

**ENGLISH ONLINE LEARNING**

**AT SMK S6 PERTIWI CURUP**

# **THESIS**

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



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*Assalamu'alaikum Wr.Wb*

Setelah mengadakan pemeriksaan dan perbaikan seperlunya maka kami berpendapat bahwa skripsi atas nama **Fitri Darwanti (17551017)** mahasiswa IAIN Curup Prodi Tadris Bahasa Inggris, yang berjudul **“English Online Learning at SMK S6 Pertiwi Curup”** sudah dapat diajukan dalam sidang munaqasah Institut Agama Islam Negeri (IAIN) Curup.

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

*Wassalamu'alaikum, Wr.Wb*

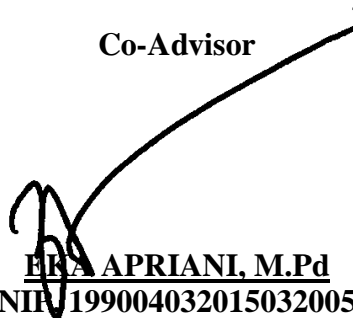
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## **PREFACE**

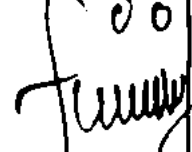
All praises to Allah SWT that the writer had finally finished writing her thesis entitled “English Online Learning at SMK S6 Pertiwi Curup”.

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

Last but not least, the writer hopes that this thesis will be really useful to those who are interested in this field of study.

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The researcher finished this thesis entitled "**English Online Learning at SMK S6 Pertiwi Curup**". This thesis is presented in order to fulfill of the requirement for the degree of strata in English study program IAIN Curup. In the process of conducting this research, the researcher accepted valuable support, assistance, guidance, contribution and motivation from others, because of those reason, the writer would like to presents her deepest appreciation to :

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

Curup, 3 March 2022

Writer  
  
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## MOTTO AND DEDICATION

**“Smile is a simple way of enjoying life.”**

“Every Action has an Equal and Opposite Reaction”



This thesis dedicates to :

- A. Big thanks for my father **Mr. Giyono** who never give up on me, my mother **Mrs. Ponikem** who always pray for me, I love you so much until jannah.
- B. My beloved brother, **Rudy Ari Saputra** who always support me and my beloved sister **Kholifatun** who becomes my partner.
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## **ABSTRACT**

### **English Online Learning at SMK S6 Pertiwi Curup**

**By:**

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Advisor : Bayu Senjahari, M.Pd

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This study is aimed at describing the activity of English online learning and advantages/disadvantages of English online learning at SMK S6 Pertiwi Curup. The writer use qualitative research with a qualitative descriptive analysis method that use data collection such as interview and theoretical studies. As for the research subject, namely English teachers and students in SMK S6 Pertiwi Curup. The result of this study by the teachers activity in English online learning was appropriate with theory from Jack, Chris, and Donald that the English teacher-designed five online learning activities, including consulting, interactive lectures, student presentations, reading, and self study. The result of the interview showed that there are some points emerging from the students answers related to the English online learning at SMK S6 Pertiwi Curup. In English online learning there are advantages and disadvantages by students at SMK S6 Pertiwi Curup. The advantages of English online learning is availability of e-moderating facilities where teachers and students can communicate easily through regular Internet facilities or anytime the communication activity is carried out without restriction by distance, place, and time. Disadvantages of online learning such as there are no signal and quota fulfilled and lack of mastery language computer.

**Keywords: Online Learning, Activity, Advantages and Disadvantages**

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# CHAPTER I

## INTRODUCTION

### A. Background of The Research

In today's global world, the importance of English cannot be denied or ignored because English is the most widely spoken universal language. Learning English necessitates consistent patience and practice. It is common among students to believe that it is impossible to achieve fluency or mastery of the English language. This type of tendency makes it difficult for students to learn English. Because most students study English for exams, they are unable to produce even a single sentence free of grammatical errors. Furthermore, students are not given enough practice to learn a language. If one wishes to advance in life, knowledge of English is required. This is especially true in advanced countries that have opened their doors to recruiting technically qualified individuals. Only those with a strong command of the English language are hired.

Information and communication technology has had a significant impact in modern era. The enormous technological development has an impact on almost every field.<sup>1</sup> The learning process in the classroom also makes use of technology. It influences the teaching and learning process.<sup>2</sup> Teaching and learning have evolved from traditional to modern methods in this era. The use of technology is a strategy for adapting to change.

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<sup>1</sup> Shrosbree, M. (2008). *Digital Video in the Language Classroom*. The JALT CALL Journal, 4 (1), p. 75-84.

<sup>2</sup> Nikitina, L. (2009). *Student video project as a means to practice constructivist pedagogy in the foreign language classroom*. Jurnal Pendidik dan Pendidikan, Jil.24, 165–176, 2009.

Learning materials are an important part of the teaching and learning process.<sup>3</sup> They are used to assist in the transfer of knowledge and skills to others. There are two types of learning materials in general: printed materials and non-printed materials. Non-printed materials include cassettes or audio materials, videos, or computer-based materials, as well as textbooks, modules or course books, and handouts. Printed material is paper-based material that can be used for learning or information submission. The various learning materials are classified as parts of learning media from an educational standpoint.<sup>4</sup> Printed materials play an important role in the learning process as part of the learning media. However, they still have a weakness in that they are unable to present movement. As a result, the printed materials should be supplemented with multimedia materials.

The Internet (interconnection-networking) plays an important role in various fields, such as: military, business-economy, social, political, cultural, education, and others. Nowadays, the internet is widely used in the world Education. This indicates that the internet has a significant influence in education.

Learning media and systems are beginning to move from customary learning to the most recent learning handle by using mechanical help. Schools and instructors endeavor to join digital learning media in arrange to form a more effective and pertinent learning environment. Within the 20<sup>th</sup> century the computerized change has spread to nearly all spaces and areas, counting

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<sup>3</sup> Cunningsworth, A. (1995). *Choosing Your Coursebook*. Oxford: Heinemann.

<sup>4</sup> Kemp, J. dan Dayton, D. (1985). *Planning and producing instructional media*. New York: Harper & Row.

instructions. Known as e-learning, online learning media makes community spaces among the students that they are not just instructive but moreover excitement. This can be since they investigate the student's computerized proficiency.<sup>5</sup> Through the benefits of social media and different stages, students and teachers have the opportunity to upgrade the learning process.

Online learning is additionally utilized to expand the learning process even though it is carried out without face to face gathering between teachers and students. This sort of learning is an elective to obliging conventional shapes of learning. Learning media centers on how shared spaces can be utilized to communicate thoughts and deliver particular learning substance so as to make strides the abilities of both the students and teachers.<sup>6</sup>

Through online learning, teachers and students can evacuate the places and time obstructions that can be a learning limitation. Learning can moreover be carried out by using social media such as Facebook, Whatsapp, Youtube, Twitter, Instagram, Blogger, etc. Online learning too offers organizing ease and information sharing opportunities but it has negative impact in terms of potentially wasting time.<sup>7</sup>

In addition, the positive perspectives of online learning permit students with constrained time accessible and geographical separate to get an education. Meanwhile, the negative perspective is the contrast in competition

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<sup>5</sup> Tan, E. (2013). Informal learning on Youtube: Exploring digital literacy in independent online learning. *Learning, Media and Technology*, 38 (4), 463-477

<sup>6</sup> Hansch, A., Hillers, L., McConachie, K., Newman, C., Schildhauer, T., & Schmidt, P. (2015). Video and online learning: Critical reflections and findings from the field. *SSRN Electronic Journal*.

<sup>7</sup> Salmon, G., Ross, B., Pechenkina, E., & Chase, A.M. (2015). The space for social media in structured online learning. *Research in Learning Technology*, 23, 1-14.

since electronic communication is not characteristic when making learning spaces.<sup>8</sup> Through online learning, the teachers are not required to meet with the students in arrange to be able to form a learning space. However, by utilizing one of the stages accessible, learning spaces discourses can happen effectively. In addition, e-learning offers adaptable hours as the teachers can send assignments at any time and from anyplace. If effective teaching and learning practices can be performed consequently, this will back the methods of improving the learning practices.<sup>9</sup>

The benefits of online learning counting overcoming the restrictions of the face to face lesson recurrence between the students and teachers through the highlights of online stages. Learning spaces that are more often than not in one room can presently be supplanted by online learning. It is additionally beneficial for the teachers in the event that they deliver extra lesson. Students have proposed that e-learning makes it simple for them to share resources, record the learning material, feel comfort when locks in a talk around the ponder materials resulting within the students doing assignments is within the different levels of instruction counting elementary through to high school. Learning moreover requires comprehensive substance. A few of the substance in online learning within the shape of text, images, vidio and audio requires the students to use communication and information technology independently

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<sup>8</sup> Kock, N., Verville, J., & Garza, V. (2007). Media naturalness and online learning: Findings supporting both the significant- and no-significant-difference perspectives. *Decision Sciences Journal of Innovative Education*, 5(2), 333–355.

<sup>9</sup> Agostinho, S., Bennett, S., Lockyer, L., & Harper, B. (2011). The future of learning design. *Learning, Media and Technology*, 36(2), 97–99.

in a structured and substantial learning syllabus.<sup>10</sup> A few subject need content to support the learning that takes places. Images, vidio and audio are needed to support their learning. This can be carried out through online learning.

Indded in spite of the fact that online learning is the most recent learning framework in utilize, not everybody acknowledges it well. The benefits of online confront interest bad form since a few instructorsquestion the utilize of online media as a learning instrument. Teachers who are of the “baby boomer” era are less able to utilize online media within the learning prepare. On the other hand, a few social media moreover has defeciencies when it is utilized as learning media. Past thinks about have spesified that a few instructive teach utilize social media such as Facebook.

In spite of the fact that online learning is anticipated to be a really succesful learning framework, it still has shortcoming. The shortcomings incorporate the relationship between course structured and discourse, hence expanding the structure alone diminishes the discourse. On the other hand expanding the exchange diminishes the structure show in saparate instruction. Hence not all of the learning materials can be connected through remove learning.

At SMK S6 Pertiwi Curup, efforts to apply technology, especially information and communication technology in the field of education, one of which is the existence of learning and teaching using the web and the internet.

English online learning at SMK S6 Pertiwi Curup, the English teacher creates

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<sup>10</sup> Prastiyo, W., Djohar, A., & Purnawan. (2018). Development of Youtube integrated Google Classroom based E-learning media for the light-weight vehicle engineering vocational high school. *Jurnal Pendidikan Vokasi*, 8(1), 53-66.



online learning activities for each skill. Usually the teachers use zoom meeting or google classroom when do English online learning with the students. In the process of English online learning the students can enjoy more learning time together with their friends and the teachers. Based on the interview with Mrs. Desi and Mrs. Kiki, the English teachers at SMK S6 Pertiwi Curup, they said that English online learning is very important to facilities where teachers and students can communicate easily through internet facilities anytime without distance, place and time. Beside that, to be honest the teachers that English online learning is one way to do learning process with the students eventhough they do not face to face learning process at class.<sup>11</sup>

The students at SMK S6 Pertiwi Curup found the advantages and disadvantages of English online learning process. Before online learning they still used manual learning process at class. After online learning they always use ICT and makes they to understand the good and correct about ICT. Based on the Interview with the students, there are students live in village where signal is difficult, so in English online learning process their signal sometimes crashes. There are some students who still do not understand the of using the internet properly and correctly in English online learning process. From the phenomena above the researcher gave the tittle **“English Online Learning at SMK S6 Pertiwi Curup.”**

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<sup>11</sup> *Teachers of English Online Learning at SMK S6 Pertiwi Curup*

## **B. Research Question**

In compliance with the background above, this study is intended to describe the implementation of online learning.

