

**THE CHALLENGES OF ONLINE LEARNING DURING
COVID-19 PANDEMIC: PERCEPTION ANALYSIS OF
TEACHER AND STUDENTS AT MTS AL-MUBAARAK
KOTA BENGKULU**

THESIS

Submitted as A Partial Requirements for the degree of *Sarjana
Pendidikan* (S.Pd) of English Education Study Program Tarbiyah
dan Tadris Faculty in UIN Fatmawati Sukarno Bengkulu



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MOTTO

**“Know That Victory is with Patience, the way out is
with difficulty, and that with hardship there is ease”**

-H.R. Tirmidzi-

“Don’t ever give up”

DEDICATIONS

This thesis dedicated to :

- ❖ For Allah SWT, thank you for giving me strength in doing this thesis and giving me the ease of thinking.
- ❖ For my parents, thank you very much for your support, pray, and patience to make my dream come true. You are the greatest gift that God sent to me.
- ❖ For myself, thanks myself for being patient, for fighting bad moods, and for working hard on this thesis.
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- ❖ Last but not least, I want to thank to me for believing in me. I want to thank me for doing all this hard work. I want to thank me for having no days off.

PRONOUNCEMENT

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I hereby sincerely state that the thesis titled “The Challenges of Online Learning During Covid-19 Pandemic: Perception Analysis of Teacher and Students at MTs Al-Mubaarak Kota Bengkulu” Is my real masterpiece. The things out of my masterpiece in thus thesis are signed by citation and referred I the bibliography. If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

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The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and the readers in general.

The Reseacher

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ABSTRACT

Mediyansyah. 2022. *“The Challenges of Online Learning During COVID-19 Pandemic: Perception Analysis of Teacher and Students at MTs Al-Mubaarak Kota Bengkulu”*. A Graduating Paper. English Education Departement. Tarbiyah and Tadris Faculty. UIN Fatmawati Sukarno Bengkulu.

Supervisor: 1. Risnawati, M.Pd. 2. M. Arif Rahman Hakim, Ph.D.

There are several challenges faced in online learning; External support and economic burdens, Teaching and course, Computer and network operation skills. Conditions for accessing the internet, Learning support services. This research was aim to analysis how is teacher and students perceptions of challenges in online learning during Covid-19 Pandemic. The source of data in this research was taken from an English teacher and thirty students at MTs Al-Mubaarak Kota Bengkulu. In this research the technique of collecting data researcher used questionnaire and interview method that consist eight statements about challenges of online learning. The results of the research is some of the challenges teachers and students experienced include problem of economic, technology, internet even knowledge about online learning system. The results of the research indicated that a lot problems were faced by the teacher and students during the online learning and teaching. These problems can be solved by acquiring trainings, technical skills and development of information and technology.

Keyword: Challenges in Online Learning, Covid-19, Perception Analysis.

ABSTRAK

Mediyansyah. 2022. *“Tantangan Pembelajaran Online Selama Pandemi COVID-19: Analisis Persepsi Guru dan Siswa di MTs Al-Mubaarak Kota Bengkulu”*. Sebuah Dokumen Wisuda. Departemen Pendidikan Bahasa Inggris. Fakultas Tarbiyah dan Tadris. UIN Fatmawati Soekarno Bengkulu.

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Ada beberapa tantangan yang dihadapi dalam pembelajaran online; Dukungan eksternal dan beban ekonomi, Pengajaran dan kursus, Komputer dan keterampilan operasi jaringan. Ketentuan untuk mengakses internet, Layanan pendukung pembelajaran. Penelitian ini bertujuan untuk menganalisis bagaimana persepsi guru dan siswa terhadap tantangan pembelajaran online di masa Pandemi Covid-19. Sumber data dalam penelitian ini diambil dari seorang guru bahasa Inggris dan tiga puluh siswa di MTs Al-Mubaarak Kota Bengkulu. Dalam penelitian ini teknik pengumpulan data peneliti menggunakan metode angket dan wawancara yang terdiri dari delapan pernyataan tentang tantangan pembelajaran online. Hasil penelitian adalah beberapa tantangan yang dialami guru dan siswa antara lain masalah ekonomi, teknologi, internet bahkan pengetahuan tentang sistem pembelajaran online. Hasil penelitian menunjukkan bahwa banyak masalah yang dihadapi oleh guru dan siswa selama pembelajaran dan pengajaran online. Masalah-masalah ini dapat diselesaikan dengan memperoleh pelatihan, keterampilan teknis dan pengembangan informasi dan teknologi.

Kata Kunci: Tantangan Pembelajaran Online, Covid-19, Analisis Persepsi.

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CHAPTER I

INTRODUCTION

A. Background

English is considered the language of the infidels, the language of the colonizers or the language of the enemies of Muslims. There are some people who consider learning a foreign language as something that is haram and even absolutely despicable. Mastering a foreign language, for the sake of a benefit to avoid treason (trickery) of the enemies of Islam, this is allowed. Since the time of the Prophet Muhammad, the importance of understanding foreign languages has been emphasized. It is recorded in the hadith of Imam Ahmad, Abu Dawud and At-Turmuzy that Zaid bin Tsabit was commanded to learn the Hebrew language because the Prophet wanted to send a letter and in the end not less than half a month Zaid bin Tsabit had mastered the Jewish language . The Prophet's companion of the revelator recounted, "After I had mastered it and the Prophet meant to

send a letter to the Jews, so I wrote it for them, and if they sent a letter to the Prophet I would read them to him. “In another hadith, the Holy Prophet then sent Zaid bin Thabit to study the Syriac language. The hadith teaches that mastering a foreign language-moreover English is very important and even a need for Muslims for foreign languages for various things in today's modern world (Hakim, 2017). Learning a foreign language is not absolutely forbidden. Sometimes learning a foreign language is even a necessity, for the sake of benefit, preventing treason and preaching Islam.

For almost a year, the Covid-19 pandemic in Indonesia, especially in Bengkulu province, can be said that the Covid-19 pandemic is a heartbreaking problem for all inhabitants of the earth. All segments of human life on earth are disturbed, without exception of education. Many countries have decided to close schools and universities, including Indonesia. This crisis really came suddenly, governments in any part of the world including Indonesia must take a bitter decision, such as

to close schools to reduce direct contact with people and to save lives. The Covid-19 pandemic has a very big impact, especially at Junior High School in Kota Bengkulu, which was closed around in mid-March. The big impact on the sustainability of education caused by the Covid-19 pandemic is the short-term impact, which is felt by many families in Indonesia, both in cities and in villages.

In Indonesia, many families are not familiar with school at home. School at home for families in Indonesia is a big surprise especially for the productivity of parents who are usually busy with work outside the home. Likewise with the psychological problems of the students who are accustomed to learning face to face with their teachers and friends. All elements of education in social life are exposed to illness due to Covid-19. Implementation of learning and teaching must take place online. This process runs on a scale that has never been measured and tested because it has never happened before. It is not overlooked that the children of students in

remote villages become completely confused, because the information technology infrastructure is very limited.

Student assessments have also turned online and many have experimented with an unpredictable system, and many assessments have been canceled. The learning system by integrating an internet connection with the teaching and learning process is known as the online learning system or virtual learning system (Bentley, Selassie, and Shegunshi, 2012). Online learning is still considered as a breakthrough or a new paradigm in teaching and learning activities where in the process of teaching and learning activities because teachers and students do not need to attend classrooms. They only rely on an internet connection to carry out the process of learning activities and the process can be done from far away. Because of the ease and practicality of the virtual or online learning system, it's no wonder that many institutions use online lectures.

Thus, online learning can be done from wherever teachers and students are. But the question is whether learning activities in online learning have the same nuances or at least are close to learning activities in face-to-face learning. There are several problems faced in online learning; teaching materials, learning interactions, and the learning environment (Fortune, Spielman, and Pangelinan 2011). Are the teaching materials used in online learning according to the needs of students? Are the instructions in the teaching materials used in online learning easy to understand by students?, and so on. Learning interactions also play an important role in the teaching-learning process. (Su, Bonk, Magjuka, Liu, & Lee, 2005) explains that it has an important role in the learning process to build good relationships between students and between students and teachers.

Based on this explanation, it is known that learning interactions are very important to be built in the learning process. But the question is whether learning interactions

have been built in online learning to support learning activities. For example, in face-to-face learning if a student does not understand something in learning, student can directly ask other students about it and to the teacher and student will immediately get an explanation from them. After that students and teachers who explain can ask directly “do you understand?” if not, then the explaining students and teachers can ask again “which part do not understand?”, the learning interaction process must be maintained in helping students in the learning process.

The learning process in schools is the best public policy tool as an effort to increase knowledge and abilities. In addition, many students think that school is a very fun activity, they can interact with each other. Schools can increase social skills and social class awareness of students. Overall, the school is a medium of interaction between students and teachers to improve intelligence skills and a sense of affection between them.

However, now the activity called school stopped suddenly because of the Covid-19 pandemic. The similarity of the situation between Indonesia and other countries in the world must be addressed with care. The Ministry of Education, under the leadership of Minister Nadiem Makarim, said the spirit of increasing productivity for students was to increase job opportunities when they graduated from a school. However, with the sudden emergence of the Covid-19 pandemic, the education sector in Indonesia needs to follow the path if it can help school conditions in an emergency. Schools need to force themselves to use online methods. However, the use of technology is not without problems, there are many types of problems that hinder the effectiveness of learning with online methods.

Firstly, the condition of teachers in Indonesia does not fully understand the use of technology, this can be seen from teachers who were born in the 1980s. Information technology constraints limit their use of online media. Likewise with

students whose conditions are almost the same as the teachers who are meant by understanding the use of technology. Second, technology support devices that are clearly expensive. Many parts of Indonesia are still in an alarming economic condition. The welfare of teachers and students has prevented them from being completely limited in enjoying the information technology facilities and infrastructure that were very much needed by the Covid-19 disaster. Third, the internet network is still uneven in all corners of the country. Not all educational institutions, both elementary, junior high school and senior high school, can enjoy the internet. Even if there is an internet network the condition is still unable to cover online media. Fourth, costs are also an obstacle because aspects of the welfare of teachers and students are still far from expectations. When they use their internet quota to meet their online media needs, they obviously can't afford it.

There is a dilemma in the use of online media, when the minister of education encourages productivity to move forward, but on the other hand the financial skills and abilities of teachers and students have not gone in the same direction. The state has not been able to be present in its entirety in facilitating the said financial needs.

Based on some problem and the explanation above, this research aim to analyze the teacher and students' perception of online English learning. So in this thesis the researcher wants to study further by conducting research with the title "The Challenges of Online Learning During COVID-19 Pandemic: Perception Analysis of Teacher and Students ".

B. Identification of problem

The problems of this research can be identified as follows;

1. External support and economic burdens.
2. Teaching and course.
3. Computer and network operation skills.
4. Conditions for accessing the internet.
5. Learning support services

C. Limitations of Problem

The limitations of research is teacher and students difficulties in teaching learning English activity during COVID-19 Pandemic, so the teacher knows the differences of students ability, the level of motivation of students in learning, and also the use of techniques and strategies in teaching English, thus the classes are more effective in learning English and attain each of the learning objectives.

D. Research Questions

1. How is teacher perception about challenges in online learning during COVID-19 pandemic at MTs Al-Mubaarak Kota Bengkulu ?
2. How is students' perception about challenges in online learning during COVID-19 pandemic at MTs Al-Mubaarak Kota Bengkulu?

E. Research Objectives

1. To identify the teacher perception about challenges in online learning during COVID-19 pandemic at MTs Al-Mubaarak Kota Bengkulu.
2. To identify the students perception about challenges in online learning during COVID-19 pandemic at MTs Al-Mubaarak Kota Bengkulu.

