ENGLISH TEACHING THROUGH ONLINE MEDIA DURING PANDEMIC COVID-19 : STUDENTS' VOICE

THESIS

This thesis is submitted to fulfil the requirement for 'Sarjana' degree
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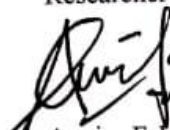Dr. H. Ifnaldi, M. Pd
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MOTTO

Bismillahhirrahmannirrahim,☺

'Patience is needed when you want to

achieve a success'

_Annisa Febriani :D

DEDICATIONS

With determination and hard struggle finally I sculpt and reach my ideals and with a sense of love I dedicate my thesis to:

- My beloved father (Rosipel), hugs and kisses I give for the help, sacrifice, prayer blessing, compassion and love that has been given to my success

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ABSTRACT

Annisa Febriani 2021 The Effectiveness Online Learning Through During Pandemic Covid-19 : Students Voice

Advisor   : Prihantoro SS, M. Pd
Co Advisor   : Jumatul Hidayah, M.Pd

This study investigates the effectiveness of online learning through online media during the COVID-19 pandemic based on the perceptions of IAIN Curup English Tudy Program students. The purpose of this research is To find out How is the effectiveness of English language learning using online media during a pandemic by IAIN Curup English Study Program students as perceived by the students and To know What are the difficulties of learning English using online media during a pandemic by IAIN Curup English Study Program students. This study uses mixed research with explanatory methods, namely by collecting quantitative research data followed by qualitative research. The subject was students of English study program fourth semester, collecting data by Questionnaires and Interviews. The result showed that 1) effective English online learning media used from the percentage shows that for Good Lectures Organizing was Zoom (69,73%), For Effective Communication : Zoom (72,37%), For Positive attitude towards students was WhatsApp (65,78), Flexibility in teaching approaches was WhatsApp (55,26%), Encouraging Contact Between Students and Faculty was You Tube (50%), Developing Reciprocity and Cooperation Among Students was Whatsapp (57,89%) and Zoom (57,89%), Encouraging Active Learning was You Tube (68,57%), for Giving Prompt Feedback was Zoom (60,52%), Emphasizing Time on Task was Google classroom (66.7%), Communicating High Expectation was You Tube (54.1%), Respecting Diverse Talents and Ways of Learning was You Tube (62.2%) 2)The difficulties of learning English using online media during pandemic Period by IAIN Curup English Study Program students on network problem (bad signal), less of memories in hand phone, students not clear about the learning and limited quota providing

Key Word: **The Effectiveness, Online Learning, and Students Voice**

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CHAPTER I

INTRODUCTION

This chapter provides reasons for researching Learning English Through Online Media During Pandemic Covid-19. The discussion of this chapter will include *research background, research questions, research objectives, research delimitation, operational definitions, and research significance*.

A. Background

The COVID-19 pandemic has had a lot of impact on the community, so news about this pandemic has filled the mass media every day around the world in 2020. In Indonesia itself, the Covid-19 pandemic has caused remarkable changes, including in education. From face-to-face learning, then all levels of education are required to transform to adjust instantly to apply learning from home through online media. It is proven by the existence of a circular from the Ministry of Education and Culture Number 4 of 2020 on the Implementation of Learning Policies in the Pandemic Period of The Spread of Corona Virus Disease. Based on the circular, the education unit decided to work from home so that the education process is carried out online, no exception for English learning that must also carry out online learning[1] ..Online learning is internet network learning with accessibility, connectivity, flexibility, and skills by bringing forth various types of learning interactions. Online learning can applied on mobile

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[1] Briliannur Dwi et al., "Analisis Keefektifan Pembelajaran Online Di Masa Pandemi Covid-19,"*Jurnal Pendidikan Guru Sekolah Dasar* 2, no. 1 (2020): 3.

application requires such as smartphones, tablets, and laptops that can be used to access data anywhere and anytime.[2] That means, online learning is learning by using technology utilize technology and information in the form of online media or the internet.

Online learning media is a solution for learning during the pandemic; it is no exception for school and universities in Bengkulu Province. Most of these college students use WhatsApp group media, Google classroom, and zoom meeting. The learning materials are provided in power points form, short videos, and reading materials. This media can help student for students to be able to master learning well. Nevertheless, in the application of online learning, so the objective of learning should be extended. The learning process should be on effective process.

Universal effectiveness demonstrates the extent to which the achievement of learning goals has been set. Characteristics of the effectiveness of learning programs are successfully bringing students to achieve established learning goals, providing an interesting learning experience, engaging students actively to support the achievement of learning goals, and have facilities that support the teaching and learning process. Effectiveness can be measured by looking at students' interest in learning activities. The effectiveness of learning methods is a dimension

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[2] Bernadetha Nadeak, "The Effectiveness of Distance Learning Using Social Media during the Pandemic Period of COVID-19 : A Case in Universitas Kristen Indonesia", *International Journal of Advanced Science and Technology*, 29, No. 7, (2020), : 1764-1772

related to the success rate of a learning process. The effectiveness of the learning program is not only reviewed from the level of learning achievement but also reviewed in terms of processes and supporting facilities. The effectiveness of online learning is expected to be equivalent to learning through face-to-face delivery mode.[3]

IAIN Cutup is one of the universities in Curup that has been affected by Covid-19. Finally, the Deans and Rectors of IAIN Curup trying to break the chain of the spread of covid-19, one of the ways that are taken is by carrying out online learning for all majors including the Tadris English study program. Followed by IAIN Curup policy circular about preventing the spread of Covid-19 number: 0420/In.34/WR. I/PP.00.9/03/2020 consists of 10 points, one of which explains that lectures in IAIN Curup are still carried out with an Online system or independent tasks optimally.[4] Online learning at IAIN Curup has been held since March 16, 2020. This online learning system uses a lot of online media in the form of applications such as the classroom and Edmodo. Some apps can be face-to-face online such as Google Meet and Zoom to make it easier for students and lecturers to interact in learning. Besides, social media is also used for online learners such as WhatsApp Group.[5]

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[3] *Ibid.*

[4] "Surat-Edaran0ATentang-Pencegahan-Penyebaran-COVID-19-CORONA-16-Mar-2020-10-45-16-1.Pdf," n.d.

[5] Nadia, "sistem pembelajaran daring menggunakan media online pada era covid-19" 2507, no. 1 (2020): 1–9.

The previous study on learning with online media suggest different finding by S. Mafula & F, Hariyanto that Utilization of Online Media can be suggested to be one of the media that can be applied to improve the skills of other students not only English vocabulary. In another research spoken by P. Eka et al stated that the implementation of this online mode always provides challenges as well as convenience to all parties who participate in it. The challenges are technical in the form of availability of supporting infrastructure, economic revision of citizens, the readiness of human energy sources, and digital guidance and literacy need to be improved to realize efficient, effective, prolonged, and prudent online learning by always conducting strict health protocols to narrow the wiggle room for the spread of the Covid-19 virus. It is undeniable that online learning also has universally positive consequences in building the readiness of all educational actors to constantly improve themselves and be ready with various changes in the new life.[6]

Syaharuddin, S state that online learning has many obstacles, ranging from technical problems of the learning process (such as networking, high quota costs), the use of Applications (zoom, google meet, google classroom) with correct procedures such as turning on mute when listening so as not to store and how to display PPT / Documents, as well as low student participation in learning.[7] In online learning, the material conveyed

[6] Putu Eka et al., "Kelas Daring Bahasa Inggris Di Masa Pandemi : Sebuah Tantangan Pembelajaran,", *Seminar nasional riset inovatif* , 2021, 110–18.
[7] Nadia, "sistem pembelajaran daring menggunakan media online pada era covid-19."P.2

by teachers is not all students respond. There are several problems faced by students learning process taken place. Some students who fall into the category of financially underprivileged to finance the purchase of internet quotas, have lazy in following and doing online tasks given by teachers, obstructing communication between teachers and learners, lack of motivation and willingness of learners to learn independently, weak signal networks, not used to use online media or applications used for learning.[8] Similarly, learning English with online media is different from teaching other subjects that certainly have obstacles because there are material skills such as speaking, this material requires special applications such as zoom or Google meet to meet face-to-face between teachers and students. English is one of the subjects that is considered quite difficult for students because in it there are studies that examine grammar that is very difficult to master, and also a lack of vocabulary understanding, therefore learners do not yet understand the English material delivered, especially if the learning is done online where the teacher only gives assignments, without a detailed explanation.[9]

From the results of interviews that researcher conducted on some students, especially English Study Program Students at IAIN Curup related to teaching English through online media during the pandemic, of course

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[8] Kementerian Pendidikan et al., "Kementerian Pendidikan Dan Kebudayaan Direktorat Jenderal Guru Dan Tenaga Kependidikan Direktorat Guru Dan Tenaga Kependidikan Pendidikan Dasar 2020," 2020.

[9] Energía Y Arquitectura et al., "Sulitnya Mengajar Tugas Bahasa Inggris bagi Orangtua di Masa Pandemi" *Acta Universitatis Agriculturae et Silviculturae Mendelianae Brunensis* 53, no. 9 (2015): 1689–99.

during this pandemic the process of teaching and learning activities conducted online is no exception for English study program. In online learning students and lecturers make use of technology that can be used for learning activities in the form of WhatsApp, Zoom Meeting, Google Classroom, and telegram applications. In this learning process lecturers give material and virtual meeting by using some application. In that media student can used the online media in searching and receiving material of learning and followed the virtual classroom.

Based on existing phenomena, the author is interested to investigate English language learning through online media during the pandemic, especially English students at IAIN Curup. This research is important for the utilization of the IAIN Curup English study program to find out how to learn English through online media such as WhatsApp, Google Classroom, zoom meeting well as what are the difficulties while carrying out English language learning using online media.

B. Research Question

The Focus of this study is on students of teaching English with online media during pandemic period. There are two research question posted:

1. How is the effectiveness of English language learning using online media during pandemic Period by IAIN Curup English Study Program students as perceived by the students?

2. What are the difficulties of learning English using online media during pandemic Period by IAIN Curup English Study Program students?

C. The research Objective

The research conducted by this author has the following objectives: To find out the effectiveness of English language learning using online media during a pandemic by IAIN Curup English Study Program students as perceived by the students and To know What are the difficulties of learning English using online media during a pandemic by IAIN Curup English Study Program students.

D. Delimitation of the Research

The impact of Covid-19 is very influential in the field of education so that learning is done online. In this study, researcher limited the problem of English language learning through online media during Pandemic Covid-19 At English Study Program Students Of Iain Curup such as media WhatsApp Group, Google Classroom, Zoom Meeting, Edmodo, etc. In this study, researcher wanted to find out How is the effectiveness of English language learning using online media by IAIN Curup English Study Program students as perceived by the students and What are the difficulties of learning English using online media by IAIN Curup English Study Program Students.

E. Operational Definition

Operational definitions of several key terms were:

1. The effectiveness learning

    Effectiveness Learning means where students can improve capabilities in learning completely and can improve quality of institution. The online learning goals are to make equivalent of face-to-

face learning or learning through other modes.[10] In this study, the term effectiveness learning refers to learning English through Online Media during Pandemic Covid-19 at English Study Program Students of IAIN Curup.

2. English learning

English is one of the languages used as a communication media for universe. The most important of English is as an intermediary language for different nations with different mother tongues. Therefore, some persons have their reasons and objectives in learning English. Some people learn English because they know the benefits of English and it associated with work and study. Then, it caused by they feel interested in learning English. In this study, the of learning English refers to Learning English through Online learning as for Pandemic Covid-19 mass At English Study Program Students of IAIN Curup.

3. Online media

Online media referred was application for support online learning such as WhatsApp application, zoom, and Google classroom. It is an electronic media that uses a flexible internet network, interactive potential, functions privately and publicly, has low rules, and relates.[11]. In this study, the online media refers to media used for supporting

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[10] Karen Swan, "Learning Effectiveness Online: What the Research Tells Us," *Elements of Quality Online Education, Practice and Direction*, January (2003): 13–45.
[11] Akbar.Ali S.T., "Menguasai Internet Plus Pembuatan Web. Bandung: M2S.2005.P. 13.

learning English during Pandemic Covid-19 at English Study Program Students of IAIN Curup.

F. Significance of the Research

This research will provide some useful information about the effectiveness of learning using online media. The result will be used for the following:

1. For the students

   For providing convenience to the future learners in Learning English. Media online can be used for alternative media for exploring learning process. Students can improve ability and information from that leaning online process than the manual learning.

2. For the Lectures

   The lectures can improve the effectiveness learning of English language learning using online media both from the development of learning strategies and how to deliver materials with online media. Then, lecturer can assess these applications using was effective or not.

CHAPTER II

LITERATURE REVIEW

The theoretical foundation of this study is presented in this chapter. The explanation will cover the following aspects: *The Effectiveness of Learning, English Language Learning, and Definition of online media.*

A. Review of Related Theories

1. The Effectiveness of Learning

Steers explains that effectiveness where in one process information or knowledge's can be achieved. The learners can get its goals and objectives of the learning process. The best planning was important in learning such

as preparing learning tools, strategies, media, techniques, learning models, to learning evaluations should be structured. Teacher should be used various activities, method and strategies for application learning process. As be known that the indicator of effectiveness can achieve of learning goals and objective.

On the other hand, Yoruba and Wright quotes by Yusuf Hadi Miarso explain on their assessment research there are 7 (seven) indicators of effective learning, namely: it should have good organization, it has effective communication, mastery, and it encourage of enthusiasm for subjects, It engage the positive attitude towards students, It has providing a fair value, good flexibility for learning approach, and it has good learning outcomes.[12]

2. Indicators of learning effectiveness

a. Good lectures Organizing

Some indicators of good lectures organization lectures will indicate the objective formulation, material selection of materials/topics of lectures, class activities, assignments, assessments, and readiness of lecturers in teaching. Lectures organizing are the authority of lecturers. Students have best position for conducting assessments. It because they can compare lecturers with each other directly. Students can assess

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[12] Yusuf Hadi Miarso, *Menyemaih Benih Teknologi Pendidikan Edisi Kedua,* (Jakarta: Prenadamedia,2015), P.

quite precisely: if lecturer presents materials regularly, classroom preparing, and lecturers' explanation.[13]

1) For material selection of materials/topics of lectures, lecturer can know about student's difficulties and the needs of students for that learning.

2) The learning activity. It consists of some items such as introduction in learning where it can engage students can expect lesson. It can improve students' motivation and teacher can engage the students' focus for the material and learning process. The presentation/core contains lecturer will explain new teaching materials presented for the lesson. The activities of learning should be explored, elaborate some elements of teaching and learning process.

3) Assessment process. This indicator carries out continuously of the planning, implementation. Assessments as measurement for the objectives and functions by using the elements of assessment to produce accurate, valid, and objective and information data. By learners' development level indicated the type and assessment tools used both tests and non-tests.

4) The assignment of the question should cover various aspects related to material taught. For avoiding giving questions or tasks answered with "Yes" or "No". it should provoke students to learn about the material content. It involves the ability analysis,

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[13] Yusuf Hadi Miarso, Optic, Hlm. 461

argumentation, conceptual, factual, and procedural was given problem. Problems must be complex in order they require many relevant and valid sources.

5) Good lecture time is extent to students is given a lot of time to learn the materials are being taught. Learning is effective if students can fulfill the target and objective learning by the allocation of time specified.

b. Effective Communication

Learning is called as process in communication. The learning quality was influenced by the effectiveness communication Communication is named effective if it occurs creates a two-way flow of information, namely by the emergence of feedback from the recipient of the message. As Evert M.Rogers defines communication is as a process in which as a tools for explained an idea with the source to the recipient to change the behavior. There are five aspects need to be understood for building effective communication:

a. The clarity for delivering information and language using.

b. Accuracy for information delivering

c. Language and information context conveying

d. Language and information are conveyed in a clear systematic.[14]

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[14] Sutirman Sutirman, "Komunikasi Efektif Dalam Pembelajaran," *Efisiensi - Kajian Ilmu Administrasi* 6, no. 2 (2015).

In the learning process, communication is named by effective if the subject matter can be received and understood, it has generate positive feedback by students too. Communication capabilities include:

a. Clearing presentation

b. Smoothing speaking

c. Underachievement of abstract ideas with examples

d. Good speaking ability (tone, intonation, expression, etc.)

e. Ability to hear

The ability to communicate has to form such as verbal explanations and the form of papers written in syllabus and lecture plans. Effective communication is important for large classrooms, seminars, group discussions, individual conversations. It caused by various situations and it is noticed different skills. As a matter of organizing lectures, the assessment of this communication ability can be done well by students, (1). The lecturer's voice should be clear enough to be heard by students; (2) the lecturer communicates with confidence or hesitation and nervousness; (3) the lecturer can explain something abstract well and give concrete examples, and (4) the lectures content was understood well.[15]

c. Mastering and enthusiasm in the course

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[15] Yusuf Hadi Miarso, Opcit. 462

A lecturer is required to master the lesson material exactly, if she/he has mastered it, so the material can be organized systematically and logically. A lecturer must be able to connect the materials were taught with the students background knowledge. Some indicators of mastering of lecture materials are:

a. It must be able to connect with lecture content what the student already knows.

b. It able to associate the lecture content with new developments in his scientific discipline.

c. It able to benefit from the related research result

d. Selection of compulsory books and readings

e. Determination of discussion topic.

f. Overviewing to creation

g. Making of serving ingredients.[16]

Mastering of lecture materials must be accompanied by the willingness and spirit to give explanation to students. Not infrequently, a lecturer who is an expert in learning wants to have the expertise itself. It aims for fear of getting competition. Mastering of lecture material can be well known through peer assessment in the same discipline. Sometimes for a particular subject has been invited outside speakers. The person resource can assess whether the lecture material selected and presented in the classroom, and whether lecturer has sufficient skills in the material. If

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[16] Yusuf Hadi Miarso, Opcit Hal. 463

students difficult to know the depth information from lecturers, students can ask questions. Students can know if there are different views between lecturers. The lecturers' enthusiasm for giving lectures can be well known by student. [17]

d. Positive attitude towards students

A positive attitude towards students is ways to create effective learning. It can applied in some ways; a lecturer should know and solve students' difficulties, encourage students to ask questions or give opinions, lecturers can be contacted by students outside of classroom, lecturers realize and care about what students learn. This positive attitude can be applied in both small and large classes. In a small class, it can be continued by paying attention to students, while in large classes it can be given to groups based on students' problem facing. Lecturers like this argue that students should try solving their problem by themselves; students should be given efforts after the have less successful. Helping does not mean solving students' problems but just giving advice giving encouragement, generating motivation, and other. Although students have greatest opportunity to assess the lecturers' attitudes and actions, they should be noted that students can expect too much from lecturers. If his expectations are not fulfilled, students can judge his lecturers have not a positive way. So, honesty is an important factor that must be considered in educating. The positive attitude was shown by the lecturer towards the

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[17] Tata Herawati Daulae, "Menciptakan Pembelajaran Yang Efektif," *Forum Pedagogik* 06, no. 02 (2014): 545.

teaching in presented for methods using, it can affect student's motivation attitude. For creating positive learning lecturer must show passion, cooperation, willingness to help, and interest in teaching materials...[18]

e. Giving fair trials and grades

Fairness in exams and assessments is important. From the teaching and learning process students must be notified that several kinds of assessments will be conducted, like formative tests, papers, projects, exams, and other questions. Benchmarks of fairness in the exam can be seen:

a. Conforming of exam questions with lecture materials.

b. Cons stenting of attitude towards college's goals achieving

c. Affording to achieve the learning objectives

d. Students' honesty

e. Providing feedback from students' work.[19]

The assessment fairness does not only giving students on good grade "A" but it is a measurement for the process. Based on test and assessment purpose and lecture materials can be known by peers or direct leaders. Similarly, assessments are given against student achievement; sometimes the score were given had influence their pleasure and displeasure with a particular student. Students can also be asked their opinion on lecturers' justice level. Nevertheless it has to be careful because students are not always able to be objective. Sometime they

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[18] Ibid
[19] Yusuf Hadi Miarso, Opcit, P. 549

ignored an evaluation was given by their lecturer or teacher. Lecturers or teachers should give pay attention when they give lessons only. Lectures monitored when making exam questions no longer see learning goals including affective and psychomotor cognitive aspects. In designing exam questions need to be considered.[20] Learning Evaluation outcomes is the process of starting and determining measured objects, measuring them, achieving measurement results, transforming them into score, and making decisions on whether students pass or not, lecturers teach effectively or whether the interaction between lecturers and students in the teaching and learning process.[21]

f. Flexibility in teaching approach

The approach of learning conducted by lecturers varies, often a hint of passion in teaching. Several of some approaches may be beneficial in achieving a some goals, or in responding to student's background and abilities. For example, simulation and game techniques can be useful in teaching analysis, synthesis, and critical thinking skills. Media can be used for increasing the lecturer digestibility, and to provide benefits for students. By giving different opportunities to students whose abilities are different named by flexible approach? Teaching activities should be determined based on student characteristics, subject characteristics, and

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[20] Hamzah B.Uno, Perencanaan Pembelajaran, Opcit, P. 92
[21] Daulae, "Menciptakan Pembelajaran Yang Efektif."

barriers. Different characteristics and constraints require different approaches. The first, attempt of flexible approach may not yet be able to show good results. Willingness to experiment or provide feedback as a good effort to produce good learning approach. Flexibility in the teaching approach may be known by the lecturer concerned and students who attend the lecture. Sometimes lecturer can use approach based on situation, which is adapted by atmosphere and events. In these circumstances, lecturers should consider the atmosphere and approaches are used, the changing characteristics and results obtained.[22]

g. Students' good outcomes in learning

It appropriate student learning outcomes, how much and what students learn in learning is many factors result and not all of which relate to lecturers. Teacher/lecturers' ability to motivate students, for example, are students' achieving related? Some students can study alone without learning it before. Therefore separating the results from learning process is very difficult. Although there are difficulties, it is important to consider the students' learning efforts for assessing will indicated effectiveness learning. Learning outcomes can be distinguished in three areas, namely cognitive, affective and psychomotor. The process of determining the type and level of objectives are not an easy task. The guidelines that need to student's learning outcomes must be based on learning objectives.

