

**TEACHERS' PERCEPTION OF LEARNING ENGLISH ONLINE
DURING COVID-19 PANDEMIC IN ACEH TAMIANG**

SKRIPSI

Submitted

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Degree (S1)

Study Program : English Department

Tarbiyah and Teacher

Training Faculty



**MINISTRY OF RELIGIOUS AFFAIRS
STATE INSTITUTE OF ISLAMIC STUDIES**

LANGSA

2021

STATEMENT OF APPROVAL

**TEACHERS' PERCEPTION OF LEARNING ENGLISH ONLINE
DURING COVID-19 PANDEMIC IN ACEH TAMIANG**

Submitted to the Faculty of Tarbiyah and Teachers' Training
State Institute of Islamic Studies (IAIN) Langsa as Fulfilment of the Requirements
For the degree of *Sarjana Pendidikan (S.Pd)* of English Education

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Friday, August 2021 M
9 Muharram 1442 H

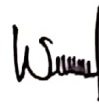
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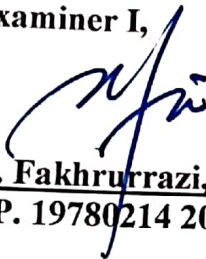
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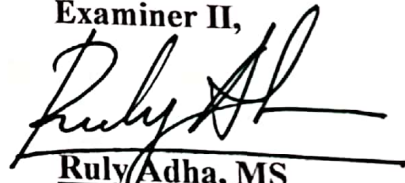
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Menyatakan dengan sebenarnya bahwa skripsi yang ditulis dengan judul *“Teachers’ Perception Of Learning English Online During Covid-19 Pandemic In Aceh Tamiang ”* untuk memperoleh gelar Sarjana Pendidikan merupakan hasil karya saya sendiri.

Apabila di kemudian hari terbukti atau dapat dibuktikan bahwa skripsi ini adalah hasil jiplakan, maka saya bersedia menerima segala sanksi yang diberikan atas perbuatan saya tersebut.

Langsa, 02 Agustus 2021

embuat pernyataan



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ACKNOWLEDGEMENT


First of all, the researcher would like to thank Allah the Almighty for giving her strength, health, trust to accomplish this thesis entitled "*Teachers' Perception of Learning English Online During Covid- 19 Pandemic in Aceh Tamiang*". Praise be upon Prophet Muhammad sallallaahu 'alaihiwasallam who had brought the *ummah* to the right path of life.

The researcher realized that in carrying out and writing this thesis, many people have given their valuable suggestion, guidance, advices, sacrifices, and assistance for the completion of writing this thesis. Therefore, the writer would like to express her deepest sincerely appreciation to:

1. The researcher's parents, Alm. Abdul Hamid and Arbaiyah, who always educate, encourage, pray, and provide material and nonmaterial support, so the researcher could finish writing her thesis.
2. The researcher's supervisors, Nina Afrida, M.Pd and Wahidah, M.Ed for their assistance in guiding, encouraging, and advising her to complete writing this thesis.
3. Her sister NurElviHusna, S.Pd, who helped me and supported me in completing this thesis.
4. All her best friends, LinaAgustina, Sri Melinda and Bisbasun, who always supported the researcher in writing the thesis.
5. For the names who have not been mentioned above, May Allah SWT be with us, Aamiin.

Finally, the researcher hopes this thesis could provide valuable and useful information for the readers. The reseacher sincerely appreciates all the critics and suggestions and will accept all of it.

Langsa, August 02, 2021
The writer,



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ABSTRACT

Maulida Rizkina, 2021. Teachers' Perception Of Learning English Online During Covid-19 Pandemic In Aceh Tamiang Academic Year 2021/2022

Supervisor(1). Nina Afrida, M.Pd (2). Wahidah M.Ed

The purposes of the research were to investigate the perception of English subject teacher of learning English online during Covid-19 pandemic and to find out how teachers' managing of English online learning process during the covid-19 pandemic. The research used a descriptive qualitative method. Data collection used 2 instruments, namely questionnaires and interviews. The researcher shared the questionnaire to the participants. The researcher collected the questionnaire. The researcher interviewed the teachers. The researcher classified the answers based on the questions. In the research finding, researcher made several points as follow understanding, recognize, knowledge, social interaction, acceptance, response, and solution in collecting data. The research result showed that the teachers' perceptions use learning applications included Google classroom, Zoom Meeting, and WhatsApp Group was not effective.

Keywords: *Covid-19, Online learning, teacher's perceptions, study*

CHAPTER I INTRODUCTION

A. Background of Study

In the current Covid 19 pandemic era, we are forced to change all system in learning. Students starting to learn offline to online. According CNN Indonesia that Thousands of schools in the country, including Indonesia are closing schools in an effort to stop the spread of COVID-19.¹ Because of this, schools in Indonesia are moving to learning online. including all schools in aceh tamiang.

According McAleer, Coronavirus disease 2019 (COVID-19) originated from Hubei Province of the People's Republic of China has become a current pandemic over the world. Many countries have been affected by this virus.² In late January 2020 Velayan and Meyer said a global health emergency state was announced by the WHO Emergency Committee as COVID-19 confirmed cases have been increasing internationally.³ Therefore, to avoid the spread of this virus, every school in Aceh Tamiang implements a health protocol for teachers, students, school principals and staff who enter the school environment.

¹CNN Indonesia, *Studi Pertanyaan Efektivitas Penutupan Sekolah Cegah Corona* 2020

²McAleer, *Prevention Is Better Than the Cure: Risk Management of COVID-19* 2020, 8

³Velavan, T. P., & Meyer, C. G. *The COVID-19 Epidemic. Tropical Medicine and International Health* 2020, 10

Since the entry of corona in Indonesia In 1 April 2020, the number of confirmed COVID-19 cases in Indonesia has reached more than 1.500 cases (WHO, 2020). Moorhouse said The National Disaster Management Authority of Republic of Indonesia has decided to extend the period of disaster emergency caused by COVID-19 pandemic until 29 May 2020. The global spread of COVID-19 pandemic causes class suspensions resulting in the needs of online learning.⁴ Because of this, schools were forced to stop studying face to face and to move to online learning. As we know schools in Indonesia before corona came we are never used online learning, especially in Aceh Tamiang. From this situation, researcher was interested in knowing and conducted a study to find out how teachers's perception about online learning and how teachers manage online classes.

Because of this situation, it is not possible to learn face to face at school. The use of online learning systems is an effort that can be made to overcome problems and make it easier for students to access learning material. Riyanda, Herlima, and Wicaksono explain that some things that can be done during a brave (courageous) lesson are to communicate and discuss online.⁵

⁴Moorhouse, B. L, *Adaptations to a Face-to-Face Initial Teacher Education Course 'Forced' Online due to the COVID-19 Pandemic.* 2020, 13

⁵Riyanda, A. R., Herlima, k., & wicaksono, B. A. (2020). *Evaluasi implementasi sistem pembelajaran daring*, 2020, 32

Teaching and learning process must follow health protocols such as studying at home. However, teachers must come to school even though they study online. Some students also must come to school to collect assignments and also ask questions about lessons they do not understand. However, they are allowed to come by following health protocols such as wearing masks and also keeping distance each other when learning was still doing online.

When learning begins offline, classes are divided into two sessions. They will take turn in learning process. Meanwhile, students who learn by online will study through whatsapp via Whatsapp, Google Classroom, and Zoom Meeting. For those who study at home, the school provides a journal for the parents of students that contains the material and assignments given by the teacher. It aims to ensure students can learn something wherever they are.

The researcher started to make observations when she was PPL at SMKN 1 Karang Baru. The researcher was interested in lifting this title to be used as a research. To find out how teachers' perception of learning english online during covid 19 pandemic in Aceh Tamiang. The aim of the researcher took this title because she is curious how the learning process was during Covid-19.

There have been a lot of complaints from teachers during this pandemic. Out of 30 students only 10 of them are taking online learning. Students provide several reasons why they are not present at the

online meeting such as no signal, no mobile data and so on. There are also other obstacles that are felt by the teacher, namely when the teacher gave homework. There was little enthusiasm for the students to collect the homework.

Gonzalez and Louis stated that Online learning researches usually explore stand-alone online learning tools, instructional methodologies or techniques, unique environments within a blended learning program, and comparison between classroom-based and fully online learning. The emphasis is commonly on the students' attitude, perception, assessment, evaluation, satisfaction, and performance.⁶ But as we know schools in Aceh Tamiang are the first to teach using learning applications. From this, researchers are interested in knowing how teachers teach online and how teachers deal with obstacles that occur.

This paper starts with a literature review on how teachers engage with online language teaching, followed by an evaluation of how online tuition was introduced alongside face-to-face teaching in a language distance learning course, focusing on the teachers' own perception and experiences of the process.

According to Kubanyiova to make sense the success of their online experience by examining: first, how teachers' values, identity and notion of

⁶Gonzalez, D., & Louis, R. St. *Online Learning*. In J. I. Liantas (Ed.), *The TESOL Encyclopedia of English Language Teaching* 2018, 18

self impact on their engagement with the learning that is required as part of their new roles.⁷ From this, the researcher explored the opinions that emerged by questionnaires and interview.

The distinctive role of online teachers referred to in the literature variously moderator, facilitators and the new pedagogies and skills that they need to develop to become effective in the online medium have been established for sometime according salmon⁸. In the specific area of language teaching some researchers have worked to identify the particular skills that online language teachers require Hampel & Stickler⁹. And other work has focused on teachers' own experiences and perception on their readiness and willingness to engage with new technologies in the language classroom Wiebe and Kabata¹⁰

B. Research Questions

1. What was the perception of English subject teachers of Learning English Online During Covid-19 pandemic?
2. How did teacher manage learning English online during Covid-19 pandemic?

⁷Kubanyiova, *Possible Selves in Language Teacher Development*. In: Do ̄rnyei, Z. and Ushioda, E. (eds.), *Motivation, Language Identity and the L2 Self* 2009, 341

⁸ Salmon, G. *E-moderating: The Key to Teaching and Learning Online* 2003, 46

⁹Hampel, R. and Stickler, U. *New skills for new classrooms: Training tutors to teach languages online*. *Computer Assisted Language Learning* 2005, 311

¹⁰ Wiebe, G. and Kabata, K. *Students' and instructors' attitudes toward the use of CALL in foreign language teaching and learning*. *Computer Assisted Language Learning* 2010, 221

C. Object of Study

1. To investigate the perception of English subject teacher of learning English online during Covid-19 pandemic
2. To find out how teachers cope of English online learning process during the covid-19 pandemic.

D. Significances of Study

The result of this study are expected to be beneficial both theoretically and practically elaborated in the following section:

1. Theoretically

Theoretical Benefits Contributes to knowledge about the development of web-based E-Learning as an appropriate, effective, innovative and usable learning medium for ICT learning, and can improve student learning outcomes.

2. Practically

- a. For teacher

1. Assisting teachers in implementing individual, interactive, and creative learning with extensive learning resources (open source).
2. Teachers can facilitate the development of potential, learning styles, and diverse student learning needs.
3. Teachers are motivated to develop E-Learning.

- b. For student

1. Students can carry out ICT learning anywhere and anytime if this E-Learning is used optimally.
 2. Students can learn according to their abilities and interests.
 3. Students have extensive learning resources.
- c. For school
1. The availability of alternative learning resources that can be used in interactive learning activities.
 2. Supporting technology development in the school environment.

E. The scope of study

In this research, The researcher focused to find out teachers' perception of learning English online during the pandemic in Aceh Tamiang. There are several high schools that will be researched in Aceh Tamiang. They are SMK 1 Karang Baru, SMK 2 Karang Baru, and SMK 3 Karang Baru. There are three forms of online learning, they are Web Course (using Google Meet application), Web-Centric Course (using Google Classroom application) and Web-Enhanced Course (using EdX application) to be searched and the researcher would find the teachers' perception of the forms of online learning.