1. What are the activities that the teachers of English online learning at SMK S6 Pertiwi Curup?
2. What are the advantages and disadvantages of English online learning at SMK S6 Pertiwi Curup?

## **C. Objective of The Research**

Concerning with the statement of the problem this research is to know:

1. To know what the activities that teachers of English online learning at SMK S6 Pertiwi Curup
2. To know what the advantages and disadvantages of English online learning at SMK S6 Pertiwi Curup

## **D. Operational Definition**

### **1. Learning**

According to Drs Slameto, learning is a process carried out by individuals to obtain something a new overall change in behavior, as a result of the individual's own experience in interaction with environment.<sup>12</sup>

### **2. Online Learning**

E-learning is a tool to support the teaching and learning process in long distance. Furthermore, e-learning refers to the teaching and learning

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<sup>12</sup> Drs. Slameto, Belajar dan Faktor-faktor yang mempengaruhinya, (Jakarta: PT Rineka Cipta, 2011), p.13

process, which does not need a face-to-face interaction between the teachers and the students.<sup>13</sup> Online learning in my research the teachers and students do English online learning use zoom meeting or google classroom in learning process.

#### **E. Delimitation of The Research**

In this study, the research focused only to know the English online learning which involved the teachers activity, advantages and disadvantages of online learning at SMK S6 Pertiwi Curup.

#### **F. Significant of The Research**

This research has the following benefits:

1. For the English Teacher

The researcher hopes that the findings of this study will be useful for the other teachers who are implementating English Learning through online learning. As a result, the researcher can improve English teaching and learning to become more active, effective, and efficient even using online learning methods.

2. For students

The researcher hopes that by using online learning methods, students will enjoy the teaching and learning process. The students will not feel compelled to learn English because they are placed in enjoyable situation.

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<sup>13</sup> Eka Apriani, *et.al.* Implementing E-learning Training toward English Virtual Lecturers: The Process, Perspectives, Challenges and Solutions, (iJET, February 2021)

## CHAPTER II

### LITERATURE REVIEW

#### A. Theoretical Framework

##### 1. Online Learning

###### a. Definition of Learning

Learning is the process of making people learn. Learning is a series of events that are deliberately designed to influence learners, so that the learning process can take place easily. Learning is basically an effort to direct learners into the learning process so that they can achieve learning goals according to what is expected.<sup>14</sup>

Learning has the nature of planning or design in an effort to teach learners. As a result, when students are learning they may interact with all of the learning resources used to achieve the desired learning objectives, rather than just teachers.<sup>15</sup>

Learning is a multifaceted aspect of human activity that has yet to be fully explained. Simple learning is the result of an ongoing interaction be viewed as the result of ongoing interaction between development and life experience. Learning, in a broader sense, is essentially a teacher's conscious effort to teach his students (directing student interaction with other sources) in order to achieve his goals.<sup>16</sup>

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<sup>14</sup> Mulyono, *Strategi Pembelajaran Menuju Efektivitas Pembelajaran di Abad Global*, (Malang: UIN-Maliki Press, 2011), P. 5 dan 7.

<sup>15</sup> Hamzah, dkk, *Desain Pembelajaran*, (Bandung: MQS Publishing, 2010), P. 4-5.

<sup>16</sup> Trianto, *Mendesain Model Pembelajaran Inovatif-Progresif*, (Jakarta: Kencana, 2010), P. 17. 1

Learning aims to provide assistance in order for learners to become effective and efficient. So, teachers are just givers and not determinants success or failure of learners' learning. Second, learning is programmable. Learning is designed for short, medium term purposes or the term of anchoring. Third, learning is designed through a system. Because if systematically designed, it is believed to affect the development of learners individually. Fourth, the learning that designed to be appropriate based on the shortness of the system. Fifth, learning designed based on knowledge of the theory of learning.<sup>17</sup>

Based on the opinion of the theory above, it can be concluded that learning is process that creates interaction between teachers and students to obtain learning information in order to achieve a learning goal.

## **b. Online Learning**

### **1) Definition of Online Learning**

The rapid advancement of information and communication technology encourages various educational institutions to use an online learning system to improve the effectiveness and flexibility of learning. Online learning is a type of distance learning or distance education that has long been a part of the American

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<sup>17</sup> Ibid

education system and has recently grown to be the largest sector of distance learning.<sup>18</sup>

Online Learning encompasses a variety of technologies such as the internet, email, chat, new groups and texts, audio and video conferencing delivered over computer networks to provide education. It helps the learner to learn at their own pace, according to their own convenience. Online Education requires a great deal of resources and careful planning. In this, teachers act as facilitators rather than transmitters of content knowledge, and ICT is regarded as resource that enhances the learning experience of students. Learners learn through e-learning tools which are available to all. E-Learning has brought back the joy in learning through its innovative and interactive content delivery and has proved to be more appealing among students.

Based on theory above it can be concluded that online learning is a process of learning between teachers and students do learning process without face to face gathering.

## **2) Online Learning Activity**

Online learning activities start with providing material using textbooks distributed to students or using material sources from the web by providing links to students, such as YouTube links so that students can get additional explanations of the

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<sup>18</sup> Bartley, S. J., & Golek, J. H. (2004). Evaluating the Cost Effectiveness of Online and Face-to-Face Instruction. *Educational Technology & Society*, 7(4), 167–175.

material. Following the delivery of material, students work on LKS practice questions. Students have worked on the questions in the LKS; a QnA activity about the material delivered is held so that students can ask about material that has not been understood. The English teachers concludes the lesson with a Quiz Time by Quizziz.com activity in which students are given a link quiz and must complete it within the time constraints .

In addition, the English teacher creates online learning activities for each skill. Students create videos about specific material and upload them to YouTube or Google classroom to improve their speaking skills , and the English teachers provide students with material that must be read by themselves and understood according to the material presented and following reading skills, for writing skills students make sentences and uploaded in google classroom, sentences are made according to the material being studied.

### **3) Online Learning Activities Developed by the English Teacher**

Guide-discovery learning, interactive lecture, student teaching, problem-solving, projects, student presentations, self-assessment, and peer assessment, self-study, reading, technology, role-playing, and consulting are some of the common activities used by creative teachers.

According to Jack, Chris, and Donald, the English teacher designed five online learning activities, including consulting, interactive lectures, student presentations, reading, and self-study. This will be explained in greater detail below:<sup>19</sup>

a. Consulting

It is an excellent teaching method in which school personell lend their expertise to questions and problems raised by students. The English teacher creates online learning activities, such as consulting, which students can do directly with the teacher via WhatsApp group after the online learning id completed.

b. Interactive Lecture

It is a solution to an uninterrupted lecture or teacher that lasts for an extended period of time. The goal is to create border checks with a teacher during which learners test their comprehension of what was presented. The English teacher used the ZOOM application to present the materials to the students in a virtual meeting.

c. Students Presentation

This could be a less formal form of student teaching. Students present aspects of their class performance such as homework solutions, quiz responses, peer evaluations, and team

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<sup>19</sup> Septi Rahmayanti, dkk. English Teacher Creativity in Designing Online Learning Activities during Covid-19. (English Edu: Journal of English Teaching and Learning)



evaluations. This student presentation was used by the English teacher to create online learning activities such as making a video to explain some material or complete homework. This online learning activity is designed to improve your speaking abilities. Writing sentences and Quiz Time are the next online learning activities. Quizzes are created using a Quizziz.com account and focus on all skills. Quiz Time is extremely useful for English teachers in assessing students' comprehension of the material that has been presented. Furthermore, the English teacher developed online learning activities such as QnA time.

d. Reading

Learners are responsible for understanding written material in this type of activity, but they frequently do not understand what they should have learned or what they should be able to do as a result of reading the material. The English teacher uses additional material to help students practice reading, improve their reading skills, and comprehend the material. The English teacher upload the materials in the Google Classroom and students can read by them-selves.

e. Self-study

The purpose of this activity is to enable the student to make their learning easier in order to meet the needs of the student criteria in their study. The English teacher employs self-

study activities by providing students with links to material from various sources in order for them to gain a better understanding of the material. The English teacher provides YouTube links to material from other sources and uploads them to Google Classroom to help students understand the material and improve their listening skills.

Based on the theory above it can be concluded that the teachers activity there are five activities in designing online learning, including consulting, interactive lecture, students presentation, reading and self study. In consulting, the teachers creates online learning to solve the problem of the students. To improve students ability in the online learning process teachers use interactive lecture. The students also do presentation, such as quiz responded with the teachers. The teachers asked students to read the material in Google Classroom and students can read it. Self study is very important to students to enable the learning easier of students.

#### **4) The Function of Online Learning**

In comparison to classroom instruction activities, there are at least three (three) electronic learning functions, namely:<sup>20</sup>

##### **a. Supplements (Additional)**

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<sup>20</sup> Siahaan, Sudirman, 2001. E learning (Pembelajaran elektronik) sebagai salah satu alternatif kegiatan Pembelajaran.

It is said to function as a supplement when learners have the option of using the material online learning or not. In this case, there is no requirement or obligation for learners to access the material through online learning. Although it is optional, learners who use it will undoubtedly gain additional knowledge or insight.

b. Complement

When the material for online learning is programmed to supplement the learning of students in the classroom, it is said to function as a complement. As a complement, online learning material that has been programmed to be enrichment material (enrichment) or remedial for learners who are completing traditional learning activities. Enrichment occurs when students who can quickly master / understand the student material delivered face-to-face by the teacher are given the opportunity to access material elearning that was specifically developed for them.

The goal is to increase learners' mastery of the learning materials presented by the teacher in the classroom. If the learner is having difficulty understanding the teaching materials delivered by the teacher in a face-to-face setting in class, this can be used as a remedial measure. The goal is for

the students to gain a better understanding of the subject matter presented by the teacher in class.

c. Substitutions (Replacements)

The goal of online learning as a substitute for traditional classes is to allow students to manage their activities, lectures, and other daily activities more flexibly. There are three (three) different models of learning activities that can be used.

Learners:

1. Fully face-to-face (conventional),
2. Some face-to-face and some through the internet,
3. Entirely over the internet.<sup>21</sup>

The function of Online Learning there are three component including supplements, complement and substitutions. In supplements this means that students still have to come to school to learn effectively and fully. Then, the teachers adds students learning time through additional learning through the e-learning system. As a complement, e-learning materials are programmed to become reinforcement or remedial materials for students in participating in conventional learning activities. E-learning as a substitution of course is very clear. This e-learning

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<sup>21</sup> Online learning sebagai teknologi komunikasi pendidikan, <http://wwwwelearningtp0406.blogspot.com/2008/05/fungsi-dan-penyelenggaraan-e-learning.html>

function is a substitute for a complete conventional learning method.

#### **5) Advantages and Disadvantages of Online Learning**

Be aware that the internet contains a wealth of information that can be accessed more easily, at any time and from any location, making its use a must. Not only that, but people who use the internet can communicate with others in a very simple way by using e-moderating techniques that are available on the internet.

From a variety of experiences as well as a variety of available literature, providing clues on the benefits of internet use, particularly in open and distance education, among others mentioned below:

- a. The availability of e-moderating facilities through which teachers and students can easily communicate via regular Internet facilities or at any time the communication activity is carried out without regard for distance, place, or time.
- b. Teachers and students can use structured and scheduled Internet-based teaching materials or learning instructions to assess how far the teaching materials are studied.
- c. If necessary, students can learn or review teaching materials stored on the computer at any time and from any location.
- d. If a student requires additional information about the material they are learning, they can find it on the internet.

