

**EFL STUDENTS' AND TEACHERS' PERCEPTION ON
ENGLISH ONLINE LEARNING AT ELEMENTARY SCHOOL
UGGULAN AISYIYAH TAMAN HARAPAN CURUP**

THESIS

**This thesis is submitted to fulfill the
requirement for 'Sarjana' degree English
Study Program.**



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Demikian permohonan ini kami ajukan, agar dapat diterima terlebih dahulu diucapkan terima kasih.

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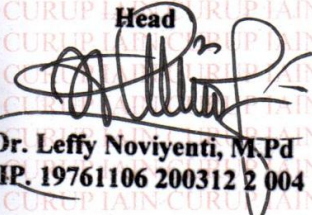
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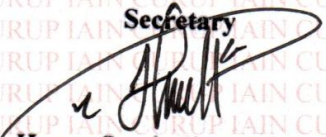
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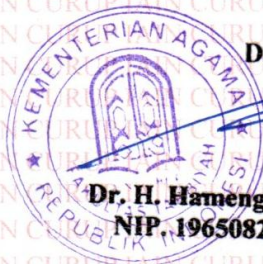
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PREFACE

All praises to Allah SWT that the writer had finally finished writing her thesis entitled **“EFL Students’ and Teachers’ Perception On English Online Learning At Elementary School Uggulan Aisiyah Taman Harapan Curup”**.

This thesis is submitted as a part of the completion for undergraduate degree of strata 1 (S1) in English Study Program of IAIN Curup. The writer realize that this thesis is far being perfect, therefore the writer really appreciates some suggestion and critics for being perfect in the future.

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Finally, the writer need construction suggestion for being perfect in the future. Hopefully, the result of this research can give beneficial contribution to the development of education in other school. for acknowledgment above, and those are not mentioned, may Allah give them the best reward. Aamiin.

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ABSTRACT

Sumarza, Herley, 2022. EFL Students' and Teachers' Perception on English Online Learning at (Elementary School Unggulan Aisyiyah Taman Harapan Curup).

Advisor : Dr. Leffi Noviyenty, M.Pd

Co-advisor : Henny Septia Utami, M.Pd

This study discovers EFL students' and Teachers' perceptions on English online learning at Elementary School Unggulan Aisyiyah Taman Harapan Curup. This explanatory mixed-method study, discusses the perceptions of Elementary School Unggulan Aisyiyah Taman Harapan Curup students on English online learning and English teachers' perceptions of the problems faced in online English learning. In obtaining data, fourth, fifth and sixth grade Elementary School Unggulan Aisyiyah Taman Harapan Curup students were given a questionnaire to determine students' perceptions of online English learning. After getting the data, the researcher analyzed the students' responses by calculating the frequency and percentage. In addition, to obtain data, researchers conducted interviews with English teachers at Elementary School Unggulan Aisyiyah Taman Harapan Curup to find out the perceptions of English teachers about the problems faced in online learning English. This study shows that the majority of Elementary School Unggulan Aisyiyah Taman Harapan Curup students have negative perceptions of online learning English based on two indicators provided by the researcher, namely: positive perceptions on English online learning and negative perceptions on English online learning. Students provided negative responses to online English learning in this study. Elementary School Unggulan Aisyiyah Taman Harapan Curup English teachers, on the other hand, have their own negative perspectives on the problems of online English learning, namely : students are not interested in learning English online, lack of concentration from students, lack of repetition and frequent practice, lack of motivation from students, lack of discipline from students, students defiant, rowdy, or distracting other while insufficient, time, resource and material are not a problem for the English teacher at Elementary School Unggulan Aisyiyah Taman Harapan Curup. Besides that, teachers also perceive that there are other problems faced by English teachers when doing online English learning, namely personal problems when at home such as children crying, children asking to play when they are doing online learning so that teachers cannot focus on English online learning.

Key Word : Students' perception, Teacher perception, Online learning

MOTTO AND DEDICATION

**“Your Life Is As Good As Your Mindset, Don’t
Think To Be The Best But Think To Do
The Best.”**

“Love Your Self First and Be Kind To Your Self”

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LIST OF CONTENTS

TITLE PAGES	i
SUPERVISORS' APPROVAL	Error! Bookmark not defined.
THE STATEMENT OF OWNERSHIP	Error! Bookmark not defined.
PREFACE	iv
ACKNOWLEDGEMENT	vi
ABSTRACT	vii
MOTTO AND DEDICATION	ix
LIST OF CONTENT	xii
LIST OF TABLE	xiv
CHAPTER I INTRODUCTION	1
A. Background of the research.....	1
B. Research Questions	5
C. Objective of The Research.....	5
D. Operational Definition	6
E. Delimitation of the Research.....	7
F. Significance of Research.....	7
G. Systematic of The Research.....	9
CHAPTER II LITERATURE REVIEW	10
A. Review of the Related Theory	10
1. Perception.....	10
2. Teaching English.....	15
3. Online Learning.....	25
4. Review of Related Finding.....	29
CHAPTER III RESEARCH METHODOLOGY	33
A. Kind of Research.....	33
B. Subject of the Research.....	34
C. Technique of Collecting Data	36
1. Technique of Collecting Quatitative Data.....	36
2. Technique of Collecting Qualitative Data.....	38
D. Instruments of The Research.....	39
1. The Instrument of Quantitative Research.....	39
2. The Instrument Of Qualitative Research.....	44
E. Validity of Instrument.....	53

1. Validity	53
2. Reliability	54
F. Data Analysis	55
1. The Analysis Of Quantitative Data	55
2. The Analysis Of Qualitative Data	57
CHAPTER IV FINDING AND DISCUSSION	60
A. Finding	60
1. Students' perception on English online learning at Elementary School Unggulan Aisyiyah Taman Harapan.	60
2. The English Teacher Perception on Teaching English Online Learning at Elementary School Unggulan Aisyiyah Taman Harapan Curup.	77
B. Discussion	79
1. Stusents' perception on English online learning at Elementary School Unggulan Aisyiyah Taman Harapan Curup.	79
2. The English teacher perception in teaching English onine learning at Elementary School Unggulan Aisyiyah Taman Harapan Curup.	88
CHAPTER V CONCLUSION	
A. Conclusion	95
B. Suggestion.....	96
REFERENCE	
APPENDIX	

LIST OF TABLE

Table 2.1	Problems In Online Teaching English	24
Table 3.1	Total number of students SDUA Curup	35
Table 3.1	Blue print of Questionnaire	41
Table 3.2	Blueprint Of Questionnaire	42
Tabel 3.3	Blueprint of Interview guidance.....	45
Table 3.4	Blueprint of Interview guidance.....	47
Table 3.4	Cronbach’s Alpha.....	54
Table 3.5	The Result of Reliable Data	55
Table 3.4	Agreement of the Term for Positive Perception.....	57
Table 4.1	Result of students’ positive perception on English online learning at Elementary School Unggulan Aisyiyah Taman Harapan Curup. (Supports English online learning activities).....	62
Table 4.1	The Result of Questionnare from Students’	63
Table 4.2	Result of students’ positive perception on English online learning at Elementary School Unggulan Aisyiyah Taman Harapan Curup. (Receive all forms of knowledge of English lessons through online learning.).....	66
Table 4.3	Result of students’ positive perception on English online learning at Elementary School Unggulan Aisyiyah Taman Harapan Curup. (Receiving an English online learning system by being realized through activeness in the English online learning process.).....	64
Table 4.4	Result of students’ positive perception on English online learning at Elementary School Unggulan Aisyiyah Taman Harapan Curup. (Paying attention to the teacher delivering the material during the online English lesson hours.).....	67
Table 4.5	Result of students’ positive perception on English online learning at Elementary School Unggulan Aisyiyah Taman Harapan Curup.(Increase courage and confidence when learning English online.).....	69
Table 4.6	Result of students’ positive perception on English online learning at Elementary School Unggulan Aisyiyah Taman Harapan Curup.(Increase courage and confidence when learning English online.).....	70

Table 4.7	Result of students' negative perception on English online learning at Elementary School Unggulan Aisyiyah Taman Harapan Curup.(Lazy to follow online English learning.).....	71
Table 4.8	Result of students' negative perception on English online learning at Elementary School Unggulan Aisyiyah Taman Harapan Curup.(Not paying attention to the teacher when the teacher explains English material online.).....	72
Table 4.9	Result of students' negative perception on English online learning at Elementary School Unggulan Aisyiyah Taman Harapan Curup.(Does not support the English online learning system.)	73
Table 4.10	The result of the perception by the English teacher on teaching English online learning at Elementary School Unggulan Aisyiyah Taman Harapan Curup.....	75
Table 4.11	The result of the perception about problem faced by the English teacher on teaching English online learning at Elementary School Unggulan Aisyiyah Taman Harapan Curup.....	77

CHAPTER 1

INTRODUCTION

A. Background of the research

Education is one of the foundations for a nation's advancement, the higher the quality of education possessed by a nation, the higher the nation's quality will be. Education can be viewed as a system, with each component acting as a coherent source with regular, rather than random, functional interactions that work together to create a result or target. Education in Indonesia is currently undergoing a very big change where the process of teaching and learning activities cannot be carried out as usual. Teaching and learning activities are carried out at home or online due to the emergence of the Covid-19 outbreak in Indonesia.

Recently, the world has been shaken by the rapid spread of a new virus, and Indonesia is no exception, namely the emergence of a new virus that attacks human immunity worldwide known as covid-19 (Corona Virus Disease). According to the World Health Organization (WHO), coronaviruses are a large family of viruses that cause disease in humans and animals. In humans, it usually causes infectious diseases of the respiratory tract, ranging from the common cold to serious diseases such as Middle East Respiratory Syndrome (MERS) and Severe Acute Respiratory Syndrome (SARS).¹ The

¹WHO. (2020). *Diambil 29 Mei 2020, dari website: <https://www.who.int/indonesia/news/novel-coronavirus/qa-for-public>*

number of patients infected with the corona virus is increasing day by day, because this virus attacks anyone, and is difficult to control.²

In addition, the Covid-19 pandemic (Corona Virus Disease) has forced all public facilities, including schools, to close or close temporarily across the region, including Rejang Lebong Regency in Bengkulu Province. According to an interview with the Indonesian Red Cross (PMI) in Rejang Lebong, this city is part of the COVID-19 red zone. So, on June 11, 2021, the data on the percentage of Covid-19 patients was updated, with 515 suspected cases, 1,026 verified cases of COVID-19 patients, 3,943 samples evaluated in the laboratory, 1,026 positive samples, and a total of 1,026 people. There were 2,917 persons in the negative sample. As a result, the government prepares a plan and countermeasures to solve the problem by deciding to conduct activities at home, including the termination of face-to-face or offline teaching and learning activities at schools, but this does not imply that children are dismissed from school, and social distancing is required to slow the spread of covid 19.

In the condition of the nation which is currently struggling against the Covid-19 pandemic, teachers are required to find alternative learning so that learning objectives can be achieved. One alternative learning used in Indonesia today is online learning. Online learning is a method of teaching and learning that makes use of the internet and digital media to provide content. However, online learning has drawbacks, namely, the lack of

²Idah Wahidah, Muhamad Andi Septadi, M.Chaerul Adlie Rafqie, Nur Fitria Salsabila Hartono, Raihan Athala, *analysis of government and community planning in various prevention measures, jurnal manajemen dan organisasi*, vol. 11 no 3, Desember 2020, p.179-188.

communication and information on subject scheduling so that it can cost time that should have been able to do other activities but become hampered or delayed. In addition, because online learning uses applications or requires internet, it can make quotas run out quickly. Then, the battery capacity of the smartphone or laptop used by each student is different so that if the battery runs out, the student will automatically be kicked out of the online learning. In addition, with online learning the teacher cannot directly monitor students while learning is taking place, so the teacher does not know what are the barriers for students to receive learning. In addition, online learning can make children unfocused while learning. Many things can make children unfocused, such as games on mobile phones that are more interesting than online learning, pets, music and toys.

Basically learning English must use techniques and teaching methods that can be understood by students to be more effective, besides that learning English must be done directly so that the material can be understood and can be directly practiced because learning English is more practical than learning English. Therefore, the teacher must be able to create an atmosphere and interesting learning media even though teaching and learning activities are carried out from home and work together with students' parents so that the online learning process can be carried out according to the learning objectives.³

³ Sutarto, Dewi purnamasari, Iwan Fachturahman, (2020), *Teacher strategies in online learning to increase students' interest in learning during COVID-19 pandemic*, Vol. 8, No.3.

In the learning process from home, teachers and parents are required to master teaching technology. Rapid technological advances are a challenge for teachers and parents of students. By being a person who is always updated on technological developments, so that they can receive information faster, and do not miss other information. That way teachers and parents are required to be more positive and creative in using it. In the midst of an outbreak like this, education is currently running online by utilizing various existing technologies. Therefore, the researcher wants to see from the perceptions of teachers, parents and students regarding current online teaching.

Based on the informal interview with the students at Elementary School Unggulan Aisyiyah Taman Harapan Curup most of them claimed that they found it difficult to English online learning, but some of them were not. They think that English online learning is not effective. The researcher also asked students if the English online learning barrier was ineffective. The obstacle is that students find it difficult to understand the material being given, since it cannot be explained in person and in detail by the teacher. They also said that learning is also more likely to lead to training or do the task, leaving the student saturated and less motivated to take English online learning. Furthermore, they are hampered by weak tissue, so they have a little difficulty collecting assignments. Some students like this English online learning, they consider it relatively efficient in collecting assignments. Additionally, English online learning can make it easy for students to discuss

with their friends, as well as for students to study wherever they are and to collect assignments easily.

Regarding to the phenomena above the researchers were interested in conducting a study entitled "Students' perception on English online learning at the Elementary School Unggulan Aisyiyah Taman Harapan Curup".

B. Research Questions

Based on the background above that has been explained before, the researcher can take several research question of this research as follows:

1. What are the students' perception on English online learning at Elementary School Unggulan Aisyiyah Taman Harapan Curup?
2. What are the English teacher perception about problems faced in English online learning at Elementary School Unggulan Aisyiyah Taman Harapan Curup ?

C. Objective of The Research

Based on the research questions above, the objectives of this research are to investigate :

1. Students' perception on English online learning at Elementary School Unggulan Aisyiyah Taman Harapan.
2. The English teacher perception about problems faced in online learning At Elementary School Unggulan Aisyiyah Taman Harapan Curup.

D. Operational Definition

In this part, the researcher provided some of key terms to support the researcher to conducting this research, they are:

1. Students Perception

According to Sarlito perception is the ability to organize observation. Perception is a process that begins with a vision and ends with a response that occurs within the individual, allowing them to be aware of everything in their surroundings through their senses.⁴ Perception understood as a process where an individual have the ability to give a respon from message, information, thoughts, feelings and experiences accpeted through their five sense and use it to give interpretations, opinions, suggestions and information based on his experiences.⁵

In this research, what the researcher mean by perception is the respond from the students toward the English online learning at Elementary School Unggulan Aisyiyah Taman Harapan Curupeither it is positive, negative, or neutral based on their experiences. The “respon” refers to the confirmation or declination toward the ideas stated in the statement.

2. Online Learning

Online Learning is a medium where face-to-face learning interactions are used to create a virtual discussion area. Through online learning, teachers and students can remove the place and time barriers that can be a

⁴ Sarlito Wirawan Sarwono, *Psikologi Umum*, (Jakarta: Bulan Bintang, 1976) p. 90

⁵Reynaldi, *English Students' Perception On The Utilization Of Social Media Platform In Online Learning Classroom*(IAIN, Thesis, 2020), P. 7

learning constraint. Fundamentally, this mean as there is a help of technological device to support the distance learning. The technological devices could be computer, laptop, tablet or a smartphone, while the media could be a website, a community, a social media, or an instant messaging app. In the context of the research, online learning is the learning process maintained by the English teacher of Elementary School Unggulan Aisyiyah Taman Harapan Curup and supported by technological devices and social media.

3. Teaching English

Teaching English is activities of process transferring knowledge that concern about the result of language learning. It is more than instruction activities of language in the class but students can implement their knowledge in their real life.

E. Delimitation of the Research

The researcher delimits this research to get more specific data. In this research, the researcher focus on the students' perception on English online learning at Elementary School Unggulan Aisyiyah Taman Harapan Curup of the IV, V and VI class. Then, researcher focus on the English teacher perception about problems faced in online learning at Elementary School Unggulan Aisyiyah Taman Harapan.

F. Significance of Research

The meaning of this research is to provide information about students' perception on English online learning at Elementary School Unggulan Aisyiyah Taman Harapan. This research is important to complete.

1. Students

For students, from this research, students are able to provide positive and negative perceptions that are useful for creating good learning, as well as being effective for students themselves in improving English knowledge, skills in English and values in learning English in the classroom.

2. Teacher

After the researcher has completed this research, teachers can use this research to learn about students' perceptions of learning English online so that they can take better actions online. Teachers can also reconsider whether online learning can be continued or not, and if it can, what technique should be reviewed against students to do English learning online in order to achieve the learning goals. Finally, it might be used by teachers at Elementary School Unggulan Aisyiyah Taman Harapan Curup to anticipate problems in English online learning.

3. Researchers

The researcher could utilize this study to learn some of the steps involved in conducting research, and it will also benefit other researchers because it will provide new information on the subject of English online learning. The results of this research are expected to be further developed by other researchers who are interested in knowing about students' perception on English online learning at Elementary School Unggulan Aisyiyah Taman Harapan Curup and also the perception by the English

teacher in online learning at Elementary School Unggulan Aisyiyah Taman Harapan Curup. Next, this research was conducted in order to fulfill a bachelor's degree.

G. Systematic of The Research

From chapter one through chapter five, this part gives the thesis organization.

1. Chapter I : Introduction

This chapter consists of background of the research, research question, the objective of the research, operational of definition, delimitation of the research, significant of the research, and systematic of the research.

2. Chapter II : Literature Review

This chapter presents the theoretical framework which will be the basis of the research and also consist of the previous research studies.

3. Chapter III : Research Methodology

This chapter tells about the type of the study, research setting, source of the data, technique of data analysis and validity of the data.

4. Chapter IV : Research Findings and Data Analysis

This chapter consist of the data presentation and analysis about the students' perception on English online learning at Elementary School Unggulan Aisyiyah Taman Harapan Curup and also the English teacher perception at Elementary Unggulan Aisyiyah Taman Harapan Curup.

5. Chapter V : Conclusion and Suggestion

CHAPTER II

LITERATURE REVIEW

In this section, researchers compile several theories related to students' perception on English online learning at Elementary School Unggulan Aisyiyah Taman Harapan Curup. These theories will help researchers to find these problems. The theories will be demonstrated as follows:

A. Review of the Related Theory

1. Perception

a. Definition of Perception

According to Bakhrust and Shanker stated that perception is an awareness on how things are and thought makes contact with an independent reality.⁶ In addition, Walgito said that, in general, perception is refers to one's perspective on something that will make the response of how and by what person would act.⁷ Furthermore, Stephen Robbins defined perception as a process by which individuals organize and interpret their sensory impressions on their environment.⁸ Based on definitions above we can conclude that perception cvan not separete from process of awareness respons to the environment. Accordingly, perception is an individual process to organize and give response an information by its sense and view on a particular object that someone acquire on environment.

Moreover, concerning to the definition of perception, Bukhrust, David, and Shanker said that perception is active, not passive; it is an

⁶David Bakhrust, Shanker, "*Language Culture, Self. Thousand Oaks*" (California: Sage Publication, 2001), p.118

⁷Walgito,Bimo.2004. *Pengantar Psikologi Umum*, (Yogyakarta:Adi Yogyakarta, 2004), p.85

⁸ Stephen P. Robbins, *Organizational Behaviour*, (New Jersey: Prentice Hall Inc. 2003), p.121-122

effortful search for meanings and values.⁹ Furthermore, Walgito in his theory confirmed that a one's perception is an active process that plays a role, not just the stimulus but also the individual as a whole of the experiences, motivations and attitudes that are applicable in response to a stimulus.¹⁰ It means that as an active process, perception has an essential influence for individual to interpret the motivation, experience, and attitude toward certain object entirely. There are two categories of perception markers, according to Robbins:

1) Reception.

The admission procedure reflects the physiological stages' perception, or the ability of the senses to capture stimuli from the environment.

2) Evaluation

External stimuli that have captured the senses, which are subsequently evaluated by the individual. This assessment is highly subjective. Individuals who consider an exciting one to be tough and uninteresting. Others, on the other hand, consider the identical stimuli to be pleasant and delightful.

b. Students Perception

Students' perceptions are critical in supporting the learning process, especially in classroom activities, when learning English. Perception, according to K.-S. Hong, A. A. Ridzuan, and M.-K. Kuek, is someone's idea about what they learn to evaluate their attitude about using anything,

⁹ Bakhrust, David, and Shanker, in *Sinta Mayasari, 'Used By The English Lecturers In Speaking Class'*, 2019.

¹⁰ Bimo Walgito, Op. Cit. P.87

whether they agree or disagree with that approach or something they learn.¹¹ Furthermore, according to Szilagyi and Wallace's concept of perception as cited in Adipranata, perception is defined as a process by which people take care of approaching improvements, sort them out, and then translate them into a message that indicates a suitable action or conduct.¹² Perception, according to Robbins, is a process by which individuals (students) arrange and evaluate their sensory impressions in relation to their surroundings.¹³ Perception, according to those definitions, relates to someone's or a student's sense or view of a specific item, which in this case is the instructional media. In other words, a student's perception might be one of the most important components in assisting the teaching-learning process in the classroom, particularly in an English class.

Furthermore, a hypothesis proposed by Eiken and Shidu in Bilik stated that students' perception and observation might collaborate and become a part of their education. According to Eiken and Shidu, a student's perception is a process point of view on anything that occurs during the learning process in class, and the student will offer suggestions or arguments to the teacher or classmates to help them better their teaching learning process. Through the observation or learning process, students' perceptions can be a hard and intriguing experience. Students' awareness

¹¹K.S. Hong, A. A. Ridzuan , and M.K.Kuek, *students attituted toward he use of the internet for lerning: a study at a university in malaysia* (malaysia : international forum educational technology & society (IFETS), 2003) 47-48

¹²S.M.I. Yessy Adipranata , *students perception on the used of the role play technique in speaking class in the english education study program of sanata dharma university*, (Yogyakarta: unpublished sanatadharma university, 2009), P. 9

¹³Stephen P. Robbins, *Organizational Behavior* (new jersey: prentice hall inc, 2001), P. 121-122

of the entire teaching process, as well as their own learning, will grow as a result of this method. As a result of the preceding definition, the researcher came to the conclusion that students' perception is their attitude toward something.

c. Teacher perception

Teachers as implementers in online learning must be able to condition all learning components. This includes learning methods, the media that will be used in learning, the use of related learning time with application usage time, as well as psychological and social factors that significantly affect teacher motivation when teaching. Teachers have duties and responsibilities that it is not easy when you have to switch the face-to-face learning system to an online learning system because there is no previous online learning experience for teachers and students. A teacher must overcome all the problems that occur in responsive online learning so that learning can continue and children can still get learning experiences.¹⁴

Perception is a process that is preceded by a sensory process, which is the process of receiving a stimulus by the individual through the senses. The stimulus that is subjected to the senses is then organized, interpreted so that the individual is aware of what he senses. Thus it can be argued that perception is an organizing, interpreting the stimulus he senses so that it is something meaningful, and is an integrated response within the individual. With the perception of the individual will be aware of the surrounding circumstances as well as the state of the self alone. Perception

¹⁴Malpaleni Satriana, *Persepsi Guru PAUD terhadap Pembelajaran Online: Fenomena Masa Pandemi Covid-19*, Jurnal Pendidikan Anak Usia Dini, Vol 6 Issue 1 (2022), Page 362-373.

is one of the psychological factors whose contribution to a person's behavior is quite large. In looking at the object or the same event, the meaning captured by others may be different. The surrounding objects that we perceive with our senses are then projected onto the object certain parts of the brain so that we can observe the object.

d. Forms of Perception

An individual disposed to assess an object by considering whether the object is appropriate with their appreciation and receivable rationally and emotionally. In another case, an individual will envisage an object negatively when the object received by perceptor inappropriate with the personal comprehension, and they will disposed to reject it. That statement in line with Walgito who divided perception into two forms:

1) Positive perception

It is the subject's vision or view of an object in relation to a circumstance in which the subject believes he will be detained for his own suit.