F. Terminology

A brief definition of this research are:

1. According to Dabbagh dan Ritland, online learning is an open and distributed learning system using pedagogical tools (educational aids), which are made possible through the internet and network-based

technology to facilitate the formation of learning and knowledge processes through meaningful action and interaction.¹¹

2. According to Bonk Curtis J, he conveyed that in the Training in online World survey, the concept of online learning is the same as e-learning. Meanwhile, according to The Report of the Commission on Technology and Adult Learning in Bonk Curtis J, e-learning defines as "instructional content or learning experiences delivered or enabled by electronic technology".¹²
3. According to Mulyana, perception is the core of communication, while interpretation is the core of perception, which is identical to back-coding (decoding) in the communication process. Furthermore, Mulyana stated that it is the perception that determines the selection of a message and ignores other messages.¹³

¹¹Dabbagh, N. and Ritland. B. B, *Online Learning, Concepts, Strategies And Application*. Ohio: Pearson, 2005), hal 67.

¹²Bonk Curtis, *Empowering online learning: activities for reading, reflecting, and doing* 2008, 98

¹³Deddy Mulyana, *Ilmu Komunikasi Suatu Pengantar*. 2000, 45

CHAPTER II

REVIEW OF LITERATURE

A. Perception

1. Definition of perception

Perception contains a internal process of knowing and evaluate the extent to which we know opinionsother people about an object or issue. In this process the sensitivity inone's self to the environment starting to show. Way of looking at determine the resulting impression of perceptual process.The interaction process cannot be separated from one's point of view or perception one individual to another, thus bringing up what this is called teacher's perception. The teacher's perception will produce an assessment of the issues that occur in education.

Sarlito W. Sarwono argued that perception in general is a process of obtaining, interpreting, selecting and arranging sensory information. Perception takes place when a person imitates a stimulus from the outside world that is captured by his assisting organs which then enters the brain. Perception is a process of seeking information to be understood using sensory tools.¹⁴

Slameto described perception as a process that involves the entry of messages or information into the human brain, through human perception of

¹⁴Sarlito W Sarwono . 2010. *Pengantar Psikologi Umum* 2010, 24

continuous relationships with the environment. This relationship is done through the senses, namely the senses sight, listener, touch, taste, and smell.¹⁵

Barry in his study reveals that perception is the set of the process by which we recognize, organize, response and make stimuli in our environment. The sky distinction between the two main theories of perception is emphasizing each gives to the role of sensation and higher cognitive process perception.¹⁶

Lindsay and Norman stated that perception as the process by which organism interpret and organize sensation to produce a meaningful experience of the world. Sensation usually refers to the immediate, relatively unprocessed result of stimulation of sensory receptors in the eyes, ears, noses, tongue, or skin.¹⁷

From all the definitions above, the researcher concludes that all of them have something in common. All definitions describe perception as a process or phenomenon by which a person perceives any object and interprets it. It involves our five sense organs and the brain, which helps in interpreting and regulating the whole process. Thus, all definitions generally define Perception as the process by which a person receives information through the sense organs. The incoming stimuli interact with the information stored in the

¹⁵Slameto, *Belajar dan faktor-faktor yang mempengaruhinya* 2010, 102

¹⁶Barry, *A Study of Students Perception in English Classes* 1998, 48

¹⁷Lindsay P, Norman DA, *Human information processing: An Introduction to Psychology* 1977, 112

brain (memory) to increase perception. It is a process by which a person interprets the various stimuli received and forms a picture of the world. Stimulation is received through the sensory organs, namely the eyes, ears, nose, mouth and skin and is regulated by the brain. It is then stored as information.

2. perception process

There are three processes in perception including selection, organization, interpretation.¹⁸

a. Selection

Selection is the first process of perception, during which we convert the environment stimuli into meaningful experience. In daily life we are bombarded constantly by such a large variety of information that at a blink moment we may encounter these stimuli: the words we are hearing, the witness of an accident, the ticking of a clock, to name but a few. Since our world embraces everything, these are countless stimuli arriving at our sensory organs simultaneously and waiting to be processed.

b. Organization

The second stage in perception process is organization. After selecting information from the outside world, we need to organize it in some way by finding certain meaningful patterns. This organization stage is

¹⁸ Bimo walgito, *pengantar psikologi umum* 2004, 88

accomplished by putting things or people into categories, and that is why it is also termed categorization by some researchers. In this stage of perception, the social and physical events or objects we encounter will immediately have shape, color, texture, size, etc. For instance, when asked what a human being is, some people may describe it from the perspective of skin color, others from that of race or nationality. If we close our eyes and think what our university library is, we experience an organized environment with an internal and external structure.

c. Interpretation

The third stage in perception is interpretation, which refers to the process of attaching meaning to the selected stimuli. Once the selected stimuli have been categorized into structured and stable patterns, we try to make sense of these patterns by assigning meanings to them. But different people may give different interpretations of the same stimulus. For instance, a police officer's arriving at the crime spot can be interpreted differently the victim may regard it as soothing and relief-giving, but the criminal will definitely be frightened by it.

B. Online Learning

Online learning is carried out due to the spread of the corona virus in Indonesia. This forced the government to change the offline learning system to online learning. learning is done remotely using learning applications such as Zoom meetings, Classroom management, Whatsapp Groups. As khasanah

said in her writing that students take advantage of their learning methods through certain applications. Education must still have access and use of equal access, so that learning policies are bravely felt to represent and reach elementary school children, so that they continue to study even at home.¹⁹

Online learning Practices during the Covid 19 Pandemic are indeed not abolished in schools, but learning practices are still carried out online or remotely using several applications such as Zoom Meeting, Classroom, Whatsapp, etc. The application made it easier for teachers to monitor learning during the pandemic. because it is hoped that even at home the child will continue to carry out learning activities and the teacher teaches, even though it was done online.

The linkage of the material provided by teacher in students' life skills is able to build student creativity and make students healthier because of playing and learning. In carrying out learning activities the learning model is as long as students study from home and the points on how students use it use the online learning model, namely google meetings so that they can monitor student learning. How to overcome learning difficulties for students who study from home, more often or actively provide more enjoyable learning, not only by giving assignments but by direct practice. about learning with parents by frequently communicating via wa or other supporting applications.

¹⁹Khasanah, D. R. A. U., Pramudibyanto, H., & Widuroyekti, B. *Pendidikan Dalam Masa Pandemi Covid-19*2020, 41

The Covid 19 outbreak has hit the world, as well as what has happened in Indonesia, so the stay at home program was implemented as an effort to suppress the expansion of Covid-19. To comply with the government program, the learning mode has been changed to virtual classrooms, so that students still have their right to acquire knowledge but remain safe at home.

Buana explained the steps that have been taken by the government to be able to solve this extraordinary case, one of which is by socializing the social distancing movement. This concept explains that in order to reduce or even break the chain of Covid-19 infection, one must maintain a safe distance from other humans of at least 2 meters, and not make direct contact with other people, avoiding mass gatherings.²⁰

Learning English online requires good internet access to facilitate the learning process. In fact, there are limitations in internet accessibility hardware and software, as well as financing are often obstacles in maximizing online learning resources Yaumi²¹.

1. Definition of online Learning

According to Collins Online Learning is defined as the creation and proliferation of personal computers, the globalization of other human ideas and actions, and the use of technology in exchanging ideas and providing access to more people. Audio, video, computer, and network technologies are

²⁰Buana, D. R., *Analisis Perilaku Masyarakat Indonesia dalam Menghadapi Pandemi Virus Corona (Covid-19) dan Kiat Menjaga Kesejahteraan Jiwa* 2020, 40

²¹ Muhammad Yaumi, *Media Dan Teknologi Pembelajaran* 2018, 32

often combined to create diverse instructional delivery systems. The basic method for uniting distance learning instructors with remote students is networking.²²

Thomson found that online learning is also suitable for gifted students because the approach is more individualized and more student-centered. Overall, most studies of the effectiveness of internet and internet-based language learning materials highlight the findings that they create a new, conducive and encouraging environment for students.²³

According to Ally Online Learning as the use of the Internet to access learning materials; to interact with content, instructors, and other students; and to get support during the learning process, to gain knowledge, to build personal meaning, and to grow from learning experiences.²⁴

According to Dabbagh dan Ritland, online learning is an open and distributed learning system using pedagogical tools (educational aids), which are made possible through the internet and network-based technology to facilitate the formation of learning and knowledge processes through meaningful action and interaction.²⁵

²²Collins, S, *IT and accelerated learning: the perfect combination. Training Journal. October 2002*, 18

²³Thomson, L. D, *Beyond the Classroom Walls: Teachers' and Students' Perspectives on How Online Learning Can Meet the Needs of Gifted Students 2010*, 89

²⁴Ally, M, *Foundations of educational theory of online learning. 2008*, 21

²⁵Dabbagh, N. and Ritland. B. B, *Online Learning, Concepts, Strategies And Application. 2005*, 67

Of all definitions of online learning. The researcher concluded that online learning is learning that is carried out indirectly or not face to face between students and teachers. here the teacher provides learning using learning applications by connecting to the internet network. teachers provide online learning models that can simplify the student learning process.

In Aceh Tamiang students use several forms of technology (usually computers and cellphones) to access learning materials, students use technology to interact with teachers and other students, in the form of online learning support. In Online Learning is learning that is done electronically using computers and media network-based. Online learning is also known as applications learning, online learning, internet based learning, virtual learning or web based learning.

Some characteristics of online learning by dabbagh Dabbagh and Ritlandare: (1) integrated learning material, (2) fixed learning time / definite time, (3) controlled by the teacher / instructor, (4) unidirectional / linear learning, (5) The selected information source has been edited, (6) the information source is fixed, (7) the technology used is known.²⁶

2. Forms of Online Learning

According to Hardjito there are three forms of online learning as the basis for developing learning systems by utilizing the internet, namely: ²⁷

²⁶Dabbagh, N. and Ritland. B. B, *Online Learning*, Concepts 2005, 81

²⁷Hardjito, *Internet Untuk Pembelajaran. Jurnal Teknologi Pendidikan*. 2002, 80

a. Web Course

Web Course is the use of the internet for learning purposes, all teaching materials, discussions, consultations, assignments, exercises, and examinations are fully delivered via the internet.

b. Web-Centric Course

Web-Centric Course is learning with some learning materials and exercises delivered through the internet while examinations and some consultations, discussions, and exercises are conducted face to face.

c. Web-Enhanced Course

Web-Enhanced Course is the use of the internet for education to support the improvement of the quality of teaching and learning activities in the classroom, in this form the main learning activities are face-to-face activities in class. The role of the internet in the Web-Enhanced Course is to provide very rich resources by giving addresses or making connections to various suitable learning resources that can be accessed online, to increase the quantity and expand communication opportunities between teachers and students reciprocally.

C. Advantages and disadvantages of online learning

1. Advantages of online learning

Online learning has the following advantages:

- The availability of e-moderating facilities where teachers and students can communicate easily through the internet facilities regularly or whenever communication activities are carried out without being limited by distance, place and time. Online learning also has the advantage of being able to foster self-regulated learning.
- Teachers and students can use structured teaching materials scheduled via the internet.
- Students can study teaching materials at any time and anywhere
- If students need additional information related to the material that they learn, they can use the internet to search.
- Both teachers and students can conduct discussions via the internet can be followed
- Relatively more efficient. For example, for those who live far from universities, conventional colleges or schools can access it

2. Disadvantages of online learning

According to Taufik, E-Learning is also inseparable from various shortcomings, namely as follows:²⁸

- Lack of interaction between teacher and students or even between students themselves, can slow down the formation of values in the learning process.

