express students' perceptions of online learning in English subjects with real data supported by actual conditions in the field.

From the definitions above, the writer concludes that the qualitative method is a process of finding the truth of the facts of a phenomenon that occurs in the field, and then processing it into data that can be described as straightforward and clear. In descriptive research, definite conclusions are acceptable, but do not establish cause and effect relationships.

## **B. Research Setting**

This research carried out at MTs NU 10 Penawaja in the even semester of the 2021/2022 academic year. Address on Jl. Pucakwangi No.4, Pageruyung, Kendal, Central Java 51361. The research will be conducted in July 2022.

## **C. Participants**

According to (Arikunto 2013) a study should have a clear objective and be ready to be investigated as a follow-up to solving the problem formulation that has been

submitted.<sup>65</sup> The subjects in this study were seventh-grade students at MTs NU 10 Penawaja and a seventh-grade English teacher at MTs NU 10 Penawaja.

The researcher interviewed some sample students to determine students' perception and to find out how students face challenges toward Online Learning in the English Lessons during the Covid-19 pandemic.

#### **D. Source of Data**

According to (Sugiyono 2017) the method or technique of collecting data can be conducted by interview, questionnaire, observation and combination of them.<sup>66</sup> Data obtained is necessary collected to facilitate researchers in conducting research. The collection can be in the form of collecting forms, recording phenomena, analysis of characteristics, or doing a recap of the results of the interview.<sup>67</sup>

The aim of the research is to get data. The data is the important tool in the study which is in the form of

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<sup>65</sup>Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik* (Jakarta: Rineka cipta, 2013).

<sup>66</sup>Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, Dan R&D* (Bandung: CV. Alfabeta, 2017).

<sup>67</sup>M Iqbal Hasan, *Pokok-Pokok Materi Metodologi Penelitian Dan Aplikasinya* (Jakarta: Ghalia Indonesia, 2002).

phenomena in the field and numbers. From the data, the researcher will know the result of the research.

#### 1. Primary Data

Primary data is data collected directly by researchers as a process of conducting research. Primary data is also called original data. Primary data is obtained from informant sources or individuals.

In this research, the researcher obtained primary data through interviews with students 7th grade English subjects during online learning in the odd semester of the 2021/2022 academic year.

#### **E. Research Focus**

The research focus in the qualitative research method is emphasizing points widely and deeply of aphenomena to reveal more meaningfully about a phenomenon in the object of the research.<sup>68</sup> This study used a qualitative method, the researcher obtained data in the field, then processed, compiled, and analyzed it systematically. In order not for this research to be broadened or biased, the researcher set a focus to determine student perceptions of online learning in English lessons during the Covid-19 Pandemic. The

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<sup>68</sup>Galang Surya Gumilang, 'Metode Penelitian Kualitatif Dalam Bidang Bimbingan Dan Konseling', *Jurnal Fokus Konseling*, 2.2 (2016)

researcher categorizes it into four aspects those are; Online learning conditions, Material understanding, Student interaction, and Obstacles faced in online learning.

## **F. Technique of Data Collection**

Data collection techniques are methods used to collect data to be studied. Data collection techniques require strategic and systematic steps to obtain valid data and reliable data. Some data collection techniques that can be used are; questionnaires, interviews, observations, tests, documentation, and so on. Data collection tools in research qualitative are: in-depth interview, participatory observation, field notes, or open ended. Data that collected from data collection tools can be in the form of words, pictures, and documents.<sup>69</sup>

The purpose of research is to obtain data, therefore data collection techniques are an important step in conducting research. Collecting data can be done in various ways, through any sources, and in any ways. In this study, researchers used interviews and documentatinon as a method used to collect data.

### **1. Interview**

According to (Sugiyono 2017) interviews are used as data collection techniques to find problems that

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<sup>69</sup>Gumilang.

must be researched and also if the researcher wants to know things from the respondents more profound.<sup>70</sup> Interviews were conducted by submitting question items to the resource persons with answers that will be used as data to study. The interviewer asks various questions and then the interviewee will answer according to the actual conditions that occur in the field.<sup>71</sup>

Interview conducted to get more in-depth information about something that needs to be reconfirmed from the data obtained through the questionnaire.<sup>72</sup> In this study, the researcher interviewed some sample students and the English teacher who taught 7th grade during the Covid-19 pandemic at MTs NU 10 Penawaja Pageruyung in the odd semester of the 2021/2022 academic year. The interview model used was a semi-structured interview, which discussed students' perceptions of online learning in English Lessons during the Covid-19 pandemic.

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<sup>70</sup>Sugiyono.

<sup>71</sup>Moloeng.

<sup>72</sup>Pande Made Vidyastuti Dewi, Ni Nengah Suartini, and Desak Made Sri Mardani, 'Kendala Mahasiswa Angkatan 2019 Dalam Pembelajaran Daring Semester Genap Tahun Ajaran 2019 / 2020 Pada Mata Kuliah Konten Bahasa Jepang Di Universitas Pendidikan Ganesha', *Penelitian, Jurnal Indonesia, Mahasiswa*, 1.2 (2021).

The interview was conducted by asking directly to the informant to gain and obtain relevant information related to the required data. As for the interview using interview guidelines, therefore, the researcher can develop research questions following the information needs desired.

Interview procedure:

- a. The researcher made an agreement with the informants regarding the time to be able to do the interview.
- b. Interviews were conducted using Indonesian, then followed by some questions contained in the interview guidelines.
- c. The researcher added several questions beyond the questions contained in the interview guidelines to further deepen the research.
- d. The researcher records interview information from the informant using a recording device voice on the cellphone, besides the researcher also recorded important points conveyed by the informant in the interview.
- e. After the interview was completed, the researcher conducted a transcript.
- f. After the transcription process, the researcher translated it into English. After that, the data is ready for analysis.



## 2. Documentation

The historical traces of an object can be traced through the accompanying documents.<sup>73</sup> A study can be sourced from various pre-existing documents as long as the data supports it. Main data the documentation method was used to collect data and information from students who became research informants obtained from interviews.