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[22] Yusuf Hadi Miarso, Opcit, P. 549

Learning is a complex process that happens to students. It caused by the complexity of learning problems, many theories try to explain how the learning process occurs. Adherents of behavioristic traditions (behavior) argue that learning occurs is as a result of environmental conditioning based on reinforcement. Gestalt adherents argue that learning occurs because of purposeful, explorative, imaginative, and creative efforts. The theory of learning behavior holds that learning is an observable change in behavior. While Gestalt's theory of learning considers learning to be an insight change i.e. insight or understanding of the existence of relationships or solving problematic situations. There are four references contained in the study definition are:

a. New changing or capabilities

b. The new changing or abilities are not final moment but rather are settled and can be saved.

c. The new changing or capabilities occur due to.

d. New changing or abilities are not only arising from growth factors.

Gagne examines complex learning matters and concludes as basic information or simple skills learned to influence complex learning. According to Gagne, there are five categories of learning ability, namely:

a. Intellectual skills: person's ability to interact with the environment using problem.

b. Associations and links: relates a symbol to a word or event. Discrimination: distinguishing a symbol from another Concept:

defining understanding or procedure. Rule: combine multiple concepts in a way. Higher rules: use different rules to solve problems.

c. Cognitive tactics: learning skills to regulate the attention internal processes, memory, and thinking. Verbal information: the skill to recognize and store names or terms, facts and a set of facts which are collection of knowledge.

d. Motor skills: the organizing movement's skill is smooth, orderly, and timely wholeness of movement is formed.

e. Attitude: the learning affects (acts as the top moderator) the choice to act. This attitude includes affective (emotional) components, cognitive, and performance aspect.

At a very common level, learning outcomes can be classified into 3 (three), namely:

a. Effectiveness

a. Efficiency

b. Appeal

Effectiveness Learning Measuring was using 4 (four) aspects, the error rate, the speed of performance, the learning level, the retention rate of what is learned. Efficient learning is usually measured by amount of

time that students spend or some learning costs used. The learning appeal is usually measured by observing students' tendency to keep learning.[23]

3. Online teaching effectiveness

Online teaching provides exciting opportunities to expand the learning environment. As demand for online teaching increases, lecturer considers their teaching class. Online teaching has different from face-to-face teaching and it has a unique set of skills and requirements. Both are similar in content, except in speed and delivery way. Instead that developing course from scratch, a lecturer has appeared to take care of the course. Lecturer only need to use Course Management System (CMS) software to prepare and deliver their courses material. By using the software allows instructors to get right scratch from. For online teaching to succeed,[24] Checkering and Gammon suggest the following seven principles: (1) Encouraging the contact between students and faculty, (2) encouraging students' cooperation, (3) encouraging active learning, (4) giving prompt feedback, (5) emphasizing time on task, (5) high expectations scratch (7) Respecting diverse talents and learning way.[25]

a. Encouraging Contact Between Students and Faculty

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[23] Hamzah B. Uno,Perencanaan, Opcit, hlm. 21

[24] Matthew N O Sadiku, Philip O Adebo, and Sarhan M Musa, "Online Teaching and Learning," *International Journals of Advanced Research in Computer Science and Software Engineering 8,* no.2 (2019).

[25] Chickering et, al., *Seven Principle for good practice in undergraduate education,* (American : Aahe Bulletin, 1987) P. 1

The contact frequency teachers and students is very important factors for increasing students' motivation and involvement them in learning. By frequenting contact teachers and students, teachers can raise awareness of students. Teachers can help students to solve their difficult. Likewise, teachers can strive the nature learning spirit, increase students' intellectual commitment; encourage students to think about their own values and help craft future plans.

b. Developing Reciprocity and Cooperation Among Students

Teachers strive to improve student learning better by develop the collaboration.   Beside that, students can increase their involvement in learning, they can share some ideas and reacting to others responses.

c. Encouraging Active Learning

Students just not sit in class for listening teacher's explanation, memorize the teacher's material package, or answer teacher's questions. Nevertheles, teachers encourage the students to talk what they learn and can write down it, relate to past experiences, and applying in their daily lives.

d. Giving Prompt Feedback

Students need proper and adequate feedback from their performance. So, they can adventages from what they have learned. When starting to learn, students need help to assess their knowledge and competencies. In class, students need to be given the opportunity for performing frequently and receive suggestions for improvement. Next, teacher was given the

opportunity to reflect what has been learned, what remains to be known, and how to judge itself.

e. Emphasizing Time on Task

Managing time is very important for students. Students need help managing their effective learning. For allocating a realistic time is tantamount to effective learning for students and teachers. Schools can define expectations time for students, teachers, principals and other staff to build high performance.

f. Communicating High Expectations

High expectations are important for everyone. Students should learn well and encourage teachers and study hard.

g. Respecting Diverse Talents and Learning way

The students have their own talents and learning styles, some of them had talents in mathematics, but have weakness in language skill, some offthem proficient in practice but have weakness in theory, and so on. Teachers give students opportunity to show their talents and learn how they work. Then, they are encouraged to learn in new ways, which perhaps this is not an easy thing for teachers for applaying.

3. **English Language Learning**

Generally, learning process of change is a change for show that interaction behavior result can be applied in their environment. Completing learning is a process that individuals undertake for a whole new change as a self-experience in interaction with their environment.

Learning is always a change students' behavior or appearance, with activities series such as reading, observing, listening, imitating, and so on.[26] English language learning is one of mandatory subjects for the educational curriculum in Indonesia. The provision of English courses is considered to accommodate educational needs that can equip students in understanding English as one of the international languages. By high level of competition demands the work world, globalization and competition, English language skills are necessary. Coleman suggests that English is needed to be able to compete for international level. Thus, the use of English is a mandatory learning process that is integrated into every other activity. [27]

4. **The Importance of Learning English**

English is a global language utilized for interaction and global communication with the globalists progress and competition, success to get a bright future career. Besides, almost all English is used in technological tools. It also important for work for example in multinational companies or foreign companies, then the most important and questionable main requirement is our English language skills. [28] Crystal states that English is the language of the world.

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[26] Daulae, "Menciptakan Pembelajaran Yang Efektif."

[27] Ema Dauyah et al., "Faktor-Faktor Yang Mempengaruhi Motivasi Belajar Bahasa Inggris Mahasiswanon-Pendidikan Bahasa Inggris", *Serambi Ilmu* 19, no. 2 (2018): 274–90.

[28] Sri Handayani, "Pentingnya Kemampuan And Berbahasa Inggris Sebagai Dalam Menyongsong Asean Community 2015", *Ikatan Sarjana Pendidikan Indonesia (ISPI) Jawa Tengah 3,* No. 1 (2016): 102–6.

Rita Mae Brwon quoted by Brown web states that "*Language is the road map of a culture. It tells you where its people come from and where they are going*" From Rita Mae Brown's statement that one's language will know where people come from by listening to their language speaking because language is the identity of a society. Whereas to Frank Smith states that, "One language shows people in one corridor of life. Two languages show people the way to all of the corridors". The meaning of Frank Smith's statement is most likely we have other opportunities where it can be in form of relationships or finances when people have a language other than our native language.[29]

Based on the opinion the importance of learning English is it can be concluded that learning English is important because English is a global language that needs to be learned that can bring opportunities for today's globalization era**.**

5. **Definition of Online Media**

The word online media is not unfamiliar especially in the era of information and technological development for today. Human beings no longer communicate in one or two kinds such as phone or SMS that use pulses only by presence of gadgets and the applications available in it, but by using provide there are a variety of communication applications use internet services. Various types owned online media, such as Twitter, Facebook, path, and so forth.

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[29] Roro, "Pentingnya Belajar Bahasa Inggris Menurut Para Ahli," *Azbahasainggris.Com*, 2018.

Ashadi Siregar states that online media is a general designation for media form based on telecommunications and multimedia (read-computer and internet). According to Creeber and Martin, there are portals, websites (websites), radio online, TV-online, online press, mail online, etc., with their respective characteristics by facilitating that allow users to take some advantage. Another definition put forward by Mondry online Media is internet media, technology-based online media, flexible character, potentially interactive, and can function privately and publicly.[30] Geminastiti Sakkir's research in 2020 states that there are 10 media used by lecturer in English language teaching for university level such as WhatsApp, Zoom, Google Classroom, LMS as Internal, Campus Application, Quizziz Application, YouTube, Facebook, Instagram, Telegram, Edmodo.

a. WhatsApp

    Whatsapp is a social media chatting that makes it easy for users to communicate with each other and interact. It can be creative online and it not expensive cost to use. Then, users can communicate by using text, voice and video.

b. Zoom

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[30]Ariza Rusni, "Penggunaan Media Online Whatsapp Dalam Aktivitas Komunitas One Day One Juz (Odoj) Dalam Meningkatkan Minat Tilawah Odojer Di Kota Pekanbaru", *Jurnal Online Mahasiswa 2,* no.1 (2017) : 1-15

This application is widely used by teachers because this application provides remote conferencing services by combining some video allows users to hold meetings of up to 100 participants.

c. Google Classroom

Google Classroom helps lecturer process learning easily and conveys information precisely and accurately for students.[31]

d. Quizzes

Quizzes is a web tool for creating interactive quiz games (some question) in classroom learning. For creating interactive quiz has up to 4 answer options including the correct answer and can be added to the question [32]

6. **Online Learning**

According to Dabbagh and Ritland (in Novita Arnesti & Abdul Hamid, 2015) online learning is an open and dispersed learning system using pedagogy devices (educational aids), which is possible through internet and network-based technologies. It uses to facilitate of learning processes formation and knowledge by using meaningful actions and interactions. Online learning allows participants to collapse time and space. However, the learning materials must be designed properly to engage the learner and promoting learning process. The delivering method

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[31] M H Assidiqi and W Sumarni, "Pemanfaatan Platform Digital Di Masa Pandemi Covid-19," *Prosiding Seminar Nasional,* 2020, 298–303.
[32] Agus Wilson, "Penerapan Metode Pembelajaran Daring (Online) Melalui Aplikasi Berbasis Android Saat Pandemi Global," *SAP (Susunan Artikel Pendidikan)* 5, no. 1 (2020).

allows for access flexibility, from anywhere and anytime, but learning must use sound instructional principles designing.[33]

Taylor indicated the distance learning generation into five generations, namely: (1) correspondence models, (2) multi-media models, (3) Tele-learning models, (4) flexible learning models, and (5) smarter flexible learning models (The Intelligent Flexible Learning Model).

From the opinion on online learning is learning which is done using networks and the interactions form. So that, the teaching and learning process is fulfilled. The online learning process must be designed properly and correctly by focusing on engage students' high skills.

7. **Advantages and disadvantages of online learning**

The advantages of online learning was following:

a. **Efficiency**

Online learning offers teachers an efficient way to deliver lessons to students. Online learning has a number of tools such as videos, PDFs, podcasts, and teachers can use all these tools as part of their lesson plans. By extending the lesson plan beyond traditional textbooks to include online resources, teachers are able to become more efficient educators.

b. **Accessibility Of Time And Place**

Another advantage of online education is that it allows students to attend classes from any location of their choice, more extensive

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[33] Terry Anderson, *The Theory and Practice of Online Learning*, (Canada : AU Press, 2008) P. 16

network of students, instead of being restricted by geographical boundaries

c. Affordability

Another advantage of online learning is reduced financial costs. Online education is far more affordable as compared to physical learning. This is because online learning eliminates the cost points of student transportation, student meals, and most importantly, real estate.

d. Improved Student Attendance

Since online classes can be taken from home or location of choice, there are fewer chances of students missing out on lessons.

e. Suits A Variety Of Learning Styles

Every student has a different learning journey and a different learning style. Some students are visual learners, while some students prefer to learn through audio. Similarly, some students thrive in the classroom, and other students are solo learners who get distracted by large groups.[34]

The disadvantages of online learning was following:

1. Loss of potential market of learners.

   Competitors are looking at distance learning as a priority way of working. It is not for less that schools take it as important to train staff and inform families about online learning now that it is difficult to have conglomerations or large groups of students inside a classroom.

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[34] Barr R. B., & Tagg, J, *From Teaching to Learning: Online learning* (*Change*, 1995), p. 12–25

2. Poor communication between students, families, and teachers.

   Having more fluid and clear communication between families and teachers would avoid problems. Many times the lack of clarity about the indications of the exercises generates setbacks for teachers and discomfort in more than one parent, which ultimately causes conflicts that end up in the direction resulting in loss of time and projecting an unprofessional and unreasonable image of the school.

3. Less control of learning plans

   If a school does not have an eLearning system, it may not have as much control over the activities that teachers are carrying out, and it may not have a good knowledge of the academic trajectories of each student. On the other hand, eLearning platforms leave a record of all these academic movements

4. Improvising distance education

   The pandemic situation showed that, despite being in the year 2021 and living surrounded by ICTs, there were very few schools capable of working online. The improvisation of many educational centers with eLearning so that students would not miss classes left an area of opportunity to learn how to design virtual learning environments efficiently.[35]

8. Emergency Remote Teaching (ERT)

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[35] Ellis, *Current Issues in the Teaching of pandemic (Covid-19)* (Journal of Education Quarterly, 2020), p. 17-15

Emergency remote teaching is defined as a temporary shift in instructional delivery abruptly into online delivery mode as a result of a major disaster, contrary to online courses originally planned and designed to be delivered virtually. ERT consists of main exploitation of remote teaching tools available to provide curriculum or educational materials would be normally. It will be delivered physically or as hybrid or mixed courses. Once the disaster or disaster subsides, the instructional delivery will return to original format. Thus, due to urgency and top priorities, providing reliable, temporary, fast, and durable access. Considering these differences, distinguishing between ERT and the concept of online learning would be an uncomplicated task. In previous crises, some models were implemented by various countries at school and university closures such as radio, television, and mobile learning. Interactive Web-based programs ware developed to provide student-centered various in learning process methods Therefore, teacher/lecturer and academic institutions must prepare themselves by skills and tools needed quickly. However, the lack of advanced technology and experience in developing online learning platforms is major challenging facing by teachers/lecturers and academic institutions around the world. Next, according to the International Telecommunication Union although 93% of the world's population lives in closed Internet zones, about 53% only utilize the Internet which is considered an additional obstacle facing the continuity of the educational process. Other forms of online media such as television or radio can be used to reach students who do not have Internet access. However, using mass media requires

sufficient time for planning and production as opposed to the concept of ERT as time is important. Parallel to that, a suitable environment and atmosphere are required by remote teaching for an efficient delivery process. Living spaces and family situations are additional stress factors that affect the quality of education and consequently frustrate learners and educators.[36]

B. Review of Related Study

Siti Hadianti, *The Role Of Online English Community During Covid-19 Pandemic*, The outbreak of coronavirus disease 2019 (COVID-19) has caused many new challenges for educational institutions. Most schools and universities have been transforming the learning mode into an online platform and it leaves teachers and students in a challenging situation. The existence of English community which helped to provide exposure and practice toward English learning is postponed due to COVID-19 pandemic. Online English community as an alternative to replace English community has not been observed well before. Its flexibility in learning is assumed that it can enhance a better engagement in the English learning activity. The purpose of this study is to investigate the role of the online English community during COVID-19 pandemic. Fifteen university students that are involved in one online English community participated in the research. The researchers chose the sample by using purposive sampling. The data was collected through questionnaire and interview and the method that is used is qualitative research with a case study

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[36] Abdalellah O Mohmmed et al., "Emergency Remote Teaching during Coronavirus Pandemic : The Current Trend and Future Directive at Middle East College Oman," *Innovative Infrastructure Solutions* 5, no. 3 (2020).

design. The researchers found that there are at least 3 roles of online English community during COVID-19 pandemic. [37]

The previous study above has similarities with this research. Mainly in the them discussed about teaching and learning English online during pandemic. Whereas the different in some case. The study above discusses about the rule in learning by online but this research discussed about the effectiveness and difficulties in learning online media. The study above present on qualitative method but this research on mix method.

Sri mulyati, by the title *An Analysis of Teachers' Strategies In Teaching English for Students of English Business Class*. The purpose of this current study was to to Analysis and to know the teacher's strategy in online learning English during the Covid 19 pandemic. This study's approach was descriptive qualitative on survey research to thirty students of English business class. Teacher's strategies in online teaching can be seen from a variety of strategies used for example: 1) teacher strategies in explaining lessons. 2) the teacher's strategies of giving assignments. 3) teacher's strategies in providing grades. Then when explaining the discussion online so that it can be understood, and the obstacles experienced by the teacher when carrying out online learning teaching and learning activities during the Covid 19 pandemic. The

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[37] Siti Hadianti, The Role Of Online English Community During Covid-19 Pandemic, Journal of Linguistics, Literature and Language Teaching Volume 4, Number 2, pp: 271-279, December 2020 e-ISSN: 2580-9962

participants are the students of English business class Lesson. Keywords: Online teaching, Strategy , Learning English [38]

The previous study above has similarities with this research. Mainly in the them discussed about teaching and learning English online during pandemic. Whereas the different in some case. The study above discusses about the strategy in learning by online media but this research discussed about the effectiveness and difficulties in learning online media. The study above present on qualitative method but this research on mix method.

[38] Sri mulyati, An Analysis of Teachers' Strategies In Teaching English for Students of English Business Class, Jurnal Ilmiah Dikdaya, 11(1), April 2021, 81-84 Fakultas Keguruan dan Ilmu Pendidikan Universitas Batanghari Jambi ISSN 2088-5857(Print), ISSN 2580-7463

CHAPTER III

RESEARCH METHODOLOGY

This chapter describes the procedure for carrying out the present study. There are six sub-chapters discussed*: kind of the research, population and sample of the research, subject of the research, technique of collecting data, instrument of the research, and the data analysis.*

A. Kind of the Research

This research used mixed research method. The implementation of this mixed method research by combining quantitative and qualitative research methods. Creswell and Plano Clark mention that mixed method is procedure for collecting, analyzing and mixing both quantitative and qualitative methods in one or series study to understand research problem.[39] In this study, using a mixed method Design where the first stage of collecting and analyzing quantities data is then followed by collecting qualitative data. Next, the first phase conducted by researcher is collecting quantitative data by using questioners to answer questions How is the effectiveness of English language learning using online media during pandemic Period by IAIN Curup English Study Program students as perceived by the students and What are the difficulties of learning English using online media during pandemic Period by IAIN Curup English Study Program students. Then be clear by collecting Qualitative data using interviews and then looking for evidence by collecting

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[39] Creswell,J. (2012). Educational Research: Planing, Conducting, and evaluating quantitative and qualitative research (4thed). Upper saddle River, NJ : Pearson Education

documentation related to the research. The Claim of using mixed methods is based on the following reasons for knowing data based on quantitative results and to explore more deeply using qualitative data.

B. Subject of the Research

The research subject was person who would be objects of research being investigated. In this study, the subject of the study was students of fourth semester at English study program. The objects of this research are the Effectiveness of teaching online with online media during pandemic period. This research takes place at English study program of IAIN Curup which amounts to 69 students. The researcher used that subject because in the fourth semester had to learn advance skill of English learning such as speaking, listening, reading and writing. All of that skill on the final levels. So, researcher interested to know the effective mainly in learning process for learning online media for the fourth semester exactly.

C. Data Collection Techniques

Data collection is one of the supporting activities of the implementation of research activities, where data collection is carried out to determine whether or not research is successful. Data collection procedures used by researcher include:

1. Questionnaire

Larry Cristensen states that questionnaire is a self-report data collection instrument that each research participant fills out as part of a research. Researcher use questionnaires in order obtain information

about the thoughts, feeling, attitudes, beliefs, values, perceptions, personality, and behavioral intentions of the research participant.

In other words, researcher attempt to measure many different kinds of characteristics using questionnaires. In this study researcher used questioner for collecting quantitative data. Each option checked by the respondent will represent a value (yes), and the option that will not be selected is feasible (no) where the researcher distributes questionnaires to respondents via Google form. For questionnaire researcher used 69 students as a sample of the research.

2. Interview

Interviewing is popular way of gathering qualitative research data because it is perceived as talking is natural. In this study, researcher used interview as collection techniques to obtain qualitative data that will clarify quantitative data before. Researcher use structured interviews that researcher already know about the information to be obtained. In conducting interviews researcher have prepared research instruments in the form of questions. Each respondent was asked the same question. The interview will be conducted online. In interview researcher used 10 students as informants of the research

3. Documentation.

The document is a record of events that have already been passed. Documents can be in the form of writings, drawings or monumental works of a person. In this study researcher used documentation data

collection techniques to further strengthen the data and prove the data in filed. Documentation data is obtained by searching for documents in the form of writing such as RPP, learning materials.

D. The instrument of The Research

1. Questionnaire

   Sugiyono states that there are several kinds of measurement scales, namely the Likert scale, Guttman scale, Differential semantic, rating scale. This questionnaire data uses the Guttman scale. The data obtained are in the form of interval data or dichotomous ratios, namely "yes and no". So that researcher hopes to get a firm answer to a problem under study. Usman Rianse and Abdi states that "the Guttman scale is very good for researcher about the units of attitudes and traits that are examined which are often referred to as universal attributes. The scoring of respondents' calculations on the Guttman scale is as follows:

Table 1

Scoring Guttmann Scale

Alternative Answer	Score Alternative answers	
	positive	negative
Yes	1	0
No	0	1

The technique for analyzing the questionnaire was carried out by calculating the percentage of answers to yes, namely dividing the number of respondents who answered yes to the total number of respondents multiplied by 100% and the calculation of the percentage

of no answers by dividing the number of respondents who answered no by the total number of respondents multiplied by 100% no. The following is the formula used to obtain a percentage value based on the questionnaire data obtained:

$$\%\text{respon(p)} = \frac{fo}{n} x 100\%$$

Information:

p = percentage

fo = the number on "yes answer"

n = the total number of respondents

The percentage results from the questionnaire of the effectiveness learning and teaching online are interpreted into certain criteria based on the following table:

No	Presentage (%)	Criteria
1	0	None
2	1-25	Few of the respondent
3	26-49	Almost half
4	50	Half
5	51-75	More than half
6	76-99	Almost all of it
7	100	All of it

In this case, the researcher will give English students a study program in fourth semester.