2) Negative perception

It relates to circumstances in which the subject views the object seized and tends to reject it because it does not conform to his personal preferences.¹⁵

¹⁵Walgito, in Budiman Thesis, *“Students’ Perception of Lecturers’ Role in Enhancing EFL Learners’ Communication Ability (A Study at Eight Semester on Academic Year 2018 in IAIN Curup).* “IAIN Curup. 2018. p.34

2. Teaching English

a. Definition of Teaching English

Teaching is the most important thing and the main duty for teacher. According to Aristotle as cited on Noddings teaching is an activity that finds its result in the learner, not in the teacher. In the other hand Douglas Brown states that Teaching are to Show or help someone to study carefully the way to do something, give instruction, guide in assessment something, prepare knowledge, make someone know or understand.¹⁶Based on definition above, Teaching is an activity show or guide students to understand and get something.

The purpose of teaching process more concern to the result of the students improvements. English language is important as global communication and the transfer of science and technology, it is emphasized by the fact that the most of the knowledge on which the global communication and economy operate is in English. English to be important subject that learned by student in the school or university. English Language Teaching is now officially seen as consisting of four aspects: reading, writing, speaking, and listening." Those aspects are very important mastered by teacher when they want to teach English in the class. In teaching language, teacher should apply various strategies even activities that impact to student improvements.

According to Stern Language teaching is an activity which are intended to bring about language learning. Language teaching is more widely interpreted than instructing a language class. Formal instruction or

¹⁶*Ibid.p. 14*

methods of training are included. Language teaching is defined as some activities that giving instructor to the student in language class. Based on the above description, the researcher concludes that teaching English is a process of knowledge transmission that is concerned with the outcome of language learning. It is more than just classroom language learning exercises; students may use what they have learned in real life.

Brown mentions that teaching language is delivered and provides feedback on a set of principles that form the framework of the overall language learning and teaching approach.¹⁷ Language teaching in this situation refers to teaching English as a foreign language. It refers to teaching the english language to students with different first language. Speaking, listening, reading, and writing are the four skills that must be learned in order to acquire English. However, some skills, including as pronunciation, vocabulary, and grammar, are included in the four talents specified by the researcher. As a result, teaching English as a second language differs from teaching other subjects. Teaching english is not easy as we imagine, especially for people who use english for second and foreign language. Teaching English allows students to learn and participate in all activities connected to learning English. One of the most crucial aspects of the English teaching process is the teacher. Teachers must demonstrate a grasp of their pupils' abilities to learn English. It will influence educational philosophy, teaching style, approach, method, and classroom technique. So, the teacher must have good ability and

¹⁷H.Douglas, Brown. *Teaching by principle(an interactive approach to language pedagogy)*, (Prentice Hall Regents Englewoods Cliffs,1994) P. 135

competence in teaching process in order to make the teaching process run properly and the student get a good knowledge from the teacher.

b. Teaching English For Elementary School

1) English for Children in English Language Teaching

English is one of the international languages used as a means of communication in the international relationship and widely used in all branches of knowledge. Furthermore, Brown states that English is not frequently learned as a tool for understanding and teaching US or British cultural values. English, however, has become a tool for international communication in transportation, commerce, banking, tourism, technology, diplomacy, and scientific research.¹⁸ Based on the fact, it is appropriate that English is included in the local content of school-based curriculum in elementary school. Therefore, it is necessary to think system of teaching and learning of English to young learners (Elementary School Students) to gain an optimal result.

The teaching and learning of English in elementary school provides the students' English language competencies in the golden age –the age that children can learn anything easily. The two of those competencies are called linguistic competence and linguistic performance. It is in accordance with Chomsky in Clark and Clark who states that linguistic competence is one's capacity to use a language, while linguistic performance is the actual application of this

¹⁸ Brown, H. Douglas. (2001). *Teaching by Principle and Interactive Approach to language pedagogy*. New York: Longman Inc.

competence in speaking or listening¹⁹. Furthermore, Brown states that competence refers to one's underlying knowledge of a system, event, or fact.²⁰ It is the non-observable, idealized ability to do something, to perform something. Performance is the overtly observable and concrete manifestation or realization of competence. It is the actual doing of something: walking, singing, dancing, or speaking.

Rendering an English lesson to the students of Elementary School is an appropriate decision viewed from the fact that the students of Elementary School have a period called golden age and they have critical period, the period that children are able to learn anything easily. In this period, their brains are still flexible so that they are able to learn anything, including languages. Besides, children's attitudes to other languages and culture are open and these attitudes help the children learn the languages. Children are able to learn anything at any stage as long as the learning material is presented in a comprehensible way. Therefore, the English teacher should follow a spiral curriculum model in developing competency standard and basic competency in their school-based curriculum, i.e., the one whose content is included in any units but in different levels. Furthermore, the teachers must consider the four main characteristics in their instructions: input, the knowledge framework, the flow of presentation, and reward and punishment.

¹⁹Clark, Herbert H. & Clark, Eve V. 1977. *Psychology and Language: An Introduction to Psycholinguistics*. San Diego: Harcourt Brace Jovanovich, Publishers

²⁰ Brown, P. & Levinson, S. 1987. *Politeness, Some Universal in Language Usage*. Cambridge: Cambridge University Press.

2) The Teaching of English to Young Learners

In teaching English to young learners, in this case, the students of elementary school, the teachers must comprehend the concept of acquisition and learning. Acquisition can be defined as a process of having language naturally or sub-consciously. On the other hand, learning is a process of having language consciously. Krashen and Terrell state that acquiring a language is 'picking it up', i.e., developing ability in language by using it in natural, communicative situations.²¹ Children acquire their first language, and most probably, second languages as well. Language learning is different from acquisition. Language learning is 'knowing the rules', i.e., having a conscious knowledge about grammar. According to recent research, it appears that formal language learning is not nearly as important in developing communicative ability in second languages as previously thought. In line with children's development and the two concepts above (acquisition and learning), the teaching of English to young learners at elementary school requires situations in which the students acquire language abilities by means of acquisition rather than learning. It means that the students acquire language naturally and communicatively. In the teaching-learning process, the English teachers must know the kinds of language learning resources for young learners, as follows :²²

²¹Krashen, S. D., & Terrell, T. D. (1983). *The Natural Approach: Language Acquisition in the Classroom*. Hemel Hempstead: Prentice Hall International English Language Teaching.

²²Sukarno, (2008) *Teaching English to Young Learners and Factors to Consider in Designing The Materials*. Vol. 5, No.1

- a. Learning resources are not additional materials for pleasure but main materials which are ordered and learned as interesting activities which children usually do in their daily lives.
- b. Learning resources for children must be appropriate for children's aptitude, will, world, and so forth. Therefore, ideal English teachers to young learners are those who are familiar with English songs and games in English. In addition, they are able to order those materials into becoming interesting ones.
- c. There must be a clear distinction between technique and resource. Songs, stories, poems, and games are resources. In teaching English to children (young learners) at elementary school, the English teachers need to comprehend language learning principles, which, according to some experts, are as follows.

d. Problems in English Online Teaching

Teaching is not always success for the teachers, especially in teaching English by online as a second or foreign language. There are a lot of challenges that must be considered by teachers in the online teaching-learning process. There are several discussions about problems that come from the students themselves. The problems are commonly become obstacles in English online learning process. There are problems in language teaching-learning process given by Akram Inanlo Khajlo in his research, they are:²³

²³Akram Inanlo Khajlo, *Problems in Teaching and Learning English for Students*, (Islamic Azad University of Science and Research Tehran, 2013) p. 57

1) lack of Interest

This factor is the most important obstacle in English online learning. Most students are not interested in learning the language and just think about passing the course, thus because they are not interested, they do not listen to their teacher and do not learn anything, even if they learn something they will forget it quickly, because they are tired of its repetition.

2) lack of concentration in the online class

The second factor is the lack of concentration. When students do not have the concentration they cannot learn the material. Concentration depends on these factors: 1. Fatigue and insomnia 2 Environment 3. Family problems. When all these factors are eliminated, the students can do his best to learn the language and gain a good score

3) Lack of Repetition and Frequent Practice of Students

Since students are not interested to learn English, so they will be tired of repeating and practicing the language. If the language is taught by the use of audio and video, then the students will learn it within a short period of time. We should use the specific methods or technique which are from the experiences of teachers in order to motivate the students in learning English. We know that practice plays important role in teaching Learning process. If sufficient practice is given to the students to perform task, he will learn language easily. According to behaviourists psychologist the habit is conditioned behaviour. So, learning a language means forming habit

of using language. If we want to learn language. We should take it in practice. Acquiring new habit is the result of learning. Learning a second language means forming the habit of using English.

Additionally, Larry M. Lynch stated in his research, there are some problems in online teaching-learning process.²⁴

a) Lack of learners Motivation

Motivation is considered with the arousal of the interest in learning and to the extent is basic to learning. Some learners are not particularly concerned about their ability in English subject. The extent to which learners' intrinsic motivation propels them toward improvement will be perhaps the strongest influence of all six of the factors in this list. Brown says that motivation and concern are high, then the necessary effort will be expended in pursuit of goals. It means that motivation is very important in teaching-learning English process. Furthermore, Brown defined motivation is the extent to which you make choice about goals to pursue and the effort you will devote to that pursuit.²⁵

The teacher does not have other choice expect try to wake students' motivation. The problem is that motivation is a very complex thing. Motivation means a cluster of factors that 'energize' the behaviour and give it 'direction' In Atkinson point a view, motivation is term used to describe what energize a person and what

²⁴Lary M. Lynch, *Three critical problem in English Language Teaching and Learning*, (Colombia, University Professor in Cali. 2008)

²⁵H. Douglas Brown, *Teaching by principles: An Interactive Approach to Language Pedagogy, Second Edition*, (New York: Addison Wesley Longman, Inc. 2001), p. 72

directs his activity, and energy and direction are the centre of motivation. Furthermore, Motivation is divided into intrinsic and extrinsic motivation. Intrinsic motivation are ones for which there is no apparent reward except the activity itself. and extrinsic motivation are carried out anticipation of areward from outside and beyond the self. The problem here is that how to build both intrinsic and extrinsic motivation from the students. Moreover, each student has his own characteristic so it needs many strategies and approach to make up the motivation. Teacher can help learners to perceive or develop hat motivation by showing, among other things, how clarity of speech is significant in shaping their image and ultimately in reaching some of their higher goals.

b) Insufficient Time, Resource and Materials

English is foreign language and hence cannot be learnt and thought as easily as mother tongue or first language. When It is learnt or thought as a second language, it requires long time and simultaneously adequate resources and materials to create English classroom climate which facilitate teaching-learning process.

c) Discipline

Every culture has a different standard of discipline and consequence for bad behaviour. Making it clear to my students right from the start what the rules of the classroom were and what the consequence for bad behaviour were and consistently following through with punishments well as reward, made the student behaviour in my classroom much better than it was outside of it.

d) Student is defiant, rowdy or distracting of other.

This will happen, no matter what, in every classroom if the entire class is acting up, it may be the fault of the teacher, boring material or poor classroom management. If it one particular student, you should react swiftly to show dominance. In order to resolve the issue, an ESL teacher must be strict and discipline the student if needed. If it continues to happen, further disciplinary action through the schools director could be pursued.²⁶

Table 2.1
Problems In online teaching English

No	Problem in online teaching English	Explanation
1	lack of Interest	Most students are not interested in learning the language and just think about passing the course, thus because they are not interested, they do not listen to their teacher.
2	lack of concentration in the class	When students do not have the concentration cannot learn the material. Concentration depends on these factors: 1. Fatigue and insomnia 2. Environment 3. family problems
3	Lack of Repetition and Frequent Practice of Students	According to behaviorists psychologist the habit is conditioned behavior. So, learning a language means forming habit of using language. If we want to learn language. We should use the specific methods or technique which are from the experiences of teachers in order to motivate the students in learning English
4	Lack of learners Motivation	Motivation is considered with the arousal of the interest in learning and to the extent is basic to learning. Brownsays that motivation and concern are high, then the necessary effort will be

²⁶ Lary M. Lynch, *Three critical problem in English Language Teaching and Learning*, (Colombia, University Professor in Cali. 2008)

3. Online Learning

a. Definition of Online Learning

According to Simpson & Richards Online learning is a coursework which has been defined for the students, to be adopted at a distance.²⁷ In addition, Saifuddin states that online learning is a form of utilization internet that can enhance the role of students in the learning process.²⁸ Online learning is an educational system or concept that utilizes internet or network media information technology as a source and learning media in the teaching and learning process. In addition, online learning is a system that can facilitate students to learn more widely, more and more widely. Through the facilities provided by this system, students can study anytime and anywhere without being limited by distance, space and time.²⁹ Moreover, online learning was first known for the influence of the development of electronic-based learning (e-learning) introduced by Illinois University through a computer-based learning system.³⁰ However, online learning carried out by institutions seems to be caused by the emergence of the corona virus which causes the learning process between students and teachers to be done remotely or be carried out in their respective homes. In general, online learning is very different from direct learning. Online learning emphasizes the accuracy and activeness of

²⁷Vicki Simpson and Elizabeth Richards, "Flipping the Classroom to Teach Population Health: Increasing the Relevance," *Nurse Education in Practice* 15, no. 3 (2015): 162–167, <http://dx.doi.org/10.1016/j.nepr.2014.12.001>.

²⁸Saifuddin, in Nabila, Yenny, and Chairiyanto research "Persepsi Mahasiswa terhadap perkuliahan daring sebagai sara pembelajaran selama masa karantina COVID-19," Teuku Umar University, 2020.

²⁹Jolliffe, A., Ritter, J., & Steven, D. (2001). *The Online Learning Handbook: Developing and Using Web-Based Learning*. Kogan Page.

³⁰Bonk, C.J. (2002). *Online Training in an Online World. Growth Lakeland*. Retrieved from <http://publicationshare.com>

students in receiving and processing information presented by the teacher online. The learning material being studied is more varied, not only in verbal form, but also more varied such as visual, audio, and motion.

Furthermore, according to The Report of the Commission on Technology and Adult Learning in Bonk Curtis J. defines e-learning as "instructional content or learning experiences delivered or enabled by electronic technology".³¹ Therefore, online learning requires students and teachers to communicate interactively by utilizing information and communication technology, such as computer media with the internet, zoom applications, youtube, google meeting, whatsapp, the use of this media depends on the structure of the learning material and the types necessary communication.

Based on the description above, it can be concluded that online learning is a form of remote open learning using the internet or network media as a source and learning media as well as a learning management tool. Online learning can be carried out using various online learning applications. With the nature of learning like that, learning can be carried out more flexibly, easily and fun.

b. Benefits of Online Learning

The following are some of the advantages of online learning for both students and teachers.

1) For students, time zones, location, and distance are irrelevant when it comes to online learning. Asynchronous online learning allows students

³¹Bonk, C.J. (2002). *Online Training in an Online World.Growth Lakeland*. Retrieved from <http://publicationshare.com>

to access online materials at any time, whereas synchronous online learning allows students and instructors to communicate in real time. Students can use the internet to access up-to-date and relevant learning materials as well as communicate with experts in the subject. Learners can do online learning on the job or in their own space, facilitating location-based learning. They can also contextualize their learning..

2) For teachers, teaching can be done anytime and from anywhere. Online materials can be updated, and students can see the changes at once. When students can access material on the Internet, it is easier for instructors to direct them to appropriate information based on their needs. If properly designed, online learning systems can be used to determine students' current needs and skill levels, and to define appropriate materials for students to choose from to achieve desired learning outcomes.

Furthermore, online learning has numerous advantages for students of diverse backgrounds and academic stages. One of the most significant advantages of online learning is as follows:

- a) Flexibility, Students can arrange their classes according to their needs, and they can pace their learning and workload, that according Marteney and Bernadowski.³²
- b) Without classroom disturbances, students can take as many breaks as they need, work at their own pace, and take as much time as they need to learn course content and finish assignments.

³²Marteney & Bernadowsky, in Navdeep Kalirai research. *“Online Learning for Students with Special Needs”*. Athabasca University. 2019. P.3

c) Students are able to interact with their instructors or peers through online learning regardless of a mobility, speech or vision impairment and learner preferences can be applied, such as time of day to learn or amount of work a screen at once.

c. Characteristic of Online Learning

According to Oyarzun, Stefaniak, Bol & Morrison the characteristic of online learning, as follows :

- 1) The use of a multimedia environment,
- 2) The sharing of a wide range of information,
- 3) The establishment of an e-learning system enabling collaborative communication,
- 4) The creation of a network for accessing and disseminating information,
- 5) The incorporation of the systems on various kinds of operating systems and browsers.³³

Hence, Adewole-Odeshi, Shen & Chuang, Pituch & Lee, note that e-learning has many advantages and benefits related to providing time and place flexibility; resulting in cost and time savings for educational institutions; fostering self-directed and self-paced learning by enabling learner-centred activities; creating a collaborative learning environment by linking each learner with physically dispersed experts and peers;

³³Oyarzun, B., Stefaniak, J., Bol, L., & Morrison, G. (2017). *Effects of learner-to-learner interactions on social presence, achievement and satisfaction* .Journal Of of Computing In in Higher Education, 30(1), 154-175. doi: 10.1007/s12528-017-9157-x

and allowing knowledge to be maintained updated in a more timely and efficient manner.³⁴

4. Review of Related Finding

This section contains past research of similar studies. The first finding was from Iga Anggrain titled *Students' Perceptions Of Online Learning English During The Covid-19 Pandemic*. This study focus on the problem mainly to exploring students' perceptions of online learning English during the Covid-19 pandemic that was endemic in Indonesia. The study used quantitative approach then used a survey method, Research instrument is a tool used to measure observed natural and social phenomena. The subject of this study were all students class XII at MAN 1 Kota Jambi. There are five classes, especially in English subjects.

The second finding was from laxmi mustika cakrawati's article entitled "students perception on the use of online learning platforms in Efl classroom". This study focus on students' perception on the use of online learning platform in English as a foreign language (EFL) classroom. Although slow-speed internet is considered to be one of difficulties in using Edmodo and Quipper, most of the participants agreed that the online learning platforms could help them in practicing language skill, acquiring new vocabularies and improving their understanding on the contents of the lesson. The result indicates that the students show positive response towards the use of online learning platforms such as Edmodo or Quipper. The students

³⁴Masood Badri et al., "*Students' Intention to Take Online Courses in High School: A Structural Equation Model of Causality and Determinants*," *Education and Information Technologies* 21, no. 2 (2016): 471–497.

perceive the online learning platform as edmodo and quipper as a user friendly learning tool which encourage them to interact with their teacher.³⁵

The third finding was from Hendy Reginald Cuaca Dharma, Dhaniar Asmarani and Udian Puspa Dewi Basic Japanese Grammar and Conversation e-learning through skype and zoom online application. The objective of this research is to observe the advantages and disadvantages of Basic Japanese online learning through skype and zoom application. The result of the analysis indicates that online learning medium could be effectively done for grammar and conversation learning. The advantage of the online media learning webinar, such as skype and zoom application, is its capability to make the participants are able to interact written and orally and to share presentation screen through sharing display feature. Since one of the most crucial factors of online learning is internet, zoom is most recommended compare to skype. The observation shows that skype is often disconnected in the middle of learning process. Also in this research, it is suggested that the developer of each applications to improve over time. This is necessary to support the process of e-learning. Through the improvement of the application, the e-learning could be developed to wider areas which still have limited mobility access and limited number of Japanese teacher.³⁶

The next finding was from Izyani binti Mistar and Mohamed Amin Embi entitled students' perception on the use of whatsapp as a learning tool

³⁵Laxmi mustika C., (2017) English language teaching and technology journal, *students' perception on the use of online learning platforms in efl classroom*, (Bandung: Universitas Pendidikan Indonesia, Vol. 1 No. 10)

³⁶Hendy Reginald Cuaca Dharma, Dhaniar Asmarani and Udiana Puspa Dewi, "Basic Japanese Grammar and conversation E-Learning through Skype and Zoom Online Application". *Procedia Computer Science* 116(2017): 267-273, <https://doi.org/10.1016/j.procs.2017.10.055>.page. 269

in ESL classroom. This research is aimed to examine the use of whatsapp as a learning tool and how it could help the students to enhance their language learning. Besides, it also investigates the significance of using the tool and defines its use based on students' perceptions as it suits with recent young generations lifestyle. The findings of the study suggested that the use of whatapps is significance in helping the students learning the language better and enhancing their proficiency in using the English Language. This study implies that the usage of whatsapp should be encouraged to the students and institutions should provide internet facilities as a top priority in today's education.

The fifth finding was from Reynaldi entitled students' perception toward the utilization of social media platform in online learning. The social media platform used in this research is whatapps and zoom. This research is no examine nor evaluate the used of social media in online learning, yet providing the result on how the students perception in the utilization of social media during the pandemic situation. This research also provide what are the benefits of utilization of social media platform in online learning, and what are the issue felt by the students during online learning. Those, by constructing the issue and the potential benefits of online learning, this research give broader review on how the students perception in online learning.

Based on the findings above, the researcher found similarities among them. Those research are focused on the student's perception of English online learning. Moreover, the researcher also discovers some differences on those findings, for instance, participants, method, and research instrument.

This research focus on Students' perception on English Online Learning at Elementary School Unggulan Aisyiyah Taman Harapan Curup.

CHAPTER III

RESEARCH METHODOLOGY

A. Kind of Research

This research is Explanatory by using mixed-method. A mixed method research design is a procedure for collecting, analyzing, and “mixing” both quantitative and qualitative methods in a single study or a series of studies to understand a research.³⁷ According to a research design that answers a specific issue or group of questions using both qualitative and quantitative data. By combining qualitative and quantitative data in a single study, mixed methods research integrates qualitative and quantitative approaches. The goal of mixed methods research is to take advantage of the synergy and strength that exists between qualitative and quantitative research approaches to gain a better understanding of a phenomenon than is attainable with either method alone.³⁸ Developing social phenomenon explanations. It depicts occurrences in their natural state.

It describes the variable's condition in that context. It means that mixed-methods research is a study that combines two types of studies: the first is a study of students' perceptions of English online learning at Elementary School Unggulan Aisyiyah Taman Harapan Curup, and the second is a study of the English teacher's perception on English online learning at Elementary School Unggulan Aisyiyah Taman Harapan Curup.

³⁷ Jhon W. Creswell, *Educational Research, Planing, Conducting and Evaluating Quantitative and Qualitative Research (Fourth Edition)*, (Pearson Education, Inc. Boston, 2012) P. 535.

³⁸ Gay L. R, *Education Research: Competencies for Analysis and Application (Third Edition)*, (Columbus: Merril Publishing, 1987), p. 481.

The research is then presented in the form of a descriptive technique description, which is based on genuine facts discovered in the field with no changes or summaries by the researcher.

B. Subject of the Research

1. Population of the Research

A population is a set (or collection) of all objects that has one or more interesting properties.³⁹ According to Gay, the population is the group to which the researcher wishes to generalize the study's findings.⁴⁰ Furthermore, Nana Sudjana argued that a population is a sample of whole items taken from that population.⁴¹ As a result, Franked stated that the population is a group to which the study's researcher must apply.⁴² The population of this study included all fourth, fifth, and sixth grade students, as well as English teachers from Elementary School Unggulan Aisyiyah Taman Harapan. The population of this study is a sample of pupils from the fourth, fifth, and sixth grades of Elementary School Unggulan Aisyiyah Taman Harapan. Table 3.1 shows the population estimate.

