

AN UNDERGRADUATE THESIS

**AN ANALYSIS OF TEACHERS' AND PARENTS' PERCEPTIONS ON
ENGLISH ONLINE LEARNING AT JUNIOR HIGH SCHOOL**

By:

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TARBIYAH AND TEACHER TRAINING FACULTY

ENGLISH EDUCATION DEPARTMENT

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1443 H/2022 M

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ENGLISH ONLINE LEARNING AT JUNIOR HIGH SCHOOL**

Presented as a Partial Fulfillment of the Requirements

For the Degree of Sarjana Pendidikan (S.Pd)

English Education Study Program

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Assalamu'alaikum Wr. Wb.

Setelah membaca dan mengadakan bimbingan serta perbaikan seperlunya,
maka skripsi yang disusun oleh:

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PERCEPTIONS ON ENGLISH ONLINE LEARNING
AT JUNIOR HIGH SCHOOL**

Sudah kami setuju dan dapat diajukan untuk dimunasaqosyah, demikian
harapan kami atas perhatiannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

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Assalamu'alaikum Wr. Wb.

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AT JUNIOR HIGH SCHOOL**

It has been agreed so it can be continued to the Faculty of Tarbiyah and
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much. *Wassalamu'alaikum Wr. Wb.*

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RATIFICATION PAGE

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An Undergraduate thesis entitled: **AN ANALYSIS OF TEACHERS' AND PARENTS' PERCEPTIONS ON ENGLISH ONLINE LEARNING AT JUNIOR HIGH SCHOOL.**

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AN ANALYSIS OF TEACHERS' AND PARENTS' PERCEPTIONS ON ENGLISH ONLINE LEARNING AT JUNIOR HIGH SCHOOL

ABSTRACT

By:

WULAN HASANATUN CAHYA ADI

The objectives of this research are: 1) To analyze the teachers' perception about English online learning design at SMP Negeri 01 Seputih Surabaya. 2) To analyze the parents' perception about English online learning design at SMP Negeri 01 Seputih Surabaya.

This research used a qualitative approach. The subjects of this study were three ninth grade English teachers and twenty parents of SMP N 01 Seputih Surabaya students to obtain data on their perceptions of online English learning. The techniques used in data collection are interviews and documentation. Meanwhile, the data analysis technique used was Miles and Huberman's qualitative data analysis technique. This analysis technique consists of several activities, namely data reduction, data display and conclusion drawing/verification.

The results showed that: 1) The teacher's perception of the implementation of online learning in English shows that the teacher feels that online learning is difficult to apply especially in shaping the character of students because teachers are less able to monitor and supervise students directly, lack facilities that support online learning, and teachers also complain that in delivering learning materials, students find it difficult to understand the lessons being taught. 2) Parents' perceptions of the implementation of online English learning show the ineffectiveness of online learning, this is due to parents who feel that their children are not optimal when studying and are still having problems while studying.

Keywords: Teachers' perceptions, parents' perceptions, English lessons, Online learning.

AN ANALYSIS OF TEACHERS' AND PARENTS' PERCEPTIONS ON ENGLISH ONLINE LEARNING AT JUNIOR HIGH SCHOOL

ABSTRACT

By:

WULAN HASANATUN CAHYA ADI

Tujuan penelitian ini yakni: 1) Untuk menganalisis persepsi guru tentang desain pembelajaran bahasa Inggris online di SMP Negeri 01 Seputih Surabaya. 2) Untuk menganalisis persepsi orang tua tentang desain pembelajaran bahasa Inggris online di SMP Negeri 01 Seputih Surabaya.

Penelitian ini menggunakan pendekatan kualitatif. Subjek penelitian ini adalah tiga guru bahasa Inggris kelas sembilan dan dua puluh orang tua siswa SMP N 01 Seputih Surabaya untuk memperoleh data tentang persepsi mereka tentang pembelajaran bahasa Inggris online. Teknik yang digunakan dalam pengumpulan data yakni interview dan dokumentasi. Sedangkan teknik analisis data menggunakan teknik analisis data kualitatif Miles dan Huberman. Teknik analisis ini terdiri dari beberapa kegiatan, yaitu reduksi data, penyajian data dan penarikan kesimpulan/verifikasi.