F. Significance of the study

The results of this study are expected to provide benefits:

1. For the researcher himself, this study is expected to give many benefits and information about what the challenges faced by students in English online learning during COVID-19 pandemic. Then, the next generation of teachers can become more professional teachers in teaching with the abilities and understanding they have.
2. For the schools, this study is expected can contribute ideas to improve or add to existing facilities, infrastructure and improve the existing learning system.
3. For the teachers, this study can inform the teachers about the kind of challenges in teaching English during COVID-19 pandemic. If the teacher has already known the challenge, the teacher could add their skills in teaching to overcome the difficulties that occur in the teaching and learning process in the classroom during COVID-19 pandemic.

4. For the students, can add the knowledge about online-based learning in the Covid-19 pandemic.
5. Finally, this study also hopes to provide information for future researchers about the challenges of teaching English during COVID-19 pandemic. Then, it will help other researchers as a guide in developing their research in the same field and can also be used as references for future study.

G. Definition of key term

In order to understand about correctly and avoid miss understanding within the research, the researcher needs to define the terms within this research.

1. COVID-19

COVID-19 is a disease caused by the infection of the SARS-CoV-2 virus, first verified in Wuhan city, in the Hubei province of China in December 2019.

2. Online Learning

Online learning implies a learning process that uses electronics as a learning medium.

3. Challenges

Challenge literally means an invitation or a call to action. Challenges vary in scope and complexity. When you ask students to complete academic assignments or tasks, you are presenting them with classroom challenges, which can range from simple to complex. When you invite students to engage with larger problems facing them, their school, the community, or beyond in ways that require them to push their learning beyond the walls of the classroom, you are presenting them with beyond-classroom challenges, which are invariably complex.

4. Perception

The technique or process of representing on a plane or curved surface the spatial relation of objects as they might appear to the eye.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

The theoretical framework pointed toward giving concepts applied in this research. These concepts led to a better analysis of the given theories since they help as far as possible the extent of the issue. In this part, the researcher explained pretty much the entirety of the hypotheses used to fortify the research. With the goal that the reader comprehends and urge them to read.

1. COVID-19

COVID-19 is a disease caused by the infection of the SARS-CoV-2 virus, first verified in Wuhan city, in the Hubei province of China in December 2019. The infection has a predominantly respiratory transmission and is transmitted through large droplets or aerosols, and less commonly by contact with infected surfaces or fomites.

According to Morens (2020) Corona virus disease 2019 (COVID-19) is the third coronavirus infection in two decades that was originally described in Asia, after severe acute respiratory syndrome (SARS) and the Middle East respiratory syndrome (MERS).

This flu-like pandemic was declared by WHO on March 12, 2020. COVID-19 started as an epidemic in China before it spread throughout the world in a matter of months and became a pandemic. According to Stefan (2020:2), coronavirus COVID-19 pandemic, a disease caused by the SARS-CoV-2 virus, continues to grow, the cytology laboratory must also brace itself to continue to offer the best service to patients, while protecting its technicians, technologists, trainees, and pathologists.

2. Online Learning

a. The Description of Online Learning

Online learning implies a learning process that uses electronics as a learning medium. According to Hartanto and Purbo (2002), online learning is a form of information technology that is applied in the field of education in the form of virtual schools.

In online learning technology all teaching and learning processes that are normally done in the classroom are done live but virtual means at the same time a teacher teaches in front of a computer that is in one place, while students follow the lesson from other computers in different places. Course material can be obtained free of charge in the form of files that that can be downloaded, while interactive teachers and students in the form of assignments or discussions can be done intensively in the form of discussion forums and emails.

From the description above shows that the basic concept of online learning is to provide new classes equivalent to conventional classes in existing schools so far. Therefore, the construction of a virtual institution must provide results that are more or less the same as the aspiration to establish a conventional educational institution. In other words, online learning is a form of conventional learning as outlined in digital format through internet technology.

According to Cisco (2001) explaining the philosophical online learning as follows:

- 1) Online learning is the delivery of information, communication, education, training online.
- 2) Online learning provides a set of tools that can enrich the value of conventional learning (conventional learning models, studies of textbooks, CD-ROMs and computer-based training) so that they can answer the challenges of the development of globalization.

Online learning demands changes in management of learning. If in ordinary learning, management is done more so that the teacher can present the material or learning material directly, and how students can absorb learning material comfortably, then in online learning the management of learning is directed at how students can learn information in accordance with the topic. Thus management is directed at the learning process. A similar statement was made by Nada Dabbagh and Brenda Bannan-Ritland (2005) who explained that today technological advances, especially in the field of the Internet, have radically changed traditional learning with face-to-face learning (direct instruction) into individualized learning (individual learning) through online learning.

Before deciding to build a virtual classroom in the form of an online learning system, we need to study more thoroughly. It is hoped that this decision-making process

will not be caused by merely following the trend of internet technology to be considered modern but must consider the following matters:

- 1) Budget cost needed.
- 2) Any material that is prioritized is included in the online learning model according to the characteristics and needs.
- 3) Switching from conventional to online learning can be done alone or requires cooperation with other parties.
- 4) How to implement these changes so that the objectives can be achieved effectively and efficiently.

b. The Characteristics of Online Learning

Based on the explanation above, there are several characteristics of online learning as follows:

- 1) In online learning students no longer need a special place and time to study, but students can learn

anywhere and anytime according to the opportunities each student has individually.

- 2) In the learning process students no longer only have access to textbooks and other printed learning resources, but to digital information sources, which can be accessed through cyber space.
- 3) Students and teachers can enhance classroom learning improve classroom learning by accessing information from a unity of sources (databases, libraries, special interest groups), communicating via computer with other students or with experts in special subject areas, and exchanging information/data .
- 4) Teachers and students can access electronic documents to enrich their learning. Students can actively participate because online learning provides an interactive learning environment. Students can connect electronic information to their projects and

papers, making it a "living" document with a hypertext button.

- 5) Because computers have the ability to send information on a variety of media (print, video, and sound and music recordings) computers have become libraries without limits. As students can communicate quickly with text, images, sound, data and video can change the role of teacher and student.
- 6) Online learning allows teachers to be geographically separated from students, they can learn with other students in classrooms throughout the world.

c. The Types of Online Learning

According to Haughey (1998), there are three possibilities in the development of internet-based learning systems, namely as follows:

- 1) Web course, is the use of the internet for educational purposes, in which students and instructors are completely separate and there is no need for face-to-

face contact. All teaching materials, discussions, consultations, assignments, exercises, exams, and other learning activities are fully delivered via the internet. In other words this learning model uses a distance system.

- 2) Web centric course, is the use of the internet that combines distance learning and face-to-face (conventional). Some material is delivered via the internet, and some through face-to-face. Its functions are complementary. In this model the instructor can give instructions to students to learn the material through the web that has been made. Students are also given directions to look for other sources from relevant websites. In the face-to-face session, students and instructors discuss more about the findings of the material that has been learned through the internet.
- 3) Web enhanced course, is the use of the internet to support the improvement of the quality of learning

carried out in class. The function of the internet is to provide enrichment and communication between students and teachers, fellow students, group members, or students with other sources. Therefore, the role of the instructor is to master the technique of finding information on the internet, guiding students to find and find sites that are relevant to learning materials, present material through the web that is interesting and desirable, serving guidance and interesting web communication and interest, providing guidance and communication via the internet, and other skills needed. The development of online learning is not merely about online subject matter, but it must be communicative and interesting. The subject matter is designed as if students learn in front of the teacher through a computer screen that is connected through the internet network. To be able to produce interesting and attractive online learning,

Purbo (2002) requires three things that must be fulfilled in online learning design, which are "simple, personal, and fast".

d. The Advantages of Online Learning

Online learning has several advantages as follows:

- 1) Learning is not limited by place and time so that anytime students can access the learning process.
- 2) Students in this learning process must be active so that the online learning process is a student-centered process.
- 3) Save on education costs (infrastructure, equipment, books, official travel).
- 4) Train students to be more independent in gaining knowledge.
- 5) Professional online help.

e. The Disadvantages of Online Learning

Online learning has several disadvantages as follows:

- 1) Dissemination of information that is not appropriate, the internet makes it possible to present material or material that is inappropriate for students to enjoy because it does not fit their level of development, for example cigarette and alcohol advertisements or topics that may be too high for their understanding and too mature for their viewing. Thus the need for strict control and supervision. There is no organization or agency that controls activities on multiple computer networks. Control is on each individual. This is where the role of the teacher is needed, the teacher must indicate which sites contain information that is really useful for students so that they must be "visited".

- 2) Copyright, because information is so easily accessed, it's so easy for someone to download files quickly. Therefore, students can make a paper or project by violating someone's copyright that is not their work.
- 3) Very fast website growth, it is estimated that several thousand new websites add to the internet every day. This growth makes finding information really difficult. To help search for information, several commercial companies and universities provide search engines that follow the web network and reply to search results that match what is sought.
- 4) Support, good technical support must be available. Without that support and good management, computer networks can die quickly. Problems with a network can cripple a laboratory or even shut down an entire school and company. Technical

supervisors are needed to build and maintain networks.

- 5) Lack of quality control, users must be critical thinkers and readers who know how to value information. Everything that is sent on the internet is not a "teaching". Anyone can post anything on the web, including information that is not important, wrong, or incorrect.

f. The Use of Online Learning in Indonesia

1) Online Learning in Indonesia

Online learning is learning that uses computer media that is connected to the internet network where each student tries to obtain learning materials according to their needs. E-learning usually uses software to connect teachers and students through an online learning room.

Online learning is the latest breakthrough in teaching and learning. This innovation arises from

technology and education experts who are likely to be good prospects for educational institutions, educators, students and the community. Indonesia is one of the countries with education that is classified as still lagging behind. One way to overcome this is to implement e-learning as a learning tool. According to Boediono (Vice President for the 2009-2014 period) e-learning is a stepping stone to anticipating the backwardness of Indonesian education with the international community. Therefore, the development of e-learning is very necessary to support education in Indonesia. In its development, E-Learning provides a new nuance to the world of education in Indonesia. Teachers who originally taught in a classroom with limited time like this with the help of information technology teachers can carry out learning by gathering their

students in an online space anywhere without any time limit.

In Indonesia, currently e-learning has been widely applied in various universities and high schools. If we look at the current phenomenon where elementary school children are already proficient in using electronic devices such as cellphones, laptops and computers, it does not rule out the possibility that e-learning is also being applied at the junior high school level even up to the elementary school level. However, there are several considerations before e-learning is applied at the junior high school and primary school levels. These considerations are as follows:

- a) The difference in the level of students' ability in using electronic media in junior high and elementary schools. There are students who are familiar with

electronic media but there are also students who are not familiar with electronic media.

- b) They will tend to use the facilities for playing rather than studying.
- c) During junior high school and elementary school students tend to be difficult to manage so that the learning that occurs will not be conducive.

g. Implementations of Online Learning in Madrasah

According to Cucus and Aprilinda (2016) E-learning stands for Electronic Learning, which is a new way of teaching and learning that uses electronic media, especially the internet, as a learning system. E-learning is the basis and logical consequence of the development of information and communication technology. E-Learning Madrasah is an application released by the Ministry of Religion of the Republic of Indonesia from the Roudlotul Athfal (RA) level to the Madrasah Aliyah (MA) level. E-Learning can be

accessed 24 hours anywhere by the user (user), as long as the user has stable internet access and has a username and password to access E-Learning to facilitate the implementation of distance learning in order to answer the challenges of increasingly advanced technological advances. Madrasah E-Learning is an application created by the Madrasah KSKK Directorate to be used by teachers and students in carrying out distance learning, both during the Covid-19 pandemic and later after the pandemic ends. Educational institutions must log in to the Official Madrasah E-Learning website by using the Madrasah Statistics Number (NSM) of each institution to be able to access Madrasah E-Learning. Then the Madrasah will be asked to upload an Operator Decree as a condition for approving the use of the E-learning application by the Madrasah. The SK Operator verification process takes about one to two weeks to

pass and then you can download the E-learning application, both the installer and hosting versions. To date, Madrasah E-learning has undergone several updates to add and improve existing features. Starting from the first version, which is version 1.2.0 to the latest version, which is version 2.0.0, which is equipped with a Video Conference feature that allows teachers and students to do face-to-face online learning, teachers can share course material with this feature so that communication can occur two directions that are almost the same as when face-to-face learning. E-learning madrasah also provides a menu for teachers to share teaching materials that will be delivered to students. The teacher can make as many classes as the class that the teacher can teach, be it subject teachers, classroom teachers or counseling guidance teachers. Teachers can even create online classes that provide electronic books that students can

access whenever and wherever they are. So that students can still carry out literacy activities well. Teachers can also share Learning Implementation Plans, Core Competencies and Basic Competencies of each subject being taught to allow students or even guardians of students to monitor and follow the lessons that have been planned for the next semester.