³⁹Suharsimi Arikunto. *Procedure Penelitian Pendekatan Praktik*. (Jakarta : Rineka Cipta,1993). P. 80

⁴⁰Gay. L.R.1987. *Educational Research : Competencies for Analysis and Application. Third Edition* .Columbus : MerrillPublishing. P. 122

⁴¹Nana Sudjana.*Penelitian dan Penilaian Pendidikan*. Bandung. (Jakarta : Sinar Baru Algensindo, 2001). P. 29

⁴²Jack R Frankell and more male wallen.*How design and Evaluated Research in Education*. (Mc. Grow hill, international edition. P. 78

Table 3.1
Total number of students SDUA Curup

Class	Totally of the
IV Ar-Rafi	27 students
IV Al-Khafidh	27 students
IV Al-Basith	27 students
IV Al-Qabidh	27 students
IV Al-Wahhab	28 students
IV Al-Fattah	16 students
IV Alim	20 students
IV Ar-Razzaq	27 students
V Al-Muiz	29 students
V Al-Mudzil	25 students
V As-Samii	25 students
V Al-Bashir	24 students
V Al-Hakam	24 students
V Al-Adl	24 students
V Al-Lathif	22 students
V Al-Khabir	24 students
V Al-Halim	22 students
VI Al-Muqit	26 students
VI Al-Hafizh	24 students
VI Al-Kaabir	24 students
VI Al-Aliiy	26 students
VI As-Syakuur	26 students
VI Al-Ghafuur	18 students
VI Al-Azhim	17 students
Total	578

Source : document of SDUA Curup

2. Sample of the research

According to Sugiyono, the sample is a component of the number and characteristics of the population. ⁴³To select the research sample, the researcher used simple random sampling for qualitative data and researcher used total sampling for quantitative data. Simple random sampling is a method of selecting samples at random from the population to be used as

⁴³Sugiyono. Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif, dan R & D). Alfabeta. Bandung, 2012. P.81

research samples regardless of strata. The sampling technique in this study was using Isaac and Michael's table. Based on the table, it can be seen that the total population is 578 students with an error rate of 1%, so the number of samples is 315 students.⁴⁴ So the number of samples in this study were 315 students plus 2 English teachers at SDUA Curup. To get the data, the researcher gave questions to 315 students randomly from 24 classes or 578 students. Then the researcher gave instructions for filling out the questionnaire to students so that students understood how to fill out the questionnaire. After that, the researcher helped the students to read the questions so that it was easier for students to understand the questionnaires that were answered based on what they experienced themselves when doing online class English learning.

C. Technique of Collecting Data

Technique of collecting data means the way which researcher used to collecting data or information from the participant. in this research researcher choose questionnaire and interview as technique of collecting data.

1. Technique of Collecting Quantitative Data

a. Questionnaire

Questionnaire is one of proportionately technique in quantitative study. The questionnaire that used in this research was close-ended questionnaire. This type of questionnaire allows the respondents to answer the question as quick as possible and gives opportunity the

⁴⁴Sugiyono, *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif, dan R & D)*, Alfabeta. Bandung, 2009 P.86-87

researcher to analyze the data easily to the entire questionnaires. In the close-ended questionnaire, the researcher requires the respondents to answer the questions shortly and choose one of answer's option. The questions in questionnaire should be created in positive and negative sentences in order to respondents more serious and not mechanistic when they answer the questions.⁴⁵ The entire questions are composed based on theories, and the answer of the question in the form of nominal data, ordinal, interval, and ratio.

The researcher used a questionnaire to collect data from fourth, fifth, and sixth grade students at Elementary School Unggulan Aisyiyah Taman Harapan Curup. The questionnaire was used to gather information about students' perceptions on English online learning at Elementary School Unggulan Aisyiyah Taman Harapan Curup. The researcher's goal in using this instrument is to see if students have positive, neutral or negative perceptions of using English online learning.

After collecting the data, the researcher used the Likert Scale to examine the results. A likert scale is used to calculate an individual's or group's attitudes, perceptions, or opinions about social phenomena. In research, the researcher has determined a students perception, which is referred to as a research variable. The determination of the Likert Scale,

⁴⁵*Ibid*

on the other hand, should be dependent on the researcher's research factors.

The study variable that will be measured by the researcher is described as a variable indicator, which serves as a starting point to arrange the instrument's items in the form of a question or statement, using the Likert Scale. The responses on the Likert Scale range from strongly positive to strongly negative, such as:

- | | |
|----------------------|------------------|
| a. Strongly agree | a. Always |
| b. Agree | b. Often |
| c. Uncertain | c. Sometimes |
| d. Disagree | d. Never |
| e. Strongly disagree | |
| a. Strongly Positive | a. Very good |
| b. Positive | b. Good |
| c. Negative | c. Not good |
| d. Strongly negative | d. Very not good |

Following the necessary quantitative analysis, each response can be assigned a score, such as:

- | | |
|----------------------|-----|
| a. Strongly agree | : 5 |
| b. Agree | : 4 |
| c. Uncertain | : 3 |
| d. Disagree | : 2 |
| e. Strongly disagree | : 1 |

2. Technique of Collecting Qualitative Data

a. Interview

In order to have a thorough understanding of the data, the researcher conducted an interview. In this study, an interview is defined as a conversation between the interviewer and the English teachers. The goal is to discover more about how English teachers perceive the

English online learning experience. The researcher employed a semi-structured interview in this study. Catherine explained that in a semistructured interview, the subject is free to discuss whatever is meaningful to him or her, with little supervision from the researcher.⁴⁶ The teachers and responders were asked a series of questions concerning the perception about the problem they were having in the English online learning class.

D. Instruments of The Research

1. The Instrument of Quantitative Research

a. Questionnaire

A questionnaire is a data collection method. It is a set of written questions that are given to responders to answer on their own. The researcher used the questionnaire because it allowed respondents to recall their feelings towards English online learning. In general, there are two types of questionnaires: closed-ended questionnaires and open-ended questionnaires.⁴⁷ To generate statistical research, a closed-ended questionnaire is used. It has standard questions, so respondents simply have to provide a checklist, and an open-ended questionnaire is a set of questions with no reference questions, so respondents must write down their own responses.⁴⁸ The researcher chose a closed-ended questionnaire because this is a quantitative study.

⁴⁶Catherine Dawson, *Practical Research Method* (Cromwell Press: Wiltshire, 2002) P. 28
bid. p. 388

⁴⁷*Ibid*

⁴⁸ Cathrine Dawson, "*Practical Research Method*", (United Kingdom: Deer Park Park Production), p.31

The researcher utilized the Linkert Scale to collect the data for this questionnaire, which included:

- a) 5= Strongly Agree
- b) 4=Agree
- c) 3=Uncertain
- d) 2=Disagree
- e) 1=Strongly Disagree

The purpose of using closed-ended questions was to find out what students thought about English online learning at Elementary School Unggulan Aisyiyah Taman Harapan Curup. First, the researcher identified the student's perceptions of English online learning. Second, The researcher next determined the question of the result of perception on english online learning and the challenge experienced by the teacher after gathering the indicators. Third, the researcher used a validator to validate each question and ensure that it was accurate. Meanwhile, during the validation phase, the researcher enlarged some questions in order to align them with the context and content. This questionnaire was to encounter students' perception on English online learning at Elementary School Unggulan Aisyiyah Taman Harapan Curup. The student simply signaled their choice by putting a sign (√) next to the selections to express their choice based on their view of english online learning. The researcher used the Linkert Scale, which has five possibilities, to create the questionnaire.

Table 3.1
Blue print of Questionnaire for students'

No	Indicator	Sub Indicator	Statements
			Online learning
1.	Positive perception on English online learning	Supports English online learning activities.	1,2,3,4
		Receive all forms of knowledge of English lessons through online learning.	5,6,7
		Receiving an English online learning system by being realized through activeness in the English online learning process.	8,9,10,11
		Paying attention to the teacher delivering the material during the online English lesson hours.	12, 13
		Increase courage and confidence when learning English online.	14,15, 16
		Appreciate the English online learning system.	17, 18
2.	Negative perception	Lazy to follow online English learning.	19,20, 21,
		Not paying attention to the teacher when	22, 23, 24, 25

		the teacher explains English material online.	
		Does not support the English online learning system.	26, 27, 28, 29, 30

Table 3.2
Questionnaire Of Students'

Indicator	Online learning						
	Question	SA	A	U	D	SD	
Positive perception	1	Secara umum saya puas dan senang dengan metode pembelajaran bahasa inggris secara online.					
	2	Saya senang dengan materi pelajaran bahasa inggris pada pembelajaran online dalam berbagai bentuk multimedia dan diskusi online yang efektif dan variatif.					
	3	Pembelajaran online bahasa inggris mengarahkan saya untuk dapat belajar secara mandiri dan kreatif.					
	4	Saya dapat mengatur waktu dan aktivitas saya dengan lebih baik dan bermanfaat saat pembelajaran online di rumah.					
	5	Saya mendapatkan pengetahuan bahasa inggris yang lebih saat belajar online daripada belajar tatap muka.					
	6	Saya senang belajar bahasa inggris secara online dirumah.					
	7	Saya memperhatikan guru bahasa inggris saya saat sedang memberikan materi secara online.					

	8	Belajar bahasa inggris dirumah lebih baik daripada belajar di sekolah.					
	9	Saya berpartisipasi aktif dalam pembelajaran bahasa inggris secara online.					
	10	Belajar bahasa inggris di rumah lebih menarik daripada di sekolah sehingga saya selalu aktif bertanya saat pembelajaran online berlangsung.					
	11	Saya selalu menjawab pertanyaan guru saat pembelajaran online bahasa inggris berlangsung.					
Negative perception	12	Saya memperhatikan guru saat guru sedang menjelaskan materi pembelajaran online					
	13	Saya fokus menyimak guru saat guru memaparkan materi bahasa inggris di kelas.					
	14	Saya lebih berani dan percaya diri melalui pembelajaran online bahasa inggris.					
	15	Belajar online bahasa inggris membuat saya lebih percaya diri berbicara bahasa inggris di kelas online.					
	16	Belajar bahasa inggris di rumah membuat saya lebih berani menjawab pertanyaan guru di kelas.					
	17	Saya bersedia mengirim tugas bahasa inggris melalui pembelajaran daring sebelum pengumpulan tugas.					
	18	Pembelajaran online bahasa inggris layak untuk mendapat apresiasi dan perhatian di kalangan siswa.					
	19	Saya tidak paham yang dijelaskan oleh guru sehingga saya malas untuk mengikuti pembelajaran online.					
	20	Bagi saya main game saat belajar lebih menyenangkan daripada belajar bahasa inggris secara online.					

	21	Saya malas mengikuti pembelajaran bahasa inggris online karena koneksi internet/sinyal di tempat saya buruk.					
	22	Saya tidak menyukai belajar bahasa inggris dirumah.					
	23	Bermain bersama hewan peliharaan saya lebih menarik daripada belajar bahasa inggris.					
	24	Belajar bahasa inggris dirumah sangat tidak menarik.					
	25	Bagi saya belajar bahasa inggris tatap muka saja sulit di mengerti apalagi belajar bahasa inggris secara online.					
	26	Saya tidak mempunyai kuota untuk mengikuti pembelajaran online bahasa inggris.					
	27	Uang untuk membeli kuota saya gunakan untuk jajan.					
	28	Bagi saya belajar dirumah membuat saya sulit untuk berinterasi dengan teman teman saya.					
	29	Saya tidak mempunyai hp untuk mengikuti pembelajaran bahasa inggris secara online.					
	30	Saya selalu tidak mengumpulkan tugas bahasa inggris yang diberikan oleh guru secara online.					

2. The Instrument Of Qualitative Research

a. Interview Guidance

In order to obtain detailed information from an interview, the researcher needs interview guidelines that specifies which questions should be asked, in what order, and how much extra urging or probing is permissible.⁶⁸ When the researcher interviewed the English teacher, it was used.

The researcher focused on content validity when creating the question for the interview segment. It had to do with the variable features that were used to formulate the conceptual and operational definitions. The researcher first determined the indication of each theory before creating the questions. The primary theory employed in this study is that of teacher perception about difficulties in teaching English online. Second, after obtaining the indication, the researcher developed a question based on the indicator. The next step is to establish the question that the researcher posed to the validator. It's used to double-check and classify the question's accuracy. Finally, during the construction of the question, the researcher made numerous adjustments in order to obtain the most relevant inquiry in terms of substance and context.

Table 3.3
Blueprint of Interview Guidance

No	Teacher perception problems in teaching English online	Indicator	Sub Indicator
1	Lack of Interest	Students do not pay attention to materials delivered by teacher on english online learning	1, 2, 3
		Students do not participate in teaching-learning process.	4,5,6,
2	Lack of concentration in the class	Students do not understand the materials presented by teacher	7,8,9

		Students are not active and do not deliver their own question to teacher	10, 11
		The situation is not controlled by teacher in the class when the teacher presents the materials.	12, 13
3	Lack of repetition and frequent practice of students	Students do not know the previous materials asked by teacher.	14, 15, 16, 17
		Students do not understand when the teacher reviews the previous materials.	18, 19, 20
4	Lack of learners' motivation	Students rarely conduct the duty given by teacher.	21, 22, 23, 24
		Students seldom attend the class.	25, 26, 27
		Students never participate themselves in the class.	28, 29, 30
5	Insufficient Time, Resource and Materials	Teacher cannot finish the material based on time given by school	31, 32, 33
		Teacher is difficult to find good references in teaching process	34, 35, 36
		Teachers do not have adequate accesses for searching materials	37, 38, 39
6	Discipline	Students are not consistent in the class.	40, 41
		Students do not obey the rules given by teacher.	42, 43
7	Student is defiant,	Students are not serious in following	44, 45

	rowdy or distracting of other	teaching-learning process	
		The class is noisy and loses control of the teacher.	46,47, 48, 49, 50
		Students have a bad attitude toward the teacher in the class.	51, 52, 53

Table 3.4
Blueprint of Interview Guidance⁴⁹

Teachers perception Problem in teaching English online	Indicators	Sub Indicators
Lack of interest	1. Students do not pay attention to materials delivered by teacher on english online learning	<ul style="list-style-type: none"> • Apakah semua siswa mendengarkan anda ketika anda menyajikan materi pembelajaran di kelas secara online ? • Apakah ada siswa yang tidak memperhatikan anda ketika anda menjelaskan materi secara online ? • Apa pendapat anda mengenai kemungkinan penyebab siswa tidak memperhatikan anda ?
	2. Students do not participate in teaching-learning process.	<ul style="list-style-type: none"> • Apakah semua siswa anda aktif dan berpartisipasi di kelas saat pembelajaran online berlangsung ? • Apakah anda menemukan siswa yang tidak berperan serta dalam proses belajar secara online ? • Apa pendapat anda mengenai kemungkinan penyebab beberapa siswa tidak berperan

⁴⁹ Adaptation to KHOIRI's research (2019), entitled "Indonesian Teachers Technique In Teaching English At Chariyatham Suksa Foundation School, Chana, Songkhla, Thailand."

		aktif dalam proses pembelajaran secara online ?
Lack of concentration in the class	1. Students do not understand the materials presented by teacher	<ul style="list-style-type: none"> • Bagaimana perasaan anda mengenai pemahaman siswa terhadap materi yang anda sampaikan di kelas secara online ? • Apakah anda menemukan siswa yang tidak mengerti materi yang anda sampaikan saat pembelajaran online ? • Menurut anda Apa penyebab siswa sulit untuk memahami materi yang anda berikan ?
	2. Students are not active and do not deliver their own question to teacher	<ul style="list-style-type: none"> • Apakah ada siswa yang tidak aktif dan jarang mengajukan beberapa pertanyaan kepada anda berkaitan dengan materi yang anda berikan secara online? • Apa pendapat anda mengenai kemungkinan penyebab siswa tidak aktif dan cenderung pasif responsif di kelas saat pembelajaran online berlangsung?
	3. The situation is not controlled by teacher in the class when the teacher presents the materials.	<ul style="list-style-type: none"> • Apakah anda merasa kesulitan untuk mengendalikan situasi ruang kelas pembelajaran online ketika anda menyajikan materi secara online ? • Permasalahan apa saja yang anda dapati sehubungan dengan situasi ruang kelas online saat anda menyampaikan materi secara online ?
	1. Students do not	• Apakah anda menemukan

<p>Lack of repetition and frequent practice of students</p>	<p>know the previous materials asked by teacher.</p>	<p>siswa yang tidak mengerti materi sebelumnya yang di sampaikan melalui pembelajaran online ?</p> <ul style="list-style-type: none"> • Menurut anda apa penyebab siswa tidak mengerti materi yang disampaikan sebelumnya saat pembelajaran online ? • Apakah anda selalu meninjau kembali materi pada pertemuan sebelumnya saat pembelajaran online berlangsung ? • Bagaimana tanggapan siswa anda ketika anda meninjau kembali materi yang telah anda sampaikan pada pertemuan sebelumnya saat pembelajaran online?
	<p>2. Students do not understand when the teacher reviews the previous materials.</p>	<ul style="list-style-type: none"> • Apakah anda menemukan bahwa siswa kebingungan untuk mereview materi sebelumnya yang dilaksanakan secara online ? • Menurut anda apa penyebab sehingga siswa merasa sulit untuk memperoleh informasi yang anda berikan secara online ketika anda meninjau materi sebelumnya pada pembelajaran online? • Apakah anda menemukan bahwa siswa anda kebingungan untuk merivew materi sebelumnya bersama anda ?
	<p>1. Students rarely conduct the duty given by teacher.</p>	<ul style="list-style-type: none"> • Apakah anda selalu memberikan tugas secara online kepada siswa anda ?

Lack of learners' motivation		<ul style="list-style-type: none"> • Bagaimana tanggapan siswa anda terhadap tugas atau pr yang anda berikan secara online? • Apakah ada siswa yang jarang mengumpulkan kembali atau mengerjakan tugas yang anda berikan melalui pembelajaran online ? • Apa anda setuju dengan penyebabnya sehingga mereka jarang mengerjakan tugas melalui pembelajaran online ?
	2. Students seldom attend theclass.	<ul style="list-style-type: none"> • Apakah semua siswa konsisten untuk hadir di dalam kelas pembelajaran secara online ? • Apakah ada siswa yang sering tidak masuk kelas online ? • Menurut anda apa penyebab siswa tidak hadir pada kelas pembelajaran online ?
	3. Students never participate themselves in the class.	<ul style="list-style-type: none"> • Bagaimana partisipasi siswa pada pembelajaran online ? • Apakah anda menemukan siswa yang tidak berpartisipasi di kelas belajar online ? • Menurut anda apa kemungkinan penyebab siswa tidak berpartisipasi di kelas belajar online ?
	1. Teacher cannot finish the material based on timegiven by school	<ul style="list-style-type: none"> • Bagaimana Anda memandang kecukupan alokasi waktu belajar yang diberikan oleh sekolah terhadap pembelajaran online ? • Apakah Anda menemukan

Insufficient Time, Resource and Materials		<p>kendala untuk menyelesaikan materi yang direncanakan berdasarkan waktu yang dialokasikan oleh sekolah melalui pembelajaran online?</p> <ul style="list-style-type: none"> • Menurut anda bagaimana alokasi waktu yang efektif untuk disediakan oleh sekolah terhadap pembelajaran online?
	2. Teacher is difficult to find good references in teaching process	<ul style="list-style-type: none"> • Apakah Anda memiliki banyak referensi yang baik untuk mengajar pembelajaran secara online ? • Apa referensi yang Anda gunakan untuk mengajar pembelajaran secara online? • Apakah Anda kesulitan mencari referensi untuk mengajar pembelajaran secara online?
	3. Teachers do not have adequate accesses for searching materials.	<ul style="list-style-type: none"> • Apakah Anda memiliki akses yang memadai untuk mencari bahan ajar pembelajaran secara online? • Tehnik apa yang biasa Anda gunakan untuk mengakses bahan ajar pembelajaran secara online? • Apakah Anda merasa kesulitan untuk mengakses bahan ajar pembelajaran secara online?
Discipline	1. Students are not consistent in the class.	<ul style="list-style-type: none"> • Apa yang Anda rasakan tentang kehadiran siswa di kelas saat pembelajaran online berlangsung? • Apakah ada siswa yang sering bolos di kelas pembelajaran

		online Anda?
	2. Students do not obey the rules given by teacher.	<ul style="list-style-type: none"> • Bagaimana persepsi Anda tentang kepatuhan siswa di kelas pembelajaran online anda? • Apakah Anda menemukan siswa yang tidak mematuhi aturan yang ditetapkan saat pembelajaran online berlangsung ?
Student is defiant, rowdy or distracting of other	1. Students are not serious in following teaching-learning process	<ul style="list-style-type: none"> • Apa yang Anda rasakan tentang keseriusan siswa anda saat mengikuti pembelajaran secara online ? • Apakah ada siswa yang tidak serius belajar saat pembelajaran online berlangsung?
	2. The class is noisy and loses control of the teacher.	<ul style="list-style-type: none"> • Bagaimana persepsi Anda mengenai kenyamanan situasi kelas anda saat pembelajaran online berlangsung? • Apakah menurut anda kelas pembelajaran online anda berisik ataupun terkendala koneksi lainnya ? • Apakah Anda sering menemukan bahwa kelas pembelajaran online anda kehilangan kendali? • Bagaimana cara anda menciptakan suasana belajar yang nyaman saat pembelajaran online berlangsung? • Bagaimana anda mengontrol situasi kelas pembelajaran anda?
	3. Students have a bad	<ul style="list-style-type: none"> • Apa yang Anda rasakan

	attitude toward the teacher in theclass.	mengenai sikap siswa terhadap Anda sebagai guru di kelas pembelajaran online? • Apakah ada siswa yang memiliki sikap kurang sopan terhadap Anda di kelas Anda? • Bagaimana cara Anda menghadapi siswa yang kurang sopan terhadap anda ?
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E. Validity of Instrument

1. Validity

Validity is a condition for obtaining reliable study results. The term "valid instrument" refers to a tool that can be used to measure what needs to be measured.⁵⁰The construct validity was used in this study's instrument because, according to Sugiyono, non-test instruments must have construct validity. It used expert judgment to verify construct validity, and then analyzed the item by counting the correlation between the item score of the instrument and the total score of the instrument. To obtain criticism and input, the researcher engaged one expert from IAIN Curup's English Tadris Study Program professor. The researcher then distributed the questionnaire to 315 students as respondents and interviewed an English teacher at SDUA Curup to determine construct validity. The researcher next used Ms. Excel to determine whether the questionnaire was legitimate or not, and the questionnaire was found to be valid.

⁵⁰ Sugiyono *Op.cit*, p.135

2. Reliability

After analyzing the validity of the questionnaire with Ms. Excel. Cronbach Alpha is used to assess reliability. The most popular measure of internal consistency ("reliability") is Cronbach alpha.⁵¹ It was widely used when a survey or questionnaire contained numerous likert items that formed a scale, and the user wanted to know if the scale was dependable. Nunnally claims that this has resulted in a wide range of reliability. Most psychometric tests have a Cronbach's alpha of 0.75 to 0.83, with at least one having a Cronbach's alpha of 0.90.⁵² The following is a frequently acknowledged rule of thumb for describing internal consistency:

Table 3.4
Cronbach's Alpha

Cronbach's Alpha	Internal Consistency
$\alpha \geq 0.9$	Excellent
$0.9 > \alpha \geq 0.8$	Good
$0.8 > \alpha \geq 0.7$	Acceptable
$0.7 > \alpha \geq 0.6$	Questionable
$0.6 > \alpha \geq 0.5$	Poor
$0.5 > \alpha$	Unacceptable

Source :konting et al.2009

Using Ms. Excel, the researcher examined reliability. The questionnaire received a score of 0.83 as a consequence of the results. It

⁵¹ Nenny M utami *Op.cit.*, p.55

⁵² Jumailiya, *pengaruh kualitas item terhadap reliabilitas alpha cronbach pada tes bakat numerikal dan tes potensi akademik*, Jurnal Ilmiah Ikip Mataram.vol., No.1

signifies that the items have strong internal consistency because the table Cronbach alpha is greater than 0.8. In other words, the questionnaire items were reliable.

Table 3.5
The Result of Reliable Data

Conclusion		Conclusion
Nilai Cronbach Alpha	Koefisien r	
0.83	0,60	Reliabel

F. Data Analysis

The researcher continued to study the data after collecting it from the subjects. The process of carefully searching and compiling data acquired from questionnaires and interviews is known as data analysis.