2. Interview

Data collection with interview techniques using structured interviews. Researcher had prepared questions in structured questions. Respondents in this study are taking sample of English students study fourth semester program whose population is 69 students. Researcher used purposive sampling technique where researcher has set certain characteristics of the object to be sampled in accordance with the goals that have been set. Students who are used as subject are English students studying fourth semester programs that get low score in English skills that include listening, reading, speaking and writing during online teaching in the pandemic period in the third semester. It caused by students who have Low score because the students get low score they can not follow learning process actively. The Researcher analyzed the data by using this question based on the theory learning effectiveness by Yusuf Adi Miarso. The following table

Tabel 2

BluePrint Questionnaire

Category	Indicator	Sub indicator
Effectiveness of learning	Good lecture Organizing	Selection of materials/topics that Sequential ranging from easy lessons to difficult level
		The learning activity or implementation consists of learning steps raging from: Introduction, Presentation, and Closing
		Assessments are conducted by objectives and functions, following the elements of assessment to produce accurate, valid, and objective data and information
		The assignment of the question should cover various aspects related to the material being taught.
	Effective Communication	Communication that occurs creates a two-way flow of information
		Clearing presentation
		Smoothing speaking
		Interachievement of abstract ideas with examples
		Ability for good speaking
		Ability for hearing
	Mastering and	It must be able to connect the content of

	enthusiasm in courses	the lecture with what the student already knows.
		It able to associate the content of his lectures with new developments in his scientific discipline.
		It able to benefit from the results of related research
		Selecting of compulsory books and readings
		Determination of topic of discussion
		Overviewing creation
		Making of serving ingredients
	Positive attitude towards students	Assisting when students have difficulty with lecture materials
		Lecturers can be contacted by students outside the classroom
		Lecturers realize and care about what students learn.
	Giving fair trials and grades	Conforming of exam questions with lecture materials
		Consistency attitude towards achieving college goals
		Student efforts to achieve the objectives
		Students' honesty Providing feedback on students work
	Flexibility in teaching approaches	Giving different time opportunities to students whose abilities are different.
		The approaching of learning conducted

		by lecturers
	Good student learning outcomes	Measuring the effectiveness of learning by using 4 (four) aspects, the error rate, the speed of performance, the level of learning, the retention rate of what is learned
		Measured by The amount of time that students spend or the amount of learning costs used
		Measured by observing students' tendency to keep learning
Effectiveness teaching online	Encouraging Contact Between Students and Faculty	Nurture the spirit of learning
		Increase students' intellectual commitment
		Encouraging them to think about their own values and help craft future plans
	Developing Reciprocity and Cooperation Among Students	Striving to improve student learning better which is done on a collaboratively
	Encouraging Active Learning	Encouraging the students to talk about what they learn and can write it down, relate to past experiences, and apply it in their daily lives.
	Giving Prompt Feedback	Giving the opportunity to reflect what has been learned, what remains to be known, and how to judge it.

	Emphasizing Time on Task	Students need help managing their effective learning time
	Communicating High Expectations	Expecting students learn well
	Respecting Diverse Talents and Ways of Learning	Giving students the opportunity to show their talents and learn how they work

a. Validity Instrument

Gay stated that validity is important characteristic test for measurement the instrument. It can possess which are concerned with the interpretations appropriates made from test scores.[40] Construct validity is a compatibility test between the items from questionnaire and the theory whose concept or construct is being measured. According to Sugiyono the construct validity test was carried out by factor analysis, namely by correlating the item score instrument, and correlating between score and total score. Validity test constructed by SPSS program statistical software 16.00. The steps are as follows: Analysis-scale-Reliability analysis-click statistics-select a scale if item is deleted in the descriptive for-if it has a destination click continue-ok. In this study, the researcher conducted a trial of the questionnaire instrument to determine whether an instrument was valid or not by conducting statistical tests. Researcher conducted a validity test with 15 respondents. The respondent used by researcher was students on the second semester. Researcher wanted to find the validity of the item

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[40] Gay, L.R. (2000). Educational Research. London: Merril Publishig. P

by giving the test for the other sample. It avoid the scriptable item for the research sampling. Then r count must be more than r table (r-count > 0.51). It r-count > 0.51 so the item namely valid.

Table 3

Validity

No	Taraf Signifikansi	Where
1	0,912	Valid
2	0,919	Valid
3	0,869	Valid
4	0,796	Valid
5	0,912	Valid
6	0,807	Valid
7	0,843	Valid
8	0,734	Valid
9	0,691	Valid
10	0,669	Valid
11	0,682	Valid
12	0,892	Valid
13	0,809	Valid
14	0,727	Valid
15	0,912	Valid
16	-0,486	Valid
17	0,915	Valid
18	0,63	Valid
19	0,861	Valid

20	0,698	Valid
21	0,689	Valid
22	0,606	Valid
23	0,77	Valid
24	0,757	Valid
25	0,647	Valid
26	0,773	Valid
27	0,709	Valid
28	0,617	Valid
29	0,702	Valid
30	0,574	Valid
31	0,662	Valid
32	0,597	Valid
33	0,705	Valid
34	0,662	Valid
35	0,649	Valid
36	0,786	Valid
37	0,665	Valid
38	0,665	Valid

b. Reliability

Sugiyono stated reliability means depend ability or trust worthiness or the degree to which a test consistently measures whatever is it measuring. In this study, the statistical reliability table shows the results of

the analysis of the reliability test with Cronbach Alpha = 0.972. Then cronbach's is greater than 0.60, so this questionnaire is said to be reliable.

Table 5

Reliability

Reliability statistics	
Cronbach's Alpha	**N of Items**
,972	38

2. Interview

In the interview provide several questions related to the effectiveness of teaching English with online media. They are based on indicator of 10 online media used by students and teachers. In interviewing students of English language courses in the fourth semester. The purpose of using interviews to gain understanding and in-depth information. According to Fink, the questions spoken in the language interview should be used can be understood by the target as respondent. In this research, researcher used unstructured interview. It caused by the finding based on questionnaire, if researcher find new information and it will be dig by interview ways. This means that, to get real information about teaching English with online media during pandemic.

Table 6

Blueprint interview

Difficulties in using online media during English learning

Indicators of online learning media	Questions
WhatsApp	1. Do you learn English using WhatsApp? 2. What are the difficulties in using WhatsApp as a medium of English online learning?
Zoom	3. Do you learn English using Zoom? 4. What are the difficulties in using Zoom as a medium of English online learning?
Google Classroom	5. Do you learn English using Google Classroom? 6. What are the difficulties in using Google Classroom as a medium of English online learning?
LMS as Internal	7. Do you learn English using LMS as Internal? 8. What are the difficulties in using LMS as Internal as a medium of English online learning?
Campus Application	9. Do you learn English using Campus Application? 10. What are the difficulties in using Campus Applications as a medium of English online learning?
Quizzes Application	11. Do you learn English using Quizzes Application? 12. What are the difficulties in using Quizzes Application as a medium of English online learning?
YouTube	13. Do you learn English using YouTube? 14. What are the difficulties in using YouTube as a medium of English online learning?

Facebook	15. Do you learn English using Facebook? 16. What are the difficulties in using Facebook as a medium of English online learning?
Instagram	17. Do you learn English using Instagram? 18. What are the difficulties in using Instagram as a medium of English online learning?
Telegram	19. Do you learn English using Telegram? 20. What are the difficulties in using Telegram as a medium of English online learning?
Edmodo	21. Do you learn English using Edmodo? 22. What are the difficulties in using Edmodo as a medium of English online learning?

E. Technique of Data Analysis

In mixed methods research, data analysis can done several ways:

1. Concurrently mix analysis :Analysis of qualitative and quantitative data

2. Analysis of qualitative - quantitative: qualitative data analysis followed by the collecting quantitative data analysis as confirmation.

3. Analysis of quantitative-qualitative data in phases : qualitative data analysis followed by the collecting qualitative data

This research used quantitative-qualitative analysis data in phases. So, Analysis can be done at quantitative data then followed by the analysis data qualitative.

The steps for data analysis in this study are as follows :

a. Quantitative data Analysis

The collecting of quantitative data are done by using a questionnaire. Distributing questionnaires via Google form. In the form of indicators of the effectiveness online learning using online media during pandemic, then the results of the questionnaire are calculated based on the number respondent who chooses the media, the data analysis and made into percentages using graphs. Quantitative data analysis by counting number of respondent's answers who choose the media obtained for each indicator the determination of the score that can be obtained is as follows : Yes : 1,No : 0. To find out the results of achieving each indicator, it is formulated as follows :

$$\%respon(p) = \frac{fo}{n} x100\%$$

b. Qualitative data analysis

The collecting qualitative data after the quantitative data obtained. Qualitative data collected by interview, after qualitative obtained of interviews, the next step the qualitative data reduced. The reduction is the activity of summarizing or selecting the main and important things from the data needed according to the facts of the problem. After the data obtain from the interviews. The presentation of qualitative the data is carried in the form of a brief description, So that the reader understands the results of this study clearly.

CHAPTER IV

FINDING AND DISCUSSION

This chapter describes the findings and discussion of the research

A. Finding

1. The effectiveness of English language learning using online media during pandemic Period by IAIN Curup English Study Program students as perceived by the student.

In this research would be combine research methodology such as quantitative and qualitative. For this research question would be explored on quantitative method. In Quantitative data collection in this study was carried out by distributing questionnaires using Google Form to students of the Fourth Semester English Study Program IAIN Curup, namely with TBI students in classes A, B, and C who collected a total of 38 respondents.

For indicating the learning and teaching process was effective, it should be measured some aspect.

a. Questionnaire result

The questionnaire result showed that bellow:

1) Good Lectures Organizing

In this indicator, there are 4 statements about the effectiveness of learning English with online media during the pandemic. These points are listed in numbers 1, 2, 3, and 4. To describe an effective media Selection of materials/topics Sequentially ranging from easy to difficult

lessons, Activities or implementation of learning consists of learning steps starting from Introduction, Presentation, and Closing. The assessment is carried out based on objectives and functions, following the elements of the assessment to produce accurate, valid, and objective data and information as well as giving questions that must cover various aspects related to the material being taught. See the following chart:

Chart I

Good Lecturers Organization
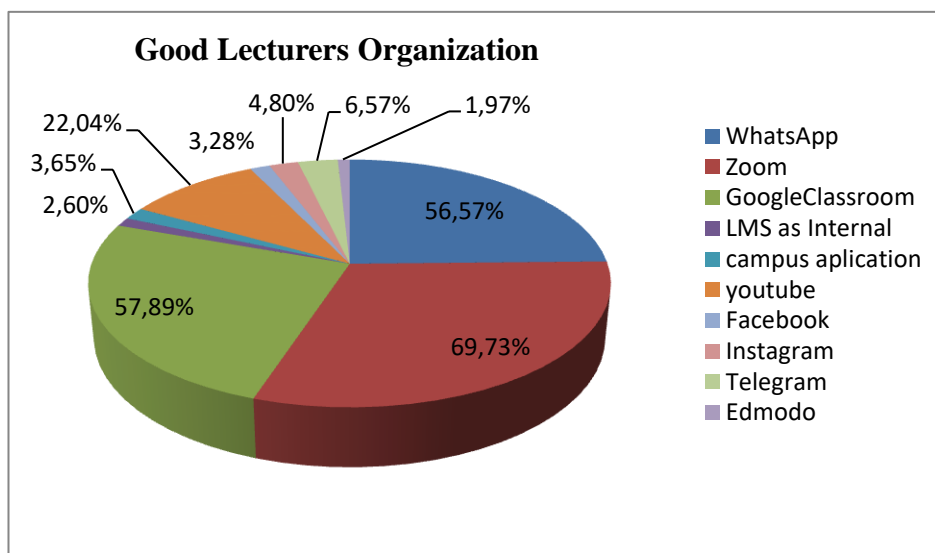
The Chart above shows that the effectiveness on good lectures Organization in using zoom with percentage 69,73%. To describe online media that are good lectures' organization, see the following table:

Table I
Effectiveness of good lectures organization

No	Interval Percentage(%)	Application	Qualification	Percentage (%)
1	100	-	-	-
2	76-99	-	-	-

3	51-75	Zoom Google classroom WhatsApp	More than half	69,75% 57,89% 56,57%
4	50		-	-
5	26-49	LMS as Internal	Almost Half	39,47%
6	1-25	You Tube Telegram Instagram Campus Application Facebook Edmodo	Few of the respondent	22,04% 6,57% 4,8% 3,65% 3,28% 1,97%

The table above shows that there is one application used by students of English study programs as online learning media, namely Zoom (69,73%), WhatsApp (56,57%)%), Google Classroom (57,89%) were included on tthe category of More Than Half. On the category of "Few respondents" namely You Tube(22,04%), telegram (6,57%), Instagram (4,8%), Camous Application(3,28) campus applications (3,65%%), Facebook (3,28%), Edmodo (1,97%).

2) Effective Communication

In this indicator there are 6 statements about the effectiveness of learning English with online media during the pandemic. These points are listed in numbers 5, 6, 7, 8, 9, 10. To describe an effective medium The communication that occurs creates a two-way flow of information, Clear presentation, Speaking fluently, Achievement of abstract ideas with examples, Ability to speak with examples. good. It was following diagram:

Chart 2
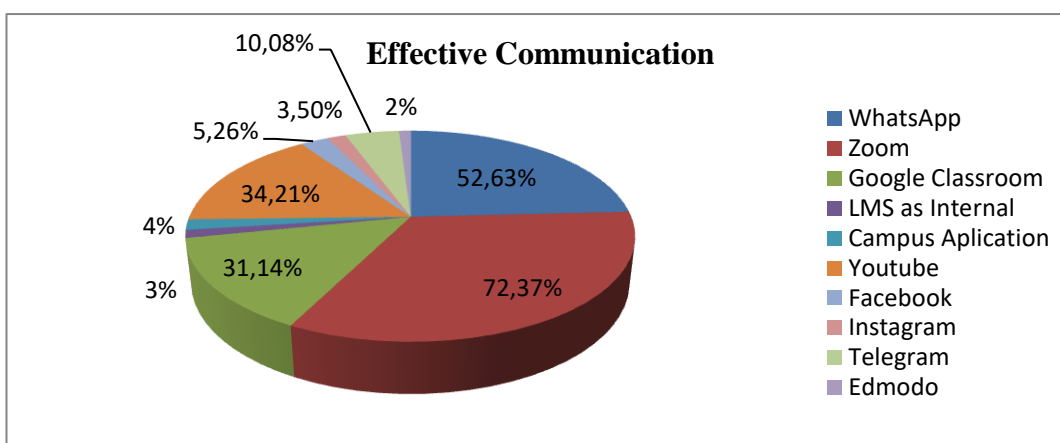
The Chart above shows that online media that is effective in communication management Zoom with percentage 72,37%. To illustrate effective of effective communication was well established, see the following table:

Table 2

Effective communication

No	Interval Percentage(%)	Application	Qualification	Percentage (%)
1	100	-	-	-
2	76-99		-	-
3	51-75	Zoom WhatsApp	More than half	72,37% 52,63%
4	50	-	-	-
5	26-49	You Tube Google Classroom	Almost half	34,21% 31,14%
6	1-25	Telegram Facebook	Few of the respondent	10,08% 5,26%

		Campus Applications		3,50%
		Instagram		3,50%
		LMS as internal		2,63%
		Edmodo		1,19%

The table above shows that there is one application used by students of English study programs as online learning media, namely Zoom (72,37%) and WhatsApp (52,63%) are included on "more than half" category. You Tube(34,21%) and WhatsApp (31,14%) are included on almost half category. Telegram (10,08%), Facebook (5,26%), Campus Application (3,50%), Instagram (3,50%), LMS as internal (2,63), Edmodo (1,19%).

3) Mastering and enthusiasm in courses

In this indicator there are 7 statements about the effectiveness of learning English with online media during the pandemic. These points are listed in numbers 11, 12, 13, 14, 15, 16, 17. To describe effective media Must be able to connect lecture content with what students already know, Able to link lecture content with new developments in current disciplines , Can benefit from the results of related research, Selection of books and mandatory reading, determining the topic of the description, making an overview, making filter materials. See the following diagram:

Chart 3
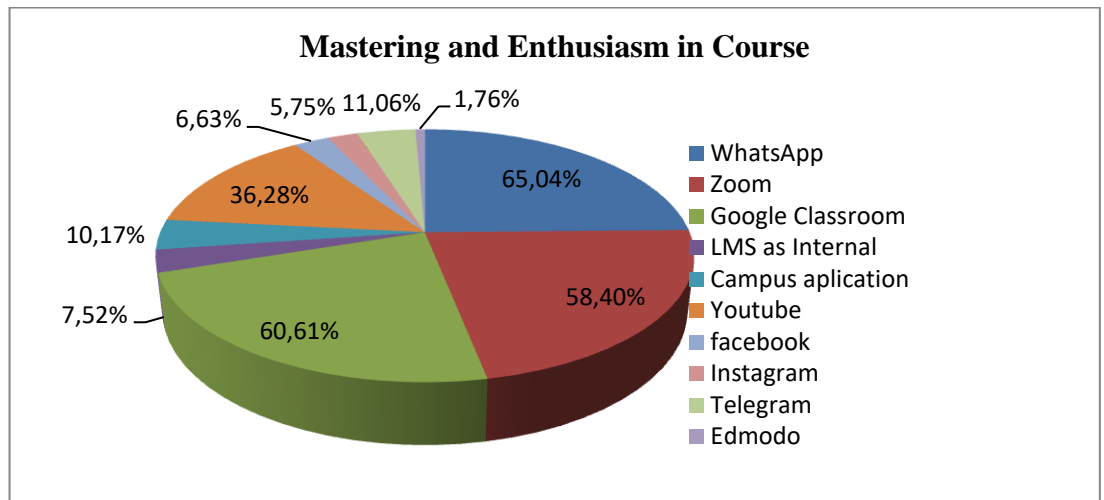
Mastering and Enthusiasm in Course

The Chart above shows that online media that is mastering and enthusiasm in course is WhatsApps media with a percentage of 65,04%. To illustrate effective online media in mastering and enthusiasm in course, it can be seen following table:

Table 3

mastering and enthusiasm in course

| No	Interval Persentase(%)	Application	Qualification	Persentase (%)
1	100	-	-	-
2	76-99			
3	51-75	WhatsApp Google Classroom Zoom	More than half	65,04% 60,62% 58,40%
4	50	-	-	-
5	26-49	You Tube	Almost half	36,28%
6	1-25	Telegram Campus application LMS as Internal Facebook Instagram Edmodo	Few of the respondent	11,06% 10,17% 7,52% 6,63% 5,75%% 1,76%

The table above shows that there are 2 applications used by students of English study programs as online learning media, namely WhatsApp (65,04), Google Classroom (60,61%) were on "more than half" category. You Tube(36,28) on "Almost half" category. namely Google classroom (43.2%), You Tube (37.8%). Then, telegram (11,06%), campus application (10,17%), LMS as Internal (7,52%), facebook (6,63%), instagram (5,75%), Edmodo (1,76%) are on "few respondents" category.

4) Positive attitude towards students

In this indicator, There were 3 items to indicate the postitive attitude toward students. The items are with umber 18, 19, 20. For describing the effectiveness of positive attitude toward students. It can be seen on the Chart bellow:
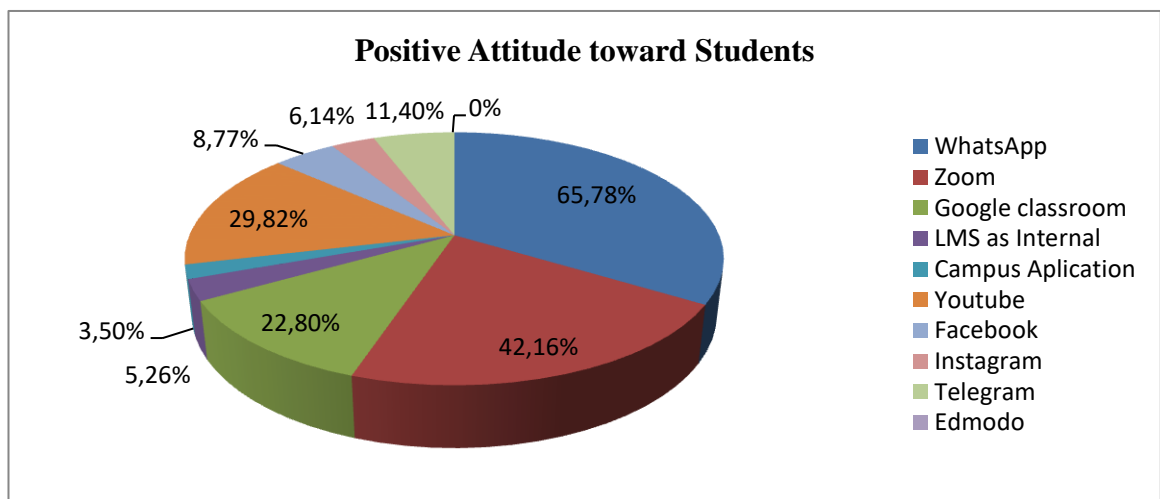
Chart 4

The Chart above shows that online media that is mastering and enthusiasm in course is WhatsApps media with a percentage of 65,78%.

To illustrate effective for positive attitude toward students, it can be seen following table::

Table 4

Positive Attitude toward Students

No	Interval Percentage(%)	Application	Qualification	Percentage (%)
1	100	-	-	-
2	76-99			
3	51-75	WhatsApp	More than half	65,78%
4	50	-	-	-
5	26-49	Zoom You Tube	Almost half	4216 % 29,82%
6	1-25	Google Classroom Telegram Facebook Instagram LMS as Internal Campus	Few of the respondent	22,89% 11,40% 8,77% 6,14% 5,26% 8,1% 8,1%
7	0	Edmodo	None	0

The table above shows that applications used by students of English study programs as online learning media, namely WhatsApp (65,78), Google was on "more than half" category. Zoom (42,16%) and You Tube(29,82) on "Almost half" category. Next, Google classroom (22,80%), You Tube (37.8%). Then, telegram (11,40%), facebook (8,77%), instagram (6,15%), LMS as internal (5,26%), are on "few respondents" category and edmodo on none category.

