

**THE LEARNING PATTERN OF A VOCATIONAL SCHOOL
STUDENT (A PHENOMENOLOGY STUDY DURING
PHYSICAL DISTANCE PROTOCOL
AT SMK NEGERI 1 LANGSA)**

SKRIPSI

By

**M ARIF AFDILLA
1042018036**

**Degree (S1)
English Department
Tarbiyah and Teachers Training Faculty**



**MINISTRY OF RELIGIOUS AFFAIRS
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STATEMENT OF APPROVAL

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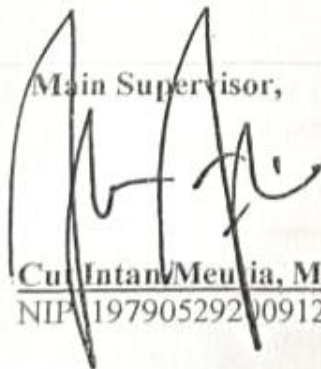
By :

M ARIF AFDILLA
1042018036

Program Study
English Education Department

Approved By :

Main Supervisor,



Cut Intan Meulia, MA
NIP. 197905292009122005

Co Supervisor,



Husnul Khatimah, M.Pd
NIP. 199202032019032016

STATEMENT OF CERTIFICATION

**THE LEARNING PATTERN OF A VOCAYIONAL SCHOOL STUDENT
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PROTOCOL AT SMK NEGERI 1 LANGSA)**

By:

M Arif Afdilla
NIM. 1042018036

Has been defended in *Sidang Munaqasyah* by the board of Examiners and has been accepted as a Partial Fulfillment of Requirements for Sarjana Pendidikan (S.Pd) in English Department of Tarbiyah and Teachers Training Faculty on:


Thursday, August 09th 2022 M
11 Muharram 1444 H

Board of Examiners


Chairman,

Cut Intan Mutia, MA
NIP. 197905292009122005


Examiner I,


Wahidah, M.Ed
NIP. 198301262015032003

Secretary,

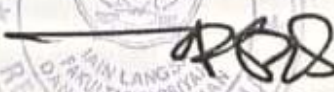

Husnul Khatimah, M.Pd
NIP. 19920203 201903 2 016

Examiner II,


Dessy Kurniasy, M.Hum

Certified by :

**The Dean of Tarbiyah and Teachers Training Faculty
State Institute for Islamic Studies Langsa**


Dr. Zainal Abidin, S.Pd.I, MA
NIP. 19750603 200801 1 009

PERNYATAAN KEASLIAN TULISAN

Saya yang bertanda tangan di bawah ini :

Nama : M. Arif Afdilla
NIM : 1042018036
Jurusan : FTIK / Fakultas Tarbiyah dan Ilmu Keguruan
Prodi : Pendidikan Bahasa Inggris
Alamat : Dagang Setia, Kec. Manyak Payed, Kab. Aceh Tamiang

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(M. Arif Afdilla)

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In the name of Allah. The Most Beneficent and the Most Merciful

All praises be to Allah, who always blesses the researcher in writing this script. Peace and blessing be upon our prophet Muhammad, his families, his companions, and his followers.

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Langsa, August 9th 2022

The researcher,

M. Arif Afdilla
1042018036

ABSTRACT

M. Arif Afdilla. 2022. The Learning Pattern Of A Vocational School Student (A Phenomenology Study During Physical Distance Protocol At SMK Negeri 1 Langsa). *Skripsi/* English Department, Tarbiyah and Teacher Training Faculty, State Institute for Islamic Studies (IAIN) Langsa 2022.

Supervisor : (1). Cut Intan Meutia, MA, (2). Husnul Khatimah M.Pd

The aimed of this study were to investigate how the learning pattern used by a vocational school student and to study the problems and solutions in learning faced by a vocational school student at SMK Negeri 1 Langsa during physical distance protocol. The research was a qualitative phenomenological research design. The participants of this study were the class 1-Akutansi 2. It consisted of 20 students of SMK Negeri 1 Langsa. In this research, the researcher used purposive sampling technique. The researcher used questionnaire, interview and documentation to collect the data. To analyze those data, the researcher used data reduction, data display, and conclusion drawing and verification. The results of this research showed that the most widely used learning pattern by students was the Independent Learning, Group Study Patterns/Discussion. Then, Tutor Guided Learning Patterns. The problem face by the student in learning English during the COVID-19 Pandemic at SMK Negeri 1 Langsa were low motivation, lack of student awareness of the importance of literacy and the collection of portfolio assignments which often hinder online learning, students who are less active and not interested in participating in learning even though they are supported by adequate facilities in terms of the availability of mobile phones, computers or laptops, and internet networks. In overcoming the problems faced by students in online learning, completing assignments manually without being done directly on media devices and after completion students can collect these assignments at school through parents, the important thing is that students continue to study at home. Open a free online application service in collaboration with internet service providers and applications to help the online learning process. In addition, many students study together with their peers, both in doing assignments and discussing material that has not been understood to overcome the problems faced by students in online learning.

Keyword: *Learning and Learning Pattern*

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CHAPTER I

INTRODUCTION

A. Background of the Study

Education represents to basic need for everyone, well to children or the adults, because the education is knowledge between one people with another people in communication and mutual of information exchange to get purpose of education. In general, education refers to as process of science search, was give trained, skill and leadership on part of study. The nature of learning is to change of behavior and it's represent to basic concept of learning. Learning is a process of exertion which is done by human being to reach the change of new behavior totally, as the result of human experiences in interacting with environment. According to Woolfolk, learning is not something found only in the classroom, everyday of our lives and learning does not have to be deliberate or conscious.¹

Since the end of 2019, the world has been rocked with a *coronavirus* or COVID-19. This virus was first discovered in Wuhan, Hubei, China. Until now, there are 95.124 people throughout the world exposed *corona*. As a result of the COVID-19 pandemic, the entire system that runs like a government, the economy, including education in Indonesia are disrupted. As of March 11, 2020, the president of the Republic Indonesia adopted a policy of temporarily closing the teaching and learning process at schools and universities urged them to study at home, and replacing them with online learning to break the chain of viruses.

¹ Anita E Woolfolk and Lorraine Mc Cune-Nicolish. *Education Psychology For Teaches*. (USA: Prentice- Hall, 1984), P. 158.

COVID-19 has shifted the education system throughout the world, especially in Indonesia. Before COVID-19 pandemic, the teacher and the students interact face-to-face for constructing knowledge in the class room. Traditional methods of teaching are a thing of the past in which teachers are the controller of the class where they teach and take the complete responsibility of the learning environment. All the duties and powers are vested in the teacher and they, being the lecturer in the class, play the role of an instructor for the students and also the decision maker for taking the decision of what to teach and how to teach.

Minimizing the transmission of infectious diseases, the public takes action to limit social distancing and also self-quarantine. The schools in Indonesia must adopt distance learning accompanied by the use of technology as the program that supports the government in social distancing. Since that, every teacher must change their teaching scenarios so that the students can continue their study even though many of the schools in Indonesia are not ready with the technology infrastructure, human resources, and resource availability.

In some cases, students who live in non-emergency zones are allowed to come to school but still implement health protocols. In addition, the number of students who attend must also be limited, bearing in mind that there are no crowds and still have to enforce social distancing policies from the government. All parties in education have to work at home due to Covid-19 forces. Students are asked to study at home, each with the help of online learning applications as their

learning media.² However, this has a significant impact on student development. At first, students feel a little bit difficult due to this distance learning, but they try to adapt to a new way of learning which they inevitably have to do.

The government decided that education should still be implemented, but it should be done online. Students are asked to study at home without coming to school as usual. In addition, teachers must also teach students online. Simamora explains that teaching and learning activities that are usually carried out face-to-face have turned into online learning with the help of various online learning applications. For that, technology such as cellphones, laptops and the like are needed to support student learning and teaching activities.³

Apart from having difficulty adapting, the rest also experienced mental and physical weakness. They are isolated and just stay at home. Students who always want to study in groups for discussion now are impossible to do it. The humans as social beings need to interact with other people; it will be a psychological burden if they cannot do this as their need. It can be seen, the effects of Covid-19 refer more to the psychological level of students. Sometimes they find it difficult, and at the end, they often complain about learning online. Apart from that, their responsibility as a teacher is also questioned in the learning process. The teacher, as a guide, is expected to provide the best way in the teaching and learning process so that it will not burden the students. The two participants should understand each other's situation to get positive and beneficial

² E. Corbera.,etc. Academia in the time of COVID-19: *Towards an ethics of care. Planning Theory & Practice*, 21(2), (2020). P. 191-199.

³R. Simamora, The Challenges of Online Learning during the COVID-19 Pandemic: An Essay Analysis of Performing Arts Education Students. *Studies in Learning and Teaching*, 2020. 1(2), pp.86-103.

things, without either party feeling aggrieved. According to Li and Leung, Covid-19 has had an adverse effect on students' mental health, such as academics, limited interactions, health-related fears, and loss of regular routines.⁴

By the face-to-face learning system, it has not been going well when viewed from the current situation, so that every Regency or City area applies the Shift Learning System, schools that have studied face-to-face are regulated the number of students. Shift learning process is face-to-face learning in class but the students are divided into two groups, such as the first group is required to attend class, take part in teaching and learning in class for a week while the second group learns at home which has been given an assignment by the teacher and is resumed the following week by the second group. Shift learning aims to achieve the expected goals. The advantage during Shift learning in class for teachers is that the teacher easily controls the class well so that the material to be explained is conveyed to students and is more relaxed in teaching.⁵

Based on the results of observations that have been made by researchers at SMK Negeri 1 Langsa, the Shift learning process in English subjects still has impacts such as there are still students who do not take learning activities seriously, lack of student's understanding when the teacher given assignments if their class does not entering, students are also less focused, less active and less participating in the learning process. such as the internet network is less

⁴ T. Li, and C. Leung. Exploring student mental health and intention to use online counseling in Hong Kong during the COVID -19 pandemic. *Psychiatry and Clinical Neurosciences*, 74(10), (2020) p.564-565.