1. The Analysis Of Quantitative Data

a. Data From Questionnaire

After the researcher has collected data on students' perceptions of English online learning at Elementary School Unggulan Aisyiyah Taman Harapan Curup, the data will be tabulated and the proportion of students will be calculated using the percentage technique. The steps were as follows:

First, the researcher used a 5-value Likert Scale to assess the data from the questionnaire, which is used to measure the mean score of students' perceptions of English online learning. Each statement was created with the value of the mean score in mind (Strongly agree = 5. Agree = 4, Uncertain = 3, Disagree = 2, Strongly Disagree = 1), the formula is described as follow :

$$x = \frac{\{(f SA \times 5) + (f A \times 4) + (f U \times 3) + (f D \times 2) + (f SD \times 1)\}}{N}$$

F : Frequency

U : Uncertain

SA : Strongly agree

D : Disagree

A : Agree

SD : Strongly Disagree

A

After accounting for each respondent's score, the researcher would categorize the range score to indicate the categories of negative and positive student perception. The scores from each responder should then be totaled and grouped into a range score to obtain a description of students' perceptions of English online learning at Unggulan Aisyiyah Taman Harapan Curup. The following is the formula:

Highest Score = 5 , Lowest Score = 1

$$Score Range = \frac{Highest Score - Lowest Score}{Max Score}$$

The researcher then calculated the percentage of each item of the questionnaire that was answered by respondents. The researcher uses percentage analysis to determine the category of students' perceptions of English online learning. The researcher's sole goal in this study was to determine the perception category of students. The following is the formula:

$$P = \frac{\sum score}{Max score} \times 100\%$$

Table 3.4
Agreement of the Term for Positive Perception

Scale	Category	
Strongly Agree	Combined	Positive perception
Agree		
Uncertain		Neutral perception
Disagree	Combined	Negative perception
Strongly Disagree		

The students' perceptions were sorted into five categories using Linkert scales, as shown in the table above. The outcome of the calculation was sorted into favorable, neutral, and negative perceptions based on the accounts with five categories.⁵³ The results of the questionnaire revealed the presentage, which was then classified into three categories:⁵⁴

- 1) 70% - 100% =Positive
- 2) 60% - 69%=Neutral
- 3) 10% - 59%=Negative

2. The Analysis Of Qualitative Data

a. Data From Interview

The researcher will analyze the data from the interview by following four steps: identifying, summarizing, classifying, and interpreting.

⁵³ Riduwan, *Belajar Mudah Penelitian untuk Guru-Karyawan dan Peneliti Pemula*, (Bandung: Alfabeta, 2004), p.89

⁵⁴ Reza Mayasari, *Students' Perception towards non-English Subject at English Study Program*, (STAIN, Thesis, 2013) P. 36

1) Identifying

Data identification entails compiling and structuring the information gathered during the research. The data from the interview was initially controlled by imagining how the data from the interview would look. The data was sorted into categories based on the resources available to the researcher. researcher saved the checklist in one folder and the interview in another.

2) Summarizing

The researcher summarizes the data after identifying it. The purpose of summarizing is to present true pictures of the locations and events that occurred in the interview. As a result, both the researcher and the reader will have a better knowledge of the study's background. The researcher described all of the data from the interview results in this stage. Its goal is to assist the researcher in moving on to the next stage of data analysis.

3) Classifying

The data must then be classified. Ordering field notes or written text into groups that represent distinct characteristics of the material is known as categorizing. So, when the previous stage is completed, the researcher divides the data into many groups based on the teacher's problem in the online English teaching process.

4) Interpreting

The final phase in data analysis is interpretation. It's also a component of the process of writing a study's findings. The links, common characteristics, and linkages among the data, particularly the identified categories and pattern, are interpreted in a thoughtful, integrative, and explanatory manner. When a researcher utilizes some conceptual framework or understanding to group a range of data bits into a category, he or she is interpreting the data. It is critical to state explicitly what the conceptual underpinning or understandings of the categories are, as well as what distinguishes one category from another, in order to facilitate interpretation. After the data has been interpreted by the researcher. It will be written as a table and spoken data as a consequence of this investigation.

CHAPTER IV

FINDING AND DISCUSSION

The researcher presented the findings and discussion from the questionnaire and interview in this chapter. The writer has gotten more information about what is the student's perception on English online learning and also the perception problems faced by the teacher on English online learning at Elementary School Unggulan Aisyiyah Taman Harapan Curup as a result of research that was implemented on July 2021 at SDUA Taman Harapan Curup. The purpose of this study is to see how students' at Elementary School Unggulan Aisyiyah Taman Harapan perceive about English online learning.

A. Finding

This finding is to respond to the research question of students' perceptions of English online learning at Unggulan Aisyiyah Taman Harapan Elementary School. Also, respond to the study question on the teacher's perception about problems faced when teaching English online at Elementary School Unggulan Aisyiyah Taman Harapan Curup.

1. Students' perception on English online learning at Elementary School Unggulan Aisyiyah Taman Harapan.

To find out how students at Elementary School Unggulan Aisyiyah Taman Harapan Curup perception about English online learning. The researcher used questionnaire to learn about their perceptions of English online learning during the analytic procedure. The questionnaire is made up of a number of indicators that are based on the theory. This section of the chapter presented the results of research that was conducted from January

20th to January 28th, 2022. The students were given the questionnaire by the researcher, and they were then asked to respond based on their perceptions about studying English online at home. Before the students answer the questionnaire, the researcher has given them instructions. The questionnaire, which was distributed to 315 respondents and has 30 items, was completed by 315 students. For each item, respondents must select one of five alternative options: strongly agree, agree, uncertain, disagree, strongly disagree. The researcher discovered that students have two perceptions of English online learning based on their responses to the questionnaire: positive perception (support of English online learning activities, accept all forms of English knowledge through online learning, accept English online learning by being active in the process of English online learning, pay attention to the teacher delivering English material, increase courage and confidence) and negative perception (rejection of English online learning). Percentage (%) is the result of data collected from the students' response.

The researcher has given direction before the students answer the questionnaire. The questionnaire, which was distributed to 315 respondents and the questionnaire contains 30 items. The researcher made a decision that taken from the theory, there are:

Table 4.11
Categories of perception

Categories			
Strongly Agree	Combined	Positive Perception	SA: Strongly Agree
Agree			A: Agree
Uncertain		Neutral Perception	U: Neutral
Disagree	Combined	Negative Perception	D:Disagree
Strongly Disagree			SD:Strongly Disagree

The table above shows the categories in analysis the data of questionnaire. The table above using linkert scale that divided the students perception on English online learning into five categories. There are Strongly agree, Agree, Neutral, Disagree, and Strongly disagree. Those are categories will make a perception agreement from students. If they answer is strongly agree or agree, it means the student give positive point of view about the perception on English online learning. Beside that, if they answer is disagree or Strongly disagree, it show that the English online learning got negative perception from students. Uncertain in this data is neutral perception from students. It means that respondent gives a neutral perception about that English online learning. Based on the finding of students' perception on English online learning at SDUA Curup, the students' has Negative perception. The explanation are the table below :

Table 4.1
The Result of Questionnaire From Students'

Q	SA		S		U		D		SD		TOTAL		Rata-rata
	F	%	F	%	F	%	F	%	F	%	F	%	
Q1	71	22.54	67	21.27	43	13.65	113	35.87	21	6.67	315	100.00	3.17
Q2	67	21.27	81	25.71	94	29.84	62	19.68	11	3.49	315	100.00	3.42
Q3	89	28.25	104	33.02	69	21.90	39	12.38	14	4.44	315	100.00	3.68
Q4	62	19.68	100	31.75	93	29.52	49	15.56	11	3.49	315	100.00	3.49
Q5	38	12.06	32	10.16	84	26.67	131	41.59	30	9.52	315	100.00	27.4
Q6	59	18.73	53	16.83	84	27.30	88	27.94	39	9.21	315	100.00	3.08
Q7	50	15.87	130	41.27	96	30.48	24	85.00	13	4.13	315	100.00	3.57
Q8	26	8.25	34	10.79	47	14.92	144	45.71	64	20.32	315	100.00	2.41
Q9	25	7.94	47	14.92	147	46.67	77	24.44	19	6.03	315	100.00	2.94
Q10	30	9.52	18	5.71	71	22.54	149	47.30	47	14.92	315	100.00	2.48
Q11	22	6.98	51	16.1	153	48.57	74	23.49	15	4.76	315	100.00	2.97
Q12	81	25.71	133	42.22	72	22.84	18	5.71	11	3.49	315	100.00	3.81
Q13	88	27.94	115	36.51	68	21.59	32	10.16	12	3.81	315	100.00	3.75
Q14	28	8.89	54	17.14	112	35.56	98	31.11	23	7.30	315	100.00	2.89
Q15	33	10.48	40	12.70	111	35.24	101	32.06	30	9.52	315	100.00	2.83
Q16	30	9.52	84	26.67	105	33.33	75	23.81	21	6.67	315	100.00	3.09
Q17	36	11.43	103	32.70	90	28.57	65	20.63	21	6.67	315	100.00	3.22
Q18	42	13.33	84	26.67	94	29.84	75	23.81	20	6.35	315	100.00	3.17
Q19	32	10.16	64	20.32	92	29.21	79	25.08	48	15.24	315	100.00	2.85
Q20	59	18.73	42	13.33	101	32.0	67	21.27	46	14.60	315	100.00	3.00
Q21	45	14.29	72	22.86	76	2.13	79	25.08	43	13.65	315	100.00	2.99
Q22	63	20.00	75	23.81	62	19.68	81	25.71	34	10.79	315	100.00	3.17
Q23	24	7.62	48	15.24	96	30.48	105	33.33	42	13.33	315	100.00	2.70
Q24	51	16.19	93	29.52	67	21.27	71	22.54	33	10.48	315	100.00	3.18
Q25	59	18.73	44	13.97	72	22.86	79	25.08	61	19.37	315	100.00	2.88
Q26	64	20.39	48	15.24	73	23.17	78	24.76	52	16.51	315	100.00	2.98
Q27	24	7.62	45	14.29	64	20.32	112	35.56	70	22.22	315	100.00	2.50
Q28	81	25.71	76	24.13	65	20.63	53	16.83	40	12.70	315	100.00	3.33
Q29	32	10.16	32	10.16	81	25.71	107	33.97	63	20.00	315	100.00	2.57
Q30	27	8.57	25	7.94	95	30.16	87	27.62	81	25.71	315	100.00	2.46

As a result, the questionnaire's maximum score is $315 \times 5 = 1575$.

Using the formula, the percentage of each statement was computed.

Furthermore, the researcher divided the table to classify the data's outcome

based on the perceptions of different types of students about English online learning. The explanations are in the tables below.

Table 4.2
Result of students' positive perception on English online learning at
Elementary School Unggulan Aisyiyah Taman Harapan Curup. (Supports
English online learning activities)

Statement	SA		S		U		D		SD		Average	Total Average
	F	%	F	%	F	%	F	%	F	%		
Secara umum saya puas dan senang dengan metode pembelajaran bahasa inggris secara online.	71	22.54	67	21.27	43	13.65	113	35.87	21	6.67	3.17	68.78
Saya senang dengan materi pelajaran bahasa inggris pada pembelajaran online dalam berbagai bentuk multimedia dan diskusi online yang efektif dan variatif.	67	21.27	81	25.71	94	29.84	62	19.68	11	3,49	3.42	
Pembelajaran online bahasa inggris mengarahkan saya untuk dapat belajar secara mandiri dan kreatif.	89	28.25	104	33.02	69	21.90	39	12.38	14	4.44	3.68	
Saya dapat mengatur waktu dan aktivitas saya dengan lebih baik dan bermanfaat saat pembelajran online di rumah.	62	19.68	100	31.75	93	29.52	49	15.56	11	3.49	3.49	

From the data, **statement 1** showed that there were 21 students chose strongly disagree, 113students choose Disagree, 43students choose uncertain, 67 students choose agree, and 21 students choose strongly agree. The total score is 999 and has percentage 63.43 %. **Statement 2** showed that there were 11 students choose strongly disagree,62 students choose disagree, 94 students choose uncertain, 81 students choose agree, and 67 students choose strongly agree. The total score is 1076 and has percentage 68.32 %. **Statement 3** showed that there were 14 student choose strongly disagree, 39 students choose disagree, 69 students choose uncertain, 104 students choose agree, and 89 students choose strongly agree. The total score is 1160 and has percentage 73.65 %.**Statement 4** showed that there were 62 students choose strongly agree, 100 students choose agree, 63 students choose uncertain, 49 students choose disagree and 11 student choose strongly disagree.The total score is 1098 and has percentage 69.71%.

Based on description above, it can be concluded that the majority of students have **neutral perception** on support English online learning activities at Elementary School Unggulan Aisyiyah Taman Harapan Curup with the entire percentage 68.78%.

Table 4.3

Result of students' positive perception on English online learning at Elementary School Unggulan Aisyiyah Taman Harapan Curup. (Receive all forms of knowledge of English lessons through online learning.)

Statement	SA		S		U		D		SD		Average	Total Average
	F	%	F	%	F	%	F	%	F	%		
Saya mendapatkan pengetahuan bahasa inggris yang lebih saat belajar online daripada belajar tatap muka.	38	12.06	32	10.16	84	26.67	131	41.59	30	9.52	2.74	62.54
Saya senang belajar bahasa inggris secara online dirumah.	59	18.73	53	16.83	86	27.39	88	29.94	29	9.21	3.08	
Saya memperhatikan guru bahasa inggris saya saat sedang memberikan materi secara online.	50	15.87	130	41.27	96	30.48	26	8.25	13	4.13	3.57	

Statement 5 showed that there were 38 students choose strongly agree, 32 students choose agree, 84 students choose uncertain, 131 students choose disagree and 30 students choose strongly disagree. The total score is 862 and has percentage 54.73 %. **Statement 6** showed that there were 59 students choose strongly agree, 53 students choose agree, 86 students choose uncertain, 88 students choose disagree and 29 students choose strongly disagree. The total score is 970 and has percentage 61.59 %. **Statement 7** showed that there were 50 student choose strongly agree, 130 students choose agree, 96 students choose uncertain, 26 students choose disagree, and 13

students choose strongly disagree. The total score is 1123 and has percentage 71.30 %. Based on description above, it can be concluded that the majority of students have **negative perception** on receive all forms of knowledge of English lesson through online learning the entire percentage 62.54 %

Table 4.4
Result of students' positive perception on English online learning at
Elementary School Unggulan Aisyiyah Taman Harapan Curup. (Receiving an
English online learning system by being realized through activeness in the
English online learning process.)

Statement	SA		S		U		D		SD		Average	Total Average
	F	%	F	%	F	%	F	%	F	%		
Belajar bahasa inggris dirumah lebih baik daripada belajar di sekolah.	26	8.25	34	10.7	47	14.9	144	45.7	67	20.3	2.41	54.00
Saya berpartisipasi aktif dalam pembelajaran bahasa inggris secara online.	25	7.94	47	14.9	147	46.6	77	24.4	16	6.03	2.94	
Belajar bahasa inggris di rumah lebih menarik daripada di sekolah sehingga saya selalu aktif bertanya saat	30	9.52	18	5.7	71	22.5	149	47.3	47	14.9	2.48	

pembelajaran online berlangsung.												
Saya selalu menjawab pertanyaan guru saat pembelajaran online bahasa inggris berlangsung.	22	6.98	51	16	153	48.5	74	23.4	15	4.76	2.97	

Statement 8 showed that there were 26 students choose strongly agree, 34 students choose agree, 47 students choose uncertain, 144 students choose disagree and 67 students choose strongly disagree. The total score is 759 and has percentage 48.19 %. **Statement 9** showed that there were 25 students choose strongly agree, 47 students choose agree, 147 students choose uncertain, 77 students choose disagree and 16 students choose strongly disagree. The total score is 927 and has percentage 58.86 %. **Statement 10** showed that there were 30 student choose strongly agree, 18 students choose agree, 71 students choose uncertain, 149 students choose disagree, and 47 students choose strongly disagree. The total score is 780 and has percentage 49.52 %. **Statement 11** showed that there were 22 student choose strongly agree, 51 students choose agree, 153 students choose uncertain, 74 students choose disagree, and 15 students choose strongly disagree. The total score is 936 and has percentage 59.43 %.

Based on description above, it can be concluded that the majority of students have **negative perception** on receiving an English online learning system by being realized through activeness in the English online learning process the entire percentage 54.00 %.

Table 4.5
Result of students' positive perception on English online learning at Elementary School Unggulan Aisyiyah Taman Harapan Curup. (Paying attention to the teacher delivering the material during the online English lesson hours.)

Statement	SA		S		U		D		SD		Average	Total Average
	F	%	F	%	F	%	F	%	F	%		
Saya memperhatikan guru saat guru sedang menjelaskan materi pembelajaran online	81	25.71	133	42.22	72	22.86	18	5.71	11	3.49	3.75	75.56
Saya fokus menyimak guru saat guru memaparkan materi bahasa inggris di kelas.	88	27.94	115	36.51	68	21.59	32	10.16	12	3.81	3.81	

Statement 12 showed that there were 81 student choose strongly agree, 133 students choose agree, 72 students choose uncertain, 18 students choose disagree, and 11 students choose strongly disagree. The total score is 1200 and has percentage 76.19 %. **Statement 13** showed that there were 88 student choose strongly agree, 115 students choose agree, 68 students choose

uncertain, 32 students choose disagree, and 12 students choose strongly disagree. The total score is 1180 and has percentage 74.92 %.

Based on description above, it can be concluded that the majority of students have **positive perception** on paying attention to the teacher delivering the material during the online English learning the entire percentage 75.56 %

Table 4.6
Result of students' positive perception on English online learning at Elementary School Unggulan Aisyiyah Taman Harapan Curup.(Increase courage and confidence when learning English online.)

Statement	SA		S		U		D		SD		Average	Total Average
	F	%	F	%	F	%	F	%	F	%		
Belajar online bahasa inggris membuat saya lebih percaya diri berbicara bahasa inggris di kelas online.	28	8.89	54	17.14	112	35.56	98	31.11	23	7.30	2.89	58.69
Belajar bahasa inggris di rumah membuat saya lebih berani menjawab pertanyaan guru di kelas.	33	10.48	40	12.70	111	35.24	101	32.06	30	9.52	2.83	
Saya bersedia mengirim tugas bahasa inggris melalui pembelajaran daring sebelum pengumpulan tugas.	30	9.52	84	26.67	105	33.33	75	23.81	21	6.67	3.09	

Statement 14 showed that there were 28 students choose strongly agree, 54 students choose agree, 112 students choose uncertain, 98 students choose disagree and 23students choose strongly disagree. The total score is 922 and has percentage 57.84 %. **Statement 15** showed that there were 33student choose strongly agree, 40 students choose agree, 111 students choose uncertain, 101 students choose disagree, and 30 students choose strongly disagree. The total score is890 and has percentage 56.51 %. **Statement 16** showed that there were 30 student choose strongly agree, 84 students choose agree, 105 students choose uncertain, 75students choose disagree, and 21 students choose strongly disagree. The total score is972 and has percentage 61.71 %.

Based on description above, it can be concluded that the majority of students have **negative perception** on the indicator“increase courage and confidence when learning English online learning” with the percentage 58.69 %

Table 4.7
Result of students’ positive perception on English online learning at Elementary School Unggulan Aisyiyah Taman Harapan Curup.(Appreciate the English online learning system.)

Statement	SA		S		U		D		SD		Average	Total Average
	F	%	F	%	F	%	F	%	F	%		
Pembelajaran online bahasa inggris layak untuk mendapat apresiasi dan perhatian di kalangan siswa.	36	11.45	103	32.70	90	28.57	65	20.63	21	6.67	3.22	63.84
Bagi saya main game saat belajar lebih menyenangkan daripada belajar	42	13.35	84	26.67	94	29.84	75	23.81	20	6.35	3.17	

bahasa inggris secara online.													
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Statement 17 showed that there were 36students choose strongly agree, 103 students choose agree, 90 students choose uncertain, 65 students choose disagree, and 21 students choose strongly disagree. The total score is 1013 and has percentage 64.32%. **Statement 18** showed that there were 42 student choose strongly agree, 84 students choose agree, 94 students choose uncertain, 75students choose disagree, and 20 students choose strongly disagree. The total score is998and has percentage 63.37 %.

Based on description above, it can be concluded that the majority of students have **neutral perception** on the indicator“appreciate the English online learning system” with the entire percentage 63.84 %

Table 4.8
Result of students’ negative perception on English online learning at Elementary School Unggulan Aisyiyah Taman Harapan Curup.(Students’ Lazy to join Englishonline learning class .)

Statement	SA		S		U		D		SD		Average	Total Average
	F	%	F	%	F	%	F	%	F	%		
Saya malas mengikuti pembelajaran bahasa inggris online karena koneksi internet/sinyal di tempat saya buruk.	32	10.16	64	20.32	92	29.21	79	25.08	48	15.24	2.85	58.96
Saya tidak menyukai belajar bahasa inggris dirumah.	59	18.73	42	13.35	101	32.06	67	21.07	46	14.60	3.00	
Bermain bersama hewan peliharaan saya lebih menarik	41	14.29	72	22.86	76	24.13	79	25.08	43	13.65	2.99	

daripada belajar bahasa inggris.													
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Statement 19 showed that there were 32 students choose strongly agree, 64 students choose agree, 92 students choose uncertain, 79 students choose disagree and 84 students choose strongly disagree. The total score is 898 and has percentage 57.02 %. **Statement 20** showed that there were 59 student choose strongly agree, 42 students choose agree, 101 students choose uncertain, 67 students choose disagree, and 46 students choose strongly disagree. The total score is 946 and has percentage 60.06 %. **Statement 21** showed that there were 45 student choose strongly agree, 72 students choose agree, 76 students choose uncertain, 79 students choose disagree, and 43 students choose strongly disagree. The total score is 942 and has percentage 59.81 %.

Based on description above, it can be concluded that the majority of students have **neutral perception** on the indicator students' lazy to join English online learning class the entire percentage 64.20%

Table 4.9

Result of students' negative perception on English online learning at Elementary School Unggulan Aisyiyah Taman Harapan Curup.(Students' Not paying attention to the teacher when the teacher explains English material online.)

Statement	SA		S		U		D		SD		Average	Total Average
	F	%	F	%	F	%	F	%	F	%		
Belajar bahasa inggris dirumah sangat tidak menarik	63	20.00	75	23.81	62	19.68	81	25.71	34	19.37	3.17	59.65
Bagi saya	24	7.62	48	15.24	96	30.48	105	33.33	42	13.33	2.70	

belajar bahasa inggris tatap muka saja sulit di mengerti apalagi belajar bahasa inggris secara online.												
Saya tidak mempunyai kuota untuk mengikuti pembelajaran online bahasa inggris.	51	16.19	93	29.52	67	21.27	71	22.54	33	10.48	3.18	
Uang untuk membeli kuota saya gunakan untuk jajan.	59	18.73	44	13.97	72	22.86	79	25.08	61	19.37	2.88	

Statement 22 showed that there were 63 students choose strongly agree, 75 students choose agree, 62 students choose uncertain, 81 students choose disagree and 34 students choose strongly disagree. The total score is 997 and has percentage 63.50 %. **Statement 23** showed that there were 24 students choose strongly agree, 48 students choose agree, 96 students choose uncertain, 105 students choose disagree, and 42 students choose strongly disagree. The total score is 852 and has percentage 54.10 %. **Statement 24** showed that there were 51 student choose strongly agree, 93 students choose agree, 67 students choose uncertain, 71 students choose disagree, and 33 students choose strongly disagree. The total score is 6368 and has percentage 63.68 %. **Statement 25** showed that there were 59 student choose strongly agree, 44 students choose agree, 72 students choose uncertain,

79students choose disagree, and 61 students choose strongly disagree. The total score is906 and has percentage 57.52 %.

Based on description above, it can be concluded that the majority of students have **negative perception** on the indicator “not paying attention to the teacher when the teacher explains English material online.” The percentage 59.65 %

Table 4.10
Result of students’ negative perception on English online learning at Elementary School Unggulan Aisyiyah Taman Harapan Curup.(Students Does not support the English online learning system.)