### **G. Technique of Data Analysis**

After collecting the data, the researcher analyzes the data, In qualitative research, the resulting data can not be classified by statistics, but by using an interpretation of the data phenomena that occur then provide a systematic conclusion so that a research result with data and process was found valid and systematic processing.

The process of data analysis in qualitative research begins by reviewing all available data from various sources. Furthermore, analyzing the data is carried out continuously until the research questions are answered completely.<sup>74</sup> There are three activities to analyze data in

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<sup>73</sup> Moloeng.

<sup>74</sup> Farida.

descriptive qualitative research. Those activities are data reduction, data display, and conclusion drawing/verification.<sup>75</sup>

### 1. Data Reduction

Data reduction is the process of selecting, focusing on simplifying, abstracting, and transforming rough data that emerges from written notes in the field.<sup>76</sup> Therefore, data reduction aims to sharpen, classify, direct, partition, and create findings in the field that are not relevant, and organize the data for reflection, verification, and draw a conclusion according to the research focus appropriately.<sup>77</sup>

Data obtained from the interview, the researcher will reduce the data by summarizing, drawing conclusions, then grouping the results to fit the research focus.

In conducting research, the researcher will get a lot of data. Hence, the researcher must select data that will give valuable information in research. Thus, at first, the researcher has to do a reduction to analyze the data. Based on the concept of data reduction, reducing the data in this study, the researcher chose to identify the condition of

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<sup>75</sup>Sugiyono.

<sup>76</sup>Ahmad Rijali, 'Analisis Data Kualitatif', *Alhadharah: Jurnal Ilmu Dakwah*, 17.33 (2019), 81.

<sup>77</sup>Gumilang.

online learning, understanding of the materials, interest in online learning, and challenges faced in online learning. To obtain conclusions about students' perceptions of online learning in English lessons during the Covid-19 pandemic.

## 2. Data Display

After the required data has been reviewed and classified by the researcher, the next step is Data Display, where at this stage the researcher presents various findings obtained from data reduction so that the research results can be interpreted. Data display is an activity when a collection of information is compiled so that there is the possibility of drawing conclusions and taking action. Data Display in qualitative research can be in the form of narrative text in the form of field notes, matrices, graph tables, networks, and charts.<sup>78</sup>

Data display must refer to the formulation of the problem, so that does not extend to other topics of discussion. Data display can be done in various forms such as tables, charts, or histograms so that make it easier for the reader to understand each of the findings served. The presentation of data is also the basis for researchers to take an analysis related to the phenomena that occur and take

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<sup>78</sup>Rijali.

alternatives if there is an error in the presentation of the data.

In the appearance of interview data, the researcher displays the answers from the informant, then at the end of the paragraph on each question, the researcher concludes with the answers to the question.

### 3. Drawing a conclusion

Drawing a conclusion/verification is the end of qualitative research data analysis. Concluding is done by giving meaning through data reflection.<sup>79</sup> These conclusions are verified during the study, by rethinking during writing, reviewing field notes, and seeking to place a copy of a finding in another data set.<sup>80</sup>

In qualitative research, the characteristic of a conclusion is temporary. It can change if the researcher doesn't discover strong evidence to support the next collecting data. However, if the conclusion in the previous data can be evidenced by validity and consistency when the researcher is going back to the field, so the conclusion is credible.

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<sup>79</sup>Gumilang.

<sup>80</sup>Rijali.

In this study, to conclude interview data the researcher could determine the outline from the answer given by the informant so that the researcher concludes the interview answers given by the informant regarding students' perceptions of English online learning during Covid-19 pandemic and the way students faced challenges of English online learning during covid-19 pandemic.

## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSION**

This chapter presents the result of the research finding and discussion about Students' Perceptions of Online Learning in English Lessons during The Covid 19 Pandemic a case at seventh-grade of MTs NU 10 Penawaja.

#### **A. Research Findings**

This research was conducted at MTs NU 10 Penawaja. The subjects in this study were seventh-grade students of MTs NU 10 Penawaja. This research data was obtained from interviews and documentation regarding the seventh-grade students' perceptions of online learning in English Lessons of MTs NU 10 Penawaja.

In data collection, four aspects are used to determine the students' perceptions condition of online learning, understanding of the material, students' interaction, and obstacles during online learning.

The interview findings are to describe seventh-grade students' perceptions of MTs NU 10 Penawaja towards online learning in English Lessons during the Covid-19 pandemic

which was carried out in the odd semester 2021/2022 academic year.

The researcher conducted the interviews directly by coming to the field to observe the perceptions of 7th-grade students at MTs NU 10 Penawaja. This interview was carried out in the even semester 2021/2022 academic year when teaching and learning activities have begun to be carried out offline (face to face) while still adhering to health protocols. The researcher conducted interviews with a Random Sampling technique with 7th-grade students, where the researcher got as many as six students who were interview representatives. The interviews were carried out during Class Meetings activities or breaks. Previously, the researcher had obtained permission from the school to conduct the research.

In conducting interviews, the researcher uses semi-structured interviews, where interview guidelines have been prepared beforehand. However, in practice, it is possible to emerge new questions depending on the statements given by the informants.

## **1. Students' perceptions of MTs NU 10 Penawaja Pageruyung about online learning in English subjects during the Covid-19 pandemic.**

Student perception is a student process interpret certain impressions of something based on a hunch he had. Perception will affect how students behave towards something, both positive and negative perceptions. Perception positive and negative students can occur in all aspects that exist in the learning process, such as perception towards online learning in English subjects during Covid-19. Students' perceptions of online learning in English lessons during the Covid-19 pandemic will be presented as follows:

### **a. Respondent 1**

Based on the answers to interviews with respondent 1, the researcher concludes that the aspect of online learning conditions in English subjects in grade 7 MTs NU 10 Penawaja, is still not optimal, this is proven by a statement from respondent 1 who says that online teaching and learning activities are only done via Whatsapp, Learning materials in the form of YouTube links or article links shared to WhatsApp group. Respondent 1 said that the lack of understanding of English learning material causes



difficulties when doing assignments or during the final exam.

In the aspect of student interaction, respondent 1 argues that interaction or communication with classmates continues to run well, but interaction with teachers is not going well because according to respondent 1 interaction with teachers will be easier if learning is done face-to-face.