⁵ Yogie Redho Kairiusta., etc. Dampak Sistem Pembelajaran Shift Bagi Peserta Didik Pada Mata Pelajaran Sejarah Kelas Xi Ips 2 Sman 6 Bengkulu. *Puteri Hijau: Jurnal Pendidikan Sejarah*, Vol. 6 No. 2 Juli 2021. P. 15-23.

supportive when their class is not in class. So this makes the shift learning process less effective.

Students have to continue their studies even though the COVID-19 crisis has not yet ended. However, the students have difficulties in applying information and choosing the appropriate strategies to process information that will enhance their comprehension, in learning English. Student learning patterns during this Covid-19 pandemic need to get attention due to the change in the education system to online learning which allows for changes in student learning patterns. Moreover, this has an impact on learning A Vocational School Student At SMK Negeri 1 Langsa. Learning patterns is a variable that can be considered stable enough and it can explain the essence of the way that students learn.⁶ A learning pattern is a system, a way of working, or a series of activities carried out by a person in the learning process to get new and good behavior changes as a whole from experience through interaction with the environment. So that learning patterns are something that is vital for every individual in determining the results of achievements. If the learning pattern is bad and does not suit students, it will also affect their learning outcomes, on the other hand, if the learning pattern used is in accordance with themselves, it will produce good learning achievement as well.

Based on the explanation above, the use of various learning pattern can be influenced by their background, experience, and character. In other hand, strategy is useful to students might not be useful for others. Since the students have their

⁶ José María Cela-Ranilla and Mercè Gisbert Cervera. Learning Patterns of First Year Students. *Fecha de entrada*: 15-02-2011.

own learning patterns characteristic, they will have different learning patterns are useful and comfortable for them. This study attempts to explore the student's learning pattern during COVID-19. The researcher is interested in conducting a study entitle: "The Learning Pattern Of A Vocational School Student (A Phenomenology Study During Physical Distance Protocol At SMK Negeri 1 Langsa)".

B. Research Question

Based on the background above, the problems of this study are as follows:

1. How the learning pattern used by a vocational school student at SMK Negeri 1 Langsa during physical distance protocol?
2. What are the problems and solutions in learning faced by a vocational school student at SMK Negeri 1 Langsa during physical distance protocol?

C. Purpose of Study

Based on the problem above, the objectives of this study are:

1. To investigate how the learning pattern used by a vocational school student at SMK Negeri 1 Langsa during physical distance protocol.
2. To study the problems and solutions in learning faced by a vocational school student at SMK Negeri 1 Langsa during physical distance protocol.

D. The Significance of Study

The researcher hopes that this research has significance in the language learning strategies; the researcher expects that this research can give contribution for teachers and students.

1. For the Students

The results of this research give contribution for students in elaborating better learning patterns and contribution for students to choose the learning pattern that is suitable for them so that they can understand the lesson easier and enjoy the lesson during the COVID- 19 Pandemic.

2. For the Teacher

By knowing the learning strategies used by the students, the teachers can use the appropriate approaches, materials and methods to apply in teaching learning process so teaching learning process can run effectively and the teacher easier to teach the student in the class.

3. For the school

The result of this research can give contribution to the school and curriculum designers to select the most appropriate teaching strategy and method to certain categories of students in teaching English as a foreign language.

CHAPTER II

THEORETICAL FRAMEWORK

A. Learning

1. Definition of Learning Process

In teaching learning process, people need a teacher who is professional to achieve learning objectives. Teaching and learning process will involve all components of teaching. Learning is a basic process from human life development. By learning, human do some qualitative changes so that their behavior can be developed. So, teachers and students get involved in the interaction, so the teacher is an educator and the student is the learner. The teacher does not only organize the classroom but also escort the purpose. The teaching-learning processes need a good interaction among the teacher and the student.

Some people also give definition of learning. Learning is an activity to gain knowledge or skill.⁷ According to Woolfolk, learning is not something found only in the classroom, everyday of our lives and learning does not have to be deliberate or conscious.⁸

According to Brown, here are some understandings of learning:⁹

- 1) Learning is acquisition or “getting”
- 2) Learning is retention formal of information or skill

⁷ Martin H. Manser, *Oxford Learner's Pocket Dictionary*, (Oxford: Oxford University Press. 1995). P. 237.

⁸ Anita E Woolfolk, Lorraine Mc Cune-Nicolish. *Education Psychology For Teaches*. Prentice- Hall. (USA. 1984), P. 158.

⁹ H. D. Brown, *Teaching by principles: an interactive approach to language pedagogy* (2nd ed.). New York: Addison Wesley Longman, 2001). P. 7

- 3) Retention implies storage system, memory, cognitive organization
- 4) Learning involves active, conscious focus and acting upon event outside or inside the organism
- 5) Learning is relatively permanent but subject to forgetting
- 6) Learning involves some form of practice, perhaps reinforced practice
- 7) Learning is a change in behavior

Furthermore, Slameto defines learning as an effort process which is done by an individual to get new behavior changing entirely, as the sequence of individual experience in the environment interaction.¹⁰ From this definition, it can be concluded that learning is a process of behavior changing or performance as the result of experience with society, such as reading, observing, listening, and so on.

From the explanation above, it can be concluded that learning process is a long process of transforming information and experience into knowledge, skills, behaviors, and attitudes. In addition, the learning process is an activity which involves of all subjects in teaching learning process. The teacher has a great role in the process, and the learner must have a great desire too, to make the teaching learning process successful.

2. The Component of Teaching-learning Process

Fathurrohman states that learning activities are activities that involve multiple components.¹¹ There are as follows:

¹⁰ Slameto, *Belajar dan Faktor-faktor Yang Mempengaruhi*. (Jakarta: Rineka Cipta, 1991), p. 2.

¹¹ Muhammad Fathurrohman, *Paradigma Pembelajaran Kurikulum 2013*. (Yogyakarta: Kalimedia, 2015), P. 31

a. Students

Teaching can not be done in a room which is not clear, no students, no purpose, no teaching materials.

b. Teacher

Teacher is the person who manages the teaching and learning process. S(he) is the one who play important role of making the teaching and learning process run effectively.

c. Objectives.

Objectives should be understood by teachers include national education goals, institutional objectives, curricular goals, the general purpose of learning to specific goals of learning.

d. Materials

Learning materials in a broad sense is not only contained in textbooks that are required, but also includes the overall learning materials. Each teaching-learning activities there should be material.

Good instructional materials are an important part of the process of instruction. The effective instructional materials in language teaching have the following characteristics:

- 1) They are based on theoretically sound learning principles.
- 2) They arouse and maintain the learners' interest and attention.
- 3) They are appropriate to the learners' needs and background.
- 4) They provide examples of how language is used.
- 5) They provide meaningful activities for learners.

6) They provide opportunities for communication and authentic language use.

e. Method

Methods of teaching is a method or technique to deliver the learning material. That must be mastered by the teacher. Teaching methods are set based on the objectives and learning materials, as well as the characteristics of the child.

f. Means/tools.

Learning tools can be real thing, imitation, images, charts, graphs, tabs and so forth in the media. The media can be an electronic device, printing equipment, and imitation. Using the tool or tools should be adapted to the purpose of learning, children, materials and teaching methods. Therefore we need the teaching staff who have the ability and skills which were adequate

g. Evaluation.

It is the way to access the whole processes of the teaching and learning, its result and the other components involved

h. Environment / context.

Learning environment is a component of the learning process which is very important to the success of student learning. This environment includes the physical environment, social environment, natural environment, and psychological environment during the learning process takes place.

Sudjana states that, the prominent components of teaching learning process are:¹²

- 1) The objectives of teaching-learning process
- 2) The material of teaching
- 3) The methods and medias of teaching
- 4) The evaluation and assessment of teaching-learning process

The objectives of the teaching-learning process should be firstly arranged in the process of teaching-learning as the indicator of the teaching success. Those are the formula of behavior and ability that should be achieved by the students after they finished the learning activity in the teaching-learning process. The objectives of the teaching-learning process contain the expected output of the teaching-learning process.

Based on the explicit objectives, the material of the teaching learning process can be determined. The material is expected to contribute the objectives of the teaching-learning which should be reached by the students.

The methods and the instruments used in the teaching learning process are picked out based on the objectives of the teaching-learning process. Their function is as the medium of the teaching material to its objectives. The methods and the instruments should be efficient and effective.

The assessment and evaluation process play the important role to judge whether the teaching-learning process succeeds or not. They are used to measure the attainment of the objectives.

¹² Nana Sudjana, *Dasar-Dasar Proses Belajar Mengajar*. Cetakan keempat. (Bandung: Sinar Baru Algensindo, 1998), P. 30.

In conclusion, the four components interrelate and influence each other. The effective teaching learning which have the optimal output, absolutely have the all right coordinating the principle components of teaching-learning process.

3. The Procedure in Teaching Learning Process

There are three elements, which are important for the success of teaching learning language in the classroom.¹³

a. Engage

In this point, the teacher tries to arouse the students' interest involving their emotion. Activities and materials which frequently engage the students include games, music, discussion, stimulating, picture, dramatic story, etc. the teacher wants to ensure that the students engage with the topic, exercise, or language they are going to deal with.

b. Study

In this point, the students are asked to focus on the language and how it is constructed. The students can study in a variety different styles, namely the teacher can explain grammar, the students can study the language evidences to discover grammar for themselves, and they can work in group studying a reading text or vocabulary. It means that the construction of language is the main focus.