²⁸Taufik.net, *Kelebihan Dan Kekurangan*. 2010, 1

- The tendency to ignore academic or social aspects and instead it encourages a business or commercial aspect.
- The learning and teaching process tends towards training rather than education.
- Changing the role of the teacher from mastering learning techniques conventional, now required to master learning techniques with using ICT (Information Communication Technology).
- Students who do not have a motivation tend to fail.
- Not all places have internet facilities (related to the problem availability of electricity, telephone and computer)

D. Effectiveness of online learning

The effectiveness of learning can be identified through the behaviors, students or learners who are effective in the classroom, and also most of the circumstances in which the learning process takes place. These learner behaviors are referred to as general behavior, which includes speed, feedback, and modeling. In addition, learners must understand about the goals (what) are expected of them with regard to the various responses to the stimuli they face. Learning will be more effective if learners can be actively involved.

Clark & Mayer said that learning through this online network system includes four important things. The four things are as follows: 1) the content presented has relevance to the specific learning objectives to be achieved, 2) uses learning methods through examples and exercises to help learners' learning, 3) uses media such as pictures - pictures and words to present content and methods, and 4) develop and build new knowledge and skills according to individual and organizational improvement goals.²⁹

Computers have the ability to present information in various forms (for example in the form of printed materials, visuals or videos, and sound and music recordings) so a computer can be said to be a boundless library. In the context of online learning, students can interact quickly and directly with two-way text, images, sound, data, video, the resulting interactions can lead to changes in the role of lecturers-teachers and learners. This change in role appears in the access to messages or learning information without having to wait for the teacher's presence in class. Messages or information can be accessed anytime and anywhere. In addition, students can learn from other learners

Following learning by online made students to feel the psychological pressure from peers that they usually experience when taking face-to-face learning. The absence of the teacher directly or physically also causes students to feel less awkward in expressing ideas. The presence of

²⁹Clark, R.C., & Mayer, R.E, *E-Learning and the Science of Instruction*. 2003, 67

physical barriers and space and time limitations makes students more comfortable in communicating Sun et al.,³⁰. Furthermore, online learning eliminates feeling awkward, which in turn makes students dare to express questions and express ideas freely.

The use of online applications is able to increase learning independence. The results of the study also reported that not a few students had difficulty understanding the material provided online.³¹ Teaching materials are usually delivered in the form of reading that is not easily understood by students. They assume that attending the assignment is not sufficient because it needs explanation directly by the teacher.³²

E. Learning by Applications

Some schools use learning applications as follows:

1. Whatsapp group

As a social media chat, Whatsapp make it easier for users to interact communicate and interact as well online and not too cost too much in use. students can communicate well using text, sound and video.

2. Google Classroom

³⁰ Sun, P. C., Tsai, R. J., Finger, G., Chen, Y. Y., & Yeh, D, *What drives a successful eLearning? An empirical investigation of the critical factors influencing learner satisfaction* 2008, 17

³¹ Oknisih, N., & Suyoto, S, *Penggunaan Aplen (Aplikasi Online) Sebagai Upaya Kemandirian Belajar Siswa. Inseminar Nasional Pendidikan Dasar* 2019, 110

³² Sadikin, A., & Hakim, N. *Pengembangan Media E-Learning Interaktif Dalam Menyongsong Revolusi Industri* 2019, 11

This application is devoted to media online learning, so you can make it easier for teachers to make share and group every task without using paper again.

3. Zoom Meeting

This application provides services remote conference with merge video conferencing, online meeting, chat, to mobile collaboration. This application a lot used as a medium of communication long distance. Zoom allows users hold meetings until meeting 100 participants.

F. COVID-19 procedure to follow in educational institutions³³

There are some procedures to follow in educational institutions:

1. If a student shows one or more symptoms while in class:
 - a. The student is automatically isolated.
 - b. A single staff member cares for the student while waiting for the parent.
 - c. The student must not use public or school transportation to return home.
 - d. An emergency kit containing the necessary materials (masks, glasses, gloves, gown. etc.) is used.
 - e. The room in which the student is isolated while waiting to be picked up must be ventilated, cleaned and disinfected afterward.

³³ Kementrian pendidikan dan kebudayaan, *Panduan penyelenggaraan pembelajaran* 2020, 1

- f. It is recommended that the student stay home and avoid contact with other people. After 24 hours, the parents must re-evaluate the situation to see if there is any change in the student's symptoms. follow the guidelines provided to see if the student must be tested, or if they can return to school and school daycare.
 - g. The student is provided with remote pedagogical support.
2. If a student shows one or more symptoms while at home:
- a. It is recommended that the student stay home and avoid contact with other people. After 24 hours, the parents must re-evaluate the situation to see if there is any change in the student's symptoms.
 - b. Parents must to use the self-assessment tool available and follow the guidelines provided to see if the student must be tested, or if they can return to school and school daycare.
3. If a student in my child's school tests positive for COVID-19:
- a. All parents and staff are automatically contacted by the educational institution when a case of COVID-19 is confirmed at the school.
 - b. With help from the parents of the student concerned and the school, the regional public health authorities follow up with contact tracing.
 - c. Anyone considered to be at moderate to high risk will be contacted by the regional public health authorities and will be removed from the school and tested.

- d. Anyone considered to be at low risk may continue to attend school and monitor their symptoms over a period of 14 days.
 - e. Students who are removed from school will be provided with remote pedagogical support.
4. If there are several cases of COVID-19 in the same class or if the outbreak involves several classes:
- a. With help from the school administration, teachers, school staff and the student concerned or their parents, the public health authorities will follow up with contact tracing at the school.
 - b. Anyone considered to be at low risk will be informed by the school.
 - c. Anyone considered to be at moderate to high risk will be informed by the regional public health authorities. They will be removed from school and tested.
 - d. In collaboration with the school administration, the regional public health authorities will make the necessary recommendations and indicate whether a classroom or school should be closed based on the situation.
 - e. Students who are removed from school will be provided with remote pedagogical support.

C. Previous of study

There are some researches related to this study. One of them is research by johan widagdo³⁴. The research entitled “Student perception in e-learning implementation using web department of education technology semarang state university”. The research questions of this research are 1) How do the lecturers of Web-Based Learning Courses provide guidance in implementing online learning using the Web to use it in the learning process? 2) How are Web-based learning courses on the subject of reviewing the Learning Management System and the application of web-based online learning? 3) How do students' perceptions about web-based learning models in implementing e-Learning? and the aims of the researcher are 1) To find out that the lecturers of Web-Based Learning Courses carry out coaching in the implementation of online learning using the web to use it in the learning process. 2) To find out about Web-Based Learning courses on the subject of reviewing the Learning Management System and the application of Web-based online learning. 3) To determine students' perceptions about web-based learning models in implementing e-Learning. This study is very different from my research. My research uses research questions are 1) What is the perspective of English subject teacher of Learning English Online During Covid-19

³⁴ Johan widagdo, *Persepsi Mahasiswa dalam Implementasi e-Learning Menggunakan Web* 2015, 25

pandemic? 2) How do teacher manage of learning English online during Covid-19 pandemic? and the aim of my research are 1) To investigate the perspective of English subject teacher of learning English online during Covid-19 pandemic 2) To find out the application of learning English online during Covid-19 pandemic.

The next research entitled “The perceptions of Primary School Teachers of Online Learning during the COVID-19 Pandemic Period: A Case Study in Indonesia” by Rasmitadila³⁵. The purposive sampling technique was used by distributing questionnaires online using Google forms to representatives of fellow researchers who have access to primary schools in five provinces. The findings this research is the learning strategies applied by teachers during SFH have a huge impact reduce the quality of learning. Changes in learning time lead to changes in learning objectives, learning steps, learning methods, media, and student assessments. That involvement of all school members in the quality of learning during SFH the time lies not only in the role of the teacher. This research is different from my research like, the research used the object of research of The Perceptions of Primary School Teachers Meanwhile, in my research, the subject of research is teacher perception for the senior high school level. My research only focusin English Teacher’s perception.

³⁵ Rasmatadila, *Perceptions of Primary School Teachers of Online Learning during the COVID-19 Pandemic Period: A Case Study in Indonesi*2020, 16

Furthermore, the research entitled “E-readiness and perception of student teachers’ towards online learning in the midst of covid-19 pandemic” by Dr. Ramakanta Mohali³⁶. This research has the following objectives (1) To find out the e-readiness of student teachers for online learning. (2) To assess the digital skills of student teachers for online learning. (3) To study the perception of student teachers towards online learning. (4) To find out the problems and challenges faced by the student teachers in online learning. The purposive sampling technique was adopted to draw the sample. Data collected from 318 student teachers continued their studies in different teacher education programs across country. while the research I have done is only focused on the goal to (1) To investigate the perspective of English subject teacher of learning English online during Covid- 19 pandemic. The study revealed that teacher students turned out to have electronic readiness with digital devices and the financial ability to access online learning but struggling for electricity and supplies internet connectivity. This clearly reflects that there is still a digital divide in our country, shortages infrastructure and parental support are some of the major hurdles to using online study. This research is different from purpose and also object of study.

³⁶ Dr. Ramakanta Mohali *E-readiness and perception of student teachers’ towards online learning in the midst of covid-19 pandemic*, 2020, 19

Then, The research entitled “Teachers’ Perceptions of the Shift from the Classroom to Online Teaching” by Richard Watson Todd³⁷. This study is different from mine in terms of the research question. This research has research questions are This study therefore answers three research questions: 1) How did teachers rate the seriousness of various problems when they initially started teaching online and after several weeks of experience of online teaching? 2) What were teachers’ perceptions of these problems? 3) What advantages and disadvantages did teachers perceive as accruing to classroom teaching and online teaching? In this study, only responses from English teachers were analyzed. The questionnaire consists of 3 main parts, first, teachers are asked to list all the tools, applications and programs they use to teach, to contact students and to assess students. Second, teachers are asked to rate the seriousness of the problems they face in 17 areas at two points. time: when they first switched to online teaching and after several weeks of online teaching. Linear numerical scale is used with a scale of 0 to 3 where 0 represents no problem and 3 represents a serious problem. For each problem area, the teacher is asked to provide comments and suggest solutions. Third, teachers were asked to provide their perceptions of the advantages and disadvantages of online classes and teaching. This research study is diff.

³⁷ Richard Watson Todd, *Teachers’ Perceptions of the Shift from the Classroom to Online Teaching* 2020, 5

The research findings show that many teachers initially face some type of problem, particularly the amount of time they need to prepare for online lessons. As they gained more experience in teaching online, the seriousness of all problems was reduced with the greatest reduction for those problems that were initially identified as the most serious. This trend bodes well for the future if, as is likely, online teaching becomes, at least, part of the new norm in education. This research is different from research questions, data collection techniques and findings.

The last, research entitled “Students' Perception of Online Learning in Covid-19 Pandemic: A Preparation for Developing a Strategy for Learning from Home” by Heni Rita Susila³⁸. This research is different from the perceptions of the object of his research. This research is the object of research on student perception about online learning. The method of this research was quantitative descriptive using survey, interview, and questionnaire. The sample was all of the students at Educational Technology Department from the first semester students to the last semester consist of 174 students at Baturaja University.

³⁸ Heni Rita Susila, *Students' Perception of Online Learning in Covid-19 Pandemic: A Preparation for Developing a Strategy for Learning from Home* Department of Educational Technology, Faculty of Teacher Training and Education, Universitas Baturaja, Indonesia 2020, 18

CHAPTER III

METHODOLOGY

A. Research Desain

The research design of this study was qualitative. Sugiyono stated that qualitative research methods emerged because there is a paradigm shift in viewing a reality/phenomenon/symptom.³⁹In the research that the researcher did the type of research was descriptive qualitative. Qualitative descriptive is research conducted with understand the existing conditions in accordance with those experienced by the subject.⁴⁰ The data taken from the field were then described. In this study the researcher examined the teachers' perception of learning english online during the covid 19 pandemic in Aceh Tamiang.