- e. Both teachers and students can hold online discussions that can be followed by a large number of participants, adding more knowledge and insight.
- f. The transition of students' grades from passive to active;
- g. More efficient.<sup>22</sup>

More specifically, the benefits of e-learning can be seen from two (two) perspectives, namely those of students and teachers:

a. For Students

It is possible to develop a high level of learning flexibility through online learning activities. Brown claims that he can deal with students who:<sup>23</sup>

- 1) Study in small schools in poor areas to pursue subjects that his school does not offer,
- 2) Follow the family education program at home (home schoolers) to learn material that his parents cannot teach him, such as foreign languages and computer skills,
- 3) Fear of the school or students who are in hospital or at home, who dropped out of school but want to continue his education, as well as participants students who are in different regions or even those abroad, and
- 4) Not able to obtain an education in traditional schools.

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<sup>22</sup> Ibid

<sup>23</sup> Brown, Mary Daniels . 2000. Education World: Technology in the Classroom: Virtual High Schools.

b. For Teachers

According to soekartawi (in Siahaan) some of the benefits obtained by the teacher is that the teacher can:<sup>24</sup>

- 1) It is simpler to update the material responsibilities in response to the demands of scientific developments as they occur,
- 2) Develop yourself or conduct research in order to gain more insights because you have more free time,
- 3) Controlling learners' learning activities. Teachers can also find out when their students are studying, what topics are studied, how long something is studied, and how many times a specific topic is re-studied,
- 4) Check to see if the learner has completed the problem-solving questions after studying a specific topic, and
- 5) Check the answers of the students and notify them of the results.

However, online learning also has some disadvantages, including the following:

- 1) There is a lack of interaction between teachers and students, as well as among students themselves. This lack of

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<sup>24</sup> Siahaan, Sudirman. 2002. "Studi Penjajagan tentang Kemungkinan Pemanfaatan Internet untuk Pembelajaran di SLTA di Wilayah Jakarta dan Sekitarnya" dalam Jurnal Pendidikan dan Kebudayaan, Tahun ke-8, No. 039 , November 2002. Jakarta: Badan Penelitian dan Pengembangan-Departemen Pendidikan Nasional.

interaction can impede the formation of values during the learning and teaching process;

- 2) The learning and teaching process is more focused on training than education;
- 3) Teachers' roles are changing, and those who mastered traditional learning techniques are now expected to know ICT-based learning techniques as well;
- 4) Students who lack high levels of learning motivation are more likely to fail;
- 5) Not all locations have Internet access (this could be due to a lack of electricity, a phone, or a computer);
- 6) There are some people who still do not understand the knowledge and skills of using the internet; and
- 7) Lack of mastery of computer languages.<sup>25</sup>

Based on the theory above there are advantages and disadvantages of English online learning. The advantages of English online learning are without regard for distance, place or time. The meaning is the teachers and students can do online learning process anytime and anywhere. Disadvantages of English online learning also felt by the students, when they do learning process nothing signal or internet facilities because not all locations have internet acces good.

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<sup>25</sup> Ibid



## B. Previous Research

There have been related studies conducted by other researchers. In this study, Priyono Tri Prianto in 2020, "Implementation of Online Learning During the Covid-19 Pandemic on Madura Island, " The purpose of this study was to determine the online learning process and the associated obstacles encountered by students. With the ongoing Covid-19 pandemic outbreak as a backdrop, this study sought to uncover what social constructions students engage in in relation to the Indonesian government's new policy for online learning, which was recently implemented. A quantitative study was carried out using a descriptive research method. There were 274 college students from Madura, Indonesia who responded. This study discovered that not all students prefer online learning, with some even expressing dissatisfaction with the method.<sup>26</sup>

Dian Hidayati and Wiyono Aji Saputra, "Implementation of Online Learning During the Covid-19 Epidemic in Indonesia: Assessment of Higher Education Student Use and Implementation of Online Learning Technology." Researchers attempted to assess Indonesian tertiary level students' ability to adapt to and implement online education technology. This survey included several Indonesian universities. A "TRI" index is built using a Likert 5 item questionnaire (Index of technological preparedness). Descriptive statistics were used in data analysis. According to the findings, many tertiary-level

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<sup>26</sup> Priyono Tri Febrianto, *'Implementation of Online Learning during the Covid-19 Pandemic on Madura Island, Indonesia.'* International Journal of Learning, Teaching and Educational Research. P.233-254

students are willing to take online classes. Respondents were unanimous in their belief that online education removes time and distance barriers. However, several students expressed concern about being unable to connect to necessary networks at certain times of the day. This sense of insecurity among students is distinct from and distinct from any other feelings of dissatisfaction with the course of lectures provided.<sup>27</sup>

Kusuma Wardany, Sulis Anjarwati, and M. Hadziq Qulubi with the title "Implementation of Online Learning Model in Senior High School Class X during COVID-19." The goal of this research is to determine how to implement online learning models and what factors impede online learning implementation. This research method combines qualitative and descriptive analysis techniques. This analysis technique is derived from observations, interviews, and fieldwork through data collection, data reduction, data presentation, conclusions, and verification. The total number of students in class X is 30. According to the findings of this study, the implementation of online learning models, particularly in class X students, is accomplished through the use of a variety of applications, and the factors that impede the implementation of online learning are a lack of effectiveness and time efficiency, a lack of student interest, and a lack of understanding of the material. The positive impact of online learning is that teachers' learning

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<sup>27</sup> Dian Hidayati, Wiyono Aji Saputra, *"Implementation of Online Learning during the Covid-19 Epidemic in Indonesia: Assessment of Higher Education Students' Use of and Implementation of Online Learning Technology,"* (Universal Journal of Educational Research, 2020)

models are thought to be quite effective. Because the instructor employs instructional videos, written assignments, and practice sessions.<sup>28</sup>

Based on the research presented above, the researcher discovered the differences between the researcher's earlier hypotheses. The times, location, purpose, and subject of the research are all different. The goal of this study is to focus on the English online learning, and the subjects of the study are English teachers and the students at SMK S6 Pertiwi Curup.

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<sup>28</sup> Kusuma Wardany, Sulis Anjarwati, M. Hadziq Qulubi “*Implementation of Online Learning Model in Class X of Senior High School during COVID-19*”. (International Journal of Education & Curriculum Application, 2021).

## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Kind of Research

The study was carried out using descriptive research methods. Because it is an investigation of a variety of educational problems and issues, descriptive research is presented in a qualitative manners.<sup>29</sup> In addition, descriptive research is used in a qualitative manner. Qualitative research is a type of research that looks into the quality of people, activities, situations, or materials.<sup>30</sup> It is possible to conclude that a qualitative research is descriptive research that focuses on existing actual problems, and the data collected would be analyzed by the researcher.

According to Danim, the characteristics of descriptive qualitative data are data derived from words, pictures, and non-numerial sources. There is numerical data, but it is only supporting data. The information will come from interviews, field notes, photos, private documents, and so on.<sup>31</sup> In the other hand, it is a method of qualitative research with the required data in the form of statements, explanations and oral information obtained in the field, which are words the written word and not be numeric or numbers. The purpose of descriptive research is describing a temporal condition which is done at the time and finding the causes of certain problem. This research tried to

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<sup>29</sup> Lorraine Rumble Gay, *Educational Research Competencies for Analysis and Application*, New Jersey, 2000, P.275

<sup>30</sup> Maizar Rhman, "An Analysis of Teaching Speaking Activity out of the Classroom." Skripsi. (Fak. Tarbiyah Stain Curup, Curup 2014). P.24

<sup>31</sup>Ibid

investigated and analyzed phenomenon in the implementation of English online learning.

According to Well, descriptive qualitative data are typically collected through questionnaires, surveys, interviews, and observation.<sup>32</sup> The researcher simply collected data through interviews; the research instrument is interview guidance. In this study, the researcher described how teachers used English online learning, as well as the benefits and drawbacks of English online learning for students at SMK S6 Pertiwi Curup.

## **B. Subject of the Research**

In qualitative research, respondents or subject of research is called the informant, the person giving the information about the desired data, with the researcher that is being implemented. According to Idrus Muhammad the selection of research subject can use creation-based on selection which is based on the assumes that subjects as actors in the proposed research theme.<sup>33</sup>

In this research, subject of the research is two teachers who teach English online learning and the students at SMK S6 Pertiwi Curup. The researcher chose teachers and students as research subjects because she wanted to learn more about the implementation of English online learning at SMK S6 Pertiwi Curup.

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<sup>32</sup> Well, *Qualitative Research Design: An Interactive Approach*, California, 1966, P. 106

<sup>33</sup> Idrus, Muhammad, *Metode Penelitian Ilmu Sosial*, (Yogyakarta: Erlangga, 2009), p.30

### C. Technique of Collecting Data

According to Sugiyono, there are two major factors that influenced the quality of the research results.<sup>34</sup> The data for this study was gathered through interviews, and documentation of how online learning is implemented at SMK S6 Pertiwi Curup. Finally, the researcher would examine the data pertaining to the theory.

#### 1. Interview

Lindzey Gardner has defined interview as “a two person conversation, initiated by the interviewer for the specific purpose of obtaining research-relevant information and focused by him on the content specified by the research objectives of description and explanation.”<sup>35</sup> Interviewing is a systematic method of talking and listening to people, as well as another method of gathering data from individuals through conversation. The interview will reveal and collect data from respondents that were discovered in the questionnaire.

The type of interview used in this study is a structured interview. Structured interviews, according to Corbetta, are "interviews in which all respondents are asked the same questions with the same wording and in the same sequence." The goal is for all interviewees to be subjected to the same set of questions. Structured interviews have the advantage of allowing the researcher to control the topics and format of the interview.

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<sup>34</sup> Sugiyono, *Metode Penelitian, Pendekatan Kuantitatif, Kualitatif dan R&D*, (Bandung: Alfabet, 2011), P.300

<sup>35</sup> Online. Available: <http://mass-communication-tutorials.blogspot.co.id.2010/11/interview-method-of-data-collection.html>

In this case, the researcher had done an excellent job of preparing the interview guidance. During the course of this research, the researcher began to conduct interviews to learn about the teachers' challenges in implementing English online learning, as well as the students' perceptions of the benefits and drawbacks of English online learning.

#### **D. Instrument of the Research**

A research instrument is a device used by a researcher to collect data in order to make her work easier and to obtain better results. It is complete and systematic in order to make the data easy to process. So, in this study, the researcher is the one who gathered and classified the data. In addition, the researcher used other instruments to complete the data. Some additional instruments are prepared in this study to collect data and make it easier for the researcher to analyze the data. The instruments were as follows:

##### 1. Interview Guidance

An interview guide, also known as an interview schedule, is a list of topics and questions that the researcher creates prior to conducting an interview. It assists the researcher in preparing for the interview by ensuring that all relevant areas of interest are considered, and it can also guide the interview itself.<sup>36</sup> It would be used when the researcher conducted interviews with teachers and students. It was useful for collecting teachers' and students' problems when using English online learning at SMK S6 Pertiwi Curup. It was used when the researcher

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<sup>36</sup> Juanita Heighman and Robert A., *Qualitative Research in Applied linguistic : A practical Introduction, Palgrave Macmillan*, (New York : Crocker, 2009), P.315

conducted interviews with teachers and students. In order to determine what the problem was that the teacher and students faced when implementing English online learning, the researcher created an indicator. It is used as a guideline by the researcher when interviewing teachers and students.