Statement	SA		S		U		D		SD		Average	Total Average
	F	%	F	%	F	%	F	%	F	%		
Saya tidak mempunyai kuota untuk mengikuti pembelajaran online bahasa inggris.	64	7.62	48	15.24	73	23.17	78	24.76	52	16.51	2.94	55.34
Uang untuk membeli kuota saya gunakan untuk jajan.	24	7.62	45	14.29	64	20.32	112	35.56	70	22.22	2.50	
Bagi saya belajar dirumah membuat saya sulit untuk berinterasi dengan teman teman saya.	81	25.71	76	24.13	65	20.63	53	16.33	40	12.70	3.33	
Saya tidak mempunyai hp untuk mengikuti pembelajaran bahasa inggris secara online.	32	10.16	32	10.16	81	25.71	107	33.97	63	20.00	2.57	
Saya selalu tidak mengumpulkan tugas bahasa inggris yang diberikan oleh guru secara online.	27	8.57	25	7.94	95	30.16	87	27.62	81	25.71	2.46	

Statement 26 showed that there were 64 students choose strongly agree, 48 students choose agree, 73 students choose uncertain, 78 students choose disagree, and 52 students choose strongly disagree. The total score is 997 and has percentage 54.10 %. **Statement 27** showed that there were 24 student choose strongly agree, 45 students choose agree, 64 students choose uncertain, 112 students choose disagree, and 70 students choose strongly disagree. The total score is 786 and has percentage 49.90 %. **Statement 28** showed that there were 81 student choose strongly agree, 76 students choose agree, 65 students choose uncertain, 53 students choose disagree, and 40 students choose strongly disagree. The total score is 1050 and has percentage 66.67 %. **Statement 29** showed that there were 32 student choose strongly agree, 32 students choose agree, 81 students choose uncertain, 107 students choose disagree, and 63 students choose strongly disagree. The total score is 808 and has percentage 51.30 %. **Statement 30** showed that there were 27 student choose strongly agree, 25 students choose agree, 95 students choose uncertain, 87 students choose disagree, and 81 students choose strongly disagree. The total score is 775 and has percentage 49.21 %.

Based on description above, it can be concluded that the majority of students have **negative perception** on the indicator “ students’ does not support the English online learning system with the entire percentage 55.34 %

2. The English Teacher Perception on Teaching English Online Learning at Elementary School Unggulan Aisyiyah Taman Harapan Curup.

At this point, the researcher was interviewing English teachers at Elementary School Unggulan Aisyiyah Taman Harapan Curup to obtain information for the second question, which was about their perceptions problems of teaching English online learning. The researcher spoke with an English teacher who teaches an online English lesson. As indicators, the questions are based on theories regarding the English teacher's viewpoint in teaching English. The researcher conducted the interview in Indonesian since the English teacher was more comfortable speaking the language. It can be seen from the result of interview the English teacher.

“I’m not commportable using English, so we’ll do the interview in indonesia aja ya, biar lebih leluasa bicaranya”.

Based on the findings, the researcher came to the conclusion that the teacher's perception of the problems faced of teaching English online learning at Elementary School Unggulan Aisyiyah Taman Harapan Curup was negative.

Table 4.11

The result of the perception about problem faced by the English teacher on teaching English online learning at Elementary School Unggulan Aisyiyah Taman Harapan Curup

No	Teacher perception about Problems on english onlie learning
1	Lack of interest
2	Lack of concentration in the class
3	Lack of repetition and frequent practice of students
4	Lack of learner motivation
5	Insufficient time, resource and material

6	Lack of discipline
7	Students is defiant, rowdy or distracting of other

These results can be seen from the indicators of the results of the interviews, namely the interview sheets given by the researchers directly. Then, the English teacher answered the questions and the researcher recorded the answers and recorded the answers of the English teacher. The researcher have conducted interviews with English teacher on the first indicator, namely lack of interest. The answer from English teacher A are negative.

“Tidak semua siswa mendengarkan sih, 50 persen tidak nyampe yang mendengarkan, alasan tidak tertarik untuk mendengarkan karena tidak merasa berhubungan langsung dengan guru jadi mereka memiliki kesempatan untuk tidak memperhatikan saat belajar online.”

The answer from the English Teacher B are Negative :

“Kalau waktu belajar online tidak semua anak mendengarkan ayuk menyampaikan materi, alasanya mungkin karno males, mager kalo di rumah tu nak main, nak tidur kan namonyo anak-anak. jadi, kalo di kasih pertanyaan tu ado beberapa yang jawab kebanyakan idak, mungkim jugo meraso dak ado tanggung jawab nyo belajar online jadi siswa meremehkan belajar online.”

Next, the answer of English teacher A about students' lack of concentration in the online class, namely :

“saya rasa banyak dari siswa yang kurang paham materi pada pembelajaran online karena kan mereka tidak konsentrasi belajar di kelas, karna tu kan mereka sibuk masing-masing, saling chatangan di group, galak ganti-ganti background, sering dak dengarkan kito, nak negurnya dak enak kan karno mereka di rumah kalo di sekolah bisa kito tegur bisa fokus jugo belajarnya kan. ”

Teacher B :

“ siswa ni kurang konsentrasi belajar karno dak kito awasi secara langsung dek, jarang nian siswa yang bertanya kan entah karno takut atau karno bosan kan”.

B. Discussion

The results of the findings above, the researchers found that the results of the first research question, namely what are the students' perception on English online learning at Elementary School Unggulan Aisyiyah Taman Harapan Curup the result are "Negative" meaning that the students' of Elementary School Unggulan Aisyiyah Taman Harapan Curup have a negative perception of English online learning. And also the result of the second research question are "Negative" meaning that the English teacher have negative perception on English online learning. To find out the students perception on English online learning at Elementary School Unggulan Aisyiyah Taman Harapan Curup and the English teacher perception on English online learning at Elementary School Unggulan Aisyiyah Taman Harapan Curup. Researcher finds some discussion based on the finding on the research field. They were following:

1. Students' perception on English online learning at Elementary School Unggulan Aisyiyah Taman Harapan Curup.

To find out about students' perception on English online learning at Elementary School Unggulan Aisyiyah Taman Harapan Curup, In doing the process of analysis, the researcher used questionnaire to know how do their perception about English online learning. The questionnaire consists of several indicators which based on the theory. This part of chapter served the findings of research that has been conducted on January 20th until 28th 2022 that has been carried out directly. The researcher gave the questionnaire to the students then the students answered the questionnaire according to the perceptions they experienced when studying online at home.

1) Support English Online Learning Activities

Based on the finding of support English online learning activities, the researcher found that in **the first statement** the majority of students chose disagree that depend on 113 respondents choose disagree respondent with 68.43 % percentage. It means that, at this point most of the students of Elementary School Unggulan Aisyiyah Taman Harapan Curup disagree on the satisfaction and enjoyment of online English learning method. **The statement number 2** that majority of students chose neutral. It could be seen by 94 respondents with 68.32 % percentage. It means that most of the students are neutral towards English subject matter in online learning in various forms of multimedia and online discussions that are effective and varied. Then, **the statement number 3** that majority of students chose positive perception that depends of 104 respondents with 73,65% percentages. It means that most of the students at Elementary School Unggulan Aisyiyah Taman Harapan Curup agree on online learning English directs students to be able to learn independently and creatively. Next, **the statement number 4** that majority of students chose positive perception that depends on 100 respondents with 69.71% percentages. It means that they agree that students can manage their time, activities better and are useful when learning online at home.

In terms of supporting English online learning activities, actually Elementary School Unggulan Aisyiyah Taman Harapan Curup students' have a **neutral perception** of supporting English online learning. In this

case, the majority of SDUA Curup students agree that online English learning is carried out but there are also students who do not agree that English learning is carried out online. It could be seen by the average of the total score with 68,78 % percentages.

2) Receive all forms of knowledge of English lessons through online learning.

Based on the finding of support English online learning activities, the researcher found that in the **statement number 5** the majority of students chose disagree that depend on 131 respondents choose disagree respondent with 54.73 % percentage. It means that, at this point most of the students of Elementary School Unggulan Aisyiyah Taman Harapan Curup disagree when their study English online rather than face-to-face, they obtain a greater understanding of the language. The **statement number 6** that majority of students chose disagree. It could be seen by 88 respondents with 61.59 % percentage. It means that most of the students are disagree to learn English online at home. Then, **the statement number 7** that majority of students chose agree that depends of 130 respondents with 71,30% percentages. It means that most of the students at Elementary School Unggulan Aisyiyah Taman Harapan Curup agree on they pay attention to their English teacher while giving the material online.

Based on the foregoing, it can be stated that the majority of students who receive all knowledge of English online learning have a **neutral perception**. It suggests that some students have positive perceptions while

the remainder have negative perceptions, giving them a total of 62.54 percent favorable perceptions.

- 3) Receiving an English online learning system by being realized through activeness in the English online learning process.

Based on the finding of support English online learning activities, the researcher found that in **the statement number 8** the majority of students chose disagree that depend on 147 respondents choose disagree respondent with 58.86 % percentage. It means that, at this point most of the students of Elementary School Unggulan Aisyiyah Taman Harapan Curup disagree Learning English at home is better than studying at school. **The statement number 9** that majority of students chose neutral. It could be seen by 147 respondents with 68.32 % percentage. It means that most of the students are actively participate in learning English online. Then, **the statement number 10** that majority of students chose disagree perception that depends of 149 respondents with 49.52% percentages. It means that most of the students at Elementary School Unggulan Aisyiyah Taman Harapan Curup disagree on Learning English at home is more interesting than at school, so they are always actively asking questions during online learning. Next, **the statement number 11** that majority of students chose neutral and disagree perception that depends on 153 respondents chose uncertain and 74 students chose disagree with 59.43% percentages. It means that they agree that they always answer the teacher's questions when online learning English takes

place.

Based on the description above, it can be concluded that most students in accepting the online English learning system by being active in the online English learning process have a **negative perception** so that it has an overall percentage of 54.00%.

- 4) Paying attention to the teacher delivering the material during the online English lesson hours.

Based on the finding of support English online learning activities, the researcher found that in **the statement number 12** the majority of students chose agree that depend on 133 respondents with 76.19 % percentage. It means that, at this point most of the students of Elementary School Unggulan Aisyiyah Taman Harapan Curup disagree that they pay attention to the teacher when the teacher is explaining online learning materials. The **statement number 13** that majority of students chose agree. It could be seen by 115 respondents with 68.32 % percentage. It means that most of the students are agree that they focus on listening to the teacher when the teacher explains the English material in class.

Based on description above, it can be concluded that the majority of students have **positive perception** on the entire percentage 75.56 %

- 5) Increase courage and confidence when learning English online.

Based on the finding of support English online learning activities, the researcher found that in the **statement number 14** the majority of students chose uncertain and disagree that depend on 112 respondents choose

disagree respondent with 57.84 % percentage. It means that, at this point most of the students of Elementary School Unggulan Aisyiyah Taman Harapan Curup disagree that students are more courageous and confident through online learning English. The **statement number 15** that majority of students chose disagree. It could be seen by 88 respondents with 61.59 % percentage. It means that most of the students are disagree that learning English online makes students more confident in speaking English in online classes. Then, **the statement number 16** that majority of students chose agree that depends of 130 respondents with 71,30% percentages. It means that most of the students at Elementary School Unggulan Aisyiyah Taman Harapan Curup agree on Learning English at home makes them more daring to answer the teacher's questions in class.

Based on description above, it can be concluded that the majority of students have **neutral perception** on the entire percentage 62.54 %

6) Appreciate the English online learning system.

Based on the finding of support English online learning activities, the researcher found that in the **statement number 17** the majority of students chose agree that depend on 103 respondents choose agree respondent with 64.32 % percentage. It means that, at this point most of the students of Elementary School Unggulan Aisyiyah Taman Harapan Curup agree that they are willing to send English assignments through online learning before submitting assignments. The **statement number 18** that majority of students chose uncertain. It could be seen by 94 respondents with 63.37

% percentage. It means that most of the students are uncertain that Online learning of English deserves appreciation and attention among students.

7) Lazy to follow online English learning.

Based on the finding of support English online learning activities, the researcher found that in the **statement number 19** the majority of students chose uncertain that depend on 92 respondents choose uncertain respondent with 57.02 % percentage. It means that, at this point most of the students of Elementary School Unggulan Aisyiyah Taman Harapan Curup neutral that students do not understand what is explained by the teacher so they are lazy to follow online learning. The **statement number 20** that majority of students chose uncertain. It could be seen by 101 respondents with 60.06 % percentage. It means that most of the students are uncertain students Playing games while studying is more fun than learning English online. Then, **the statement number 21** that majority of students chose agree that depends of 79 respondents with 71,30% percentages. It means that most of the students at Elementary School Unggulan Aisyiyah Taman Harapan Curup agree they are lazy to follow online English learning because the internet connection or signal at my place is bad.

Based on description above, it can be concluded that the majority of students have **neutral perception** on the entire percentage 64.20 %

- 8) Not paying attention to the teacher when the teacher explains English material online.

Based on the finding of support English online learning activities, the researcher found that in **the statement number 22** the majority of students chose disagree that depend on 81 respondents choose agree respondent with 63.50 % percentage. It means that, at this point most of the students of Elementary School Unggulan Aisyiyah Taman Harapan Curup agree that students do not like learning English at home. **The statement number 23** that majority of students chose disagree. It could be seen by 105 respondents with 54.10 % percentage. It means that most of the students are disagree that playing with their pets is more interesting than learning English. Then, **the statement number 24** that majority of students chose agree perception that depends of 93 respondents with 63.68% percentages. It means that most of the students at Elementary School Unggulan Aisyiyah Taman Harapan Curup agree that Learning English at home is not very interesting. Next, **the statement number 25** that majority of students chose uncertain and disagree perception that depends on 72 students chose uncertain and 79 respondents chose disagree with 59.43% percentages. It means that half of them uncertain and disagree that Learning English face-to-face is difficult to understand, let alone learning English online.

9) Does not support the English online learning system.

Based on the finding of does not support the English online learning system., the researcher found that in **the statement number 26** the majority of students chose disagree that depend on 78 respondents choose disagree respondent with 54.10 % percentage. It means that, at this point most of the students of Elementary School Unggulan Aisyiyah Taman Harapan Curup disagree on the students do not have internet quota to participate in online learning English. The **statement number 27** that majority of students chose disagree. It could be seen by 112 respondents with 49.90 % percentage. It means that most of the students are disagree towards They use the money to buy internet quota for snacks. Then, **the statement number 28** that majority of students chose strongly agree perception that depends of 81 respondents with 66.67% percentages. It means that most of the students at Elementary School Unggulan Aisyiyah Taman Harapan Curup strongly agree on learning at home makes it difficult for them to interact with their friends. **The statement number 29** that majority of students chose disagree perception that depends on 107 respondents with 51.30% percentages. It means that they disagree that students do not have cellphones to take online English lessons. Next, **the statement number 30** that majority of students chose uncertain perception that depends on 95 respondents with 51.30% percentages. It means that they uncertain that students always do not collect the English assignments given by the teacher online.

Based on description above, it can be concluded that the majority of students have **negative perception** on English online learning with the entire percentage 55.34 %

2. The English teacher perception in teaching English online learning at Elementary School Unggulan Aisyiyah Taman Harapan Curup.

From the interview result, the researcher concluded that the perception by English teacher in teaching English online learning at Elementary School Unggulan Aisyiyah Taman Harapan Curup were lack of interest, lack of learners' motivation, lack of concentration in the class, discipline, lack of repetition and frequent practice of students, then insufficient time, student is defiant, rowdy or distracting of other. Temporary, resource and materials were not problems for the teacher who taught English at Elementary School Unggulan Aisyiyah Taman Harapan Curup.

The first problem faced by the teacher was lack of interest and the teacher who got this problem based on the data collected and analysed by the researcher there was two teachers. It means that the teacher which was as the subject of this research got this problem. According to Akram Inanlo Khajlo in his journal stated that lack of interest is the most important obstacle in learning English. Most students are not interested in online english learning and just think about passing the score of english subject, thus because they are not interested, they do not listen to their teacher and do not learn anything, even if they learn something, they will forget it quickly.⁵⁵ Then, based on an

⁵⁵Akram Inanlo Khajlo, *Problems in Teaching and Learning English for Students*, (Islamic Azad University of Science and Research Tehran, 2013) p. 57

interview with an English teacher at Elementary School Unggulan Aisyiyah Taman Harapan Curup teachers perceive that most of the students are not interested in learning English online. students think learning online is very boring because they don't have direct chemistry with the teacher. So, they feel bored because they only see the cellphone screen every time they meet online classes in English and students do not feel that learning English online is their responsibility as students, learning English online is also not important for students. The most important thing is to collect assignments given by the English teacher in order to get grades when learning English online. The conclusion from that statement in this research the students were not interested to learn English online learning. In sum, both of the teacher had this problem because the students' factors.

Lack of concentration is the second problem faced by teachers in English online learning at Elementary School Aisyiyah Taman Harapan Curup. According to Akram Inanlo Khajlo in his journal, if students do not have concentration, they cannot learn the material. Concentration depends on these factors: a. Fatigue and insomnia b. Environment, c. family problem. When all these factors are removed, students can do their best to learn the english online learning and get good grades. Based on the above statement, in this study the researcher concluded that both English teachers had this problem. This can be seen from the results of interviews, this is because some students are not interested in learning English. Furthermore, students have a lot of material to study in a day, so students do not concentrate on English

subjects in online classes. In addition, signal interference often occurs when the teacher explains the material so that students find it difficult to connect in online classes, therefore students do not concentrate when learning English online. Then students have many activities at home that attract more attention, such as watching tv, friends asking to play, voices from home such as the sound of their sister crying so that students are very difficult to concentrate when studying at home. Finally, the students have family matters outside when the online English class takes place. In conclusion, the both of teacher had this problem because the students' factors.

Lack of Repetition and Frequent Practice of Students was the next problem faced by the teacher on English online learning at Elementary School Unggulan Aisyiyah Taman Harapan Curup. M.F. Patel Praveen stated that practice plays important role in teaching Learning process. If sufficient practice is given to the students to perform task, he will learn language easily. According to behaviourists psychologist the habit is conditioned behaviour. So, learning a language means forming habit of using language. If we want to learn language. We should take it in practice. Acquiring new habit is the result of learning. Learning a second language means forming the habit of using English.⁵⁶From the statement, researcher concluded that the teacher got problem lack of Repetition and Frequent Practice of Students. It could be seen from the interview result. It is because the students never practice the material at home because it is not supervised, and is not controlled by the teacher

⁵⁶ M.F. Patel Praveen M. Jainp, *English Language Teaching (Methods, Tools & Techniques)*, (Sunrise Publishers & Distributors, Jaipur, 2008) P. 46

directly, even parents do not control the activities of students at home. Even though the students did not do the homework given by the teacher on the online class. Then, the students did not review the material at home by themselves because they felt they were not being supervised directly by the teacher and did not ask their friend when they did not come to the online class. In sum, both of the teacher who taught English at Elementary School Unggulan Aisyiah Taman Harapan Curup, got this problem.

Furthermore, both of the English teacher at Elementary School Unggulan Aisyiah Taman Harapan Curup had problem with learners' motivation. Motivation is considered with the arousal of the interest in learning and to the extent is basic to learning⁵⁷. Some learners are not particularly concerned about their ability in English subject. It means that motivation is very important in teaching-learning English process. Furthermore, Brown defined motivation is the extent to which you make choice about goals to pursue and the effort you will devote to that pursuit. Based on the statement, researcher concluded that both of the teacher did not faced this problem. It was because the lack of motivation to learn from students was caused by forgetting to enjoy playing with friends, and not being asked by both parents at home and also the teacher because when collecting assignments online the teacher said that collecting was not simultaneously so it was difficult to control students. Most of students are not present in online English classes, even less than 50% of students are present in online classes.

⁵⁷ M. F. Patel, *Op.Cit.* p. 41

However, when giving assignments the teacher requires students to collect the assignments given by the teacher even though many students are not on time when collecting the assignments because of the lack of signals and motivation to learn English online. This is proven by the presence of students when the zoom meeting takes place, the student's camera is on, but the students are only silent when asked by the teacher, there is no feedback between students and teachers. In conclusion, lack of motivation to learn is a problem faced by teachers when teaching English online.

Insufficient, Time, Resource and Materials was the fifth problem faced by the teacher on English online learning at Elementary School Ungulan Aisyiyah Taman Harapan Curup. Lary M. Lynch stated that English is foreign language and hence cannot be learnt and thought as easily as mother tongue or first language. When it is learnt or thought as a second language, it requires long time and simultaneously adequate resources and materials to create English classroom climate which facilitate teaching-learning process.⁹⁸ Based on the statement, researcher conclude that both of the teachers got this problem. First in terms of time, the time given by the school to teach English online is only 30 minutes, while students who study fulfill their capacity because all classes are combined to learn together. Teachers have problems in this case because it is difficult to handle too many students and elementary school children are also quite difficult to control so that teachers cannot manage the online learning process properly, because they do not have enough time to teach so that activities in class are not appropriate. their wish.

On the other hand, the teacher does not mind the sources and materials because the teacher has a guide book, a good internet connection so that the teacher is able to access the internet, google, or youtube, etc. to make videos, powerpoints that are attractive to students as sources and teaching materials in online learning.

Next is discipline. From these two teachers' statements, the researcher concluded that both teachers had this problem. That's because students lack discipline towards online class attendance, only 60% of students are ready when the teacher comes to class and students follow and obey all the rules given by the teacher. Besides that, every teacher gives assignments online, many students do not return their assignments to the English teacher even when they are asked to collect assignments, students ignore orders from the teacher. So, it can be concluded that the teacher has problems in teaching English in Elementary School Unggulan Aisyiyah Taman Harapan Curup.

The last problem faced by the teacher on English online learning at Elementary School Unggulan Aisyiyah Taman Harapan Curup was Student is defiant, rowdy or distracting of other. Lary M. Lynch stated that This problem will happen, no matter what, in every classroom if the entire class is acting up, it may be the fault of the teacher, boring material or poor classroom management. If it one particular student, you should react swiftly to show dominance. In order to resolve the issue, an ESL teacher must be strict and discipline the student if needed. If it continues to happen, further disciplinary action through the schools' director could be persued.⁹⁹Based on this

statement, the researcher concludes that teachers face this problem in the online learning process of English. In this case, because some students do not like English lessons, so these students behave in class. Some students are not serious in learning English because of this factor and the teacher is not able to solve this problem. Then, the teacher said that many students are not serious about online learning because they think online learning is not important. There is no comfort in the classroom because students do not pay attention to the teacher. The first obstacle when teaching online is the problem of signal connection which often lags, they interact with each other via chat during the zoom meeting, other disturbances from the teacher himself, because when teaching at home, the children cry and cannot be controlled, so there is no concentration in teaching . On the other hand, the teacher can overcome this problem by making the voice louder than the student's voice, the video media must be interesting, so that students listen to what the teacher says.

In the interview process, the researcher asked the teachers about their perceptions of other problems faced by teachers in online learning English. They informed that they had personal problems, meaning that in doing online learning there were many distractions such as their children crying, children asking to play while studying, taking care of their husbands, houses and much more, so teachers did not focus on teaching online, according to their teachers are more happy if learning English is done at school as usual. So, another problem that teachers face in teaching English online learning is their personal problem.

CHAPTER V

CONCLUSION AND SUGGESTION

After analyzing and interpreting the obtained data in the previous chapter, the conclusion and suggestion as the last part of this research. The conclusion below is the answer of the research questions of this research, while suggestion is intended to give information to the researchers who are interested in doing further research in this area.

A. Conclusion

Based on the result and discussion in chapter IV before, the researcher took some conclusions. First, most of the students' perceptions of online learning of English at the Elementary School Unggulan Aisyiyah Taman Harapan Curup are negative perceptions. Meanwhile, when doing online English learning, the perception by the English teacher at Elementary School Unggulan Aisyiyah Taman Harapan Curup were that the English teacher had negative perception got the problems in teaching English, namely lack of interest, lack of concentration in class, less and frequent student practice, sufficient. time, resources and materials, students challenge, make noise, or annoy others. Meanwhile, They informed that they had personal problems, meaning that in doing online learning there were many distractions such as their children crying, children asking to play while studying, taking care of their husbands, houses and much more, so teachers did not focus on teaching online, according to their teachers are more happy if learning English is done at school as usual.

B. Suggestion

Finally, the suggestion comes for a better future. The suggestion is specifically proposed as below:

1. The teacher

The teacher of English at Elementary School Unggulan aisyiyah Taman Harapan Curup, the teachers have to know about the students' perception on English online learning toward their techniques that is used, teacher have to change the techniques that got negative and keep to do the technique that got positive perception. And the technique that wasn't implemented perhaps can be interested by the students.

2. The Researcher

For further researcher, the researcher suggests to conduct a research related to inclusion classroom with different area and different kind of research. Furthermore, the researcher hopes this research can be better and could become motivated to other researchers to investigate this research deeply.