3. Challenges of Online Learning

The online learning that most countries implemented was supposed to serve all students equally. When it comes to technology, Orlando and Attard (2015) stated that “teaching with technology is not a one size fits all approach as it depends on the types of technology in use at the time and also the curriculum content being taught” (p. 119). This means that the incorporation of technology provides additional factors for consideration in terms of teaching pedagogy and construction of learning experiences. Despite this, it is “often taken for granted

that technologies can ‘enhance learning’ (Kirkwood & Price, 2014, p. 6) with the prevailing assumption becoming that technological incorporation, learning enhancement, and student engagement are mutually and inextricably linked. However, in creating individually tailored differentiated instruction for each learner within and across each cohort, additional workload pressures on those seeking to engage with the online environment can be created as teaching staff seek to respond, often reactively, to the individual learning and engagements needs of each cohort.

The problems with a “one size fits all” approach are particularly highlighted in collaborative learning tasks (group work) where individual differences between and across cohorts can be highlighted. This may be because the generalised pedagogical assumptions associated with collaborative learning tasks are often applied to the online environment where there may be less focus on the

delivery and more attention to the task/content (Graham & Misanchuk, 2004). Therefore, the assumption that students will both know and be able to work in groups regardless of mode prevails through a seemingly universal one-size-fits-all application. In addition to the typical challenges that students can experience in group activities regardless of mode, the online environment presents added challenges for the external or isolated learner particularly through considerations around their engagement, access, community, and support. In reflecting on a lecturer's perspective for facilitating learning online, this paper offers strategies for those preparing to teach in an online environment focused around pedagogical strategies for supporting learners through the development and facilitation of group presentation collaborative learning activities. Based on several years of experience, the following insights are provided to encourage those with uncertainty or

inexperience in facilitating an online learning environment a starting point so that they can understand and support their learners.

The learning process has already been disrupted and there are possibilities that the overall school performance across the region will also be greatly impacted for a considerable period. The impact on the academic performance stems from the massive and abrupt closure of schools. From the definition of learning provided above, it is clear that schools not only equip students with academic knowledge but also with values needed outside the school. An abrupt closure of schools means denial of all skills and knowledge that schools offer besides what can be offered virtually. The impact is also disproportionately felt more among students from poor backgrounds.

According to Qifu(2013), the challenges to Online Learning faced by the learners are of seven types they are:

a. External support and economic burdens

The costs of using the internet are experienced as having some impact on the studies of the learners, although this impact is slightly less serious than the impact experienced from their tuition fees. Also, there are still some of the learners who said that there certainly was a great impact on their studies because their bosses did not support their studies.

b. Teaching and courses

The course content of the teaching materials is too much, and the courseware was seen by online learners as being 'too rigid'.

c. Computer and network operation skills

There is a great impact for the learners due to their deficiency in computer and network operation skill.

d. Conditions for accessing the internet

There is inconvenient internet access. Although a lack of access to the internet is not the main barrier for

learners in economically developed areas, there are still problems faced by students in poor or rural areas.

e. Learning support services

As a learning support services provider, one of the primary responsibilities of an institution is to make the ‘communication and interaction’ occur naturally and effectively during the learning process of the distance learners. In fact, the learners are not active enough in interacting with other learners and teacher because they have not yet built a mechanism to arouse or stimulate learners’ initiatives in matters of communication and interaction. Therefore, there are still learners that find it hard to get help from teachers when they come up against difficulties during online learning.

4. Perception

a. The Definition of Perception

Perception is broadly interpreted as a form of thinking about something that forms a certain pattern of attitudes. According to Robbins & Judge (2008:175), perception is defined as a process in which individuals interpret and organize their sensory impressions to give meaning or impressions to the environment.

Perception is defined as a process in which individuals interpret and organize their sensory impressions to give meaning or impressions to the environment, perception is also a process about the entry of information or messages into the human brain (Slameto, 2010). Perception can be defined as our recognition and interpretation of sensory information. Perception allows us to take the sensory information in and make into something meaningful (Brown, 2012).

Perception is the process of recognizing and interpreting sensory stimuli. Learn the definition of perception, how it is related to the five senses, how it differs from reality, and more (Angell, 2006). Based on the theoretical explanation, it can be concluded that perception is a process of conveying information from a person to the surrounding environment based on what is read, seen, and felt.

Perception is also necessary for us to survive in the environment. For the first example, before parents feed their babies microwaves food, they taste it in order to make sure that the temperature isn't too hot. This involves using sensory information (touch and taste) to make sure that the food is not dangerous for the infant. And the second example, before we cross the busy street, we rely on our hearing and sight to make sure that cars aren't coming from any directions. From the two examples, we can know that without sensory

information, we would not be able to judge which food was not hot or when an appropriate time to cross the street would be, which could put us and our children in danger.

Perception is considered as an exchange in which nature, observer and perception are reliant. This theory makes a number of assumptions as follows:

- 1) Perception is multimodal.
- 2) Perception is something active and not is a passive process.
- 3) Perception cannot be explained by the division of behavior into perceiver and perceived.
- 4) Unexplained perceptions relating to responses conditioned to stimuli.
- 5) Relationship between people and the environment is something dynamic.

- 6) Image of the environment owned by the observer depends on past experience, present motivation and attitude.
- 7) Past experience is projected into the present situation in relation to one's needs.

Referring to the explanation above, start from the active process to the relationship of experience in the current circumstance. This issue happens because the person is digesting information from the environment successfully adapts the attitudes, thoughts, or behaviors to the information based on the experience they have.

Based on the understanding above it can be concluded that the act of arranging, recognizing, and interpreting sensory information to give a review and comprehension of the environment. Perception includes all signs for the sensory system, which are the results of physical or chemical stimulation of the detecting organs.

- b. The type of perception

The types of perception according to Irwanto (2002), after individuals interact with perceived objects the perception results can be divided into two, namely:

- 1) Positive Perception, perceptions that describe all knowledge and responses that are continued with their utilization efforts.
- 2) Negative Perception, which describes all knowledge and responses that are not in harmony with the perceived object.

It can be said that the perception both positive and negative will always affect a person in carrying out an action. And the emergence of a positive perception or negative perception all depends on how the individual describes all his knowledge of a perceived object.

c. The process of perception

The process of perception consists of three stages namely as follow:

1) Selection

Selection is the first stage in the process of perception during which we convert the environment stimuli into meaningful experience. In daily life humans are bombarded constantly by such a large variety of information that at a blink moment may encounter these stimuli: the words are hearing, the witness of an accident, the ticking of a clock, to name but few. Since world embraces everything, these are countless stimuli arriving at our sensory organs simultaneously and waiting to be processed. However, humans can not perceive all the information available, because in doing so would experience information overload and disorder. Therefore, humans perceive only part of the

information from the environment through a selective process.

2) Organization

The second stage in perception process is organization. After selecting information from the outside world, we need to organize it in some way by finding certain meaningful patterns. This organization stage is accomplished by putting things or people into categories, and that is why it is also termed categorization by some researchers. In this stage of perception, the social and physical events or objects we encounter will immediately have shape, color, texture, size, etc. For instance, when asked what a human being is, some people may describe it from the perspective of skin color, others from that of race or nationally. If we close our eyes and think what our university library is, we experience an organized environment with an internal and external

structure. Organization allows us to structure and give coherence to our general knowledge about people and the social world, providing typical patterns of behavior and the range of likely variation between types of people and their characteristic actions and attributes. perception in this stage enjoys two characteristics. First, the organizing process gives human perception structure. we always put raw stimuli and put them into categories. The second, the process shows that human perception processes stability. That is to say, after we select stimuli and put them into categories, the selected stimuli become durable.

3) Interpretation

The third stage in perception is interpretation, which refers to the process of attaching to the selected stimuli. Once the selected stimuli have been categorized into structure and stable patterns, we try

to make sense of these patterns by assigning meanings to them. But different people may give different interpretations of the same stimulus. For instance, a police officer arriving at the crime spot can be interpreted differently the victim may regard it as shooting and relief-giving, but the criminal will definitely be frightened by it.

d. The Factors Affecting Perception

According to Walgito (2004), there are several factors that influence perception, namely as follows:

1) Perceived object

The object gives rise to a stimulus that hits the sense organs or receptors. Most of the stimulus can come from outside the individual who perceives it or comes from within the individual concerned.

2) Sense organs, nerves, and nervous system centers

Sense or receptors are tools for receiving stimuli. The stimulus is transmitted by the sensory nerves to

the central nervous system, namely the brain as the center of consciousness.

3) Attention

To realize or in making perceptions requires attention which is the main step as a preparation for making perceptions. Attention is the concentration or concentration of all individual activities aimed at something or a group of objects.

B. Previous Studies

The researcher took several previous studies to ascertain the authenticity of the study. The first researcher was conducted by Aulia Nabila (2020). the research title is the teachers' implementations of distance learning during the COVID 19 pandemic at SMPN 3 Bringin. The purpose of this study is to identify how the teachers' implementations of distance learning during COVID 19 pandemic and to find out what strategies and media did the teachers use in implementing learning using distance learning during

COVID 19 pandemic. The researcher only analyzes the teachers' implementations of distance learning during the COVID-19 pandemic.

Based on the research above, the researcher examines the teachers' implementations of online learning. In this study, researcher will discuss teacher and students' perspectives on online learning. The data collected is also different because the researcher will collect data through interviews rather than using questionnaires. The similarity of the above research and this research is related to online learning.

Second research from Rekha Asmara (2020) Teaching English in A Virtual Classroom Using Whatsapp During COVID-19 Pandemic, this journal discusses some challenges of teaching English in a virtual classroom using whatsapp during COVID-19 pandemic, the data were collecting by distributing questionnaires to the fourteen students and an

interview with the teacher of the classroom whatsapp group in society class.

Based on the research above, the researcher discuss Teaching English in A Virtual Classroom Using Whatsapp. In this study, researcher will discuss teacher and students' perspectives on online learning. The data collected is little bit different because the researcher will collect data through interviews and using questionnaires. The similarity of the above research and this research is related to challenges on online learning

The last research from Cholis Setyawan (2020) by the title challenges on teaching online English subject in SMK Negeri 1 Nawangan. The purpose of this research is the researcher would describe the findings related to: identify the challenges on teaching online English subject in SMK Negeri 1 Nawangan and describe the way the teachers face the challenges on teaching online English subject in SMK Negeri 1 Nawangan.

The difference with the research of the researcher is how the teacher's challenges of teaching online English during the COVID-19 pandemic. Research from Cholis Setyawan focuses on teachers for senior high school, meanwhile the research of the researcher focused on teacher and students' for junior high school. But there are similarities between the research above and research the researcher contained in the discussion of challenges on teaching online English.

C. Conceptual Framework

This research focuses on analyzing how the the teacher's and student's perspective about online English learning in the Covid-19 pandemic at junior high school. Online learning is carried out electronically using computer-based media and a network.