B. Research Setting

The research was conducted at three schools in Aceh Tamiang, namely SMK N 1 Karang Baru on July 16, 2021, SMK N 2 Karang Baru was conducted on July 14, 2021, SMK N 3 Karang Baru was conducted on July 16, 2021 Those schools are located in Karang baru, Kabupaten Aceh Tamiang.

³⁹Sugiyono. *Memahami Penelitian Kualitatif* 2016, 30

⁴⁰Lexy J Moleong, *Metodologi Penelitian Kualitatif* 2013, 6

C. Research Participant

The participant in this research was English teacher in Aceh Tamiang. There were 12 english teachers who participated in this research. Especially, there are SMK N 1 Karang Baru, SMK N 2 Karang Baru, and SMK N 3 Karang Baru.

D. Research instruments

In this study, researchers used 2instrument, questionnaire and interview.

1. Questionnaire

There are 15 questions in this questionnaire to obtain data on what are the perceptions of English teachers in online learning during the pandemic and how teachers manage online learning. The researcher especially used the close-ended questionnaire as the main instrument in gathering data of this study. Each statement was provided with four column of number from 1 to 4 which represents the level of the respondent's agreement. The high score represents positive answer in responding the questionnaire such as "always" and "often" while the low score represents the negative answers are "sometimes and "never".

The questionnaire was adapted in the skripsi of Siti Masruroh⁴¹. The title is *The Influence of Students' Perceptions About the Use of Learning Media and Teacher Teaching Methods on Learning Achievement Accounting for Class XI Students in the Accounting Skills Program at SMK Muhammadiyah 2 Wates Academic Year 2011/2012*.

2. Interview

From this interview, the researcher wanted to strengthen the data obtained from the questionnaire about the perception of the English teacher in teaching online and how to manage it. Interview was conducted by researchers of 3 English teachers at Aceh Tamiang. Interview consisted of collecting data by asking questions. The data was collected by listening, individuals, recording, filming their responses or a combination of methods. There are 6 questions which were asked by the researcher to the teacher. There were 2 teachers who were interviewed in each school. 2 teachers from SMK N 1 Karang Baru, 2 teachers from SMK N 2 Karang Baru and 2 teachers from SMK N 3 Karang Baru.

⁴¹ Siti Masruroh, *The Influence of Students' Perceptions About the Use of Learning Media and Teacher Teaching Methods on Learning Achievement Accounting* 2011, 8

E. Procedures Of Data Collection

Altinay Paraskevas⁴²said“qualitative data analysis is the conceptual interpretation of the dataset as a whole, using specific analytic strategies to convert the raw data into a logical description and explanation of the phenomenon under study”. For data collection, the researcher used questionnaire and interview as instruments to collected the data.

Before shared the questionnaire to the participants, the researcher explained the questionnaireaspects to participants to ensured that the participants knew what the mean and purpose of the questionnaire itself. There were six steps in collected the data for the questionnaire:

1. The researcher shared the questionnaire to the participants.
2. The researcher collected the questionnaire
3. The researcher interviewed the teachers
4. The researcher analyzed the data
5. The researcher classified the answers based on the questions.
6. The researcher make conclusion

F. Procedures of Data Analysis

There were several procedures in analysis of data in this research. Firstly, collected the data which to be analyzed. Secondly, classified the answer based on the questions. The researcher also compared with the teachers interviewed.

⁴²Altinay, Levent., dan Paraskevas, Alexandros, 2008. *Planning Research*2008, 167

1. Data from questionnaire

Data from questionnaire obtained from this research used Likert scale procedure that indicated whether always, often, sometimes, never from each statement.

2. Data from interview

There are two parts an interview⁴³ as follow:

- a. Transcript

Transcribe was the process of converting data from the recording into the sentence form. So, the researcher have listened to the result of the interview and wrote down what the teachers said.

- b. Concluding/ Interpreting

The last step. The researcher concluded the result of the interview that already transcribe by the researcher. The researcher made the summary from the result of the interview to know what is the teachers' perception of learning English online during and how do teacher manage of learning English online.

⁴³Sudjana Nana, *Penelitian dan penilaian pendidikan* 2001, 51

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Research Findings

According to Dabbagh dan Ritland, online learning is an open and distributed learning system using pedagogical tools (educational aids), which are made possible through the internet and network-based technology to facilitate the formation of learning and knowledge processes through meaningful action and interaction. In this study there are 3 forms of online learning, namely: (1) web course (2) web- centric course (3) web-enhanced course.⁴⁴

Online learning is a type of teaching and learning concept that uses electronic applications to support teaching and learning using internet. In using online learning applications, it should be well known in teachers' perceptions about learning English online.

The researcher used data collection techniques from interview and questionnaire. Interviews conducted by researchers with 6 teachers on learning English online. The researcher used google form as a platform to create an online questionnaire. She shared the questionnaire via the WhatsApp group of each schools in Aceh Tamaiang. There were 12 teachers who filled out the

⁴⁴Dabbagh, N. and Ritland. B. B, *Online Learning, Concepts, Strategies And Application* 2005 ,
67

questionnaire. In finding teachers' perceptions, there were several indicators to find out perception including Recognize, Knowledge, Social Interaction, Understanding, Acceptance, Responses and Solutions regarding online learning itself. Indicators of perception were taken from some of the definition of perception by experts.

To discuss the 2 research objectives then, researcher made several points as follows:

a. Understanding

As in the first indicator, namely Understanding. The indicator was taken through the theory from Millikan who said perception is a way of understanding natural signs or, better than translating natural signs into intentional signs. So based on the definition of Perception from Millikan, it became a reference so that the Understanding indicator exists.⁴⁵

Based on the results of teachers' analysis of perception of using online learning, it can be seen that teachers have understood how do teachers teach English through online learning application learning. That was evidenced through the results of interviews that have been obtained by researcher. Based on the data in Appendices 1 in **code T.3.6** Respondents that *“Belajar melalui google classroom. Disana saya bisa mengirimkan materi, menjelaskan juga. Lalu anak-anak bisa mengumpulkan tugas di google classroom. Membuat soal pakai google*

⁴⁵Millikan. R.G.. *Varietas of Meaning* 204, 102

form lalu link nya saya kirim ke classroom”. (We learn through google classroom. There I can send materials, explain too. Then children can submit homework in Google Classroom. Make a question using google form then I send the link to classroom).Further responses can be seen in **code T.1.3** that *“Aplikasi kita pakai bisa Classroom kan gitu, bisa dari zoom meeting. Dan metode yang terakhir ini tatap muka ya seminggu.4 hari dalam seminggu”*. (The applications we use can be Classroom, zoom meetings. And the last method is face-to-face which is done 4 times a week.)

From the responses of teachers have links with the theory of hardjito for developing learning systems by utilizing the internet, namely web course and web-centric course.

From the data taken through the questionnaire shows that 8 teacher chose “always” 4 teacher chose “often” 0 teacher chose “sometimes” and 0 teachers chose “never” .it shows the teacher can use learning through application to explore the materials.

b. Recognize

In online learning, there are several applications used in the English learning process, including the zoom meeting application, the Google Classroom application, and the whatsapp grup application. In using the application, it has different functions.

The zoom application is used as a media when describing or explaining material explained by teacher where the place between teacher and student is different. The zoom meeting application can be used by teacher in making a presentation of material that can be seen and heard by students. Then from the percentage, students can also give questions, suggestions to friends who make a presentation through the comments column available on the zoom meeting application.

Then the Google Classroom application, on google classroom has the benefit very much. Among the teacher can explain the material or homework intended for students through the google classroom application. Besides, students can also fill in the attendance list through the google classroom application. The application is able to make students disciplined in doing their homework because the teacher provides a short time limit for the homework. So that when students pass the specified time limit, then automatically the homework is not collected.

Then the whatsapp grup application, in the application provides media chat for discussion. Teacher and students can communicate well using text, sound, and video. In this indicator, the researcher asks teachers questions about:

“ do the teachers use learning application in online english learning?”

The results of interview by researcher were contained in the Appendices with code **T.1.3, T.2.1, T.3.1, T.4.1, T.5.1, T.6.1** Here is one

of the results interview of researcher at code **T.1.3** “*Aplikasi kita pakai bisa Classroom kan gitu, bisa dari zoom meeting. Dan metode yang terakhir ini tatap muka ya seminggu.4 hari dalam seminggu*”. (The applications we use can be Classroom, zoom meetings. And the last method is face-to-face which is done 4 times a week).

The conclusion of the interview results is of the three zoom meeting applications, Google classroom and whatsapp applications used in online learning have different uses and benefits for teachers and students.

The researcher took data from the questionnaire which showed that 0 teachers said “Always ”, 5 teacher said “Often” , 5 teachers said “sometimes” and 2 teachers said “never”. So, it can conclude that mostly teachers are not enthusiastic in learning English online through application. The teachers prefer to face to face learning. The data got from questionnaire showed that 1 teacher chose “Always ”, 1 chose chose “Often” , 8 teachers chose “sometimes” and 2 teachers chose “never”. So, we can conclude that mostly teachers do not like online learning and prefer face-to-face learning.

c) **Knowledge**

Based on teachers' answers to the question raised by researcher about online learning, it can be seen that their knowledge of online learning is no doubt meaning that students already understand how the rules and

procedures in online learning. In this indicator, the researcher asks the following questions.

“ is there any progress in student learning during this pandemic?”

Based on the questions above, the following are teachers' responses regarding these questions that can be seen in the Appendices by looking at **code T.1.7, T.2.5, T. 3.5, T.4.5, T.5.5, T.6.5**

In this online learning, teachers feel interested to take part in online learning but on the other hand, there are also obstacles experienced by **code T.6.5** “*Saya rasa siswa tidak mengalami perkembangan belajar. Namun dengan belajar online ini.Kita dapat memutuskan rantai wabah covid ini.Dan dengan belajar online juga siswa tetap bisa memperoleh ilmu.Walaupun tidak maksimal ketika mereka belajar secara langsung di sekolah*”. (I think students do not experience learning development. However, by learning this online. We can break the chain of this covid outbreak and also students can still gain knowledge. Although not optimal when they learn directly at school).

From the responses above, it can be concluded that the application of online learning not only has a positive impact but also has a negative impact experienced by students. From online learning, we can break the chain of this covid outbreak and students can still get gain knowledge.

The researcher took data from questionnaire that “Students are enthusiastic about learning online with teachers using learning

applications". The result showed 1 teacher chose always, 0 teacher chose often, 5 teacher chose sometimes, 6 teachers chose never. So, the researcher conclude that no matter how good a teacher teaches online. If the students are not enthusiastic in learning English online then the lesson will be difficult for students to understand.

d. Sosial Interactions

On this indicator still focuses on the theory conveyed by Chee and Phaikhad stated that the perception of stimuli that can be influenced by an individual's mental awareness, past experience, knowledge, motivation, and social interactions.⁴⁶Researcher still use the theory above as a reference in making indicators of social interactions. In online learning, preparing interesting materials one thing that can support student interaction with other. The main online learners are teachers and students. Interaction between actors in carrying out online learning through applications that are used in online learning.