¹³ Jeremy Harmer,. *The Practise of English Language Teaching*. (USA:Pearson Longman. 1998), P. 26.

c. Activate

This element describes the exercises and activities, which are designed to make the students use of language freely and communicatively. This exercises offer the students a chance to try out real language use in the real world.

4. The Role of Teacher in Learning Process

In education, the teacher is a person who educates others. A teacher who educates student personally also be described as a personal tutor. A teacher is a person who helps others to learn. Yet, the teacher conduct's the class not only by explaining, lecturing, drilling but also designing materials, composing assignment, evaluating student performance and discipline. They must keep recording, arranging the classroom, creating and learning experiences, talking to parents, and counseling students.

According to Harmer, said that the teacher is no longer the giver of knowledge, the controller, and the authority, but rather a facilitator and resource for the students to draw on.¹⁴ In addition, Colleen said that the teacher as behavior manager, there is the teacher faces behavior problems on a regular basic and this problem must be dealt with in the classroom, where they occurring.¹⁵

From those explanations, it is clear that learning needs a good teaching to help students to get of knowledge or a skill by studying, and getting experience. The role of teacher is facilitator of learning, lending discussion, guiding process

¹⁴ Jeremy Harmer, *The Practice of English Language Teaching. Third edition.* USA: Longman Pearson Education Limited, 2001), p. 57.

¹⁵ Colleen Blankenship, *Mainstreaming Students with Learning and Behavior Problems.* (New York: The Dryden Press, 1981), p. 47.

and task, and enabling active participation of learners and engagement with ideas. The teacher is a figure who determines the teaching learning process successfully.

According to Mulyasa some the roles of teacher in learning process are as follow:¹⁶

a. The teacher as a facilitator

The teacher does not just teach, transmit the role, and just leave the students behind the chair but they should be democratic, honest, and ready to be criticized by the students. The teacher has an important role to take class conductively; therefore, they should have enough ability, potential, interest, as well as attitude and good personality.

b. The teacher as a motivator

The motivation is the one of internal factors, which can drive students to get achievement. Therefore, as the teacher must be give motivation and give self confidence to their students and they change themselves. Because, the students will study hard when they give high motivation. Therefore, to improve teaching quality the teacher must be raise learning motivation to the students in order to reach the learning goal.

c. The teacher as an inspirator

A good teacher is the one who is able to gain the good idea, knowledge in teaching-learning process. So that, the students get new inspiration, raise their spirit and motivate themselves to be better in learning as well.

¹⁶ Mulyasa, E. *Standar Kompetensi dan Sertifikasi Guru*. (Bandung: Rosda Karya, 2008), p. 56.

From those definitions, it can be concluded that the role of teacher is very important in teaching learning process. The teacher has to be ideal. They have to give the best things for their students, conduct the conducive class as well as providing the all students need in class are that efforts to take students success.

5. Factors Influences Learning

Factor influencing the success of learning in general are internal and external factor. Internal factors come from the learner him/her self and external factors come from outside the learner.¹⁷

1. Internal Factor

The internal factors comprise physiological condition and psychological condition. Those are explained below:

2) Physiological Condition

It is very influential on learning activities, for example a learner with good health usually achieves higher degree of success than a wearied one. Children who get good enough nutrition are usually more successful than those who do not.

3) Psychological Condition

Some psychological factors, which are influential or learning process and achievement, are explained below:

¹⁷ Tim Pengembangan MKDK IKIP Semarang. *Psikology Belajar*. (Semarang: IKIP Press, 1990). P. 149.

a) Intelligence

It is very influential on the success or failure of one's efforts in learning something, for example students with high IQ are usually more successful than the one with lower IQ.

b) Talent

It is undeniable that when students learn a subject which are suitable with their talent. It is possible for them to achieve success.

c) Interest

According to Highlard quoted by Slameto (1995: 57), the meaning of interest is persisting tendency to pay attention and enjoy some activities and contents. Interest has a big influence to the learning process because if the lesson learnt is not appropriate with the students' interest, they will not study well. Lesson material attracting students' interest will be easier to be learnt and remembered because interest supports the learning activities.

d) Motivation

It is psychological condition, which result from needs and usually activate behavior aimed at fulfilling the needs. It implies that every human being should have some motivation including a student who studies language. It is because motivation is basic requirement to master language.

e) Emotion

Unstable emotion like easily depressed will decrease the possibility to achieve success. Caring and freedom will facilitate learning.

f) Cognitive Ability

It is ability that refers to ability in understanding and comprehending problems. The higher cognitive ability a student has, the higher degree of success will be achieved.

1. External Factors

External factors come from outside the learners; they are setting and instrumental factors.

1) Setting Factors

There are two settings in external factors; they are natural setting and social setting. Natural setting is a natural condition, which affects the success of learning, for instance weather, temperature, humidity, and also other phenomena. Learning process is usually more effective under fresh air. Social setting, this factor includes family and other social situation such as traffic, factories, and so on. A comfortable social setting usually facilitates learning activities.

2) Instrumental Factors

The presence and function of those factors are planned on the basis of the expected learning outcomes. The instrumental factor comprises:

a) Curriculum

A clear, good, and resolute school curriculum will facilitate the students' learning activities. On the other hand, frequent changes in school curriculum usually run students' learning activities.

b) Program

A program with clear goal, activities, and schedule will make students understand well what they have to do and what they have to achieve.

c) Facilities

Condition of school building, include ventilation, light, and students seat also influence the success of learning activities. Moreover, the good condition will indirectly facilitate the learning process.

d) Teachers

Professional teachers with good skill and discipline will make the teaching and learning process effective and efficient, since they are able to organize well and explain the material clearly.

Based on Slameto, in external factor comes from out all aspect of learner. Family, the situation and condition of the family can establish their future education and how they will learn. The good family will support the students' success in obtaining their learning.¹⁸ School, those are include the teaching method, personality, aptitude, curriculum, relationship between student, discipline of the school, teaching aid,

¹⁸ Slameto. *Belajar dan Faktor-Faktor yang Mempengaruhinya*. (Jakarta: Ineka Cipta, 2003), p. 65.

schedule, the value standard, learning method, quality of knowledge affect the learning process quality. Society, the social setting and condition also support the student's achievement.

Another factors comes from Sociological. The sociological strand represents elements related to how individuals learn in association with other people: (a) alone or with peers, (b) an authoritative adult or with a collegial colleague, and (c) learning in a variety of ways or in routine patterns. For example, a number of people need to work alone when tackling a new and difficult subject, while others learn best when working with colleagues (learning alone or with peers element).

B. Learning Pattern

1. Definition of Learning Patterns

A learning pattern is conceptualized as a coherent whole of learning activities that learners usually employ, their beliefs about learning and their learning motivation, a whole that is characteristic of them in a certain period of time.¹⁹ So that learning patterns are something that is vital for every individual in determining the results of achievements. According to Sriyono in Roestiyah, learning patterns are a series of procedures in learning that can help students master the subject matter. Learning patterns include independent learning patterns, guided learning patterns, group learning patterns, discussion learning patterns, and others. Each of these learning patterns has advantages and

¹⁹Vermunt and Donche. A Learning Patterns Perspective on Student Learning in Higher Education: State of the Art and Moving Forward. *Educ Psychol Rev* (2017) 29:269–299

disadvantages. In its implementation the independent learning pattern has been usually done by students at their homes.²⁰

Learning patterns is a variable that can be considered stable enough and it can explain the essence of the way that students learn.²¹ According to Oemar in Yulianto, learning patterns are the main steps that must be taken in learning in the form of organizing a program of activities or learning programs to be carried out which are arranged systematically.²² A learning pattern is conceptualized as a coherent whole of learning activities that learners usually employ, their beliefs about learning and their learning motivation, a whole that is characteristic of them in a certain period of time. It is a coordinating concept, in which the interrelationships between cognitive, affective, and regulative learning activities, beliefs about learning, and learning motivations are united. Based on the description above, it can be concluded that the learning pattern is a system, a way of working, or a series of activities carried out by someone in the learning process to get a new and good behavior change from experience through interaction with the environment.

2. Types of Learning Patterns

In general, there are three kinds of learning patterns, namely 1) Independent learning 2) Collaborative learning 3) Institutional learning.²³ According to Sriyono in Rostiyah's book, various learning patterns include: 1)

²⁰ Roestiyah, *strategi belajar mengajar* (Jakarta; rineka cipta; 2008), p. 106.

²¹ José María Cela-Ranilla and Mercè Gisbert Cervera. Learning Patterns of First Year Students. *Fecha de entrada*: 15-02-2011.

²² Arif Yulianto, et al., "Pengaruh Intensitas dan Pola Belajar Terhadap Prestasi Mata Pelajaran Kompetensi Dasar Otomotif", *FKIP Universitas Sebelas Maret* (2012), 2.

²³ Evita dan Soetarlinah, *Sukses Belajar di Perguruan Tinggi*, (Yogyakarta: Panduan, 2006), p.12.