Then in the even semester 2021/2022 academic year, the learning system returns to face-to-face, according to respondent 1 that offline or face-to-face learning in even semesters is more effective because it can increase their enthusiasm for study.

b. Respondent 2

Based on the answers to interviews with respondent 2, the condition of online learning which was carried out in the last odd semester was quite helpful to replace learning activities during the Covid-19 pandemic.

However, there are several challenges or obstacles faced including, an unstable internet signal. Based on statements from respondent 2, internet signals in her area are indeed inadequate, so the internet network is

not stable. Therefore, it causes difficulties accessing the materials through youtube videos.

From the results of interviews with respondent 2, the researchers concluded that online learning in the odd semester of the 2021/2022 academic year was quite helpful for learning during the Covid-19 pandemic, but there were still obstacles faced by students.

c. Respondent 3

From the results of interviews with respondent 3, the researchers found that the background of respondent 3 was different from the previous two respondents, that respondent 3 lived in a boarding school, so it became an obstacle for these students during online learning because students were not allowed to bring gadgets.

Therefore, students cannot participate in online learning properly. During online learning, students are guided by boarding school administrators in participating in online learning activities. Therefore, the learning materials that have been delivered cannot be received and understood properly. Respondent 3 thought that the online activities carried out in the last odd semester were not effective because respondent 3 could not focus on studying because of the lack of material resources obtained.

In addition to the aspect of students' interaction, respondent 3 said that communication related to learning was only done to classmates who were in the same Islamic boarding school. From the results of interviews with respondent 3, the authors conclude that respondent 3 has difficulty participating in online learning activities due to limitations and rules in Islamic boarding schools so that respondent 3 cannot understand the learning material well.

d. Respondent 4

Based on the results of the interviews with respondent 4, respondent 4 said that the media he used to participate in online learning activities was through cellphone, he also added that during online learning there are several difficulties or obstacles faced, including internet quota and unstable internet signal. Respondent 4 stated that it was difficult to manage his time during online learning because he was disturbed by activities at home so he did not focus on online learning. However, interactions with classmates and the teacher during online learning can run well even if only through WhatsApp.

e. Respondent 5

From the results of interviews with respondent 5, the researcher concludes that students who live

inboarding school find the difficulties to participate actively and maximally in online learning which was carried out in the odd semester 2021/2022 academic year. According to respondent 5, in boarding schools, they are not allowed to bring gadgets so they cannot operate gadgets that are used for online learning.

Online learning activities are carried out under the direction of one of the boarding school administrators who participates in the learning WhatsApp group, then the boarding school administrator conveys learning materials to several students who are in the boarding school. After that the students will work on the assignments given by the teacher, the assignments are collected collectively once a week.

f. Respondent 6

From the results of the interview, respondent 6 explained that Whatsapp is the only media used in online learning, YouTube and article links are the only supporting media to explain the description of learning materials.

According to respondent 6, she had never held a virtual meeting using applications such as zoom, google

meet, skype or other similar applications to online learning activities. Respondent 6 added that an unstable internet signal was one of the problems. In addition, respondent 6 felt that they did not understand the material conveyed through whatsapp because they felt less satisfied if it was not explained directly by the teacher.

## **2. Students challenges in online learning during the Covid-19 pandemic**

Student challenges are some things or objects related to learning that inspire determination to improve problem solving skills which are exemplified as a stimulus to work harder. Perubahan sistem pembelajaran dari face to face menjadi online learning menjadi suatu pengalaman baru bagi siswa, hal ini menimbulkan persepsi yang lain dari sistem pembelajaran yang sebelumnya.

Based on the results of interviews conducted with seventh-grade students of Mts NU 10 Penawaja, the writer found several challenges faced by students during online learning in English subjects during the covid pandemic. Are as follows:

- a. The difficulty of using learning media

Based on the interview results on the aspect of the condition of online learning, the writer asked about the learning media used in online learning activities, and the majority of interview respondents answered that the media used in online learning was WhatsApp and youtube applications. However, this is a challenge for some students who live in Islamic boarding schools. Islamic boarding schools have regulations regarding the prohibition of the use of electronic devices such as cellphones, laptops, and so on in the cottage environment. This causes some students who live in the cottage to have difficulty participating in active learning activities via WhatsApp. This can be seen in one of the excerpts of interviews with students as follows:

*“Karena di pondok dilarang pakai hp, jadi ketika kbm daring hanya pengurus pondok yang menggunakan hp dan mengikuti grup whatsapp, kemudian pengurus pondok menyampaikan tugas dan materi pelajaran yang dishare di grup* (Because in Islamic boarding schools it is forbidden to bring cellphones, so when online learning is guided by the boarding school administrator who follows the class whatsapp group, then the boarding school administrator conveys the assignments and lesson

materials that have been shared by the teacher in the group)” (Respondent 3)

From the results of the interviews, the writer saw that some students had difficulties in participating in online learning because they could not reach the learning media used.

b. The difficulty of understanding learning materials

The results of the interview showed that the majority of students had negative perceptions of online learning of English subject materials. Online learning requires students to study independently at home, the learning process is only carried out via whatsapp, this makes the delivery of learning materials unable to be delivered optimally. This can be seen in the results of interviews with some respondents who said that they felt confused about understanding the learning material because the teacher did not convey it directly.

*“Kurang paham sama materinya karena guru tidak menjelaskan secara langsung, apalagi dalam pelajaran bahasa inggris terkadang ada contoh kalimat terus tidak tahu cara membaca yang benar (I feel like I don't understand the material because the teacher doesn't explain it directly, especially in English lessons*

sometimes there are examples of sentences and I don't know how to read correctly)” (Respondent 6)

Based on the interview excerpt above, the writer concludes that one of the challenges students face in online learning is the difficulty in understanding the material. This is because the teacher conveys learning material only through the WhatsApp application, so students have difficulty understanding the learning material.