In the middle of Covid-19 pandemic this time, the world of education as well as teachers and students is making more use of the online learning system provided by the government, so that teacher and students can easily learn anytime and anywhere without any limitations by space, time and place flexibility.

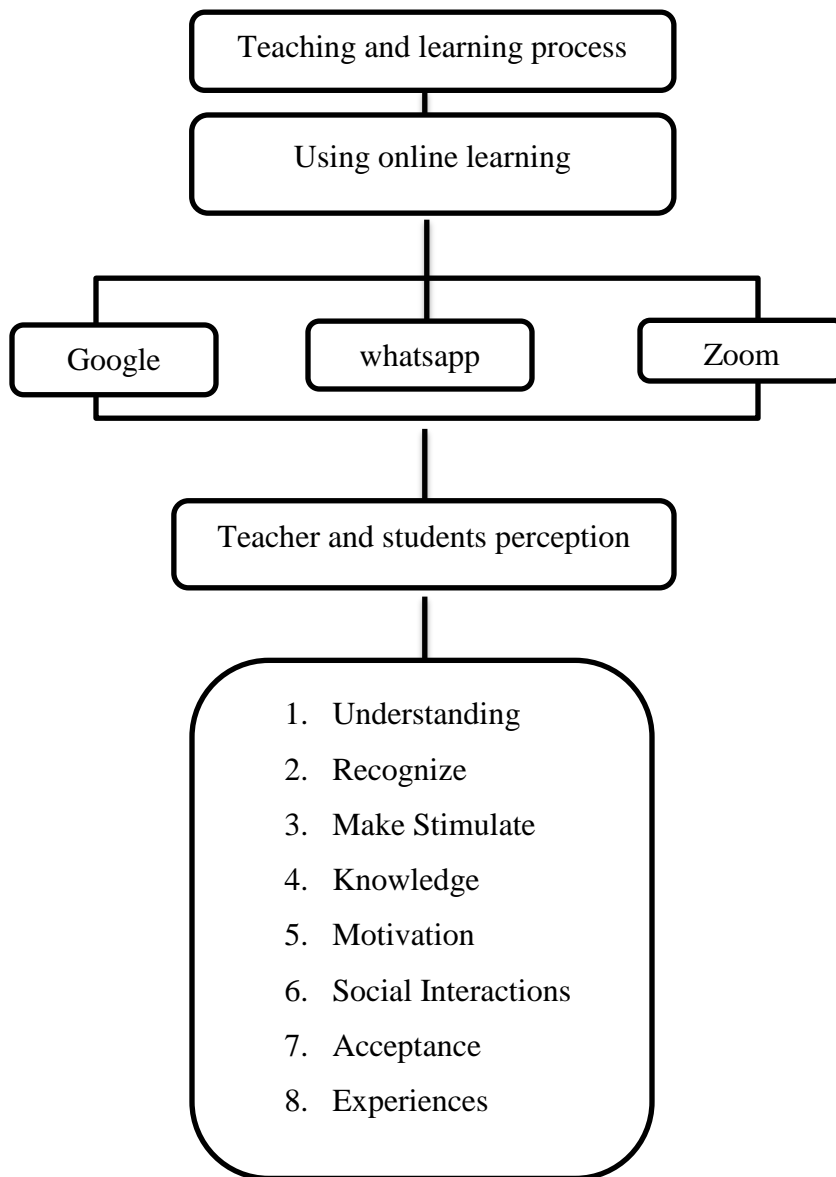


Figure 2.1 Conceptual Framework

CHAPTER III

RESEARCH METHOD

A. Research Design

In conducting the study, the most important part is the research design. The research design of this study is descriptive qualitative research. Qualitative research is descriptive that the researcher is interested to investigate the process, meaning and understanding gained through the words pictures (Creswell, Jhon W, 2009). The data of qualitative research is not calculated, but shown by the description of the result.

Descriptive research is research that is conducted to describe a variable, either one or more variables (independent) without making comparisons, or variables that are connected to one other variable (Sugiyono, 2009). This research belongs to descriptive qualitative design because it is intended to find out how is teacher and

students' perceptions of online English learning in the Covid-19 pandemic at Junior High School.

B. Research Subject

According to Sugiyono (2011:80) "the population is a generalization region consisting of objects / subjects that have certain qualities and characteristics established by the researcher to be studied and then drawn conclusions". The opinion above became one of the reference for the researcher to determine the population. The population of this research will be the English teacher and students of MTs Al-Mubaarak Kota Bengkulu.

According to Sugiyono (2011: 81) "the sample is part of the number and characteristics possessed by the population." So the sample will be taken part of the existing population, while for sampling use certain methods based on existing considerations. In this sampling technique the researcher used purposive sampling technique. Sugiyono (2011:84) explains that: "Purposive sampling is a technique

of determining samples with certain considerations." From the statements above the researcher has used an English teacher and thirty students of VII class in MTs Al-Mubaarak Kota Bengkulu.

C. Data Collecting Technique

1. Research Instrument

The instrument in this study is the researcher itself. In which the researcher functions to determine the focus of research, select informants as data sources, collect data, assess data quality, analyze data, interpret data and make conclusions on his research. The data of this research has been collected by using the methods as follow:

a. Questionnaire

Questionnaire is the number or composed inquiry ought to be replied or finished by respondent (Sudijono, 2003). The questionnaire method used to find the response of teacher and students' perceptions about challenges on online English learning in the Covid-19 pandemic. The

researcher will be collect the data by using a written question sheet that composed of fifteen statements for the respondents to answer. The reasons for the researcher use a questionnaire in this study because researcher can get a picture in accordance with what happened through the answers of the respondents and have an advantage in its use. And in each statements has four alternative answer options which categorized as follows:

- 1) Strong Agree
- 2) Agree
- 3) Disagree
- 4) Strong Disagree

There are various types of questionnaires that can be used in conducting a study. The questionnaire that used by the researcher in this study is an open and closed questionnaire. As mentioned by Arikunto (2010:195) the questionnaire is divided into several types, if viewed from the way to answer then there are:

- 1) Open questionnaire, which gives respondents the opportunity to answer in their own sentence.
- 2) Closed questionnaire, which has provided the answer so that respondents just have to choose.

According Arikunto (2010:195) the advantages of using a questionnaire, namely:

- 1) Does not require the presence of researchers.
- 2) Can be shared simultaneously with many respondents.
- 3) Can be answered by respondents according to their respective speed, and according to the respondent's free time.
- 4) Can be made anonymous so that respondents are free to be honest and not shy about answering.
- 5) Can be made standardized so that all respondents can be asked the same questions.

The research questionnaire consisted of eight closed questions that focus on teacher and students' perceptions of challenges on online learning. Researcher adapted the questionnaire from related studies (Muhammed Hafeez, 2021) and to make it easier for students to fill in, the questionnaire was prepared using Indonesian so that it would later need to be translated again by the researcher. The researcher , then distributed it to groups of Whatsapp seventh grade students at MTs Al-Mubaarak Kota Bengkulu. Because this type of questionnaire is a closed questionnaire, students only choose the answers available without having to think about their own answers. The researcher told the informant that the questionnaire would remain confidential and would not affect the value of English lessons.

b. Interview

According to Walidin (2015:116), interviews conducted to obtain information, which cannot be obtained through observation or questionnaires. With interviews, participants will share their experiences with researchers. Furthermore, Cohen et al. (2007:349) stated that an interviews are situations that occur not naturally but are constructed so as to make it different from everyday conversation, so researchers have an obligation to regulate and adhere to different procedures in an interview. So it can be concluded that the interview is a conversation between two or more people and takes place between the interviewed and the interviewer where the purpose of the interview is to get the right information from a trusted informant. Walidin et al. (2015:133) explained that in the interview process, there are two parties with

positions different. The first party works as a questioner, also known as an interviewer, while the second party works as an informer or informant.

There are several things that can be done in an interview. First, by verifying the interview process, because with the recording the researcher will have original evidence from the participant's voice speaking and both of the questions or answers can be verified if misinterpreted. Second, the recorded data is rewritten (transcribing), summarized and collected in full then analyzed, looking for themes and patterns (Raco, 2010:119).

According to Cohen et al, (2007:351), there are several objectives for interviews in broad life, as follows:

- 1) to evaluate or assess a person in some respect
- 2) to select or promote an employee

- 3) to effect therapeutic change, as in the psychiatric interview
- 4) to test or develop hypotheses
- 5) to gather data, as in surveys or experimental situations
- 6) to sample respondents' opinions, as in door step interviews.

Besides having different objectives in conducting interviews, the types of interviews also consist of several types. Cohen et al. (2007:353) explained several types of interviews, as follows:

- 1) Informal conversational interview

In this type of interview questions arise from direct context and ask questions in natural terms, there is no determination of the topic of the question or words.

- 2) Interview guide approach

In this type of interview, the topics and issues to be discussed are determined in advance, in the form of an outline, then the interviewer decides the order and does the questions during the interview.

3) Standardized open-ended interviews

In this type of interview, the words and sequence of questions must have been predetermined. All respondents were asked the same basic questions in the same order.

4) Closed quantitative interviews

In this type of interview, the categories of questions and responses are predetermined. Responses have been improved, respondents only choose between fixed responses.

In this study, researcher used the interview method by using one of the online application features to collected data. Researcher interviewed

the respondents in MTs Al-Mubaarak Kota Bengkulu by asking the reason of their answers in their own questionnaire. The technique uses is the same as the above theory by recording, rewriting, summarizing, and analyzing data. In conducting interviews, Indonesian is used to facilitate seventh-grade students answering questions. After that, the researcher translated the results of the interview in English.

2. Research Step Procedure

The researcher was collected the data by doing some steps:

- a. Give the questionnaire for respondent.
- b. Interview the teacher and students who are chosen.
- c. Making transcription from the interview.
- d. Analyzing the perceptions of challenges on online learning during the COVID-19 pandemic.
- e. Concluding the data.

D. Data Analyzing Technique

1. Qualitative Data Analysis

In analyzing the data, researcher will use the theory of Miles, Huberman & Saldana (2004), suggesting that the activity in data analysis consists of three procedures. Below the details of the theory are shown in the chart as follows:

a. Data Reduction

Data reduction is the process of selecting, focusing, simplifying, searching for themes and patterns and neglecting needed (Miles, Huberman & Saldana : 2014). In this step, the researcher focused on the teacher's perception and students' perceptions of online English learning in the Covid-19 pandemic at Junior High School.

b. Data Display

The data display phase is done in the form of a short description using original text, which can be also in

the form of graphs, matrices, and charts. In the second step, the researcher will present the data by simplifying the data by using original text in the form of narrative text.

c. Conclusion/Verification

In the last step of analyzing data is conclusion. The researcher concluded the main points from all the data that has been collected, so that is will become clearly. The conclusion will be answer the formulation of problem in the beginning.

This research data will be analyzed by using several steps :

- 1) First, the researcher divided the respondents' data based on the questionnaire was collected.
- 2) Second, the data that has been received entered into the research table.

- 3) Third, in the research table, the researcher has calculated respondents who are divided into four parts, namely strongly agree, agree, disagree, and strongly disagree. The use of scale classification in this study is to measure the agreement and disagreement of respondents to the object in the questionnaire. The statements contained in the questionnaire contain content that has been assessed by respondents. So in this study, the results of the data are ordinal data (tiered without a score). The numbers used are just sequences to make it easier for the researcher. So, the analysis is only in the form of frequencies (numbers) or proportions (percentages). From the results of this frequencies (number) founded the results of a questionnaire regarding the perceptions of teacher and students.