Based on the results of interviews conducted by researcher, there is as follows with **code T.3.3** : "*Kami para guru jika anak tidak bisa ikut dalam pembelajaran online. Secara terus-menerus. Maka akan diberikan surat pemanggilan orang tua. Dari situ orang tua dan guru berdiskusi. Jika memang siswa tidak bisa mengikuti daring. Maka siswa bisa*

⁴⁶Choy, Chee and Phaik Kin Cheah. *Teacher Perceptions of Critical Thinking Among Students and its Influence on Higher Education. International Journal of Teaching and Learning* 2009, 84

ke sekolah menemui guru mata pelajaran. Bisa minta diajarkan atau minta mengambil tugas. Dan mengumpulkan juga bisa langsung datang ke sekolah". (If students cannot participate in online learning continuously. Then, the student will be given a letter calling the parents. From there parents and teachers discuss. If indeed students cannot follow online. Then students can go to school to meet the teacher. Students can ask to be taught or ask to take assignments. And collect homework can also come directly to school).

From the interview results above shows that by applying several applications in online learning as a tool between teachers, students, and student parents to build interactions in the online learning process. Interaction between students and student parents in online learning can be done in various formats, both direct and indirect communication. Teachers are able to directly interact with the learner to use the facilities of the applications that have been applied in distance online learning, also indirectly where enough teachers providing material are structured so that learners can download the material or take it straight to school.

Data from the questionnaire showed "Schools provide facilities for teachers in the online learning process". The result showed 5 teachers chose always, 5 teachers chose often, 2 teachers chose sometimes, 0 teacher chose never. Next , "The government provides free quotas in helping the online learning process". The result showed 2 teachers chose

always, 10 teachers chose often, 0 teacher chose sometimes, 0 teacher chose never. So the researcher concludes that “schools and the government take part in helping teachers in the implementation of learning English online”

e. Acceptance

According to Robbins, Acceptance is the process of acceptance or reabsorption is an indicator of perception in the physiology stage; it is about the function of the five senses in grasping external stimulus.⁴⁷ This means that information submitted by individuals to another will be absorbed or accepted by the five senses, both sight, hearing, smell, and tasting individually or together. From the above theory is used as a reference by researcher in making indicator Acceptance.

In accepting material using online learning, generates several responses that refer to the obstacles experienced by teacher in online learning. Response that can be viewed with **code T.2.2** “*Ya masalah yang paling sering dihadapi biasanya ada sejumlah siswa yang tinggal di daerah daerah yang sulit terjangkau signal untuk internet*”. (The problem most often faced is usually a number of students who live in areas that are difficult to reach for internet signals.)

Based on the results of interviews conducted by researcher, in the use of online learning students are sometimes difficult to accept material

⁴⁷Robbins, S. P, *Organizational behaviour* (10th ed.). New Jersey: Prentice Hall. P. 2003, 124

delivered by lecturers because their experience problems. It related associated with the theory Nursalam concerning damages of online learning is not all facilities internet is available in all places and students may be frustrated if they can not access the graphics, pictures, and videos because the equipment was not adequate (software and hardware). That way students would miss the subject of the subject explained by the teacher.⁴⁸

Data from the questionnaire showed “All students do the homework given by the teacher”. The result showed 0 teacher chose always, 1 teacher chose often, 7 teachers chose sometimes, 4 teachers chose never. So, the researcher conclude that not all students do the assignments given by the teacher.

f. Response

In the Response indicator, the researcher uses the theory from Barry which is used as a reference in the Response indicator. He in his study reveals that perception is the set of processes by which we recognize, organize, respond and make stimuli in our environment. The sky distinction between the two main theories of perception is emphasizing each giving to the role of sensation and higher cognitive process perception.⁴⁹

⁴⁸Nursalam dan Ferry Efendi, *Pendidikan dalam Keperawatan* 2008, 140

⁴⁹Barry, *A Study of Students Perception in English Classes* 1998, 48

From this indicator, student answers regarding the application of online learning for all learning subjects produce the following responses with **code T.1.6** “*Kurang efisien sih, karena lebih efisien itu belajar tatap muka. Karena penjelasan anak. Anak bisa langsung ngerti. Dan kalau tidak paham bisa ditanya langsung*”. (It's less efficient, because it's more efficient to learn face-to-face. Because according to students. students can immediately understand. And if they do not understand can be asked directly.) The next response **code T.6.4** “*Sama sekali tidak efisien. Terbatasnya waktu dan juga ruang dalam menjelaskan. Saya rasa belajar daring ini tidak efisien*”. (Totally inefficient. because of the limited time and space in explaining. I think online learning is inefficient.) another response came from **code T.3.4** “*Kalau dimasa pandemic seperti ini ya efisien sebenarnya. Tapi itu kembali lagi ke anak-anak. saya rasa anak anak kurang bersemangat dalam belajar daring ini. dan kita terbatas untuk menjelaskan materi juga*”. (If during a pandemic like this, it's actually efficient. But it comes back again to the students. I think children are less enthusiastic about online learning. and we are limited to explain the material as well.)

It can be concluded that the application of online learning for all English subjects is less efficient. but with online learning, students can still learn even though it is not optimal. online learning can stop the spread of covid 19.

Data from the questionnaire showed “All students are present in participating in the online learning process”. The result showed 0 teacher chose always, 0 teacher chose often, 6 teachers chose sometimes, 6 teachers chose never . So, the researcher concluded not all students are present in the online learning process of English.

g. Solutions

From the results, researchers found ways for teachers to overcome online learning obstacles during the pandemic. **Code T.2.3** “*Kalau bermasalah dengan internet atau hal lainnya. Siswa diberi arahan agar mengumpulkan tugas disekolah. Dengan syarat tetap mematuhi protocol kesehatan. Pakai masker, jaga jarak. Dan tidak boleh berkekurumunan di area sekolah. Kalau pun ada siswa yang tertinggal atau tidak memahami materi bisa ditanyakan ketika jadwal belajar langsung di sekolah*”. (If the problem is with the internet or something else. Students are instructed to submit assignments at school. but still comply with health protocols. Wear a mask, keep your distance. And no gathering in the school area. Even if there are students who are left behind or do not understand the material. they can ask when the face-to-face study schedule at school.). **Code T.5.3** “*Saya memberi mereka ketegasan dan juga aturan. Agar sebagai siswa walaupun daring mereka tetap bisa disiplin .Seperti jika tidak menggunakan seragam saat zoom meeting. Siswa akan di keluarkan. Dan siswa diberi waktu hanya 15 menit telat masuk zoom. Setelah itu siswa*

tidak diizinkan masuk zoom. Jika selalu tidak hadir dalam zoom meeting. Maka sekolah akan mengeluarkan surat panggilan orang tua". (I am strict on the rules. So that even though they are online students, they can still be disciplined. like if you don't wear a uniform during a zoom meeting. Students will be expelled. And students are given only 15 minutes late to enter the zoom. After that students are not allowed to enter zoom. If you always don't attend the zoom meeting. Then the school will give a letter to parents).

Based on the data above, it can be concluded that for online learning there must be support such as the provision of a support network and the quality of applications used in online learning. the teacher applies discipline to students in online English learning to balance between affective and cognitive students.

Data from the questionnaire showed "Teachers know how to use learning apps". The result showed 8 teachers chose always, 4 teachers chose often , 0 teacher chose sometimes, 0 teacher chose never. So, the resecher conclude teacher is able to use learning applications in online English learning.

B. Research Discussion

In the research findings the researcher made 2 points based on the research question as follow:

1. The perception of English subject teachers of online english online during Covid- 19 pandemic

On the first research question, the researcher concluded that Almost all of teacher didn't agree that online learning is effective, teaching became more enjoyable and interesting. One factor that caused online knowledge was not practical because it lacks communication and interaction quality. Thomson stated that communication is mainly one of a suitable online course's essential elements.⁵⁰ Savenye also said that interaction and communication are critical factors in creating online learning success, enhanced student satisfaction, and motivation. Business can occur in three central areas, the interaction between the learner and the instructor, the learner, and other learners, and the learner and the content.⁵¹ If the communication and interaction between student and teacher couldn't run well, so online learning would be far from a success.

Code T.3.4 mentioned “*Kalau dimasa pandemic seperti ini ya efisien sebenarnya. Tapi itu kembali lagi ke anak-anak. saya rasa anak anak kurang bersemangat dalam belajar daring ini. dan kita terbatas untuk menjelaskan materi juga*”. (If during a pandemic like this, it's actually efficient. But it comes back again to the students. I think children are less

⁵⁰Thomson, L. D., *Beyond the classroom walls: Teachers' and students' perspectives on how online learning can meet the needs of gifted students* 2010, 45

⁵¹Savenye, W. C., *Improving Online Courses: What is Interaction and Why Use It?* 2005, 18

enthusiastic about online learning, and we are limited to explain the material as well).

So, the researcher concluded that During this pandemic, online learning is a good choice to break the chain of covid 19. However, there must be improvements for teachers, students, schools and the government in optimizing online learning during the covid 19 pandemic.

2. Teachers' managing of English online learning process during the covid- 19 pandemic

Nawawi argued that classroom management is defined as the ability of the teacher or homeroom teacher to utilize the potential of the class in the form of providing opportunities that as widely as possible for each person to carry out creative and directed activities, so that the available time and funds can be used efficiently to carry out classroom activities related to curriculum and student development.⁵² Apart from that, studies on improving the learning process in the classroom have been widely studied with different spatial contexts and learning systems which show that improving the learning process as a form of improving the quality of madrasahs cannot be separated from classroom management.

From the statements above based on interview with teacher **code T.6.6** "*Proses mengajarnya. Materinya saya kasi ke anak-anak terlebih dahulu. Ketika jadwal saya mengajar. Baru kami diskusikan. Mana anak-*

⁵²Nugraha and Hidayat, *Manajemen Kelas Dalam Meningkatkan Proses Pembelajaran*. 2018, 73

anak yang tidak paham mereka akan bertanya ke saya”.(The teaching process. I give the material to the students first. When my schedule is teaching. We just discussed. Students who do not understand them will ask me).

Next code T.6.3 *“Yang rumahnya tinggal di daerah yang sulit signal. Saya menyuruh mereka untuk datang kesekolah menemui saya. Dsitu saya akan memberikan materi atau penjelasan bahkan tugas. Kepada mereka yang jarang mengikuti kelas daring”.* (The one whose house lives in an area that is difficult to signal. I told them to come to school to meet me. There I will provide materials or explanations and even assignments. For students who rarely take online classes).

Then, **code T.5.3** *“Saya memberi mereka ketegasan dan juga aturan. Agar sebagai siswa walaupun daring mereka tetap bisa disiplin .Seperti jika tidak menggunakan seragam saat zoom meeting. Siswa akan di keluarkan. Dan siswa diberi waktu hanya 15 menit telat masuk zoom. Setelah itu siswa tidak diizinkan masuk zoom. Jika selalu tidak hadir dalam zoom meeting. Maka sekolah akan mengeluarkan surat panggilan orang tua”.* (I am strict on the rules. So that even though they are online students, they can still be disciplined. like if you don't wear a uniform during a zoom meeting. Students will be expelled. And students are given only 15 minutes late to enter the zoom. After that students are not allowed

to enter zoom. If you always don't attend the zoom meeting. Then the school will give a letter to parents).

So, the researcher conclude that like Nugraha's statement above, in English online learning teachers teach online learning according to the curriculum provided. The teacher gave the material and discusses with the students. if students do not understand the teacher will invite students to ask about the material. For students whose homes live in areas that are difficult to signal. The teacher told them to come to school. The teacher will provide material or explanations and even homework to students who rarely take online classes. In online learning the teacher gives online class rules. So that as students, even though they study online, teachers want students to stay disciplined. For students who do not wear uniforms during zoom meetings. Students will be expelled. Students are given only 15 minutes late to enter zoom. After that students are not allowed to enter zoom. for students who rarely attend classes and do not submit homework the teacher will provide letters to parents.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After conducting the research, the researcher concluded as follows;

- 1) The perception of English subject teacher of learning English is not effective. Students have difficulty understanding the material. Students rarely take part in the online learning process. Students did not submit the homework. Students do not understand the use of learning applications.
- 2) The teacher managed online learning English by giving the material and discussing with students by zoom meeting. The teacher also gave the rule in online learning to make students disciplined in online learning.