Independent learning 2) Teacher-guided learning 3) Group study 4) Discussion learning.²⁴ Each of these learning patterns has advantages and disadvantages in its implementation, and must be adapted to the learning style that is of interest to the individual. Regard to learning patterns, this means talking about the basic components in the overall learning process, learning models, and teacher leadership behavior as individuals who direct, supervise and regulate its implementation. Discussing learning patterns, Glasser suggests that there are 4 components of learning patterns, namely:²⁵

- a. IO (Instructional Objectives)
- b. EB (Entering / Entry Behavior)
- c. IP (Instructional Procedures)
- d. PA (Performance Assessment)

Learning patterns can be used as a basic consideration in displaying teaching skills appropriately, including the selection of teaching methods. However, the selection of this teaching pattern is usually made on the basis of considerations: 1) Teaching Objectives; 2) Characteristics of the Materials Taught; 3) Available Time Allocation; 4) Characteristics of Students; 5) Teacher's ability. Based on the explanation above, it can be seen that learning is very dependent on the learning patterns that will be applied. An individual must be able to adjust the pattern of learning according to the personality. A teacher in dealing with students must be able to know the needs of their students, and be appropriate in choosing appropriate learning patterns in their learning activities. Based on the

²⁴ Roestiyah, *Strategi Belajar Mengajar* (Jakarta; Rineka Cipta; 2008), p. 106

²⁵ A. Tabrani Rusyan., *Pendekatan Dalam Proses Belajar Mengajar*, (Bandung: PT Remaja Rosdakarya), p. 172-173.

explanation above, it can be concluded that there are types of learning patterns, namely:

a. The independent learning

The independent learning pattern is a learning pattern that can be done by every individual anywhere, in any condition, and at any time. Independent learners have the freedom to learn by studying the subject matter by reading modules or viewing and accessing e-learning programs.²⁶ In the independent learning pattern, an individual must carry out learning planning activities independently which includes goals, target values, or appropriate learning strategies, determining study times that are in accordance with other activities.²⁷ There are three things that need to be implemented in independent learning activities, namely:

- 1) Underline what is important as a key word, so that by just reading these keywords we can understand what is meant by the word in its development.
- 2) Making conclusions from what we learn, short sentences that reflect the main idea or reading.
- 3) Make an outline, mind map or frame of mind that makes it easy to see, remember everything we learn.

The advantages of this independent learning pattern can be carried out anywhere, anytime, and under any conditions. Each individual with independent learning is trained to be able to adjust each learning pattern to

²⁶ Rusman, *Model Model Pembelajaran* (Depok;Raja Grafindo, 2016), p. 19

²⁷ A. Tabrani Rusyan., et al. *Pendekatan Dalam Proses Belajar Mengajar*, (Bandung: PT Remaja Rosdakarya), p. 112 - 113

suit the learning objectives. Ridwan in his book argues that one form of support for independent learning is to use modules to facilitate learning, or as a guide for thinking patterns in learning because this module is a teaching material that is structured systematically, operationally, and directed to be used by students.²⁸ Independent learning as an individual effort of autonomous learners to achieve certain academic competencies.²⁹ The skill of achieving this autonomous academic ability when it belongs to students can be applied in various situations in their daily lives.

b. Tutor Guided Learning Patterns

The pattern of guided learning by peer tutors is also commonly referred to as peer tutoring, which is a learning pattern with the help of a competent student to teach other students related to the tasks given by the teacher either done at school or at home.

Students who become tutors serve as facilitators who act as teachers, mediators, co-workers, coaches, or role models. Peer tutor learning is a learner-centered learning activity. This learning will be successful if there is reciprocity between peers who jointly plan and facilitate learning activities and can learn from joint learning activities. Friends in the learning process are very important, when facing difficulties, students are often more daring to ask friends than teachers or instructors.³⁰

This learning is usually very effective for children who have boundaries with teachers, or find it difficult to communicate with teachers, because in this

²⁸ Ridwan Abdullah Sani, *Inovasi Pembelajaran*, (Jakarta: Bumi Aksara, 2015), p. 183

²⁹ Rusman, *Model-Model Pembelajaran* (Depok; raja grafindo, 2016), p. 356

³⁰ Rusman, *Model-Model Pembelajaran* (Depok; raja grafindo, 2016), p. 355.

peer-to-peer learning activity, learning will be warmer, because it is guided by people who are close to them. in learning is also easier to accept because usually a student is more close and more relaxed with students own friends. However, sometimes in the middle of learning there are still difficulties that cannot be solved by this peer tutor who will also still need a mediator from the teacher.

In the selection of peer tutors, considerations are also needed such as having superior intelligence than their friends, not being arrogant, not cruel or hard-hearted towards fellow friends, having skills in receiving lessons, and having creativity in guiding and explaining subject matter to friends.

c. Teacher-Guided Learning Pattern

The pattern of guided learning by the teacher is an effort made to pay attention to differences in learning abilities, because the teacher as a supervisor in the class must be able to see individual differences so that the teacher can improve student learning. Guidance is assistance given to individuals to be independent, using various materials, interactions, advice, and ideas, in an atmosphere of care, and based on applicable norms. In order to achieve a level of growth and development that expected in students, teachers must pay attention to the situation individual, such as: interests, abilities, and background.³¹

The communication pattern of guided learning by the teacher is direct communication between the teacher and students. The success of learning is

³¹ Oemar Hamalik, *Proses Belajar Mengajar* (Jakarta: Bumi Aksara, 2013), p. 179-180.

largely determined by the quality of the teacher, because the teacher determines the fate of students. Other learning resources seem to have no role at all because the frequency with the teacher is almost 90% of the available time.³²

The advantages of this teacher-guided learning pattern include: it is very economical in using other learning resources, some teachers like to use it because it is easy to serve. While the weakness is that it does not develop students' creativity, talent, potential because students have been made passive, the lessons are very verbal so they are not suitable for teaching higher level cognitive aspects.³³

Based on the description above, the pattern of guided learning by the teacher can also be interpreted as a learning pattern in the form of an institutional one, where students must follow the regular and structured activities that have been given by the teacher so that the implementation of learning can be directed, what needs to be considered in guided learning by the teacher is from preparation to the end of taking the exam.

Things that need to be considered in following the learning pattern guided by the teacher are:

- 1) Preparing, which includes activities consisting of obtaining an outline of the subject matter to be discussed and preparing the equipment needed in learning.

³² Daryanto. *Belajar dan Mengajar*. (Bandung: Yrama Widya, 2010), p. 70.

³³ Daryanto. *Belajar dan Mengajar*. (Bandung: Yrama Widya, 2010), p. 72.

2) Note learning material.

3) Understanding learning outcomes, this activity is in the form of reading or repeating the notes made.

d. Group Study Patterns/Discussion

In educational interactions, students do not always learn individually, they also need to be divided into several study groups. The grouping pattern must pay attention to individual differences learners. These considerations can be on the basis of biological, intellectual, or psychological differences. The pattern of grouping students has variations, it can be according to the pleasure of friends, in addition to the ability of students, or it can also be according to the interests of students. Other patterns such as group formation are given to students, arranged by the teacher himself, or arranged by the teacher at the suggestion of the students.³⁴

One model of group learning is cooperative learning, it is a learning model in which the process of learning and working in groups small group of 4-6 people collaboratively so that can stimulate students to be more passionate about learning.³⁵

Several things that must be done in group learning or discussion to be successful, it is in learning students must have communication skills, because in learning discussion there are two roles that must be done, namely as speakers and also as listeners. This role can be performed alternately between

³⁴ Syaiful Bahri Djamarah, *Guru dan Anak Didik dalam Interaksi Edukatif* (Jakarta: Rineka Cipta, 2010), p. 73.

³⁵ Isjoni, *Cooperative Learning Efektifitas Pembelajaran Kelompok* (Bandung: Alfabeta, 2013), p. 15.

group members who study together. The thing that must be considered is that there should not be only one person who dominates the group to speak.³⁶

The advantages of group learning include: building cooperation teams, division of responsibilities, and ethics education. In addition to advantages, it also has disadvantages including: often only involves students who are smart because they are capable of leading and directing those who are lacking, demanding different seats and different learning styles, group success depends on the ability of students to lead groups.³⁷ Based on the explanation above, it can be concluded that group learning pattern is a way of learning that is carried out in a group process. Group members relate to each other and participate, contributing to a common goal.

C. Previous Study

In doing a research, there are some references from various sources to support it. The previous study could help the writer in doing the research. In supporting the data of the research some relevant thesis and research has been collected to supply relevant information to the topic. Several studies are relevant to this research are as follows.

Widi Winarso (2020), with the title “Changes in Learning Patterns during the Pandemic COVID-19; The Case at University X in Bekasi, West Java, Indonesia”. Based on the results of the study, it can be concluded that the e learning infrastructure is good enough, but the users (lecturers and students) are

³⁶ Evita and Soetarlinah, *Sukses Belajar di Perguruan Tinggi*, (Yogyakarta: Panduan, 2006), p.14.

³⁷ Roestiyah, *Strategi Belajar Mengajar* (Jakarta: Rineka Cipta, 2008), p. 17.

not optimizing enough. This result also proved by the research of Ilmi Firdaus (2022) with the title “Online Learning Strategy during Covid-19 Pandemic to Grow Science’s Learning Interest”. The results in this study are 63% of science teachers have implemented online learning strategies during the Covid-19 pandemic. The synchronous discussion method is a learning method that is often applied by science teachers when learning online. The conclusion of this research is that the students' interest and attention to the learning strategies and methods applied by the teacher are able to foster students' interest in learning science.

Beside it, the Online Learning has some problems face by the student, teacher and parent. The study of Joko Suprapmanto (2021) with the title “*Analisis Permasalahan Pembelajaran Daring selama Pandemi Covid 19 dan Solusinya*”. The results showed that the problems faced by parents were limited devices for online learning, unstable internet connection, busy parents, information that did not arrive, children's boredom during online learning. The solutions that can be applied to overcome these problems are providing adequate facilities and infrastructure, increasing understanding of the role of parents in children's growth and development, needing innovative learning models for online learning, schools carrying out face-to-face learning and vaccination immediately. According to the study of Yogie Redho Kairiusta (2021) with the title “*Dampak Sistem Pembelajaran Shift Bagi Peserta Didik Pada Mata Pelajaran Sejarah Kelas Xi Ips 2 Sman 6 Bengkulu*”. The purpose of this study is to describe how the impact of the Shift Learning system for students in the History Subject Class XI IPS 2 at SMAN 6 Bengkulu. The research method used is descriptive qualitative research.