Especially in English lessons, reading and speaking materials should be practiced directly by the teacher's observations so that students can practice correctly. So, the impact of online learning causes students not to increase their ability in English subjects.

c. Poor Internet Network

Based on the interview result, the writer concludes that some students were constrained by the internet network during online learning activities, especially students who were a bit far from urban areas, this caused some students to not be able to participate in online learning to the fullest and even some students could not participate in online learning due to network constraints.



So the teacher is not optimal in delivering the materials, and the teacher is unable to reach all students who are constrained by the network face-to-face because of limited time, and distance, and not allowing face-to-face / offline learning.

MTs NU 10 Penawaja is located in the Pageruyung sub-district, Kendal district. Geographically, the location is far from urban areas, so students at MTs NU 10 Penawaja live in villages around the school where the internet network is unstable. So that a slow internet network and unstable internet signal becomes a challenge for students in online learning activities.

## **B. Discussion**

### **Student's Perceptions of Online Learning in English Lessons during Covid-19: a Case Study at Seventh-Grade of MTs NU 10 Penawaja**

The researcher collect the data from interviews to find out students' perceptions of online learning in English lessons during the Covid-19 pandemic at MTs NU 10 Penawaja in the 2021/2022 academic year. The researcher divides 4 aspects to find out the perceptions of these students those are Condition of online learning, understanding of the material, The student's interactions, and The obstacles during online learning.

Based on the interview, the researcher used semi-structured interviews to get in-depth information about students' perceptions of online learning in English lessons at MTs NU 10 Penawaja.

#### **1. Condition of online learning**

In the aspect of the condition of online learning, the writer makes several interview guidelines related to the condition of online learning, including as follows:

- a. What media are used when learning online
- b. How is the process of online learning activities
- c. What do you think about online learning

However, from some of these questions, new questions emerged that were not written in the interview guidelines, these questions appeared depending on the respondent's answers. The writer concluded that in the aspect of the condition of online learning, students feel that the process of online learning activities is not optimal.

This is in line with the result of the research conducted by (Srehari 2020) that state a majority of respondents consider that online classes are either not at all engaging or less engaging than face-to-face classes.<sup>81</sup>

However, it is different from the results of research conducted by Krishnapatria (2020) that students have a positive perception of online learning, that online learning is quite useful, furthermore it can promote flexibility, offering personalization where students can choose their own learning path and pace.<sup>82</sup>

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<sup>81</sup> Srehari.

<sup>82</sup> K. Krishnapatria, 'From "Lockdown" to Letdown: Students' Perception of E-Learning amid the COVID-19 Outbreak', *ELT in Focus*, 3.1 (2020), 1–8.

The researcher concluded that almost all students felt unprepared for the implementation of online learning. The researcher analyzed that this unpreparedness in carrying out online learning was due to 7th-grade students in semester 1 of the 2021/2022 academic year at MTs NU 10 Penawaja on one of them as new students. So this triggers the readiness of students because in a new environment.

Almost all students use mobile phones in participating in online teaching and learning activities. The media used in online learning at MTs NU 10 Penawaja is using WhatsApp. WhatsApp has become the main media for conducting online learning activities. In addition, there are other supporting applications such as YouTube.

This is in line with the research findings from (Diana 2020) who conducted a study entitled Plus Minus Use of Online Learning Applications During the Covid-19 Pandemic. From the study, it was found that out of 61 respondents mostly used Whatsapp,

Google meet and Google Classroom to be used in online learning.<sup>83</sup>

## 2. Understanding of the material

Based on the results of interviews, the researcher found that the student's difficulties in understanding the material were because the English materials were not explained directly by the teacher.

This is in line with research by (Chakraborty 2021) where in his research Almost half of the students felt that regular assessments can help in improving online education.<sup>84</sup>

Students only study independently with directions from the teacher through WhatsApp. It becomes a challenge for students to accept the material given. Especially in English lessons, many practices require students to practice reading and speaking with the correct pronunciation. But the learning activities only through WhatsApp, cannot be carried out optimally. They will not

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<sup>83</sup> Novita and Hutasuht, 'Plus Minus Penggunaan Aplikasi-Aplikasi Pembelajaran Daring Selama Pandemi Covid-19'.

<sup>84</sup> Pinaki Chakraborty and others, 'Opinion of Students on Online Education during the COVID-19 Pandemic', *Human Behavior and Emerging Technologies*, 3.3 (2021), 357–65  
<<https://doi.org/10.1002/hbe2.240>>.

be able to complete their school curriculum and assessment in the normal way.<sup>85</sup>

Furthermore, based on the interview with an English teacher, the researcher found that the teacher could not teach optimally because learning was carried out online.

### 3. The student's interactions

Based on the results of interviews on the student interaction aspects, the researcher concluded that communication between students and teachers was only through WhatsApp groups during the learning time. Meanwhile, students communicate with their classmates is done through private chat via WhatsApp. So that the interaction between students and teachers does not run optimally because of the limited distance.

Most students find activities interesting and interactive since they require the learner's active participation in natural context.<sup>86</sup> This is in line with research conducted by (Mardani 2021) where one of the shortcomings

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<sup>85</sup> Daniel.

<sup>86</sup> Y. Huang and others, 'An Investigation of Motivation and Experience in Virtual Learning Environments: A Self-Determination Theory', *Educ. Inf. Technol*, 24 (2019), 591–611.

of the implementation of online learning is the lack of direct interaction between lecturers and students.<sup>87</sup>

From the results of interviews about student interaction, the writer concludes that direct interaction of students with teachers is one of the success factors for learning objectives, especially in learning English which requires direct practice such as reading and speaking.

From the results of this study, the interaction is not optimal in learning activities because it is only through the WhatsApp application that it creates negative perceptions by students.

#### 4. Obstacle during online learning

From the results of interviews on this aspect, the researcher found that the obstacles faced by students in online learning were related to inadequate internet signals, so students had no difficulty accessing the material provided by the teacher.