B. Suggestion

Based on the result of the data analysis and conclusion, the researcher would like to give suggestions for the teacher and students. Hopefully, this can be a consideration to develop the teacher and students on teaching and learning processes.

1. For teacher

The teacher should provide good learning media to support the online learning process.

2. For student

The students should increase their enthusiasm for learning during the covid 19 pandemic.

3. For the government

The government should help schools through Indonesia in the online learning process.

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APPENDIX I

Teacher Name


1. Farida husna, S.Pd
2. Nur Jannah, SS
3. Rona Territona, Spd, Gr
4. Erni Rahmawati, S.Pd
5. zuraini, S.Pd
6. Lasyuli Simbolon, S.Pd, M.Hum
7. Lia Purwanti, S.Pd
8. Nurasiyah, S.Pd
9. Salmarida, S.Pd
10. Yenni Penatarani S.Pd
11. Dara Pratiwi S.Pd
12. Dra Umi Innayah, SP.d

APPENDIX II


Questionnaire

TEACHERS' PERCEPTION OF LEARNING ENGLISH ONLINE DURING COVID-19 PANDEMIC IN ACEH TAMIANG

The questionnaire aims to find out the teacher's perception of how the teacher views online learning in this pandemic situation.

 Charging instructions:

- 1) Read each statement carefully
- 2) Choose only one answer that you think best fits your situation or opinion.
- 3) If you answer incorrectly, you can replace the answer with an answer that suits your situation.
- 4) follow the instructions properly

 choose the answer below!

Nama *

Teks jawaban singkat

Sekolah Tempat Mengajar *

1. SMK NEGERI 1 KARANG BARU
2. SMK NEGERI 2 KARANG BARU
3. SMK NEGERI 3 KARANG BARU

No HP *

Teks jawaban singkat

Email *

Teks jawaban singkat

⋮

1. Teachers prefer online learning rather than face-to-face Translate: guru lebih menyukai belajar daring dari pada tatap muka *

- Always
- Often
- Sometimes
- Never

2. Teachers enjoy teaching through online learning Translate: guru menikmati mengajar melalui pembelajaran online *

- Always
- Often
- Sometimes
- Never

3. Teachers know how to use learning apps (Zoom Meeting, Google Classroom, Whatsapp Group) Translate: Guru mengetahui cara menggunakan aplikasi belajar (Zoom Meeting, Google Classroom, Whatsapp Group) *

- Always
- Often
- Sometimes
- Never

4. Teachers are enthusiastic in teaching English using learning applications Translate : Guru antusias dalam mengajar bahasa inggris menggunakan aplikasi belajar *

- Always
- Often
- Sometimes
- Never

5. The teacher gives homework to students in online learning Translate: Guru memberikan pekerjaan rumah kepada siswa dalam pembelajaran daring *

- Always
- Often
- Sometimes
- Never

6. All students do the homework given by the teacher Translate: Semua siswa mengerjakan pekerjaan rumah yang diberikan oleh guru *

- Always
- Often
- Sometimes
- Never

...

7. Students doing homework given by the teacher are collected on time Translate: siswa mengerjakan pekerjaan rumah yang diberikan guru dikumpulkan tepat waktu *

- Always
- Often
- Sometimes
- Never

8. The school provides learning directions using online learning applications such as, zoom meeting, teacher's room, google meet, google classroom, etc. Translate: Pihak sekolah memberikan arahan belajar menggunakan aplikasi pembelajaran online seperti, zoom meeting, ruang guru, google meet, google classroom, dll. *

- Always
- Often
- Sometimes
- Never

9. Schools provide facilities for teachers in the online learning process Translate: sekolah menyediakan fasilitas untuk guru dalam proses belajar online *

- Always
- Often
- Sometimes
- Never

10. The school provides learning directions using online learning applications such as, zoom meeting, teacher's room, google meet, google classroom, etc. Translate: Pihak sekolah memberikan arahan belajar menggunakan aplikasi pembelajaran online seperti, zoom meeting, ruang guru, google meet, google classroom, dll. *

- Always
- Often
- Sometimes
- Never

11. The government provides free quotas in helping the online learning process Translate: Pemerintah memberikan kuota gratis dalam membantu prose belajar online *

- Always
- Often
- Sometimes
- Never

12. Students can use learning apps (Zoom Meeting, Google Classroom, Whatsapp Group, etc) Translate: Siswa mengetahui belajar dengan menggunakan aplikasi belajar(Zoom Meeting, Google Classroom, Whatsapp Group, dan lain-lain) *

- Always
- Often
- Sometimes
- Never

13. Students are enthusiastic about learning online with teachers using learning applications *
Translate: Siswa antusias belajar daring bersama guru dengan menggunakan aplikasi belajar

- Always
- Often
- Sometimes
- Never

16. All students are present in participating in the online learning process *
Translate: Seluruh siswa hadir dalam mengikuti proses pembelajaran daring

- Always
- Often
- Sometimes
- Never

15. The presence of students in learning English online does not affect grades *
Kehadiran siswa dalam pembelajaran bahasa Inggris secara daring tidak mempengaruhi

- Always
- Often
- Sometimes
- Never

APPENDIX III
INTERVIEW GUIDELINES

The Questions that will be Interview:

1. Do teachers use learning applications in online English learning?
2. What are the obstacles faced by teachers in using the learning application?
3. How do teachers overcome these obstacles?
4. In your opinion, is it efficient to use learning applications in online English learning?
5. Is there any progress in student learning during this pandemic?
6. How do teachers teach English through online learning applications?

APPENDIX IV
INTERVIEW TRANSCRIPTS

1. Description of Informant:

T.1 : Teacher

R.1 : Researcher

R.1.1: Assalamu'alaikum mam

T.1.1 : Waalaikumussalam warahmatullahi wabarakatuh

R.1.2: Perkenalkan saya Maulida Rizkina Mahasiswi IAIN langsa jurusan Pendidikan Bahasa Inggris Semester 8. Sebelumnya saya mengucapkan terimakasih karena ibu mau meluangkan waktu ibu dan bersedia untuk diwanwancarai. Disini saya punya 10 pertanyaan yang akan ibu jawab berdasarkan pengalaman ibu tentang belajar online selama pandemic ini.(I will introduce my name is Maulida Rizkina. I am a student of IAIN Langsa majoring in English Education Semester 8. First of all, I would like to thank you for taking your time and being willing to be interviewed. Here I have 6 questions that you will answer based on your experience about online learning during this pandemic).

T.1.2: Oke. Saya ibu Emi (I am ami)

R.1.3: Baiklah. Mari kita mulai bu. Untuk pertanyaan pertama Apakah guru menggunakan aplikasi belajar dalam pembelajaran bahasa inggris daring ?(Alright. Let's start ma'am. Do teachers use learning applications in online English learning?)

T.1.3: Aplikasi kita pakai bisa Classroom kan gitu, bisa dari zoom meeting. Dan metode yang terakhir ini tatap muka ya seminggu. 4 hari dalam seminggu. (The applications we use can be Classroom, zoom meetings. And the last method is face-to-face which is done 4 times a week.)

R.1.4: Baik, yang kedua Apa saja kendala yang guru temui dalam belajar bahasa inggris menggunakan aplikasi tersebut? (Ok. The second What are the obstacles that teachers encounter in learning English using the application?)

T.1.4: Kendalanya kalau zoom meeting kendalanya disignal di kuota internetnya. Terus anak anak pun pengumpulannya janjinya besok-besok lebih repot ya. Memang dikumpul tugasnya Cuma ya harus lebih extra nagihnya, terus lebih sabar kita nunggu sampe ada kuota internet. Sinyalnya juga dia kesusahan manjat pohon.dan banyaklah kendala lainnya. (The problem is when you zoom in on a meeting. the problem is the signal and the internet quota. Then the children will collect the promise tomorrow. and it's more complicated. It's true that the tasks are collected, but we have to collect more extra, then we will be more patient and wait until there is an internet quota. His signal is also difficult. they climb trees.and many other obstacles.)

R.1.5: Selanjutnya, bagaimana cara guru mengatasi kendala tersebut? (Furthermore, how do teachers overcome these obstacles?).

T.1.5: Kalau kendalanya seperti kouta internet, jaringan. Itu luar kendali saya. Ada kuota gratis yang diberikan. Namun namanya anak tidak tau kita kuota itu dipakai untuk apa. Makanya diadakan 4 hari dalam seminggu untuk tatap muka. Agar apa yang murid tidak paham atau kurang mengerti maka bisa dijelaskan secara detail dan lebih mudah mengajar jika secara langsung. (If

the problem is like internet quota, network. It's out of my control. There is a free quota given. However, the problem is that we don't know what our students use the quota for. That's why it's held 4 days a week for face-to-face meetings. So that what students do not understand or do not understand can be explained in detail and it is easier to teach directly.)

R.1.6: Menurut Ibu efisien kah menggunakan aplikasi belajar dalam pembelajaran inggris daring? (In your opinion, is it efficient to use learning applications in online English learning?)

T.1.6: Kurang efisien sih, karena lebih efisien itu belajar tatap muka. Karena penjelasan anak. Anak bisa langsung ngerti. Dan kalau tidak paham bisa ditanya langsung. (It's less efficient, because it's more efficient to learn face-to-face. Because according to students. students can immediately understand. And if they do not understand can be asked directly.)

R.1.7: Apakah ada perkembangan belajar siswa dalam masa pandemi ini? (Is there any progress in student learning during this pandemic?).

T.1.7: Makin menurun. Makin menurun siswanya. Ada yang on time ngumpul ada yang dilambat- lambati. (Their learning is decreasing.. Some are on time to collect, some are slow)

R.1.8: Bagaimana cara guru mengajar bahasa inggris melalui aplikasi belajar online? (How do teachers teach English through online learning applications?).

T.1.8: Biasanya saya menyiapkan materi di word lalu saya kirim ke anak-anak. Lalu saya suruh mereka mencatat dibuku setelah itu kirim ke saya kalau mereka telah mencatat. Minggu depannya baru saya adakan zoom meeting untuk menjelaskan materi. (Usually I prepare the material in Word and then I send it to the students. Then I told them to take notes in a book and then send

it to me when they took notes. Next week. I made a meeting at zoom meeting to explain the material)

R.1.9: Terimakasih bu atas waktunya. (Thank you ma'am for your time)

T.1.9: Iya sama-sama (You're welcome)

R.1.10: Assalamu'alaikum

T.1.10: Waalaikumussalam Warahmatullahi Wabarakatuh.

2. Description of Informant:

T.2 : Teacher

R.2 : Researcher

R.2.1 :Apakah guru menggunakan aplikasi belajar dalam pembelajaran bahasa inggris daring ? (Do teachers use learning applications in online English learning?)

T.2.1 : Dalam pembelajaran daring biasanya di sekolah kami menggunakan zoom meeting dan whatsapp guru saja. (In online learning. usually our school uses zoom meeting and teacher's whatsapp only)

R.2.2 :Apa saja kendala yang guru temui dalam belajar bahasa inggris menggunakan aplikasi tersebut? (What are the obstacles that teachers encounter in learning English using the application?).

T.2.2 : Ya masalah yang paling sering dihadapi biasanya ada sejumlah siswa yang tinggal di daerah daerah yang sulit terjangkau signal untuk internet. (The problem most often faced is usually a number of students who live in areas that are difficult to reach for internet signals.)

R.2.3 : Bagaimana cara guru mengatasi kendala tersebut? (How do teachers overcome these obstacles?)