The results of the first study that the implementation of Shift learning. The implementation of Shift learning has positive and negative impacts when it takes place in Shift learning, namely from both teachers and students, of course, all components in learning will facilitate the Shift learning process and can achieve the expected learning objectives.

Students have to continue their studies even though the COVID-19 crisis has not yet ended. However, the students have difficulties in applying information and choosing the appropriate strategies to process information that will enhance their comprehension, in learning English. Student learning patterns during this Covid-19 pandemic needed to get attention due to the change in the education system to online learning which allows for changes in student learning patterns.

The study conducted by Noviyanti (2020) with the title “Analysis of Changes in Student Activity and Learning Patterns during the Pandemic: Case Study of High School Students in Jember Regency”. The results of data analysis showed there were differences in activities and learning patterns experienced by students before and during the pandemic. Student activity and learning patterns tend to decrease during the pandemic. The learning process constraints faced by students during this pandemic are connections, assignment methods (assignments tend to be many), delivery methods, and poor time management.

Based on the result of the study above, the researcher interested to conduct the research by using the different technique in the phenomenon of the learning pattern of a vocational school student during physical distance protocol. The similarity with relevant studies is conducting the research based on the problem in

the Pandemic COVID-19 in teaching learning process. The comparison of this research is the object of the research and used the different method.

CHAPTER III

RESEARCH METHOD

A. Research Design

In the pursuit to understand and explore the experiences of students learning pattern of pandemic Covid 19, this study uses a qualitative phenomenological research design. Phenomenological research is commonly used to describe structures of experiences gained in order to arrive at a deeper understanding of any given phenomena. Data collection in studies of such nature is generally obtained upon conducting interviews, observations, or written selfdescriptions of lived-experiences.³⁸ On the other hand, Giorgi and Giorgi (2003) identifies four characteristics to make a clear distinction of the methodological nature: description – openly reading, reduction – sorting of meaningful units, search for essences –reflecting on each meaningful units, and intentionality – based on research question essential structures of phenomena.³⁹

In phenomenological studies, reporting of the findings need to be focused on detail description of the phenomena, before reaching at interpretations of the description or the interpretation of the research participants. The focus is on more in-depth understanding of phenomena embedded within research participant's views and perspectives. The purpose of doing phenomenology is basically looking

³⁸ Ceyhan Cigdemoglu, etc. A phenomenological study of instructors' experiences on an open source learning management system. *Procedia - Social and Behavioral Sciences* 28 (2011) 790 – 795

³⁹ A. Giorgi, and B. Giorgi. The descriptive phenomenological psychological method. *In Qualitative research in psychology: Expanding perspectives in methodology and design*. Ed. P. Camic, J. Rhodes, & L. Yardley, Washington, DC: American Philosophical Association, (2003). 243–273.

very closely at the phenomena under study to explore the complex world of lived experiences from the actors (those who live it) point of view.⁴⁰ In doing so, it not only helps us to understand a phenomena or an event at a deeper level of conscious, but at the same time it helps us to explore our own nature, bringing a transformation at personal level. In this way a researcher can reflect critically and become more thoughtful and attentive in understanding social practices as well.

B. Location and Research Time

This research will be conducted at SMK Negeri 1 Langsa in the academic year of 2022/2023. The school located at Jl. Syiah Kuala Lorong Petuah Husen, Tualang Teungoh, Kec. Langsa Kota, Kota Langsa. SMK Negeri 1 Langsa consisted 35 classes, but in this research, the researcher only selected 1 class, it was 1-Akutansi 2. The research started from June until finished.

C. The Participants

The participants of this study were the class 1-Akutansi 2. It consists of 20 students of SMK Negeri 1 Langsa. In this research, the researcher used purposive sampling that is the branch of non-probably-sampling technique. Purposive sampling occurs when the researcher selects participants because they have specific characteristics that will be representative or informative in relation to the population of interest.⁴¹ The researcher selected this class because based on the

⁴⁰ Sadruddin Bahadur Qutoshi. Phenomenology: A Philosophy and Method of Inquiry. *Journal of Education and Educational Developement*. Vol. 5 No. 1 (June 2018). P. 220.

⁴¹Schreiber James, *Educational Research* (United Kingdom : John Wiley & Sons, 2010), p. 85.

interview with the teacher conducted in June 2022, the researcher knew that the students of class 1-Akutansi 2 had well basic of English. They understood when the teacher used little English in discussing the materials and they are active in the class.

D. Technique Collecting Data

Techniques of data collection that used by the writer were questionnaires, interview and documentation.

1. Questionnaire

According to sugiyono, questionnaire is a technique collecting data which use give some question to respondent for answer that question.⁴² The questionnaire adapted from three kinds of learning patterns, namely 1) Independent learning 2) Collaborative learning 3) Institutional learning.⁴³ According to Sriyono in Rostiyah's book, various learning patterns include: 1) Independent learning 2) Teacher-guided learning 3) Group study 4) Discussion learning.⁴⁴ The questionnaire consists of 20 items, with five answers' option: Strongly agree, agree, netral, dissagre, strongly disagree. Then, the researcher classified the component of leaning strategy into categories. Moreover, the researcher have computed the percentages of components learning strategies occurrence and explained for every categories of learning strategies descriptively.

⁴² Sugiyono. *Metode Penelitian Pendidikan*. (Bandung:Alfabeta. 2010), p. 199

⁴³ Evita dan Soetarlinah, *Sukses Belajar di Perguruan Tinggi*, (Yogyakarta: Panduan, 2006), p.12.

⁴⁴ Roestiyah, *Strategi Belajar Mengajar* (Jakarta; Rineka Cipta; 2008), p. 106

2. Interview

The interview is a flexible tool for data collection, enabling multi-sensory channels to be used: verbal, non-verbal, spoken and heard. The order of the interview may be controlled while still giving space for spontaneity, and the interviewer can press not only for complete answers but also for responses about complex and deep issues.⁴⁵ Interview is a method of data collection requires direct communication between investigators with the subject or the respondent.⁴⁶

There are three types of general interviews including; structured, semi-structured, and unstructured interviews. In this case, the researcher used unstructured interviews with the class 2-A students of SMK Negeri 1 Langsa. In interview usually occur question mark unilateral conducted systematically and grounded in research purposes. Interviews are particularly useful for getting the story behind the participant's experiences. The interview used to support the data from observation. The interview question was used to explore the learning patterns are used by students in Learning English during the COVID- 19 Pandemic at SMK Negeri 1 Langsa.

3. Documentation

According to Robert, there are many documents can be useful simply by the nature of the details they contain. In other word, documentation used as evidence to proof the result of research.⁴⁷ Furthermore, the researcher used

⁴⁵ Louis Cohen, et al. *Research Methods in Education, Sixth edition*. (New York: Routledge. 2007), p. 349.

⁴⁶ Yatim Riyanto, *Metodologi penelitian pendidikan* (Jakarta: sic, 2010), p. 82.

⁴⁷ K. Robert. *Qualitative Research from start to finish*. (New York; The Guilford Press, 2011), p. 149

documentation method as evidences to proof the physical evidence from the research in the form of picture or photos and the student's score in English class.

E. Technique Data Analysis

In analysis the data the researcher used qualitative analysis. There were several steps that applied by the researcher to analyze the data from the student's learning patterns in learning English at the second grade of SMK Negeri 1 Langsa. In analyzing the data, data analysis was used to analyze the result of observation, interview and documentation. In this chapter, the researcher adopted the framework developed by Miles and Huberman to describe the major phases of data analysis: data reduction, data display, and conclusion drawing and verification. The techniques of analyze the data are as follows:⁴⁸

1. Data Reduction

Reduction of data is the beginning step which has to do in analysis of the data.

Reduction refers to resume the data, choosing main things, focusing on the important things, look for the theme. Therefore, data that was reduced will give clearer drawing and make the researcher easier to collect the next data.⁴⁹

2. Data Display

After reduction the data, next step is display the data. Display the data is the collection of information which arranged and gives possibility to get the conclusion and take the action. By displaying the data, the data will be

⁴⁸ M.B. Miles, and A.M. Huberman. *Qualitative Data Analysis*, 2nd Ed. (Newbury Park, CA: Sage, 1994).p. 10-12.

⁴⁹ Sugiyono, *Memahami Penelitian Kualitatif*, 4th ed, (Bandung: ALFABETA, 2008), p.

organized, arranged. Therefore, it will make easier to be understood. On the qualitative research, displaying data can be done on the short description, draft, flowchart, etc.⁵⁰ from display the data; researcher can get the conclusion in order to answer all about the research questions in this research.

3. Conclusion Drawing

The next step after displaying data is conclusion drawing/ verification. Verification refers to the processes which are able to answer research questions and research objectives.