E. Research Time Line

The researcher is expect if this research will be done in eight month, start from the approval of the research proposal until the research exam:

1. On January 2021, 15th – January 2021, 31st, the head of English department provides a letter of appointment for the thesis supervisor and the letter has been given to the lecturers which are concerned.
2. On February 2021, 15th – May 2021, 31st, the researcher has been meet the lecturer who are be the thesis supervisor to provide guidance in writing thesis proposal.
3. On June 2021, 01st – June 2021, 20th, the researcher have done the examination of thesis proposal.
4. On February 2022, 01st – March 2022, 31st, the researcher have done the research and also collect the research data.
5. On the July 2022, the researcher will do the examination of thesis.

CHAPTER IV RESULT AND DISCUSSION

A. Result

In this chapter, the researcher is going to present the data of teacher and students' perception of challenges on online learning during Covid-19. The data was gotten from questionnaire and interview which done by an English teacher and thirty students in seventh grade of MTs Al-Mubaarak Kota Bengkulu.

1. Teacher and Students Questionnaire

a. Teacher Questionnaire

Based on the result of teacher questionnaire about challenges of online learning obtained from the research in the previous chapter, researcher described the result obtained in this chapter.

On the questions of the questionnaire, there are several answers that the teacher agree with some statement, such as teacher agrees with the statement "teacher faced Economic

problems during COVID-19". Second, the teacher also agree about statement that "Teacher have to do training for online teaching learning", third statement, the teacher agree about "Teacher faced technology problem for online teaching", Then, "teacher faced Internet problems during online teaching learning". and the Teacher also agree with another statement that "Teacher satisfied with online teaching learning".

Different from agreeing opinion, the teacher is more dominant in the answer disagreeing with the statement on the questionnaire. There are several answers that the teacher did not agree with the statement. First statement, the teacher give disagree answer with the statement that "teacher faced login problems during online teaching learning", the teacher also give disagree answer about this statement. "Proper time management problem for online teaching learning", this statement is also one of the answer that the teacher disagree with the statement. The last statement that the teacher

disagree with is “Teacher faced audio/video problems during online teaching”.

Based on the description above, it can be concluded that there are several agree and disagree teacher answers to the statements in the questionnaire.

b. Students Questionnaire

Based on the answer on students questionnaire, they each have their own answer. Compared to the teacher answer, the answers between teacher and students almost have the same answers.

First statement in students questionnaire, To the respond of the question “students faced Economic problems during COVID-19” 77% of the students responded in agree answer of the question while 23% students did not agree with the statement. This is what researcher says why the students’ answers are different from the teacher answers. The most of student in MTs Al-Mubaarak choose the strongly agree with the statement.

Second statement “Student have to do training for online learning” all of the student give the positif answer. Even many of them answered strongly agree with the statement

Third statement, “Student faced technology problem for online learning” on this question 87% of students choose agree answer and for 13% students they choose disagree for this statement. This statement also more dominant in the answers that they agree with this statement.

Then, there are several statements in which students answers are also more likely to agree than disagree, such as “Student faced Internet problems during online learning” 74% of students agree on this statement 26% disagree, “Student faced Login problems during online learning” 73% of students agree and 27% disagree on this statement and “Student faced audio/video problems during online learning” for this statement 83% of students also more on the agree answer than disagree that is only 27%.

However, on this one statement “Proper time management problem for online learning” students answers are almost the same, 53% for agree 47% for disagree.

Last statement, “Student satisfied with online learning” most of students has a disagree answer for this statement, 80% of students choose disagree and 20% choose agree for this statement.

Based on the description above, It has answered the research question about teacher and students perception of challenges in online learning during Covid-19 pandemic. The result were also strengthened by the existence of interviews with the teacher and several students who were selected as representatives of their answers.

2. Data From Teacher and Students’ Interview

a. Teacher Interview

1) Teacher faced Economic problems during COVID-19.

From the statement, what is the reason from your answer?

Teacher respondent: *Saya setuju dengan pernyataan ini, karena bukan hanya guru maupun siswa yang memiliki masalah ekonomi pada masa pandemi covid-19 ini, bahkan sebagian besar masyarakat indonesia memiliki masalah perekonomian pada masa covid-19, karena semua aktivitas yang seharusnya dilakukan diluar rumah seperti bekerja dan lain-lain harus di hentikan untuk upaya memutus rantai penyebaran covid-19 ini. So, ini semua berimbas pada perekonomian masyarakat.* [I agree with this statement, because it is not only teachers or students who have economic problems during covid-19 pandemic, even most indonesians have economic problems during the covid-19 pandemic. Because, all activities that should be done outside such as work and others, must be stopped in an effort to break the chain of spread of covid-19. So, it all has an impact on the economy of the community.]

- 2) Teacher have to do training for online teaching. From the statement, what is the reason from your answer?

Teacher respondent: *Saya setuju, Karena menurut saya, guru maupun siswa masih harus ada latihan dengan online learning ini, karena dengan adanya latihan dapat meningkatkan kemampuan guru maupun siswa dalam menjalankan sistem online learning ini. [I agree, Because in my opinion, teacher or students still have to training with this online learning system, because with training it can be improve the ability of teachers or students in running this online learning system].*

- 3) Teacher faced technology problem for online teaching. From the statement, what is the reason from your answer?

Teacher respondent: *Seperti yg telah diketahui bahwa pembelajaran ini memiliki kelemahan. Sehingga baik siswa ataupun guru mengalami kendala dalam pelaksanaan pembelajaran bahasa inggris online ini. Terlebih lagi adanya siswa yang tidak memiliki fasilitas*

teknologi seperti komputer atau handphone karena minimnya perekonomian keluarga. [As is well known that this learning has weaknesses. So that both students and teachers experience problems in implementing this online English learning. Moreover, there are students who do not have technology facilities such as computers or mobile phone because the lack of family economy, there are also students or teachers who have limited internet packages, as well as bad signal disturbances for each area].

- 4) Teacher faced Internet problems during online teaching learning. From the statement, what is the reason from your answer?

Teacher respondent: *Pembelajaran online merupakan pembelajaran yg mempunyai banyak kebutuhan yg bergantung pada internet, seperti mendownload file, foto, video, rekaman suara, dan musik. Secara otomatis data internet akan sangat boros saat melakukan pembelajaran online, ada juga siswa*

ataupun guru yg terbatas paket internet, serta gangguan sinyal yg buruk utk di setiap daerah. [Online learning is learning that has many needs that depend on internet data, such as downloading files, photos, videos, sound recordings, and music. Automatically internet data will be very wasteful when doing online learning].

- 5) Teacher faced login problems during online teaching learning. From the statement, what is the reason from your answer?

Teacher respondent: *seperti pernyataan sebelumnya, guru maupun siswa harus melakukan latihan untuk menggunakan sistem online learning. Jadi, setelah melakukan latihan, guru maupun siswa tidak memiliki masalah login selama proses online learning.* [as in the previous statement, teachers or students have to do training to use online learning system. So, at least teachers or students after doing training about online learning

system should no longer have login problems during online learning proses].

- 6) Proper time management problem for online teaching learning. From the statement, what is the reason from your answer?

Teacher respondent: *sebagai guru, seharusnya tidak memiliki masalah dalam manajemen waktu, karena dalam proses belajar online pun para guru maupun siswa masih harus mengikuti panduan pada perangkat pembelajaran yang telah ditetapkan oleh sekolah.* [as the teacher, should not have problems in proper time management, because in the online learning proses, teacher and students still have to be guide by the learning tools that have been set by the school].

- 7) Teacher faced audio/video problems during online teaching learning. From the statement, what is the reason from your answer?

Teacher respondent: *seperti pernyataan sebelumnya, guru maupun siswa harus melakukan latihan untuk menggunakan sistem online learning. Jadi, setelah melakukan latihan, guru maupun siswa diharuskan sudah mengerti dalam mengakses audio/vidio selama proses online learning. Tetapi bagi guru atau siswa yang tinggal di desa bisa saja masih memiliki masalah dalam mengakses audio maupun vidio dikarenakan terbatasnya akses jaringan.* [as in the previous statement, teachers or students have to do training to use online learning system. So, at least teachers or students after doing training about online learning system must be understanding to access audio/video during online learning proses. But, for teachers or students who live in villages, they may still have problems when accessing audio or video due to limited network access.]

- 8) Teacher satisfied with online teaching learning. From the statement, what is the reason from your answer?

Teacher respondent: *Saya cukup puas dengan adanya online learning system, karena itu merupakan salah satu cara untuk menghentikan penyebaran covid-19. Kemudian, dengan seiring berkembangnya zaman, kecanggihan teknologi harus sangat didukung untuk memulai perubahan pada generasi baru saat ini, agar siswa menjadi lebih mengenal, mempelajari kecanggihan teknologi dan komputer dan dapat dimanfaatkan di berbagai bidang khususnya pendidikan yg berguna utk memajukan perkembangan zaman.* [I am quite satisfied with the online learning system, because this is one way to stop the spread of covid-19. Then, along with the development of the times, technological sophistication must be strongly supported to initiate changes in today's new generation, so that students become more familiar with, learn about technological sophistication and computers and can be used in various fields, especially education which is useful for advancing the times].

b. Students' Interview

The researcher interviewed several students based on the most answer in the questionnaire.

1) Student faced Economic problems during COVID-19.

From the statement, what is the reason from your answer?

Student 1: *saya sangat setuju dengan pernyataan ini, karena dengan adanya pandemi covid-19 ini, para orang tua yang memiliki pekerjaan yang seharusnya diluar rumah tidak di izinkan untuk melakukan pekerjaan di luar rumah, jadi itu sangat berdampak pada penghasilan para orang tua, karena ada sebagian orang tua yang kalo tidak bekerja tidak mendapatkan penghasilan, seperti buruh, petani, pedagang dan lain-lain.* [I really agree with this statement, because with the covid-19 pandemic, parents who have jobs that should be outside the home are not allowed to do work outside the home, so it really has an impact on the income of

parents, because there are some people If they don't work, they don't get income, such as laborers, farmers, traders and others.].

Student 2: *Sangat setuju, karena orang tua kami yang bekerja sebagai karyawan orang lain sampai di pecat dengan alasan pengurangan karyawan dan lain sebagainya.* [Totally agree, because our parents who worked as other people's employees got fired for reasons of reducing employees and so on].

Student 3: *Saya memilih setuju, karena jelas semua orang memiliki masalah ekonomi saat pandemi covid-19, karena banyak yang kehilangan pekerjaan dan tidak memiliki penghasilan.* [I chose to agree, because obviously everyone has economic problems during the covid-19 pandemic, because many have lost their jobs and have no income].

- 2) Student have to do training for online learning. From the statement, what is the reason from your answer?

Student 1: *Setuju, karena pada awal nya kami sebagai siswa masih belum memiliki pengetahuan tentang sistem online learning. Juga masih sedikit pengetahuan tentang bagaimana cara mengakses pembelajaran yang diberikan guru.* [Agree, because at the beginning we as students still did not have knowledge about online learning systems. Also, there is still little knowledge about how to access the learning provided by the teacher].

Student 2: *karena memang seharusnya siswa di ajarkan bagaimana cara menggunakan sistem online learning.* [because students should be taught how to use the online learning system].

Student 3 : *siswa memang harus di beri pengetahuan oleh guru bagaimana cara menggunakan sistem online learning supaya tidak salah dalam melakukan online learning .* [students really have to be given knowledge by the teacher how to use the online learning system so that they are not wrong in doing online learning].

3) Student faced technology problem for online learning.

From the statement, what is the reason from your answer?

Student 1 : *Sangat setuju, karena saya tidak memiliki komputer atau laptop dan juga harus menggunakan ponsel orang tua untuk mengikuti kelas online.* [Totally agree, because I don't have a computer or laptop and also have to use my parents' cell phone to take online classes.]

Student 2 :. *Karna gak semua murid punya handphone kak contoh nya beberapa kawan aku ada yg gak punya hp, jadi kan sulit kak untuk melaksanakan nya.* [Because not all students have cellphones, examples some of my friends don't have cellphones, so it's hard to do it]

Student 3 : *Karena masih ada siswa yang masih belum memiliki ponsel dan harus menggunakan ponsel orang tua atau saudara.* [Because there are still students who don't have cell phones and have to use their parents' or siblings' cellphones.].