T.2.3 : Kalau bermasalah dengan internet atau hal lainnya. Siswa diberi arahan agar mengumpulkan tugas disekolah. Dengan syarat tetap mematuhi protocol kesehatan. Pakai masker, jaga jarak. Dan tidak boleh berkumpul di area sekolah. Kalau pun ada siswa yang tertinggal atau tidak memahami materi bisa ditanyakan ketika jadwal belajar langsung di sekolah.(If the problem is with the internet or something else. Students are instructed to submit assignments at school. but still comply with health protocols. Wear a mask, keep your distance. And no gathering in the school area. Even if there are students who are left behind or do not understand the material. they can ask when the face-to-face study schedule at school.)

R.2.4: Menurut Ibu efisien kah menggunakan aplikasi belajar dalam pembelajaran daring? (In your opinion, is it efficient to use learning applications in online English learning?)

T.2.4: Kalau terlalu banyak kendala yang dialami siswa ini tidak efisien karena terlalu banyak siswa yang tidak ikut dalam pembelajaran terutama zoom meeting. (If there are too many obstacles experienced by students. this is not efficient because too many students do not participate in learning, especially zoom meetings).

R.2.5: Apakah ada perkembangan belajar siswa dalam masa pandemi ini? (Is there any progress in student learning during this pandemic?)

T.2.5: Sulit mengetahui perkembangan siswa ya .karena ya namanya daring kita ga ketemu langsung jadi sulit mengukur perkembangan siswa dalam sistem daring tersebut. (It is difficult to know the progress of students, because online learning does not meet directly with students. so it is difficult to measure student progress in the online system.)

R.2.6: Bagaimana cara guru mengajar melalui aplikasi belajar online? (How do teachers teach through online learning applications?).

T.2.6: Saya menyiapkan materi lalu saya kirim diwhatsapp grup. Kadang juga kita bikin zoom meeting untuk membahasa materi. (I prepared the material and then I sent it to the whatsapp group. Sometimes we also hold a zoom meeting to discuss the material.)

3. Description of Informant:

T.3 : Teacher

R.3 : Researcher

R.3.1 :Apakah guru menggunakan aplikasi belajar dalam pembelajaran bahasa inggris daring ? (Do teachers use learning applications in online English learning?)

T.3.1 : Ada saya pakai aplikasi belajar. Saya menggunakan Google Classroom. (Yes. I use learning apps. I use Google Classroom)

R.3.2 :Apa saja kendala yang guru temui dalam belajar bahasa inggris

menggunakan aplikasi tersebut? (What are the obstacles that teachers encounter in learning English using the application?)

T.3.2 : Kendalanya pasti ada. Yang pertama kadang anak-anak belum paham mengenai penggunaan aplikasi google classroom. Yang kedua kendalanya di jaringan. Dan yang selanjutnya ada anak yang tidak mempunyai handphone. (There is a problem. The first is that sometimes students do not understand the use of the Google Classroom application. The second problem is in the network. And then there are children who do not have cellphones.)

R.3.3 : Bagaimana cara guru mengatasi kendala tersebut? (How do teachers overcome these obstacles?).

T.3.3 : Kami para guru jika anak tidak bisa ikut dalam pembelajaran online. Secara terus- menerus. Maka akan diberikan surat pemanggilan orang tua. Dari situ orang tua dan guru berdiskusi. Jika memang siswa tidak bisa mengikuti daring. Maka siswa bisa ke sekolah menemui guru mata pelajaran. Bisa minta diajarkan atau minta mengambil tugas. Dan mengumpulkan juga bisa langsung datang ke sekolah. (If students cannot participate in online learning continuously. Then, the student will be given a letter calling the parents. From there parents and teachers discuss. If indeed students cannot follow online. Then students can go to school to meet the teacher. Students can ask to be taught or ask to take assignments. And collect assignments can also come directly to school)

R.3.4 : Menurut Ibu efisien kah menggunakan aplikasi belajar dalam pembelajaran daring? (In your opinion, is it efficient to use learning applications in online learning?)

T.3.4 : Kalau dimasa pandemic seperti ini ya efisien sebenarnya. Tapi itu kembali lagi ke anak-anak. saya rasa anak anak kurang bersemangat dalam belajar daring ini. dan kita terbatas untuk menjelaskan materi juga. (If during a pandemic like this, it's actually efficient. But it comes back again to the students. I think children are less enthusiastic about online learning. and teachers are limited to explain the material as well.)

R.3.5 :Apakah ada perkembangan belajar siswa dalam masa pandemi ini? (Is there any progress in student learning during this pandemic?)

T.3.5 : Saya rasa perkembanganny sedikitlah. Sedikit itu karena mereka belajar nya dari rumah. Dan itu yang membuat mereka malas. (I think it's progressed a little. because they learn it from home. And that's what makes them lazy.)

R.3.6 :Bagaimana cara guru mengajar melalui aplikasi belajar online? (How do teachers teach through online learning applications?)

T.3.6: Belajar melalui google classroom. Disana saya bisa mengirimkan materi, menjelaskan juga. Lalu anak-anak bisa mengumpulkan tugas di google classroom. Membuat soal pakai google form lalu link nya saya kirim ke classroom. (We learn through google classroom. There I can send materials, explain too. Then children can submit homework in Google Classroom. Make a question using google form then I send the link to classroom)

4. Description of Informant:

T.4 : Teacher

R.4 : Researcher

R.4.1: Apakah guru menggunakan aplikasi belajar dalam pembelajaran bahasa inggris daring ? (Do teachers use learning applications in online English learning?)

T.4.1: Ketika daring pakai classroom. (When online using classroom)

R.4.2: Apa saja kendala yang guru temui dalam belajar bahasa inggris menggunakan aplikasi tersebut? (What are the obstacles that teachers encounter in learning English using the application?)

T.4.2: Kendalanya. Kadang kadang ada anak yang engga aware terhadap tugasnya. Kadang kadang mereka lama mengirimnya itu kendalanya. (The obstacle. Sometimes there are students who are not aware of their homework. Sometimes they take a long time to send it. That's the problem.)

R.4.3: Bagaimana cara guru mengatasi kendala tersebut? (How do teachers overcome these obstacles?)

T.4.3: Kalau terlalu sering lambat atau tidak mengumpulkan tugas sama sekali. Biasa nya saya hubungi mereka atau orang tua mereka. Dan menanyakan hal tersebut. (If students often take a long time to collect or do not collect homework at all. Usually, I will contact them or their parents. And ask about it).

R.4.4: Menurut Ibu efisien kah menggunakan aplikasi belajar dalam pembelajaran bahasa inggris daring? In your opinion, is it efficient to use learning applications in online English learning?

T.4.4: Efisien sih. Apalagi google classroom efisien banget. (It's efficient. google classroom is very efficient)

R.4.5: Apakah ada perkembangan belajar siswa dalam masa pandemi ini? (Is there any progress in student learning during this pandemic?)

T.4.5: Tentu saja tidak ada. Maksudnya mereka kurang disiplin aja selama pandemic. (Of course not . it means they lack discipline during the pandemic.)

R.4.6: Bagaimana cara guru mengajar melalui aplikasi belajar online? How do teachers teach through online learning applications?)

T.4.6: Saya mengajar pakai google classroom. Disana kami diskusi tentang materi bersama siswa. Saya kadang juga membuat pertemuan virtual pakai zoom meeting. Untuk menjelaskan materi pelajaran lebih detail. I teach using Google Classroom. There we discussed the material with the students. I sometimes also make virtual meetings using Zoom Meeting. To explain the subject matter in more detail.)

5. Description of Informant:

T.5 : Teacher

R.5 : Researcher

R.5.1: Apakah guru menggunakan aplikasi belajar dalam pembelajaran bahasa inggris daring ? (Do teachers use learning applications in online English learning?)

T.5.1: Iya saya menggunakan aplikasi whatsapp dan zoom meeting. Saya mendiskusikan materi di whatsapp grup. Setelah itu minggu depannya baru saya menggunakan zoom meeting. Untuk memperlihatkan dan menjelaskan materi melalui powerpoint di zoom. (Yes, I use the WhatsApp application and zoom meeting. I discussed the material in the whatsapp group. After that, next week I will use Zoom Meeting. To show and explain material through powerpoint in zoom.)

R.5.2: Apa saja kendala yang guru temui dalam belajar bahasa inggris menggunakan aplikasi tersebut? (What are the obstacles that teachers encounter in learning English using the application?)

T.5.2: Kendalanya mereka kurang disiplin. Kurang merespon saat diskusi. dan saat diadakan zoom meeting ada yang menggunakan kaus oblong. Walaupun daring sekolah tetap mengharuskan siswa belajar daring memakai seragam. Disiplin siswa sangat kurang saat selama belajar daring ini. Bahkan tidak banyak siswa yang hadir dalam zoom meeting. (The problem is that they lack discipline. students are less responsive during discussion. and when a zoom meeting was held, some wore T-shirts. Although online schools still require students to study online wearing uniforms. Student discipline is very lacking during this online learning. In fact, not many students were present at the zoom meeting).

R.5.3: Bagaimana cara guru mengatasi kendala tersebut? (How do teachers overcome these obstacles?)

T.5.3: Saya memberi mereka ketegasan dan juga aturan. Agar sebagai siswa walaupun daring mereka tetap bisa disiplin .Seperti jika tidak menggunakan

seragam saat zoom meeting. Siswa akan di keluarkan. Dan siswa diberi waktu hanya 15 menit telat masuk zoom. Setelah itu siswa tidak diizinkan masuk zoom. Jika selalu tidak hadir dalam zoom meeting. Maka sekolah akan mengeluarkan surat panggilan orang tua. (I am strict on the rules. So that even though they are online students, they can still be disciplined. like if you don't wear a uniform during a zoom meeting. Students will be expelled. And students are given only 15 minutes late to enter the zoom. After that students are not allowed to enter zoom. If you always don't attend the zoom meeting. Then the school will give a letter to parents).

R.5.4: Menurut Ibu efisien kah menggunakan aplikasi belajar dalam pembelajaran bahasa inggris daring? (In your opinion, is it efficient to use learning applications in online English learning?)

T.5.4: Tentunya kurang efisien . Dikarenakan tidak semua siswa mau ikut berpartisipasi dalam belajar online ini. (it's less efficient. Because not all students want to participate in this online learning).

R.5.5: Apakah ada perkembangan belajar siswa dalam masa pandemi ini? (Is there any progress in student learning during this pandemic?)

T.5.5: Tidak ada perkembangan yang ada malah penurunan semangat siswa dalam belajar (no progress. There is even a decrease in students' enthusiasm in learning).

R.5.6: Bagaimana cara guru mengajar melalui aplikasi belajar online? (How do teachers teach through online learning applications?).

T.5.6: Pertama sekali saya menyiapkan bahan, lalu saya kirimkan ke siswa saya. Biasanya kami diskusi masalah materi di whatsapp grup. Jika tidak paham bisa kita ulang kembali saat tatap muka. Karena murid ada belajar disekolah juga .dan ada daring juga. (First I prepare the material, then I send it to my students. Usually we discuss material problems in the WhatsApp group. If they don't understand, I will repeat it again when we study face-to-face. Because students are studying at school and it's online too).

6. Description of Informant:

T.6 : Teacher

R.6 : Researcher

R.6.1: Apakah guru menggunakan aplikasi belajar dalam pembelajaran bahasa inggris daring ? (Do teachers use learning applications in online English learning?)

T.6.1: Saya pakai whatsapp dan terkadang juga memakai zoom meeting. (I use whatsapp and sometimes also use zoom meeting).

R.6.2: Apa saja kendala yang guru temui dalam belajar bahasa inggris menggunakan aplikasi tersebut? (What are the obstacles that teachers encounter in learning English using the application?)

T.6.2: Kendalanya siswa siswi yang tinggal didaerah yang sulit sinyal. Jadi mereka jarang mengikuti atau sering ketinggalan info atau materi yang

saya berikan. (The problem is students who live in areas with difficult signals. So they rarely follow or often miss the info or material I provide.)