**Table 1.1**  
**Interview Guidance for Teachers**  
**(To answer research question 1)**

<b>NO</b>	<b>INDICATORS</b>	<b>SUB INDICATORS</b>	<b>QUESTION</b>
1.	Consulting	Implementation of question and answers session	1. What are the activities that you implement to help students' problems and questions in English online learning? 2. How do students consult directly with the teacher in English online learning?
		Idea	3. How do you expand your ideas in English online learning? 4. What sources do you use to expand ideas so that students can upgrade their English online learning?
2.	Interactive Learning	Strategies	5. What are the strategies that you use in English online learning? 6. How is the strategies applied?



		Activities	<p>7. How do you present or explain material via online meeting with the students?</p> <p>8. Have you ever tried to make virtual meeting with the students?</p> <p>9. What application do you usually use to conduct online meeting with the students?</p> <p>10. Do you use the zoom application to do presentation of material to students?</p> <p>11. How is the online meeting using certain applications?</p>
3.	Students Presentation	Homework	<p>12. What do you do to students in giving homework?</p> <p>13. What kinds of online learning activities do you conduct for students to complete their homework?</p> <p>14. How do the students collect their assignment?</p>
		Quiz Responses	<p>15. How do you create a quiz for students' online learning activities?</p> <p>16. How is the enthusiasm and responses of students about the quiz in English online learning?</p> <p>17. How beneficial is the</p>

			online quiz for students and teacher?
		Peer & Team Assessment	<p>18. How do you implement peer and team assessment for online learning?</p> <p>19. How are students' responses after doing peer and team assessment?</p>
4.	Reading	Practice Reading	<p>20. In online learning, how do you provide written material for students to practice reading?</p> <p>21. Do you use some additional materials for students to practice reading in online learning?</p> <p>22. Have you ever uploaded the reading material in google classroom and asked students to read it?</p> <p>23. Is there an issue when teaching reading in online learning?</p> <p>24. How do you solve the problem during the student practice reading online?</p>

		Improve Reading Skills	<p>25. How do you improve reading skills in English online learning?</p> <p>26. What strategies do you use to improve reading skills in English online learning?</p>
		Understand the Material	<p>27. Do the student understand reading in online learning?</p> <p>28. How is student' understanding of reading material in online learning?</p>
5.	Self Study	Activities	<p>29. How do you use self study activities in online learning?</p> <p>30. What should students do to accomplish self study in online learning?</p> <p>31. How do you control it?</p>
		Benefits	<p>32. What are the benefits of self study in English online learning?</p> <p>33. Do the student enjoy it?</p>

**Table 1.2****Interview Guidance for Students****(To answer research question 2)**

<b>NO.</b>	<b>INDICATORS</b>	<b>SUB INDICATORS</b>	<b>QUESTION</b>
1.	Advantages	Distances	1. What are you doing in overcoming distances English online learning?
		Place	2. Does the place really affect in English online learning? 3. Where do you choose a suitable place to do English online learning?
		Time	4. How do you make time to do other activities not be disturbed by English online learning?
		Passive to the active	5. Are you more active in doing English online learning?
		Effecient	6. Is English online learning efficient?
		Home Schoolers	7. Are you following the home schooler program? 8. Did your learning outcomes improve after attending home schoolers?
2.	Disadvantages	Lack of Interaction	9. Do you think you have slow interaction in the English online

			learning process? 10. Does lack of interaction make you not understand in English online learning?
		Changing Role	11. Do you always use ICT in English online learning?
		Motivation	12. How the important motivation of online learning on your opinion? 13. Do you think increase motivation in English online learning is important? 14. How do you do to increase your motivation in English online learning?
		Internet Facilities	15. How about your internet signal in doing English online learning? 16. Is your internet quota fulfilled in doing English online learning?
		Skills of using the internet	17. Do you understand the use of the internet properly and correctly? 18. How do you use the internet in English online learning?

		Lack of Mastery Computer Language	19. Do you not understand about computer language when you doing English online learning process? 20. How do you solve it?
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## E. Data Analysis Techniques

Creswell claims that the following steps were used to analyze all of the data:<sup>37</sup>

### 1. Data Managing

This entails transcribing interviews. Depending on the information sources, scanning material optically, typing up an observation checklist, or sorting and arranging data into different types.<sup>38</sup> This step was used in this study to organize data from pre-observation, observation, interviews, and documentation based on indicators.

### 2. Reading/memoing

Reading/memoing entails reading the interview, transcript, memos, and observer comments to gain an understanding of your data. The researcher read all of the data to get a general description of the data that was obtained so that they could know how to arrange them properly.

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<sup>37</sup> John W. Creswell, *Research, Design, Qualitative, And Mixed Methods Approaches*, Third Edition, Los Angeles Uni2009, p.185

<sup>38</sup> John W. Creswell, *Research, Design, Qualitative, And Mixed Methods Approaches*, Third Edition, Los Angeles Uni2009, p.185

### 3. Description

The description is based on observation and interview guidelines, which are intended to provide a true picture of the settings and events that occurred there. As a result, both the researcher and the reader were aware of the context in which the study was conducted. In this step, the researcher begins to describe all of the data that will be used in the next step of data analysis.

### 4. Classifying

Classifying is the process of categorizing interview guidance or transcriptions into categories that represent different aspects of the data. In this study, the researcher begins to categorize each piece of data based on research questions and indicators. In this study, the researcher begins to categorize each piece of data pertaining to the implementation of English online learning.

### 5. Interpreting

Interpretation is also a part of the process of writing a study's findings. The reflective, integrative, and explanatory aspects of dealing with study data are referred to as interpretation. The interpretation of data is heavily based on the connections, common aspects, and linkages between the data, particularly the identified categories and patterns. When a researcher uses some conceptual basis or understanding to group a variety of data pieces into a category, he or she is interpreting data. The researcher attempts to interpret the data and explain in depth how teachers

implement English online learning and what techniques are used to implement online learning in teaching English.



## CHAPTER IV

### FINDINGS AND DISCUSSION

This chapter provides the data collected in this study as well as the discussions about the data as the research findings. The data were collected from the result interview guidance with the teachers and students at SMK S6 Pertiwi Curup. The researcher discussed the English online learning at SMK S6 Pertiwi Curup. There are two sections presented to answer the research problems. The first is findings and the second is discussion.

#### A. FINDINGS

The researcher presented the findings from the interview in this chapter. The study's objectives were to investigate the English online learning at SMK S6 Pertiwi Curup. The researcher uses interview guidance for interviews as the instrument for data collection.

##### 1. Teachers Activity in English Online Learning

To find out the teacher activity in English online learning at SMK S6 Pertiwi Curup, the researcher used interview guidance. The researcher learned about the activity of English online learning by teachers. The results of the interview are shown in below.

###### a. Data Based on Interview

This interview is done with the teachers. This interview is personal interview between one by one in the same time. Here are the results of the interview:

### 1) Consulting

Based on interview with the teachers, here the teachers say about the implementation of question and answer and idea in teaching English online learning . According to Mrs. Desi and Mrs. Kiki, they have the same opinion about consulting.

In English online learning process they use various online learning media so that students don't get bored. Usually students consult directly about problems encountered during online learning via Whatsapp groups. As a teacher, they have to find various solutions to overcome these obstacles. The alternative solutions that can be taken are a location near the home environment that is difficult to reach by the internet network and if the minimal internet quota is overcome, join friends who have WIFI at home. They are required to continue to provide online learning, but not directly face to face with students. At the time they have idea what to do. They use whatsapp group as a means. They sent attendance conversations, shared material videos, asked questions, and students had to complete the assignments given by the teacher.

Based on interview above it can be concluded, that the teachers have a various online learning media to do learning process. The teachers also must a solution to solve the problems of students in English online learning.

### 2) Interactive Learning

Based on interview with Mrs Desi and Mrs Kiki, they say about the strategies and activities in English online learning. The result of interview are:

The strategies that the they do in English online learning process is before the learning start the students are reminded in advance so that at the right time they are ready. The learning strategy that they use is to understand the needs of students, learn techonlogy that can support the teaching and learning process, to

learn the latest kinds of learning methods that may be applied in the classroom. They present or explain material online learning using zoom meeting and whatsapp group. This application is very useful in online learning process, where they can share learning vidios to students. They use the zoom meeting application in English online learning. For me, online learning by using zoom can make it easier to achieve learning goals, make it easier to interact with the students, create active online learning, provide variety in learning and make learning not bored.

Based on interview with the teachers above, it can be concluded that the teachers use zoom meeting in English online learning. The purpose are to make it easier to achive learning goals.

### 3) Students Presentation

Based on the interview about the students presentations with the teachers there are homework, peer and team. Here the result of interview with the teachers.

In homework, after learning is complete they give some homework to students to be collected in Whatsapp groups. In collecting assignments, they do not limit the time, because they understand the condition of students who are constrained by signals. In giving homework to students, they also do not give too many assignments, they are afraid the students will be stressed. For the collection of assignment, they give students a week so that the students have time to do their assignment.

From the result above, it can concluded that the teachers give a homework to students via Whatsapp groups. The teachers do not give many assignments to the teachers because they know that the students which live in village is a distrub of internet signal.

#### 4) Reading

Based on interview with the teachers about Reading in activity online learning. According to Mrs. Desi and Mrs.Kiki there are practice reading, improve reading skills, and understand the material, the result of interview are:

They provide written material for students to practice reading in online learning use some additional materials for students to practice reading in online learning such as form LKS. They ever uploaded the reading material via Whatsapp group and asked students to read it by voice note. The obstacle in learning reading is that there are students who experience internet signal interference and to solve it, they chat priavately with the students. In this online reading, there are some students who understand and do not understand. Students who understand always give the right response, while those who did not understand the sudents still ask for to be repeated.

From the result of interview above, it can be concluded that the teachers provide material for students to practice reading in online learning. The teachers also uploaded the reading material via whatsapp groups.

#### 5) Self-Study

Based on interview with Mrs. Desi and Mrs. Kiki, in self study there are the activities about the students must do in Englsih online learning and the benefits of self study to the students. The result of interview are:

They use self study for students so that the students are more independent in English online learning. If students have a lot of questions when doing self study, the students can chat privately with them. In implementation of self study, they asked student to learn independent so that the students can focus more in English online learning. In their opinion, self study is very useful for students in English online learning process. Self study in English online learning process is very good to students in applications of online learning.

From the result above, it can be concluded that self study is very good to students, because the students are more independent in English online learning. Self-study also very useful for students can focus more in English online learning by their self.

Based on the data from the above-mentioned interviews, the outcome was consistent with Jack, Chris, and Donald's theory that the English teacher-designed five online learning activities, including consulting, interactive lectures, student presentations, reading, and self-study. Guide-discovery learning, interactive lecture, student teaching, problem-solving, projects, student presentations, self-assessment, and peer assessment, self-study, reading, technology, role-playing, and consulting are some of the common activities used by creative teachers.

## **2. Advantages and Disadvantages of Online Learning**

The researcher used interview guidance to determine the advantage and disadvantages of English online learning for students. The researcher obtained information from students about the benefits and drawbacks of English online learning. The results of the interview are:

a. Data Based on Interview

This interview is done with some students. This interview is personal interview between one by one student in the same time. Here are the results of the interview.