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APPENDICES



IAIN LIRUP

Hal-hal yang Dibicarakan	Paraf Pembimbing I	Paraf Mahasiswa
Chapter 1, Judul		
Chapter I. Background		
Chapter II,		
Chapter III		
Chapter III		
Chapter IV		
Chapter IV, V		



IAIN CURUP

NO	TANGGAL	Hal-hal yang Dibicarakan	Paraf Pembimbing II	Paraf Mahasiswa
1	27 / 2021	Chapter 1		
2	30 / 2021	Chapter 1, II.		
3	31 / 2021	Chapter II		
4	6 / 2022	Chapter III		
5	7 / 2022	Chapter III		
6	11 / 2022	Chapter IV		
7	31 / 2022	Chapter IV, V		



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI CURUP
FAKULTAS TARBIYAH

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Homepage: <http://www.iaicurup.ac.id> Email: admin@iaicurup.ac.id Kode Pos 39119

Nomor : 651 /In.34/FT/PP.00.9/08/2021
Lampiran : Proposal dan Instrumen
Hal : Permohonan Izin Penelitian

31 Agustus 2021

Kepada Yth. Kepala Dinas Penanaman Modal dan
Pelayanan Terpadu Satu Pintu (PTSP)

Assalamualaikum Wr, Wb

Dalam rangka penyusunan skripsi S.1 pada Institut Agama Islam Negeri Curup :

Nama : Herley Sumarza
NIM : 17551022
Fakultas/Prodi : Tarbiyah / TBI
Judul Skripsi : A Study on English Online Teaching at Elementary School (SDUA Curup)
Waktu Penelitian : 31 Agustus s.d 31 November 2021
Tempat Penelitian : SDUA Taman Harapan Curup

Mohon kiranya Bapak berkenan memberi izin penelitian kepada Mahasiswa yang bersangkutan.

Jemikian atas kerjasama dan izinnya diucapkan terimakasih

a.n Dekan

Wakil Dekan I,



Baryanto, MM., M.Pd

NIP. 19690723 199903 1 004

Penyusunan : disampaikan Yth ;

Rektor

Wakil 1

Ra. Biro AUAK

Table 1
Blueprint of Questionnaire for students'

Theory	Indicator	Sub Indicator	Statement
<p>Students perception is a process point of view about something that happens in the learning process in class, and the student will provide suggestions or arguments for the instructor or classmates to improve their teaching-learning process.</p>	1. Positive perception	1) Supports English online learning activities.	<p>1. Secara umum saya puas dan senang dengan metode pembelajaran bahasa inggris secara online.</p> <p>2. Saya senang dengan materi pelajaran bahasa inggris pada pembelajaran online dalam berbagai bentuk multimedia dan diskusi online yang efektif dan variatif.</p> <p>3. Pembelajaran online bahasa inggris mengarahkan saya untuk dapat belajar secara mandiri dan kreatif.</p> <p>4. Saya dapat mengatur waktu dan aktivitas saya dengan lebih baik dan bermanfaat saat pembelajaran online di rumah.</p>
		2) Receive all forms of knowledge of English lessons through online learning.	5. Saya mendapatkan pengetahuan bahasa inggris yang lebih saat belajar online daripada belajar tatap

			<p>muka.</p> <p>6. Saya senang belajar bahasa inggris secara online dirumah.</p> <p>7. Saya memperhatikan guru bahasa inggris saya saat sedang memberikan materi secara online.</p>
		<p>3) Receiving an English online learning system by being realized through activeness in the English online learning process.</p>	<p>8. Belajar bahasa inggris dirumah lebih baik daripada belajar di sekolah.</p> <p>9. Saya berpartisipasi aktif dalam pembelajaran bahasa inggris secara online.</p> <p>10. Belajar bahasa inggris di rumah lebih menarik daripada di sekolah sehingga saya selalu aktif bertanya saat pembelajaran online berlangsung.</p> <p>11. Saya selalu menjawab pertanyaan guru saat pembelajaran online bahasa inggris berlangsung.</p>
		<p>4) Paying attention to the teacher delivering the material during</p>	<p>12. Saya memperhatikan guru saat guru sedang menjelaskan materi pembelajaran</p>

		the online English lesson hours.	online 13. Saya fokus menyimak guru saat guru memaparkan materi bahasa inggris di kelas
		5) Increase courage and confidence when learning English online.	14. saya lebih berani dan percaya diri melalui pembelajaran online 15. Belajar online bahasa inggris membuat saya lebih percaya diri berbicara bahasa inggris di kelas online. 16. Belajar bahasa inggris di rumah membuat saya lebih berani menjawab pertanyaan guru di kelas.
		6) Appreciate the English online learning system.	17. Saya bersedia mengirim tugas bahasa inggris melalui pembelajaran daring sebelum pengumpulan tugas. 18. Pembelajaran online bahasa inggris layak untuk mendapat apresiasi dan perhatian di kalangan siswa

	2. Negative perception	1) Lazy to follow online English learning.	<p>19. saya tidak paham yang dijelaskan oleh guru sehingga saya malas untuk mengikuti pembelajaran online</p> <p>20. Bagi saya main game saat belajar lebih menyenangkan daripada belajar bahasa inggris secara online.</p> <p>21. Saya malas mengikuti pembelajaran bahasa inggris online karena koneksi internet/sinyal di tempat saya buruk.</p>
		2) Not paying attention to the teacher when the teacher explains English material online.	<p>22. Saya tidak menyukai belajar bahasa inggris dirumah.</p> <p>23. Bermain bersama hewan peliharaan saya lebih menarik daripada belajar bahasa inggris.</p> <p>24. Belajar bahasa inggris dirumah sangat tidak menarik.</p> <p>25. Bagi saya belajar bahasa inggris tatap muka saja sulit di mengerti apalagi belajar bahasa</p>

			inggris secara online.
		3) Does not support the English online learning system.	<p>26. Saya tidak mempunyai kuota untuk mengikuti pembelajaran online bahasa inggris.</p> <p>27. Uang untuk membeli kuota saya gunakan untuk jajan.</p> <p>28. Bagi saya belajar dirumah membuat saya sulit untuk berinterasi dengan teman teman saya.</p> <p>29. Saya tidak mempunyai hp untuk mengikuti pembelajaran bahasa inggris secara online.</p> <p>30. Saya selalu tidak mengumpulkan tugas bahasa inggris yang diberikan oleh guru secara online.</p>

Table 2
Interview Guidance

The perception Problem in teaching	Indicators	Sub Indicators
	3. Students do not pay attention to	<ul style="list-style-type: none"> • Apakah semua siswa mendengarkan anda ketika anda menyajikan materi

Lack of interest	materials delivered by teacher on english online learning	<p>pembelajaran di kelas secara online ?</p> <ul style="list-style-type: none"> • Apakah ada siswa yang tidak memperhatikan anda ketika anda menjelaskan materi secara online ? • Apa pendapat anda mengenai kemungkinan penyebab siswa tidak memperhatikan anda ?
	4. Students do not participate in teaching-learning process.	<ul style="list-style-type: none"> • Apakah semua siswa anda aktif dan berpartisipasi di kelas saat pembelajaran online berlangsung ? • Apakah anda menemukan siswa yang tidak berperan serta dalam proses belajar secara online ? • Apa pendapat anda mengenai kemungkinan penyebab beberapa siswa tidak berperan aktif dalam proses pembelajaran secara online ?
Lack of concentration in the class	4. Students do not understand the materials presented by teacher	<ul style="list-style-type: none"> • Bagaimana perasaan anda mengenai pemahaman siswa terhadap materi yang anda sampaikan di kelas secara online ? • Apakah anda menemukan siswa yang tidak mengerti materi yang anda sampaikan saat pembelajaran online ? • Menurut anda Apa penyebab siswa sulit untuk memahami materi yang anda berikan ?
	5. Students are not	<ul style="list-style-type: none"> • Apakah ada siswa yang tidak aktif

	<p>active and do not deliver their own question to teacher</p>	<p>dan jarang mengajukan beberapa pertanyaan kepada anda berkaitan dengan materi yang anda berikan secara online?</p> <ul style="list-style-type: none"> • Apa pendapat anda mengenai kemungkinan penyebab siswa tidak aktif dan cenderung pasif responsif di kelas saat pembelajaran online berlangsung?
	<p>6. The situation is not controlled by teacher in the class when the teacher presents the materials.</p>	<ul style="list-style-type: none"> • Apakah anda merasa kesulitan untuk mengendalikan situasi ruang kelas pembelajaran online ketika anda menyajikan materi secara online ? • Permasalahan apa saja yang anda dapati sehubungan dengan situasi ruang kelas online saat anda menyampaikan materi secara online ?
<p>Lack of repetition and frequent practice of students</p>	<p>3. Students do not know the previous materials asked by teacher.</p>	<ul style="list-style-type: none"> • Apakah anda menemukan siswa yang tidak mengerti materi sebelumnya yang di sampaikan melalui pembelajaran online ? • Menurut anda apa penyebab siswa tidak mengerti materi yang disampaikan sebelumnya saat pembelajaran online ? • Apakah anda selalu meninjau kembali materi pada pertemuan sebelumnya saat pembelajaran online berlangsung ?

		<ul style="list-style-type: none"> • Bagaimana tanggapan siswa anda ketika anda meninjau kembali materi yang telah anda sampaikan pada pertemuan sebelumnya saat pembelajaran online?
	4. Students do not understand when the teacher reviews the previous materials.	<ul style="list-style-type: none"> • Apakah anda menemukan bahwa siswa kebingungan untuk mereview materi sebelumnya yang dilaksanakan secara online ? • Menurut anda apa penyebab sehingga siswa merasa sulit untuk memperoleh informasi yang anda berikan secara online ketika anda meninjau materi sebelumnya pada pembelajran online? • Apakah anda menemukan bahwa siswa anda kebingungan untuk merivew materi sebelumnya bersama anda ?
Lack of learners' motivation	4. Students rarely conduct the duty given by teacher.	<ul style="list-style-type: none"> • Apakah anda selalu memberikan tugas secara online kepada siswa anda ? • Bagaimana tanggapan siswa anda terhadap tugas atau pr yang anda berikan secara online? • Apakah ada siswa yang jarang mengumpulkan kembali atau mengerjakan tugas yang anda berikan melalui pembelajaran online ?

		<ul style="list-style-type: none"> • Menurut anda apakah penyebab sehingga mereka jarang mengerjakan tugas melalui pembelajaran online?
	5. Students seldom attend the class.	<ul style="list-style-type: none"> • Apakah semua siswa konsisten untuk hadir di dalam kelas pembelajaran secara online ? • Apakah ada siswa yang sering tidak masuk kelas online ? • Menurut anda apa penyebab siswa tidak hadir pada kelas pembelajaran online ?
	6. Students never participate themselves in the class.	<ul style="list-style-type: none"> • Bagaimana partisipasi siswa pada pembelajaran online ? • Apakah anda menemukan siswa yang tidak berpartisipasi di kelas saat belajar online ? • Menurut anda apa kemungkinan penyebab siswa tidak berpartisipasi di kelas belajar online ?
Insufficient Time, Resource and Materials	4. Teacher cannot finish the material based on time given by school	<ul style="list-style-type: none"> • Bagaimana Anda memandang kecukupan alokasi waktu belajar yang diberikan oleh sekolah terhadap pembelajaran online ? • Apakah Anda menemukan kendala untuk menyelesaikan materi yang direncanakan berdasarkan waktu yang dialokasikan oleh sekolah melalui pembelajaran online? • Menurut anda bagaimana alokasi

		waktu yang efektif untuk disediakan oleh sekolah terhadap pembelajaran online?
	5. Teacher is difficult to find good references in teaching process	<ul style="list-style-type: none"> • Apakah Anda memiliki banyak referensi yang baik untuk mengajar pembelajaran secara online ? • Apa referensi yang Anda gunakan untuk mengajar pembelajaran secara online? • Apakah Anda kesulitan mencari referensi untuk mengajar pembelajaran secara online?
	6. Teachers do not have adequate accesses for searching materials.	<ul style="list-style-type: none"> • Apakah Anda memiliki akses yang memadai untuk mencari bahan ajar pembelajaran secara online? • Tehnik apa yang biasa Anda gunakan untuk mengakses bahan ajar pembelajaran secara online? • Apakah Anda merasa kesulitan untuk mengakses bahan ajar pembelajaran secara online?
Discipline	3. Students are not consistent in the class.	<ul style="list-style-type: none"> • Apa yang Anda rasakan tentang kehadiran siswa di kelas saat pembelajaran online berlangsung? • Apakah ada siswa yang sering bolos di kelas pembelajaran online Anda?
	4. Students do not obey the rules given by the teacher.	<ul style="list-style-type: none"> • Bagaimana persepsi Anda tentang kepatuhan siswa di kelas pembelajaran online anda? • Apakah Anda menemukan siswa

		yang tidak mematuhi aturan yang ditetapkan saat pembelajaran online berlangsung ?
Student is defiant, rowdy, or distracting of other	4. Students are not serious in following teaching-learning process	<ul style="list-style-type: none"> • Apa yang Anda rasakan tentang keseriusan siswa anda saat mengikuti pembelajaran secara online ? • Apakah ada siswa yang tidak serius belajar saat pembelajaran online berlangsung?
	5. The class is noisy, and loses control of the teacher.	<ul style="list-style-type: none"> • Bagaimana persepsi Anda mengenai kenyamanan situasi kelas anda saat pembelajaran online berlangsung? • Apakah menurut anda kelas pembelajaran online anda berisik ataupun terkendala koneksi lainya ? • Apakah Anda sering menemukan bahwa kelas pembelajaran online anda kehilangan kendali? • Bagaimana cara anda menciptakan suasana belajar yang nyaman saat pembelajaran online berlangsung? • Bagaimana anda mengontrol situasi kelas pembelajaran anda?
	6. Students have a bad attitude toward the teacher in the class.	<ul style="list-style-type: none"> • Apa yang Anda rasakan mengenai sikap siswa terhadap Anda sebagai guru di kelas pembelajaran online? • Apakah ada siswa yang memiliki sikap kurang sopan terhadap Anda di kelas Anda?

		<ul style="list-style-type: none"> • Bagaimana cara Anda menghadapi siswa yang kurang sopan terhadap anda ?
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Note :

1. Instrumen ini sudah di validasi dan siap digunakan untuk pengambilan data penelitian
2. The validator validates the instruments into two things; *The first* is content, including the coherence between the statements and indicators stated in theory. They are: a)The statements of the questionnaire have already been good. b) I suggest having a consistent “pronoun” in your statements of the questionnaire to make your participants not confused (choose **Anda** atau **saya**). c)Two sub-indicators (red color) are deleted and moved to the following sub-indicators (blue color) since they are more coherent for the next indicators.*The second* is the accuracy of grammatical aspects used in the instrument. There are some mistakes in spelling, grammar and punctuation.
3. Related to your research instruments, they are the result of **adaptation to KHOIRI’s research (2019), entitled “Indonesian Teachers Technique In Teaching English At Chariyatham Suksa Foundation School, Chana, Songkhla, Thailand.”**Thus, the researcher should state the source of the research instruments to avoid plagiarism and to strengthen the validity of your instrument also. You may state in chapter III that **the research instruments are adapted from Khoiri (2019).**

December, 2021

Validator

Nastiti Handayani, M.P

Table 3
The Result of Questioner

Q	SA		S		U		D		SD		TOTAL		Rata-rata
	F	%	F	%	F	%	F	%	F	%	F	%	
Q1	71	22.54	67	21.27	43	13.65	113	35.87	21	6.67	315	100,00	3.17
Q2	67	21.27	81	25.71	94	29.84	62	19.68	11	3.49	315	100,00	3.42
Q3	89	28.25	104	33.02	69	21.90	39	12.38	14	4.44	315	100,00	3.68
Q4	62	19.68	100	31.75	93	29.52	49	15.56	11	3.49	315	100,00	3.49
Q5	38	12.06	32	10.16	84	26.67	131	41.59	30	9.52	315	100,00	27.4
Q6	59	18.73	53	16.83	84	27.30	88	27.94	39	9.21	315	100,00	3.08
Q7	50	15.87	130	41.27	96	30.48	24	85.00	13	4.13	315	100,00	3.57
Q8	26	8.25	34	10.79	47	14.92	144	45.71	64	20.32	315	100,00	2.41
Q9	25	7.94	47	14.92	147	46.67	77	24.44	19	6.03	315	100,00	2.94
Q10	30	9.52	18	5.71	71	22.54	149	47.30	47	14.92	315	100,00	2.48
Q11	22	6.98	51	16.1	153	48.57	74	23.49	15	4.76	315	100,00	2.97
Q12	81	25.71	133	42.22	72	22.84	18	5.71	11	3.49	315	100,00	3.81
Q13	88	27.94	115	36.51	68	21.59	32	10.16	12	3.81	315	100,00	3.75
Q14	28	8.89	54	17.14	112	35.56	98	31.11	23	7.30	315	100,00	2.89
Q15	33	10.48	40	12.70	111	35.24	101	32.06	30	9.52	315	100,00	2.83
Q16	30	9.52	84	26.67	105	33.33	75	23.81	21	6.67	315	100,00	3.09
Q17	36	11.43	103	32.70	90	28.57	65	20.63	21	6.67	315	100,00	3.22
Q18	42	13.33	84	26.67	94	29.84	75	23.81	20	6.35	315	100,00	3.17
Q19	32	10.16	64	20.32	92	29.21	79	25.08	48	15.24	315	100,00	2.85
Q20	59	18.73	42	13.33	101	32.0	67	21.27	46	14.60	315	100,00	3.00
Q21	45	14.29	72	22.86	76	2.13	79	25.08	43	13.65	315	100,00	2.99
Q22	63	20,00	75	23.81	62	19.68	81	25.71	34	10.79	315	100,00	3.17
Q23	24	7.62	48	15.24	96	30.48	105	33.33	42	13.33	315	100,00	2.70
Q24	51	16.19	93	29.52	67	21.27	71	22.54	33	10.48	315	100,00	3.18
Q25	59	18.73	44	13.97	72	22.86	79	25.08	61	19.37	315	100,00	2.88
Q26	64	20.39	48	15.24	73	23.17	78	24.76	52	16.51	315	100,00	2.98
Q27	24	7.62	45	14.29	64	20.32	112	35.56	70	22.22	315	100,00	2.50
Q28	81	25.71	76	24.13	65	20.63	53	16.83	40	12.70	315	100,00	3.33
Q29	32	10.16	32	10.16	81	25.71	107	33.97	63	20.00	315	100,00	2.57
Q30	27	8.57	25	7.94	95	30.16	87	27.62	81	25.71	315	100,00	2.46

Table 4
The Result of Interview Guidance A

Nama : Eka Setiawati, S.Pd
Jabatan : Guru Mata Pelajaran Bahasa Inggris

No	Researcher	Responden
1	Apakah semua siswa mendengarkan anda ketika anda menyajikan materi pembelajaran di kelas secara online ?	Tidak semua siswa mendengarkan sih 50 persen dak nyampe yang dengarkan.
2	Apakah ada siswa yang tidak memperhatikan anda ketika anda menjelaskan materi secara online ?	Ada pastinya, karena kan mereka sibuk masing masing
3	Apa pendapat anda mengenai kemungkinan penyebab siswa tidak memperhatikan anda ?	Karena merasa tidak berhubungan langsung dengan guru
4	Apakah semua siswa anda aktif dan berpartisipasi di kelas saat pembelajaran online berlangsung ?	Tidak semua
5	Apakah anda menemukan siswa yang tidak berperan serta dalam proses belajar secara online ?	Ada
6	Apa pendapat anda mengenai kemungkinan penyebab beberapa siswa tidak berperan aktif dalam proses pembelajaran secara online ?	Karena memiliki kesempatan untuk tidak memperhatikan
7	Bagaimana perasaan anda mengenai pemahaman siswa terhadap materi yang anda sampaikan di kelas secara online ?	Saya rasa banyak dari para siswa yang kurang maksimal dalam memahami materi
8	Apakah anda menemukan siswa yang tidak mengerti materi yang anda sampaikan saat pembelajaran online ?	Ada

9	Menurut anda Apa penyebab siswa sulit untuk memahami materi yang anda berikan ?	Longgarnya pengawasan
10	Apakah ada siswa yang tidak aktif dan jarang mengajukan beberapa pertanyaan kepada anda berkaitan dengan materi yang anda berikan secara online ?	Ada
11	Apa pendapat anda mengenai kemungkinan penyebab siswa tidak aktif dan cenderung pasif responsif di kelas saat pembelajaran online berlangsung?	Kurang memahami materi
12	Apakah anda merasa kesulitan untuk mengendalikan situasi ruang kelas pembelajaran online ketika anda menyajikan materi secara online ?	Kadangan lumayan sulit sih, karno kan anak tu galak sibuk masing-masing, saling chatingan galak ganti background, dak dengarkan kito kito dengan anaknyo juko laju dak enak, terus kami pada umumnya kalo di sekolah kan enak biso fokus, kalo di rumah anak kan merengek tiba tiba. pernah minta maaf ke ali karno tiba-tiba anak merengek, kalo di sekolah kan kito dak nengok anak jadi konsen pikiran kito.
13	Permasalahan apa saja yang anda dapati sehubungan dengan situasi ruang kelas online saat anda menyampaikan materi secara online ?	tidak leluasa dalam penyampaian, maksudnya kalo ngajar tu enak ketemu secara langsung, sulit handle siswanya, kendala sinyal, kendala jarak, dan juko secara perasaan tidak menyatu, anak tu dak ado perasaan dengan kita karena tidak ketemu langsung, feelingnya kurang dapet.
14	Apakah anda menemukan siswa yang tidak mengerti materi sebelumnya yang di sampaikan melalui pembelajaran online ?	Ada yang tidak mengerti tapi mereka tidak ngomong pas belajar online tu, di iya-iyain be, karena waktunya terbatas, pas nak ngomong juko mungkin lagi rame, atau dak sinyalnya gangguan. yo

		sinyal terus. terus mereka tu kalo minyalkan di jelaskan materi tu kan penangkapan mereka tu kurang saat belajar online, beda dengan penjelasan langsung samo penjelasan melalui dunia maya cak itu, dak fokus, nalarnya tu dak nyambung cak itu nah padahal penjelasannya samo.
15	Menurut anda apa penyebab siswa tidak mengerti materi yang disampaikan sebelumnya saat pembelajaran online ?	Satu tadi meraso kurangnya eye contact, meraso kurang di awasi terus jugo siswa meraso dak ado yang kontrol karena jauh dan sendirian, siapa yang nak ngelarangnya.
16	Apakah anda selalu meninjau kembali materi pada pertemuan sebelumnya saat pembelajaran online berlangsung ?	Iyo di bahas sebentar misal pertemuan tu 30 menit sekitar 5 menit kan di bahas ulang untuk mengingatkan siswanya.
17	Bagaimana tanggapan siswa anda ketika anda meninjau kembali materi yang telah anda sampaikan pada pertemuan sebelumnya saat pembelajaran online?	Yang jawab yang nyambung kalo yang lain kan Cuma on camera be, yang menanggapi Cuma dikit.
18	Apakah anda menemukan bahwa siswa kebingungan untuk mereview materi sebelumnya yang dilaksanakan secara online ?	Kalo meriview materi tu kito jelaskan dulu lagi terus kito tanyokan ke siswanya ado yang nak ditanyokan dak, kalo masih bingung kito jelaskan lagi.. Cuma itulah kalo terlalu lamo bahas yang kemaren materi selanjutnyo kurang penyampainyo.
19	Menurut anda apa penyebab sehingga siswa merasa sulit untuk memperoleh informasi yang anda berikan secara online ketika anda meninjau materi sebelumnya pada pembelajaran online?	Pertamo karno kalo di rumah kesadaran mereka tu kurang, disiplinyo kurang karno meraso di rumah sendiri, tidak merasa di awasi juga, kemudian mereka jugo merasa berisik kareno ado kawan yang ribut kan, kadang jugo bosan kan Cuma nengok hp be.