5) Giving fair trials and grades

In this indicator, There were 4 for indicating effectiveness of learning media online during pandemic. The items were following by numbering 21, 22, 23, and 24. For describing it was effective indicated by Conformity of exam questions with lecture materials, Consistent attitude towards achieving college goals, Students' efforts made to achieve the objectives of learning, Providing feedback on students work. It was seen bellow:

Chart 5
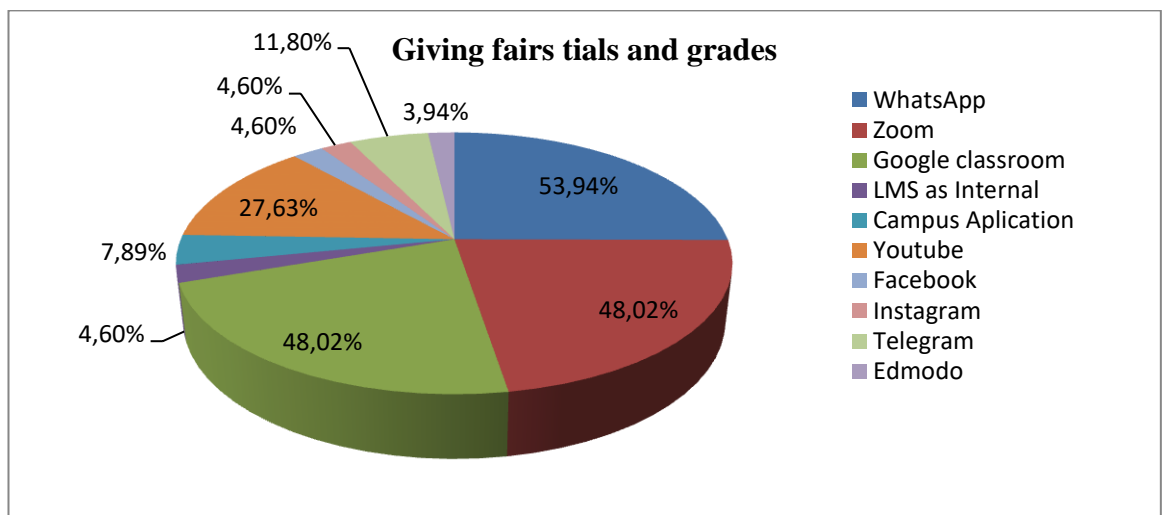
The Chart above shows that online media that is effective in giving fairs trials ad grade namely WhatsApp media with of 53,94%. To describe online media that are effective in giving fairs trials ad grade, see the following table:

Table 5

Giving fairs trials ad grade

No	Interval Percentage(%)	Applications	Qualification	Percentage (%)
1	100	-	-	-
2	76-99			
3	51-75	WhatsApp	More than half	53,94%
4	50	-	-	-
5	26-49	Zoom Google Classroom You Tube	Almost half	48,02% 48,02% 27,63%
6	1-25	Telegram Campus application Facebook Instagram LMS as Internal Edmodo	Few of the respondent	11,18% 7,89% 4,60% 4,60% 4,60% 3,94%

From table above show that WhatsApp (53,94%) more than half category, Google Classroom (48,02%) and zoom (48,02%), on more than half". For " Few of the respondent" categorizing was Tellegram (11,18%), Campus application(57,89%) , Facebook(4,60%), instagram (4,60%) LMS as Internal (4,60), and edmodo (3,94%).

6) Flexibility in teaching approaches

In this indicator there are 2 statements about the effectiveness of learning English with online media during the pandemic. These points are listed in numbers 25 and 26. To describe media that are effective in providing different time opportunities to students with different abilities, the learning approaches taken by lecturers vary. See the following diagram:

Chart 6

Flexibility in teaching approaches
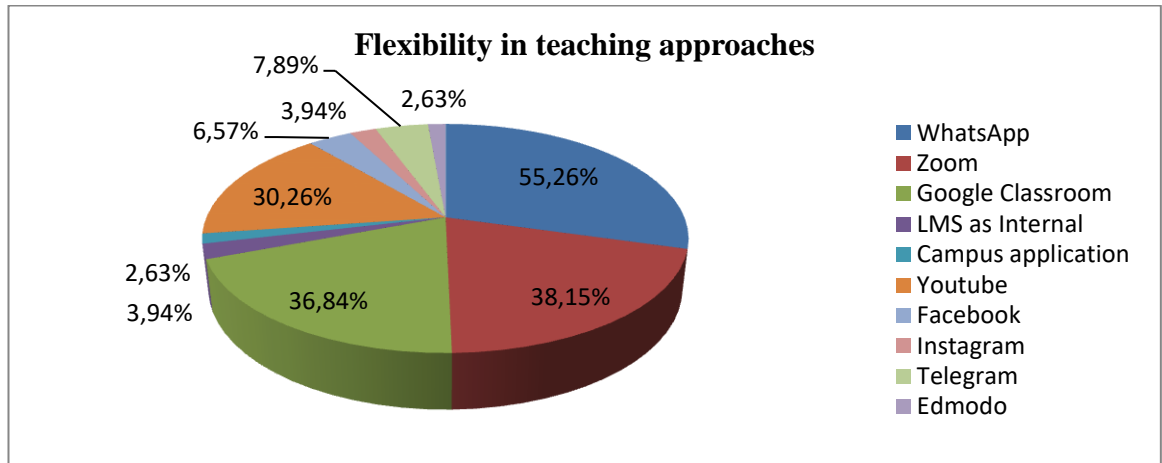
The Chart above shows that online media that is effective in flexibility in teaching approach is WhatsApp with a percentage of 55,26%. To illustrate effective online media in flexibility, see the following table:

Table 6

Flexibility in teaching approaches

No	Interval Percentage(%)	Applications	Qualification	Percentage (%)
1	100	-	-	-
2	76-99			
3	51-75	WhtasApp	More than half	55,26%
4	50	-	-	-
5	26-49	Google Classroom	All most Half	36,84%
		You Tube		30,26%
6	1-25	Telegram	Few of the respondent	7,89%
		Facebook		6,57%
		Instagram		3,94%
		LMS as internal		3,94%
		Campus application		2,63%

		Edmodo		2,63%

The table above shows that there is 1 application used by students of the English language study program as an online learning medium, namely WhatsApp (55,26%), including the "more than half" category. There were 2 online learning media applications in the "All most of Half" category, namely Google Classroom (36,48%%), You Tube (30,26%). There were 6 online media applications in the category of "Little respondents" namely telegram (7,89%), Facebook (6,57%), LMS as internal (3,94%%), Instagram (3,94%) , Campus applications (2.63%), and Edmodo (2.63%).

7) Good student learning outcomes

In this indicator there are 3 statements about the effectiveness of learning English with online media during the pandemic. These points are listed in numbers 27, 28, and 29. To describe effective media in measuring the effectiveness of learning using 4 (four) aspects, namely error rate, performance speed, learning rate, retention rate of what is learned, Measured by the number of time spent by students during learning, Observing students' tendencies to continue learning, See the following diagram:

Chart 7

Good student learning outcomes
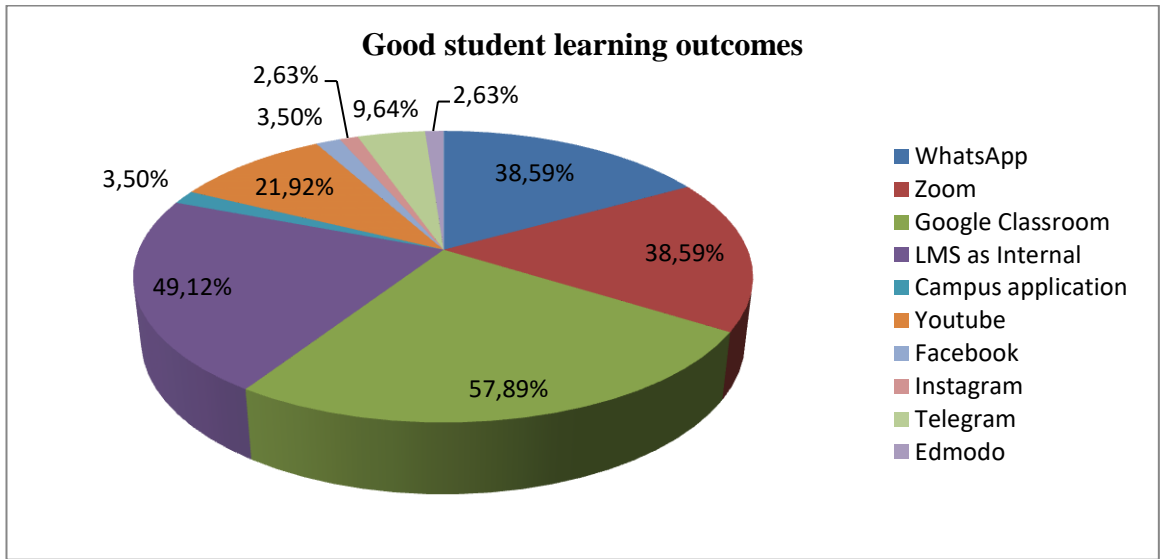
The Chart above shows that online media that is effective in measuring learning is based on four aspects, namely error rate, performance speed, learning rate, and retention rate of what is being learned, namely Google Classroom media with a proportion of 57,89%. To describe online media that are effective in measuring learning based on four aspects, namely error rate, performance speed, learning rate, and retention rate of what is learned, see the following table:

Table 7

Good student learning outcomes

No	Interval Percentage(%)	Applications	Qualification	Percentage (%)
1	100	-	-	-
2	76-99			
3	51-75	Google Classroom	More than half	57,85%
4	50	-	-	-
5	26-49	LMS as internal Zoom WhatsApp	All most Half	49,12% 38,59% 38,29%

6	1-25	You Tube	Few of the	21,92%
		Telegram	respondent	9,64%
		Campus application		3,50%
		Facebook		3,50%
		Instagram		2,63%
		Edmodo		2,63%
				2,7

The table above shows that there is 1 application used by students of the English study program as an online learning medium, namely Google Classroom (57,89%), including the "more than half" category. There were 3 online learning media applications in the "All most of Half" category, namely LMS as internal (49,125), Zoom(38,59%) WhatsApp (38,59%) ,. There were 6 online media applications in the category of "Little respondents" namely You Tube (21,92%), Telegram (9,64%), LMS as internal (8.1%), Campus applications (5.4%), Facebook (2,50 %), Instagram(2.63%), edmodo(2, 63%),

8) **Encouraging Contact Between Students and Faculty**

In this indicator there are 3 statements about the effectiveness of learning English with online media during the pandemic. These items are listed in numbers 30, 31, and 32. To describe effective media in Fostering enthusiasm for learning, Increasing students' intellectual commitment, Encouraging them to think about their own values and helping plan future plans. See the following diagram:

Chart 8

Encouraging Contact Between Students and Faculty
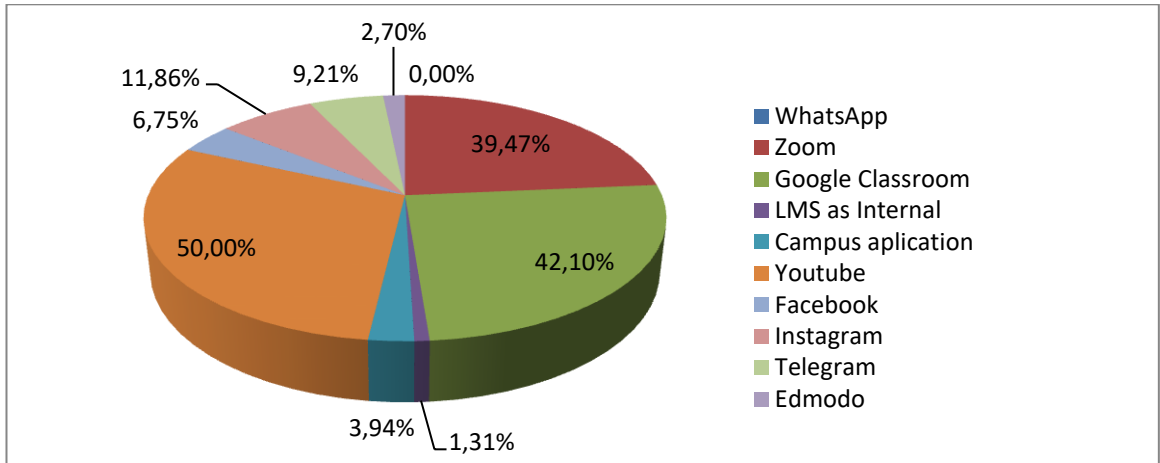
The Chart above shows that online media that is effective in building student enthusiasm for learning is You Tube with a percentage of 50%. To describe online media that was Encourages Contact Between Students and Faculty. It was following table:

Table 8

Encouraging Contact Between Students and Faculty

No	Interval Percentage(%)	Applications	Qualification	Percentage (%)
1	100	-	-	-
2	76-99			
3	51-75	-	-	-
4	50	You Tube	Half	50%
5	26-49	Whatsapp Google classroom Zoom	All most Half	48,68% 42,10% 39,47%
6	1-25	Instagram Telegram Facebook Edmodo Campus	Few of the respondent	11,86% 9,21% 6,57% 5,26%

| | | application | | 3,94% |
| | | LMS as internal | | 1,31 |

The table above shows that there is 1 application used by students of the English language study program as an online learning medium, namely You Tube (50%), including the "more than half" category. There were 3 online learning media applications in the "All most of Half" category, namely WhatsApp (48,68%), Google Classroom (42,10%), zoom (39,47%) and tere were some online media applications in the category of "Few respondents" namely Instagram (11,86%) Telegram (9,21%), Facebook (6,57%), Edmodo (5,26%), Campus application (3,94%), and LMS as internal (1,31%).

9) **Developing Reciprocity and Cooperation Among Students**

In this indicator there is 1 statement about the effectiveness of learning English with online media during the pandemic. These points are found in number 33,. To describe effective media in an effort to improve student learning better which is done collaboratively, see the following diagram:

Chart 9

Developing Reciprocity and Cooperation Among Students
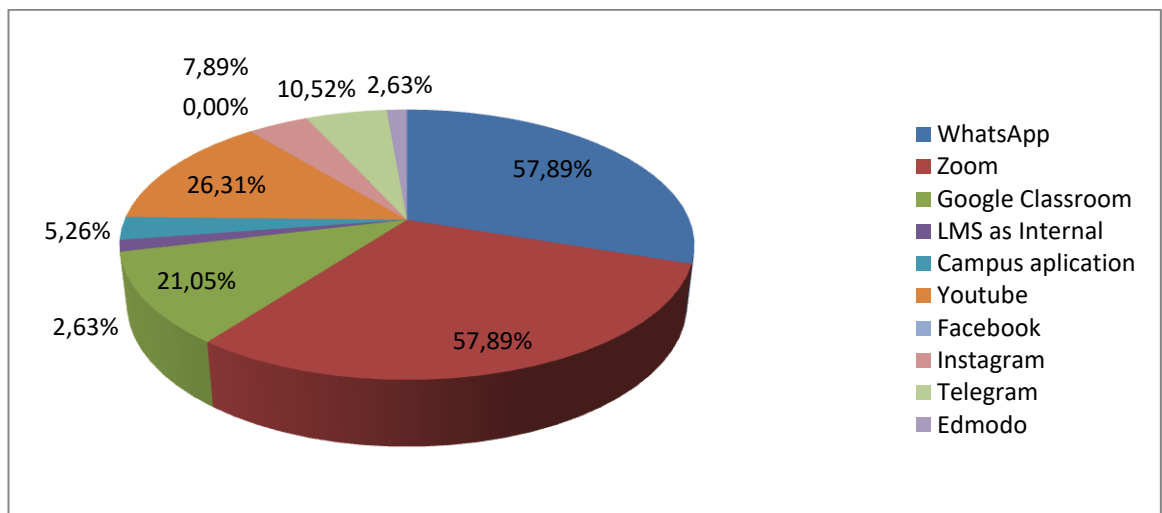
The Chart above shows that online media are effective in supporting students to learn collaboratively, namely WhatsApp and zoom media with a proportion of 57,89%. To illustrate effective online media in supporting students to learn collaboratively, it was following

Table 9

Develops Reciprocity and Cooperation Among Students

No	Interval Percentage(%)	Applications	Qualification	Percentage (%)
1	100	-	-	-
2	76-99			
3	51-75	WhatsApp Zoom	More than half	57,89% 57,89%
4	50	-	-	-
5	26-49	You Tube	All most Half	26,31%
6	1-25	Google Classroom Instagram Telegram	Few of the respondent	21,05% 7,89% 10,52%

		Campus application		5, 26%
		LMS as Internal		2,63%
		Edmodo		2,63%
7	0	Facebook	None	0%

The table above shows that there are 2 applications used by English study program students as online learning media, namely Whatsapp (57,89%) and Zoom (57,89%), including the "more than half" category. Just one online learning media application in the "All most Half" category, namely You Tube (26,31%), 6 online media applications in the "few respondents" category, namely Google Classroom (21,05%), Instagram (7,89%), Telegram (10,52%), Campus Applications (5,26%), LMS as Internal (2,63%), Edmodo (2,63%). 1 online learning media application in the "None" category, namely Facebook (0%).

10) Encouraging Active Learning

In this indicator there is one statement about the effectiveness of learning English with online media during the pandemic. These points are listed in number 34. To illustrate effective media in encouraging students to talk about what they have learned and be able to write it down, relate to past experiences, and apply them in everyday life, see the following diagram:

Chart 10

Encouraging Active Learning
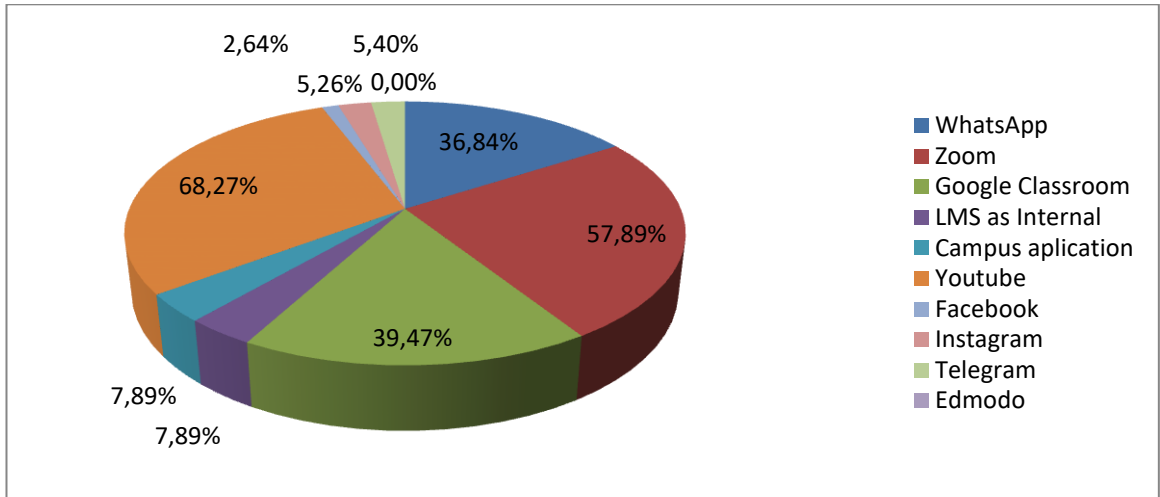
The Chart above shows that online media that is effective in helping provide meaningful English learning for students is You Tube with a percentage of 68,57%. To illustrate effective online media in helping to provide meaningful English learning for students, see the following table:

Table 10

Encouraging Active Learning

No	Interval Percentage(%)	Applications	Qualification	Percentage (%)
1	100	-	-	-
2	76-99			
3	51-75	You Tube Zoom	More than half	68,57% 57,89%
4	50	-	-	-
5	26-49	Google Classroom WhatsApp	All most Half	39,47% 36,84%
6	1-25	LMS as	Few of the	7,89%

		Internal Campus application Instagram Telegram Face book	respondent	7,89% 5,26% 5,26% 2,63
7		Edmodo	None	0

The table above shows that there are 2 applications used by students of English study programs as online learning media, namely You Tube (68,57%) and Zoom (57,89%) including the "more than half" category. 2 online learning media applications in the "All most Half" category, namely Google classroom (39,47%), Whatsapp (36,84%), 5 online media applications in the category of "Little respondents" namely LMS as Internal (7,89%), Campus Applications (7,89%), Instagram (5,26%), Telegram (5,26%), face book (2,63 %). 1 online media application in the "None" category, namely Edmodo (0%).

11) Giving Prompt Feedback

In this indicator there is one statement about the effectiveness of learning English with online media during the pandemic. These points are listed in number 35. To describe effective media in Gives Prompt Feedback. It was following

Chart 11

Gives Prompt Feedback

- WhatsApp
- Zoom
- Google Classroom
- LMS as Internal
- Campus aplication
- Youtube
- Facebook
- Instagram
- Telegram
- Edmodo

10,52% 10,52%
2,63%   2,26%
44,73%
36,84%
60,52%
13,15%
50,00%
7,89%
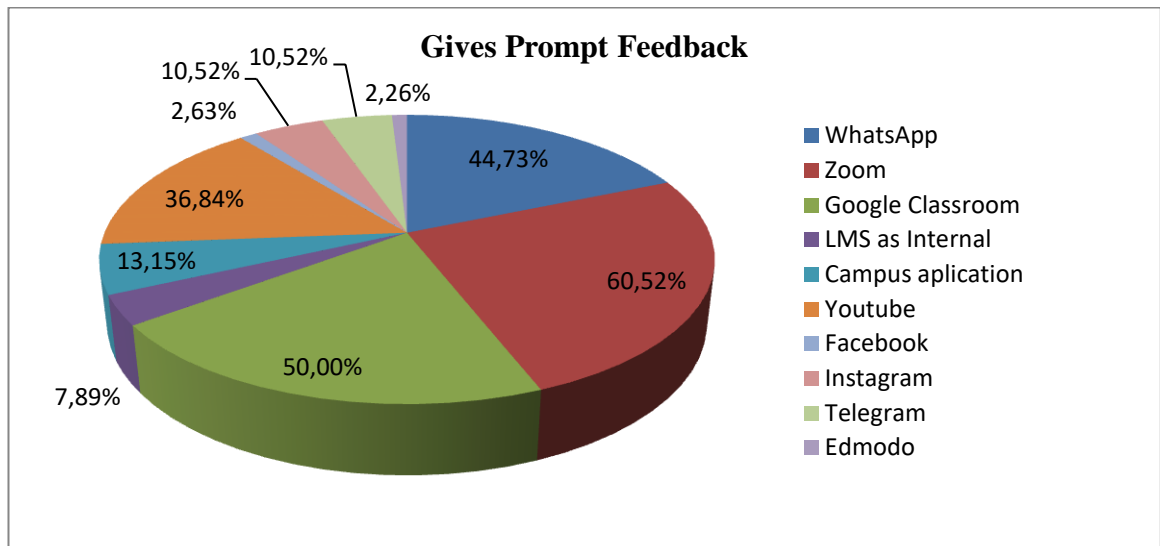
The Chart above shows that online media that is effective in facilitating students to think critically and reflectively is Zoom with a percentage of 60,52%. To describe online media that are effective in facilitating students to think critically and reflectively, see the following table:

Table 11

Giving Prompt Feedback

No	Interval Percentage(%)	Applications	Qualification	Percentage (%)
1	100	-	-	-
2	76-99			
3	51-75	Zoom	More than half	60,52%
4	50	Google Classroom	Half	50%
5	26-49	Whatsapp You Tube	All most Half	44,73% 36,84%
6	1-25	Campus Application	Few of the respondent	13,15%

72

		Instagram		10,52%
		Telegram		10,52%
		LMS as Internal		7,89%
		Edmodo		5,26%
		Facebook		2, 26%

The table above shows that there is 1 application used by students of the English language study program as an online learning medium, namely Zoom (60,52%), including the "more than half" category, Google Classroom (50a%) on half category, 2 online learning media applications in the "All most of Half" category, namely Whatsapp (44,73%), You Tube (36,84%), 6 online media applications in the "Multiple respondents" category, namely Campus applications (13.5%), Instagram (10, 52%), Telegram (10,52 %), LMS as Internal (7,89%), Edmodo (5,26%), Facebook(2, 26%).

