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CHAPTER I

INTRODUCTION

1.1 Background of the Study

As a social being, that is devolved by reason, mind, taste, and wish by God. People certainly need food, drink, clothing, and shelter. In addition to these needs, humans also need education. In his book, Soedijarto 2008 said the progress of a nation is determined by the quality of its education. Therefore, education is a means of educating the life of the nation.

In the world of education, the Indonesian government has chosen English as the first foreign language and basic subject in our education system. English is a very important subject to learn because our English will be greatly helped in various aspects of life, namely for better careers, technology, the world of work, more advanced knowledge, even as a medium for socializing and inter-continental cooperation.

To be able to meet these demands, English learning must be started and introduced from the level of primary and secondary education to be able to help students to be able to continue their studies to college.

Unfortunately, the current teaching and learning process must be done using remote systems (Online) due to the COVID-19 Pandemic having had a major impact on various aspects of people's lives, namely in economic, socio- cultural, and educational aspects. This is a global problem affecting educational institutions. Since the beginning of this pandemic, it has caused shock and disruption in students.

Nadiem Makarim discussed the Circular Letter for schools and other teaching counting higher instruction to briefly aggravate teaching and routine learning in schools and encourage lessons to be done from within the country through online learning. This

makes the community restless including students and teachers to stay at home, worship, study, and work from home (Jamaluddin, et al, 2020).

Therefore in this situation forcing schools to be closed, students cannot enter school for an unknown time until when this pandemic can be resolved or ended. The use of the Internet and many other important technologies to create materials for educational purposes, until this time is still considered to be a breakthrough or new frame of mind in teaching and learning activities. The European Commission (2001) describes online learning as the use of new multimedia technologies and the internet to improve the quality of learning by facilitating access to facilities and services as well as distance exchange and collaboration. Many experts in the field of education argue and believe that applying online learning is very beneficial and has a lot of impact on students. Although the results of research from The European Commission (2001) show that online learning provides good benefits for students and makes it easier for teachers in the teaching and learning process as well as in receiving lessons and submitting assignments.

However, the reality is not as expected because not all students give a positive response to the implementation of online learning. Currently, the majority of students still face virtual learning difficulties (Talidong & Toquero, 2020). For example, students have some problems and challenges faced. Such as disruption of concentration during the learning process, unsanctioned internet connection, new changes that can indirectly affect the absorption of students' learning both theory and practicum. That way, lecturers do not know the perceptions, problems, and challenges of students experience when teachers use online learning in the teaching and learning process.

According to Lin et al. (2017) students state that their learning abilities and outcomes can be improved through online learning. Meanwhile, from research Pavlovic et al. (2015) states that students have a perception that online learning is something boring and

burdensome for them. Based on the above problems, researchers want to further study in the form of research with the title "Students' perception about online English learning during the Covid-19 pandemic at SMA N 1 SERUI".

1.2 Research Questions

The formulation of the problems in this study is:

1. What are the perception of the students about online English learning during the Covid-19 pandemic at SMA N 1 SERUI?
2. What are the obstacles faced by these students during the pandemic covid-19 at SMA N 1 SERUI?
3. What are the solutions to overcome the problem about online English learning during the Covid-19 pandemic at SMA N 1 SERUI?

1.3 Objective of the Research

The purpose of this research is as follows:

1. To explain students' perception about online English learning during the Covid-19 pandemic at SMA N 1 SERUI
2. To describe the obstacles faced by students during over the pandemic covid-19 at SMA N 1 SERUI
3. To explain solutions to overcome the problem about online English learning during the Covid-19 pandemic at SMA N 1 SERUI

1.4 Significance of the Research

- 1) For School

The results of this study can be an information input for schools in the implementation of online English learning during the pandemic.

- 2) For Students

The results of this study can be an additional knowledge about online learning, so

that learning can run optimally.

3) For Teacher

The results of this research can be a source of information for teachers to make innovations in teaching and learning activities. So that online learning can be an interesting and fun learning activity.

4) For Other Researchers

The results of this study are expected to be used as a reference for other Researchers related to this topic. Because this research focuses on students' perception of online English learning during the outbreak.

1.5 The Scope of the Research

In this study, researchers focused on knowing the perception of online English learning during the pandemic, students conducted distance learning activities online. The data analysis used to complete this research uses the Likert scale survey method to search and study. Then researchers will find students' perception about online English learning during the Covid-19 pandemic at SMA Negeri 1 SERUI.

CHAPTER II

LITERATURE REVIEW

1.1 Previous Study

A Literature Review is very necessary for writing, in the form of presenting research results obtained from previous research that are relevant to the research results. A literature review is useful for sharpening the analysis and systematic description of the activities of reviewing scientific literature. The purpose of this literature review is to provide examples of research designs that have been used by previous researchers in finding answers to the problems studied so that these are also made based on concepts in books with relevant works used in the theme of this thesis.

First, the journal is written by Harefa, Senida, and Grace Lamudur Arta Sihmbing. Education Study of Tarutung State Christian Institute, North Sumatra in 2021 With the title "*Persepsi Siswa Terhadap Pembelajaran Online di Tengah Pandemic COVID-19*". In this study, data were obtained using an online survey involving 30 students from three levels of education, namely junior high school, high school, and college. The data collected from the survey was analyzed using quantitative descriptive methods. The results showed that online learning was considered less effective by students in remote areas; this happens because the network and communication infrastructure do not support them enough to participate in online learning.

The difference between the previous research and the author's research is that in the previous research, the focus of the research lies in online learning at three levels of education, namely junior high school, high school, and college in remote areas of North Tapanuli. Meanwhile, the research focus is now focusing on online English

learning class XII Science 2 at SMA Negeri 1 Serui. The equations of previous and present research have both focused on students' perceptions of online learning amid the COVID-19 pandemic.

Second, the journal by Muh Rajib Silmi, a 2019 Brawijaya University, Malang, Master of Cultural Sciences student. *"Persepsi Mahasiswa Terhadap Duolingo Sebagai Media Untuk Belajar Bahasa Inggris"* is the title of the article. In this study, ratio data were collected, and the data were obtained by utilizing a descriptive approach model. The Tally System, which is listed in Cresswell, was then used to statistically calculate the data (2013). The findings demonstrated that students had good and solid opinions of Duolingo as a tool for learning English. As a result, there is a substantial correlation between the questionnaire and interview responses.

The difference between the previous research and the author's research is that in the previous research, the focus of the research lies on students on Duolingo. Meanwhile, the research focus is now focusing on students' online English learning during the COVID-19 pandemic. Previous and present research equations both focus on perceptions of English language learning.

Third, journal written by Nelis, Harefa, Sumiati, Chemical Study Education, Indonesian Christian University, Jakarta in 2020. With the title *"Persepsi Siswa Terhadap Google Classroom Sebagai LMS Pada Masa Pandemi COVID-19"*. In this study, data were collected using a sample research instrument approach, which included a questionnaire with 10 statements and 5 possible answers for each student. Analysis and interpretation revealed that 39.19% of respondents were extremely enthusiastic about using Google Classroom to support learning during the COVID-19 pandemic. In the learning process aided by Google Classroom, 41.89% of students felt very happy with the integrated learning process of Google Classroom; 47.30% of

students felt happy about the acquisition of grades during the learning process assisted by Google Classroom; 51.35% felt normal in doing independent assignments given through Google Classroom; 39.19% of students felt interested in implementing Google Classroom as an LMS in the learning process; 36.49% felt enthusiastic about the learning process assisted by Google Classroom; 40.54% felt interested in the learning process assisted by Google Classroom; 56.76% of students thought that the use of Google Classroom in the learning process was in the easy category, and 70.27% of students understood how to implement Google Classroom in the learning process after being explained by the teacher.

The difference between the previous research and the author's research is that in the previous research, the focus of the research lies in Google Classroom as an LMS. Meanwhile, the focus of research now focuses on students in online English learning. The similarities between previous and present research focus both on student perceptions during the COVID-19 Pandemic.

2.1.1 Perception

a) Definition of perception

Perception comes from the term "perception", which is an English word. It's the word take or get. The formulation of perception is difficult to do psychologically (Muhbib, 2004:88). This leads to differences of opinion regarding perceptions and definitions.

Slameto (2010:102) in his research that perception is a process that concerns the entry of messages or information into the human brain. Through perception, human perception continuously makes contact with the environment. This relationship is done through his senses, namely the sense of sight, hearer, touch, taste, and smell. According to (Walgito 2010),

perception is a process preceded by sensing, which is the process that means the acceptance of stimulus by creatures through their receptor tools.

Perception is defined variously by different experts, such as Barry (1998: 48), who in his research said that perception is a process by which we organize, recognize, respond, and produce stimuli in our environment. Millikan (2004) also states that perception is a way of understanding natural signs or better translating natural signs into intentional signs.

Walgito (2010:102) argues that the various stimuli received by the five senses can be categorized as perception. According to Irwanto (2014: 72), various symptoms that are forms of sensing can be categorized as perception because the symptoms of various events experienced produce new thinking to give birth to perception.