1) Advantages

a) Distances

The result of interview with the students about distance in English online learning are:

The students use the telephone as an online learning media and they do online learning at home to overcome online learning process.

b) Place

The result of interview with some students about place when do online learning are:

They do online learning in my bedroom because I am looking for a comfortable place. They choose a comfortable place to take online learning. They are more comfortable studying from home.

c) Time

The result of interview with the students about time when do online learning are:

For the time sometimes there are obstacles to follow online learning. Because there is some students working at home, so the learning activities are a little disturbed. The time for online learning sometimes does not match the time of my other activities.

d) Passive to the active

The result of the interview of some students about passive to the active since do English online learning, they are said that below:

There is students more active if they just do offline learning, less active in online learning, sometimes they are active to join English online learning, they are not active in online learning, just listen to the material given by the teacher. They are not very active because sometimes online learning is boring.

e) Efficient

The result of interview with students about the efficiently in English online learning are:

The students are less efficient, because they can not meet directly with teachers and friends. Since online learning, the teaching and learning process is less efficient. The online learning process they feel not efficient.

f) Home Schoolers

Based on interview with some students about join home schooler since the students do Online learning process are:

They do not follow home schooler program. Home schooler program is a activity the students to do learning process not included in teaching and learning activities at school, so they do not follow it.

## 2) Disadvantages

### a) Lack Interaction

Based on interview with some students about the lack interaction, the result are:

They often experience slow interactions with my teachers or friends, which will interference the learning process. There has been a slow interaction so that it can interference online learning process. Lack interaction often occurs when my internet network is connected. Lack of interaction often occurs when the internet network is interrupted in online learning process.

### b) Changing Role

The result of interview with the students about changing role from manual to use ICT in English online learning are:

Since online learning we learn use ICT. In their opinion, ICT has an important role in the online learning process. Before online learning, we still used manual learning. After online learning we always use ICT. Since online learning, they always use ICT. Online learning make the students have to understand the good and correct use of ICT.

### c) Motivation

Based on interview with the students about their motivation when do English online learning, the result of interview can be seen in the below:

The motivation of students for online learning is to keep learning even if they study remotely, this is due to keep improving their learning ability. Online learning is very important for me to keep learning. Their motivation in online



learning is so that they do not miss the learning materials at schools and to keep learning. They take online learning because is very important for their as a students.

d) Internet Facilities

Based on interview about internet facilities, the result of interview can be seen in below:

As long as they follow online learning process, the internet signal and quota are fulfilled. But, internet signal sometimes crashes, they get internet quota form the government of 10 Gb for one month, but it only goes out once. Sometimes their internet signal is cut off when they take online classes. There is students live in village where signal is difficult, so internet signal is still quite difficult in online learning process.

e) Skills of Using Internet

Based on interview about skills of using internet, the result of interview with some students can be seen in below:

They do not really understand how to use the internet properly and correctly. For using the internet properly and correctly, sometimes they do not know. A little students can understand of using the internet properly and correctly.

f) Lack of Mastery Computer Language

Based on interview about lack of mastery computer language, the result of interview with some students can be seen in below:

They do not really understand about computer language in English online learning process. They have lack of

understanding computer language. They do not mastery computer language in online learning process.

The interview results revealed that some points emerged from the students' responses related to the English online learning at SMK S6 Pertiwi Curup. Students at SMK S6 Pertiwi Curup see advantages and disadvantages to implementing English online learning.

The availability of e-moderating facilities where teachers and students can communicate easily through regular Internet facilities or anytime the communication activity is carried out without restriction by distance, place, and time is one of the benefits of English online learning. Disadvantages of online learning include a lack of signal and quota fulfillment, as well as a lack of mastery language computer.

## **B. DISCUSSION**

The purpose of this research is to look into the implementation of English online learning at SMK S6 Pertiwi Curup. The descriptive qualitative method was used in this study. The purpose of the discussion was to go over the findings of the research based on related theories. All data collected from the research instrument is used to provide information about the research findings. This study focus on the implementation of English online learning at SMK S6 Pertiwi Curup.

## 1. Teachers Activity in English Online Learning

The data was appropriate after analyzing the interview results of teachers who teach English online learning at SMK S6 Pertiwi Curup. According to the researcher, the English teacher designed five online learning activities, which included consulting, interactive lectures, student presentations, reading, and self-study. This will be explained in greater detail below:

### a. Consulting

It is an excellent teaching method in which school personnel lend their expertise to questions and problems raised by students. The English teacher creates online learning activities, such as consulting, which students can do directly with the teacher via WhatsApp group after the online learning is completed. The following condition is supported by the outcome interview:

According to Miss Desi: *“In English online learning process I use various online learning media so that students don’t get bored. Usually students consult directly about problems encountered during online learning via Whatsapp groups.”*

According to Mrs Kiki: *“As a teacher, I have to find various solutions to overcome these obstacles. The alternative solutions that can be taken are a location near the home environment that is difficult to reach by the internet network and if the minimal internet quota is overcome, join friends who have WIFI at home.”*

Based on the interview result, in English online learning process teachers use various online learning media to overcome the obstacle when do online learning process.

b. Interactive Lecture

It is a solution to an uninterrupted lecture or teacher that lasts for an extended period of time. The goal is to create border checks with a teacher during which learners test their comprehension of what was presented. The English teacher used the ZOOM application to present the materials to the students in a virtual meeting. The following condition is supported by the outcome interview:

According to Mrs Desi: *“The strategies that I do in English online learning process is before the learning start the students are reminded in advance so that at the right time they are ready.”*

According to Mrs Kiki: *“The learning strategy that I use is to understand the needs of students, learn techonlogy that can support the teaching and learning process, to learn the latest kinds of learning methods that may be applied in the classroom.”*

Based on the interview result, teachers have strategies in online learning process such as before the learning start the students are reminded in advance so that at the right time they are ready do online learning. Second teachers must understand the needs of students, learn technology and learn the latest kinds of learning methods that may be applied in online learning process.

c. Students Presentation

This could be a less formal form of student teaching. Students present aspects of their class performance such as homework solutions, quiz responses, peer evaluations, and team evaluations. This student presentation was used by the English teacher to create online learning activities such as making a video to explain some material or complete homework. This online learning activity is designed to improve your speaking abilities. Writing sentences and Quiz Time are the next online learning activities. Quizzes are created using a Quizziz.com account and focus on all skills. Quiz Time is extremely useful for English teachers in assessing students' comprehension of the material that has been presented. Furthermore, the English teacher developed online learning activities such as QnA time. This can be seen in the following interview:

According to Mrs Desi: *“Yes, I create a quiz for students in online learning activities. They are very enthusiastic to take the quiz, especially if there is a prize. The benefits of online quiz students can add insight and improve abilities about the subject matter, quiz can stimulate students to learn. So that they are not bored.”*

According to Mrs Kiki: *“I use quiz for students when lesson is over. Through the quiz, the students will be active in learning. Students will actively answer and find solutions to the question presented.”*

Based on the interview result, in students presentations teachers create a quiz for students in online learning activities. Students will actively answer and find solutions to the question presented by teachers.

d. Reading

Learners are responsible for understanding written material in this type of activity, but they frequently do not understand what they should have learned or what they should be able to do as a result of reading the material. The English teacher uses additional material to help students practice reading, improve their reading skills, and comprehend the material. The materials are uploaded to Google Classroom by the English teacher, and students can read them on their own. This can be seen in the results of the teacher interviews below:

According to Mrs. Desi: *“I provide written material for students to practice reading in online learning use some additional materials for students to practice reading in online learning such as form LKS. I ever uploaded the reading material via Whatsapp group and asked students to read it by voice note. The obstacle in learning reading is that there are students who experience internet signal interference and to solve it, I chat priavately with the students”*.

According to Mrs. Kiki: *“I provide interesting material for students, for example by using powerpoint which is equipped with audio visuals and asked students to read it. In reading online there is obstacle such*

*as students no signal to join in zoom meeting. To solve the obstacle I usually give an assignment to record the material that the students had to read.”*

Based on the interview result, teachers provide interesting material for students to practice reading in online learning. The teachers uploaded the reading material by Whatsapp group.

e. Self-study

The purpose of this activity is to enable the student to make their learning easier in order to meet the needs of the student criteria in their study. The English teacher employs self-study activities by providing students with links to material from various sources in order for them to gain a better understanding of the material. The English teacher provides YouTube links to material from other sources and uploads them to Google Classroom to help students understand the material and improve their listening skills. The following interview result demonstrates this condition:

According to Mrs. Desi: *“I use self study for students so that they are more independent in English online learning. If students have a lot of questions when doing self study, they can chat privately with me.”*

According to Mrs. Kiki: *“In self study, I asked student to learn independet so that they can focus more in English online learning.”*

Based on the interview result, in implementation of self study, teachers asked students to learn independent so that they can focus more in online learning process.

## **2. The Advantages and Disadvantages of Online Learning by Students**

The availability of e-moderating facilities through which teachers and students can easily communicate via regular Internet facilities or at any time the communication activity is carried out without regard for distance, place, or time. The shift in student grades from the typically passive to the more active and efficient.

### **a. Advantages of Online Learning**

#### **1) Distance**

The communication activity in online learning is carried out without restriction by distance. This can be seen of the results interview by students below:

According to Respondent 1: *"I use the telephone as an online learning media."*

According to Respondent 2: *"I study at home during online learning use telephone."*

According to Respondent 3: *"I do online learning at home so there are no crowds."*

According to Respondent 4 : *"I do online learning from home."*

According to Respondent 5: *"To overcome distance in online learning I study from home."*



Based on the interview result, the students do online learning process at home use telephone.

## 2) Place

The communication activity in online learning is carried out without restriction by place. This can be seen in the following interview.

According to Respondent 1: *“I do online learning in my bedroom because I am looking for a comfortable place.”*

According to Respondent 2: *“I choose a comfortable place to take online learning.”*

According to Respondent 3: *“I do online learning in comfortable place such as my bedroom.”*

According to Respondent 4: *“I am more comfortable studying from home.”*

According to Respondent 5: *“I choose my bedroom as a comfortable place to do online learning.”*

Based on the interview result, students chose a comfortable place to do online learning process such as their bedroom.

## 3) Time

The communication activity in online learning is unrestricted by time constraints. This can be seen in the results of the students' interviews below.

According to Respondent 1 : *“For the time sometimes there are obstacles to follow online learning.”*

According to Respondent 2: *“Because I am working at home, learning activities are a little distrubed.”*

According to Respondent 3: *“The time for online learning sometimes does not match the time of my other activities.”*

According to Respondent 4: *“For online learning I have to devide my time so that there are no distractions during online learning.”*

According to Respondent 5: *“During online learning sometimes there are problems.”*

Based on the interview results, the time for online learning sometimes the students feel disturbed and does not match the time of the other activity.

#### 4) Passive to Active

The change in student grades from the usually passive to the active. This can be seen of the results interview by the students below.

According to Respondent 1: *“I am more active if I just do offline learning.”*

According to Respondent 2: *“I am less active in online learning.”*

According to Respondent 3: *“Sometimes I am active to join English online learning.”*

According to Respondent 4: *“I am not active in online learning, just listen to the material given by the teacher.”*

According to Respondent 5: *“I am not very active because sometimes online learning is boring.”*

Based on the interview results, the students not very active in English online learning because sometimes they feel boring.

#### 5) Efficient

Online learning are more efficient, this can be seen from the interview as follows.

According to Respondent 1: *“Less efficient, because I can not meet directly with teachers and friends.”*

According to Respondent 2: *“Since online learning, the teaching and learning process is less efficient.”*

According to Respondent 3: *“In my opinion, online learning is less efficient.”*

According to Respondent 4: *“Less effective learning.”*

According to Respondent 5: *“I think online learning is less efficient.”*

Based on the interview results, the students says that online learning is less efficient, because they are can not meet directly with the teachers and friends.

## 6) Home Schooler

Follow the family education program at home (home schoolers) to learn material that his parents cannot teach him, such as foreign languages and computer skills. This can be seen in the following interview.