⁵⁰ Sugiyono, *Memahami Penelitian Kualitatif*, (Bandung: ALFABETA, 2008), 4th ed, p. 95

CHAPTER IV

RESEARCH FINDING AND ANALYSIS

A. Finding

The purpose of the study was to investigate how the learning pattern used by a vocational school student and the problems and solutions in learning faced by a vocational school student at SMK Negeri 1 Langsa during physical distance protocol. In finding the data, the researcher used questioners, interview and documentation. Student learning patterns during this Covid-19 pandemic need to get attention due to the change in the education system to online learning which allows for changes in student learning patterns. Moreover, this has an impact on learning A Vocational School Student At SMK Negeri 1 Langsa. Learning patterns is a variable that can be considered stable enough and it can explain the essence of the way that students learn. A learning pattern is a system, a way of working, or a series of activities carried out by a person in the learning process to get new and good behavior changes as a whole from experience through interaction with the environment. So that learning patterns are something that is vital for every individual in determining the results of achievements. If the learning pattern is bad and does not suit students, it will also affect their learning outcomes, on the other hand, if the learning pattern used is in accordance with themselves, it will produce good learning achievement as well.

Questioners adapted from three kinds of learning patterns, namely 1) Independent learning 2) Collaborative learning 3) Institutional learning.⁵¹ According to Sriyono in Rostiyah's book, various learning patterns include: 1) Independent learning 2) Teacher-guided learning 3) Group study 4) Discussion learning.⁵² The interview used to support the data from questioners. The interview question was used to explore the learning patterns are used by students in Learning English during the COVID- 19 Pandemic at SMK Negeri 1 Langsa. The researcher used documentation method as evidences to proof the physical evidence from the research in the form of picture or photos and the student's score in English class. The result of the data discussed as follow.

1. The Learning Pattern Used By Student At SMK Negeri 1 Langsa

The questionnaire consists of 20 items, with five answers' option: Strongly agree, agree, netral, dissagre, strongly disagree. Questioners adapted from three kinds of learning patterns, namely 1) Independent learning 2) Collaborative learning 3) Institutional learning.⁵³ According to Sriyono in Rostiyah's book, various learning patterns include: 1) Independent learning 2) Teacher-guided learning 3) Group study 4) Discussion learning.⁵⁴ Based on research conducted by the researcher on students in learning English during the COVID-19 Pandemic at SMK Negeri 1 Langsa, the most widely used learning pattern by students was the Independent Learning, Group Study Patterns/Discussion and Tutor Guided

⁵¹ Evita dan Soetarlinah, *Sukses Belajar di Perguruan Tinggi*, (Yogyakarta: Panduan, 2006), p.12.

⁵² Roestiyah, *Strategi Belajar Mengajar* (Jakarta; Rineka Cipta; 2008), p. 106

⁵³ Evita dan Soetarlinah, *Sukses Belajar di Perguruan Tinggi*, (Yogyakarta: Panduan, 2006), p.12.

⁵⁴ Roestiyah, *Strategi Belajar Mengajar* (Jakarta; Rineka Cipta; 2008), p. 106

Learning Patterns. The use of this learning pattern was adjusted to the conditions during the COVID-19 Pandemic. Based on the questionnaire, the researcher exposed data finding from the result of questionnaire was presented by the following table:

Table 4.1
The result of the Independent Learning

Learning patterns	Indicator	Option				
		SS	S	N	TS	STS
The Independent Learning	Students prepare their own textbooks without being asked	2 10%	13 65%	2 10%	3 15%	0 0%
	Students read their own textbooks in class if the teacher has not yet entered	4 20%	8 40%	4 20%	2 10%	2 10%
	Students take notes important to study	5 25%	9 45%	4 20%	2 10%	-
	Students ask the teacher about the material that has not been understood	3 15%	9 45%	3 15%	5 25%	-
	Students try to do their own work	5 25%	10 50%	2 10%	3 15%	-

Based on the results above, the researcher found out the results of the questionnaire, it can be seen that the used of student learning patterns during this Covid-19 pandemic was Independent Learning. This looked from the results of the questionnaire, most students showed positive respond in independent learning pattern. The independent learning pattern is a learning pattern that can be done by every individual anywhere, in any condition, and at any time. Independent learners have the freedom to learn by studying the subject matter by reading modules or viewing and accessing e-learning programs. In the independent

learning pattern, an individual must carry out learning planning activities independently which includes goals, target values, or appropriate learning strategies, determining study times that are in accordance with other activities.

From the table above, from 20 total students it can be seen that 2 students (10%) responded Strongly Agree, 13 students (65%) responded Agree, 2 students (10%) responded neutral and 3 students (15%) responded disagree. In the independent learning pattern, the students prepared their own textbooks without being asked before the lesson started.

In the independent learning pattern, students read their own textbooks in class if the teacher has not yet entered. The students showed the positive respond to questionnaire number 2. Based on the table above, from 20 total students it can be seen that 4 students (20%) responded Strongly Agree, 8 students (40%) responded Agree, 4 students (20%) responded neutral, 2 students (10%) responded disagree and 2 students (10%) responded Strongly disagree.

Taking notes was one of the important things in carrying out the independent learning process. There were 5 students (25%) responded Strongly Agree, 9 students (45%) responded Agree, 4 students (20%) responded neutral, 2 students (10%) responded disagree. It meant that the students felt important to take notes in study. Taking notes forces students to pay attention and helps focus in class (or while reading a textbook). It helps students in learning and understanding and remembering information later.

In the independent learning pattern, Students try to find answers to problems that have not been understood. Based on the table above, from 20 total

students it can be seen that 3 students (15%) responded Strongly Agree, 9 students (45%) responded Agree, 3 students (15%) responded neutral, 5 students (25%) responded disagree. Students try to do their own work. Based on the table above, from 20 total students it can be seen that 5 students (25%) responded Strongly Agree, 10 students (50%) responded Agree, 2 students (10%) responded neutral, 3 students (15%) responded disagree. This shows that with independent learning, students are required to do every task they have on their own. In independent learning, students will try themselves first to understand the content of the lesson that is read or seen through the media of hearing. If they have difficulty, then students will ask or discuss it with friends, teachers/instructors, or other people. Independent students will be able to find the learning resources they need.

Based on the results of interviews it was also found that students were active in doing independent learning during the pandemic, this was as expressed by a student that:

"Before starting the lesson I prepare all the books that will be studied, when the teacher is late in teaching I usually repeat the lessons that have been discussed previously by opening notes. I think taking notes is important, because it will make it easier for me to do the assignments given by the teacher"

Table 4.2
The result of Tutor Guided Learning Patterns

Learning patterns	Indicator	Option				
		SS	S	N	TS	STS
Tutor Guided Learning Patterns	Peer tutors help their friends in doing assignments	3 15%	10 50%	5 25%	2 10%	-
	Peer tutors provide an explanation of material that has not been understood by friend	3 15%	9 45%	4 20%	4 20%	-

Students ask to friends about lessons that have not been understood	2 10%	13 65%	2 10%	2 10%	1 5%
The teacher asks to smart students to help friends who don't understand about the lesson	5 25%	5 25%	5 25%	3 25%	2 25%
Peer tutors answered the question asked by friends	2 10%	10 50%	3 15%	3 15%	2 10%

The pattern of guided learning by peer tutors is also commonly referred to as peer tutoring, this learning pattern is applied by students at SMK Negeri 1 Langsa during the pandemic. The pattern of learning that is guided by peer tutors is a learning pattern with the help of a competent student to teach other students related to the tasks given by the teacher both at school and at home.

This can be seen in the results of the questionnaire distributed to 20 students at SMK Negeri 1 Langsa. The dominant of the students gave positive respond that peer tutors help their friends in doing assignments, this can be seen in the results of the questionnaire that there are 3 (15%) students who choose strongly agree, 10 (50%) students responded Agree, 5 (25%) students responded neutral, 2 (10%) students responded disagree.

The students gave positive respond that peer tutors provide an explanation of material that has not been understood by friend. It can be seen that 3 students (15%) responded Strongly Agree, 9 students (45%) responded Agree, 4 students (20%) responded neutral, 4 students (20%) responded disagree. This showed that during the pandemic many students were learning with peer tutors who can helped them to understand the learning material.

The result also showed that the students ask to friends about lessons that have not been understood. Based on the table above, from 20 total students it can be seen that 2 students (10%) responded Strongly Agree, 13 students (65%) responded Agree, 2 students (10%) responded neutral, 2 students (10%) responded disagree and 1 students (5%) responded Strongly disagree. This showed that in addition to conducting independent learning patterns during the pandemic, students also asked their friends about material that has not been understood when doing independent learning.

The results of the questionnaire also show that the teacher asked to smart students to help friends who don't understand about the lesson. There were 2 students (10%) responded Strongly Agree, 5 students (25%) responded Agree, 7 students (35%) responded neutral, 4 students (20%) responded disagree and 2 students (10%) responded Strongly disagree.

Peer tutors answered the question asked by friends. There were 2 students (10%) responded Strongly Agree, 10 students (50%) responded Agree, 3 students (15%) responded neutral, 3 students (15%) responded disagree and 2 students (10%) responded Strongly disagree. Based on the results of the questionnaire above, it showed that in addition to independent learning during a pandemic, students also learned by asking their friends for explanations about learning material that has not been understood when doing independent learning.

Table 4.3
The result of Teacher-Guided Learning Pattern

Learning patterns	Indicator	Option				
		SS	S	N	TS	STS
Teacher-Guided Learning Pattern	Students pay attention when the teacher explains the material	4 20%	4 20%	8 40%	2 10%	2 10%
	Notes on learning materials given by the teacher	4 20%	4 20%	2 10%	7 35%	3 15%
	Students ask the teacher about the material they do not understand	3 15%	5 25%	8 40%	4 20%	-
	Teachers use media in the learning process	1 5%	4 20%	7 35%	5 15%	3 15%
	Students answer the questions asked by the teacher	3 15%	3 15%	9 45%	4 20%	1 1%

The pattern of guided learning by the teacher is an effort made to pay attention to differences in learning abilities, because the teacher as a supervisor in the class must be able to see individual differences so that teachers can improve student learning. Guidance is assistance given to individuals to be independent, using various materials, interactions, advice, and ideas, in an atmosphere of concern, and based on applicable norms. To achieve the expected level of growth and development in students, teachers must pay attention to individual situations, such as: interests, abilities, and backgrounds. The communication pattern of guided learning by the teacher is direct communication between teachers and students.