The internet is considered to be the source of the necessary materials to achieve teaching and learning

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<sup>87</sup> Dewi, Suartini, and Mardani.

objectives.<sup>88</sup> This is in line with research conducted by (Rakhmanina 2020) where the results of his research she said that some regions with poor internet signals may have many problems with online learning, The issues of internet problems among learners are such as limited internet credit, slow internet network, or incompatible gadgets or devices.<sup>89</sup>

(Bordoloi 2021) Also state in their research that out of the total respondents, 77.6% agreed that poor internet connectivity in their locality is the main problem in availing online learning facilities.<sup>90</sup>

Another obstacle faced by students is understanding the material being taught. Students find it difficult to do assignments or final exams because students do not understand the material well in online learning. This is a challenge for students.

Researchers found another obstacle faced by students in online learning at MTs NU 10 Penawaja, this obstacle was faced by students at MTs NU 10 Penawaja who lived in boarding schools. Students who live in boarding

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<sup>88</sup> M. W. Surtikanti, 'Textbook Evaluation on Curriculum 2013-Based Textbook "When English Rings A Bell" for the Seventh Grade.', *Journal of English Education and Literature*, 1.1 (2020), 11–17.

<sup>89</sup> Rakhmanina and others.

<sup>90</sup> Bordoloi, Das, and Das.



schools cannot participate in teaching and learning activities properly.

Based on the results of interviews conducted by researchers with several boarding school students, the writer found that these students could not operate gadgets individually, online teaching and learning activities were guided by boarding school administrators.

This obstacle is a challenge for students and also the school because boarding schools have their authority which is not in line with the implementation of online learning.

From the results of these interviews, the writer concludes that students felt unprepared for online learning. This unpreparedness can be seen in the obstacles faced by students during the online learning process.

Several researchers also showed the same results on students' readiness for online learning. (Chakraborty 2021) The educational institution was not prepared for such a transition and their online teaching-learning process evolved gradually.<sup>91</sup> However, different results were shown by Shawaqfeh 2020 where his research results indicated that more than 49.2% of the students showed positive attitudes

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<sup>91</sup> Chakraborty and others.

toward the provided online learning of the school instructors during the COVID-19 pandemic and only 26% showed negative attitudes toward the online learning.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

This is the last chapter of the research. In this chapter, the researcher presents conclusion and suggestion of what have been discussed on the previous research.

#### **A. Conclusion**

Based on research findings and discussions of research on students' perceptions of online learning in English Lessons during the covid 19 pandemic at MTs NU 10 Penawaja, it can be concluded:

1. The perception of seventh-grade students at MTs NU 10 Penawaja towards online learning in English Lessons during the Covid-19 pandemic is a negative perception. can be seen from the four aspects that show bad results based on the results of interviews with students.
2. Challenges contained in the online learning process in English lessons are:
  - a. The difficulty of participating in online learning by students of Islamic boarding schools is due to the prohibition of using cell phones in Islamic boarding schools.

- b. Lack of interaction between students
- c. Poor Internet Network
- d. The level of student activity is low because the learning process is through WhatsApp groups only.

## **B. Suggestion**

Based on the conclusion in this present research, suggestion proposed to:

### 1. For School

Schools should pay more attention to the obstacles faced by students in the implementation of online learning to find solutions so that students can learn better even though they are still using the online learning system.

### 2. For Teachers

Teachers should make innovations in teaching and learning activities, so that online learning can be an interesting and fun learning activity so that students' abilities and understanding of the materials being studied can increase.

### 3. For students

Students should equip themselves with knowledge about online learning and prepare all preparations well, so that learning can run optimally.

#### 4. For Other Researchers

This researcher is only limited to students' perceptions of online learning in English subjects. It is hoped that further researchers will conduct further research using a more in-depth problem formulation related to the online learning process.

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## Appendix I

### Interview Transcript

#### a. Respondent 1

Q: *Media atau aplikasi apa saja yang digunakan dalam kegiatan belajar mengajar pada saat pembelajaran daring yang anda laksanakan pada semester ganjil kemarin? (What media or applications were used in teaching and learning activities during online learning that you did in the last odd semester?)*

A: *Waktu semester kemarin ketika daring, ketika pelajaran menggunakan aplikasi whatsapp, link youtube terkait materi pelajaran, dan terkadang link artikel yang berisi materi pelajaran yang sedang dibahas. (The media used in online learning in the last semester was using WhatsApp Group, and youtube videos related to the subject matter, besides that the teacher also distributed articles containing descriptions of the material being discussed)*

Q: *Jadi, materi yang disampaikan hanya berupa link, yang kemudian setiap siswa mengakses sendiri atau terdapat penjelasan dari guru terlebih dahulu? (So, the material submitted is only in the form of youtube video links and*

articles which then every student can access. Is there any explanation from the teacher?)

A: *Sebelumnya guru telah menjelaskan pokok bahasan yang akan dipelajari pada hari itu, semisal pada saat itu bab yang akan dibahas mengenai perkenalan atau Introduction kemudian guru memberikan link artikel atau link youtube yang berkaitan dengan materi tersebut.* (Previously, the teacher had explained the subject that would be studied that day, for example, the chapter to be discussed was about “Introduction”, then the teacher provided an article link or a YouTube link related to the material)

Q: *Dalam pelajaran bahasa inggris terdapat basic skill seperti reading, speaking, listening, dan writing, Nah, ketika KBM daring bagaimana hal itu dilakukan khususnya dalam practice speaking?*(There are basic skills in English Lessons reading, speaking, listening, and writing. So, how is it done when Online learning, especially in speaking practice?)

A: *Iya memang sulit untuk dilakukan karena pembelajaran hanya melalui whatsapp namun sesekali guru pernah memberikan tugas yang mengharuskan kita untuk reading dan speaking melalui voice note.* (Yes, it is



indeed difficult to do because learning activities are only through WhatsApp, but occasionally the teacher has given speaking assignments that require us to speak through Voice notes.)

Q: *Seperti apa contohnya?* (Can you give an example?)

A: *Seingat saya waktu itu disuruh memperkenalkan diri atau self introduction kemudian direkam pakai voice note dan di kirim ke grup kelas.*(As I recall, at that time the teacher gave the assignment to introduce ourselves using English and then recorded using voice notes and sent it to the class group.)

Q: *Dengan serangkaian pembelajaran daring yang anda lewati pada semester kemarin, menurut anda bagaimana pemahaman anda terhadap materi yang disampaikan, khususnya dalam mata pelajaran bahasa inggris?* (How do you think your understanding of the material that has been delivered, especially in English Lessons?)