From the above definition, researchers concluded that everything has certain similarities. All definitions describe perception as "experiential interpretation". It is the process by which direct responses to a phenomenon, event, information, or object are interpreted. The stimulation is received through the senses of the eyes, mouth, ears, nose, and skin, then obtained by the brain and received by the human five senses consciously and whatever is experienced by each individual.

b) Factors that affect perception

Student perception does not just arise; of course, some factors affect it. David Krech and Richard S. Crutchfield (1977) (in Jalaludin Grace, 2003:55) mention perception being influenced by several factors, including:

- 1) Functional factors are factors derived from needs, past experiences, and other things, including something we call personal factors, functional

factors that determine perception means an object that responds to stimuli in fulfilling the purpose of the individual performing perception.

- 2) The form of physical stimuli and the impact of the nervous system on various systems are the only sources of structural factors. According to Krech and Crutchfield's thesis, factors that affect cyclists give rise to the second perceptual premise, which states that perceptual and cognitive fields are always ordered and given meaning. Structural variables refer to external factors that greatly affect how an individual perceives something, such as the environment, culture, and social standards.

Factors that influence students' perceptions can come from events that have occurred as well as past experiences. According to Walgito (2003:54-55) the factors that affect a person's perception are as follows:

- 1) External factors, names derived from the properties obtained from the environment, such as schools, communities, families, and information obtained from various media.
- 2) Internal factors, namely factors related to one's abilities, such as intelligence, psyche, gender, desire, ideas, learning motivation, attention focus, and so on.

Based on this, it can be concluded that perception can be influenced by various factors from external and internal. External refers to various things from outside a person that affects the formation of perceptions of a phenomenon or symptom that occurs while internally comes from within a person.

In this study, the factors that suggest perception are important to be used as a basic issue of implementation of student perception in using online learning

c) Indicators of Perception

According to Bimo Walgito (1990: 54-55) indicators that affect perception, there are three types, namely:

- 1) Absorption of stimuli from outside the These stimuli are received by the five senses, both smell, sight, hearing, and touch, and provide an impression on the brain. This image can be plural or singular, depending on the object of perception observed. In the human brain, there are impressions or images, both old and newly formed. Obviously, whether or not the stimulus depends again on whether it is clear or not, sensory normality, and whether the time is long or new.
- 2) An understanding of the objects that determine perception in the brain. The image is interpreted, organized, compared, (classified). The process of understanding is very fast and unique. The definition formed depends on understanding and mindset to form a perception of events that occur.
- 3) Assessment or evaluation of individuals on an object related to the formation of an understanding built from observation. This understanding is compared to the newly acquired reality with criteria or norms that individuals have subjectively. Individual assessments vary even though the object is the same. Therefore perceptions are individual and have differences from each other.
- 4) The understanding concludes that the indicator of perception consists of

three things, namely the absorption of stimuli from outside the individual, understanding of objects, assessment or evaluation of individuals on an object related to the formation of understanding built from observation. The inside image of the brain results from external stimuli of the individual as expressed in the first indicator. The picture in the brain then provides an understanding for the individual of the symptoms that occur as in the second indicator, and the third indicator is formed after the assessment arises from understanding in the brain.

d) Perception Measurement

According to Notoatmodjo (2010: 24), perception can be measured on the Likert scale. This is based on the understanding that perception can be measured using the scale of behavior because perception also alludes to various kinds of behavior from individuals to many phenomena that occur around it (Sugiyono, 2017: 93). Rachmanto (2011), perception can be associated using opinions, opinions, or attitudes. Given that perception is a cognitive aspect of attitude, then if it expresses an attitude. What was used in this study was the Likert scale.

The Likert scale consists of five scale options: strongly agree, agree, neither agree nor disagree, disagree, strongly disagree. Likert scale that asks respondents if they choose the five levels according to the conditions offered by the researcher. Respondents were asked to choose a scale according to using the conditions that occurred on the item. The criteria for measuring perception are divided into two, namely positive perception and negative perception (Azwar, 2010: 30).

e) Perception criteria

According to Ridwan and Akdon (2009), the criteria that can be used for perception are as follows:

1. 0%-20% : Very Poor.
2. 21%-40% : Poor.
3. 41%-60% : Fair
4. 61%-80% : Good.
5. 81%-100% : Excellent.

The value or score of the proposed statement that has a positive meaning can be classified according to the Likert scale as follows (Bellayupi, 2013) :

1. Strongly agree : five (5)
2. Agree : four (4)
3. Disagree : three (3)
4. Neither Agree Nor Disagree : two (2)
5. Strongly Disagree : one (1)

2.1.2 Online learning during the covid-19 pandemic

Online learning is meaningful learning for students that is carried out online or at home. Learning refers to the learning for students that is carried out online or at home. Daring refers to the acronym "in-network", which is a type of activity that refers to the internet network and does not require face-to-face. Bilfaqih and Qomarudin (2015:1) say online learning makes it possible to reach a wide range of learning groups without relying on limited space and time.

Dewi (2020: 56) argues that with online learning, students can learn anywhere and have flexibility in learning time. This online learning is done

through several applications, including Google Classroom, Google Forms, Zoom Meeting, WhatsApp, and so on. With online learning, teachers are required to be more innovative and creative in providing assignments to students.

The world of education has now adopted online learning because of a new virus called COVID-19, or coronavirus. Coronaviruses are a large family of viruses that cause disease in humans and animals. In humans, it usually causes respiratory infections, ranging from the common cold to serious illnesses such as Middle East Respiratory Syndrome (MERS) and Severe Acute Respiratory Syndrome (SARS). The disease is mainly spread among people through respiratory droplets from coughing and sneezing. The average incubation period is 5–6 days, with the longest incubation period of 14 days. This makes the community restless, including students and teachers, to stay at home, worship, study, and work from home (Jamaluddin, et al., 2020:2).

Therefore, in this situation forcing schools to be closed, students cannot enter school for an unknown time until when this pandemic can be resolved or ended. The use of the Internet and many other important technologies to create materials for educational purposes, until this time, is still considered a breakthrough or new frame of mind in teaching and learning activities. The European Commission (2001) describes online learning as the use of new multimedia technologies and the internet to improve the quality of learning by facilitating access to facilities and services as well as distance exchange and collaboration. Many experts in the field of education argue and believe that applying online learning is very beneficial and has a lot of impact on students. Although the results of research from The European Commission (2001) show

that online learning provides good benefits for students and facilitates teachers in the teaching and learning process as well as in the process of learning.

However, the reality is not as expected because not all students give a positive response to the implementation of online learning. Today, the majority of colleges and universities still face virtual learning difficulties (Talidong & Toquero, 2020). For example, students have some problems and challenges to face, such as disruption of concentration during the learning process, unsanctioned internet connection, and new changes that can indirectly affect the absorption of students' learning both in theory and in practicum. That way, teachers do not know the perceptions, problems, and challenges students experience when teachers use online learning in the teaching and learning process.

According to Lin et al. (2017), students state that their learning abilities and outcomes can be improved through online learning. Meanwhile, research by Pavlovic et al. (2015) states that students have a perception that online learning is something boring and burdensome for them.

Based on some of the above descriptions, it can be concluded that online learning during the COVID-19 pandemic is done because it seeks to break the chain of the spread of the COVID-19 virus by doing online or online learning conducted from each student's home. The existence of online learning will certainly cause many students to perceive online learning as both positive and negative.

2.1.3 English learning

The education system in western Indonesia is generally better than in

eastern Indonesia, such as Papua. In Eastern Indonesia, Economic conditions, culture, and geographical accessibility are the limitations for many children in eastern Indonesia to get a basic education, even though There are still many people who do not care about the importance of education for children or many who experience economic difficulties so that they cannot afford to send their children to school. Although parents cannot provide much guidance, they are enthusiastic about encouraging their children to learn. One of the enthusiasm that occurs is seen in the interest of the community in learning English.

English is the international language of the world. Almost all countries in the world learn English to communicate. English was designated as the first foreign language in accordance with the decree of the Minister of Education and Culture No. 096/1967. The selection of English as the first foreign language in Indonesia is among other foreign languages. Based on the Education Unit Level Curriculum

According to Wells, quoted from the Ministry of National Education in Kepmendiknas No. 22 of 2006, English is a tool for communicating orally and in writing. Communicating is understanding and expressing information, thoughts, and feelings about science, technology, and culture using that language. The ability to communicate, specifically the ability to understand or produce text, writing, and speaking, can be realized through the emapt of language skills, specifically listening, reading, writing, and speaking. These four skills are used to develop them so that graduates are able to communicate and discourse in English at a certain level of literacy.

Therefore, English subjects are directed to develop these skills so that graduates are able to communicate and discourse in English at a certain level

of literacy. In English lessons, there are four basic abilities that must be learned by all students. One of the goals of English learning in high school (SMA) is to develop the ability to communicate in English in both spoken and written forms. These communication skills include:

a) Reading Learning

Carrel et al. (1988:12) state that reading is receptive language ability. It is a psycholinguistic process that begins with the realization of the element of language encoded by the author and ends with the meaning formed by the reader.