20	Apakah anda menemukan bahwa siswa anda kebingungan untuk merivew materi sebelumnya bersama anda ?	Ado pernah pas gangguan sinyal, di ulang ulang terus ngomongnyo tu jadi materi yang di terimo tu kurang nyambung, karnokan putus putus penyampaiannyo.
21	Apakah anda selalu memberikan tugas secara online kepada siswa anda ?	Kalo pas online tidak selalu tiap pertemuan dikasih tugas paling kalo misalnya seminggu 3 kali pertemuan online paling di kasih tugas 2 kali.
22	Bagaimana tanggapan siswa anda terhadap tugas atau pr yang anda berikan secara online?	Biasanya mereka tu langsung ngirim tugas, besoknyo atau dalam 3 hari tu ngirim tugas, terlepas dak tau kito siapa yang ngerjokan kan tapi di kirimkan tugasnyo tapi ado beberapa jugo yang dak ado ngumpulkan tugas.
23	Apakah ada siswa yang jarang mengumpulkan kembali atau mengerjakan tugas yang anda berikan melalui pembelajaran online ?	Lupo karno keasikan main, mungkin jugo orang tuo dak nanyo kan dan di awasi kan, karno kito jugo dak nanyo kan,tapi kito tanyo ke orang tuanyo, ibu ini tugas anaknyo belum di kirim. tidak di kumpul secara srentak jadi di tunda tunda laju lupo.
24	Menurut anda apakah penyebabsehingga mereka jarang mengerjakan tugas melalui pembelajran online?	Mereka ado hp, mereka meraso dak penting, kalo ado tugas pokonyo kirim entah itu di kerjakan atau tidak pokoknya kirim, karno kan bagi mereka yang penting ngirim tugas walaupun dak hadir di zoom meeting.
25	Apakah semua siswa konsisten untuk hadir di dalam kelas pembelajaran secara online ?	Tidak, bahkan 50% pun tidak nyampe
26	Apakah ada siswa yang sering tidak masuk kelas online ?	Adaa yang sering tidak masuk
27	Menurut anda apa penyebab siswa tidak hadir pada kelas pembelajaran online ?	Mereka ado hp, mereka meraso dak penting, kalo ado tugas pokonyo kirim entah itu di kerjakan atau tidak pokoknya kirim, karno kan bagi mereka yang

		penting ngirim tugas walaupun dak hadir di zoom meeting.
28	Bagaimana partisipasi siswa pada pembelajaran online ?	Antusias sebenarnya Cuma itu tadi mereka ado keberikan di kawan kan, yang sering itu tadi karno sinyal
29	Apakah anda menemukan siswa yang tidak berpartisipasi di kelas saat belajar online ?	Adoo pastinya, kamera on tapi dio diem bae, atau kamera off tapi dio online chattingan samo yang lain.
30	Menurut anda apa kemungkinan penyebab siswa tidak berpartisipasi di kelas belajar online ?	Karo meraso dak perlu, kalo belajar langsung kan kalo anak tu diam kito tunjuk tapi kalo online kan tidak semua anak tu tampil di layarkan, palingan Cuma 10 siswa yang tampil, males lah, mager, malu.
31	Bagaimana Anda memandang kecukupan alokasi waktu belajar yang diberikan oleh sekolah terhadap pembelajaran online ?	Pas online kemaren tu gabung 5 kelas sedangkan 1 kelas aj sekitar 20 aktu yang di kasih 30 menit. pastinya kurang kan, karno kan pas online pertemuan di gabung beberapa kelas.
32	Apakah Anda menemukan kendala untuk menyelesaikan materi yang direncanakan berdasarkan waktu yang dialokasikan oleh sekolah melalui pembelajaran online?	Dengan kirim video, pas zoom meeting pasti kurang waktunya mangkony kirim video, ppt, ado jugo yang japri lewat online.
33	Menurut anda bagaimana alokasi waktu yang efektif untuk disediakan oleh sekolah terhadap pembelajaran online?	Bukan waktunya sih tapi jumlah orangnyo nah, karno kan untuk waktu 30 menit itu lah cukup karno kan kalo kelamoan kelak bosan anak-anak tu kan, tapi jumlah anaknyo kebanyakan untuk waktu yang 30 menit.
34	Apakah Anda memiliki banyak referensi yang baik untuk mengajar pembelajaran secara online ?	Banyak di buku, youtube, paling nengok google kalo ado materi yang kurang

35	Apa referensi yang Anda gunakan untuk mengajar pembelajaran secara online?	Itu tadi di buku, youtube, paling nengok google kalo ado materi yang kurang
36	Apakah Anda kesulitan mencari referensi untuk mengajar pembelajaran secara online?	Tidak sih
37	Apakah Anda memiliki akses yang memadai untuk mencari bahan ajar pembelajaran secara online?	Internet, buku panduan
38	Tehnik apa yang biasa Anda gunakan untuk mengakses bahan ajar pembelajaran secara online?	Di buat semenarik mungkin, di buat animasi
39	Apakah Anda merasa kesulitan untuk mengakses bahan ajar pembelajaran secara online?	Tidak sulit
40	Apa yang Anda rasakan tentang kehadiran siswa di kelas saat pembelajaran online berlangsung?	Di omong seneng salah jugo, seneng maksudnyo karno siswanyo dikit kan jadi enak ngajarnya, meraso kurang perhatian lah anak anak tu karno Cuma online jadi besok besok be. merasa agak kecea lah tapi kalo dikit enak lah
41	Apakah ada siswa yang sering bolos di kelas pembelajaran online Anda?	Sering, tiap pertemuan pasti ada
42	Bagaimana persepsi Anda tentang kepatuhan siswa di kelas pembelajaran online anda?	Mungkin karno di hp jadi main main, tapi itulah kito kan dak hapal namo anak tu satu satu kalo di kelas enak tinggal tunjuk be kan kalo online dak enak pulo kito negurnyo, entah dio lagi samo orang tuonyo kan.
43	Apakah Anda menemukan siswa yang tidak mematuhi aturan yang ditetapkan saat pembelajaran online berlangsung ?	Langsung di tegur be tidak di kasih punishment
44	Apa yang Anda rasakan tentang	Seneng walaupun online mereka bisa

	keseriusan siswa anda saat mengikuti pembelajaran secara online ?	fokus karna susahkan nak fokus pas belajar online tu, banyak gangguan dari dalam hati.
45	Apakah ada siswa yang tidak serius belajar saat pembelajaran online berlangsung?	Ado, itulah dio galak bemain ganti background, saling chatingan satu sama lain. jadi kawannya ikut-ikut.
46	Bagaimana persepsi Anda mengenai kenyamanan situasi kelas anda saat pembelajaran online berlangsung?	Idak nyaman kalo belajar online tapi karno dak ado pilihan lain jadi tetap jalani be.
47	Apakah menurut anda kelas pembelajaran online anda berisik ataupun terkendala koneksi lainnya ?	Berisik galak ngobrol, galak chatingan sesama mereka, kito lagi jelaskan
48	Apakah Anda sering menemukan bahwa kelas pembelajaran online anda kehilangan kendali?	Sering, itulah galak kesel tu kito lagi enak jelaskan sinyalnya gangguan. kito dengan anaknyo jugo laju dak enak terus kami pada umumnyo kalo di sekolah kan enak biso fokus, kalo di rumah anak kan merengek tiba tiba. pernah minta maaf ke ali karno tiba-tiba anak merengek, kalo di sekolah kan kito dak nengok anak jadi konsen pikiran kito.
49	Bagaimana cara anda menciptakan suasana belajar yang nyaman saat pembelajaran online berlangsung?	Masih pake ceramah karno kan waktunyo terbatas tapi media tu kito selipkan video yang menarik, gambar jadi menarik dio.
50	Bagaimana anda mengontrol situasi kelas pembelajaran anda?	Selain di tegur kalimatnyo lebih tegas dan agak tinggi jadi bisa di kontrol.
51	Apa yang Anda rasakan mengenai sikap siswa terhadap Anda sebagai guru di kelas pembelajaran online?	Kesel bae lah Cuma setelah ngajar sudah lah lupu.
52	Apakah ada siswa yang memiliki sikap kurang sopan terhadap Anda di kelas Anda?	Dak ado sih palingan Cuma sebatas chating.

53	Bagaimana cara Anda menghadapi siswa yang kurang sopan terhadap anda ?	Iyo itu tadi selain di tegur kalimatnyo tu harus lebih tegas dan agak tinggi jadi ado pembeda kalo kito marah
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Table 4
The Result of Interview Guidance B

Nama : Dike Sundari, S.Pd

Jabatan : Guru Mata Pelajaran Bahasa Inggris

No	Researcher	Teacher
1	Apakah semua siswa mendengarkan anda ketika anda menyajikan materi pembelajaran di kelas secara online ?	Kalau waktu belajar online tidak semua anak mendengarkan ayuk menyampaikan materi ya.
2	Apakah ada siswa yang tidak memperhatikan anda ketika anda menjelaskan materi secara online ?	Ada
3	Apa pendapat anda mengenai kemungkinan penyebab siswa tidak memperhatikan anda ?	Mungkin kan mereka malas, mager dak karno kalo lah di rumah tu nak main, nak tidur kan namonyo jugo anak-anak.
4	Apakah semua siswa anda aktif dan berpartisipasi di kelas saat pembelajaran online berlangsung ?	Tidak semua sih ado lah beberapa sisa yang kalo di tanyo tu jawaba meskipun lebih banyak yang diam
5	Apakah anda menemukan siswa yang tidak berperan serta dalam proses belajar secara online ?	Banyak sih tapi tidak semuanya.
6	Apa pendapat anda mengenai kemungkinan penyebab beberapa siswa tidak berperan aktif dalam proses pembelajaran secara online ?	Mungkin karena mager tadi trus tu malas jugo kan belajar dirumah, mungkin jugo karno merasa dak ado tanggung jawab untuk belajar jugo. banyak siswa yang mungkin meremehkan belajar online.
7	Bagaimana perasaan anda mengenai pemahaman siswa terhadap materi yang anda sampaikan di kelas secara online ?	Ayuk raso banyak siswa yang kurang paham dak soalnya ko online nah dek jadi mereka ni agak meremehkan belajar ni.

8	Apakah anda menemukan siswa yang tidak mengerti materi yang anda sampaikan saat pembelajaran online ?	Banyak dek tapi kan kito cubo sampaikan lagi agar mereka paham kan.
9	Menurut anda Apa penyebab siswa sulit untuk memahami materi yang anda berikan ?	Mungkin tu kurang konsentrasi, terus tu karna tidak kita awasi secara langsung jadi mereka mengabaikan belajar tu.
10	Apakah ada siswa yang tidak aktif dan jarang mengajukan beberapa pertanyaan kepada anda berkaitan dengan materi yang anda berikan secara online ?	Jarang nian siswa yang bertanya entah karno takut atau dak ngerti yang pastinya ado yang dak aktif.
11	Apa pendapat anda mengenai kemungkinan penyebab siswa tidak aktif dan cenderung pasif responsif di kelas saat pembelajaran online berlangsung?	Menurut ayuk mungkin kurang paham, takut jugo terus bosan lamo lamo liat hp kan.
12	Apakah anda merasa kesulitan untuk mengendalikan situasi ruang kelas pembelajaran online ketika anda menyajikan materi secara online ?	Kalau waktu belajar online tu sulit nak mengendalikan situasi di kelas, karno kan lewat hp mano anak tu nak nurut kan, berbeda kalo di kelas langsung enak kito negurnyo kan.
13	Permasalahan apa saja yang anda dapati sehubungan dengan situasi ruang kelas online saat anda menyampaikan materi secara online ?	Pertama karna sinyal karna kan pas lagi ngajar sinyal sering gangguan terus jugo sering tekeluar otomatis dari aplikasi zoom jadi dak kondusif lagi kelas kan.
14	Apakah anda menemukan siswa yang tidak mengerti materi sebelumnya yang di sampaikan melalui pembelajaran online ?	Ada
15	Menurut anda apa penyebab siswa tidak mengerti materi yang disampaikan sebelumnya saat pembelajaran online ?	Pertama siswa tidak memperhatikan sewaktu di jelaskan materinyo. kedua, mungkin karena tidak di baca ulang, ketiga mungkin karena merasa online biasa aja lah.

16	Apakah anda selalu meninjau kembali materi pada pertemuan sebelumnya saat pembelajaran online berlangsung ?	di bahas sebentar aj untuk mengingatkan mereka.
17	Bagaimana tanggapan siswa anda ketika anda meninjau kembali materi yang telah anda sampaikan pada pertemuan sebelumnya saat pembelajaran online?	yang menanggapi Cuma dikit, yang mendengarkan pas di jelakan materi tu be selebihnya banyak yang diam.
18	Apakah anda menemukan bahwa siswa kebingungan untuk mereview materi sebelumnya yang dilaksanakan secara online ?	Ada yang kebingungan tu karno dak di pelajarinyo lagi kan.
19	Menurut anda apa penyebab sehingga siswa merasa sulit untuk memperoleh informasi yang anda berikan secara online ketika anda meninjau materi sebelumnya pada pembelajaran online?	Mungkin penyebabno karno dak fokus tadi, lah banyak kesenangan lain dari pada belajar.
20	Apakah anda menemukan bahwa siswa anda kebingungan untuk merivew materi sebelumnya bersama anda ?	Pernah sih karno mereka dak memperhatikan sebelumnya jadi bingung.
21	Apakah anda selalu memberikan tugas secara online kepada siswa anda ?	Tidak selalu ngasih tugas kalo setiap pertemuan palingan berapa kali mak itu.
22	Bagaimana tanggapan siswa anda terhadap tugas atau pr yang anda berikan secara online?	Kalo tugas mereka lumayan antusias entah siapa yang buat tugas itu tapi ado yang ngumpul tugasnyo.
23	Apakah ada siswa yang jarang mengumpulkan kembali atau mengerjakan tugas yang anda berikan melalui pembelajaran online ?	Kebanyakan siswa lupa dengan tugasnya tapi diingatkan lagi, ayuk chat orang tuanyo kan biar siswa buat tugas.
24	Menurut anda apakah penyebabsehingga mereka	Meraso meremehkan tugas, mungkin masih ada hari esok kan dak ado yang

	jarang mengerjakan tugas melalui pembelajaran online?	ngontrol jadi malas buat.
25	Apakah semua siswa konsisten untuk hadir di dalam kelas pembelajaran secara online ?	Kalo hadir terus semuanya full itu tidak pernah sih pasti ado be yang dak join zoom tapi buat tugas.
26	Apakah ada siswa yang sering tidak masuk kelas online ?	Ada
27	Menurut anda apa penyebab siswa tidak hadir pada kelas pembelajaran online ?	Mungkin malas, lebih mementingkan main samo kawan atau tidur kan kalo di rumah macam macam gawenyo.
28	Bagaimana partisipasi siswa pada pembelajaran online ?	Sebenarnya mereka senang ado beberapa yang berpartisipasi, ada juga yang tidak.
29	Apakah anda menemukan siswa yang tidak berpartisipasi di kelas saat belajar online ?	Iya itu tadi ada yang tidak ada juga yang berpartisipasi
30	Menurut anda apa kemungkinan penyebab siswa tidak berpartisipasi di kelas belajar online ?	Mungkin karna merasa dak penting, merasa dak memiliki tanggung jawab untuk belajar atau bisa jadi buat tugas be.
31	Bagaimana Anda memandang kecukupan alokasi waktu belajar yang diberikan oleh sekolah terhadap pembelajaran online ?	Kalo waktu menurut ayuk cukuplah untuk waktu 30 menit tu karna takut anak bosan, namonyo kan siswa SD cepat bosan
32	Apakah Anda menemukan kendala untuk menyelesaikan materi yang direncanakan berdasarkan waktu yang dialokasikan oleh sekolah melalui pembelajaran online?	Sejauh online learning berlangsung dak menemukan kendala di alokasi waktu
33	Menurut anda bagaimana alokasi waktu yang efektif untuk disediakan oleh sekolah terhadap pembelajaran online?	Menurut ayuk waktunyo pas lah 30 menit dek yang penting orangnya di kurangi lagi jangan di gabung
34	Apakah Anda memiliki banyak referensi yang baik untuk mengajar pembelajaran secara online ?	Biasanya di buku paket dek paling kalo kepepet nian di google.

35	Apa referensi yang Anda gunakan untuk mengajar pembelajaran secara online?	Buku paket, internet
36	Apakah Anda kesulitan mencari referensi untuk mengajar pembelajaran secara online?	Dunia lah canggih sekarang dek jadi idak sulit kalo untuk referensi
37	Apakah Anda memiliki akses yang memadai untuk mencari bahan ajar pembelajaran secara online?	Iya memiliki yaitu google
38	Tehnik apa yang biasa Anda gunakan untuk mengakses bahan ajar pembelajaran secara online?	Biasanya pake video yang menarik, jangan terlalu monoton.
39	Apakah Anda merasa kesulitan untuk mengakses bahan ajar pembelajaran secara online?	Tidak merasa kesulitan
40	Apa yang Anda rasakan tentang kehadiran siswa di kelas saat pembelajaran online berlangsung?	Merasa sedih, kecewa kalo siswa sering dak masuk
41	Apakah ada siswa yang sering bolos di kelas pembelajaran online Anda?	pasti ada di setiap pertemuan online
42	Bagaimana persepsi Anda tentang kepatuhan siswa di kelas pembelajaran online anda?	Menurut ayuk kurang patuh mungkin karna jauh dari guru kan jadi merasa lebih berani untuk dak patuh tu kan.
43	Apakah Anda menemukan siswa yang tidak mematuhi aturan yang ditetapkan saat pembelajaran online berlangsung ?	Tidak patuhnya masih bisa di kendalikan.
44	Apa yang Anda rasakan tentang keseriusan siswa anda saat mengikuti pembelajaran secara online ?	Merasa senang walaupun online siswanya masih semangat untuk belajar.
45	Apakah ada siswa yang tidak serius belajar saat pembelajaran online berlangsung?	Adobahkan kelas 2itu lah bisa itulah bemain ganti background jadi kawannya

		yang lain dak fokus.
46	Bagaimana persepsi Anda mengenai kenyamanan situasi kelas anda saat pembelajaran online berlangsung?	Sebenarnya kurang nyamantetapi tidak ada pilihan lain daripada tidak belajar sama sekali..
47	Apakah menurut anda kelas pembelajaran onlineanda berisik ataupun terkendala koneksi lainnya ?	Berisik sering dak memperhatikan kita ngajar jugo kan.
48	Apakah Anda sering menemukan bahwa kelas pembelajaran online anda kehilangan kendali?	Sering, sih tapi terus lanjutkan be biasony sinyal galak gangguan.
49	Bagaimana cara anda menciptakan suasana belajar yang nyaman saat pembelajaran online berlangsung?	Biasanya ayuk tidak terlalu monoton sih, palingan pake video yang menarik.
50	Bagaimana anda mengontrol situasi kelas pembelajaran anda?	Selain di tegur langsung be sebut namony kan langsung mengerti mereka.
51	Apa yang Anda rasakan mengenai sikap siswa terhadap Anda sebagai guru di kelas pembelajaran online?	Galak jengkel sih tapi Cuma bentar tidak berlarut-larut.
52	Apakah ada siswa yang memiliki sikap kurang sopan terhadap Anda di kelas Anda?	Sejauh ini tidak ada.
53	Bagaimana cara Anda menghadapi siswa yang kurang sopan terhadap anda ?	Sejauh ini belum ada Cuma jika ada palingan ayuk tegur tu lah sih dek.

91

Questionnaire of The Research

This questionnaire is designed to investigate the perception on english online teaching at
Elementary School Unggulan Aisyiyah Taman Harapan Curup .

Name : ZHEFANA PINKAN DEWI JOLETA

Class : 4 Al' qaabidh

Petunjuk pengisian angket :

1. Bacalah setiap item pada angket.
2. Isilah dengan memberi tanda ceklist (√) pada kolom pilihan di samping kanan sesuai dengan kenyataan yang dialami.
3. Pernyataan-pernyataan di bawah sesuai dengan persepsi anda mengenai pembelajaran online bahasa inggris.

SA : Strongly Agree : Sangat ~~tidak~~ setuju
S : Agree : Setuju
U : Uncertain : tidak menentu
D : Disagree : Tidak Setuju
A : Strongly Disagree : Sangat tidak setuju

NO	Statments	SA	S	U	D	SD
1	Secara umum saya puas dan senang dengan metode pembelajaran bahasa inggris secara online.		✓		✓	
2	Saya senang dengan materi pelajaran bahasa inggris pada pembelajaran online dalam berbagai bentuk multimedia dan diskusi online yang efektif dan variatif.		✓	✓		
3	Pembelajaran online bahasa inggris mengarahkan saya untuk dapat belajar secara mandiri dan kreatif.		✓			
4	Saya dapat mengatur waktu dan aktivitas saya dengan lebih baik dan bermanfaat saat pembelajaran online di rumah.		✓			
5	Saya mendapatkan pengetahuan bahasa inggris yang lebih saat belajar online daripada belajar tatap muka.					✓
6	Saya senang belajar bahasa inggris secara online dirumah.					✓
7	Saya memperhatikan guru bahasa inggris saya saat sedang memberikan materi secara online.		✓			
8	Belajar bahasa inggris dirumah lebih baik daripada belajar di sekolah.					✓
9	Saya berpartisipasi aktif dalam pembelajaran bahasa inggris secara online.					✓
10	Belajar bahasa inggris di rumah lebih menarik daripada di sekolah sehingga saya selalu aktif bertanya saat pembelajaran online berlangsung.					✓

SA S U D SD

12	Saya memperhatikan guru saat guru sedang menjelaskan materi pembelajaran online.		✓			
13	Saya fokus menyimak guru saat guru memaparkan materi bahasa inggris di kelas.		✓			
14	Saya lebih berani dan percaya diri melalui pembelajaran online bahasa inggris.			✓	✓	
15	Belajar online bahasa inggris membuat saya lebih percaya diri berbicara bahasa inggris di kelas online.			✓		
16	Belajar bahasa inggris di rumah membuat saya lebih berani menjawab pertanyaan guru di kelas.					✓
17	Saya bersedia mengirim tugas bahasa inggris melalui pembelajaran daring sebelum		✓			
18	Pembelajaran online bahasa inggris layak untuk mendapat apresiasi dan perhatian di kalangan siswa					✓
19	Saya tidak paham yang di jelaskan oleh guru sehingga saya malas untuk mengikuti pembelajaran online.					✓
20	Bagi saya main game saat belajar lebih menyenangkan daripada belajar bahasa inggris secara online.					✓
21	Saya malas mengikuti pembelajaran bahasa inggris online karena koneksi internet/sinyal di tempat saya buruk.					✓
22	Saya tidak menyukai belajar bahasa inggris dirumah.					✓
23	Bermain bersama hewan peliharaan saya lebih menarik daripada belajar bahasa inggris.					✓
24	Belajar bahasa inggris dirumah sangat tidak menarik.					✓
25	Bagi saya belajar bahasa inggris tatap muka saja sulit di mengerti apalagi belajar bahasa inggris secara online.		✓	✓		
26	Saya tidak mempunyai kuota untuk mengikuti pembelajaran online bahasa inggris		✓			
27	Uang untuk membeli kuota saya gunakan untuk jajan.					✓
28	Bagi saya belajar dirumah membuat saya sulit untuk berinterasi dengan teman teman saya.					✓
29	Saya tidak mempunyai hp untuk mengikuti pembelajaran bahasa inggris secara online.					✓
30	Saya selalu tidak mengumpulkan tugas bahasa inggris yang diberikan oleh guru secara online.					✓

This questionnaire is designed to investigate the perception on english online teaching at
Elementary School Unggulan Aisyiyah Taman Harapan Curup .

Name : *Muhammad Yusuf Tendo Jogo*

Class : *9 A K H 2 F 2*

Petunjuk pengisian angket :

1. Bacalah setiap item pada angket.
2. Isilah dengan memberi tanda ceklist (√) pada kolom pilihan di samping kanan sesuai dengan kenyataan yang dialami.
3. Pernyataan-pernyataan di bawah sesuai dengan persepsi anda mengenai pembelajaran online bahasa inggris.