A: *Sejujurnya kurang paham karena tidak dijelaskan secara langsung* (To be honest, I did not understand the material being taught because it was not explained directly.)

Q: *Kalau interaksi atau komunikasi dengan teman dan guru apakah tetap berjalan dengan baik?* (Is the interaction or

communication with classmates and teachers going well?)

A: *Komunikasi dengan guru agak terhambat karena hanya sebatas online saja, kalau dengan teman tetap dapat berjalan dengan baik.* (Communication with teachers is somewhat hampered because it is limited to WhatsApp, while interactions with friends can still run well.)

Q: *Adakah kendala atau tantangan yang anda alami ketika mengikuti pembelajaran daring?* (Are there any obstacles or challenges you experience when participating in online learning?)

A: *Kendala yang saya rasakan adalah ketika menjelang ujian sekolah karena merasa banyak materi yang kurang begitu memahami jadi merasa kesusahan ketika tes, selebihnya tidak ada.* (The obstacle I felt was that when I was approaching final exams because I thought that there was a lot of material that I didn't really understand, so I found it difficult during the test, the rest there were no significant obstacles.)

b. Respondent 2

Q: *Pada semester ganjil kemarin pada saat pembelajaran daring, bagaimana proses kegiatan belajar mengajar pada mata pelajaran bahasa inggris?* (How is the

implementation of online teaching and learning activities in English subjects? What media are used?)

A: *Hampir semua kbm pada saat daring menggunakan aplikasi whatsapp, proses kegiatan awal pembelajaran guru memberi salam dan menanyakan kabar, kemudian menyampaikakan materi pelajaran yang akan di pelajari, kemudian guru mengecek presensi siswa dengan membuat list presensi setelah itu siswa menulis nama masing di list presensi tersebut selama kegiatan pembelajaran berlangsung. (Teaching and learning activities in online learning are carried out through WhatsApp. In the initial learning activities, the teacher greets and then conveys the subject matter to be studied, then the teacher checks student attendance with an Attendance List that must be filled in by students).*

Q: *Adakah media lain yang di gunakan dalam pembelajaran selain whatsapp? (Are there any other media used in learning besides WhatsApp?)*

A: *Ada, pakai aplikasi youtube. (Yes, use the YouTube application to watch videos containing learning material.)*

Q: *Apakah kamu memahami materi yang disampaikan pada saat pembelajaran daring tersebut? (Do you understand*

the material that has been delivered by the teacher during the online learning?)

A: *Sedikit kesulitan dalam menerima materi pelajaran yang diberikan karena saya kurang begitu memahami jika tidak dijelaskan secara langsung. (I have a little difficulty in accepting materials given by the teacher because I do not really understand if it is not explained directly.)*

Q: *Nah, mulai semester genap ini pembelajaran sudah dilaksanakan secara luring atau tatap muka, menurut kamu manakah yang lebih efektif, pembelajaran daring atau offline?(Starting this even semester, learning has been carried out online or face-to-face, which do you think is more effective, online or offline learning?)*

A: *Menurut saya, lebih efektif pada saat offline, karena saya bisa bertemu secara langsung dengan teman, dan saya lebih paham materi pelajaran pada saat offline. (In my opinion, it is more effective during online learning, because I can meet my classmates directly, and I more understand the materials during face-to-face learning because I can get direct explanations from the teacher.)*

Q: *Adakah kendala yang kamu alami pada saat pembelajaran daring? (Are there any obstacles you faced when conducting online learning?)*

A: *Yang paling sering saya alami ya kendala sinyal internet karena di daerah saya jaringan iinternetnya tida stabil. (What I most often experience is internet signal problems. because the internet network in my area is inadequate so it is not stable.)*

c. Respondent 3

Q: *Ketika pembelajaran daring pada semester ganjil kemarin media atau aplikasi apa sajakah yang di pakai dalam kegiatan belajar mengajar? (How is the implementation of online teaching and learning activities in English subjects? What media are used?)*

A: *Menggunakan Whatsapp tapi untuk dipakai bersama dengan beberapa teman. (Using Whatsapp but for using together with classmates.)*

Q: *Mengapa demikian? (Why is that?)*

A: *Karena saya tinggal di pondok pesantren, lalu pada saat pandemi covid-19 terjadi dan perubahan sistem pembelajaran dari offline ke daring, jadi dari pihak pondok memperbolehkan untuk membawa hp namun dengan beberapa aturan, salah satunya ya hanya*

*perwakilan beberapa santri yang membawa hp, kemudian untuk dipakai bersama ketika pembelajaran daring. (Because I live in a boarding school, then during the covid-19 pandemic happened. there was a change in the learning system from offline learning to online learning, then the boarding school allowed to bring cellphones but with some rules, one of which was that only representatives of some students brought cellphones, then to be used together when learning online.)*

*Q: Bisa di jelaskan kembali, bagaimana proses kegiatan belajar mengajar pada saat daring dengan kondisi tersebut? (Then how is the process of online teaching and learning activities that you did in the boarding school?)*

*A: Jadi yang diperbolehkan membawa gadget adalah pengurus pondok, kemudian pengurus pondok membimbing atau memandu selama kegiatan daring berlangsung. Pada saat KBM di mulai melalui whatsapp, pengurus pondok tersebut menyampaikan materi pelajaran kepada beberapa santri yang kebetulan satu kelas. Setelah itu kami di beri arahan terkait tugas pada tiap mata pelajarannya, kemudian kami*

*mengerjakan tugas dari guru dan kami menyerahkan kembali ke pengurus pondok untuk kumpulkan melalui whatsapp grup. (So those who are allowed to bring handphones are the chief rooms or the administrator of the Islamic boarding school, then the boarding school administrator guides us during online learning activities. When the learning activities started through the WhatsApp group, the boarding school administrator delivered the materials to several students who were in the same class. After that we were given instructions regarding the assignments, then the assignments are collected to the boarding school administrator to be collected via WhatsApp group.)*

*Q: Jika demikian apakah kamu tetap bisa memahami materi yang diajarkan? (If so, can you still understand the material that has been taught?)*

*A: Bisa dibilang saya hampir tidak dapat memahaminya, karena dengan kondisi yang demikian akan sulit bagi saya dan teman pondok yang lain untuk menerima materi pelajaran dengan baik. (To be honest, I could hardly understand it, because, in that conditions, it would be difficult for me to receive lesson material properly.)*

Q: *Kemudian ketika pembelajaran sudah kembali bertatap muka pada awal semester genap, apakah kamu merasakan ada perbedaan, baik dari pemahaman materi, interaksi dengan teman maupun guru dan lain sebagainya?* (Then when the learning system is back face-to-face at the beginning of the even semester, are there any differences, in understanding the material, or interaction with classmates and teachers?)