Reading is a person's ability to form the meaning of a text that corresponds to the author's intent. A person is said to have the ability to read efficiently if he can use the available time effectively to read and understand the meaning contained in the reading.

b) Writing Learning

According to Borowich (1996: 13), doing effective writing activities takes a lot of time and can be said to be a waste of time. Students need a little free time to express their composing, ideas or rewriting to produce good writing. Harmer (1983: 48) said that through writing, teachers should consider several things, such as drafting. By referring to the above theories, a student will spend a lot of time producing good writing. Writing effectively and efficiently will produce good writing that is coherent.

c) Listening Learning

Harmer (1983) argues that listening as a skill is different from writing or reading. When listening, the listener cannot see what he is listening to but can only listen to it. Harmer also explained the material criteria for listening. According to him, if you see the difficulties that exist in listening material, you will have a picture to deal with it. That is, we can understand what kind of material students want to listen to. Then, if possible, the teacher assists the student in understanding the text. And lastly, we must be

sure of the quality of the tape recorder we use for listening activities.

d) Speaking Learning

According to Finnochiaro and Bonomo (1973: 110), simple conversations should be included at the start of learning, songs should be listened to, and stories should be introduced so that students can understand and respond to them. It can be concluded that speaking learning cannot be separated from everyday life, especially concerning communication carried out every day. In speaking, learning should be taught step by step so that students can follow along well and achieve the results expected.

2.2 Conceptual Framework

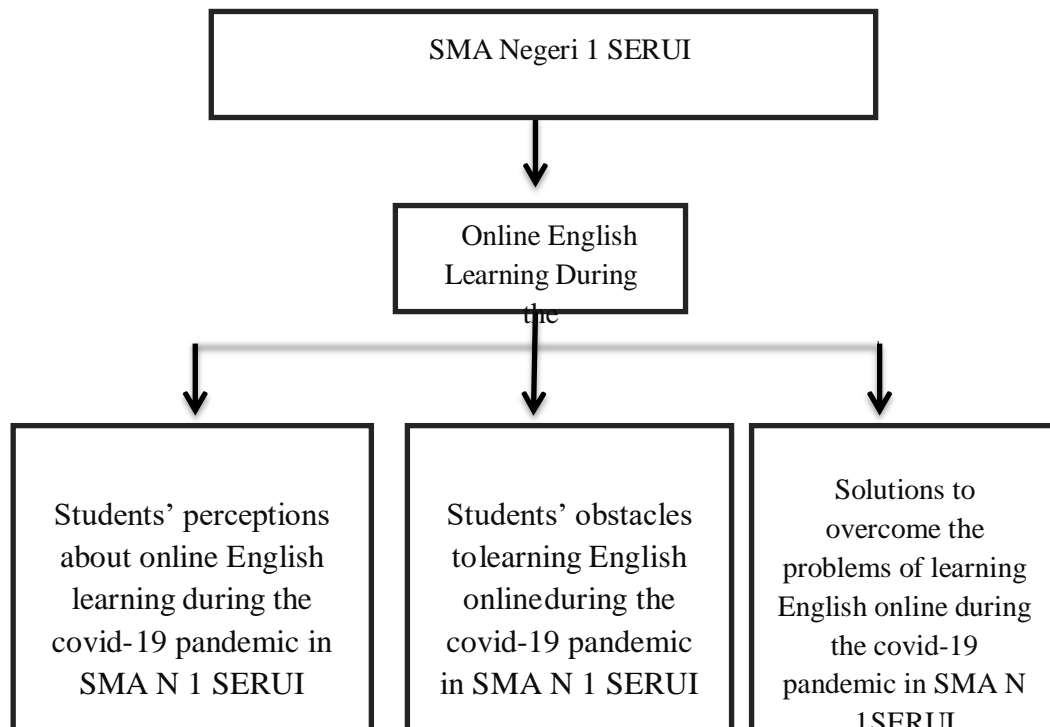
Perception is the process of stimulation from the outside through sensing tools to the center of the brain for filtering, completion and organizing so that it can be interpreted in the form of attitudes or behaviors. Perception also includes the student's capture of events that occur to form a mindset within. In addition, perception is also formed from observations made of a phenomenon to form a positive or negative mindset.

The function of perception is to judge whatever has been done. In learning, it is said to be successful if the perception of students learning is in a good category. In other words, the success of learning is determined based on the perception of the learning process. The perception will be used as reference material and assessment of learning, where the learning has been going according to the plan or is there still a lack that can be used to plan for future learning.

Online learning at SMA Negeri 1 Serui has been implemented since the pandemic occurred. Online learning is also carried out in English subjects. During learning with online systems, teaching and learning activities are carried out online to

avoid direct contact between teachers and students so as not to contract the COVID-19 virus.

As a result, students at SMA Negeri 1 Serui must have a clear understanding of the relationship between spelling and the online system. The perception comes from the observation of students following the course of the online learning process. These observations will bring up positive or negative responses so that they can be used to find out how important online English learning is during the outbreak at SMA Negeri 1 Serui and be used as a learning success assessment material. The results will later be used as a reference to arrange further learning. This is what drives the study scientifically through a thesis entitled "Student Perception about Online English Learning during the COVID-19 Pandemic at SMA Negeri 1 Serui."



CHAPTER III

METHODOLOGY

This chapter presents research design, research approach, data collection techniques, and data processing Techniques Processing Techniques

3.1 Research Design

This research is descriptive research. Descriptive research is used to gather actual information in detail, identify problems, make comparisons or evaluations, and determine what students do in dealing with the same problems, and learn from their experience to set plans and decisions in the future.

In this study, researchers analyzed students' perceptions of online English learning. The study was supported by percentage numbers. This research method is a survey method using a questionnaire instrument.

3.2 Research Approach

This study uses a quantitative approach. Quantitative research is research that uses an objective approach, namely collection, quantitative data analysis, and using statistical testing methods (Fatihudin 2015: 20). Researchers use quantitative approaches because many have advantages that subjects and samples are already known, data collection instruments are prepared, flexible, time-saving, and more practical. In addition, quantitative approaches can test for significant correlations by using statistical methods. Participants in this study were Students of XII science 2 at SMA Negeri 1 Serui.

3.3 Data Collection Techniques

Data collection techniques are used by researchers to find research results based on research subjects as a source of information. In this regard, the data collection

technique in this study was carried out by survey methods using questionnaire instruments or questionnaires by spreading questionnaires online using Google Forms to 34 students by avoiding face-to-face contact with them. Researchers will spread the form link and the student will answer based on the perceptive aspect of their opinion.

The distribution of questionnaires to students is a good way to get more concrete data about student perceptions. Questionnaires are used to determine students' perceptions of online English learning during a COVID-19 pandemic. This question needs to be answered honestly and correctly by students. In this instrument, the form of the questionnaire relates to several aspects mentioned in Chapter II. The item consists of 10 positive statements.

NO	ASPECT	INDICATOR
1	External	Experience
		Attention
2	Internal	Learning Process
		Mark
		Prospect
		Interest
		Motivation

Table 3.1 Questionnaire Instrument

Data collection techniques use questionnaires with the Likert Scale model. The Likert scale is used to measure a student's perception, attitude, opinion, or group of people about social phenomena. This method is used because, according to Sugiyono (2011), the Likert scale method is suitable to be used to explore students' perceptions. With the Likert Scale, the measured variables are spelled out into variable indicators.

Then the indicator is used as a benchmark to arrange the instrument items in the form of questions or statements with five alternative answers, i.e., strongly agree, agree, disagree, strongly disagree. For the provision of a score against alternative answers, both positive and negative statements are as follows:

Answer	Score
	Favorable
Strongly agree	5
Agree	4
Neither Agree Nor Disagree	3
Disagree	2
Strongly Disagree	1

Table 3.2 Scoring on the perception likert scale can be seen in.

NO	CLASSIFICATION	INTERVAL
1	Excellent	81%-100
2	Good	61%-80%
3	Fair	41%-60%
4	Poor	21%-40%
5	Very Poor	1%-20%

Table 3.3 Rating score

Calculate the average percentage of students' perception of online English learning during the COVID-19 pandemic with a score:

X = Performance

F = Frequency

N = Number of samples

$$X = \frac{F}{N} 100\%$$

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents a research on students' perceptions of online English learning during the Covid-19 Pandemic at SMA N 1 SERUI.

4.1 Findings

The background and formulation of the problem indicate that there are problems that will be studied in this study. The results of the study are the answer to the formulation of the problem formulated in the first chapter. This chapter will explain various findings from researchers related to student perceptions of online English learning during the COVID-19 Pandemic at SMA N 1 SERUI. The findings are in the form of a questionnaire that refers to perception factors. In estimating the questionnaire, the researcher uses the following formula:

4.4.1. Student Perception Results

- 1) In my opinion, online learning is very helpful in replacing conventional learning (learning as usual face-to-face) during the Covid-19 pandemic.

No	Category	Score	Frequency	Amount
1	Strongly agree	5	5	20
2	Agree	4	13	52
3	Neither Agree Nor Disagree	3	1	3
4	Disagree	2	5	10
5	Strongly Disagree	1	1	1
Total			24	86

Table 4.1 Item 1

Based on the results above, is proven that there are 13 students who agree with the statement, in order to have valid data, it can be seen in the column below:

0	1-20%	21-40%	41-60%	61-80%	81-100%
-	Very Poor	Poor	Fair	Good	Excellent

The data above shows that Students agree with the question which is $86/120$ (Max Score) $\times 100=71\%$ of the good score category

- 2) Online learning methods make it very easy for me to receive English learning materials.