The social distancing policy from COVID-19 has fatal consequences for the wheels of human life. The education sector was no exception to this policy.

The government's sudden decision canceled or moved the learning process from school to home has confused many parties. The unpreparedness of school stakeholders to carry out online learning is the main factor in this chaos, even though the government actually provided an alternative solution in assessing students as a condition for promotion or graduation from educational institutions during an emergency situation like today.

Based on the results of the questionnaire showed that students gave a negative response, this is because students do not directly get the subject matter from the teacher face to face. It proved by the result of questionnaire number 1. The student cannot pay attention when the teacher explained the material. There were 4 students (20%) responded Strongly Agree, 4 students (20%) responded Agree, 8 students (40%) responded neutral, 2 students (10%) responded disagree and 2 students (10%) responded Strongly disagree. Students are asked to study at home without coming to school as usual. In addition, teachers must also teach students online and Shift Learning System. Sometimes the students found it difficult, and at the end, they often complained about learning online and the shift learning process in English subjects still has impacts such as there are still students who do not take learning activities seriously, lack of understanding of students when given assignments by the teacher if their class does not entering, students are also less focused, less active and less participating in the learning process. such as the internet network is less supportive when their class is not in class. So this makes the shift learning process less effective.

The questioner number 2 about notes on learning materials given by the teacher. Based on the table above, from 20 total students it can be seen that 4 students (20%) responded Strongly Agree, 4 students (20%) responded Agree, 2 students (10%) responded neutral, 7 students (35%) responded disagree and 3 students (15%) responded Strongly disagree. It can be interpreted that the dominant students did not note the lessons given by the teacher in online learning.

The questioner number 3 about Students asked the teacher about the material they do not understand. For this statement, there were 3 students (15%) responded Strongly Agree, 5 students (25%) responded Agree, 8 students (40%) responded neutral, 4 students (20%) responded disagree. From the results of the questionnaire above, it showed that the dominant students were difficult in asking questions to the teacher, this was because the online learning process was applied.

From the questionnaire number 4, it showed that the Teacher-Guided Learning Pattern during the COVID-19 pandemic did not use a variety of learning media. It can be seen from the student respond of questionnaire, it showed from 20 total students it can be seen that 1 students (5%) responded Strongly Agree, 4 students (20%) responded Agree, 7 students (35%) responded neutral, 5 students (25%) responded disagree and 3 students (15%) responded Strongly disagree.

The statement of questioner number 5 was about students answer the questions asked by the teacher, there were 3 students (15%) responded Strongly Agree, 3 students (15%) responded Agree, 9 students (45%) responded neutral, 4 students (20%) responded disagree and 1 students (5%) responded Strongly disagree. It meant that the students. From the questionnaire about Teacher-Guided

Learning Patterns that did not show good results, Teacher-Guided Learning Patterns did not achieve maximum results for student learning patterns because students did not carry out face-to-face learning processes with teachers

Table 4.4
The result of Group Study Patterns/Discussion

Learning patterns	Indicator	Option				
		SS	S	N	TS	STS
Group Study Patterns/Discussion	Students are active discuss in Group learning	5 25%	10 50%	2 10%	3 15%	-
	Students solve problems together	5 25%	7 35%	5 25%	3 15%	-
	Students plan group activities	3 15%	9 45%	5 25%	3 15%	-
	Students organize the division of tasks in groups	4 20%	8 40%	6 30%	2 10%	-
	Students complete assignments in groups	5 25%	7 35%	5 25%	3 15%	-

Group learning pattern is a way of learning that is carried out in a group process. Group members relate to each other and participate, contributing to a common goal. Group Study Patterns/Discussion was one of learning pattern that used by the students of SMK Negeri 1 Langsa. It proved by the result of questioner that responded by student. There 5 students (25%) responded Strongly Agree, 10 students (50%) responded Agree, 2 students (10%) responded neutral, 3 students (15%) responded disagree. It meant that the most of student were active discuss in group learning.

In group study, students at SMK Negeri 1 Langsa solved problems together with their friend in group. This showed from the results of the questionnaire, there were 5 students (25%) responded Strongly Agree, 7 students

(35%) responded Agree, 5 students (25%) responded neutral, 3 students (15%) responded disagree. Students plan group activities. In completing the group assignments given by the teacher, the students planned activities together. It proved by the result of questioner, there were 5 students (25%) responded Strongly Agree, 7 students (35%) responded Agree, 5 students (25%) responded neutral, 3 students (15%) responded disagree.

Students organized the division of tasks in groups. The result showed that 5 students (25%) responded Strongly Agree, 7 students (35%) responded Agree, 5 students (25%) responded neutral, 3 students (15%) responded disagree. Students complete assignments in groups. In doing learning patterns in groups, students were required to complete assignments in groups. This was also one of the learning patterns used by students at SMK Negeri 1 Langsa. The result showed there were 5 students (25%) responded Strongly Agree, 7 students (35%) responded Agree, 5 students (25%) responded neutral, 3 students (15%) responded disagree.

2. The Problems and Solutions in Learning Faced By Student at SMK Negeri 1 Langsa

The learning process which was initially carried out face-to-face has turned into online learning because of COVID-19, the various parties involved have to adjust so that the learning process continues. Of course, online learning still has problems because most teachers and students have never done online learning. Obstacles are not only felt by teachers and students, parents of students also experience difficulties during this online learning process. This online

learning has a positive impact and a negative impact. Lack of public knowledge and differences in knowledge about technological advances make differences in the learning process in the community. Inhibiting factors in the online learning process can arise from outside the students and from within the students themselves.

Motivation is one of the crucial internal factors influencing students' academic performance among various factors. Motivation is one of the psychological factors that can affect student achievement. It is for the reason that, in motivation, there are dynamic elements in learning, such as emotions, attention, willingness, and others. Motivation not only grows from within the students themselves, but it can also arise from other people or the environment. Low motivation has been experienced by everyone, including students, as it is a situation where a student does not want to learn due to the difficulty in following the lesson. The reasons students become unmotivated are due to the teacher being unclear in delivering the lesson, having low self-confidence, dissatisfaction while learning, and personal problems from students. Students who have low learning motivation during the COVID-19 pandemic are due to the learning method provided by the teacher when learning takes place less than optimally, so that students also do not understand what is conveyed by the teacher who is teaching.

Based on the result of interview, the student said that

“I feel less motivated when studying online during the pandemic, because when I study online I feel bored and the media provided is monotonous. The difficulty I feel is the difficulty of managing time at home. Because during offline learning, students only focus on learning at school, but during online learning students spend a lot of time at home and have to finish their work at home. This makes

online learning difficult, especially if we have to do a lot of tasks but still don't understand it”.

The solution to the lack of motivation possessed by students, namely teachers were required to provide motivation to students so as not to get bored in online learning, sophisticated technology can be used by teachers to entertain students when students get bored with delivering material where students are given the opportunity to watch videos that can encourage students, laptop media, and applications that can be used by teachers such as quiz games. This can help teachers in motivating students.

The problems faced by students at SMK Negeri 1 Langsa include the lack of student awareness of the importance of literacy and the collection of portfolio assignments which often hinder online learning. Assignments that were supposed to be submitted within one week's grace period were often delayed to two weeks and some even did not collect them at all. In addition, students who are less active and not interested in participating in learning even though they are supported by adequate facilities in terms of the availability of mobile phones, computers or laptops, and internet networks.

There are some students who did not have mobile phones or laptops that are used as online learning media. If students have it, it must belong to their parents. So when learning online they have to take turns with their parents, after parents finish their work or after work, they can take lessons or complete assignments during the day, afternoon or evening, while the general schedule is online learning at school in the morning until noon. In addition, students also have

difficulty participating in online learning due to the lack of an adequate internet network, so that they are left behind in learning materials. This is because some of the students' parents have middle to low economics so that some of the students do not participate in online learning.

Furthermore, students experience boredom during online learning because they have been studying from home for quite a while plus they also cannot meet their friends or teachers directly so they feel bored and lazy in participating in learning. Students required to study independently from home. Sometimes the assignments given by the teacher are too many, making students burdened so that it is not appropriate to collect their assignments. Usually this is because many students let their assignments pile up until the schedule set by the teacher and is done in a hurry. Giving this assignment also does not guarantee that students study at home. Therefore, students need motivation in online learning.

In overcoming problems faced by students in online learning, for students who do not have online learning support devices or students usually only take turns with their parents in using devices such as hand phones and students who do not have internet packages (internet quota), this can be done by completing assignments manually without being done directly on the device media and when finished students can collect these assignments at school through parents, the important thing is that students continue to study at home. The researcher also believes that to overcome this problem, the Government is also obliged to help and provide policies by opening free online application services in collaboration with internet service providers and applications to assist the online learning

process. In overcoming the problems faced by students in online learning, many students also study together with their peers, both in doing assignments and discussing material that has not been understood.

B. Analysis

Based on the result findings above, the research conducted by the researcher on students in learning English during the COVID-19 Pandemic at SMK Negeri 1 Langsa, the most widely used learning pattern by students was the Independent Learning, Group Study Patterns/Discussion and Tutor Guided Learning Patterns.