A: *Ya tentu sangat berbeda, saya merasa lebih bisa fokus saat kegiatan pembelajaran sudah mulai offline.* (Yes, of course, it is very different, I think I can more focus when learning activities have conducted face-to-face.)

d. Respondent 4

Q: *Bagaimana kondisi pembelajaran daring pada mata pelajaran bahasa Inggris yang kamu ikuti saat semester ganjil kemarin?* (How is the implementation of online teaching and learning activities in English subjects? What media are used?)

A: *Ya kami hanya belajar melalui hp saja dengan menggunakan aplikasi whatsapp untuk kegiatan pembelajaran, terus ada pakai youtube juga untuk materi pembelajarannya.* (I participate in online learning using



gadgets, using WhatsApp for learning activities, and watching youtube videos related to the materials.)

Q: Ada kesulitan atau tidak ketika melakukan kegiatan pembelajaran daring tersebut? (Do you have any difficulties when doing these online learning activities?)

A: Tentu ada, terkadang ada kendala sinyal internet dan kuota selain itu saya kesulitan manage waktu dengan baik pada saat pembelajaran daring. (Of course, sometimes there are internet signal and quota problems, besides that, I have trouble with my time management during learning online.)

Q: Kenapa demikian, bukankah jika pembelajaran daring waktunya bisa lebih fleksibel? (Why? Shouldn't the time for online learning be more flexible?)

A: Seharusnya iya, tapi saya tidak bisa membagi waktu dengan baik karena berada dirumah. Saya merasa kesulitan untuk membagi kapan waktunya belajar atau kapan bisa bersantai karena setiap hari hanya di rumah. (That should be the case, but I can't manage my time properly, because, during the Covid-19 pandemic we have to stay at home, so I find it difficult to divide between time to study and time to relax).

Q: Jadi apakah ketika sudah mulai pembelajaran offline pada semester genap ini kamu merasa ada perbedaan? (Do you feel any difference when learning is back to offline in the even semester?)

A: Ya pasti, karena pembelajaran secara tatap muka dan bisa berangkat ke sekolah lagi jadi saya bisa lebih disiplin, karena pada saat disekolah adalah waktunya belajar, jadi saya bisa lebih fokus, tidak seperti pembelajaran daring yang hanya dirumah. Karena ketika pembelajaran daring dirumah waktunya terganggu dengan kegiatan lain. (Yes, for sure, because the learning system back to face-to-face and I can go to school again so I can be more disciplined, because at school is the time to study, so I can focus more, unlike online learning which is only at home. Because when learning online at home, the time is disturbed by other activities).

Q: Terkait pemahaman materi apakah kamu tetap dapat memahami materi pelajaran bahasa inggris yang diajarkan melalui whatsapp? (Regarding understanding the material, Do you understand the materials that have been delivered through WhatsApp?)

A: Memahami tapi tidak sepenuhnya karena terkadang ada beberapa pembahasan yang menurut saya seharusnya

dijelaskan secara langsung agar lebih paham. (Understand just a little bit, because sometimes there are some discussions that I think should be explained directly in order to better understand)

Q: Untuk pengumpulan tugasnya bagaimana? (How about collecting assignments?)

A: Pengumpulan tugas nya di foto dan di kirimkan ke grup kelas atau terkadang di kirimkan ke guru mapelnya (The collection of assignments by taking photos and sending to the whatsapp group or sometimes sent to the subject teacher).

Q: Kalau untuk interaksi dengan teman dan guru, apakah dapat berjalan dengan baik? (Are interactions with your classmates and the teacher going well?)

A: Ya interkasi hanya melalui whatsapp itu saja, kalau dengan guru interaksinya di grup kelas pada saat pembelajaran berlangsung. (communication via WhatsApp only).

e. Respondent 5

Q: *Apakah kamu mengikuti pembelajaran daring pada semester ganjil kemarin?* (Did you participate in online learning last semester?)

A: *Iya* (Yes I did)

Q: *Bisa dijelaskan bagaimana proses kegiatan belajar mengajar pada saat daring pada mata pelajaran bahasa inggris?(Can you explain how the process of teaching and learning activities when online in English lessons?)*

A: *Saya berada di pondok, dan tidak boleh membawa hp jadi ketika daring pengurus pondok yang memegang hp memberikan instruksi terkait materi pembelajaran, kemudian di print kan lalu dibuat belajar bersama dengan teman lain yang seangkatan. (I live in a boarding school, i'm not allowed to use my cellphone. Online learning activities were accompanied by boarding school administrators who held cellphones, I was given instructions regarding learning materials by boarding school administrators who participated in the WhatsApp group, then the description of the learning materials was printed out and used to study together with classmates who were in the Islamic boarding school).*

Q: *Jika demikian bagaimana dengan pengumpulan tugasnya, apakah di foto seperti teman yang lain? (If so, how about the collection of assignments, is it in the form of taking photos like the other friends?)*

A: *Di pondok pesantren saya, pengumpulan tugasnya dilakukan secara kolektif oleh pengurus pondok, jadi*

*kami mengumpulkan tugas pada tiap mata pelajaran di buku tulis, kemudian setiap minggu sekali disetorkan ke pengurus pondok yang selanjutnya akan di serahkan ke guru di sekolah. (At my boarding school, the collection of tasks is done collectively by the boarding school administrator, so I collect assignments for each lesson in a notebook, then once a week the tasks are submitted by the boarding school administrator to the teacher at the school)*