According to Respondent 1: *“I do not follow home schooler.”*

According to Respondent 2: *“No, I am not follow home schooler program.”*

According to Respondent 3: *“I did not follow the program.”*

According to Respondent 4: *“No, I do not follow home schooler program.”*

According to Respondent 5: *“I did not follow home schooler program.”*

Based on the interview results, the students says that they are not follow home schooler program.

## b. Disadvantages of Online Learning

### 1) Lack of Interaction

There is a lack of interaction between teachers and students, as well as among students themselves. This lack of interaction can impede the formation of values during the learning and teaching processes. This can be seen in the results of the students' interviews below.

According to Respondent 1: *“I often experience slow interactions with my teachers or friends, which will interference the learning process.”*

According to Respondent 2: *“There has been a slow interaction so that it can interference online learning process.”*

According to Respondent 3: *“Lack interaction often occurs when my internet network is connected.”*

According to Respondent 4: *“Yes, lack of interaction has occurred during my online learning process.”*

According to Respondent 5: *“Lack of interaction often occurs when the internet network is interrupted in online learning process.”*

Based on the interview results, lack interaction often occurs in English online learning process, so that it can interference online learning process.

## 2) Changing Role

The changing role of teachers from those who originally mastered conventional learning techniques, is now also required to know learning techniques that use ICT. This can be seen from the interview as follows.

According to Respondent 1: *“Since online learning we learn use ICT.”*

According to Respondent 2: *“In my opinion, ICT has an important role in the online learning process.”*

According to Respondent 3: *“Before online learning, we still used manual learning. After online learning we always use ICT.”*

According to Respondent 4: *“Since online learning, we always use ICT.”*

According to Respondent 5: *“Online learning makes me have to understand the good and correct use of ICT.”*

Based on the interview results, before online learning they still used manual learning. After online learning they always use ICT and makes they to understand the good and correct use of ICT.

### 3) Motivation

Students who do not have high learning motivation tend to fail, this can be seen from the interview as follows.

According to Respondent 1: *“My motivation for online learning is to keep learning even if I study remotely, this is due to keep improving my learning ability.”*

According to Respondent 2: *“Online learning is very important for me to keep learning.”*

According to Respondent 3: *“My motivation in online learning is so that I do not miss the learning materials at schools.”*

According to Respondent 4: *“My motivation in online learning is to keep learning.”*

According to Respondent 5: *“I take online learning because is very important for me as a students.”*

Based on the interview results, the students do not have high motivation in English online learning process. Their motivation in online learning is to keep learning and do not miss the learning material at schools.

#### 4) Internet Facilities

Internet access is not available in every location (this may be related to the availability of electricity, telephone or computer). This can be seen in the results of the students' interviews below.

According to Respondent 1: *“Alhamdulillah, as long as I follow online learning process, my internet signal and quota are fulfilled.”*

According to Respondent 2: *“My internet signal sometimes crashes, we get internet quota form the government of 10 Gb for one month, but it only goes out once.”*

According to Respodent 3: *“Sometimes my internet signal is cut off when I take online classes. My internet quota is still safe.”*

According to Respondent 4: *“My internet signal and quota is still safe during online learning.”*

According to Respondent 5: *“I live in village where signal is difficult, so internet signal is still quite difficult in online learning process.”*

Based on the interview results, there are students live in village where signal is difficult, in English online learning process their signal sometimes crashes.

#### 5) Skills of Using Internet

There are some people who still do not understand the knowledge and skills of using the internet. This can be seen from the interview as follows.

According to Respondent 1: *“I do not really understand how to use the internet properly and correctly.”*

According to Respondent 2: *“For using the internet properly and correctly, sometimes I do not know.”*

According to Respondent 3: *“I do not understand about use internet properly and correctly.”*

According to Respondent 4: *“I understand a little of using the internet properly and correctly.”*

According to Respondent 5: *“I do not understand about using internet properly and correctly.”*

By interview above, the researcher can be concluded that the students do not understand about using internet properly and correctly in English online learning process.

#### 6) Lack of Mastery Computer Language



By the implementation online learning, the students have lack of mastery computer language. This condition is supported by the result of interview.

According to Respondent 1: “ *I do not really understand about computer language in English online learning process.*”

According to Respondent 2: “*I have lack of understanding computer language.*”

According to Respondent 3: “*I do not mastery computer language in online learning process.*”

According to Respondent 4: “*I have lack of mastery computer language.*”

According to Respondent 5: “*I do not understand about computer language.*”

By the interview above, the researcher can be concluded that in the implementation of online learning the students do not understand about computer language.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the findings of a study titled "The English Online Learning at SMK S6 Pertiwi Curup" conducted by a researcher. The conclusions are reached by the researchers.

##### 1. Teachers Activity in English Online Learning

Based on the teachers' activity in English Online Learning, the result was consistent with Jack, Chris, and Donald's theory that the English teacher-designed five online learning activities, which included consulting, interactive lectures, student presentations, reading, and self-study. Guide-discovery learning, interactive lecture, student teaching, problem-solving, projects, student presentations, self-assessment, and peer assessment, self-study, reading, technology, role-playing, and consulting are some of the common activities used by creative teachers.

##### 2. The Advantages and Disadvantages of Online Learning by The Students

The interview results revealed that some points emerged from the students' responses related to the implementation of English online learning at SMK S6 Pertiwi Curup. Students at SMK S6 Pertiwi Curup see benefits and drawbacks in English online learning.

The availability of e-moderating facilities where teachers and students can communicate easily through regular Internet facilities or

anytime the communication activity is carried out without restriction by distance, place, and time is one of the benefits of English online learning. Disadvantages of online learning include a lack of signal and quota fulfillment, as well as a lack of mastery language computer.

Suggestionages of English online learning is availability of e-moderating facilities where teachers and students can communicate easily through regular Internet facilities or anytime the communication activity is carried out without restriction by distance, place, and time. Disadvantages of online learning such as there are no signal and quota fulfilled and lack of mastery language computer.

## **B. Suggestion**

After conducting this research, the researcher would like to give some suggestion which may be useful for:

1. Students are expected to be able to apply their English online learning skills.
2. Students must broaden their knowledge of the online learning process and gain a better understanding of the media used by the teacher.
3. Because this study focuses on the activity of online learning by teachers, as well as the advantage and disadvantages of online learning by students, the findings of this study may be used as a reference for other researchers interested in online learning.

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KEPUTUSAN DEKAN FAKULTAS TARBIYAH

Nomor 31 Tahun 2021

Tentang

PENUNJUKAN PEMBIMBING I DAN 2 DALAM PENULISAN SKRIPSI  
INSTITUT AGAMA ISLAM NEGERI CURUP

- Meimbang** :
- Bahwa untuk kelancaran penulisan skripsi mahasiswa, perlu ditunjuk dosen Pembimbing I dan II yang bertanggung jawab dalam penyelesaian penulisan yang dimaksud ;
  - Bahwa saudara yang namanya tercantum dalam Surat Keputusan ini dipandang cakap dan mampu serta memenuhi syarat untuk diserahi tugas sebagai pembimbing I dan II ;
- Mengingat** :
- Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional ;
  - Peraturan Presiden RI Nomor 24 Tahun 2018 tentang Institut Negeri Islam Curup;
  - Peraturan Menteri Agama RI Nomor : 30 Tahun 2018 tentang Organisasi dan Tata Kerja Institut Agama Islam Negeri Curup;
  - Keputusan Menteri Pendidikan Nasional RI Nomor 184/U/2001 tentang Pedoman Pengawasan Pengendalian dan Pembinaan Program Diploma, Sarjana dan Pascasarjana di Perguruan Tinggi;
  - Keputusan Menteri Agama RI Nomor B.II/3/15447,tanggal 18 April 2018 tentang Pengangkatan Rektor IAIN Curup Periode 2018-2022.
  - Keputusan Direktur Jenderal Pendidikan Islam Nomor : 3514 Tahun 2016 Tanggal 21 oktober 2016 tentang Izin Penyelenggaraan Program Studi pada Program Sarjana STAIN Curup
  - Keputusan Rektor IAIN Curup Nomor : 0047 tanggal 21 Januari 2019 tentang Pengangkatan Dekan Fakultas Tarbiyah Institut Agama Islam Negeri Curup.
- Memperhatikan** :
- Surat Rekomendasi dari Ketua Ketua Prodi FBI nomor : B-052/FT.2/PP.06.9/03/2021
  - Berita Acara Seminar Proposal pada Hari Jumat, 30 April 2021.

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Menetapkan

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Dosen Institut Agama Islam Negeri (IAIN) Curup masing-masing sebagai Pembimbing I dan II dalam penulisan skripsi mahasiswa :

N A M A : Fitri Darwanti

N I M : 17551017

JUDUL SKRIPSI : The Implementation of English Online Learning at SMKS 6 Pertiwi Curup

- Ketiga** : Proses bimbingan dilakukan sebanyak 8 kali pembimbing I dan 8 kali pembimbing II dibuktikan dengan kartu bimbingan skripsi
- Keempat** : Pembimbing I bertugas membimbing dan mengarahkan hal-hal yang berkaitan dengan substansi dan konten skripsi. Untuk pembimbing II bertugas dan mengarahkan dalam penggunaan bahasa dan metodologi penulisan ;
- Kelima** : Kepada masing-masing pembimbing diberi honorarium sesuai dengan peraturan yang berlaku ;
- Keenam** : Surat Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya ;
- Ketujuh** : Keputusan ini berlaku sejak ditetapkan dan berakhir setelah skripsi tersebut dinyatakan sah oleh IAIN Curup atau masa bimbingan telah mencapai 1 tahun sejak SK ini ditetapkan
- Apabila terdapat kekeliruan dalam surat keputusan ini, akan diperbaiki sebagaimana mestinya sesuai peraturan yang berlaku .

Ditetapkan di Curup,  
pada tanggal 05 Mei 2021





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Nomor  
Lampiran  
Hal

4/1 In 34/FT/PP 00.9/06/2021  
Proposal dan Instrumen  
Permohonan Izin Penelitian

04 Juni 2021

Kepada Yth Kepala Cabang Dinas Pendidikan  
Wilayah II Curup

Assalamualaikum Wr, Wb

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

Nama : Fitri Darwanti  
NIM : 17551017  
Fakultas/Prodi : Tarbiyah / TBI  
Judul Skripsi : The Implementation of English Online Learning at SMKS 6 Pertiwi Curup  
Waktu Penelitian : 04 Juni s.d 04 September 2021  
Tempat Penelitian : SMKS 6 Pertiwi

Mohon kiranya Bapak berkenan memberi izin penelitian kepada Mahasiswa yang bersangkutan  
Demikian atas kerjasama dan izinnya diucapkan terimakasih

a n Dekan

Wakil Dekan I.



Disampaikan Yth  
Rektor  
Warek I  
Ka Biro AJAk





**PEMERINTAH PROVINSI BENGKULU  
DINAS PENDIDIKAN DAN KEBUDAYAAN  
CABANG DINAS PENDIDIKAN WILAYAH II CURUP**

Jalan Sidomulyo – Tempel Rejo Kecamatan Curup Selatan Kode Pos : 39124  
Email : cccabdinwilayahii@gmail.com

**SURAT REKOMENDASI**

Nomor : 420/421/Cabdin.II/2021

Yang bertanda tangan dibawah ini:

Nama : **Inne Kristanti, SP, M.Si**  
NIP : 19740126 199903 2 003  
Pangkat/Golongan : Pembina / IV.a  
Jabatan : Kepala Cabang Dinas Pendidikan.  
Instansi : Cabang Dinas Pendidikan Wilayah II Curup.