The independent learning pattern is a learning pattern that can be done by every individual anywhere, in any condition, and at any time. Independent learners have the freedom to learn by studying the subject matter by reading modules or viewing and accessing e-learning programs. In the independent learning pattern, an individual must carry out learning planning activities independently which includes goals, target values, or appropriate learning strategies, determining study times that are in accordance with other activities. The independent learning pattern used by students is by preparing their own textbooks without being asked by teacher, Students read their own textbooks in class if the teacher has not yet entered to give the explanations, Students take notes important to study, Students asked the teacher about the material that has not been understood, then the Students try to do their own work.

The group study pattern used by students is to make students more interested in learning, so that online learning during a pandemic becomes more interesting. In educational interactions, students do not always learn individually, they also need to be divided into several study groups. The grouping pattern must pay attention to individual differences learners. These considerations can be on the basis of biological, intellectual, or psychological differences. The pattern of grouping students has variations, it can be according to the pleasure of friends, in addition to the ability of students, or it can also be according to the interests of students. Other patterns such as group formation are given to students, arranged by the teacher himself, or arranged by the teacher at the suggestion of the students. Students solve problems together students plan group activities; students organize the division of tasks in groups students complete assignments in groups.

Then, the learning patterns used by the students was tutor guided learning patterns. The pattern of guided learning by peer tutors is also commonly referred to as peer tutoring, which is a learning pattern with the help of a competent student to teach other students related to the tasks given by the teacher either done at school or at home. Students who become tutors serve as facilitators who act as teachers, mediators, co-workers, coaches, or role models. Peer tutor learning is a learner-centered learning activity. This learning will be successful if there is reciprocity between peers who jointly plan and facilitate learning activities and can learn from joint learning activities. Friends in the learning process are very important, when facing difficulties, students are often more daring to ask friends than teachers or instructors. Tutor guided learning patterns tutor guided learning

patterns used by students were the teacher asked to smart students to help friends who don't understand about the lesson, peer tutors help their friends in doing assignments, peer tutors provide an explanation of material that has not been understood by friend , the students asked to friends about lessons that have not been understood, peer tutors answered the question asked by friends.

The problem face by the student in learning English during the COVID-19 Pandemic at SMK Negeri 1 Langsa were low motivation, lack of student awareness of the importance of literacy and the collection of portfolio assignments which often hinder online learning. Assignments that were supposed to be submitted within one week's grace period were often delayed to two weeks and some even did not collect them at all. In addition, students who are less active and not interested in participating in learning even though they are supported by adequate facilities in terms of the availability of mobile phones, computers or laptops, and internet networks.

The students experience boredom during online learning because they have been studying from home for quite a while plus they also cannot meet their friends or teachers directly so they feel bored and lazy in participating in learning. Students required to study independently from home. Sometimes the assignments given by the teacher are too many, making students burdened so that it is not appropriate to collect their assignments. Usually this is because many students let their assignments pile up until the schedule set by the teacher and is done in a hurry. Giving this assignment also does not guarantee that students study at home. Therefore, students need motivation in online learning.

In overcoming the problems faced by students in online learning, for students who do not have online learning support devices or students usually only take turns with their parents in using devices such as mobile phones and students who do not have internet packages, this can be done by completing tasks manually without done directly on the media device and after completion students can collect these assignments at school through parents, the important thing is that students continue to study at home. Researchers also believe that to overcome these problems, the Government is also obliged to assist and provide policies by opening free online application services in collaboration with internet service providers and applications to assist the online learning process. Furthermore, there are also many students who study together with their peers, both in doing assignments and discussing material that has not been understood to overcome the problems faced by students in online learning.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of research above. Here, the researcher drew some concluding remarks based on the statements of the problem of this research.

1. Based on the result findings above, the research conducted by the researcher on students in learning English during the COVID-19 Pandemic at SMK Negeri 1 Langsa, the most widely used learning pattern by students was the Independent Learning. It used by by preparing their own textbooks without being asked by teacher, Students read their own textbooks in class if the teacher has not yet entered to give the explanations, Students take notes important to study, Students asked the teacher about the material that has not been understood, then the Students try to do their own work. Group Study Patterns/Discussion, it used by the students solve problems together students plan group activities; students organize the division of tasks in groups students complete assignments in groups. Then, Tutor Guided Learning Patterns, it used by students were the teacher asked to smart students to help friends who don't understand about the lesson, peer tutors help their friends in doing assignments, peer tutors provide an explanation of material that has not been understood by friend , the students asked to friends about lessons that have not been understood, peer tutors answered the question asked by friends.

2. The problem face by the student in learning English during the COVID-19 Pandemic at SMK Negeri 1 Langsa were low motivation, lack of student awareness of the importance of literacy and the collection of portfolio assignments which often hinder online learning, students who are less active and not interested in participating in learning even though they are supported by adequate facilities in terms of the availability of mobile phones, computers or laptops, and internet networks. In overcoming the problems faced by students in online learning, completing assignments manually without being done directly on media devices and after completion students can collect these assignments at school through parents, the important thing is that students continue to study at home. Open a free online application service in collaboration with internet service providers and applications to help the online learning process. In addition, many students study together with their peers, both in doing assignments and discussing material that has not been understood to overcome the problems faced by students in online learning.

B. Suggestion

Based on the conclusion above, the researcher would like to give some suggestion as follows;

1. For the students

In learning, every student should available in all conditions. For the E-learning process, students should prepare their quota, stay in a place that

has good network before they start to learn, and they should set aside funds to buy a quota for e-learning.

2. For the teacher

The teacher should consider every decision about the learning process for students. Teachers should be able to use technology to teach during the pandemic. Teachers should be creative to deliver and explain their teaching material. Teachers should make it easier for students to communicate with them.

3. For the further researcher

The researcher realized that this research still has some deficiencies at all. Because of that, the researcher suggests to the further researcher who has related research with this research, to conduct research that can give many positive impacts in teaching and learning.

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ANGKET INSTRUMEN PENELITIAN

Identitas responden

1. Nama : _____
2. Jenis kelamin : _____
3. Kelas : _____

KUESIONER PENELITIAN

PETUNJUK PENGISIAN :

Berdasarkan atas pengalaman siswa/i. Berilah tanda centang (✓) pada bobot nilai alternative jawaban yang paling merefleksi siswa/I pada setiap pertanyaan. Instrumen ini disusun dengan menggunakan skala likert terdiri dari 25 pertanyaan yang akan diisi

Keterangan nilai :

Sangat setuju (**SS**), Setuju (**S**), Ragu – Netral (**N**), Tidak setuju (**TS**), Sangat tidak setuju (**STS**)

Learning patterns	Indicator	Option				
		SS	S	N	TS	STS
The Independent Learning	Students prepare their own textbooks without being asked					
	Students read their own textbooks in class if the teacher has not yet entered					
	Students take notes important to study					
	Students ask the teacher about the material that has not been understood					
	Students try to do their own work					
Tutor Guided	Peer tutors help their friends in doing assignments					

Learning Patterns	Peer tutors provide an explanation of material that has not been understood by friend					
	Students ask to friends about lessons that have not been understood					
	The teacher asks to smart students to help friends who don't understand about the lesson					
	Peer tutors answered the question asked by friends					
Teacher-Guided Learning Pattern	Students pay attention when the teacher explains the material					
	Notes on learning materials given by the teacher					
	Students ask the teacher about the material they do not understand					
	Teachers use media in the learning process					
	Students answer the questions asked by the teacher					
Group Study Patterns/Discussion	Students are active discuss in Group learning					
	Students solve problems together					
	Students plan group activities					
	Students organize the division of tasks in groups					
	Students complete assignments in groups					

INTEVIEW QUESTIONS

1. Bagaimana persiapan yang anda lakukan sebelum memulai pelajaran?
2. Apa yang anda lakukan jika guru yang mengajar terlambat masuk, dan kenapa?
3. Apakah anda membuat catatan dan jadwal keseharian? Mengapa?
4. Bagaimana cara anda menyelesaikan tugas yang diberikan guru?
5. Apakah anda pernah mengulang pelajar dirumah?
6. Apakah anda pernah meminta bantuan/penjelasan kepada teman yang lebih pintar, mengapa?
7. Bagaimana sikap anda, saat ada teman sebaya yang memberikan penjelasan kepada anda?
8. Bagaimana sikap anda saat guru sedang mengajar dikelas, mengapa?
9. Menurut anda, apakah membuat catatan terkait apa yang guru jelaskan itu penting? mengapa?
10. Bagaimana sikap anda saat guru mengajukan pertanyaan kepada anda?
11. Bagaimana sikap anda ketika ada materi pelajaran yang belum anda mengerti?
12. Apakah anda menyukai pembelajaran dalam kelompok?
13. Bagaimana sikap anda ketika menyelesaikan masalah yang terjadi dalam kelompok belajar?
14. Bagaimana tanggung jawab anda saat dalam kelompok belajar?
15. Diantara pola belajar mandiri, belajar dibimbing teman sebaya, belajar dibimbing guru dan belajar dalam kelompok, menurut anda manakah pola belajar yang paling efektif bagi anda?
16. Apa saja yang menjadi faktor penghambat dalam diri anda untuk melaksanakan pembelajaran?
17. Faktor dalam diri apa? Yang paling sering anda hadapi dalam melaksanakan pembelajaran?
18. Bagaimana cara anda menyelesaikan hambatan dalam diri anda dalam melaksanakan pembelajaran?
19. Apa saja yang menjadi faktor penghambat dari luar diri anda dalam melaksanakan pembelajaran?
20. Faktor dari luar diri apa? Yang paling sering anda hadapi dalam melaksanakan pembelajaran
21. Bagaimana cara anda menyelesaikan hambatan dari luar diri anda dalam melaksanakan pembelajaran?