No	Category	Score	Frequency	Amount
1	Strongly agree	5	1	5
2	Agree	4	9	36
3	Neither Agree Nor Disagree	3	7	21
4	Disagree	2	4	8
5	Strongly Disagree	1	3	13
Total			24	73

Table 4.2 Item 2

Based on the results above, is proven that there are 9 students who agree with the statement, in order to have valid data, it can be seen in the column below:

0	1-20%	21-40%	41-60%	61-80%	81-100%
-	Very Poor	Poor	Fair	Good	Excellent

The data above shows that Students agree with the question which is $73/120$ (Max Score) $\times 100=60\%$ good score category.

- 3) Teachers always accept and explain questions asked by students when studying online

No	Category	Score	Frequency	Amount
1	Strongly agree	5	4	20
2	Agree	4	10	40
3	Neither Agree Nor Disagree	3	5	15
4	Disagree	2	4	8
5	Strongly Disagree	1	1	1
Total			24	84

Table 4.3 Item 3 :

Based on the results above, is proven that there are 10 students who agree with the statement, in order to have valid data, it can be seen in the column below:

0	1-20%	21-40%	41-60%	61-80%	81-100%
-	Very Poor	Poor	Fair	Good	Excellent

The data above shows that Students agree with the question which is $84/120$ (Max Score) $\times 100=70\%$ good score category.

- 4) I really understand the explanation from a friend when presenting online

No	Category	Score	Frequency	Amount
1	Strongly agree	5	3	15
2	Agree	4	8	32
3	Neither Agree Nor Disagree	3	7	21
4	Disagree	2	5	10
5	Strongly Disagree	1	1	1

Total	24	79
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Table 4.4 Item 4

Based on the results above, is proven that there are 8 students who agree with the statement, in order to have valid data, it can be seen in the column below:

0	1-20%	21-40%	41-60%	61-80%	81-100%
-	Very Poor	Poor	Fair	Good	Excellent

The data above shows that Students agree with the question which is $79/120$ (Max Score) $\times 100=65\%$ good score category.

5) I can easily access online learning wherever I am

No	Category	Score	Frequency	Amount
1	Strongly agree	5	7	35
2	Agree	4	11	44
3	Neither Agree Nor Disagree	3	2	6
4	Disagree	2	2	4
5	Strongly Disagree	1	2	2
Total			24	91

Table 4.5 Item 5

Based on the results above, is proven that there are 11 students who agree with the statement, in order to have valid data, it can be seen in the column below:

0	1-20%	21-40%	41-60%	61-80%	81-100%
-	Very Poor	Poor	Fair	Good	Excellent

The data above shows that Students agree with the question which is $91/120$ (Max Score) $\times 100=75\%$ good score category.

6) Online learning makes it easy for me to submit assignments ontime

No	Category	Score	Frequency	Amount
1	Strongly agree	5	6	30
2	Agree	4	11	44
3	Neither Agree Nor Disagree	3	4	12
4	Disagree	2	2	4
5	Strongly Disagree	1	1	1
Total			24	91

Table 4.6 Item 6

Based on the results above, is proven that there are 11 students who agree with the statement, in order to have valid data, it can be seen in the column below:

0	1-20%	21-40%	41-60%	61-80%	81-100%
-	Very Poor	Poor	Fair	Good	Excellent

The data above shows that Students agree with the question which is $91/120$ (Max Score) $\times 100=75\%$ good score category.

7) I am very happy and understand learning English material online.

No	Category	Score	Frequency	Amount
1	Strongly agree	5	3	15
2	Agree	4	7	28

3	Neither Agree Nor Disagree	3	10	30
4	Disagree	2	3	6
5	Strongly Disagree	1	1	1
Total			24	80

Table 4.7 Item 7

Based on the results above, is proven that there are 10 students who agree with the statement, in order to have valid data, it can be seen in the column below:

0	1-20%	21-40%	41-60%	61-80%	81-100%
-	Very Poor	Poor	Fair	Good	Excellent

The data above shows that Students agree with the question which is 80/120 (Max Score) x 100=66% good score category.

8) I find it very easy to understand English material online

No	Category	Score	Frequency	Amount
1	Strongly agree	5	2	10
2	Agree	4	6	24

3	Neither Agree Nor Disagree	3	9	27
4	Disagree	2	6	12
5	Strongly Disagree	1	1	1
Total			24	74

Table 4.8 Item 8

Based on the results above, is proven that there are 9 students who are Neither Agree Nor Disagree to the statement, in order to have valid data, it can be seen in the column below:

0	1-20%	21-40%	41-60%	61-80%	81-100%
-	Very Poor	Poor	Fair	Good	Excellent

The data above shows that Students agree with the question which is $74/120$ (Max Score) $\times 100=61\%$ good score category.

- 9) I feel that there is no complexity in learning English with the application of online methods.

No	Category	Score	Frequency	Amount
1	Strongly agree	5	1	5
2	Agree	4	12	48
3	Neither Agree Nor Disagree	3	4	12
4	Disagree	2	4	8
5	Strongly Disagree	1	3	3

Total		24	76
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Table 4.9 Item 9

Based on the results above, is proven that there are 12 students who agree with the statement, in order to have valid data, it can be seen in the column below:

0	1-20%	21-40%	41-60%	61-80%	81-100%
-	Very Poor	Poor	Fair	Good	Excellent

The data above shows that Students agree with the question which

is $76/120$ (Max Score) $\times 100=63\%$ good score category.

10) I actively participate during online English learning.

No	Category	Score	Frequency	Amount
1	Strongly agree	5	4	20
2	Agree	4	11	44
3	Neither Agree Nor Disagree	3	4	12
4	Disagree	2	4	8
5	Strongly Disagree	1	1	1
Total			24	85

Table 4.10 Item 10

Based on the results above, is proven that there are 11 students who agree with the statement, in order to have valid data, it can be seen in the column below:

0	1-20%	21-40%	41-60%	61-80%	81-100%
-	Very Poor	Poor	Fair	Good	Excellent

The data above shows that Students agree with the question which is $85/120$ (Max Score) $\times 100=70\%$ excellent score category.

11) English learning materials taught online are well available so that I can easily understand.

No	Category	Score	Frequency	Amount
1	Strongly agree	5	2	10
2	Agree	4	10	40

3	Neither Agree Nor Disagree	3	7	21
4	Disagree	2	4	8
5	Strongly Disagree	1	1	1
Total			24	80

Table 4.11 Item 11

Based on the results above, is proven that there are 10 students who agree with the statement, in order to have valid data, it can be seen in the column below:

0	1-20%	21-40%	41-60%	61-80%	81-100%
-	Very Poor	Poor	Fair	Good	Excellent

The data above shows that Students agree with the question which is $80/120$ (Max Score) $\times 100=66\%$ good score category.

- 12) Teachers always guide online learning so that I understand the material provided.

No	Category	Score	Frequency	Amount
1	Strongly agree	5	-	0
2	Agree	4	11	44
3	Neither Agree Nor Disagree	3	6	18
4	Disagree	2	4	8
5	Strongly Disagree	1	3	3
Total			24	73

Table 4.12 Item 12

Based on the results above, is proven that there are 11 students

who agree with the statement, in order to have valid data, it can be seen in the column below:

0	1-20%	21-40%	41-60%	61-80%	81-100%
-	Very Poor	Poor	Fair	Good	Excellent

The data above shows that Students agree with the question which is 73/120 (Max Score) x 100=60% good score category.

- 13) The online method applied in English learning material is veryeasy for me to learn.

No	Category	Score	Frequency	Amount
1	Strongly agree	5	1	5

2	Agree	4	7	28
3	Neither Agree Nor Disagree	3	9	27
4	Disagree	2	4	8
5	Strongly Disagree	1	3	3
Total			24	71

Table 4.13 Item 13

Based on the results above, is proven that there are 11 students who agree with the statement, in order to have valid data, it can be seen in the column below:

0	1-20%	21-40%	41-60%	61-80%	81-100%
-	Very Poor	Poor	Fair	Good	Excellent

The data above shows that Students agree with the question which is 71/120 (Max Score) x 100=59% fair score category.

14) I am motivated to complete the assignments given when learning English online.

No	Category	Score	Frequency	Amount
1	Strongly agree	5	4	20
2	Agree	4	10	40
3	Neither Agree Nor Disagree	3	5	15
4	Disagree	2	3	6

5	Strongly Disagree	1	2	2
Total			24	83

Table 4.14 Item 14

Based on the results above, is proven that there are 10 students who agree with the statement, in order to have valid data, it can be seen in the column below:

0	1-20%	21-40%	41-60%	61-80%	81-100%
-	Very Poor	Poor	Fair	Good	Excellent

The data above shows that Students agree with the question which is $83/120$ (Max Score) $\times 100=69\%$ good score category.

15) The grades given are in accordance with my understanding when learning English online.

No	Category	Score	Frequency	Amount
1	Strongly agree	5	5	25
2	Agree	4	8	32

3	Neither Agree Nor Disagree	3	4	12
4	Disagree	2	6	12
5	Strongly Disagree	1	1	1
Total			24	82

Table 4.15 Item 15

Based on the results above, is proven that there are 8 students who agree with the statement, in order to have valid data, it can be seen in the column below:

0	1-20%	21-40%	41-60%	61-80%	81-100%
-	Very Poor	Poor	Fair	Good	Excellent

The data above shows that Students agree with the question which is $82/120$ (Max Score) $\times 100=68\%$ good category.