Q: *Apakah kamu mengalami kesulitan terkait pemahaman materi pelajaran bahasa ingris dengan kegiatan pembelajaran daring tersebut? (Do you have any problems with understanding English materials in these online learning activities?)*

A: *Ya pastinya, saya tidak paham dengan materi pelajaran yang telah disampaikan karena hanya berupa uraian materi yang harus saya dipelajari sendiri dirumah tanpa dijelaskan secara langsung oleh guru maupun diskusi dengan teman lain (Yes, of course, I don't understand the materials that have been delivered because it is only a description of the material that I have to learn by myself without being explained directly by the teacher or discussing it with other friends).*

Q: *Kalau untuk interaksi atau komunikasi kamu dengan teman bagaimana? (How about your interaction or communication with friends?)*

A: *Komunikasi dengan teman terkait pelajaran hanya sebatas dengan teman sepondok yang sama sama kelas (Communication with friends regarding lessons is only with friends from boarding schools who are in the same grade.)*

Q: *Apakah menurut kamu apakah pembelajaran daring efektif untuk dilaksanakan? (Do you think online learning is effective to implement?)*

A: *Menurut saya kurang efektif karena bagi saya yang tinggal di pondok pesantren merasa kesulitan untuk mengikuti kegiatan pembelajaran daring secara maksimal. (According to me, it is less effective because there are many obstacles for students who live in a boarding school like me. Therefore I can't participate)*

f. Respondent 6

Q: *Apakah kamu turut berpartisipasi dalam pembelajaran daring pada semester kemarin? (Did you participate in online learning last semester?)*

A: *Ya saya mengikutinya (Yes, I did)*

Q: *Sebelumnya apakah kamu tinggal di rumah atau di pondok pada kegiatan daring tersebut? (Do you live at home or in a boarding school during the online learning activities?)*

A: *Saya tidak mondok (I live in my home)*

Q: *Bisa di jelaskan media apa saja yang digunakan ketika pembelajaran daring? (How is the implementation of online teaching and learning activities in English subjects? What media are used?)*

A: *Hanya pakai aplikasi Whatsapp (Using WhatsApp Application)*

Q: *Apakah tidak pernah virtual meeting menggunakan zoom, skype, google meet dan lain sebagainya? (Have you ever had a virtual meeting using applications such as zoom, skype, google meet, and others?)*

A: *Tidak pernah (I haven't)*

Q: *Apa saja kendala yang kamu hadapi pada saat belajar daring tersebut? (Are there any obstacles that you faced during the online learning process?)*

A: *Kurang memahami materi karena guru tidak menjelaskan materi secara langsung, selain itu terkadang ada kendala jaringan internet yang lemot. (Yes, there are, I don't understand the material because the teacher doesn't*

explain the material directly, besides that sometimes there are internet network problems in my house).

Q: *Untuk interaksi dengan teman dan guru apakah berjalan dengan baik?* (How about your interaction or communication with friends?)

A: *Ya hanya berkomunikasi lewat whatsapp saja, lumayan membantu namun tetap saja kurang puas.*(Yes, only communicating through WhatsApp, it's quite helpful but i think am still not satisfied).

Q: *Lalu ketika awal semester genap sudah mulai pembelajaran luring, apakah kamu merasakan ada peningkatan dalam hal pemahaman materi dan lain sebagainya?* (Then when the beginning of the even semester has started offline learning, do you feel any increase in understanding the material and so on?)

A: *Tentu saja, saya merasa lebih bisa fokus dan lebih paham pada saat pembelajaran sudah berjalan secara tatap muka.* (Of course, I think I can focus and understand better when the learning is already running face-to-face.)



## **Appendix II**

### **Interview Guidelines**

1. Media atau alat apa yang digunakan untuk pembelajaran daring?
2. Apa saja Kendala yang dihadapi saat pembelajaran daring?
3. Apa saja Aplikasi yang digunakan saat pembelajaran daring?
4. Apakah materi yang diajarkan sesuai dengan dapat dipahami?
5. Apakah penyampaian materi Bahasa Inggris cukup menarik?
6. Bagaimana pendapat Anda tentang pembelajaran secara daring?
7. Bagaimanakah interaksi dengan teman sekelas, selama pembelajaran daring?
8. Bagaimanakah interaksi Anda dengan guru selama pembelajaran daring?
9. Apakah Anda berpartisipasi secara aktif selama pembelajaran daring?
10. Apakah Anda termotivasi untuk menyelesaikan tugas yang diberikan saat pembelajaran daring?

**Appendix III**

**Interview Documentation**



## Appendix IV Research Letters



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG  
FAKULTAS ILMU TARBIYAH DAN KEGURUAN**

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Semarang, 1 Agustus 2022

Nomor: 3645/Un.10.3/D1/TA.00.01/08/2022

Lamp : -

Hal : Mohon Izin Riset

a.n. : Devita Uvi Annisa

NIM : 1803046092

Yth.

MTs NU 10 Penawaja

Di Jalan Pucakwangi No.4, Pageruyung, Kendal,

Assalamu'alaikum Wr.Wb.,

Diberitahukan dengan hormat dalam rangka penulisan skripsi, atas nama mahasiswa:

Nama : Devita Uvi Annisa

NIM : 1803046092

Alamat : Desa Krikil, RT 01 RW 03 Kecamatan Pageruyung Kabupaten Kendal

Judul Skripsi: Students Perceptions of Online Learning in English Lessons during Covid-19 Pandemic : a case at MTs NU 10 Penawaja

Pembimbing :

Dr. Hj. Ma'rifatul Fadhilah, M. Ed

Sehubungan dengan hal tersebut mohon kiranya yang bersangkutan di berikan izin riset dan dukungan data dengan tema / judul skripsi sebagaimana tersebut diatas.

Demikian atas perhatian dan terkabulnya permohonan ini disampaikan terimakasih.

Wassalamu'alikum Wr.Wb.

a.n. Dekan,

Wakil Dekan Bidang Akademik



MARFUUD JUNAEDI

Tembusan :

Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang (sebagai laporan)

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