- 4) Student faced Internet problems during online learning.

From the statement, what is the reason from your answer?

Student 1 : *Saya masih sulit untuk mengakses internet dikarenakan masih belum terlalu paham bagaimana cara mengakses internet, sehingga biasanya kami di bantu oleh orang tua untuk mengakses internet saat online learning.* [I still find it difficult to access the internet because we still don't really understand how to access the internet, so usually we are helped by parents to access the internet when online learning.]

Student 2 : *Karena siswa masih sulit dalam mengakses internet dan bahkan siswa sering kehabisan kuota internet saat sedang mengikuti kelas online.* [Because students still find it difficult to access the internet and even students often run out of internet quota when taking online classes]. Student 3 : *Saya masih tinggal di tempat yang susah sinyal, jadi sulit untuk mengakses internet.* [I still

live in a place with poor signal, so it's hard to access the internet.].

5) Student faced Login problems during online learning.

From the statement, what is the reason from your answer?

Student 1 : *Saya sering memiliki kendala saat akan login kedalam kelas online dan sering keluar tiba-tiba kalo lagi masuk kedalam google class room, mungkin karena ponsel saya sudah tidak support.* [I often have problems logging in to online classes and often leave suddenly when I enter the Google class room, maybe because my cellphone is no longer supported.].

Student 2 : *Saya saat pertama kali kelas online menggunakan zoom, saya tidak ikut kelas karena belum mengerti cara login ke aplikasi zoom.* [When I first took an online class using Zoom, I didn't take the class because I didn't understand how to login to the Zoom application].

Student 3 : *Karena tidak semua siswa pemahaman nya tinggi, sebagian siswa tidak mengetahui bagaimana cara*

untuk login ke beberapa aplikasi kelas online. [Because not all students have a high understanding, some students don't know how to log into some online class applications].

6) Proper time management problem for online learning.

From the statement, what is the reason from your answer?

Student 1 : Siswa sulit untuk membagi waktu di setiap pelajaran, karena terlalu banyak tugas yang diberikan guru jadi sulit untuk membagi waktu antara mengikuti kelas online dan mengerjakan tugas yang diberikan guru pelajaran lain. [Students find it difficult to divide their time in each lesson, because there are too many assignments given by the teacher so it is difficult to divide the time between taking online classes and doing assignments given by the teacher in other lessons.].

Student 2 : Karena memberi materi pembelajaran online lebih cepat, satu hari hanya beberapa materi saja yang waktunya terbatas sehingga menghemat waktu. [Because

providing online learning materials is faster, only a few materials are limited in one day, thus saving time]

Student 3 : *Karena siswa tidak menginginkan pembelajaran online, siswa lebih bersemangat pembelajaran secara langsung, jadi tidak ada motivasi untuk siswa pembelajaran online jadi siswa lebih banyak tidak mengikuti kelas online.* [Because students do not want online learning, students are more enthusiastic about learning directly, so there is no motivation for online learning students so more students do not take online classes.].

- 7) Student faced audio/video problems during online learning. From the statement, what is the reason from your answer?

Student 1 : *Karna pembelajaran ini membutuhkan data internet untuk membuka satu aplikasi, mendownload file bahkan video kak.* [Because this learning requires

internet data to open an application, download files and even videos].

Student 2 : Saat menonton video atau audio pembelajaran yang berasal dari internet atau aplikasi seperti youtube, itu sangat cepat dalam menghabiskan kuota internet.

[When watching learning videos or audio that comes from the internet or applications such as youtube, it is very fast in consuming internet quota.].

Student 3 : Terdapat beberapa siswa yang tidak terlalu mengerti bahkan tidak pede saat di beri tugas membuat video atau audio, jadi kurang maksimal dalam mengerjakan tugas audio atau video. [There are some

students who do not really understand and are not even confident when given the task of making video or audio, so they are not optimal in doing audio or video assignments.].

- 8) Student satisfied with online learning. From the statement, what is the reason from your answer?

Student 1 : *Kurang setuju, karna sebagai siswa membutuhkan pembelajaran secara langsung antara guru dan siswa agar penyampaian materi pembelajaran dapat diterima dan dipahami siswa secara langsung kak.*

[Because as a student need direct learning between teachers and students so that the delivery of learning material can be accepted and understood by students directly].

Student 2 : *Karena tidak semua siswa menginginkan pembelajaran online, ada sebagian siswa yang ingin belajar secara langsung dan dapat materi secara langsung yang diberikan oleh guru, jadi tidak memungkinkan untuk mengembangkan pembelajaran online.*

[Because not all students want online learning, there are some students who want to learn directly and get the material directly provided by the teacher, so it is not possible to develop online learning].

Student 3 : *Karena siswa-siswa tidak menginginkan pembelajaran online siswa hanya ingin belajar secara langsung jadi tidak siswa tidak puas dengan sistem belajar online.* [Because students do not want online learning, students only want to learn directly, so no students are not satisfied with the online learning system.]

B. Discussion

1. Teacher Perception

The first research problem is investigating teacher perceptions related to challenges of online learning during the Covid-19 pandemic. To answer the first research question, the researcher distributed questionnaires. In addition, the researcher also conducted interviews to strengthen and obtain additional information. there is previous study from Sri Mulyani (2020) which conducted a study to investigate what is students' perception and motivation toward english e-learning during covid-19 pandemic in senior high school by exploring the perceptions and motivation of students and the results has several perception there are positive and negatif perception of students about learning English through E-Learning during the Covid-19 pandemic, then students who has motivated and less motivated with learning English through E-Learning. After the

questionnaire and interview data are completed, there is some data that can be described:

- a. Teacher faced Economic problems during COVID-19.

First statement the teacher has the perception that teacher agree with the statement that the teacher, students even general public faced economic problem during COVID-19. this was also explained by another related study, Tamah et al (2020) said in Palembang, for instance, the execution of online learning was challenging. At a private senior high school, one teacher of English delivered synchronous online learning to several classes simultaneously. The big number of students impeded the flow of communication. The teacher attempted to overcome this issue by opening forum discussions on Edmodo and video-conferencing on Zoom. However, the parents' tight financial situation hindered the smooth implementation of this mode of learning. based on the results of research in one of the

private MTs in Bengkulu City, the researchers also saw that some teachers also implemented the system described in other studies that teachers in schools implemented delivered online learning to several classes simultaneously.

- b. Teacher have to do training for online teaching learning.

Second statement the teacher has the perception that teacher agree with the statement. Many related study said the government should take the serious steps to trained the teachers to overcome the problems in learning teaching systems. Gozali et al. (2020) Stated Teachers' technological knowledge relates with their prior exposure to online learning. When they had never used any online learning before, their technological knowledge tended to be less adequate. Yet, some teachers who claimed they had never before engaged in any online learning managed to deliver some forms of online learning during the school disruption. These

teachers went out of their way to acquire their technological knowledge and use it because they felt compelled to deliver learning to their students during the dire situation. That's why the researcher concludes that both teachers and students have to do training in implementing the online learning system.

c. Teacher faced technology problem for online teaching.

Third statement the teacher has the perception that teacher agree with the statement. Many researchers agree to the fact that a lack of technological devices is a major hindrance to the implementation of online learning. While most of the families in the region have no access internet, many have smartphones, but about half have no laptops. A research by Muthuprasad et al. (2021) identified the ability of student and teacher to use electronic devices and the internet as the sole determinants of its success. The researcher concludes that technology problems are also one of the challenges

faced by teachers and students in online learning systems.

- d. Teacher faced Internet problems during online teaching learning. Fourth statement the teacher has the perception that teacher agree with the statement. The teacher agreed that poor or lack of internet connection is a huge challenge for the implementation of online education, especially in MTs Al-Mubaarak in Kota Bengkulu during the covid-19 pandemic. In related studies, Ismael (2021) said, One thing that seemed to disturb participants the most was poor quality of the internet lines even in big cities. The most affected were those living in the rural areas which are remote where signals are weak and thus participating in class work was hard. Online sessions, therefore, were faced with interruptions because of the poor internet. Researcher conclude that is why internet problems are also a challenge faced in online learning systems.

- e. Teacher faced login problems during online teaching learning. Fifth statement the teacher disagree with the statement, because according to the related teacher, with training in applying the use of technology, every teacher is required to understand how to use technology in order to educate students in using technology. The results of the current study are similar to those of Shearer et al. (2020) according to who, the technology does not facilitate the learning experience of the learners, but teachers. The researcher concludes that it is the teacher who takes an important role as educators for students in running the online learning system so that it can be carried out properly. that is the cause that teachers are required to understand everything related to the use of technology.
- f. Proper time management problem for online teaching learning.. Sixth statement is the teacher has the perception that teacher disagree with the statement.

Because, they managed the proper time for online teaching. The teacher replied that they set the right time for online teaching based on the learning tools that had been arranged by the minister of education. But researcher also see that there are still teachers who still have time management problems. Because hafeez et al. (2021) stated the teachers that they do not manage the time well for online teaching. The main reason for not managing time may be because most teachers like to teach with traditional methods.

- g. Teacher faced audio/video problems during online teaching learning. Seventh statement is the teacher has the perception that teacher disagree with the statement. the previous statement that teachers are required to become educators so they are required to have knowledge of technology in order to educate students. that's why there should be training for teachers to deal with technology problems. But the other studies Kazmi

et al. (2021) said The reason teacher have problem with audio/video that these teachers may be from remote areas where there is a problem of networking. it can be concluded that the teacher did not have a problem in knowledge about audio/video, only the teacher had a little problem with the network when accessing audio/video.

- h. Teacher satisfied with online teaching learning. Eighth statement is positive perception, because the teacher has the perception that teacher agree with the statement. teachers are satisfied with the online learning system because along with the times, technological sophistication must be strongly supported to initiate changes in the current new generation, so that students become more acquainted with, learn about technology and computer sophistication and can be used in various fields, especially education which is useful for advancing current development. In related studies

hariyati (2020) stated that teacher have positive perception of online English learning in the Covid-19 pandemic, because the process of learning English is easier with online learning but online English learning can not makes the English process more effective in achieving the learning objectives. It can be conclude that the most of teachers are satisfied with online learning.

2. Students perception

The second research problem is identify students' perceptions related to challenges of online Learning during the Covid-19 pandemic. To answer the second research question, the researcher distributed questionnaires, there are 30 students voluntarily participated in filling out the questionnaire. There is some data that can be described:

a. Student faced Economic problems during COVID-19.

First statement the most students have the perception that they are agree with this statement that student faced

economic problem during COVID-19. in another study, Lie et al (2020) They said that in their context, online learning was not possible at all. Most students did not have access to the internet and/or the adequate device. Some could not even access television. The researchers note that the economic problem is one of the most obvious challenges facing Indonesian society, especially in Bengkulu City.

- b. Student have to do training for online learning. Second statement the most students have the perception that they are agree with this statement. Nugroho et al. (2020) stated most of the student needed professional development programs and training, especially with regards to the knowledge of technology integration in English language learning. So based on students' perceptions along with the opinions raised from other researchers that students really need practice in running online learning systems, especially in using technology

- c. Student faced technology problem for online learning.

Third statement the most students have the perception that they are agree with this statement. They agree that students faced technology problem because of the limited cost to buy technological devices such as smart phones or laptops. In related study, Ahmad et al. (2018) carried out a research on Sulaimani University and found out that a shortage of electronic devices in the school is one of the major issues that affect effective learning in the school setting. Besides, the researchers state that the student's usage of electronic devices is only limited to a bit of information sharing processes and more on social media communication.

- d. Student faced Internet problems during online learning.