4.2 Discussion

In this discussion, researchers used questionnaires to answer questions about student perceptions of online English learning during the COVID-19 pandemic; obstacles to online English learning faced by students during the Covid-19 pandemic; and solutions to overcome online English learning problems during the Covid-19 pandemic at SMA N 1 SERUI.

- 1) In my opinion, online learning is very helpful in replacing conventional learning (learning as usual face-to-face) during the Covid-19 pandemic.

Based on the findings above, from the results of the questionnaire, it can be seen from the statement that there are 13 students who agree and 5 people disagree. From the results of this statement related to conventional learning as an alternative learning option for class XII Science 2, online learning facilitates learning activities

because it facilitates communication, discussion, and looking for information or assignments, especially the delivery of teaching materials in the field of education, carried out remotely.

However, of course, its use or some factors that may occur must still be considered, such as the location of the house not being reached by the internet network, especially for students who are in rural areas where it is still difficult to signal, including minimalist student internet quotas in the learning process during the COVID-19 pandemic period.

To overcome the problems that arise, it is necessary to find a solution, namely a location near the home environment that is difficult to reach by the internet network, to temporarily move to a location that is covered by the internet network. If the minimalist internet quota is overcome, join a friend who has WIFI at home, a maximum of 3 students, and comply with health protocols to prevent COVID-19.

Looking at the results of the questionnaire of students who agree with the statement above, namely 71% of the score is in the good category. Online learning is very helpful during this pandemic.

- 2) The online learning method makes it very easy for me to receive English learning materials.

Based on the findings above, from the results of the questionnaire, it can be seen from the statement that there are 9 students who agree and 4 people disagree.

It can be seen from the results of this statement that students can easily receive English learning materials in online learning. Online learning is flexible and can be carried out in every place. This is also found in a study conducted by Sadikin and Hamidah (2020), which found that there were students who were satisfied with flexible online learning, not constrained by time and place. With online learning,

learning can be done anywhere and anytime, not bound by time and space.

However, of course, its use or some factors that may occur must still be considered, such as the learning method media used by teachers, which is predominantly monotonous and makes students feel bored. To overcome the problems that arise, it is necessary to find a solution, namely by using varied online learning media or interlude techniques applied in online learning, namely by providing interesting games based on the material presented by teachers to create an atmosphere that is not bored.

Looking at the results of the questionnaire, students who agree with the statement above, namely 60% of the score, are in the good category, which means providing convenience for students during this pandemic.

- 3) The teacher always accepts and explains questions asked by students when studying online.

Based on the findings above, from the results of the questionnaire, it can be seen from the statement that there are 8 students who agree and 6 people disagree.

It can be seen from the results of this statement that teachers always accept and explain questions asked by students when studying online. Student interaction is very important in the learning process between students and teachers to build the spirit of learning. Student interaction with teachers must always be built to improve communication and discussion about every activity in the teaching and learning process. These interactions must be maintained because they can help them achieve better learning outcomes. so that, in the end, students can achieve maximum results.

However, of course, its use or some factors that may occur must still be considered, such as having an impact on the lack of psychological relationships between teachers and students. The level of closeness between the teacher and the

student goes down mechanically, involving fewer feelings. The teacher also cannot monitor the attention of students to the material provided, whether students are serious about participating in learning or playing around.

To overcome the problems that arise, a solution is needed, namely to reduce the stretching of psychological relationships between teachers and students, it is necessary to create a more familial atmosphere between teachers and students. For example, by intensifying personal communication between teachers and students both during learning time and outside of learning hours, This risks reducing teachers' rest hours and wasting quotas. But that's the price to pay to reduce the psychological gap between teachers and students.

Looking at the results of the questionnaire, students who agree with the statement above, namely 70% of the score, are in the good category, which means that teachers always accept and explain questions asked by students during this pandemic.

4) I really understand the explanation from a friend when presenting online.

Based on the findings above, from the results of the questionnaire, it can be seen from the statement that there are 8 students who agree and 5 people disagree.

Presentation is the activity of conveying ideas, materials, or work in front of an audience. Although online presentations are not much different from live presentations, these remote presentations have their own challenges. Such as how to make the material so that it can be delivered properly and remain interactive to avoid boredom from listeners. Of course, it is one part of the teaching and learning activities carried out in schools.

However, of course, its use or some factors that may occur must still be considered, such as during learning if students find it difficult to understand the

explanation during the presentation or because of network disturbances, students cannot fully obtain the material.

To overcome the problems that arise, a solution is needed, namely that students can look for more information about the materials learned from the internet or ask students who are presenting.

Looking at the results of the questionnaire, students who agree with the statement above, namely 65% of the score, are in the good category, which means that they really understand the explanations from their friends when presenting online during this pandemic.

5) I can easily access online learning wherever I am.

Based on the findings above, from the results of the questionnaire, it can be seen from the statement that there are 11 students who agree and 2 people disagree.

It can be seen from the results of this statement that because it can be accessed easily, students can carry out the learning process in the living room, family room, bedroom, or other places where the atmosphere is more comfortable to study.

However, of course, its use or some factors that may occur must still be considered, such as internet access. Purchasing internet quota has problems if the parents of the student are in trouble, so students also find it difficult to buy internet quota. The process of participating in online learning also becomes constrained, and students become unable to focus on participating in learning if the signal is disturbed due to bad weather, and so on.

To overcome the problems that arise, a solution is needed, namely that during the online learning process, teachers can make interesting learning videos that can be accessed offline so that students can see the learning videos repeatedly without having to worry about signal interference anymore.

Looking at the results of the questionnaire, students who agree with the statement above, namely that 75% of the score is in the good category, which means that the implementation of online learning can be accessed easily.

6) Online learning makes it easier for me to send assignments on time.

Based on the findings above, from the results of the questionnaire, it can be seen from the statement that there are 11 students who agree and 2 people disagree.

It can be seen from the results of this statement that most students think that the tasks given by the teacher are important.

However, of course, its use or some factors that may occur must still be considered, such as students complaining about the large number of tasks given by all subject teachers. They also admitted that they understood the emergency conditions caused by COVID-19, but they also asked for understanding so as not to be stressed.

A solution is needed to overcome the problems that arise. If you want to give quite a lot of assignments and homework, teachers should extend the deadline for completing the assignments and homework, considering the possibility of students getting assignments and homework from teachers of other subjects. It would be much better if the teacher could give assignments that could actually trigger students to enjoy the learning process itself, providing an interesting challenge for students to find out more about the material they are studying, not actually pressuring students to learn.

Looking at the results of the student questionnaire that agrees with the statement above, 75% of the score is in the good category, which means it makes it easier for students to submit assignments on time.

7) I am very happy and understand learning English material online.

Based on the findings above, from the results of the questionnaire, it can be seen from the statement that there are 7 students who agree, 3 people disagree.

It can be seen from the results of this statement related to most students thinking that students are very happy when participating in online learning.

Looking at the results of the questionnaire, students who agree with the statement above, namely 66% of the score is good category, which means that they are very happy and understand learning English material online.

8) I find it very easy to understand English material online.

Based on the findings above, from the results of the questionnaire, it can be seen from the statement that there are 6 students who agree and 1 person disagrees.

It can be seen from the results of this statement that most students think that students are very able to understand the online English material given, and that way they get more knowledge, and students also enjoy it quite.

However, of course, its use or some factors that may occur must still be considered, especially the problem of difficulty learning English online. This situation is a common problem in the teaching and learning process, especially in the principle of complete learning.

To overcome the problems that arise, a solution is needed, namely by giving exercises and tasks. For example, by giving homework, or giving assignments in the form of memorization, by emphasizing complete learning efforts, until the student has mastered exactly what the teacher has given him.

Looking at the results of the questionnaire, students who agree with the statement above score 61%, which means it is easy to understand English material online.

9) I feel that there is no difficulty in learning English by applying the online method.

Based on the findings above, from the results of the questionnaire, it can be seen from the statement that there are 12 students who agree and 4 people disagree.

It can be seen from the results of this statement related to most students' thinking that students feel that there is no complexity in learning English with the application of the online method given, and that way they get more benefits and knowledge, and students also enjoy it quite.

However, of course, its use or some factors that may occur must still be considered, such as the location of the residence far away and not being able to access the network. In the end, students are slow to find out new assignment information.

To overcome the problems that arise, solutions are needed. For example, teachers should provide tolerance and policies for students who are constrained to living far away and cannot access the network.

Looking at the results of the questionnaire of students who agree with the statement above, 63% of the scores are in the good category, which means that there is no complexity in learning English with the application of online methods.

10) I actively participate during online English learning.

Based on the findings above, from the results of the questionnaire, it can be seen from the statement that there are 11 students who agree, 4 people disagree.

It can be seen from the results of this statement that students actively participate during online English learning. Learning activities can not always run smoothly.

However, of course, its use or some factors that may occur must still be

considered, namely the main thing that usually appears in the implementation of teaching from home is the lack of student activity level. To overcome these emerging problems, a solution is needed, namely increasing student participation in online learning, making sure to demand student activity, for example, material is delivered using game media. There are many platforms to create online games that we can use for example: Google Form, Quizziz, Kahoot, and others.