12) Emphasizing Time on Task

In this indicator there is 1 statement about the effectiveness of learning English with online media during the pandemic. These points are listed in number 36. To describe effective media in students need help to manage effective study time. See the following diagram:

Chart 12

Emphasizes Time on Task

Legend:
- WhatsApp
- Zoom
- Google Classroom
- LMS as Internal
- Campus aplication
- Youtube
- Facebook
- Instagram
- Telegram
- Edmodo

Values shown: 50,00%, 44,40%, 65,78%, 2,63%, 5,60%, 13,90%, 0,00%, 0,00%, 11,10%, 2,80%
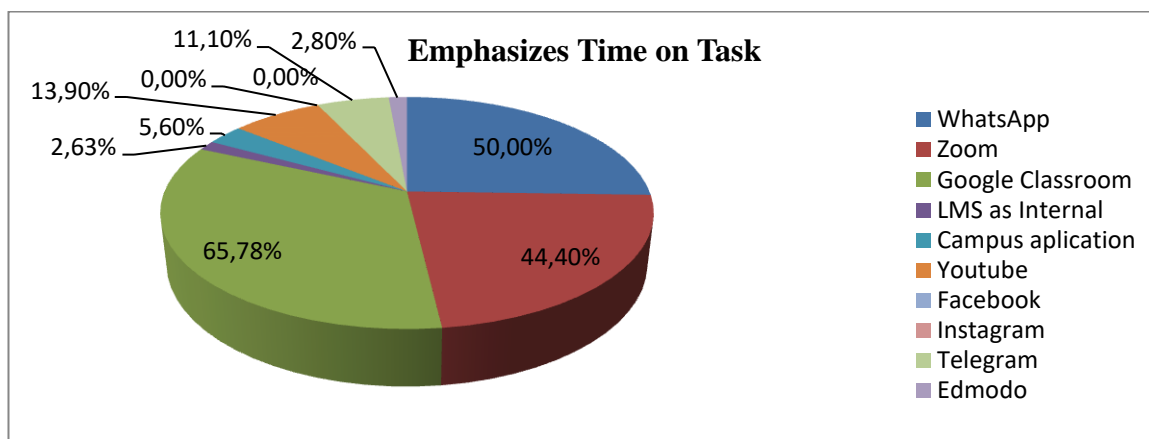
The Chart above shows that online media that is effective in managing study time better is Google classroom media with a proportion of 66.70%. To describe online media that are effective in managing study time well, see the following table:

Table 12

Emphasizing Time on Task

No	Interval Percentage(%)	Applications	Qualification	Percentage (%)
1	100	-	-	-
2	76-99			
3	51-75	Google Classroom	More than half	66,70%
4	50	WhatsApp	Half	50%
5	26-49	Zoom	All most Half	44,4%
6	1-25	You Tube Telegram Campus application LMS as Internal Edmodo	Few of the respondent	13,9% 11,1% 5,6% 2,8% 2,8%
7	0	Facebook Instagram	-	0% 0%

The table above shows that there is 1 application used by students of English study programs as online learning media, namely Google classroom (66.7%), including the "more than half" category. 1 online learning media application in the "Half" category, namely WhatsApp (50%). 5 online media applications with the category "Few respondents" namely You Tube(13.9%), Telegram(11.1%), Campus Applications(5.6%), LMS as Internal(2.8%), Edmodo(2 ,8 %).

13) **Communicating High Expectation**

In this indicator there is 1 statement about the effectiveness of learning English with online media during the pandemic. These points are listed at number 37. To describe effective media in the hope of students learning well. See the following diagram:

Chart 13
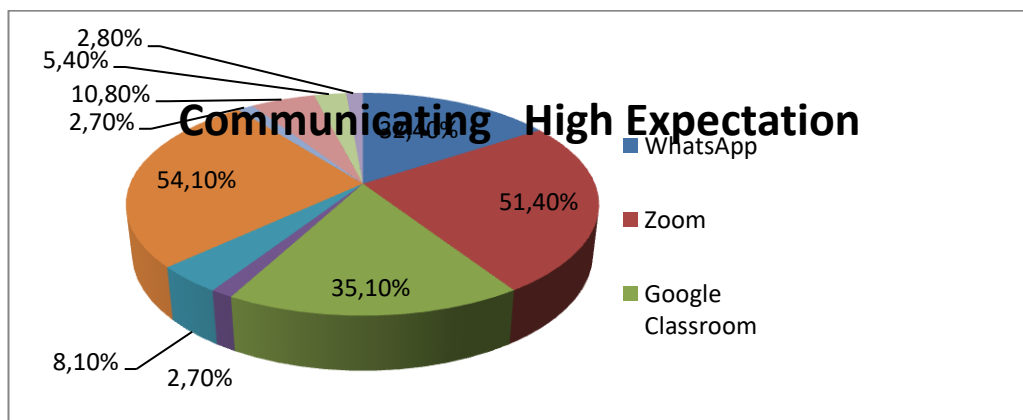
The Chart above shows that online media that is effective in bringing students into efficient English learning is You Tube with a

percentage of 54.1%. To describe online media that are effective in bringing students into efficient English learning, see the following table:

Table 13

Communicating High Expectation

No	Interval Percentage(%)	Application	Qualification	Percentage(%)
1	100	-	-	-
2	76-99			
3	51-75	You Tube Zoom	More than half	54,1% 51,4%
4	50	-	-	-
5	26-49	Google Classroom Whatsapp	All most Half	35,1% 32,4%
6	1-25	Instagram Campus application Telegram LMS as Internal Facebook	Few of the respondent	10,8% 8,1% 5,4% 2,7% 2,7%
7	0	Edmodo	None	0%

The table above shows that there are 2 applications used by students of English study programs as online learning media, namely You Tube (54.1%), Zoom (51.4%), including the "more than half" category. 2 online learning media applications in the "All most of Half" category, namely Google Classroom (35.1%), WhatsApp (32.4%). 5 online media applications in the category of "Slight respondents" namely Instagram (10.8%), Campus Application (8.1%), Telegram (5.4%), LMS as Internal (2.7%), Facebook (2,7 %). 1 learning media application (0%).

14) Respecting Diverse Talents and Ways of Learning

In this indicator there is 1 statement about the effectiveness of learning English with online media during the pandemic. These points are listed in number 38. To describe media that are effective in providing opportunities for students to show their talents and learn how they work. See the following diagram:

Chart 14

Respecting Diverse Talents and Ways of Learning

- WhatsApp
- Zoom
- Google Classroom
- LMS as Internal
- Campus aplication
- Youtube
- Facebook
- Instagram
- Telegram
- Edmodo

40,50%
54,10%
37,80%
2,70%
10,80%
62,20%
5,40%
10,80%
8,10%
0,00%
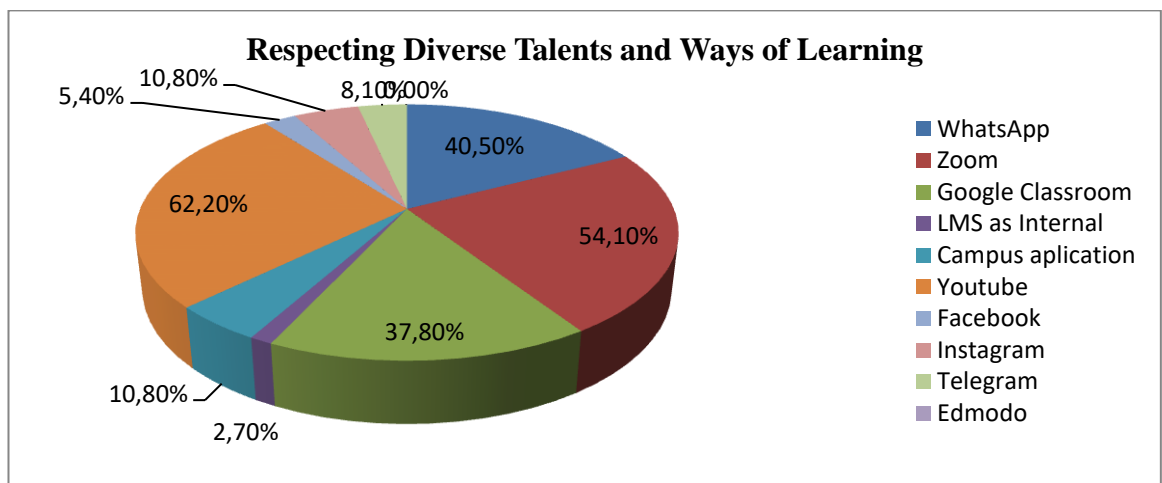
The Chart above shows that online media that is effective in providing opportunities for students to develop their talents and continue to develop these talents to support English language learning is You Tube with a percentage of 62.10%. To illustrate online media that are effective in providing opportunities for students to develop their talents and continue to develop these talents to support English language learning, see the following table:

Table 14

Respecting Diverse Talents and Ways of Learning

No	Interval Percentage(%)	Applications	Qualification	Percentage (%)
1	100	-	-	-
2	76-99			
3	51-75	You Tube	More than half	62,2%
4	50	-	-	-
5	26-49	Zoom Whatsapp Google classroom	All most Half	54,1% 40,5% 37,8%
6	1-25	Campus application Instagram Telegram Facebook LMS as internal	Few of the respondent	10,8% 10,8% 8,1% 5,4% 2,7%
7	0	Edmodo	None	0%

The table above shows that there is 1 application used by students of English study programs as online learning media, namely You Tube (62.2%), including the category of "more than half". 3 online learning media applications in the "All most of Half" category, namely Zoom (54.1%), Whatsapp (40.5%), Google Classroom (37.8%). 5 online media applications in the category of "Little respondents", namely Campus applications (10.8%), Instagram (10.8%), Telegram (8.1%), Facebook (5.4%), LMS as Internal (2,7 %). 1 online learning media application with the "None" category, namely Edmodo with a percentage of 0%

b. **Interview result**

For make sure the information by questionnaire researcher did interview for collecting the complete data. The interview result showed that bellow:

1) Good Lectures Organizing

The data above was supported by interview result for students. It was following:

Good lectures organization in learning online during pandemic of covid 19 when lecturer used zoom application. It caused by the lecturer can monitored the students directly in one time. They can explain information and give instruction more specifically. Then, students can following leaning effectively.[41]

Most of application using in daring learning by zoom was more effective for teaching and learning mainly if students want to present their presentation of task (paper). The students and teacher can give comment and show they actively in classroom (on zoom classroom).[42]

From the interview result above can be said that the students' perception in learning as long as during zoom application was more effective. It can provided change for students active in learning. Students can communicated and giving instruction or comments about the students' presentation of their paper. In spite of lecturer also can correct it directly.

2) Effective Communication

The data above was supported by interview result for students. It was following:

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[41] Student, interview on 23 Mei 2021
[42] Student, interview on 23 Mei 2021

Good communication for learning online during pandemic of covid 19 was zoom application. Students and lecturer can communicate each other in zoom application. Students could get more information.[43]

In zoom application give change for student to learning actively mainly in speaking. The students and teacher can communicate give comment and show they actively in classroom (on zoom classroom).[44]

From the interview result above can be said that the students' perception in learning as long as during zoom application can create the good communication although learning was taken place from home. It can provided change for students active in learning. Students can communicated and giving instruction or comments about the students' presentation of their paper. In spite of lecturer also can correct it directly.

3) Mastering and enthusiasm in courses

The data above was supported by interview result for students. It was following: Mastering and enthusiasm in course in learning online if lecturer used WhatsApp application. Students can ask personal with lecturer when have problem in learning. Students can find out some other reference in learning.[45]

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[43] Student, interview on 23 Mei 2021
[44] Student, interview on 23 Mei 2021
[45] Student, interview on 23 Mei 2021

By WhatsApp application students can more dig information in learning. Students have less problem about networks problem because students can received information several time after learning process was taken place. [46]

From the interview result above can be said that the students' perception in mastering and enthusiasm in course in learning is WhatsApp. By WhatApp application students have less problem mainly for network connection. If in zoom application, network connection always on good condition but in WhatsApps still more problem then zoom application

4) Positive attitude towards students

Positive attitude in learning was shown in WhatsApp application. Students can ask personal with lecturer when have problem in learning. Students can find out some other reference in learning.[47]

By WhatsApp application students can more dig information in learning. Students have less problem about networks problem because students can received information several time after learning process was taken place. [48]

From the interview result above can be said that the students' perception in positive attitude in learning is WhatsApp. By WhatApp application students have less problem mainly for network connection. If in zoom application, network connection always on good condition but in WhatsApps it still more problem then zoom application

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[46] Student, interview on 23 Mei 2021
[47] Student, interview on 23 Mei 2021
[48] Student, interview on 23 Mei 2021

5) Giving fair trials and grades

In Giving fairs trials ad grade in learning online when lecturer used WhatsApp application. Students can collect the task personal with lecturer when have problem in learning, it can helps lecturer for giving the score easily[49]

By WhatsApp application lecturer can more dig information in learning mainly about students' task. Lecturer have less problem about networks problem because students can received the students' task [50]

From the interview result above can be said that the students' perception in giving trails and grade in learning is WhatsApp. By WhatApp application students have less problem mainly for network connection, then lecturer can correct the task easily than zoom.

6) Flexibility in teaching approaches

The data was supported by interview result for students. It was following:

In in flexibility in teaching approach in learning online when lecturer used WhatsApp application. Students can collect the task personal with lecturer when have problem in learning, it can helps lecturer for giving the score easily. [51]

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[49] Student, interview on 23 Mei 2021
[50] Student, interview on 23 Mei 2021
[51] Student, interview on 23 Mei 2021

By WhatsApp application lecturer can more find out information in learning mainly about students' task. Lecturer have less problem about networks problem because students can received the students' task [52]

From the interview result above can be said that the students' perception in in flexibility in teaching approach in learning is WhatsApp. By WhatApp application students can ask more one and else by chatting

7) **Good student learning outcomes**

The data was supported by interview result for students. It was following:

By using Google classroom provide about error rate, performance speed, learning rate, retention rate of what is learned, Measured by the number of time spent by students during learning, Observing students' tendencies to continue learning. [53]

By Google classroom application lecturer can more find out information in learning mainly about students' activities and task. It is not disturb the android application because of full memories. The students can applied it everywhere [54]

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[52] Student, interview on 23 Mei 2021
[53] Student, interview on 23 Mei 2021
[54] Student, interview on 23 Mei 2021

From the interview result above can be said that the students' perception good learning outcome in teaching and learning is Google classrooms. It can provide some message and information.

8) **Encouraging Contact Between Students and Faculty**

By using You Tube can Encourages Contact Between Students and Faculty, student can connect about the material of learning between lecturer and students and faculties elements. [55]

From the interview result above can be said that the students' perception Encourages Contact Between Students and Faculty in teaching and learning is You Tube. It can provide some message and information and direct instruction with audio visual media.

9) **Developing Reciprocity and Cooperation Among Students**

For improving student learning better which is done collaboratively, lecturer used WhatsApp and Zoom application. Both of these application provides some advantages in learning and supports one and else. By zoom students can get all connection with friend and lecturer. Then, in WhatsApp application give students easier for collect the task. [56]

From the interview result above can be said that the students' perception student learning better which is done collaboratively in teaching and

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[55] Student, interview on 23 Mei 2021
[56] Student, interview on 23 Mei 2021

learning is Zoom and WhatsApp application . They can provide some message and information.

10) **Encouraging Active Learning**

For encouraging active learning   student learning better which is done collaboratively, lecturer used You Tube and Zoom application. Both of these application provides advantages in learning and supports one and else. By zoom students can get all connection with friend and lecturer. Then, in Zoom application give students easier for giving explanation of material of discussion directly. [57]

From the interview result above can be said that the students' perception student learning better which is done collaboratively in teaching and learning is Zoom and You tube application. They can provide some message and information.

11) **Giving Prompt Feedback**

In this indicator there is one statement about the effectiveness of learning English with online media during the pandemic.

For Giving Prompt Feedback in learning better which is done collaboratively, lecturer used Zoom application. By using this application in learning and supports one and else. By zoom students can get all

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[57] Student, interview on 23 Mei 2021

connection with friend and lecturer. Then, this application give students easier for getting information the task. [58]

From the interview result above can be said that the students' perception student learning better which is done collaboratively in teaching and learning is Zoom. It provide the change for giving feedback between member of classroom

12) Emphasizing Time on Task

For Giving Prompt Feedback in learning better which is done collaboratively, lecturer used Google classroom application. By using this application in learning and supports one and else. By zoom students can get all connection with friend and lecturer. Then, this application give students easier for getting information the task. [59]

From the interview result above can be said that the students' perception student learning better which is done collaboratively in teaching and learning is Zoom. It provide the change for giving feedback between member of classroom

13) Communicating High Expectation

For high communication in learning better which is done collaboratively, lecturer used Zoom application. By using this application in learning and supports one and else. By zoom students can get all

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[58] Student, interview on 23 Mei 2021
[59] Student, interview on 23 Mei 2021

connection with friend and lecturer. Then, this application give students easier for getting information the task. [60]

From the interview result above can be said that the students' perception student learning better which is done collaboratively in teaching and learning is Zoom. It provide the change for giving feedback between member of classroom

14) Respecting Diverse Talents and Ways of Learning

For effective in providing opportunities for students to develop their talents and continue to develop these talents to support English language learning is You Tube in learning better which is done collaboratively, lecturer used You Tubeapplication. By using this application in learning and supports one and else in getting information. [61]

From the interview result above can be said that the students' perception student learning better which is done collaboratively in teaching and learning is You Tube. It provided the change for giving feedback between member of classroom.