Fourth statement is negative perception, because the most students have the perception that they are agree with this statement. Poor quality internet, or a lack of it thereof, has immense negative impact on the

implementation of online learning during the coronavirus pandemic. The most affected were those living in the rural areas which are remote where signals are weak and thus participating in class work was hard. Online sessions, therefore, were faced with interruptions because of the poor internet. Other families could not buy internet facilities because of lack of funds. This finding is similar to many others obtained from other studies in Indonesia and beyond. For instance, Amin (2021) carried out a research to determine the impact of educational policy change in Iraqi Kurdistan area during the COVID-19 pandemic. The researcher noted that this challenge also occurred in Indonesia especially in Bengkulu City and in the school where the study was being carried out, in the early stages of low lockdown with many students failing to attend classes due to lack of proper internet connection.

- e. Student faced Login problems during online learning.

Fifth statement is the most students have the perception they agree that students have login problems due to lack of knowledge in terms of using learning applications such as zoom, google classroom and so on. they only use the WhatsApp application to access lessons such as receiving assignments or sending assignments.

- f. Proper time management problem for online learning.

Sixth statement is students have positif and negative perception, because some students can manage time and some students can not manage time with their own reason. In addition, the researcher saw that some students were able to manage time to participate in online learning because they were interested in the online learning system. Meanwhile, some students are less interested in the online learning system, they prefer to return to the face-to-face learning system at school.

therefore, they cannot manage time to take online learning.

- g. Student faced audio/video problems during online learning. Seventh statement is the most students have the perception that they are agree with this statement. back to the previous statement that some students face audio/video problems due to lack of knowledge in using technology.
- h. Student satisfied with online learning. Eighth statement is the most students have the perception that they are did not satisfied with online learning. students are not satisfied with the online learning system because students are less interested in the online learning system, they prefer to return to the face-to-face learning system at school.

From the analysis of the data above, the researcher found that teacher and students' perceptions about challenges of online learning during the Covid-19 pandemic

differed from one another. This is the same as the results of research from several previous researchers who mentioned the same thing. Using E-Learning during this pandemic has advantages and disadvantages, where the effects felt by teacher and students are also different. Teacher and students have difficulty learning because the learning systems used during the pandemic have never been felt before. Based on teacher and students' responses to filling questionnaires and interviews, teacher and students' perceptions while studying at home were quite good, and E-Learning was quite helpful in learning during the Covid-19 pandemic.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

In the current research, the investigator was interested in exploring the challenges associated with online education during the COVID-19 pandemic. To accomplish this, the researcher used questionnaire and interviewed an English Teacher and Students about their lived experiences in distance learning which was introduced in Kota Bengkulu after the closure of every school in Indonesia. The academic year was in progress when the schools were closed in March 2020 and thus, the students had to stay in session despite the challenges that were apparent. Some of the challenges teachers and students experienced include problem of economic, technology, internet even knowledge about online learning system. The results of the research indicated that a lot problems were faced by the teacher and students during the online learning and teaching. The students were not satisfied with the online learning and teachings due to several problems. These

problems can be solved by acquiring trainings, technical skills and development of information and technology. Besides, the researcher found out that some learners did not have enough know-how on how to run learning systems in addition to experiencing time and location inflexibility.

The study was a reflection of the current state of things which is inevitable not only in Indonesia but throughout the whole world. The impact on the education sector is only among the other impacts that the pandemic came along with since its introduction in Indonesia. It can be concluded that there has been less efforts in the past to integrate ICT facilities in the education sector. Should there have been enough infrastructure for the teachers and students, the government would not be struggling to keep students learning at home.

B. Suggestions

After concluding the research, the researcher would like to give some suggestions that can be considered as follow:

1. The Teachers

The teacher must try to deliver the best possible material during online learning, so not only giving assignments but must be explained first. In addition, before giving assignments, it would be better to ask a questioning activity so that the teacher can measure the extent of students' understanding of the material given. Using appropriate and more up-to-date learning media in online learning is also an important factor to motivate students so that the spirit of learning, especially in learning English is considered quite difficult by many students.

2. The students

Students can further enhance the enthusiasm of learning by several ways such as not delaying work because of delaying one assignment then there will be more and more other assignments, then ask if you encounter difficulties while

studying, and the last is to study hard even though there are no assignments.

3. The other researchers

This research is expected to benefit other researchers and as a reference or inspiration to conduct further research related to this field. This finding is a basic information to increase the knowledge of online learning models during Covid-19 pandemic.

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A P P E N D I C E S

APPENDIX I

Teacher Questionnaire

Nama Guru: M. Ikhsan S. Pd

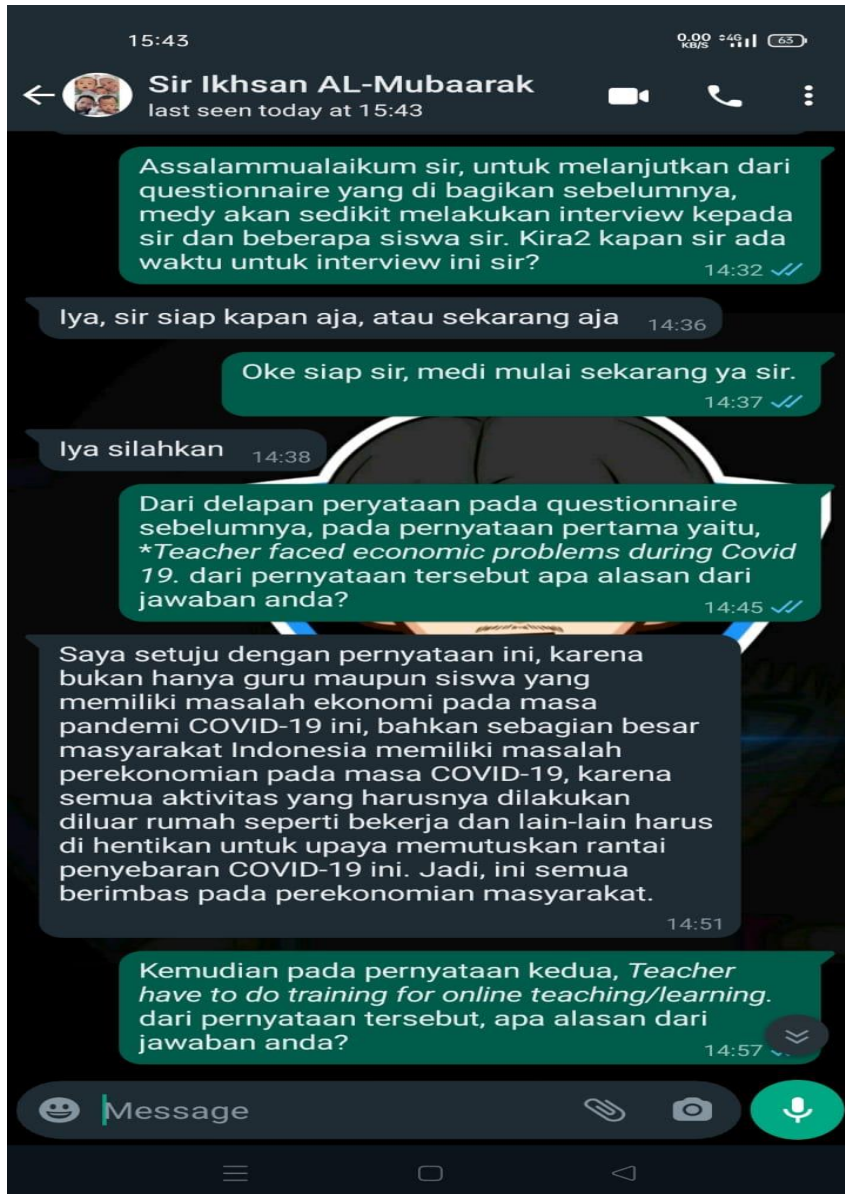
No.	Statement	Answer Options			
		Strong Agree	Agree	Disagree	Strong Disagree
1.	Have you faced Economic problems during COVID-19?		✓		
2.	Have you training for online learning/Teaching?		✓		
3.	Have your laptop or mobile for online learning/Teaching?		✓		
4.	Have you faced Internet problems during online learning/Teaching?		✓		
5.	Have you faced Login problems during online learning/Teaching?			✓	
6.	Proper time management problem for online teaching learning.			✓	
7.	Have you faced audio/video problems during online learning/Teaching?			✓	
8.	Are You satisfied with online learning/Teaching?		✓		

