

## **CHAPTER 4**

### **FINDING AND DISCUSSION**

There are two major sections in this chapter, namely the finding of the research and the discussion of the research. The first section elaborates the way the data are processed and analyzed. After analyzing the finding, the students' perception of English Online Learning is obtained. All of those will be discussed in finding and discussion.

#### **1.1.Finding**

##### **1.1.1. Observation**

The researcher conducted the research on October 6<sup>th</sup>2021. Observation carried out once but led to two sides, one side from the teacher directly at the school and the other side from the students indirectly through WhatsApp group. Before the observation was carried out, the teacher had added researcher to the English eleventh grades group. Based on the observation, the researcher found that there were positive result and negative result. The teacher did online learning through WhatsApp group. There are 4 classes of social class and all of them have been combined into one group for English material. Before online learning begins, the teacher has prepared the material and quiz. At the beginning of online learning, teacher opened the class by greeting and asked students to pray. Teacher had unique way to ask the condition of the students by stickers or emoticons to show their feeling. it could engage the students because the students would like to explore the stickers or emoticons in

WhatsApp application and responded the teacher. The students responded well to the teacher and gave a different feeling.

Furthermore, the teacher gave the material and quiz in quipper and the students quieted even did not respond the teacher. Researcher found that the students did not open the material and did not do the quiz. The online learning did not run well because lack of teacher explanation and there were not question and answer session. It made students lazy to study and did not understand the material so that they did not do the quiz even they did it carelessly. Researcher found that the teacher only gave the material through link and without explanation the teacher asked students to do the quiz. After giving quiz, the teacher did not discuss and evaluate the questions of the quiz. It's not effective for students to study individually and did not get the evaluation. Evaluation is important to make students knew the mistake so the students could improve their knowledge.

#### 1.1.2. Questionnaire

Questionnaire is used to describe the students' perception toward English Online Learning. The questions used in the questionnaire would answer two research problems about students' perception and motivation. In this questionnaire there were 5 questions and the questions are presented in Indonesian. Students only gave a checklist in the box provided in Microsoft Word through WhatsApp. For the questionnaire, question point 1 and 2 discussed students' perceptions of English Online Learning while points 3 to 5 discussed strength and weakness of English Online Learning during the Covid-19 pandemic. The scale can be even or odd. For research in Indonesia, it is recommended to use a balanced Likert scale for example

with 4 or 5 levels. The researcher used a balanced Likert scale with 5 levels. The

following are description of the likert scale 1 to 5:

- 1 : Strongly agree
- 2 : Agree
- 3 : Doubtful
- 4 : Disagree
- 5 : Strongly disagree

The following table shows the results of data about students' perceptions and motivation.

No	Questionnaire Statements	Scale	Frequency	Percentage
1	Guru menjelaskan materi dan melakukan kegiatan tanya jawab tentang materi bahasa Inggris dengan baik melalui pembelajaran online (The teacher explains English material well through online Learning)	5	19	48 %
		4	5	13 %
		3	7	18 %
		2	7	18 %
		1	2	5 %
2	Anda menikmati pembelajaran online selama pandemi Covid-19 ( You enjoy Online Learning during Covid-19 pandemic)	5	31	78 %
		4	2	5 %
		3	5	13 %
		2	2	5 %
		1	0	0 %
3	Anda bertanya kepada guru ketika mengalami kesulitan dalam belajar bahasa Inggris melalui Online Learning (You ask the teacher when you have difficulty in learning English through Online Learning)	5	1	3 %
		4	5	13 %
		3	27	68 %
		2	6	15 %
		1	1	3 %
4	Kemampuan bahasa Inggris anda meningkat selama pembelajaran melalui pembelajaran online (Your English skills improve during learning through Online Learning)	5	6	15 %
		4	8	20 %
		3	22	55 %
		2	4	10 %
		1	0	0 %

5	Anda tetap belajar bahasa Inggris meskipun tidak ada tugas selama pandemi Covid-19 (You continue to learn English even though there are no assignments during the Covid 19 pandemic)	5	1	3%
		4	1	3%
		3	20	50%
		2	5	13%
		1	3	8%

From the table above shows that students are more dominant in giving negative responses. This can be seen from the percentage of students' answers. questions number one and two related to student perceptions, students were more dominant in giving a negative response with a choice of a scale of 5, namely strongly disagree. And for questions number 3 to 5 which contain about strength and weakness, students are more dominant in choosing a scale of 3 which is indecisive. From these results, it can be concluded that students are more likely to have negative perceptions about learning English online.