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[60] Student, interview on 23 Mei 2021
[61] Student, interview on 23 Mei 2021

2. **The difficulties of learning English using online media during pandemic Period by IAIN Curup English Study Program students**

   a. **Questionnaire result**

      During of Covid-19 teaching and learning activities at the IAIN Tadris English Study Program have had to transform from offline learning to online learning. There are several online learning media in the form of applications that are used by students and lecturers in English tadris study programs in carrying out online learning, namely WhatsApp, Zoom, Google Classroom, You Tube and Telegram. Of course, in using these media there are some difficulties in each media, especially among students. To find out the difficulties of students in using online learning media, the researchers conducted questionnaire and interviews with several TBI students in semester 4. There were some difficulties in using online media. Based on the questionnaire showed that

   1) Bad Network Connection

      For online learning students always have problem in network connection. Based on the questionnaire, it was become problem for some media in learning application. It was showed in chat bellow:

Chat 15

Bad Network Connection for online learning application
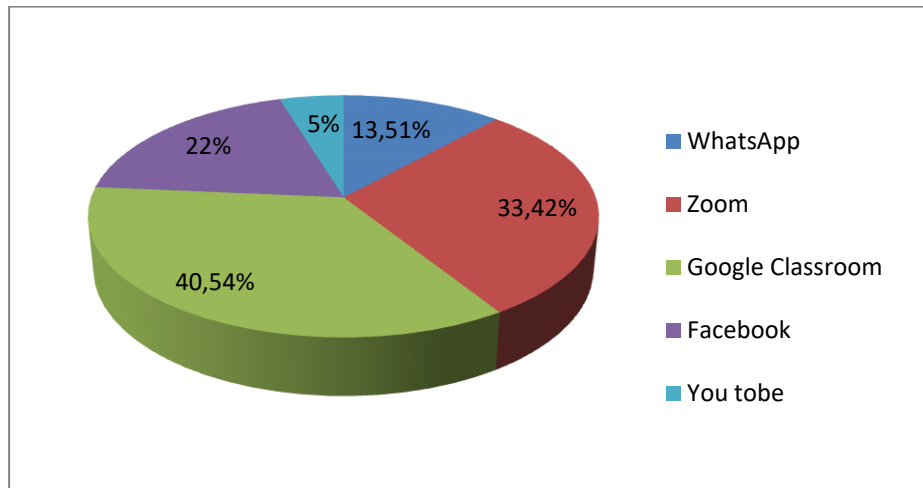
The chart above shows that online media that The difficulties of learning English using online media mainly in have problem for network connection was Google Classroom Application (40,54%), Zoom (33,2%), You Tube (21,62%), WhatsApp (13,51%), and facebook (5,40%)

2) Less of Memories in Hand phone

Hand phone was depended on the data capacity. Researcher had find out the information that there were some students had problem in their data memory which cover to save some information for android or hand phone. Based on the questionnaire was showed that:

Chat 16

Less of memories in Hand phone for online learning application
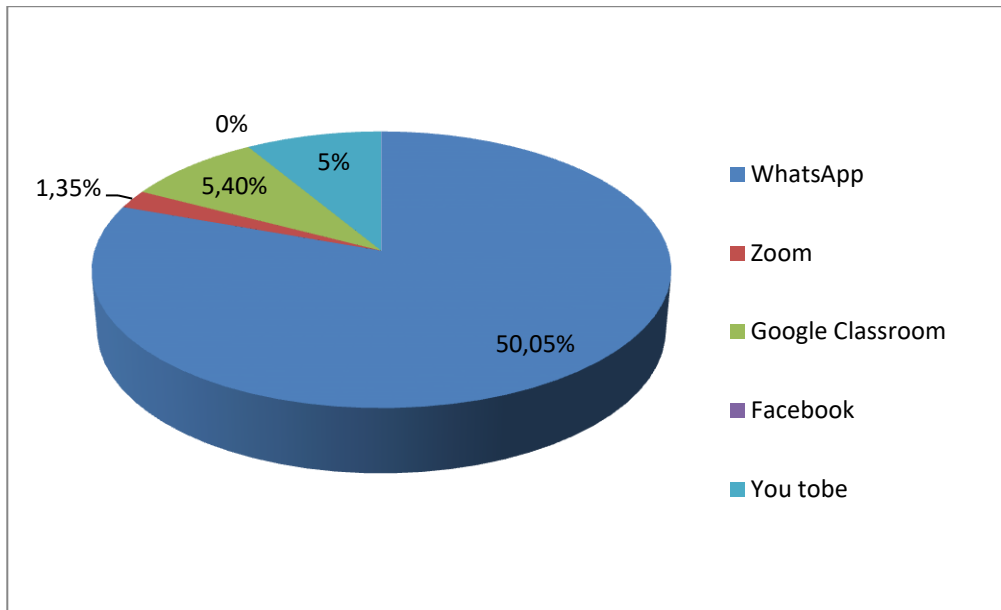
The chart above shows that online media that The difficulties of learning English using online media during pandemic Period by mainly in have problem for hand phone memories was WhatsApp Application (54,05%), Google Classroom (1,35%), Zoom (5,40%), You Tube (5,40%), and facebook (0%)

3) Students nor clear about learning

In online learning lecturers have not change to explained and give learning for widely like as in forum learning at classroom exactly. It make students should creative to find it. It became a problem for

students mainly for learning by using some online media application. It was following bellow:

Chat 18

Students nor clear about learning for online learning application
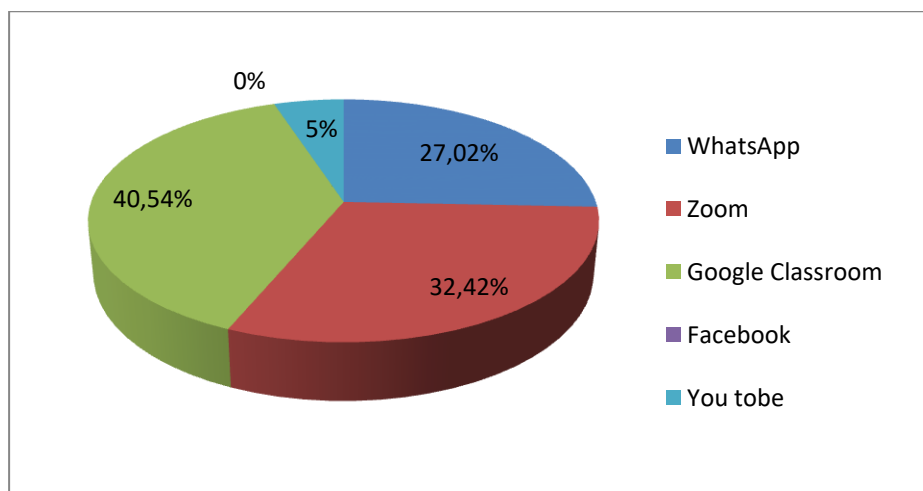
From the chat it can be said that the major application in learning online media was Google classroom (40,54%), zoom (32,42%), WhatsApp (27,02%), You tube (5%) and Face Book (0%).

4) Limiting quota providing

As be know that data or quota was become important element for network android connection or internet connection. This also face by students at IAIN Curup as long as learning online for pandemic period. Researcher find the problem based on the questionnaire result:

Chat 19

Limiting Quota Providing   for online learning application
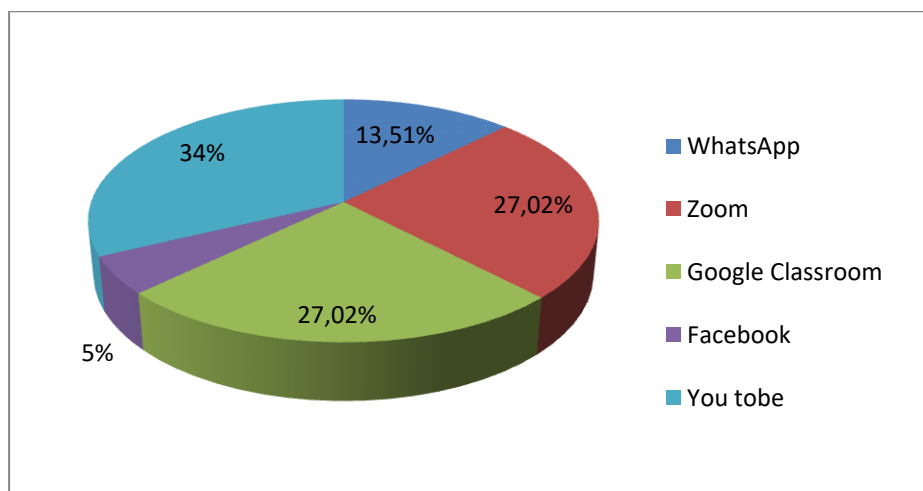
Students had problem in learning online media mainly for quota providing. The quota was supporting for learning for this condition. From the chat it can be said that the main application in learning online media was Google classroom (27,02%), zoom (27,02%), WhatsApp (13,51%), You tube (34%) and Face Book (0%).

b. Interview Result

1) Bad Network connection

There were several questions that the researchers asked. In first interview with the first respondent, I asked what were the difficulties in

learning to use WhatsApp, zoom, Google Classroom, You Tube, and telegram media.

> Students have *problems using Whatsapp, sometimes Whatsapp has such a bad signal and tends to be uninteresting. sometimes students learn English using zoom, almost the same with Whatsapp that is a bad signal problem, but the zoom is more interesting because of feedback in learning. Students usually learn English using Google classroom, Google Classroom has limitations in questions and answers, but what's interesting with Google Classroom is that there is time management in automatically collecting assignments*"

Then researcher interviewed the respondent to the same two questions

> *"yes, in teaching and learning English, students learned to use WhatsApp because of the ease in the learning process. the first is constrained by an unstable internet network, the second is the ability to master the material is still not good, the third learning is not carried out effectively because it is not structured, which lacks focus in learning activities. Yes, zoom is one of the learning media during this Covid-19 Pandemic. The internet network that must be sufficient, the use of so many quotas. Google Classroom is a learning medium that we use in bold learning. must be with a stable signal because if it is not stable during lectures in-class learning is less effective. yes, we often provide learning materials through You Tube, and also we often upload assignments on You Tube, the quota required is quite a lot."*

Bad network connection would be problem for students in learning online as long as this pandemic. Students could not acces some application and make them less information for learning process. Whereas the learning was going on the time with the lecturer schedule.

2) Less of memories in hand phone

Next, reseacher interviewed respondents to the same three questions.

"Yes, using WhatsApp is difficult, sometimes there is not enough memory to download material. Zooming is difficult, like going to a zoom room, sometimes students can't enter, students don't know what the cause is. Google class, Alhamdulillah there are no difficulties."

from the interview above can be said that students had problem to save same information in their phone. Because for several days the have learn by online. Automatically their android or hand phone had received some information which disturbed hand phone's application

3) Students nor clear about learning

Then researcher interviewed the respondent to empathy with the same question.

"In addition, WhatsApp chat groups are also used to speak English as we can speak English using voice notes, may be less effective and there are no difficulties but maybe students are less involved in answering questions, listening and understanding English material delivered through WhatsApp groups by friends.

Based on the interview for some students so researcher find out some difficulties of learning English using online media during pandemic Period by IAIN Curup English Study Program students

4) Limited quota providing

Students had difficulties on quota internet providing. It was following by interview result bellow:

some English courses in our class also use the zoom application as a learning tool, there are some difficulties, as we know the zoom application is a high paying application so the quota is limited so about the signal, when using the zoom signal it must be strong so that the school runs smoothly but in various Rural areas are sometimes unstable, causing learning difficulties. Whereas in Google Classroom,

it is difficult to download files and often forgets if there is an assignment in Google Classroom"

from the information above students had problem such as they had limiteid quota. Sometime they could not download some files as a material for them in learning. As be know that the internet quota was important to support learning online for this pandemic period.

B. Discussion

1. The effectiveness of English language learning using online media during pandemic Period by IAIN Curup English Study Program students as perceived by the student.

In good lecture organization the data presented the finding indicate that two of application such as Zoom and Google classroom are considered effective in in organizing teaching process, Zoom (69,73%), Google Classroom (57,89%). This suggests that two application are effective in material/topics selection sequentially ranging easy to difficult lessons, Activities or implementation of learning consists of learning steps starting from Introduction, Presentation, and Closing. The assessment is carried out based on objectives and functions, following the elements of the assessment to produce accurate, valid, and objective data and information as well as giving questions that must cover various aspects related to the material being taught.

The effective of Zoom and Google classroom were supported by interview result the respondent convey that enable lectures controls

students activities cordially as a respondent stat that Good lectures organization in learning online during pandemic of covid 19 when lecturer used zoom application and Google classroom. It caused by the lecturer can monitored the students directly in one time.[62]

For Effective Communication was indicated effective learning and teaching was Zoom (72,37%) and WhatsApp (52,63%). This aspect covered To describe an effective medium The communication that occurs creates a two-way flow of information, Clear presentation, Speaking fluently, Achievement of abstract ideas with examples, Ability to speak with examples.

The effective of using zoom and whatsApp were suppoeted by interview result that In zoom application give change for student to learning actively mainly in speaking. The students and teacher can communicate give comment and show they actively in classroom (on zoom classroom). As long as during zoom application can create the good communication although learning was taken place from home.

For Mastery and enthusiasm in courses, the effective media was WhatsApp (65,78) and google classroom (60,62%). It effective to describe effective media Must be able to connect lecture content with what students already know, Able to link lecture content with new developments in current disciplines , Can benefit from the results of related research,

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[62] Student 1, interview on 23 Mei 2021

Selection of books and mandatory reading, determining the topic of the description, making an overview, making filter materials.

The effective of using WhatsApp and Google Classroom was supported by interview result which that statement Mastering and enthusiasm in course in learning online if lecturer used WhatsApp application. Students can ask personal with lecturer when have problem in learning. Students can find out some other reference in learning.[63]

For positive attitude toward students, the effective media or application was WhatsApp (65,78). It effective to media in helping when students have difficulty with lecture material, lecturers can be contacted by students outside the classroom, lecturers are aware of and care about what students are learning. This fact was supported by interview that Positive attitude in learning was shown in WhatsApp application. Students can ask personal with lecturer when have problem in learning. Students can find out some other reference in learning. By WhatsApp application students can more dig information in learning. Students have less problem about networks problem because students can received information several time after learning process was taken place

For Giving fair trials and grades the effective application was WhatsApp (53,94%) it effective for suitability of the exam questions with the lecture material, Consistent attitudes towards achieving college goals,

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[63] Student 2, interview on 23 Mei 2021

Efforts made by students to achieve learning objectives, Providing feedback on student work.

The effective learning process by using whatsApp was supported by interview to respondent stat that In Giving fairs trials ad grade in learning online when lecturer used WhatsApp application. Students can collect the task personal with lecturer when have problem in learning, it can helps lecturer for giving the score easily. [64]

For Flexibility in teaching approaches the effective application was WhatsApp (55,26%). It effective for providing different time opportunities to students with different abilities, the learning approaches taken by lecturers vary. The effective of using WhatsApp in learning process was supported by interview result to some respondent which state that in flexibility in teaching approach in learning online when lecturer used WhatsApp application. Students can collect the task personal with lecturer when have problem in learning, it can helps lecturer for giving the score easily

For good students learning outcome, the effective application as a media in learning process was Google Classroom (57,85%), it effective to namely error rate, performance speed, learning rate, retention rate of what is learned, Measured by the number of time spent by students during learning, Observing students' tendencies to continue learning. The effective in using Google Classroom in teaching in learing process was supported by

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[64] Student 3, interview on 23 Mei 2021

respondents' statement that By using Google classroom provide about error rate, performance speed, learning rate, retention rate of what is learned, Measured by the number of time spent by students during learning, Observing students' tendencies to continue learning.

The effective in using Google classroom was supported by interview to students that By using Google classroom provide about error rate, performance speed, learning rate, retention rate of what is learned, Measured by the number of time spent by students during learning, Observing students' tendencies to continue learning.[65]

For encouraging contact between students and faculty prove that the effective media was You Tube(50%). It effective to media in Fostering enthusiasm for learning, Increasing students' intellectual commitment, Encouraging them to think about their own values and helping plan future plans. It was supported by interview result that By using You Tube can Encourages Contact Between Students and Faculty, student can connect about the material of learning between lecturer and students and faculties elements. In teaching and learning You Tubeprovide some message and information and direct instruction with audio visual media.

For developing reciprocity and cooperation among students, the effective application was WhatsApps and Zoom (57,89%). This indicated indicators: describe effective media in an effort to improve student learning better which is done collaboratively. This data was supported by interview

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[65] Student 2, interview on 23 Mei 2021

result that For improving   student learning better which is done collaboratively, lecturer used WhatsApp and Zoom application. Both of these application provides some advantages in learning and supports one and else. By zoom students can get all connection with friend and lecturer. Then, in Whats app application give students easier for collect the task

For encouraging active learning the effective application as a media for learning process was You Tube(68,57%) and Zoom (57,89%). These application effective to illustrate effective media in encouraging students to talk about what they have learned and be able to write it down, relate to past experiences, and apply them in everyday life.

The data was supported by interview result For encouraging active learning   student learning better which is done collaboratively, lecturer used You Tube and Zoom application. Both of these application provides advantages in learning and supports one and else. By zoom students can get all connection with friend and lecturer. Then, in Zoom application give students easier for giving explanation of material of discussion directly. [66]

For giving prompt feedback the effective application in learning was zoom (60,52%). It was effective to describe effective media in giving the opportunity to reflect on what has been learned, what is still known, and how to assess oneself. The data was supported by interview result that For Giving Prompt Feedback in learning better which is done collaboratively,

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[66] Student 5, interview on 23 Mei 2021

lecturer used Zoom application. By using this application in learning and supports one and else. By zoom students can get all connection with friend and lecturer. Then, this application give students easier for getting information the task

For Emphasizing time on task the effective application in learning process was Google classroom (66,77%) and WhatsApp (50%). It effective to describe effective media in students need help to manage effective study time. It supported by interview data that For Giving Prompt Feedback in learning better which is done collaboratively, lecturer used Google classroom application. By using this application in learning and supports one and else. By Google classroom students can get all connection with friend and lecturer. Then, this application give students easier for getting information the task.[67]

For communicative high expectation the effective application in learning process was You Tube(54,1%) and Zoom (51,4%) it was effective to describe effective media in the hope of students learning well.

The data was supported by interview result that For high communication in learning better which is done collaboratively, lecturer used Zoom application. By using this application in learning and supports one and else.

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[67] Student 2, interview on 23 Mei 2021

By zoom students can get all connection with friend and lecturer. Then, this application give students easier for getting information the task.[68]

For respecting diverse talents ways of learning, the effective application was You Tube(62,2%). It effective to media that are effective in providing opportunities for students to show their talents and learn how they work.

The data was supported by interview result that For effective in providing opportunities for students to develop their talents and continue to develop these talents to support English language learning is You Tube in learning better which is done collaboratively, lecturer used You Tube application. By using this application in learning and supports one and else in getting information.[69]

2. **The difficulties of learning English using online media during pandemic Period by IAIN Curup English Study Program students**

Based on the interview for some students so researcher find out some difficulties of learning English using online media during pandemic Period by IAIN Curup English Study Program students. Students have problems using Whatsapp mainly if it had bad signal and tends to be uninteresting. So, the students cannot open some image and message from WhatsApp. In Zoom meting it also still on signal problem, but the zoom is

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[68] Student 4, interview on 23 Mei 2021
[69] Student 5, interview on 23 Mei 2021

more interesting because of feedback in learning. They are following bellow:

1) **Bad Network connection**

The main problem for network connection was Google Classroom Application (40,54%). In Google Classroom application provided some program such as file transferring and face to face application between students and lectures. But if it had trouble in connection make the meeting or file transferring ware pending too. The real, network connection can disturb other application learning online. But based on the researcher finding from the students the major problem was on Google classroom application.

That fact supported by interview result which stat that or Google classroom application. It is a good application for students in learning online. Nevertheless it need good network connection. In order students can connect with the meeting and get information from files.[70]

2) **Less of memories in hand phone**

The problem for hand phone memories was WhatsApp Application (54,05%), because information from message both of Video, picture enter to memories directly (card memory or phone memory). Students cannot save much memories because it has limited. Because for several days they have learn by online, so the

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[70] Student 3, interview on 23 Mei 2021

android or hand phone had received some information which disturbed hand phone's application.

The data is real with interview result which said that in whatsApp application students' hand phone should had large memory. It can cover much data from WA. Sometimes hand phone had limited capability to save some data. If it was full make hand phone software on slow respond.[71]

3) Students nor clear about learning

The major application in learning online media was Google classroom (40,54%). Students have not problem to understand. The students can not more clear about information because limited of time to lecturer for giving explanation.

The data above suitable with interview result which explain that by learning online mainly in Google classroom application it provided interaction, mainly in face to face online meeting which make students can not give more information caused by crowded situation on monitor. [72]

4) Limiting quota providing

The major application had problem for quota limiting was You tube (34%). In You tube application the network connection was on good condition. To make the good network connection the students

[71] Student 1, interview on 23 Mei 2021

[72] Student 4, interview on 23 Mei 2021

should had quota enabling. Although there were some application had connection problem such as Google classroom, WhatsApp, and others.

The data above supported by interview to students that in using application You tube application. Students cannot access the some information because limiting quota. In You tube application students should have move quota for download r just watching the videos. [73]

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[73] Student 2, interview on 23 Mei 2021

CHAPTER V

CONCLUSION   AND SUGGESTION

A. Conclusion

1. **The effectiveness of English language learning using online media during pandemic Period by IAIN Curup English Study Program students as perceived by the student.**

   Based on the finding , it can be concluded the effective media for Good Lectures Organizing using zoom with namely Zoom (69,73%), For Effective Communication : Zoom (72,37%) and WhatsApp (52,63%) are included on "more than half" category. For Positive attitude towards students is WhatsApp (65,78), Google was on "more than half" category. For Giving fair trials and grades WhatsApp (53,94%) more than half category. For Flexibility in teaching approaches WhatsApp (55,26%), including the "more than half" category. For Encouraging Contact Between Students and Faculty You Tube (50%). For Developing Reciprocity and Cooperation Among Students is Whatsapp (57,89%) and Zoom (57,89%). For Encouraging Active Learning You Tube (68,57%) and Zoom (57,89%) For Giving Prompt Feedback is Zoom (60,52%), For Emphasizing Time on Task is Google classroom (66.7%). For Communicating High Expectation You Tube (54.1%). For   Respecting Diverse Talents and Ways of Learning is You Tube (62.2%)

2. **The difficulties of learning English using online media during pandemic Period by IAIN Cur~~r~~   ~~u~~dy Program students**

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The difficulties of learning English using online media during pandemic Period by IAIN Curup English Study Program students on network problem (bad signal), less of memories in hand phone, students not clear about the learning and limited quota providing

B. **Suggestion**

1. For lecturers

   Lecturers should choose the appropriate application so the students can follow learning sportively. The material used in learning should be supported by media and application used

2. For students

   Students should show sportively in learning in order can follow learning and get information on material from that learning. The students also should find out the solution if they have problem in network connection. It may be done by look for the location which has good networks connection

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APPENDIX

Table I
Blueprint of Questionnaire

Categories	Indicators	Sub indicators	English Items	Indonesian Items
Effectiveness of learning	Lesson Organizing	Selection of materials/topics in a sequential way from easy to difficult lessons.	The following media are effective in providing online learning materials in a sequential way from easy to difficult materials. ☐ WhatsApp ☐ Zoom ☐ Google Classroom ☐ LMS as Internal ☐ Campus Application ☐ Quizziz Application ☐ YouTube ☐ Facebook ☐ Instagram ☐ Telegram ☐ Edmodo	Media berikut efektif dalam memberikan materi pembelajaran online secara berurutan dari materi gampang ke materi susah. ☐ WhatsApp ☐ Zoom ☐ Google Classroom ☐ LMS as Internal ☐Campus Application ☐ Quizziz Application ☐ YouTube ☐ Facebook ☐ Instagram ☐ Telegram ☐ Edmodo
		The learning activity or implementation consists of learning steps raging from: Introduction, Presentation, and Closing	The following media are effective in organizing learning in terms of introduction, presentation, and closing of lessons well. ☐ WhatsApp ☐ Zoom ☐ Google Classroom ☐ LMS as Internal ☐ Campus Application ☐ Quizziz Application ☐ YouTube ☐ Facebook ☐ Instagram ☐ Telegram ☐ Edmodo	Media berikut efektif dalam mengatur pembelajaran khususnya dalam hal pengenalan, penyajian, dan penutupan pembelajaran dengan baik. ☐ WhatsApp ☐ Zoom ☐ Google Classroom ☐ LMS as Internal ☐ Campus Application ☐ Quizziz Application ☐ YouTube ☐ Facebook ☐ Instagram ☐ Telegram ☐ Edmodo
		Assessments are conducted in objective ways and based on the	The following media are effective in conducting objective assessments as they are functioned. ☐ WhatsApp	Media-media berikut ini efektif dalam melakukan penilaian yang objektif sesuai fungsinya. ☐ WhatsApp

		functions, following the elements of assessment to produce accurate, valid, and objective data and information	☐ Zoom ☐ Google Classroom ☐ LMS as Internal ☐ Campus Application ☐ Quizziz Application ☐ YouTube ☐ Facebook ☐ Instagram ☐ Telegram ☐ Edmodo	☐ Zoom ☐ Google Classroom ☐ LMS as Internal ☐ Campus Application ☐ Quizziz Application ☐ YouTube ☐ Facebook ☐ Instagram ☐ Telegram ☐ Edmodo
		The assignment of the questions should cover various aspects related to the material being taught.	The following media are effective in giving students questions oriented towards and on the basis of the materials taught. ☐ WhatsApp ☐ Zoom ☐ Google Classroom ☐ LMS as Internal ☐ Campus Application ☐ Quizziz Application ☐ YouTube ☐ Facebook ☐ Instagram ☐ Telegram ☐ Edmodo	Media berikut efektif dalam memberikan pertanyaan kepada mahasiswa yang berorientasi dan berdasarkan pada materi yang diajarkan. ☐ WhatsApp ☐ Zoom ☐ Google Classroom ☐ LMS as Internal ☐ Campus Application ☐ Quizziz Application ☐ YouTube ☐ Facebook ☐ Instagram ☐ Telegram ☐ Edmodo
	Effective Communication	Communication that occurs creates a two-way flow of information	The following media are effective in communication management in which two-way communication is established. ☐ WhatsApp ☐ Zoom ☐ Google Classroom ☐ LMS as Internal ☐ Campus Application ☐ Quizziz Application ☐ YouTube ☐ Facebook ☐ Instagram ☐ Telegram ☐ Edmodo	Media berikut efektif dalam manajemen komunikasi di mana komunikasi dua arah terjalin dengan baik. ☐ WhatsApp ☐ Zoom ☐ Google Classroom ☐ LMS as Internal ☐ Campus Application ☐ Quizziz Application ☐ YouTube ☐ Facebook ☐ Instagram ☐ Telegram ☐ Edmodo