Looking at the results of the questionnaire, students who agree with the statement above, 70% of the score is good category which means actively participating during online English learning.

- 11) English learning materials taught online are well-available so that it is easy for me to understand.

Based on the findings above, from the results of the questionnaire, it can be seen from the statement that there are 10 students who agree and 4 people disagree.

It can be seen from the results of this study that the English learning materials taught online are well available and easy to understand. By applying digital-based learning or e-learning, it is very useful to protect students from the spread of the COVID-19 virus.

However, of course, its use or some factors that may occur must still be considered, such as some one-way English learning materials. This causes the interaction between teachers and students to be reduced, so that it will be difficult for students to get further explanations about the material.

To overcome these emerging problems, a solution is needed, namely that teachers should always start by designing what final results (outcomes) they want to be achieved in teaching and learning activities. A teacher can only choose the content of the material and learning tasks after he realizes exactly what is needed by

his students to understand the entire material presented.

Looking at the results of the questionnaire, students who agree with the statement above, namely 66% of the score, are in the good category, which means that the English learning materials taught online are well available so that they are easy to understand.

12) The teacher always guides online learning so that I understand the material given.

Based on the findings above, from the results of the questionnaire, it can be seen from the statement that there are 11 students who agree and 4 people disagree.

It can be seen from the results of this statement that teachers always guide online learning to the material provided, because teachers are not only obliged to transfer knowledge to their students but also must be able to play a role as a motivator for learning.

However, of course, its use or some factors that may occur must still be considered, such as if there are some students who do not do the tasks given but the teacher still tries to make the lazy student diligent.

To overcome the problems that arise, a solution is needed, namely, students who do not do assignments or have poor grades are called to school so that they do the assigned assignments and do additional tasks to correct the students' lack of grades.

Looking at the results of the questionnaire of students who agree with the statement above, 60% of the scores are in the good category, which means that teachers always guide online learning to the material provided.

13) The online method applied in English learning materials is very easy for me to learn.

Based on the findings above, from the results of the questionnaire, it can be

seen from the statement that there are 7 students who agree and 9 people who neither agree nor disagree.

It can be seen from the results of this statement that the online method applied in English learning materials does not provide convenience during the learning process because the online method is the method first suggested by the Ministry of Education and Culture to anticipate learning activities during the COVID-19 Pandemic.

It is hoped that learning activities will continue optimally even though there are no face-to-face meetings like in ordinary learning activities. Students and lecturers are still able to interact from their respective homes. Through this method, every student is expected to be able to educate himself and others to play a role in preventing and fighting the COVID-19 outbreak through the work of the learning process.

Looking at the results of the questionnaire, students who agree with the statement above, namely that 59% of the score is in the fair category, which means that the online method applied in English learning materials is very easy to learn.

14) I am motivated to complete the tasks given when learning English online.

Based on the findings above, from the results of the questionnaire, it can be seen from the statement that there are 10 students who agree and 3 people disagree.

It can be seen from the results of this statement that students are motivated to complete the tasks given when learning English online. because intelligent teachers understand the importance of promoting lessons. Try to make students know the main purpose of learning. This will make students better understand the reasons why they should study as well as possible.

However, of course, its use or some factors that may occur must still be considered, such as students' having obstacles and not having the motivation to do the assigned task.

To overcome the problems that arise, a solution is needed, namely, providing opportunities for students to express the learning barriers they face. Smart teachers also need to provide reinforcement to students that they are able to overcome all these obstacles.

Looking at the results of the questionnaire, students disagree with the statement above. 69% of the scores are in the good category, which means they are motivated to complete the tasks given when learning English online.

- 15) The grades given are in accordance with my understanding when learning English online.

Based on the findings above, from the results of the questionnaire, it can be seen from the statement that there are 8 students who agree and 6 people who disagree.

It can be seen from the results of this statement that the grades given are in accordance with students' understanding when learning English online. Assessment of the learning process and outcomes is an integral part of planning and implementing the teacher's learning process. Learning is the process of providing students with learning experiences through a series of activities that are organized in a planned and systematic manner so that students gain knowledge about subjects and understand the lessons taught by their teachers well.

Teachers must have the right strategy for carrying it out so that they can provide a true picture of students' learning.

Looking at the results of the questionnaire, students who agree with the

statement above, 68% of the scores are in a good category, which means that the scores given are in accordance with the understanding of learning English online.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

From the results of the research above, which was supported by the distribution of questionnaires through Google forms in class XII Science 2 with a total of 15 questions and 24 students as respondents who became samples, it shows that students' perceptions of online English learning during the COVID-19 pandemic are very good.

The majority of students have a positive perception of students towards online English learning during the COVID-19 pandemic. This is because the majority of students understand the online learning material presented, how to deliver English material that is considered interesting, and the students' opinions about online learning are considered very effective.

The obstacles faced by students to online English learning during the COVID-19 pandemic are students who do not have cellphones, laptops, or computers and lack adequate internet network access (DARING). Then there are students who are less active in learning and student saturation in the online teaching and learning process, so that students feel discouraged and lazy in participating in online learning.

5.2 Suggestion

Based on the conclusions that have been explained, there are several suggestions from researchers related to students' perceptions of online English learning during the COVID-19 pandemic, including:

- 1) For teachers, in order to always guide and accompany patiently and make learning videos as interesting as possible and make texts related to the pandemic as a source and learning literacy so that students are more interested in following

the learning process online.

- 2) For students, they must remain enthusiastic in following the online learning process, this must also be accompanied by parents to check their children, here the role of parents, teachers and students is very necessary. For the problem of insufficient student understanding, students can look for other learning references not only from the teacher's explanation but students must diligently read and see learning videos about the material taught by the teacher so that students can have broad insight and understanding.
- 3) For schools, schools should pay attention to the obstacles faced by students in the implementation of online learning in English subjects to find solutions so that students can learn well even though they are not studying at school.

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APPENDICES

APPENDIX A

LIST OF QUESTION IN THE QUESTIONNAIRES

Berikut angket tentang persepsi siswa terhadap pembelajaran daring pada pembelajaran *Bahasa Inggris* di masa *Pandemic covid-19*: Kepada siswa diharapkan menjawab pertanyaan sesuai dengan yang dirasakan dan sejujur-jujurnya. (Aqma Rina Za, 2021) Petunjuk pengisian:

1. Pada pertanyaan ini terdapat 15 pernyataan. Pertimbangkan baik-baik setiap pernyataan dan berilah jawaban yang benar-benar sesuai dengan pilihan anda dengan sejujur-jujurnya tanpa dipengaruhi oleh pihak lain.
2. Berikut tanda (√) pada setiap jawaban yang anda anggap sesuai dengan pilihan yang anda rasakan. Pilihan jawaban tersebut adalah

SS : Sangat Setuju

S : Setuju

N : Netral

TS : Tidak Setuju

STS : Sangat Tidak Setuju

NO	Pernyataan	SS	S	N	TS	STS
1	Menurut saya pembelajaran daring sangat membantu dalam menggantikan pembelajaran secara konvensional (pembelajaran seperti biasa tatap muka) dimasa <i>pandemic covid-19</i>					
2	Metode pembelajaran daring sangat					

	memudahkan saya dalam menerima materi pembelajaran bahasa Inggris					
3	Guru selalu menerima dan menjelaskan pertanyaan yang diajukan oleh siswa ketika belajar secara daring					
4	Saya sangat memahami penjelasan dari teman ketika presentasi secara dari					
5	Pelaksanaan pembelajaran secara daring dapat saya akses dengan mudah dimanapun saya berada					
6	Pembelajaran secara daring memudahkan saya dalam mengirim tugas tepat waktu					
7	Saya sangat senang dan mengerti belajar materi <i>Bahasa Inggris</i> secara daring					
8	Saya merasa sangat mudah dalam memahami materi <i>Bahasa Inggris</i> secara daring					
9	Saya merasa tidak ada kerumitan belajar <i>Bahasa Inggris</i> dengan penerapan metode daring					
10	Saya berpartisipasi secara aktif selama pembelajaran <i>Bahasa Inggris</i> secara daring					
11	Materi pembelajaran <i>Bahasa Inggris</i> yang diajarkan secara daring tersedia dengan baik sehingga saya mudah pahami					
12	Guru selalu membimbing pembelajaran daring sehingga saya paham terhadap materi yang diberikan					
13	Metode daring yang diterapkan dalam materi pembelajaran <i>Bahasa Inggris</i> sangat mudah					

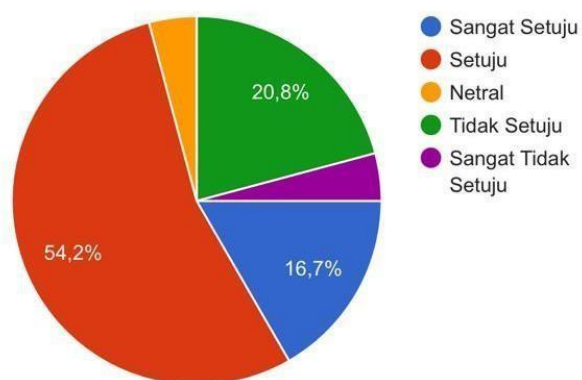
	saya pelajari					
14	Saya termotivasi untuk menyelesaikan tugas yang diberikan saat pembelajaran <i>Bahasa Inggris</i> secara daring					
15	Nilai yang diberikan sesuai dengan pemahaman saya ketika belajar <i>Bahasa Inggris</i> secara daring					