Berdasarkan Surat Izin Penelitian dari Wakil Dekan I Fakultas Tarbiyah Institut Agama Islam Negeri Curup Nomor: 451/In.34/FT/PP.00.9/06/2021 tanggal 4 Juni 2021 dan Surat Izin Penelitian dari Kepala SMKS 6 Pertiwi Nomor: 421.5/055/MN/SMKS6.P/CRP/2021 14 Juni 2021 untuk mahasiswi:

Nama : **Fitri Darwanti**  
NIM : 17551017  
Program Studi : Tadris Bahasa Inggris (TBI)  
Fakultas : Tarbiyah  
Tempat Penelitian : SMKS 6 Pertiwi  
Waktu Penelitian : 4 Juni s/d 4 September 2021

Pada prinsipnya kami **Menyetujui** untuk melakukan penelitian dalam rangka memperoleh data penyusunan skripsi dengan judul "*The Implementation of English Online Learning at SMKS 6 Pertiwi Curup*"

Demikian Surat Rekomendasi ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Curup, 14 Juni 2021  
Kepala Cabang Dinas Pendidikan  
Wilayah II Curup.

**Inne Kristanti, SP., M.Si**  
NIP 19740126 199903 2 003

- Tembusan Yth
1. Kepala Dinas Pendidikan dan Kebudayaan Provinsi Bengkulu  
Cq. Kepala Bidang Pembinaan SMK
  2. Rektor IAIN Curup  
Cq Dekan Fakultas Tarbiyah IAIN Curup
  3. Kepala SMKS 6 Pertiwi



**YAYASAN PERTIWI  
DHARMA WANITA PERSATUAN SEKRETARIAT**

PEMERINTAH KABUPATEN REJANG LEBONG

**SMKS 6 PERTIWI CURUP**

Jalan S. Sukowati No. 28 Telp. (0732) 3345433 Curup 39112



**SURAT KETERANGAN**

Nomor: 421.5.055/MI/SMKS6-P/CRP/2021

pernyataan tangan dibawah ini :

: Wahyudi, ST

(Golongan) : -

: Kepala Sekolah

: Jl. Batu Galing

diizinkan izin kepada :

: Fitri Darwanti

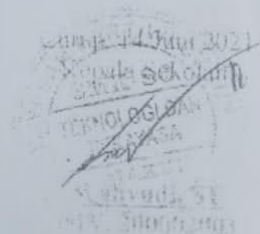
: 17551017

: Tadris Bahasa Inggris

: Tarbiyah

melakukan penelitian di SMKS 6 PERTIWI CURUP, pada 04 Juni s.d 04 September 2021 dengan  
tipe The Implementation of English Online Learning at SMKS 6 Pertiwi Curup dalam rangka  
menyusun skripsi strata satu (S1).

Surat keterangan ini dibuat dengan sebenar-benarnya untuk dapat dipergunakan sebagaimana



**SURAT KETERANGAN  
TELAH MELAKUKAN WAWANCARA**

---

Saya yang bertanda tangan di bawah ini :

Nama : Desi Kurniawati, S.Pd  
Jabatan : Guru Bahasa Inggris

Menyatakan bahwa saudara


Nama : Fitri Darwanti  
NIM : 17551017  
Prodi : Tadris Bahasa Inggris  
Perguruan Tinggi : Institut Agama Islam Negeri Curup

Benar-benar telah melakukan wawancara dengan saya sebagai responden penelitian dengan judul

**The Implementation of English Online Learning at SMK S6 Pertiwi Curup**

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Curup, 2 Agustus 2021



(Desi Kurniawati, S.Pd)

**SURAT KETERANGAN  
TELAH MELAKUKAN WAWANCARA**

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Saya yang bertanda tangan di bawah ini :  
Nama : Rizki Islamiyati, S.pd  
Jabatan : Guru Bahasa Inggris

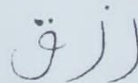
Menyatakan bahwa saudara .  
Nama : Fitri Darwanti  
NIM : 17551017  
Prodi : Tadris Bahasa Inggris  
Perguruan Tinggi : Institut Agama Islam Negeri Curup

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**The Implementation of English Online Learning at SMK S6 Pertiwi Curup**

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Curup, 2 Agustus 2021



( Rizki Islamiyati, S.pd )

**SURAT KETERANGAN  
TELAH MELAKUKAN WAWANCARA**

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Saya yang bertanda tangan di bawah ini

Nama : Cahya  
Jabatan : Siswa

Menyatakan bahwa saudara


Nama : Fitri Darwanti  
NIM : 17551017  
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Perguruan Tinggi : Institut Agama Islam Negeri Curup

Benar-benar telah melakukan wawancara dengan saya sebagai responden penelitian dengan judul

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Curup, 28 Agustus 2021



(..... Cahya .....)

**SURAT KETERANGAN  
TELAH MELAKUKAN WAWANCARA**

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Saya yang bertanda tangan di bawah ini :

Nama : Rizki Kurniawan

Jabatan : Siswa

Menyatakan bahwa saudara

Nama : Fitri Darvanti

NIM : 17551017

Prodi : Tadris Bahasa Inggris

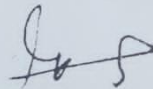
Perguruan Tinggi : Institut Agama Islam Negeri Curup

Benar-benar telah melakukan wawancara dengan saya sebagai responden penelitian dengan judul :

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Curup, 28 Agustus 2021



( Rizki Kurniawan )

**SURAT KETERANGAN  
TELAH MELAKUKAN WAWANCARA**

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Saya yang bertanda tangan di bawah ini :

Nama : Nando  
Jabatan : Siswa

Menyatakan bahwa saudara

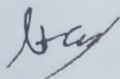
Nama : Fitri Darwanti  
NIM : 17551017  
Prodi : Tadris Bahasa Inggris  
Perguruan Tinggi : Institut Agama Islam Negeri Curup

Benar-benar telah melakukan wawancara dengan saya sebagai responden penelitian dengan judul :

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Curup, 28 Agustus 2021

  
(Nando)

**SURAT KETERANGAN  
TELAH MELAKUKAN WAWANCARA**

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Saya yang bertanda tangan di bawah ini :

Nama : Dima

Jabatan : Siswa

Menyatakan bahwa saudara :

Nama : Fitri Darwanti

NIM : 17551017

Prodi : Tadris Bahasa Inggris

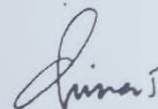
Perguruan Tinggi : Institut Agama Islam Negeri Curup

Benar-benar telah melakukan wawancara dengan saya sebagai responden penelitian dengan judul :

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Curup, 28 Agustus 2021



(Dima)





**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**INSTITUT AGAMA ISLAM NEGERI CURUP**  
**FAKULTAS TARBIYAH**  
**PROGRAM STUDI TADRIS BAHASA INGGRIS**

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## **SURAT KETERANGAN CEK SIMILARITY**

Admin Turnitin Program Studi Tadris Bahasa Inggris IAIN Curup menerangkan bahwa telah dilakukan pemeriksaan similarity terhadap proposal/skripsi/tesis berikut:

Judul : **The Implementation of English Online Learning at SMKS 6**  
**Pertiwi Curup**

Penulis : Fitri Darwanti  
NIM : 17551017

Dengan tingkat kesamaan sebesar 25%. Demikian surat keterangan ini dibuat dengan sebenarnya dan untuk dipergunakan sebagaimana mestinya

Curup, 08 April 2022  
Pemeriksa,  
Admin Turnitin Prodi Tadris Bahasa Inggris

Sarwo Edy, M.Pd

## TRANSKIP WAWANCARA SISWA

Hari/tanggal : Senin, 28 Agustus 2021

Tempat : Ruang Kelas

1. What are you doing in overcoming distances English online learning?

**Answer**

- a. Respondent 1: I use the telephone as an online learning media**
- b. Respondent 2: I study at home during online learning use telephone**
- c. Respondent 3: I do online learning at home so there are no crowds**
- d. Respondent 4: I do online learning from home**
- e. Respondent 5: To overcome distance in online learning I study from home**

2. Does the place really affect in English online learning?

**Answer**

- a. Respondent 1: Yes, the place is really effect**
- b. Respondent 2: Yes, of course**
- c. Respondent 3: That's right**
- d. Respondent 4: Yes**
- e. Respondent 5: Of Course**

3. Where do you choose a suitable place to do English online learning?

**Answer**

- a. Respondent 1: I do online learning in my bedroom because I am looking for a comfortable place**
- b. Respondent 2: I choose a comfortable place to take online learning**
- c. Respondent 3: I do online learning in comfortable place such as my bedroom**
- d. Respondent 4: I am more comfortable studying from home**
- e. Respondent 5: I choose my bedroom as a comfortable place to do online learning**

4. How do you make time to do other activities not be distrubed by English online learning?

**Answer**

- a. **Respondent 1: For the time sometimes there are obstacles to follow online learning**
  - b. **Respondent 2: Because I am working at home, learning activities are a little distrubed**
  - c. **Respondent 3: The time for online learning sometimes does not match the time of my other activities**
  - d. **Respondent 4: For online learning I have to devide my time so that there are no distractions during online learning**
  - e. **Respondent 5: During online learning sometimes there are problems**
5. Are you more active in doing English online learning?

**Answer**

- a. **Respondent 1: I am more active if I just do offline learning**
  - b. **Respondent 2: I am less active in online learning**
  - c. **Respondent 3: Sometimes I am active to join English online learning**
  - d. **Respondent 4: I am not active in online learning, just listen to the material given by the teacher**
  - e. **Respondent 5: I am not very active because sometimes online learnig is boring**
6. Is English online learning efficient?

**Answer**

- a. **Respondent 1: Less effecient, because I can not meet directly with teachers and friends**
  - b. **Respondent 2: Since online learning, the teaching and learning process is less effecient**
  - c. **Respondent 3: In my opinion, online learning is less effecient**
  - d. **Respondent 4: Less effective learning.**
  - e. **Respondent 5: I think online learning is less effecient**
7. Are you following the home schooler program?