		Clear presentation	The following media are effective in presenting materials clearly ☐ WhatsApp ☐ Zoom ☐ Google Classroom ☐ LMS as Internal ☐ Campus Application ☐ Quizziz Application ☐ YouTube ☐ Facebook ☐ Instagram ☐ Telegram ☐ Edmodo	Media berikut efektif dalam menyajikan materi dengan jelas. ☐ WhatsApp ☐ Zoom ☐ Google Classroom ☐ LMS as Internal ☐ Campus Application ☐ Quizziz Application ☐ YouTube ☐ Facebook ☐ Instagram ☐ Telegram ☐ Edmodo
		Smooth speaking	The following media are effective in supporting the establishment of good communication. ☐ WhatsApp ☐ Zoom ☐ Google Classroom ☐ LMS as Internal ☐ Campus Application ☐ Quizziz Application ☐ YouTube ☐ Facebook ☐ Instagram ☐ Telegram ☐ Edmodo	Media-media berikut ini efektif dalam mendukung terjalinnya komunikasi yang baik. ☐ WhatsApp ☐ Zoom ☐ Google Classroom ☐ LMS as Internal ☐ Campus Application ☐ Quizziz Application ☐ YouTube ☐ Facebook ☐ Instagram ☐ Telegram ☐ Edmodo
		Achievement of abstract ideas with examples	The following media are effective in delineating abstract ideas with examples during the processes of English learning. ☐ WhatsApp ☐ Zoom ☐ Google Classroom ☐ LMS as Internal ☐ Campus Application ☐ Quizziz Application ☐ YouTube ☐ Facebook ☐ Instagram	Media berikut efektif dalam menggambarkan ide-ide abstrak dengan contoh-contoh selama proses pembelajaran bahasa Inggris. ☐ WhatsApp ☐ Zoom ☐ Google Classroom ☐ LMS as Internal ☐ Campus Application ☐ Quizziz Application ☐ YouTube ☐ Facebook ☐ Instagram

			☐ Telegram ☐ Edmodo	☐ Telegram ☐ Edmodo
		Ability to speak well	The following media are effective in improving students' ability to speak well. ☐ WhatsApp ☐ Zoom ☐ Google Classroom ☐ LMS as Internal ☐ Campus Application ☐ Quizziz Application ☐ YouTube ☐ Facebook ☐ Instagram ☐ Telegram ☐ Edmodo	Media berikut efektif dalam meningkatkan kemampuan berbicara siswa dengan baik. ☐ WhatsApp ☐ Zoom ☐ Google Classroom ☐ LMS as Internal ☐ Campus Application ☐ Quizziz Application ☐ YouTube ☐ Facebook ☐ Instagram ☐ Telegram ☐ Edmodo
		Ability to hear	The following media are effective in the sense that they are relevant to students' ability to hear the lecturers' presentation clearly. ☐ WhatsApp ☐ Zoom ☐ Google Classroom ☐ LMS as Internal ☐ Campus Application ☐ Quizziz Application ☐ YouTube ☐ Facebook ☐ Instagram ☐ Telegram ☐ Edmodo	Media berikut efektif dalam artian sesuai dengan kemampuan mahasiswa untuk mendengarkan presentasi dosen dengan jelas. ☐ WhatsApp ☐ Zoom ☐ Google Classroom ☐ LMS as Internal ☐ Campus Application ☐ Quizziz Application ☐ YouTube ☐ Facebook ☐ Instagram ☐ Telegram ☐ Edmodo
	Mastering and enthusiasm in the course	Must be able to connect the content of the lecture with what the student already knows.	The following media are effective because they help connect the lecture's contents with students' prior knowledge. ☐ WhatsApp ☐ Zoom ☐ Google Classroom ☐ LMS as Internal	Media berikut efektif karena membantu menghubungkan isi kuliah dengan pengetahuan awal yang mahasiswa miliki. ☐ WhatsApp ☐ Zoom ☐ Google Classroom ☐ LMS as Internal

			☐ Campus Application ☐ Quizziz Application ☐ YouTube ☐ Facebook ☐ Instagram ☐ Telegram ☐ Edmodo	☐ Campus Application ☐ Quizziz Application ☐ YouTube ☐ Facebook ☐ Instagram ☐ Telegram ☐ Edmodo
		Able to associate the content of lectures with new developments in the current scientific discipline.	The following media are effective because they can associate the lecture's contents with the advancement of today's scientific discipline. ☐ WhatsApp ☐ Zoom ☐ Google Classroom ☐ LMS as Internal ☐ Campus Application ☐ Quizziz Application ☐ YouTube ☐ Facebook ☐ Instagram ☐ Telegram ☐ Edmodo	Media berikut efektif karena dapat mengaitkan isi kuliah dengan kemajuan disiplin ilmu saat ini. ☐ WhatsApp ☐ Zoom ☐ Google Classroom ☐ LMS as Internal ☐ Campus Application ☐ Quizziz Application ☐ YouTube ☐ Facebook ☐ Instagram ☐ Telegram ☐ Edmodo
		Able to benefit from the results of related research	13. The following media are effective because they make it easier for both lecturers and students to make use of up-to-date research results as learning materials. ☐ WhatsApp ☐ Zoom ☐ Google Classroom ☐ LMS as Internal ☐ Campus Application ☐ Quizziz Application ☐ YouTube ☐ Facebook ☐ Instagram ☐ Telegram ☐ Edmodo	Media berikut efektif karena memudahkan dosen maupun mahasiswa untuk memanfaatkan hasil penelitian terkini sebagai bahan pembelajaran. ☐ WhatsApp ☐ Zoom ☐ Google Classroom ☐ LMS as Internal ☐ Campus Application ☐ Quizziz Application ☐ YouTube ☐ Facebook ☐ Instagram ☐ Telegram ☐ Edmodo
		Selection of	The following media are	Media berikut efektif

		compulsory books and readings	effective because they can help students get access to compulsory books and readings. ☐ WhatsApp ☐ Zoom ☐ Google Classroom ☐ LMS as Internal ☐ Campus Application ☐ Quizziz Application ☐ YouTube ☐ Facebook ☐ Instagram ☐ Telegram ☐ Edmodo	karena dapat membantu siswa mendapatkan akses buku dan bacaan yang dibutuhkan. ☐ WhatsApp ☐ Zoom ☐ Google Classroom ☐ LMS as Internal ☐ Campus Application ☐ Quizziz Application ☐ YouTube ☐ Facebook ☐ Instagram ☐ Telegram ☐ Edmodo
		Determination of topic of discussion	The following media are effective because they make it easier to determine the topic of discussion during English learning. ☐ WhatsApp ☐ Zoom ☐ Google Classroom ☐ LMS as Internal ☐ Campus Application ☐ Quizziz Application ☐ YouTube ☐ Facebook ☐ Instagram ☐ Telegram ☐ Edmodo	Media berikut ini efektif karena memudahkan dalam menentukan topik pembahasan selama pembelajaran bahasa Inggris. ☐ WhatsApp ☐ Zoom ☐ Google Classroom ☐ LMS as Internal ☐ Campus Application ☐ Quizziz Application ☐ YouTube ☐ Facebook ☐ Instagram ☐ Telegram ☐ Edmodo
		Overview creation	The following media are effective because they can help both lecturers and students overview English learning materials. ☐ WhatsApp ☐ Zoom ☐ Google Classroom ☐ LMS as Internal ☐ Campus Application ☐ Quizziz Application ☐ YouTube	Media berikut ini efektif karena dapat membantu dosen dan mahasiswa dalam meninjau materi pembelajaran bahasa Inggris. ☐ WhatsApp ☐ Zoom ☐ Google Classroom ☐ LMS as Internal ☐ Campus Application ☐ Quizziz Application

			☐ Facebook ☐ Instagram ☐ Telegram ☐ Edmodo	☐ YouTube ☐ Facebook ☐ Instagram ☐ Telegram ☐ Edmodo
		Making of serving ingredients	The following media are effective because they can facilitate the process of planning and executing English learning processes. ☐ WhatsApp ☐ Zoom ☐ Google Classroom ☐ LMS as Internal ☐ Campus Application ☐ Quizziz Application ☐ YouTube ☐ Facebook ☐ Instagram ☐ Telegram ☐ Edmodo	Media berikut efektif karena dapat mempermudah proses perencanaan dan pelaksanaan proses pembelajaran bahasa Inggris. ☐ WhatsApp ☐ Zoom ☐ Google Classroom ☐ LMS as Internal ☐ Campus Application ☐ Quizziz Application ☐ YouTube ☐ Facebook ☐ Instagram ☐ Telegram ☐ Edmodo
	Positive attitude towards students	Assists when students have difficulty with lecture materials	The following media are effective because they can help students deal with difficulties in learning English materials. ☐ WhatsApp ☐ Zoom ☐ Google Classroom ☐ LMS as Internal ☐ Campus Application ☐ Quizziz Application ☐ YouTube ☐ Facebook ☐ Instagram ☐ Telegram ☐ Edmodo	Media berikut efektif karena dapat membantu mahsiswa mengatasi kesulitan dalam mempelajari materi bahasa Inggris. ☐ WhatsApp ☐ Zoom ☐ Google Classroom ☐ LMS as Internal ☐ Campus Application ☐ Quizziz Application ☐ YouTube ☐ Facebook ☐ Instagram ☐ Telegram ☐ Edmodo
		lecturers can be contacted by students outside the	The following media are effective because students can easily contact lecturers outside the classroom	Media berikut efektif karena mahasiswa dapat dengan mudah menghubungi dosen di luar

		classroom	period. ☐ WhatsApp ☐ Zoom ☐ Google Classroom ☐ LMS as Internal ☐ Campus Application ☐ Quizziz Application ☐ YouTube ☐ Facebook ☐ Instagram ☐ Telegram ☐ Edmodo	jam pelajaran. ☐ WhatsApp ☐ Zoom ☐ Google Classroom ☐ LMS as Internal ☐ Campus Application ☐ Quizziz Application ☐ YouTube ☐ Facebook ☐ Instagram ☐ Telegram ☐ Edmodo
		Lecturers realize and care about what students learn.	The following media are effective because they can help lecturers care about what students learn. ☐ WhatsApp ☐ Zoom ☐ Google Classroom ☐ LMS as Internal ☐ Campus Application ☐ Quizziz Application ☐ YouTube ☐ Facebook ☐ Instagram ☐ Telegram ☐ Edmodo	Media berikut efektif karena dapat membantu dosen lebih peduli terhadap apa yang dipelajari mahasiswa. ☐ WhatsApp ☐ Zoom ☐ Google Classroom ☐ LMS as Internal ☐ Campus Application ☐ Quizziz Application ☐ YouTube ☐ Facebook ☐ Instagram ☐ Telegram ☐ Edmodo
	Giving fair trials and grades	Conformity of exam questions with lecture materials	The following media are effective because they make it easier for lecturers to provide exams which conform to the English materials the students learn. ☐ WhatsApp ☐ Zoom ☐ Google Classroom ☐ LMS as Internal ☐ Campus Application ☐ Quizziz Application ☐ YouTube ☐ Facebook ☐ Instagram	Media berikut efektif karena memudahkan dosen untuk memberikan ujian yang sesuai dengan materi bahasa Inggris yang dipelajari mahasiswa. ☐ WhatsApp ☐ Zoom ☐ Google Classroom ☐ LMS as Internal ☐ Campus Application ☐ Quizziz Application ☐ YouTube ☐ Facebook ☐ Instagram ☐ Telegram

			☐ Telegram ☐ Edmodo	☐ Edmodo
		Consistent attitude towards achieving college goals	The following media are effective because they help develop students' consistent attitude towards achieving college goals. ☐ WhatsApp ☐ Zoom ☐ Google Classroom ☐ LMS as Internal ☐ Campus Application ☐ Quizziz Application ☐ YouTube ☐ Facebook ☐ Instagram ☐ Telegram ☐ Edmodo	Media berikut efektif karena membantu mengembangkan sikap konsisten siswa dalam mencapai tujuan perkuliahan. ☐ WhatsApp ☐ Zoom ☐ Google Classroom ☐ LMS as Internal ☐ Campus Application ☐ Quizziz Application ☐ YouTube ☐ Facebook ☐ Instagram ☐ Telegram ☐ Edmodo
		Students' efforts made to achieve the objectives of learning	The following media are effective because they encourage students to make efforts to attain the objectives of their English learning. ☐ WhatsApp ☐ Zoom ☐ Google Classroom ☐ LMS as Internal ☐ Campus Application ☐ Quizziz Application ☐ YouTube ☐ Facebook ☐ Instagram ☐ Telegram ☐ Edmodo	Media berikut efektif karena mendorong siswa untuk berusaha mencapai tujuan pembelajaran bahasa Inggris. ☐ WhatsApp ☐ Zoom ☐ Google Classroom ☐ LMS as Internal ☐ Campus Application ☐ Quizziz Application ☐ YouTube ☐ Facebook ☐ Instagram ☐ Telegram ☐ Edmodo
		Providing feedback on students work	23.The following media are effective because they help provide feedback on students' works efficiently. ☐ WhatsApp ☐ Zoom	Media berikut efektif karena membantu memberikan umpan balik pada pekerjaan mahasiswa secara efisien. ☐ WhatsApp ☐ Zoom

			☐ Google Classroom ☐ LMS as Internal ☐ Campus Application ☐ Quizziz Application ☐ YouTube ☐ Facebook ☐ Instagram ☐ Telegram ☐ Edmodo	☐ Google Classroom ☐ LMS as Internal ☐ Campus Application ☐ Quizziz Application ☐ YouTube ☐ Facebook ☐ Instagram ☐ Telegram ☐ Edmodo
	Flexibility in teaching approaches	Giving different time opportunities to students whose abilities are different.	The following media are effective because they help provide different time opportunities to students whose abilities are different. ☐ WhatsApp ☐ Zoom ☐ Google Classroom ☐ LMS as Internal ☐ Campus Application ☐ Quizziz Application ☐ YouTube ☐ Facebook ☐ Instagram ☐ Telegram ☐ Edmodo	Media berikut efektif karena membantu memberikan kesempatan waktu yang berbeda kepada siswa yang kemampuannya berbeda. ☐ WhatsApp ☐ Zoom ☐ Google Classroom ☐ LMS as Internal ☐ Campus Application ☐ Quizziz Application ☐ YouTube ☐ Facebook ☐ Instagram ☐ Telegram ☐ Edmodo
		The approach of learning conducted by lecturers varies	The following media are effective because they help provide feedback on students' works efficiently. ☐ WhatsApp ☐ Zoom ☐ Google Classroom ☐ LMS as Internal ☐ Campus Application ☐ Quizziz Application ☐ YouTube ☐ Facebook ☐ Instagram ☐ Telegram ☐ Edmodo	Media berikut efektif karena membantu memberikan umpan balik pada pekerjaan mahasiswa secara efisien. ☐ WhatsApp ☐ Zoom ☐ Google Classroom ☐ LMS as Internal ☐ Campus Application ☐ Quizziz Application ☐ YouTube ☐ Facebook ☐ Instagram ☐ Telegram ☐ Edmodo
		Student	Measuring the	The following media are	Media berikut ini efektif

s' good outcomes in learning	effectiveness of learning by using 4 (four) aspects, the error rate, the speed of performance, the level of learning, the retention rate of what is learned	effective in measuring learning on the basis of four aspects, namely the error rate, the speed of performance, the level of learning, and the retention rate of what is learned. ☐ WhatsApp ☐ Zoom ☐ Google Classroom ☐ LMS as Internal ☐ Campus Application ☐ Quizziz Application ☐ YouTube ☐ Facebook ☐ Instagram ☐ Telegram ☐ Edmodo	dalam mengukur pembelajaran berdasarkan empat aspek, yaitu tingkat kesalahan, kecepatan kinerja, tingkat pembelajaran, dan tingkat retensi dari apa yang dipelajari. ☐ WhatsApp ☐ Zoom ☐ Google Classroom ☐ LMS as Internal ☐ Campus Application ☐ Quizziz Application ☐ YouTube ☐ Facebook ☐ Instagram ☐ Telegram ☐ Edmodo	
		Measured by The amount of time that students spend during learning	28.The following media are effective because they can help measure the amount of time the students spend during learning English. ☐ WhatsApp ☐ Zoom ☐ Google Classroom ☐ LMS as Internal ☐ Campus Application ☐ Quizziz Application ☐ YouTube ☐ Facebook ☐ Instagram ☐ Telegram ☐ Edmodo	Media berikut efektif karena dapat membantu mengukur jumlah waktu yang digunakan siswa selama belajar bahasa Inggris. ☐ WhatsApp ☐ Zoom ☐ Google Classroom ☐ LMS as Internal ☐ Campus Application ☐ Quizziz Application ☐ YouTube ☐ Facebook ☐ Instagram ☐ Telegram ☐ Edmodo	
		Observing students' tendency to keep learning	The following media are effective in monitoring students' tendency to keep learning. ☐ WhatsApp ☐ Zoom ☐ Google Classroom ☐ LMS as Internal	Media berikut efektif dalam memantau kecenderungan siswa untuk terus belajar. ☐ WhatsApp ☐ Zoom ☐ Google Classroom ☐ LMS as Internal ☐ Campus Application	

			The following media are effective in building students' enthusiasm about learning. ☐ Campus Application ☐ Quizziz Application ☐ YouTube ☐ Facebook ☐ Instagram ☐ Telegram ☐ Edmodo	Media berikut efektif dalam ☐ Quizziz Application ☐ YouTube ☐ Facebook ☐ Instagram ☐ Telegram ☐ Edmodo
Effectiveness of online teaching	Encourages Contact Between Students and Faculty	Nurture the spirit of learning	The following media are effective in building students' enthusiasm about learning. ☐ WhatsApp ☐ Zoom ☐ Google Classroom ☐ LMS as Internal ☐ Campus Application ☐ Quizziz Application ☐ YouTube ☐ Facebook ☐ Instagram ☐ Telegram ☐ Edmodo	Media berikut efektif dalam membangun semangat belajar mahasiswa. ☐ WhatsApp ☐ Zoom ☐ Google Classroom ☐ LMS as Internal ☐ Campus Application ☐ Quizziz Application ☐ YouTube ☐ Facebook ☐ Instagram ☐ Telegram ☐ Edmodo
		Increase students' intellectual commitment	The following media are effective because they can increase students' intellectual commitment. ☐ WhatsApp ☐ Zoom ☐ Google Classroom ☐ LMS as Internal ☐ Campus Application ☐ Quizziz Application ☐ YouTube ☐ Facebook ☐ Instagram ☐ Telegram ☐ Edmodo	Media berikut efektif karena dapat meningkatkan komitmen intelektual mahasiswa. ☐ WhatsApp ☐ Zoom ☐ Google Classroom ☐ LMS as Internal ☐ Campus Application ☐ Quizziz Application ☐ YouTube ☐ Facebook ☐ Instagram ☐ Telegram ☐ Edmodo
		Encourage them to think about their own values and help craft future plans	The following media are effective because they can help students realize the values of English learning and devise their future's learning plans.	Media berikut efektif karena dapat membantu mahasiswa menyadari nilai-nilai pembelajaran bahasa Inggris dan menyusun rencana pembelajaran masa

			□ WhatsApp □ Zoom □ Google Classroom □ LMS as Internal □ Campus Application □ Quizziz Application □ YouTube □ Facebook □ Instagram □ Telegram □ Edmodo	depan mereka. □ WhatsApp □ Zoom □ Google Classroom □ LMS as Internal □ Campus Application □ Quizziz Application □ YouTube □ Facebook □ Instagram □ Telegram □ Edmodo
	Develo ping Recipro city and Cooper ation Among Student s	Strive to improve student learning better which is done on a collaboratively	The following media are effective because they can support students to learn in a collaborative way. □ WhatsApp □ Zoom □ Google Classroom □ LMS as Internal □ Campus Application □ Quizziz Application □ YouTube □ Facebook □ Instagram □ Telegram □ Edmodo	Media berikut efektif karena dapat mendukung siswa untuk belajar secara kolaboratif. □ WhatsApp □ Zoom □ Google Classroom □ LMS as Internal □ Campus Application □ Quizziz Application □ YouTube □ Facebook □ Instagram □ Telegram □ Edmodo
	Encour aging Active Learnin g	Encourage the students to talk about what they learn and can write it down, relate to past experiences, and apply it in their daily lives.	The following media are effective because they can help provide meaningful English learning for students. □ WhatsApp □ Zoom □ Google Classroom □ LMS as Internal □ Campus Application □ Quizziz Application □ YouTube □ Facebook □ Instagram □ Telegram □ Edmodo	Media berikut efektif karena dapat membantu memberikan pembelajaran bahasa Inggris yang bermakna bagi mahasiswa. □ WhatsApp □ Zoom □ Google Classroom □ LMS as Internal □ Campus Application □ Quizziz Application □ YouTube □ Facebook □ Instagram □ Telegram □ Edmodo