APPENDIX B QUESTIONNAIRE INSTRUMENT

1. Menurut saya pembelajaran daring sangat membantu dalam menggantikan pembelajaran secara konvensional (pembelajaran seperti biasa tatap muka) dimasa pandemic covid-19



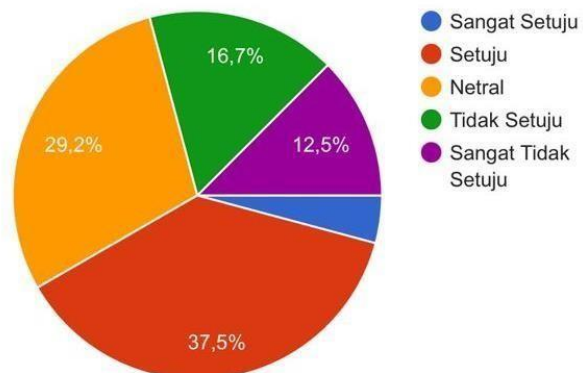
24 jawaban



2. Metode pembelajaran daring sangat memudahkan saya dalam menerima materi pembelajaran bahasa Inggris



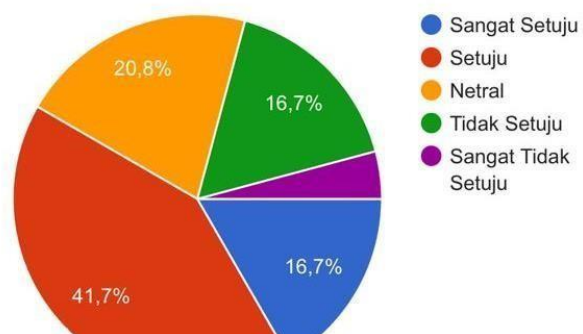
24 jawaban



3. Guru selalu menerima dan menjelaskan pertanyaan yang diajukan oleh siswa ketika belajar secara daring



24 jawaban



23.00

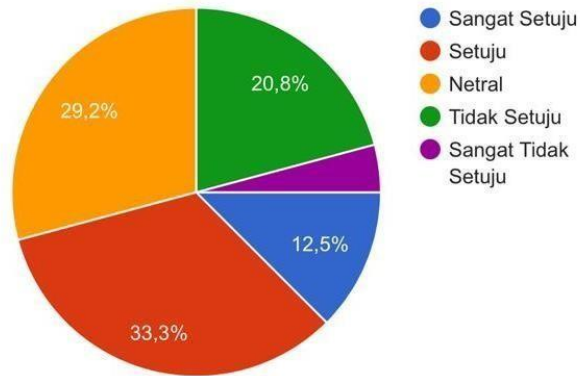
◀ Drive



4. Saya sangat memahami penjelasan dari teman ketika presentasi secara daring

 Salin

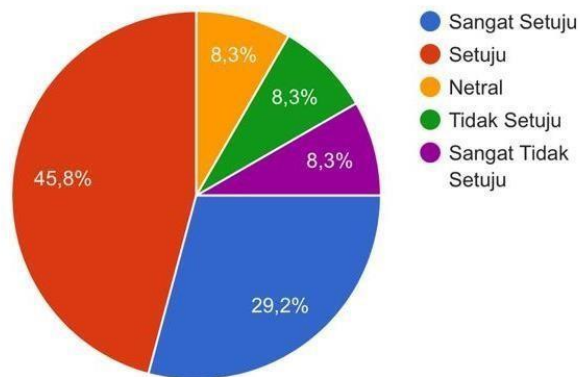
24 jawaban



5. Pelaksanaan pembelajaran secara daring dapat saya akses dengan mudah dimanapun saya berada

 Salin

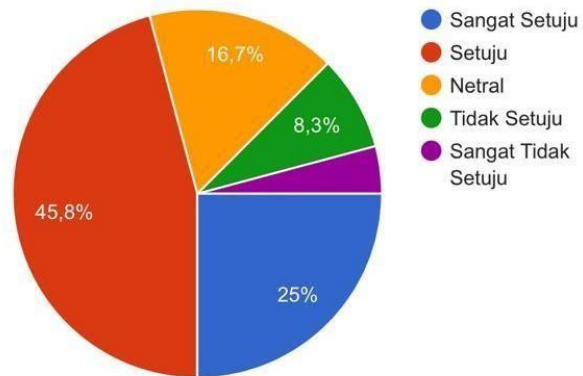
24 jawaban



6. Pembelajaran secara daring memudahkan saya dalam mengirim tugas tepat waktu



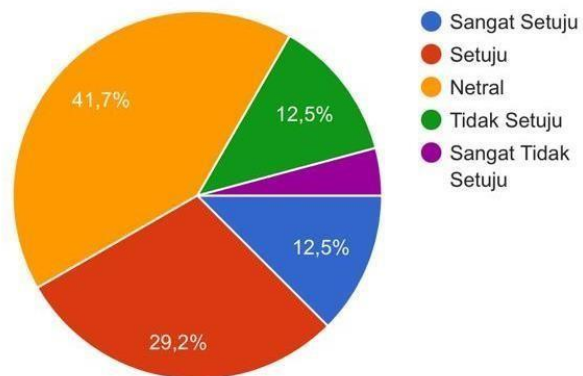
24 jawaban



7. Saya sangat senang dan mengerti belajar materi Bahasa Inggris secara daring



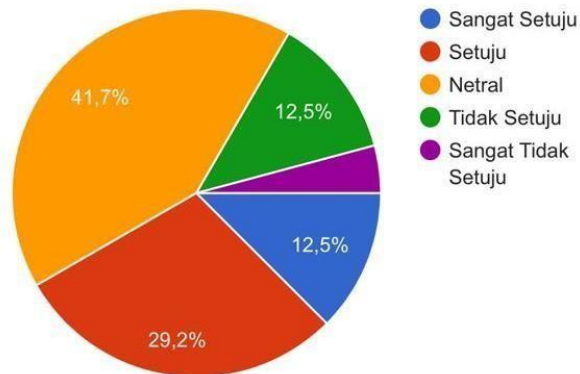
24 jawaban



7. Saya sangat senang dan mengerti belajar materi Bahasa Inggris secara daring



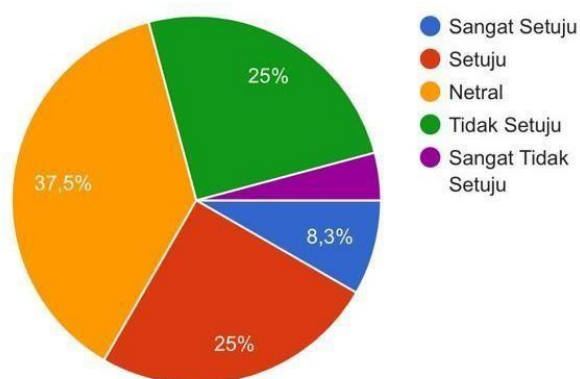
24 jawaban



8. Saya merasa sangat mudah dalam memahami materi Bahasa Inggris secara daring



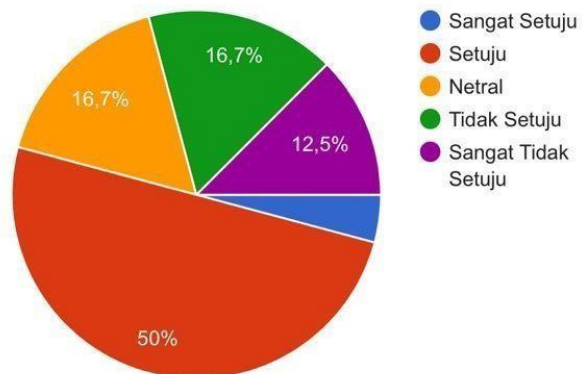
24 jawaban



9. Saya merasa tidak ada kerumitan belajar Bahasa Inggris dengan penerapan metode daring



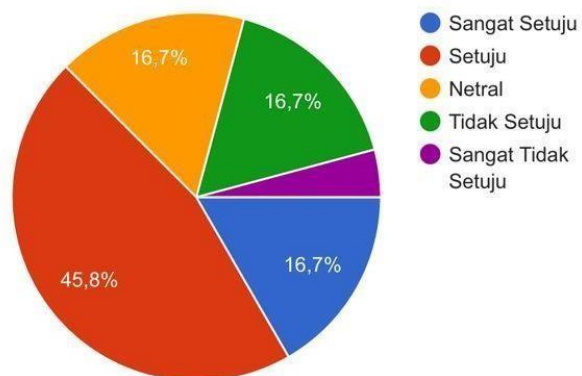
24 jawaban



10. Saya berpartisipasi secara aktif selama pembelajaran Bahasa Inggris secara daring



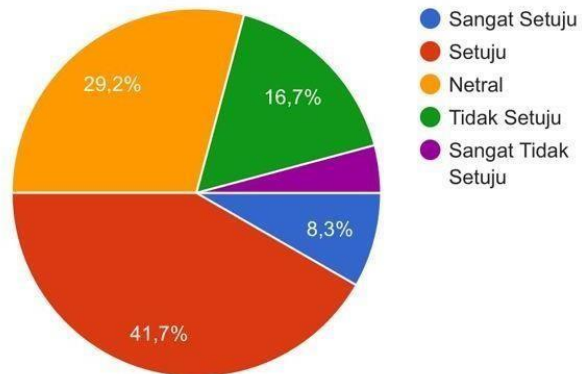
24 jawaban



11. Materi pembelajaran Bahasa Inggris yang diajarkan secara daring tersedia dengan baik sehingga saya mudah pahami



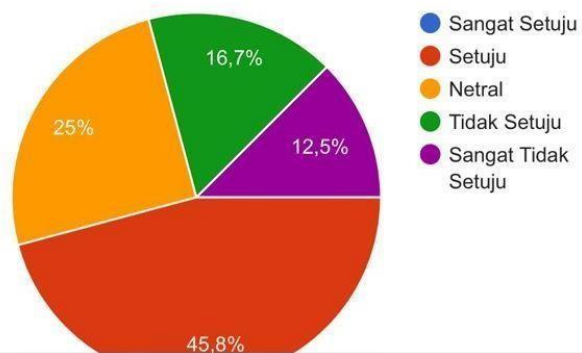
24 jawaban



12. Guru selalu membimbing pembelajaran daring sehingga saya paham terhadap materi yang diberikan



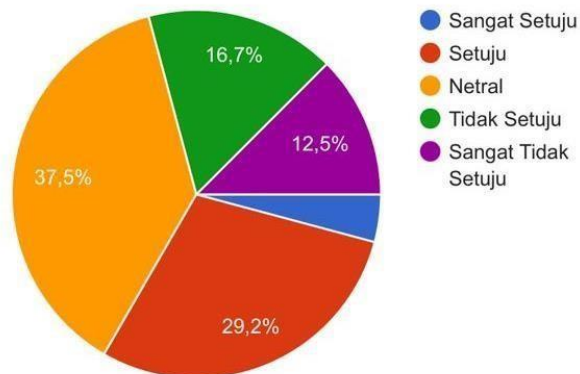
24 jawaban



13. Metode daring yang diterapkan dalam materi pembelajaran Bahasa Inggris sangat mudah saya pelajari



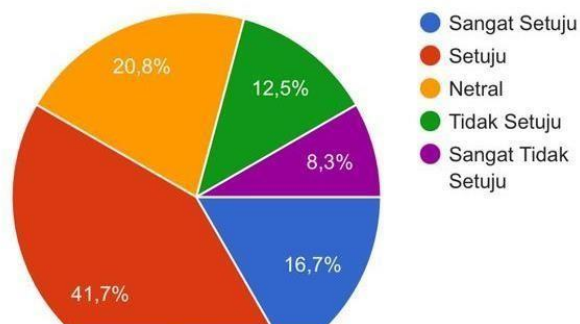
24 jawaban



14. Saya termotivasi untuk menyelesaikan tugas yang diberikan saat pembelajaran Bahasa Inggris secara daring



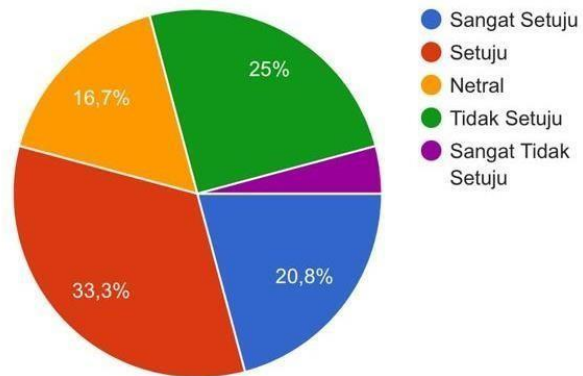
24 jawaban



15. Nilai yang diberikan sesuai dengan pemahaman saya ketika belajar Bahasa Inggris secara daring



24 jawaban



PERSEPSI SISWA TERHADAP PEMBELAJARAN BAHASA INGGRIS ONLINE SELAMA PANDEMIC COVID-19 KELAS XII MIA 2 SMA NEGERI 1 SERUI

Lengkapilah terlebih dahulu data diri anda dibawah ini dan berikan pilihan anda terhadap salah satu pilihan tersebut. Sangat Sesuai (SS), Sesuai (S), Netral (N), Tidak Sesuai (TS), Sangat Tidak Sesuai (STS) yang menurut anda sesuai dengan keadaan sebenarnya.

* Wajib

Nama *

Fauzan Desta Fathurrohman

1. Menurut saya pembelajaran daring sangat membantu dalam menggantikan pembelajaran secara konvensional (pembelajaran seperti biasa tatap muka) dimasa pandemic covid-19 *

- Sangat Setuju
- Setuju
- Netral
- Tidak Setuju
- Sangat Tidak Setuju

2. Metode pembelajaran daring sangat memudahkan saya dalam menerima materi pembelajaran bahasa Inggris *

- Sangat Setuju
- Setuju