**Answer**

- a. Respondent 1: I do not follow home schooler**
- b. Respondent 2: No, I am not follow home schooler program**
- c. Respondent 3: I did not follow the program**
- d. Respondent 4: No, I do not follow home schooler program**
- e. Respondent 5: I am not**

8. Did your learning outcomes improve after attending home schoolers?

**Answer**

- a. Respondent 1: No, I do not**
- b. Respondent 2: No**
- c. Respondent 3: No**
- d. Respondent 4: I am not**
- e. Respondent 5: I am not**

9. Do you think you have slow interaction in the English online learning process?

**Answer**

- a. Respondent 1: I often experience slow interactions with my teachers or friends, which will interference the learning process**
- b. Respondent 2: There has been a slow interaction so that it can interference online learning process**
- c. Respondent 3: Lack interaction often occurs when my internet network is connected**
- d. Respondent 4: Yes, lack of interaction has occured during my online learning process**
- e. Respondent 5: Lack of interaction often occurs when the internet network is interrupted in online learning process**

10. Does lack of interaction make you not understand in English online learning?

**Answer**

- a. Respondent 1: Yes, I am**
- b. Respondent 2: Yes, of course**
- c. Respondent 3: Yes**

- d. Respondent 4: Yes**
- e. Respondent 5: Yes, of course**

11. Do you always use ICT in English online learning?

**Answer**

- a. Respondent 1: Since online learning we learn use ICT**
- b. Respondent 2: In my opinion, ICT has an important role in the online learning process**
- c. Respondent 3: Before online learning, we still used manual learning. After online learning we always use ICT**
- d. Respondent 4: Since online learning, we always use ICT**
- e. Respondent 5: Online learning makes me have to understand the good and correct use of ICT**

12. How the important motivation of online learning on your opinion?

**Answer**

- a. Respondent 1: My motivation for online learning is to keep learning even if I study remotely, this is due to keep improving my learning ability**
- b. Respondent 2: Online learning is very important for me to keep learning**
- c. Respondent 3: My motivation in online learning is so that I do not miss the learning materials at schools**
- d. Respondent 4: My motivation in online learning is to keep learning**
- e. Respondent 5: I take online learning because is very important for me as a students**

13. Do you think increase motivation in English online learning is important?

**Answer**

- a. Respondent 1: Online learning because is very important for me**
- b. Respondent 2: Very important**
- c. Respondent 3: Yes, of course**
- d. Respondent 4: It is very important for me**
- e. Respondent 5: Yes, of course**

14. How do you do to increase your motivation in English online learning?

**Answer**

- a. Respondent 1: Keep improving my learning**
- b. Respondent 2: Keep learning**
- c. Respondent 3: I do not miss the learning materials**
- d. Respondent 4: To keep my learning**
- e. Respondent 5: Online learning is to keep learning**

15. How about your internet signal in doing English online learning?

**Answer**

- a. Respondent 1: Alhamdulillah, as long as I follow online learning process, my internet signal and quota are fulfilled**
- b. Respondent 2: My internet signal sometimes crashes, we get internet quota from the government of 10 Gb for one month, but it only goes out once**
- c. Respondent 3: Sometimes my internet signal is cut off when I take online classes. My internet quota is still safe**
- d. Respondent 4: My internet signal and quota is still safe during online learning**
- e. Respondent 5: I live in village where signal is difficult, so internet signal is still quite difficult in online learning process**

16. Is your internet quota fulfilled in doing English online learning?

**Answer**

- a. Respondent 1: Yes, my internet signal and quota are fulfilled**
- b. Respondent 2: My internet signal sometimes crashes**
- c. Respondent 3: Sometimes my internet signal is cut off**
- d. Respondent 4: My internet signal and quota is still safe**
- e. Respondent 5: My signal is still quite difficult in online learning process**

17. Do you understand the use of the internet properly and correctly?

**Answer**

- a. Respondent 1: I do not really understand how to use the internet properly and correctly**

- b. Respondent 2: For using the internet properly and correctly, sometimes I do not know**
- c. Respondent 3: I do not understand about use internet properly and correctly**
- d. Respondent 4: I understand a little of using the internet properly and correctly**
- e. Respondent 5: I do not understand about using internet properly and correctly**

18. How do you use the internet in English online learning?

**Answer**

- a. Respondent 1: I use the internet to my online learning process**
- b. Respondent 2: I use the internet to search the material**
- c. Respondent 3: I use the internet to online learning process**
- d. Respondent 4: I use the internet to my online learning process**
- e. Respondent 5: I use the internet to learning process**

19. Do you not understand about computer language when you doing English online learning process?

**Answer**

- a. Respondent 1: I do not really understand about computer language in English online learning process**
- b. Respondent 2: I have lack of understanding computer language**
- c. Respondent 3: I do not mastery computer language in online learning process**
- d. Respondent 4: I have lack of mastery computer langauge**
- e. Respondent 5: I do not understand about computer langugage**

20. How do you solve it?

**Answer**

- a. Respondent 1: Ask my teacher**
- b. Respondent 2: Search in google**
- c. Respondent 3: Chat my teacher**
- d. Respondent 4: Search in google**

**e. Respondent 5: Ask my teacher**

**TRANSKIP WAWANCARA GURU**

Hari/tanggal : Senin, 2 Agustus 2021

Tempat : Ruang Guru

Narasumber : Ibu Desi Kurniawati, S.Pd

1. What are the activities that you implement to help students' problems and questions in English online learning?

**Answer: In English online learning process I use various online learning media so that students don't get bored**

2. How do students consult directly with the teacher in English online learning?

**Answer: Usually students consult directly about problems encountered during online learning via Whatsapp groups**

3. How do you expand your ideas in English online learning?

**Answer: So that learning is not monotonous and does not make students stressed, some teachers are advised to make assignments at home in the form of projects or take advantage of online learning applications**

4. What sources do you use to expand ideas so that students can upgrade their English online learning?

**Answer: For learning resources I usually search in books or google**

5. What are the strategies that you use in English online learning?

**Answer: The strategies that I do in English online learning process is before the learning start the students are reminded in advance so that at the right time they are ready**

6. How do you present or explain material via online meeting with the students?

**Answer: I present the material via WhatsApp group or google meet/zoom meeting**

7. Have you ever tried to make virtual meeting with the students?

**Answer: Yes, I have**



8. What application do you usually use to conduct online meeting with the students?

**Answer: I use Google meet or zoom meeting**

9. Do you use the zoom application to do presentation of material to students?

**Answer: Yes, I use it**

10. How is the online meeting using certain applications?

**Answer: Learning is going well so far**

11. What do you do to students in giving homework?

**Answer: After I gave the material that day, I gave some homework**

12. What kinds of online learning activities do you conduct for students to complete their homework?

**Answer: Group work between students**

13. How do the students collect their assignment?

**Answer: After they finish doing their homework, it can be collected via WhatsApp**

14. How do you create a quiz for students' online learning activities?

**Answer: I create a quiz for students in online learning activities**

15. How is the enthusiasm and responses of students about the quiz in English online learning?

**Answer: They are very enthusiastic to take the quiz, especially if there is a prize. The benefits of online quiz students can add insight and improve abilities about the subject matter, quiz can stimulate students to learn. So that they are not bored**

16. How do you implement peer and team assessment for online learning?

**Answer: I apply peer and team to students so they can learn more independently**

17. How are students' responses after doing peer and team assessment?

**Answer: With peer and team, it is easier for students to do online learning. so their response is pretty good**

18. In online learning, how do you provide written material for students to practice reading?

**Answer: I provide written material for students to practice reading in online learning use some additional materials for students to practice reading in online learning such as form LKS**

19. Do you use some additional materials for students to practice reading in online learning?

**Answer: Yes, i use it**

20. Have you ever uploaded the reading material in google classroom and asked students to read it?

**Answer: Yes, I ever uploaded the reading material via Whatsapp group and asked students to read it by voice note**

21. Is there an issue when teaching reading in online learning?

**Answer: The obstacle in learning reading is that there are students who experience internet signal interference and to solve it, I chat priavately with the students**

22. How do you solve the problem during the student practice reading online?

**Answer: To solve it, I chat priavately with the students**

23. How do you improve reading skills in English online learning?

**Answer: I always read the material before I shared to my students at online learning class**

24. What strategies do you use to improve reading skills in English online learning?

**Answer: I asked students to read the material that I shared**

25. Do the student understand reading in online learning?

**Answer: Sometimes, they do not understand about the reading material**

26. How is student' understanding of reading material in online learning?

**Answer: They can asked to me about the reading material in detail**

27. How do you use self study activities in online learning?

**Answer: I use self study for students so that they are more independent in English online learning**

28. What should students do to accomplish self study in online learning?

**Answer: The students can do self study at home**

29. How do you control it?

**Answer: If students have a lot of questions when doing self study, they can chat privately with me**

30. What are the benefits of self study in English online learning?

**Answer: The benefits of self study is the students can more indepents in English online learning**

### **TRANSKIP WAWANCARA GURU**

Hari/tanggal : Senin, 2 Agustus 2021

Tempat : Ruang Guru

Narasumber : Ibu Rizki Islamiyati, S.Pd

31. What are the activities that you implement to help students' problems and questions in English online learning?

**Answer: As a teacher, I have to find various solutions to overcome these obstacles. The alternative solutions that can be taken are a location near the home environment that is difficult to reach by the internet network**

32. How do students consult directly with the teacher in English online learning?

**Answer: They consult with me via Whatsapp groups or private chat**

33. How do you expand your ideas in English online learning?

**Answer: In online learning, I expand my ideas by using the video learning media from youtube that I share on WhatsApp**

34. What sources do you use to expand ideas so that students can upgrade their English online learning?

**Answer: In online learning I usually search google**

35. What are the strategies that you use in English online learning?

**Answer: The learning strategy that I use is to understand the needs of students, learn technology that can support the teaching and learning process, to learn the latest kinds of learning methods that may be applied in the classroom**

36. How do you present or explain material via online meeting with the students?

**Answer: I present the material via WhatsApp group**

37. Have you ever tried to make virtual meeting with the students?

**Answer: Yes, I have**

38. What application do you usually use to conduct online meeting with the students?

**Answer: I use WhatsApp, Google meet and zoom meet**

39. Do you use the zoom application to do presentation of material to students?

**Answer: Yes, I use**

40. How is the online meeting using certain applications?

**Answer: Sometimes, in using applications such as zoom or google meet there are obstacles that I found such as the loss of signal hehe**

41. What do you do to students in giving homework?

**Answer: I give some homework**

42. What kinds of online learning activities do you conduct for students to complete their homework?

**Answer: Work in group**

43. How do the students collect their assignment?

**Answer: The students can collected their homework via WhatsApp group**

44. How do you create a quiz for students' online learning activities?

**Answer: I use quiz for students when lesson is over**

45. How is the enthusiasm and responses of students about the quiz in English online learning?

**Answer: Through the quiz, the students will be active in learning. Students will actively answer and find solutions to the question presented**

46. How do you implement peer and team assessment for online learning?

**Answer: I apply peer and team to students so they can learn more independently**

47. How are students' responses after doing peer and team assessment?

**Answer: The response is well**

48. In online learning, how do you provide written material for students to practice reading?

**Answer: I provide interesting material for students, for example by using powerpoint which is equipped with audio visuals and asked students to read it**

49. Do you use some additional materials for students to practice reading in online learning?

**Answer: Yes, i use it**

50. Have you ever uploaded the reading material in google classroom and asked students to read it?

**Answer: Yes, I ever**

51. Is there an issue when teaching reading in online learning?

**Answer: In reading online there is obstacle such as students no signal to join in zoom meeting**

52. How do you solve the problem during the student practice reading online?

**Answer: To solve the obstacle I usually give an assignment to record the material that the students had to read**

53. How do you improve reading skills in English online learning?

**Answer: I always read the material before I shared to my students**

54. What strategies do you use to improve reading skills in English online learning?

**Answer: I asked students to read the material**

55. Do the student understand reading in online learning?

**Answer: Sometimes, they do not understand about the reading material**

56. How is student' understanding of reading material in online learning?

**Answer: They can asked to me about the reading material in detail**

57. How do you use self study activities in online learning?

**Answer: In self study, I asked student to learn independet so that they can focus more in English online learning**

58. What should students do to accomplish self study in online learning?

**Answer: The students can do self study at home**

59. How do you control it?

**Answer: If students have a lot of questions when doing self study, they can chat privately with me**

60. What are the benefits of self study in English online learning?

**Answer: The benefits of self study is the students can focus more in English online learning**







## **BIOGRAPHY**



The researcher's name is Fitri Darwanti. She was born in Raksa Budi, January 14<sup>th</sup> 2000. She is a daughter of Mr. Giono and Mrs. Ponikem. She has one brother named Rudi Ari Saputra and one sister name Kholifatun. She finished her Elementary

School at SDN 01 Raksa Budi and graduated in 2011, the continued her Junior High School at SMP PGRI Raksa Budi and graduated in 2014 and the carried on her Senior High School at SMAN Raksa Budi and also graduated in 2017. After that, she decided entering Institute Collage for Islamic Studies (IAIN) Curup and choose English Study Program as her faculty. She graduated her study on 2022.