SA : Strongly Agree : Sangat ~~tidak~~ setuju
 S : Agree : Setuju
 U : Uncertain : tidak menentu
 D : Disagree : Tidak Setuju
 A : Strongly Disagree : Sangat tidak setuju

NO	Statements	SA	S	U	D	SD
1	Secara umum saya puas dan senang dengan metode pembelajaran bahasa inggris secara online.	√				
2	Saya senang dengan materi pelajaran bahasa inggris pada pembelajaran online dalam berbagai bentuk multimedia dan diskusi online yang efektif dan variatif.	√				
3	Pembelajaran online bahasa inggris mengarahkan saya untuk dapat belajar secara mandiri dan kreatif.	√				
4	Saya dapat mengatur waktu dan aktivitas saya dengan lebih baik dan bermanfaat saat pembelajaran online di rumah.			√		
5	Saya mendapatkan pengetahuan bahasa inggris yang lebih saat belajar online daripada belajar tatap muka.		√			
6	Saya senang belajar bahasa inggris secara online dirumah.	√				
7	Saya memperhatikan guru bahasa inggris saya saat sedang memberikan materi secara online.		√			
8	Belajar bahasa inggris dirumah lebih baik daripada belajar di sekolah.				√	
9	Saya berpartisipasi aktif dalam pembelajaran bahasa inggris secara online.			√		
10	Belajar bahasa inggris di rumah lebih menarik daripada di sekolah sehingga saya selalu aktif bertanya saat pembelajaran online berlangsung.				√	
11	Saya selalu menjawab pertanyaan guru saat pembelajaran online bahasa inggris berlangsung.			√		

SASUDS

12	Saya memperhatikan guru saat guru sedang menjelaskan materi pembelajaran online.			✓	
13	Saya fokus menyimak guru saat guru memaparkan materi bahasa inggris di kelas.			✓	
14	Saya lebih berani dan percaya diri melalui pembelajaran online bahasa inggris.			✓	
15	Belajar online bahasa inggris membuat saya lebih percaya diri berbicara bahasa inggris di kelas online.			✓	
16	Belajar bahasa inggris di rumah membuat saya lebih berani menjawab pertanyaan guru di kelas.			✓	
17	Saya bersedia mengirim tugas bahasa inggris melalui pembelajaran daring sebelum				✓
18	Pembelajaran online bahasa inggris layak untuk mendapat apresiasi dan perhatian di kalangan siswa		✓		
19	Saya tidak paham yang di jelaskan oleh guru sehingga saya malas untuk mengikuti pembelajaran online.				✓
20	Bagi saya main game saat belajar lebih menyenangkan daripada belajar bahasa inggris secara online.			✓	
21	Saya malas mengikuti pembelajaran bahasa inggris online karena koneksi internet/sinyal di tempat saya buruk.	✓			
22	Saya tidak menyukai belajar bahasa inggris dirumah.				✓
23	Bermain bersama hewan peliharaan saya lebih menarik daripada belajar bahasa inggris.				✓
24	Belajar bahasa inggris dirumah sangat tidak menarik.				✓
25	Bagi saya belajar bahasa inggris tatap muka saja sulit di mengerti apalagi belajar bahasa inggris secara online.				✓
26	Saya tidak mempunyai kuota untuk mengikuti pembelajaran online bahasa inggris	✓		✓	
27	Uang untuk membeli kuota saya gunakan untuk jajan.				✓
28	Bagi saya belajar dirumah membuat saya sulit untuk berinterasi dengan teman teman saya.				✓
29	Saya tidak mempunyai hp untuk mengikuti pembelajran bahasa inggris secara online.		✓		✓
30	Saya selalu tidak mengumpulkan tugas bahasa inggris yang diberikan oleh guru secara online.	✓			

This questionnaire is designed to investigate the perception on english online teaching at
Elementary School Unggulan Aisyiyah Taman Harapan Curup .

Name : *Keysha amira kajol*

Class : *VI A Dzhim*

Petunjuk pengisian angket :

1. Bacalah setiap item pada angket.
2. Isilah dengan memberi tanda ceklist (✓) pada kolom pilihan di samping kanan sesuai dengan kenyataan yang dialami.
3. Pernyataan-pernyataan di bawah sesuai dengan persepsi anda mengenai pembelajaran online bahasa inggris.

SA : Strongly Agree : Sangat ~~tidak~~ setuju

S : Agree : Setuju

U : Uncertain : tidak menentu

D : Disagree : Tidak Setuju

A : Strongly Disagree : Sangat tidak setuju

NO	Statments	SA	S	U	D	SD
1	Secara umum saya puas dan senang dengan metode pembelajaran bahasa inggris secara online.		✓			
2	Saya senang dengan materi pelajaran bahasa inggris pada pembelajaran online dalam berbagai bentuk multimedia dan diskusi online yang efektif dan variatif.			✓		
3	Pembelajaran online bahasa inggris mengarahkan saya untuk dapat belajar secara mandiri dan kreatif.				✓	
4	Saya dapat mengatur waktu dan aktivitas saya dengan lebih baik dan bermanfaat saat pembelajaran online di rumah.	✓				
5	Saya mendapatkan pengetahuan bahasa inggris yang lebih saat belajar online daripada belajar tatap muka.					✓
6	Saya senang belajar bahasa inggris secara online dirumah.				✓	
7	Saya memperhatikan guru bahasa inggris saya saat sedang memberikan materi secara online.			✓		
8	Belajar bahasa inggris dirumah lebih baik daripada belajar di sekolah.					✓
9	Saya berpartisipasi aktif dalam pembelajaran bahasa inggris secara online.			✓		
10	Belajar bahasa inggris di rumah lebih menarik daripada di sekolah sehingga saya selalu aktif bertanya saat pembelajaran online berlangsung.					✓
11	Saya selalu menjawab pertanyaan guru saat pembelajaran online bahasa inggris berlangsung.				✓	✓

12	Saya memperhatikan guru saat guru sedang menjelaskan materi pembelajaran online.		✓		
13	Saya fokus menyimak guru saat guru memaparkan materi bahasa inggris di kelas.			✓	
14	Saya lebih berani dan percaya diri melalui pembelajaran online bahasa inggris.	✓			
15	Belajar online bahasa inggris membuat saya lebih percaya diri berbicara bahasa inggris di kelas online.				✓
16	Belajar bahasa inggris di rumah membuat saya lebih berani menjawab pertanyaan guru di kelas.				✓
17	Saya bersedia mengirim tugas bahasa inggris melalui pembelajaran daring sebelum			✓	
18	Pembelajaran online bahasa inggris layak untuk mendapat apresiasi dan perhatian di kalangan siswa			✓	
19	Saya tidak paham yang di jelaskan oleh guru sehingga saya malas untuk mengikuti pembelajaran online.				✓
20	Bagi saya main game saat belajar lebih menyenangkan daripada belajar bahasa inggris secara online.	✓			
21	Saya malas mengikuti pembelajaran bahasa inggris online karena koneksi internet/sinyal di tempat saya buruk.	✓			
22	Saya tidak menyukai belajar bahasa inggris dirumah.		✓		
23	Bermain bersama hewan peliharaan saya lebih menarik daripada belajar bahasa inggris.			✓	
24	Belajar bahasa inggris dirumah sangat tidak menarik.		✓		
25	Bagi saya belajar bahasa inggris tatap muka saja sulit di mengerti apalagi belajar bahasa inggris secara online.				✓
26	Saya tidak mempunyai kuota untuk mengikuti pembelajaran online bahasa inggris		✓		
27	Uang untuk membeli kuota saya gunakan untuk jajan.				✓
28	Bagi saya belajar dirumah membuat saya sulit untuk berinterasi dengan teman teman saya.	✓			
29	Saya tidak mempunyai hp untuk mengikuti pembelajaran bahasa inggris secara online.				✓
30	Saya selalu tidak mengumpulkan tugas bahasa inggris yang diberikan oleh guru secara online.				✓

This questionnaire is designed to investigate the perception on english online teaching at
Elementary School Unggulan Aisyiyah Taman Harapan Curup .

Name : A. ANBAR ALHABSY

Class : IV Al-KhadfiD

Petunjuk pengisian angket :

1. Bacalah setiap item pada angket.
2. Isilah dengan memberi tanda ceklist (✓) pada kolom pilihan di samping kanan sesuai dengan kenyataan yang dialami.
3. Pernyataan-pernyataan di bawah sesuai dengan persepsi anda mengenai pembelajaran online bahasa inggris.

SA : Strongly Agree : Sangat ~~tidak~~ setuju
 S : Agree : Setuju
 U : Uncertain : tidak menentu
 D : Disagree : Tidak Setuju
 A : Strongly Disagree : Sangat tidak setuju

NO	Statments	SA	S	U	D	SD
1	Secara umum saya puas dan senang dengan metode pembelajaran bahasa inggris secara online.	✓				
2	Saya senang dengan materi pelajaran bahasa inggris pada pembelajaran online dalam berbagai bentuk multimedia dan diskusi online yang efektif dan variatif.	✓				
3	Pembelajaran online bahasa inggris mengarahkan saya untuk dapat belajar secara mandiri dan kreatif.	✓				
4	Saya dapat mengatur waktu dan aktivitas saya dengan lebih baik dan bermanfaat saat pembelajaran online di rumah.	✓				
5	Saya mendapatkan pengetahuan bahasa inggris yang lebih saat belajar online daripada belajar tatap muka.			✓		
6	Saya senang belajar bahasa inggris secara online dirumah.	✓				
7	Saya memperhatikan guru bahasa inggris saya saat sedang memberikan materi secara online.		✓			
8	Belajar bahasa inggris dirumah lebih baik daripada belajar di sekolah.				✓	
9	Saya berpartisipasi aktif dalam pembelajaran bahasa inggris secara online.			✓		
10	Belajar bahasa inggris di rumah lebih menarik daripada di sekolah sehingga saya selalu aktif bertanya saat pembelajaran online berlangsung.				✓	
11	Saya selalu menjawab pertanyaan guru saat pembelajaran online bahasa inggris berlangsung.			✓		

12	Saya memperhatikan guru saat guru sedang menjelaskan materi pembelajaran online.	✓			
13	Saya fokus menyimak guru saat guru memaparkan materi bahasa inggris di kelas.		✓		
14	Saya lebih berani dan percaya diri melalui pembelajaran online bahasa inggris.			✓	
15	Belajar online bahasa inggris membuat saya lebih percaya diri berbicara bahasa inggris di kelas online.		✓		
16	Belajar bahasa inggris di rumah membuat saya lebih berani menjawab pertanyaan guru di kelas.		✓		
17	Saya bersedia mengirim tugas bahasa inggris melalui pembelajaran daring sebelum		✓		
18	Pembelajaran online bahasa inggris layak untuk mendapat apresiasi dan perhatian di kalangan siswa	✓			
19	Saya tidak paham yang di jelaskan oleh guru sehingga saya malas untuk mengikuti pembelajaran online.			✓	
20	Bagi saya main game saat belajar lebih menyenangkan daripada belajar bahasa inggris secara online.		✓		
21	Saya malas mengikuti pembelajaran bahasa inggris online karena koneksi internet/sinyal di tempat saya buruk.	✓			
22	Saya tidak menyukai belajar bahasa inggris dirumah.		✓		
23	Bermain bersama hewan peliharaan saya lebih menarik daripada belajar bahasa inggris.		✓		
24	Belajar bahasa inggris dirumah sangat tidak menarik.		✓		
25	Bagi saya belajar bahasa inggris tatap muka saja sulit di mengerti apalagi belajar bahasa inggris secara online.	✓			
26	Saya tidak mempunyai kuota untuk mengikuti pembelajran online bahasa inggris		✓		
27	Uang untuk membeli kuota saya gunakan untuk jajan.			✓	
28	Bagi saya belajar dirumah membuat saya sulit untuk berinterasi dengan teman teman saya.		✓		
29	Saya tidak mempunyai hp untuk mengikuti pembelajran bahasa inggris secara online.		✓		
30	Saya selalu tidak mengumpulkan tugas bahasa inggris yang diberikan oleh guru secara online.		✓		

Questionnaire of The Research

This questionnaire is designed to investigate the perception on english online learning at
Elementary School Unggulan Aisyiyah Taman Harapan Curup .

Name : *M. Rafa Lami Pangabean*

Class : *V As - SaMII*

Petunjuk pengisian angket :

1. Bacalah setiap item pada angket.
2. Isilah dengan memberi tanda ceklist (✓) pada kolom pilihan di samping kanan sesuai dengan kenyataan yang dialami.
3. Pernyataan-pernyataan di bawah sesuai dengan persepsi anda mengenai pembelajaran online bahasa inggris.

SA : Strongly agree : Sangat setuju
 A : Agree : Setuju
 U : Uncertain : tidak menentu
 D : Disagree : tidak setuju
 SD : Strongly disagree : sangat tidak setuju

NO	Statments	SA	A	U	D	SD
1	Secara umum saya puas dan senang dengan metode pembelajaran bahasa inggris secara online.					✓
2	Saya senang dengan materi pelajaran bahasa inggris pada pembelajaran online dalam berbagai bentuk multimedia dan diskusi online yang efektif dan variatif.			✓		
3	Pembelajaran online bahasa inggris mengarahkan saya untuk dapat belajar secara mandiri dan kreatif.			✓		
4	Saya dapat mengatur waktu dan aktivitas saya dengan lebih baik dan bermanfaat saat pembelajaran online di rumah.			✓		
5	Saya mendapatkan pengetahuan bahasa inggris yang lebih saat belajar online daripada belajar tatap muka.			✓		
6	Saya senang belajar bahasa inggris secara online dirumah.			✓		
7	Saya memperhatikan guru bahasa inggris saya saat sedang memberikan materi secara online.					✓
8	Belajar bahasa inggris dirumah lebih baik daripada belajar di sekolah.					✓
9	Saya berpartisipasi aktif dalam pembelajaran bahasa inggris secara online.			✓		
10	Belajar bahasa inggris di rumah lebih menarik daripada di sekolah sehingga saya selalu aktif bertanya saat pembelajaran online berlangsung.					✓

11	Saya selalu menjawab pertanyaan guru saat pembelajaran online bahasa inggris berlangsung.		✓			
12	Saya memperhatikan guru saat guru sedang menjelaskan materi pembelajaran online.		✓			
13	Saya fokus menyimak guru saat guru memaparkan materi bahasa inggris di kelas.			✓		
14	Saya lebih berani dan percaya diri melalui pembelajaran online bahasa inggris.				✓	
15	Belajar online bahasa inggris membuat saya lebih percaya diri berbicara bahasa inggris di kelas online.			✓		
16	Belajar bahasa inggris di rumah membuat saya lebih berani menjawab pertanyaan guru di kelas.		✓			
17	Saya bersedia mengirim tugas bahasa inggris melalui pembelajaran daring sebelum		✓			
18	Pembelajaran online bahasa inggris layak untuk mendapat apresiasi dan perhatian di kalangan siswa			✓		
19	Saya tidak paham yang di jelaskan oleh guru sehingga saya malas untuk mengikuti pembelajaran online.				✓	
20	Bagi saya main game saat belajar lebih menyenangkan daripada belajar bahasa inggris secara online.				✓	
21	Saya malas mengikuti pembelajaran bahasa inggris online karena koneksi internet/sinyal di tempat saya buruk.				✓	
22	Saya tidak menyukai belajar bahasa inggris dirumah.		✓			
23	Bermain bersama hewan peliharaan saya lebih menarik daripada belajar bahasa inggris.		✓			
24	Belajar bahasa inggris dirumah sangat tidak menarik.		✓			
25	Bagi saya belajar bahasa inggris tatap muka saja sulit di mengerti apalagi belajar bahasa inggris secara online.			✓		
26	Saya tidak mempunyai kuota untuk mengikuti pembelajaran online bahasa inggris		✓			
27	Uang untuk membeli kuota saya gunakan untuk jajan.		✓			
28	Bagi saya belajar dirumah membuat saya sulit untuk berinterasi dengan teman teman saya.	✓				
29	Saya tidak mempunyai hp untuk mengikuti pembelajran bahasa inggris secara online.					✓
30	Saya selalu tidak mengumpulkan tugas bahasa inggris yang diberikan oleh guru secara online.					✓

This questionnaire is designed to investigate the perception on english online teaching at Elementary School Unggulan Aisyiyah Taman Harapan Curup .

Name : ALLIA PUSPA R.

Class : VI AL-kabir

Petunjuk pengisian angket :

1. Bacalah setiap item pada angket.
2. Isilah dengan memberi tanda ceklist (✓) pada kolom pilihan di samping kanan sesuai dengan kenyataan yang dialami.
3. Pernyataan-pernyataan di bawah sesuai dengan persepsi anda mengenai pembelajaran online bahasa inggris.

SA : Strongly Agree : Sangat ~~tidak~~ setuju
 S : Agree : Setuju
 U : Uncertain : tidak menentu
 D : Disagree : Tidak Setuju
 A : Strongly Disagree : Sangat tidak setuju

NO	Statements	SA	S	U	D	SD
1	Secara umum saya puas dan senang dengan metode pembelajaran bahasa inggris secara online.			✓		
2	Saya senang dengan materi pelajaran bahasa inggris pada pembelajaran online dalam berbagai bentuk multimedia dan diskusi online yang efektif dan variatif.		✓			
3	Pembelajaran online bahasa inggris mengarahkan saya untuk dapat belajar secara mandiri dan kreatif.		✓			
4	Saya dapat mengatur waktu dan aktivitas saya dengan lebih baik dan bermanfaat saat pembelajaran online di rumah.		✓			
5	Saya mendapatkan pengetahuan bahasa inggris yang lebih saat belajar online daripada belajar tatap muka.			✓		
6	Saya senang belajar bahasa inggris secara online dirumah.			✓		
7	Saya memperhatikan guru bahasa inggris saya saat sedang memberikan materi secara online.		✓			
8	Belajar bahasa inggris dirumah lebih baik daripada belajar di sekolah.					✓
9	Saya berpartisipasi aktif dalam pembelajaran bahasa inggris secara online.		✓			
10	Belajar bahasa inggris di rumah lebih menarik daripada di sekolah sehingga saya selalu aktif bertanya saat pembelajaran online berlangsung.					✓
11	Saya selalu menjawab pertanyaan guru saat pembelajaran online bahasa inggris berlangsung.			✓		

12	Saya memperhatikan guru saat guru sedang menjelaskan materi pembelajaran online.	✓			
13	Saya fokus menyimak guru saat guru memaparkan materi bahasa inggris di kelas.	✓			
14	Saya lebih berani dan percaya diri melalui pembelajaran online bahasa inggris.	✓			
15	Belajar online bahasa inggris membuat saya lebih percaya diri berbicara bahasa inggris di kelas online.	✓			
16	Belajar bahasa inggris di rumah membuat saya lebih berani menjawab pertanyaan guru di kelas.		✓		
17	Saya bersedia mengirim tugas bahasa inggris melalui pembelajaran daring sebelum	✓			
18	Pembelajaran online bahasa inggris layak untuk mendapat apresiasi dan perhatian di kalangan siswa	✓			
19	Saya tidak paham yang di jelaskan oleh guru sehingga saya malas untuk mengikuti pembelajaran online.			✓	
20	Bagi saya main game saat belajar lebih menyenangkan daripada belajar bahasa inggris secara online.			✓	
21	Saya malas mengikuti pembelajaran bahasa inggris online karena koneksi internet/sinyal di tempat saya buruk.		✓		
22	Saya tidak menyukai belajar bahasa inggris dirumah.				✓
23	Bermain bersama hewan peliharaan saya lebih menarik daripada belajar bahasa inggris.			✓	
24	Belajar bahasa inggris dirumah sangat tidak menarik.			✓	
25	Bagi saya belajar bahasa inggris tatap muka saja sulit di mengerti apalagi belajar bahasa inggris secara online.			✓	
26	Saya tidak mempunyai kuota untuk mengikuti pembelajaran online bahasa inggris		✓		
27	Uang untuk membeli kuota saya gunakan untuk jajan.			✓	
28	Bagi saya belajar dirumah membuat saya sulit untuk berinterasi dengan teman teman saya.	✓			
29	Saya tidak mempunyai hp untuk mengikuti pembelajaran bahasa inggris secara online.				✓
30	Saya selalu tidak mengumpulkan tugas bahasa inggris yang diberikan oleh guru secara online.			✓	



Questionnaire of The Research

This questionnaire is designed to investigate the perception on english online teaching at
Elementary School Unggulan Aisyiyah Taman Harapan Curup .

Name : M. ASYRAF AL RAFFA

Class : VI Al-Adzhim

Petunjuk pengisian angket :

1. Bacalah setiap item pada angket.
2. Isilah dengan memberi tanda ceklist (✓) pada kolom pilihan di samping kanan sesuai dengan kenyataan yang dialami.
3. Pernyataan-pernyataan di bawah sesuai dengan persepsi anda mengenai pembelajaran online bahasa inggris.

SA : Strongly Agree : Sangat ~~tidak~~ setuju
S : Agree : Setuju
U : Uncertain : tidak menentu
D : Disagree : Tidak Setuju
A : Strongly Disagree : Sangat tidak setuju

NO	Statments	SA	S	U	D	SD
1	Secara umum saya puas dan senang dengan metode pembelajaran bahasa inggris secara online.		✓			
2	Saya senang dengan materi pelajaran bahasa inggris pada pembelajaran online dalam berbagai bentuk multimedia dan diskusi online yang efektif dan variatif.	✓				
3	Pembelajaran online bahasa inggris mengarahkan saya untuk dapat belajar secara mandiri dan kreatif.			✓		
4	Saya dapat mengatur waktu dan aktivitas saya dengan lebih baik dan bermanfaat saat pembelajaran online di rumah.			✓		
5	Saya mendapatkan pengetahuan bahasa inggris yang lebih saat belajar online daripada belajar tatap muka.				✓	
6	Saya senang belajar bahasa inggris secara online dirumah.		✓			
7	Saya memperhatikan guru bahasa inggris saya saat sedang memberikan materi secara online.	✓				
8	Belajar bahasa inggris dirumah lebih baik daripada belajar di sekolah.				✓	
9	Saya berpartisipasi aktif dalam pembelajaran bahasa inggris secara online.			✓		
10	Belajar bahasa inggris di rumah lebih menarik daripada di sekolah sehingga saya selalu aktif bertanya saat pembelajaran online berlangsung.				✓	

12	Saya memperhatikan guru saat guru sedang menjelaskan materi pembelajaran online.	✓			
13	Saya fokus menyimak guru saat guru memaparkan materi bahasa inggris di kelas.		✓		
14	Saya lebih berani dan percaya diri melalui pembelajaran online bahasa inggris.		✓		
15	Belajar online bahasa inggris membuat saya lebih percaya diri berbicara bahasa inggris di kelas online.		✓		
16	Belajar bahasa inggris di rumah membuat saya lebih berani menjawab pertanyaan guru di kelas.			✓	
17	Saya bersedia mengirim tugas bahasa inggris melalui pembelajaran daring sebelum		✓		
18	Pembelajaran online bahasa inggris layak untuk mendapat apresiasi dan perhatian di kalangan siswa		✓		
19	Saya tidak paham yang di jelaskan oleh guru sehingga saya malas untuk mengikuti pembelajaran online.				✓
20	Bagi saya main game saat belajar lebih menyenangkan daripada belajar bahasa inggris secara online.	✓			
21	Saya malas mengikuti pembelajaran bahasa inggris online karena koneksi internet/sinyal di tempat saya buruk.				✓
22	Saya tidak menyukai belajar bahasa inggris dirumah.				✓
23	Bermain bersama hewan peliharaan saya lebih menarik daripada belajar bahasa inggris.		✓		
24	Belajar bahasa inggris dirumah sangat tidak menarik.			✓	
25	Bagi saya belajar bahasa inggris tatap muka saja sulit di mengerti apalagi belajar bahasa inggris secara online.				✓
26	Saya tidak mempunyai kuota untuk mengikuti pembelajaran online bahasa inggris			✓	
27	Uang untuk membeli kuota saya gunakan untuk jajan.			✓	
28	Bagi saya belajar dirumah membuat saya sulit untuk berinterasi dengan teman teman saya.		✓		
29	Saya tidak mempunyai hp untuk mengikuti pembelajaran bahasa inggris secara online.				✓
30	Saya selalu tidak mengumpulkan tugas bahasa inggris yang diberikan oleh guru secara online.				✓

Foto menyebar angket



foto wawancara guru



informal interview picture with student parents



Biography



Herley Sumarza was born in Batu Raja September 09th 1999. She is a daughter of Mr. Suandi and Mrs. Marzalena. She has one brother and one sister. she is the oldest one. She finished her elementary school at SD 10 Tebing Tinggi, Palembang, Sumatera Selatan graduated in

2011. Then, She continued her study to Junior High School at SMP 5 Tebing Tinggi, Palembang graduated in 2013. Then, she carried on to Senior High School SMAN 1 Unggulan Tebing Tinggi, Palembang and graduated in 2016. After that, she decided entering Institute College for Islamic Studies (IAIN) Curup and chose English Study Program as her faculty. she graduated his study on 2022.