- Netral
- Tidak Setuju
- Sangat Tidak Setuju

3. Guru selalu menerima dan menjelaskan *
pertanyaan yang diajukan oleh siswa ketika
belajar secara daring

- Sangat Setuju
- Setuju
- Netral
- Tidak Setuju
- Sangat Tidak Setuju

4. Saya sangat memahami penjelasan dari *
teman ketika presentasi secara daring

- Sangat Setuju
- Setuju
- Netral
- Tidak Setuju
- Sangat Tidak Setuju

5. Pelaksanaan pembelajaran secara daring *
dapat saya akses dengan mudah
dimanapun saya berada

- Sangat Setuju
- Setuju
- Netral
- Tidak Setuju
- Sangat Tidak Setuju

6. Pembelajaran secara daring *
memudahkan saya dalam mengirim tugas
tepat waktu

- Sangat Setuju
- Setuju
- Netral
- Tidak Setuju
- Sangat Tidak Setuju

22.57

◀ Drive



7. Saya sangat senang dan mengerti belajar *
materi Bahasa Inggris secara daring

- Sangat Setuju
- Setuju
- Netral
- Tidak Setuju
- Sangat Tidak Setuju

8. Saya merasa sangat mudah dalam *
memahami materi Bahasa Inggris secara
daring

- Sangat Setuju
- Setuju
- Netral
- Tidak Setuju
- Sangat Tidak Setuju

9. Saya merasa tidak ada kerumitan belajar *
Bahasa Inggris dengan penerapan metode
daring

- Sangat Setuju
- Setuju
- Netral
- Tidak Setuju
- Sangat Tidak Setuju

10. Saya berpartisipasi secara aktif selama *
pembelajaran Bahasa Inggris secara daring

- Sangat Setuju
- Setuju
- Netral
- Tidak Setuju
- Sangat Tidak Setuju

11. Materi pembelajaran Bahasa Inggris yang diajarkan secara daring tersedia dengan baik sehingga saya mudah pahami *

- Sangat Setuju
- Setuju
- Netral
- Tidak Setuju
- Sangat Tidak Setuju

12. Guru selalu membimbing pembelajaran daring sehingga saya paham terhadap materi yang diberikan *

- Sangat Setuju
- Setuju
- Netral
- Tidak Setuju
- Sangat Tidak Setuju

22.58

◀ Drive



13. Metode daring yang diterapkan dalam materi pembelajaran Bahasa Inggris sangat mudah saya pelajari *

- Sangat Setuju
- Setuju
- Netral
- Tidak Setuju
- Sangat Tidak Setuju

14. Saya termotivasi untuk menyelesaikan tugas yang diberikan saat pembelajaran Bahasa Inggris secara daring *

- Sangat Setuju
- Setuju
- Netral
- Tidak Setuju
- Sangat Tidak Setuju

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23.37



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Dek Intan

r dilihat hari ini pukul 23.24



PERSEPSI SISWA TERHADAP
PEMBELAJARAN BAHASA INGGRIS
ONLINE SELAMA PANDEMIC COVID-19
KELAS XII MIA 2 SMA NEGERI 1 SERUI

Lengkapilah terlebih dahulu data diri anda dibawah ini dan berikan pilihan anda terhadap
sahab satu pilihan tersebut. Sangat Sesuai (SS), Sesuai (S), Tidak Sesuai (TS),
Sangat Tidak Sesuai (STS) yang menurut anda sesuai dengan keadaan sebenarnya.

*Required

Nama *

Your email

Phone number

PERSEPSI SISWA TERHADAP
PEMBELAJARAN BAHASA INGGRIS ONLI...

Lengkapilah terlebih dahulu data diri anda diba...
docs.google.com

Assalamualaikum warrohmatullahi
wabarokatuh.

Salam sejahtera bagi kita semua.

Perkenalkan saya Nur Hafshah Idris
Mahasiswa Sastra Inggris angkatan
2018, Fakultas Ilmu Budaya,
Universitas Hasanuddin.

Saat ini saya sedang melakukan
penelitian untuk penyelesaian skripsi
saya memohon kesediaan adik-adik
siswa kelas XII MIA 2 SMA Negeri 1
Serui untuk berpartisipasi sebagai
responden dengan mengisi
kuesioner dibawah ini.

Link Kuesioner :

[https://forms.gle/
maEy1s2pRkGxQk43A](https://forms.gle/maEy1s2pRkGxQk43A)