### 1.1.3. Interview

In this section, the researcher would elaborate the data analysis from the interview. The researcher conducted the interview for the teacher and also the students. All of questions in this interview were related to students' perceptions. Semi structured interview was employed in this research in order to find deeper information related to students' perception of online learning. The researcher conducted first interview with the teacher to get the information about online learning. The researcher presents interview data consisting of 15 basic questions that are summarized in the following table:

No	Questions	Respond
1	<i>Bagaimanakah pembelajaran yang digunakan di kelas?(How is learning used in class?)</i>	Online Learning
2	<i>Apakah pengertian dari pembelajaran online?(What is the meaning of online learning?)</i>	Learning which students and teachers do not meet each other or face to face, not in the same room and there is a distance.
3	<i>Apakah siswa mengikuti pembelajaran online dengan baik?(Do students follow online learning well?)</i>	Good enough
4	<i>Metode apakah yang digunakan guru dalam pembelajaran online?(What does method used by teachers in online learning?)</i>	Based on the situation
5	<i>Media apakah yang digunakan guru untuk pembelajaran online?(What does media used by teachers for online learning?)</i>	Telegram, WA, Meet, google classroom.
6	<i>Apakah siswa merasa senang dan aktif dalam pembelajaran online?(Do students feel happy and active in online learning?)</i>	It's fifty-fifty. There are students enjoy and there are students do not enjoy.
7	<i>Apakah pembelajaran online efektif untuk pembelajaran bahasa inggris?(Is online learning effective for learning English?)</i>	Depend on students and teacher it could be effective and ineffective.
8	<i>Apakah kendala bagi guru dan siswa dalam pembelajaran online?(What are the obstacles for teachers in online learning?)</i>	The way to engage the students.
9	<i>Apa saja keluhan yang dirasakan guru saat pembelajaran online?(What are the complaints that teachers feel when online learning?)</i>	Students who take online learning are not always full. And there are also some student never join the learning.
10	<i>Apa saja keluhan yang dirasakan siswa</i>	They are shy to ask.

	<i>saat pembelajaran online?</i> (What are the complaints that students feel when learning online?)	
11	<i>Apa saja tantangan guru dalam pembelajaran online?</i> (What are the challenges of teachers in online learning?)	I became excited to find alternative media or suitable methods for online learning. I have to learn a lot more in dealing with online learning.
12	<i>Apa manfaat dari pembelajaran online?</i> (What are the benefits of online learning?)	it is beneficial for me to know more and increase my knowledge about effective and contextual methods and new media to give to students.
13	<i>Apakah upaya guru untuk mewujudkan pembelajaran online yang efektif?</i> (What are the teacher's efforts to realize effective online learning?)	Managing the time during the learning process, and be disciplined.
14	<i>Apakah upaya untuk menumbuhkan perhatian siswa?</i> (What are the efforts to cultivate students' attention?)	I give games and I give rewards, in the form of grades and sometimes I give free work on assignments on that day.
15	<i>Apa harapan guru dalam pembelajaran online?</i> (What are the teacher's expectations in online learning?)	There are feedback from students.

The second interview had been conducted by researcher with the students by online through WhatsApp. In conducting interview, the questions given to participants are different with the questionnaire questions. But the points used are the same, namely to discuss two research problems related to students' perceptions and motivations. Interview results are used by the researcher to convince and strengthen student responses in the questionnaire. The researcher addressed four main questions

for ten students to get the information about their perceptions. The following are the result of interview of students through WhatsApp :

no	Questions	Percentage of Respond	
		Negative	Positive
1	<i>Apakah siswa menikmati pembelajaran online?</i> (Do students enjoy online learning?)	80 %	20 %
2	<i>Apakah guru menjelaskan materi secara jelas dan rinci?</i> (Does the teacher explain the material in detail?)	70 %	30 %
3	<i>Apakah guru melakukan tanya jawab setelah memberi materi?</i> (Does the teacher do question and answer after giving the material?)	50 %	50 %
4	<i>Apakah pembelajaran online efektif dan sesuai untuk siswa?</i> (Does online learning effective and suitable for students?)	80 %	20 %

## 1.2. Discussion

In this section, the researcher will present the interpretation and discussion after getting the result of the research. The result of the research was known after doing an analysis of the data. By doing the analysis, the researcher was able to know the students' perception toward English Online Learning during covid 19 pandemic. To collect the data, the researcher distributed three steps. The first is observation, researcher observed the situation of online learning. Second is questionnaire, there are 40 students voluntarily participated in filling out the questionnaire. and the third is conducted interview to the teacher and students.

## **1. Students' Perception toward English Online Learning**

The data obtained by the researcher on the questionnaire showed that in the first question, students were more dominant in choosing point 5, which is strongly disagree with a percentage of 48% consisted of 19 students. And for point 4 or disagree there were 5 students chosen and the percentage is 13%. Point 2 agree and 3 are undecided, have the same percentage 18% with 7 students. And in point 1 there were only 2 students who chose it with a percentage of 5%. From the explanation above, it could be said that in explaining the material and conducting questions and answers, the teacher still has shortcomings and could not be said to be good. The second question which contained about the convenience of students towards online learning obtained low results at points 2, 3 and 4 with the acquisition of 2 to 5 students with a percentage of 5% and 13%. Even at point 1 no one student chose. Precisely with a very high result chosen by students is point 5 with a percentage of 78% and the acquisition of 31 students. This shows that students did not really enjoy online learning during the pandemic. Then the third question, where this question contained students asked when they have difficulty. And the results obtained there were many choices from students is point 3 where students felt doubtful with a percentage of 68%. Than points 1, 2, 4 and 5 have results there were few and almost balanced and only got a percentage of 3% to 15%. So it could be concluded that in asking question students are still hesitant. Then for the fourth and fifth questions which contained the students' ability increased during online learning and students interested in keeping learning have the same results as the third question. The student's choices are more dominant at point 3 with a percentage

of 50% to 55%, which was doubtful. It could be concluded that students are not motivated to learn and improve their abilities. And less than 5 students with a percentage of 8% to 13% who feel motivated and kept learning to improve their abilities. From the acquisition of the questionnaire, this showed that students are more dominant in having negative perceptions and almost none of them have positive perceptions.