R.6.3: Bagaimana cara guru mengatasi kendala tersebut? (How do teachers overcome these obstacles?)

T.6.3: Yang rumahnya tinggal di daerah yang sulit signal. Saya menyuruh mereka untuk datang kesekolah menemui saya. Dsitu saya akan memberikan materi atau penjelasan bahkan tugas. Kepada mereka yang jarang mengikuti kelas daring. (The one whose house lives in an area that is difficult to signal. I told them to come to school to meet me. There I will provide materials or explanations and even assignments. For students who rarely take online classes).

R.6.4: Menurut Ibu efisien kah menggunakan aplikasi belajar pada pembelajaran bahasa inggris secara daring? (In your opinion, is it efficient to use learning applications in online English learning?).

T.6.4: Sama sekali tidak efisien. Terbatasnya waktu dan juga ruang dalam menjelaskan. Saya rasa belajar daring ini tidak efisien. (Totally inefficient. because of the limited time and space in explaining. I think online learning is inefficient.)

R.6.5: Apakah ada perkembangan belajar siswa dalam masa pandemi ini? (Is there any progress in student learning during this pandemic?)

T.6.5: Saya rasa siswa tidak mengalami perkembangan belajar. Namun

dengan belajar online ini. Kita dapat memutuskan rantai wabah covid ini. Dan dengan belajar online juga siswa tetap bisa memperoleh ilmu. Walaupun tidak maksimal ketika mereka belajar secara langsung di sekolah. (I think students do not experience learning development. However, by learning this online. We can break the chain of this covid outbreak and also students can still gain knowledge. Although not optimal when they learn directly at school)

R.6.6: Bagaimana cara guru mengajar melalui aplikasi belajar online? (How do teachers teach through online learning applications?)

T.6.6: Proses mengajarnya. Materinya saya kasih ke anak-anak terlebih dahulu. Ketika jadwal saya mengajar. Baru kami diskusikan. Mana anak-anak yang tidak paham mereka akan bertanya ke saya. (The teaching process. I give the material to the students first. When my schedule is teaching. We just discussed. Students who do not understand them will ask me).

APPENDIX V
Documentation







AUTOBIOGRAPHY

A. Personal Identity

Name : Maulida Rizkina
Student's Number : 1042017061
Place/Date of Birth : Tanah Terban, 04 Juli 1999
Occupation : Student
Marital Status : Single
Nationality/Ethnic : Indonesia/Aceh Tamiang
Hobbies : Reading and Swimming
Address : Desa Tanah Terban, Kec. Karang Baru, Kab. Aceh
Tamiang

B. Background of Education

Elementary School : SD N 1 Air Tenang
Junior High School : SMP N 1 Karang Baru
Senior High School : SMA N 1 Karang Baru
University : Tarbiyah Faculty/English Department of IAIN Langsa

C. Family

Father's Name : Alm. Abdul Hamid
Mother's Name : Arbaiyah
Sister's Name : 1. Nur Elvi Husna



KEPUTUSAN DEKAN FAKULTAS TARBİYAH DAN ILMU KEGURUAN
INSTITUT AGAMA ISLAM NEGERI (IAIN) LANGSA

Nomor: 67 Tahun 2021

TENTANG

PENUNJUKAN PEMBIMBING SKRIPSI MAHASISWA INSTITUT AGAMA ISLAM NEGERI (IAIN) LANGSA

DEKAN FAKULTAS TARBİYAH DAN ILMU KEGURUAN INSTITUT AGAMA ISLAM NEGERI (IAIN) LANGSA

- Menimbang** : a. bahwa untuk Kelancaran Penyusunan Skripsi mahasiswa pada Fakultas Tarbiyah dan Ilmu Keguruan Langsa Institut Agama Islam Negeri (IAIN) Langsa, maka dipandang perlu menunjuk Pembimbing Skripsi.
b. bahwa yang namanya tercantum dalam Surat Keputusan ini dipandang mampu dan cakap serta memenuhi syarat untuk ditunjuk dalam tugas tersebut.
- Mengingat** : 1. Undang-Undang Nomor : 20 Tahun 2003, tentang Sistem Pendidikan Nasional,
2. Peraturan Pemerintah Nomor : 60 Tahun 1999, tentang Pendidikan Tinggi;
3. Peraturan Presiden Republik Indonesia Nomor 146 Tahun 2014 Tentang perubahan Sekolah Tinggi Agama Islam menjadi Institut Agama Islam Negeri (IAIN) Langsa;
4. Peraturan Menteri Agama Republik Indonesia Nomor : 10 Tahun 2015 tentang Organisasi dan Tata Kerja Institut Agama Islam Negeri (IAIN) Langsa,
5. Surat Keputusan Menteri Agama Republik Indonesia Nomor : B.11/3/17201, tanggal 24 April 2019 Tentang Pengangkatan Rektor Institut Agama Islam Negeri (IAIN) Langsa yang definitif,
6. Surat Keputusan Menteri Agama Republik Indonesia No 27 Tahun 2021 tanggal 21 Januari 2021, tentang Pengangkatan Dekan dan Wakil Dekan Institut Agama Islam Negeri (IAIN) Langsa,
7. DIPA Nomor : 025.04.2.888040/2021, tanggal 23 November 2020;
- Memperhatikan** : Hasil Seminar Mahasiswa Tanggal 14 Desember 2020

MEMUTUSKAN :

Menetapkan : Keputusan Dekan Fakultas Tarbiyah dan Ilmu Keguruan IAIN Langsa Tentang Penunjukan Pembimbing Skripsi Mahasiswa IAIN Langsa

Kesatu : Menunjuk Dosen Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri (IAIN) Langsa :

1. NINA AFRIDA, M.Pd
(Membimbing Isi)
2. WAHIDAH, M.Ed
(Membimbing Metodologi)

Untuk membimbing Skripsi :


N a m a : Maulida Rizkina
Tempat / Tgl.Lahir : Desa Tanah Terban, 4 Juli 1999
Nomor Pokok : 1042017061
Fakultas/ Program Studi : FTIK/Pendidikan Bahasa Inggris
Judul Skripsi : TEACHERS' PERCEPTION OF LEARNING ENGLISH ONLINE DURING COVID-19 PANDEMIC IN ACEH TAMIANG

- Kedua** : Bimbingan harus diselesaikan selambat-lambatnya selama 1 (satu) tahun terhitung sejak tanggal ditetapkan.
Ketiga : Kepada Pembimbing tersebut di atas, diberi honorarium sesuai dengan ketentuan yang berlaku pada Institut Agama Islam Negeri (IAIN) Langsa.
Keempat : Keputusan ini berlaku sejak tanggal ditetapkan dan apabila terdapat kekeliruan dalam penetapan ini akan diadakan perbaikan sebagaimana mestinya.

Kutipan Keputusan ini diberikan kepada yang bersangkutan untuk dapat dilaksanakan sebagaimana mestinya

Ditetapkan di Langsa
Pada Tanggal 1 Februari 2021

Dekan,


ZAINAL ABIDIN



PEMERINTAH ACEH
DINAS PENDIDIKAN
SMK NEGERI 3 KARANG BARU

Alamat : Jln Banda Aceh-Medan Km. 470 Desa Tj Seumantoh
Kecamatan Karang Baru, Kabupaten Aceh Tamiang, Kode pos 24476
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SURAT KETERANGAN PENELITIAN

Nomor : 492/423.1-SMKN.3.KB/VII/2021

Kepala Sekolah Menengah Kejuruan (SMK) Negeri 3 Karang Baru dengan ini menerangkan :

Nama : MAULIDA RIZKINA
Nim : 1042017061
Semester / Unit : VIII (delapan) / 3 (tiga)
Fakultas / Prodi : FTIK / Pendidikan Bahasa Inggris (PBI)
Alamat : Desa Tanah Terban Kec. Karang Baru,
Kabupaten Aceh Tamiang.

Benar nama tersebut di atas telah melakukan penelitian di SMK Negeri 3 Karang baru, pada tanggal 14 Juli 2021, dengan judul : " *TEACHERS' PERCEPTION OF LEARNING ENGLISH ONLINE DURING COVID-19 PANDEMIC IN ACEH TAMIANG* "

Demikian surat keterangan ini diberikan untuk dapat dipergunakan sebagai mana mestinya

Karang Baru, 26 Juli 2021

Kepala SMK Negeri 3 Karang Baru,



Wardiana
WARDIANA, S.Pd

Pembina Tk.I / IV.b

Nip. 19690718 200212 2 0061



PEMERINTAH ACEH
DINAS PENDIDIKAN
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Jalan. Ir. H. Juanda Desa Bundar, Karang Baru Kode Pos 24476
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Nomor : 423.1 /330.3/ 2021
Lamp : -
Prihal : Izin Melaksanakan Penelitian

Karang Baru, 27 Juli 2021

Kepada Yth,
Dekan Fakultas Tarbiyah dan Ilmu
Keguruan IAIN Langsa
Di -

Tempat

Dengan hormat,

Sehubungan dengan Surat Saudara Nomor : 1018 /In.24/FTIK/TL.00/07/2021, Tanggal 16 Juli 2021 tentang Izin untuk Penelitian Ilmiah Mahasiswa/i tersebut di bawah ini :

Nama : **MAULIDA RIZKINA**
NIM : 1042017061
Semester : VIII (Delapan)
Fakultas/Prodi : FTIK / Pendidikan Bahasa Inggris (PBI)
Alamat : Desa Tanah Terban Kecamatan Karang Baru
Kabupaten Aceh Tamiang

Kami pada dasarnya tidak keberatan dan menerima mahasiswa tersebut untuk melakukan Penelitian di SMK Negeri 2 Karang Baru dan supaya yang bersangkutan berkonsultasi kepada guru dan tenaga kependidikan lainnya, serta tetap mematuhi protokol kesehatan selama berada di lingkungan SMK N 2 Karang Baru.

Demikian surat ini kami sampaikan untuk dapat digunakan seperlunya.



Kepala Sekolah
DR. BUJANG SG,MT
NIP. 196 20512 198703 1 006



PEMERINTAH ACEH
DINAS PENDIDIKAN

SEKOLAH MENENGAH KEJURUAN NEGERI 1 KARANG BARU

Jalan. Ir. H. Juanda, Desa Bundar Nomor ... Kabupaten Aceh Tamiang Kode Pos 24476
Telepon : (0641) 7447003, Faks : (0651) 7447003 ,Email : smkn1karangbaru@gmail.com

No. : 422/184/SMKN1/2021
Lamp. :
Hal : Pemberitahuan Telah Melaksanakan
Penelitian

Karang Baru, 27 Juli 2021

Kepada Yth.
Dekan IAIN Langsa
Fakultas Tarbiyah dan Ilmu Keguruan
Di
Tempat

Dengan hormat,

Schubungan dengan surat saudara No. 1018/In.24/FTIK/TL.00/07/2021 tanggal 16 Juli 2021 perihal Izi Melaksanakan Penelitian Ilmiah pada SMKN 1 Karang Baru Kabupaten Aceh Tamiang kepada mahasiswa atas nama:

Nama : MAULIDA RIZKINA
NIM : 1042017061
Jurusan / Prodi : FTIK/Pendidikan Bahasa Inggris (PBI)
Judul : **Teachers' Perception of Learning English Online During Covid-19 Pandemic in Aceh Tamiang**

Bahwa mahasiswa tersebut diatas benar telah melakukan penelitian pada SMK Negeri 1 Karang Baru pada tanggal 26 Juli 2021.

Demikianlah hal ini kami sampaikan, agar dapat dimaklumi.



Kepala Sekolah,

Juliani, S.P.

Pembina

NIP. 19741230 200604 2 002