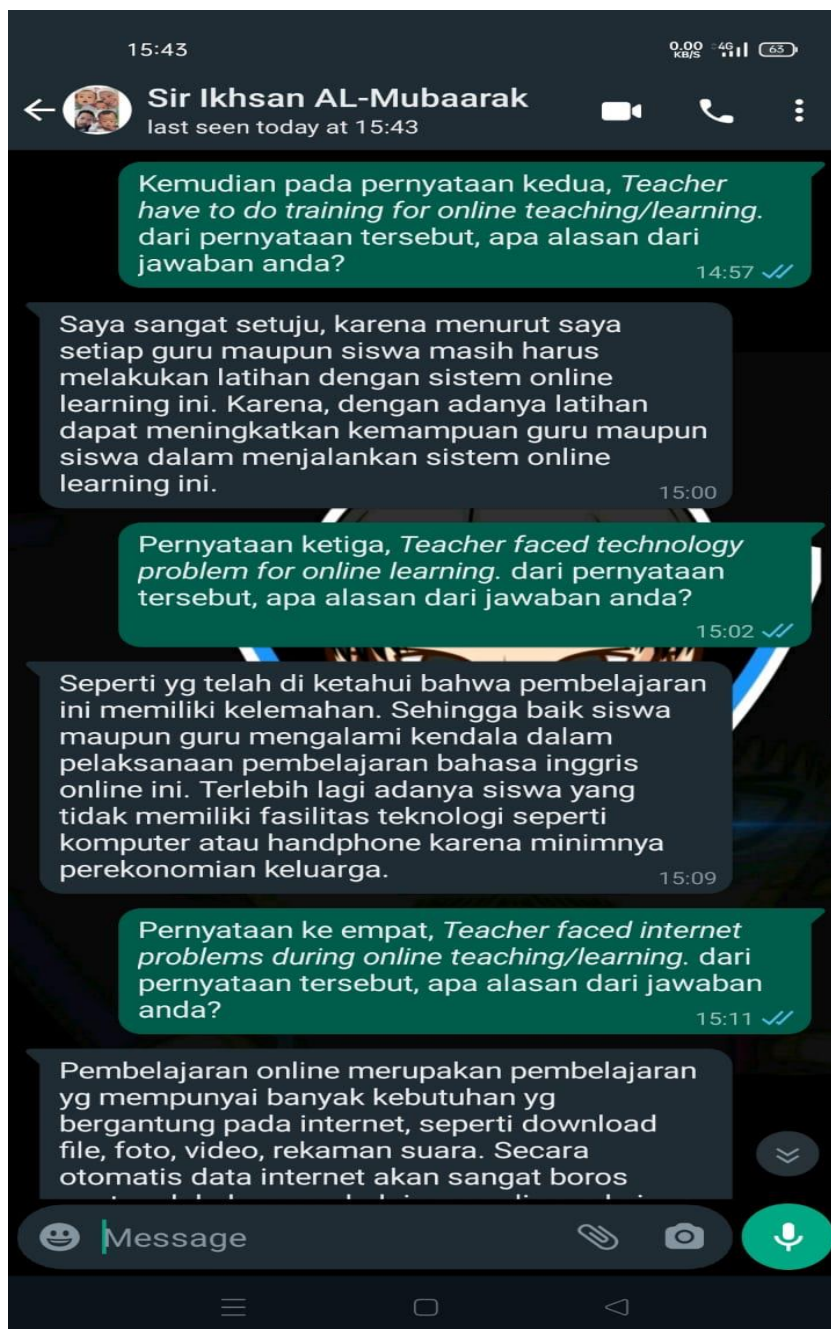
APPENDIX II

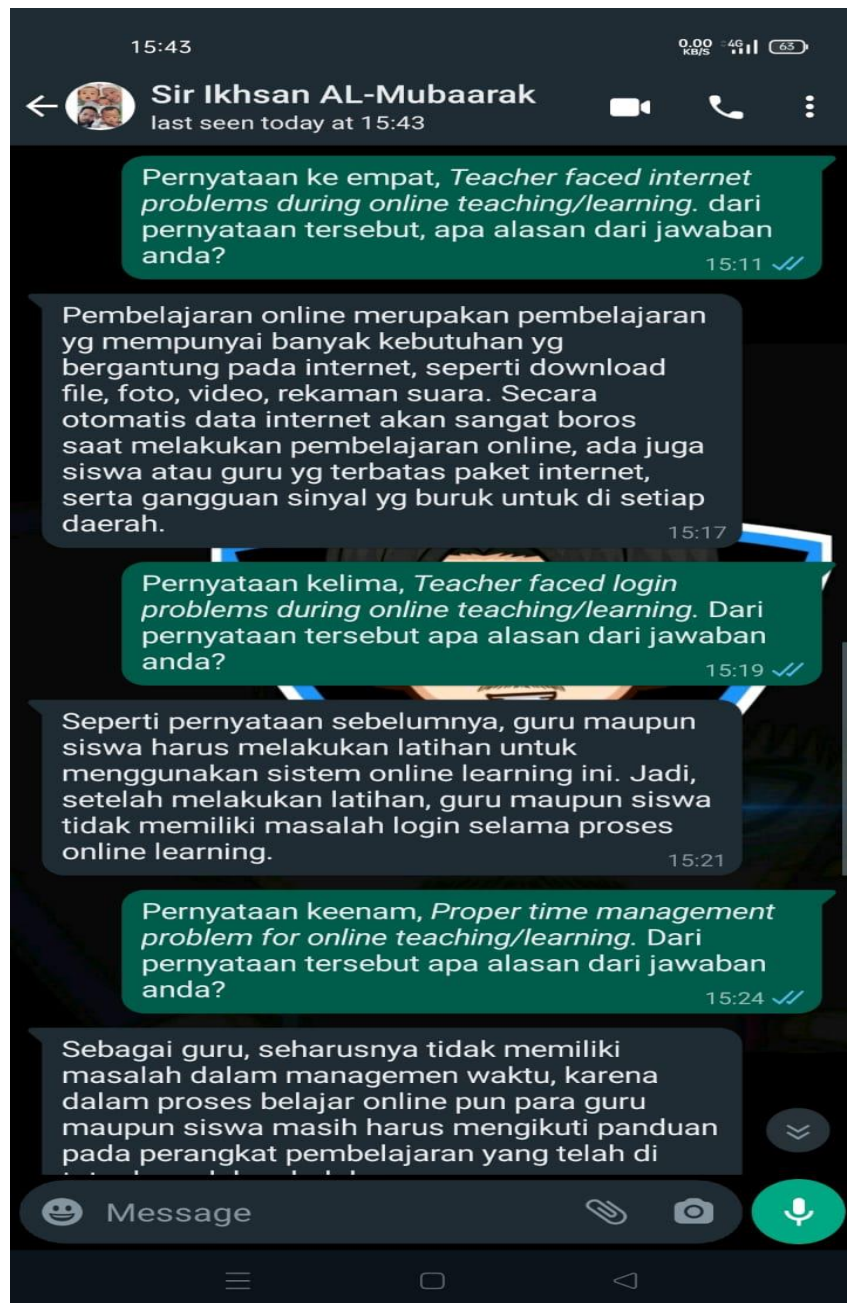
Students' Questionnaire

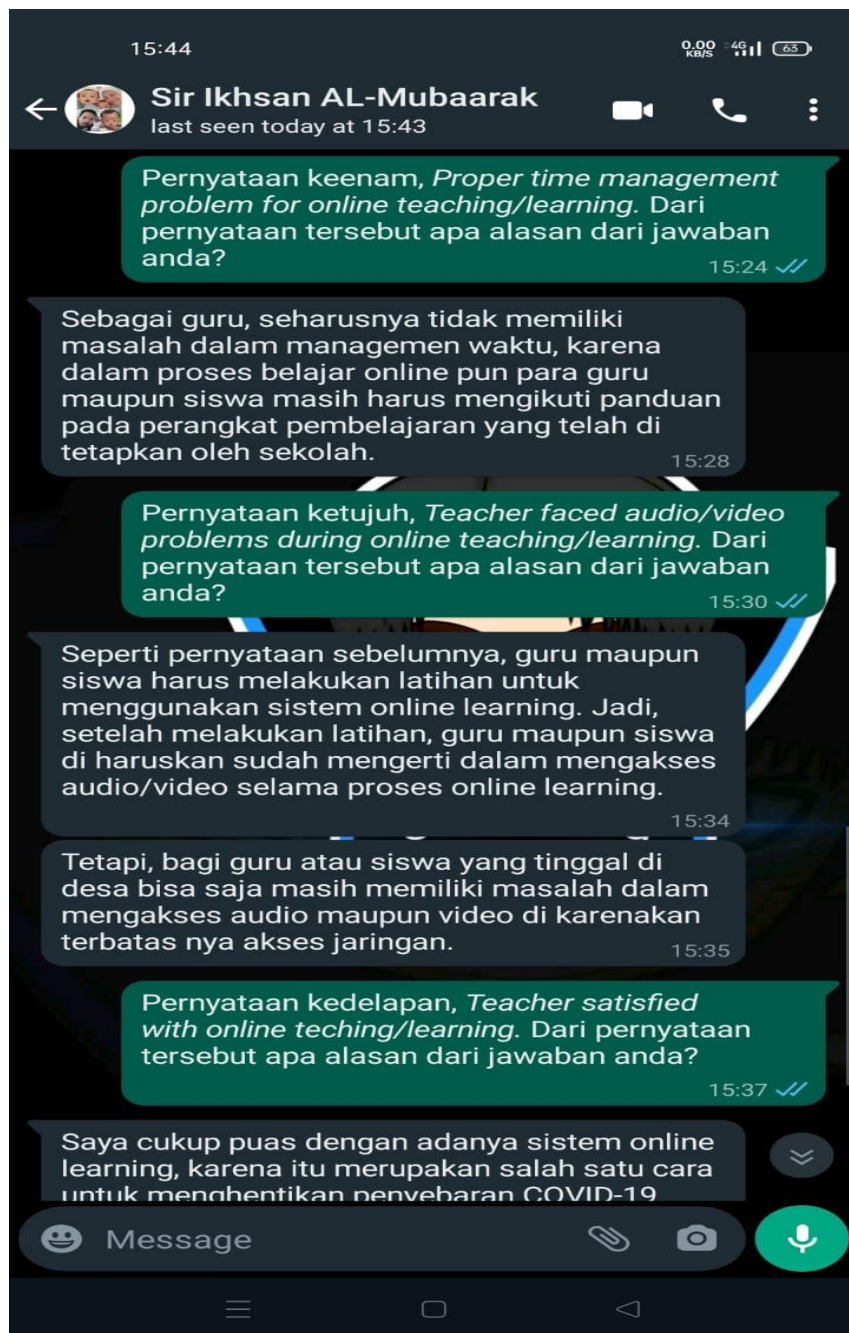
No.	Statement	Answer Option			
		Strong Agree	Agree	Disagree	Strong Disagree
1.	Student faced Economic problems during COVID-19	15 (50%)	8 (27%)	7 (23%)	-
2.	Student have to do training for online learning	16 (53%)	14 (47%)	-	-
3.	Student faced technology problem for online learning	6 (20%)	20 (67%)	4 (13%)	-
4.	Student faced Internet problems during online learning	8 (27%)	14 (47%)	5 (16%)	3 (10%)
5.	Student faced Login problems during online learning	7 (23%)	15 (50%)	8 (27%)	-
6.	Proper time management problem for online learning	4 (13%)	12 (40%)	12 (40%)	2 (7%)
7.	Student faced audio/video problems during online learning	9 (30%)	16 (53%)	5 (17%)	-
8.	Student satisfied with online learning	2 (7%)	4 (13%)	20 (67%)	4 (13%)

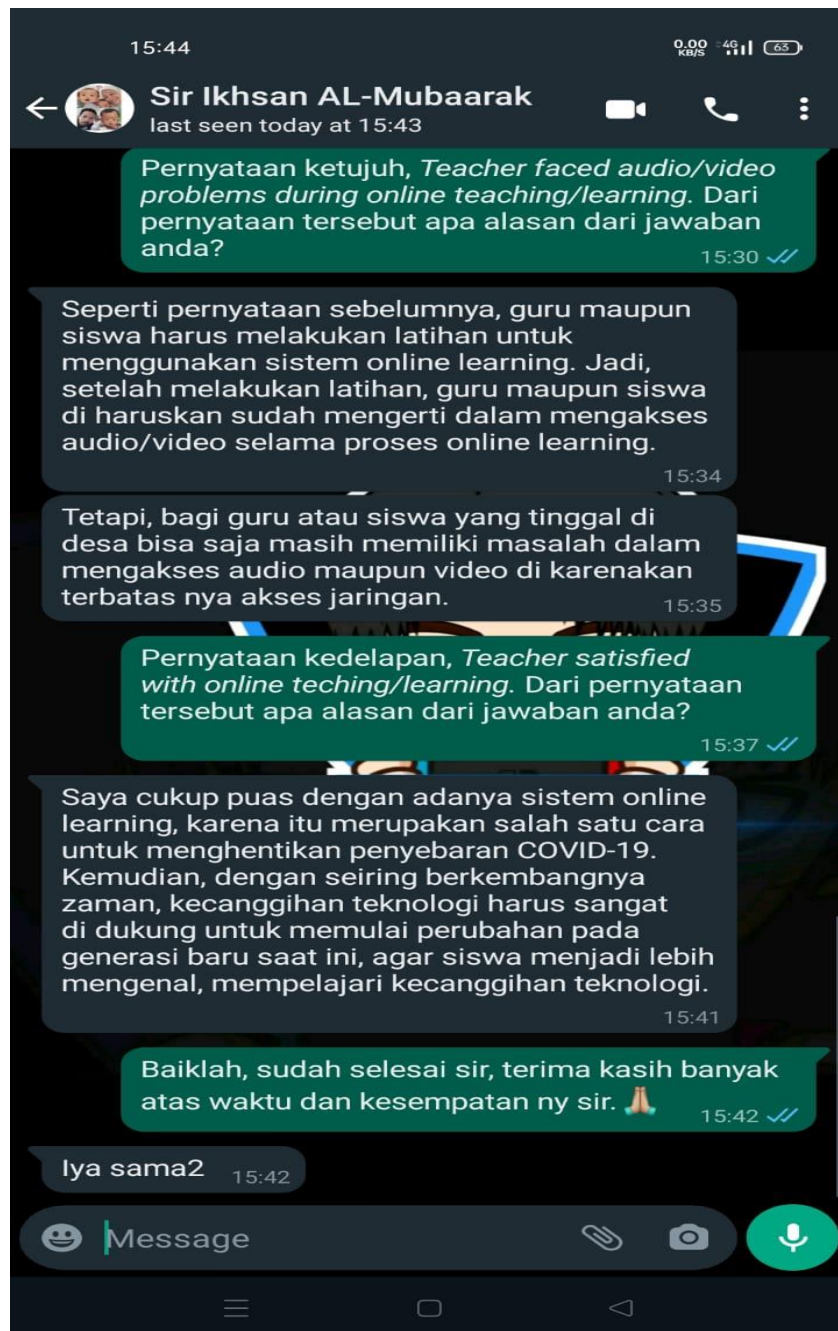
Appendix 3: Teacher Interview











Appendix 4: Students Interview