The results of teacher interviews showed that teacher used WhatsApp for the learning process and teacher provided material through Quipper as well as exercises and assignments. If students had complaints and obstacles, the teacher also had obstacles in conducting online learning. The teacher has learned a new method for online learning. Unfortunately, the students were still not active and there was no feedback on the lessons that have been delivered by the teacher. Many students did not do their assignments and even there were students who until the day the researcher conducted interviews, he never joined the lesson. Based on the results of the interview, it could be seen that teacher also had problems and complaints in online learning, but there was a positive side where teacher could actively to find out the latest and most appropriate learning methods and media for online learning.

The analysis of interview showed negative response according to the students. Based on the results of interview, it could be seen that most of students give negative respond about English online learning. Negative respond means disagree and positive respond means agree. Student interviews were conducted because the researcher wanted to know their opinions as well as seek the truth to support the results of the questionnaire. The researcher only gave the interview question to 10 students. The

researcher took 10 students because this was able to represent all the research subjects. The researcher just wanted to know the reason that supported students' negative response. Based on the finding, students did not enjoy the online learning. This could be indicated by the acquisition of the highest percentage of 80% which is disagree. Besides students also felt confused with the material and the percentage is 70% of disagree or negative response. The students had to understand the materials individually. They wanted the teacher to find new ways or other ways that could make students understand the material. And the teacher's explanation is also very important. They hoped the teacher could explain the material in detail and occasionally did lessons with zoom or meet so that students could catch the teacher's explanation well and clearly. For question and answer the percentage of response got 50% disagree and 50% agree. It's because the teacher did not stimulate the students to ask and the teacher did not give the question to the students to measure students' understanding. The students also embarrassed to ask the teacher about material in group. They asked the teacher privately to measure their opinion of the material. They preferred to contact the teacher personally rather than asked in group because they really needed the answer of their misunderstandings. It happened because there were many students from 4 classes which combined into one group and when the students asked there were not response from the teacher. It made students disappointed with the teacher and students chose to be silent and passive when they did online learning. The lack of teachers' explanation is a big problem that students face. The effectiveness of online learning got 80% of disagree because students could not get the materials well and their knowledge did not improve.

## **2. The Strength and Weakness of English Online Learning**

The result of observation showed that the strength only found in the teacher. And there were many shortcomings in the online learning process both from teacher and students. For the strength, teacher could improve their skill in using online media. Teacher could explore and learn many kinds of online media and online method. There was also one thing that good and the teacher has it, that is the way the teacher asked about the condition at the beginning of learning process. In a unique way the teacher was able to attract students' attention. But teachers also had shortcomings when teacher was doing online learning, amongs are; 1.) Teacher could not use the time as well as possible. During Covid 19 pandemic, the time limited and teacher must be able to utilize the time and energy of students in the learning process. The learning process that should be maximized became less than optimal because the teacher actually wasted time in the online learning process. 2.) The teacher less of explanations and gave more assignments. Teacher must be wise in providing the materials and assignments. Before giving assignments, the teacher had to give a lot of and detailed explanations. So that students could understand the materials and more easied to do the assignments. 3.) Teacher also less creative and innovative in doing learning. It was clear that teacher are less skill in teaching. 4.) Some aspects that teacher needed are the use of language, the use of time, the use of media and methods, as well as conducting questions and answers and giving evaluations. All of that were not done during online learning, so that learning did not achieve learning objectives and did not run well. And from the student's side, the researcher found many things that are; 1.) Students became very inactive in the beginning of online

learning. After the teacher gave the material students became passive. 2.) Students did not do the task and they only responded the teacher in the beginning and in the end of learning.3.) Many students felt that they did not understand the material even almost all participants felt uncomfortable and bored with online learning. The reason why students did not enjoy online learning is the teacher gave more assignments than explained the material. Students were very objected to existing assignments because they are required to study independently.

Students thought online learning would not be effective if the teacher did not explain in detail using zoom or meet. By new methods and complete explanations, students thought that they would be motivated to learn. For this reason, in addition to providing material, the teacher also obliged to motivate students to be enthusiastic and active in learningso that could achieve learning objectives.Students needed motivation from the teacher to be able to learn comfortably and be able to understand the lesson well. The way the teacher conducted online meetings, provided a detail explanation and an interesting method are the hope of students so that they are motivated in doing online learning.

Despite English online learning has many troubles and students felt bored and lazy in online learning, yet very few students felt that it is effective and enjoy online learning such as they can enjoy study at home while lay on the bed and the situation is comfortable.