	Giving Prompt Feedback	Given the opportunity to reflect what has been learned, what remains to be known, and how to judge itself.	The following media are effective because they can facilitate students to think critically and reflectively. ☐ WhatsApp ☐ Zoom ☐ Google Classroom ☐ LMS as Internal ☐ Campus Application ☐ Quizziz Application ☐ YouTube ☐ Facebook ☐ Instagram ☐ Telegram ☐ Edmodo	Media berikut efektif karena dapat memfasilitasi mahasiswa untuk berpikir kritis dan reflektif. ☐ WhatsApp ☐ Zoom ☐ Google Classroom ☐ LMS as Internal ☐ Campus Application ☐ Quizziz Application ☐ YouTube ☐ Facebook ☐ Instagram ☐ Telegram ☐ Edmodo
	Emphasizing Time on Task	Students need help managing their effective learning time	The following media are effective because they can help manage learning time better. ☐ WhatsApp ☐ Zoom ☐ Google Classroom ☐ LMS as Internal ☐ Campus Application ☐ Quizziz Application ☐ YouTube ☐ Facebook ☐ Instagram ☐ Telegram ☐ Edmodo	Media berikut efektif karena dapat membantu mengatur waktu belajar dengan lebih baik. ☐ WhatsApp ☐ Zoom ☐ Google Classroom ☐ LMS as Internal ☐ Campus Application ☐ Quizziz Application ☐ YouTube ☐ Facebook ☐ Instagram ☐ Telegram ☐ Edmodo
	Communicating High Expectations	Hope students learn well	The following media are effective because the can bring students into efficient English learning. ☐ WhatsApp ☐ Zoom ☐ Google Classroom ☐ LMS as Internal ☐ Campus Application ☐ Quizziz Application ☐ YouTube ☐ Facebook ☐ Instagram ☐ Telegram	Media berikut efektif karena dapat membawa mahasiswa ke dalam pembelajaran bahasa Inggris yang efisien. ☐ WhatsApp ☐ Zoom ☐ Google Classroom ☐ LMS as Internal ☐ Campus Application ☐ Quizziz Application ☐ YouTube ☐ Facebook ☐ Instagram

			☐ Edmodo	☐ Telegram ☐ Edmodo
	Respecting Diverse Talents and Learning way	Give students the opportunity to show their talents and learn how they work	The following media are effective because they can give students opportunity to develop their talents and work on those talents to support English learning. ☐ WhatsApp ☐ Zoom ☐ Google Classroom ☐ LMS as Internal ☐ Campus Application ☐ Quizziz Application ☐ YouTube ☐ Facebook ☐ Instagram ☐ Telegram ☐ Edmodo	Media berikut efektif karena dapat memberikan kesempatan kepada mahasiswa untuk mengembangkan bakatnya dan terus mengembangkan bakat tersebut untuk menunjang pembelajaran bahasa Inggris. ☐ WhatsApp ☐ Zoom ☐ Google Classroom ☐ LMS as Internal ☐ Campus Application ☐ Quizziz Application ☐ YouTube ☐ Facebook ☐ Instagram ☐ Telegram ☐ Edmodo

Table II

Blueprint of Interview

Difficulties in using online media during English learning

Indicators of online learning media	Questions
WhatsApp	23. Do you learn English using WhatsApp? 24. What are the difficulties in using WhatsApp as a medium of English online learning?
Zoom	25. Do you learn English using Zoom? 26. What are the difficulties in using Zoom as a medium of English online learning?
Google Classroom	27. Do you learn English using Google Classroom? 28. What are the difficulties in using Google

	Classroom as a medium of English online learning?
LMS as Internal	29. Do you learn English using LMS as Internal? 30. What are the difficulties in using LMS as Internal as a medium of English online learning?
Campus Application	31. Do you learn English using Campus Application? 32. What are the difficulties in using Campus Applicationas as a medium of English online learning?
Quizziz Application	33. Do you learn 34. English using Quizziz Application? 35. What are the difficulties in using Quizziz Application as a medium of English online learning?
YouTube	36. Do you learn English using YouTube? 37. What are the difficulties in using YouTube as a medium of English online learning?
Facebook	38. Do you learn English using Facebook? 39. What are the difficulties in using Facebook as a medium of English online learning?
Instagram	40. Do you learn English using Instagram? 41. What are the difficulties in using Instagram as a medium of English online learning?
Telegram	42. Do you learn English using Telegram? 43. What are the difficulties in using Telegram as a medium of English online learning?
Edmodo	44. Do you learn English using Edmodo? 45. What are the difficulties in using Edmodo as a medium of English online learning?

Catatan dari validator

1. Awalnya, teori rujukan indikator yang digunakan oleh peneliti masih kurang. Peneliti hanya memiliki indikator effectiveness of online teaching and learning. Sementara, variable inti yang diorientasikan dalam pertanyaan penelitian 1 adalah penggunaan online media dalam pembelajaran bahasa Inggris. Oleh karena itu, validator membantu mencarikan rujukan teori terkait kisaran online media yang digunakan dalam pembelajaran bahasa Inggris untuk konteks Indonesia dari penelitian sebelumnya. Menurut penelitian Geminastiti Sakkir dkk (2020), ada 10 media yang biasa digunakan dosen (pada konteks Indonesia) dalam pembelajaran bahasa Inggris di perguruan tinggi, yaituWhatsApp, Zoom, Google Classroom, LMS as Internal, Campus Application, Quizziz Application, YouTube, Facebook, Instagram, Telegram, Edmodo. Maka validator menggunakan 10 indikator itu yang kemudian dibenturkan dengan indikator effective online learning and teaching. Dengan demikian, otomatis, seluruh konstruksi item berubah dan validator membantu merumuskan seluruh item agar tepat sasaran sesuai dengan kombinasi ide dari indikator daftar indikator satu dengan daftar indikator dua.
2. Karena awalnya peneliti menggunakan skala kuesioner Guttman yang hanya yes/no answer untuk tiap item, maka validator merancangkan pola item yang mana tiap item diikuti oleh 10 pilihan. Setiap pilihan yang dicentang oleh responden akan merepresntasikan nilai (yes), dan opsi yang tidak dipilih akan bernilai (no).
3. Konstruksi pertanyaan wawancara juga sudah dikonstruksikan oleh validator berdasarkan indikator media online yang ada 10 buah tadi.

Curup, 8 Juni 2021

Validator

Ruly Morganna, M. Pd

Data Interview

Difficulties in using online media during English learning

Name : Respondent 1

Class : TBI 4A

Indicators of online learning media	Questions	Answer
WhatsApp	46. Do you learn English using WhatsApp? 47. What are the difficulties in using WhatsApp as a medium of English online learning?	Ada beberapa kesulitan yang di timbulkan, yaitu: 1. Ketidak adaan sinyal atau sinyal yang tidak baik, 2. Perlunya penggunaan kuota yang banyak. Tapi sayangnya, semenjak covid melanda, beberapa orang tua dari kami kesulitan dalam mencari rezeki. Hingga terkadang sering kali tidak mengikuti kuliah dikarenakan tidak mempunyai kuota, dan tidak selalu diberi uang untuk membelinya. Karena kuota terus menerus dibutuhkan. 3. Timbulnya rasa malas, sampai berdampak pada kesulitan dalam memahami materi. Belajar secara online membuat para mahasiswa merasa acuh, atau biasa saja sehingga tidak terlalu memperdulikan perkuliahan yang sedang berlangsung. Akibatnya siswa tidak betul memahami apa saja materi yang dosen sampaikan. Karena lalai, dan rasa malas sebelumnya.
Zoom	48. Do you learn English using Zoom?	Aplikasi yang mengharuskan dalam keadaan sinyal yang

	49. What are the difficulties in using Zoom as a medium of English online learning?	kuat/baik, namun sayangnya sinyal sering kali kurang baik dalam penggunaan aplikasi ini, sehingga apa yang dibicarakan tidak bisa didengar dengan baik.
Google Classroom	50. Do you learn English using Google Classroom? 51. What are the difficulties in using Google Classroom as a medium of English online learning?	Sejauh ini belum ada kesulitan. Hanya saja sinyal yang kurang baik menjadi efek buruk saat tengah presentasi.
LMS as Internal	52. Do you learn English using LMS as Internal? 53. What are the difficulties in using LMS as Internal as a medium of English online learning?	Tidak menggunakan
Campus Application	54. Do you learn English using Campus Application? 55. What are the difficulties in using Campus Applicationas as a medium of English online learning?	Tidak menggunakan
Quizziz Application	56. Do you learn English using Quizziz Application? 57. What are the difficulties in using Quizziz Application as a medium of English online learning?	Tidak menggunakan
YouTube	58. Do you learn English using YouTube?	Begitu juga belajar dengan menggunakan youtube, di situ

	59. What are the difficulties in using YouTube as a medium of English online learning?	kita harus bisa mengkombinasikan antara kuota dan sinyal dan supaya saat kita belajar dan mendengar materi yang di sampaikan bisa dengar dengan jelas. Belajar youtube pada saat daring kita harus meneliti dan memahami materi iu sendiri supaya kita bisa, dan melekat di dalam otak kita
Facebook	60. Do you learn English using Facebook? 61. What are the difficulties in using Facebook as a medium of English online learning?	Tidak menggunakan
Instagram	62. Do you learn English using Instagram? 63. What are the difficulties in using Instagram as a medium of English online learning?	Tidak menggunakan
Telegram	64. Do you learn English using Telegram? 65. What are the difficulties in using Telegram as a medium of English online learning?	
Edmodo	66. Do you learn English using Edmodo? 67. What are the difficulties in using Edmodo as a medium of English online learning?	Tidak menggunakan

Name : Respondent 2

Class : TBI 4A

Indicators of online learning media	Questions	Answer
WhatsApp	1. Do you learn English using WhatsApp? 2. What are the difficulties in using WhatsApp as a medium of English online learning?	Menurut saya menggunakan whatsApp saat belajar daring sangat tidak baik.karena kita tidak bisa memahami materi yang diberikan oleh dosen, dan setiap jam matakuliah hp kita harus terisi dengan kuota supaya kita bisa mengikuti jam mata kuliah dengan baik.
Zoom	3. Do you learn English using Zoom? 4. What are the difficulties in using Zoom as a medium of English online learning?	Menurut saya menggunakan aplikasi zoom saat belajar bahasa inggris sangat bagus karena kita bisa melihat dosen menjelaskan materi yang diberikan dengan jelas apabila kita memiliki kuota yang banyak dan sinyal yang bagus, saat menggunakan aplikasi zoom kita bisa melihat dan berkomunikasi selayaknya kita offline
Google Classroom	5. Do you learn English using Google Classroom? 6. What are the difficulties in using Google Classroom as a medium of English online learning?	Menurut saya menggunakan aplikasi GC saat mengumpulkan tugas sangat bagus karena aplikasi itu tidak banyak menghabiskan kuota dan saat mengirim atau mengumpulkan tugas berupa file, link, dan video saat mengumpulkannya tidak terlalu susah.
LMS as Internal	7. Do you learn English using LMS as Internal?	Tidak menggunakan

	8. What are the difficulties in using LMS as Internal as a medium of English online learning?	
Campus Application	9. Do you learn English using Campus Application? 10. What are the difficulties in using Campus Applicationas as a medium of English online learning?	Tidak menggunakan
Quizziz Application	11. Do you learn English using Quizziz Application? 12. What are the difficulties in using Quizziz Application as a medium of English online learning?	Tidak menggunakan
YouTube	13. Do you learn English using YouTube? 14. What are the difficulties in using YouTube as a medium of English online learning?	Begitu juga belajar dengan menggunakan youtube, di situ kita harus bisa mengkombinasikan antara kuota dan sinyal dan supaya saat kita belajar dan mendengar materi yang di sampaikan bisa dengar dengan jelas. Belajar youtube pada saat daring kita harus meneliti dan memahami materi iu sendiri supaya kita bisa, dan melekat di dalam otak kita
Facebook	15. Do you learn English using Facebook?	Tidak menggunakan

Indicators of online learning media	Questions	Answer
	16. What are the difficulties in using Facebook as a medium of English online learning?	
Instagram	17. Do you learn English using Instagram? 18. What are the difficulties in using Instagram as a medium of English online learning?	Tidak menggunakan
Telegram	19. Do you learn English using Telegram? 20. What are the difficulties in using Telegram as a medium of English online learning?	
Edmodo	21. Do you learn English using Edmodo? 22. What are the difficulties in using Edmodo as a medium of English online learning?	Tidak menggunakan

Name : Respondent 3

Class : TBI 4B

Indicators of online learning media	Questions	Answer
WhatsApp	1. Do you learn	Maybe, it less effective

	English using WhatsApp? 2. What are the difficulties in using WhatsApp as a medium of English online learning?	and thereare no difficulties but maybe students' Don't participate enough to answer questions, discuss or listen to and understand English material presented via whatsapp group by friends
Zoom	3. Do you learn English using Zoom? 4. What are the difficulties in using Zoom as a medium of English online learning?	There are some difficulties in using zoom, the first is from an aconomic point of view, as we known the zoom application is a highpaying application so the quota is limites than it is about the signal, when using zoom the signal must be strong so that lectures run smoothly but in various rural areas the signal is sometimes not stable so thata it causes difficulties when learning.
Google Classroom	5. Do you learn English using Google Classroom? 6. What are the difficulties in using Google Classroom as a medium of English online learning?	Difficulty in downloading files and often forget if there is an assignment in google classroom
LMS as Internal	7. Do you learn English using LMS as Internal? 8. What are the difficulties in using LMS as Internal as a medium of English online learning?	Tidak menggunakan
Campus	9. Do you learn	Tidak menggunakan

Application	English using Campus Application? 10. What are the difficulties in using Campus Applicationas as a medium of English online learning?	
Quizziz Application	11. Do you learn English using Quizziz Application? 12. What are the difficulties in using Quizziz Application as a medium of English online learning?	Tidak menggunakan
YouTube	13. Do you learn English using YouTube? 14. What are the difficulties in using YouTube as a medium of English online learning?	Eats up a lot of internet quota
Facebook	15. Do you learn English using Facebook? 16. What are the difficulties in using Facebook as a medium of English online learning?	Tidak menggunakan
Instagram	17. Do you learn English using Instagram? 18. What are the difficulties in using Instagram as a medium of English	Tidak menggunakan

Indicators of online learning media	Questions	Answer
	online learning?	
Telegram	19. Do you learn English using Telegram? 20. What are the difficulties in using Telegram as a medium of English online learning?	
Edmodo	21. Do you learn English using Edmodo? 22. What are the difficulties in using Edmodo as a medium of English online learning?	Tidak menggunakan

Name : Respondent 4

Class : TBI 4B

Indicators of online learning media	Questions	Answer
WhatsApp	1. Do you learn English using WhatsApp? 2. What are the difficulties in using WhatsApp as a medium of English online learning?	Sometimes, Whatsapp has problems such as bad signals and tends to be unattractive
Zoom	3. Do you learn English using Zoom? 4. What are the difficulties in using Zoom as a medium of English	It's almost the same as Whatsapp, namely bad signal problems, but the zoom is more interesting because of the feedback in learning.

		online learning?	
Google Classroom	5. Do you learn English using Google Classroom? 6. What are the difficulties in using Google Classroom as a medium of English online learning?	Google Classroom has limitations in questions and answers, but what's interesting with Google Classroom is that there is time management in automatically collecting assignments.
LMS as Internal	7. Do you learn English using LMS as Internal? 8. What are the difficulties in using LMS as Internal as a medium of English online learning?	Tidak menggunakan
Campus Application	9. Do you learn English using Campus Application? 10. What are the difficulties in using Campus Applicationas as a medium of English online learning?	Tidak menggunakan
Quizziz Application	11. Do you learn English using Quizziz Application? 12. What are the difficulties in using Quizziz Application as a medium of English online learning?	Tidak menggunakan
YouTube	13. Do you learn	Begitu juga belajar dengan

	English using YouTube? 14. What are the difficulties in using YouTube as a medium of English online learning?	menggunakan youtube, di situ kita harus bisa mengkombinasikan antara kuota dan sinyal dan supaya saat kita belajar dan mendengar materi yang di sampaikan bisa dengar dengan jelas. Belajar youtube pada saat daring kita harus meneliti dan memahami materi iu sendiri supaya kita bisa, dan melekat di dalam otak kita
Facebook	15. Do you learn English using Facebook? 16. What are the difficulties in using Facebook as a medium of English online learning?	Tidak menggunakan
Instagram	17. Do you learn English using Instagram? 18. What are the difficulties in using Instagram as a medium of English online learning?	Tidak menggunakan
Telegram	19. Do you learn English using Telegram? 20. What are the difficulties in using Telegram as a medium of English online learning?	
Edmodo	21. Do you learn English using Edmodo?	Tidak menggunakan

Indicators of online learning media	Questions	Answer
	22. What are the difficulties in using Edmodo as a medium of English online learning?	

Name : Respondent 5

Class : TBI 4C

Indicators of online learning media	Questions	Answer
WhatsApp	68. Do you learn English using WhatsApp? 69. What are the difficulties in using WhatsApp as a medium of English online learning?	yang pertama terkendala dengan jaringan internet yang tidak stabil, yang kedua kemampuan dalam penguasaan materi masih kurang baik, yang ketiga pembelajaran tidak terlaksana dengan efektif karena tidak terstruktur, yang ke empat kurang fokus dalam kegiatan belajar
Zoom	70. Do you learn English using Zoom? 71. What are the difficulties in using Zoom as a medium of English online learning?	Jaringan internet yang harus memadai dan Penggunaan kuota yang begitu banyak
Google Classroom	72. Do you learn English using Google Classroom? 73. What are the difficulties in using Google Classroom as a medium of English online learning?	mesti dengan sinyal yang stabil karena jika tidak stabil saat kuliah di classroom pembelajaran kurang efektif
LMS as Internal	74. Do you learn English using LMS as	Tidak menggunakan

	Internal? 75. What are the difficulties in using LMS as Internal as a medium of English online learning?	
Campus Application	76. Do you learn English using Campus Application? 77. What are the difficulties in using Campus Applicationas as a medium of English online learning?	Tidak menggunakan
Quizziz Application	78. Do you learn 79. English using Quizziz Application? 80. What are the difficulties in using Quizziz Application as a medium of English online learning?	Tidak menggunakan
YouTube	81. Do you learn English using YouTube? 82. What are the difficulties in using YouTube as a medium of English online learning?	Begitu juga belajar dengan menggunakan youtube, di situ kita harus bisa mengkombinasikan antara kuota dan sinyal dan supaya saat kita belajar dan mendengar materi yang di sampaikan bisa dengar dengan jelas. Belajar youtube pada saat daring kita harus meneliti dan memahami materi iu sendiri supaya kita bisa, dan melekat di dalam otak kita
Facebook	83. Do you learn English using Facebook? 84. What are the	Tidak menggunakan

Indicators of online learning media	Questions	Answer
	difficulties in using Facebook as a medium of English online learning?	
Instagram	85. Do you learn English using Instagram? 86. What are the difficulties in using Instagram as a medium of English online learning?	Tidak menggunakan
Telegram	87. Do you learn English using Telegram? 88. What are the difficulties in using Telegram as a medium of English online learning?	Tidak menggunakan
Edmodo	89. Do you learn English using Edmodo? 90. What are the difficulties in using Edmodo as a medium of English online learning?	Tidak menggunakan

Name : Respondent 6

Class : TBI 4C

Indicators of online learning media	Questions	Answer
WhatsApp	1. Do you learn English using WhatsApp? 2. What are the difficulties in	the difficulty is sometimes there is not enough memory in downloading material

	using WhatsApp as a medium of English online learning?	
Zoom	3. Do you learn English using Zoom? 4. What are the difficulties in using Zoom as a medium of English online learning?	the difficulty is like wanting to join the zoom room sometimes I can't enter I don't know what the cause is
Google Classroom	5. Do you learn English using Google Classroom? 6. What are the difficulties in using Google Classroom as a medium of English online learning?	Thank God there are no difficulties
LMS as Internal	7. Do you learn English using LMS as Internal? 8. What are the difficulties in using LMS as Internal as a medium of English online learning?	Tidak menggunakan
Campus Application	9. Do you learn English using Campus Application? 10. What are the difficulties in using Campus Applicationas as a medium of English online learning?	Tidak menggunakan

Quizziz Application	11. Do you learn English using Quizziz Application? 12. What are the difficulties in using Quizziz Application as a medium of English online learning?	Tidak menggunakan
YouTube	13. Do you learn English using YouTube? 14. What are the difficulties in using YouTube as a medium of English online learning?	Begitu juga belajar dengan menggunakan youtube, di situ kita harus bisa mengkombinasikan antara kuota dan sinyal dan supaya saat kita belajar dan mendengar materi yang di sampaikan bisa dengar dengan jelas. Belajar youtube pada saat daring kita harus meneliti dan memahami materi iu sendiri supaya kita bisa, dan melekat di dalam otak kita
Facebook	15. Do you learn English using Facebook? 16. What are the difficulties in using Facebook as a medium of English online learning?	Tidak menggunakan
Instagram	17. Do you learn English using Instagram? 18. What are the difficulties in using Instagram as a medium of English online learning?	Tidak menggunakan
Telegram	19. Do you learn	

	English using Telegram? 20. What are the difficulties in using Telegram as a medium of English online learning?	
Edmodo	21. Do you learn English using Edmodo? 22. What are the difficulties in using Edmodo as a medium of English online learning?	Tidak menggunakan

BIBLIOGRAPHY

The researcher's name is Annisa Febriani. She was born in Bungin, on Februari 2th 1999. She has one brother. He is Khairul Insani. She is the first children of Rosipel and Eva Susanti. She had studied at Elementary School number 73 Lebong for 6 years. Then, she studied at Junior High School Number 05 Lebong for 3 years. She continued her study at SMK N 03 Lebong for 3 years and finally had graduated from State College for Islamic Studies (IAIN) Curup for 4 years.   She used to get good mark in his study since Elementary School till College.

He is a strong and careful woman in doing everything in her life. She wants to be a success woman in everything with the way is blessed by Almighty God. She has one thinking that the only way to have the greatest work in your life is love what you do first so do your best at every opportunity that you have".