Hasil penelitian menunjukkan bahwa: 1) Persepsi guru terhadap pelaksanaan pembelajaran online bahasa Inggris menunjukkan bahwa guru merasa pembelajaran online sulit diterapkan terutama dalam membentuk karakter siswa karena guru kurang dapat memantau dan mengawasi siswa secara langsung, kurangnya fasilitas yang mendukung pembelajaran online, dan guru juga mengeluhkan dalam menyampaikan materi pembelajaran, siswa sulit memahami pelajaran yang diajarkan. 2) Persepsi orang tua terhadap pelaksanaan pembelajaran online bahasa Inggris menunjukkan kurang efektifnya belajar secara online, hal ini dikarenakan para orang tua yang merasa anaknya belum maksimal ketika belajar dan masih mengalami kendala saat belajar.

Keywords: Persepsi guru, persepsi orang tua, Pembelajaran bahasa Inggris, pembelajaran online.

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Menyatakan bahwa skripsi ini secara keseluruhan adalah hasil penelitian saya, kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, 9 Juni 2022

The Researcher



WULAN HASANATUN CAHYA ADI
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STATEMENT OF ORIGINALITY PAGE

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States that this undergraduate thesis is originally the result of writer's research, unless the certain parts are the paraphrases which refer to the bibliography mentioned.

Metro, June 9th 2022

The Researcher



WULAN HASANATUN CAHYA ADI
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MOTTO PAGE

“Everyone is a hero in their own way, so stay strong and healthy”

(Maeve Binchy)

“Don’t pretend to be so innocent. You have to take responsibility for what you started”

(Mahwer Fatima Naqvi)

DEDICATION PAGE

This undergraduate thesis is especially dedicated to :

Myself

My beloved parents
(Mr.Nur Komari and Mrs.Hasanah)

My beloved sister and brother
(Harnum Dwi Purnama Cahya and Sadam Husein)

My beloved lectures of English Education Study Program of
the Institute of Islamic Studies (IAIN) Metro

My almameter IAIN Metro

And all whom I love

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Metro, March 2022
The researcher



WULAN HASANATUN CAHYA ADI

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CHAPTER I

INTRODUCTION

A. Background of Study

All sectors of life have changed due to the Covid-19 pandemic. These changes also demand adjustments according to the current conditions. In Indonesia, the Covid-19 virus has temporarily closed all office, economic and educational activities. Work or study activities that are usually done face-to-face are now carried out from home or often known as Work From Home or Study From Home. This interaction restriction is a form of anticipation as well as a solution by the government to overcome the level of spread and break the chain of the Covid-19 pandemic. Temporary closure aims to limit the possibility of creating a crowd that is too densely spaced which causes the transmission of Covid-19 between humans.

The education sector in Indonesia is one of those who has felt the impact of this virus. Based on Circular Letter Number 4 of 2020 concerning the Implementation of Education Policies in the Emergency Period for the Spread of Corona virus Disease (COVID-19), there are several provisions regarding the implementation of education during this pandemic. One of these provisions is regarding the implementation of learning carried out from home through online or distance learning.¹ However, this new condition caused

¹Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia No.4 Tahun 2020.

some teachers, students, and even parents to complain. This is due to the lack of facilities and capabilities needed in online or distance learning.

Online learning is a learning activity carried out by utilizing the internet or other digital media as a medium to deliver learning materials in the teaching and learning process. Changes in educational conditions also cause changes in the learning media used in the teaching and learning process. Online learning media is used in online learning process. With the use of online learning media, the delivery of learning materials by teachers to students does not need to be done face-to-face.

In carrying out online learning, the school does not require teachers to use certain learning media so that teachers have the freedom to choose learning media that are considered more effective. However, the three teachers in this research were compact in using WhatsApp as the main learning medium and having a WhatsApp group as a forum for interaction between teachers and students in the teaching and learning process. The teachers also agree that the use of videos and pictures in learning English is one of the efforts to increase students' learning motivation. WhatsApp is considered more effective to use because it is considered easier for teachers to convey learning material compared to using other learning media.

In addition, online learning also effect in the lack of monitoring from teachers to students. Teachers are less able to maximize the learning material delivered. Especially in English learning materials that require a lot of practice and active interaction. Teachers are required to prepare subject

matter properly and master online learning support technology and variations in teaching. In learning English, especially online learning, teachers are required to be more creative in applying learning strategies used by teachers in English teaching practice so that the learning materials taught can be delivered properly and attract students' attention.

On the other hand, online learning causes students to spend more time at home with their parents. Therefore, understanding, monitoring, and support from parents for online learning are very much needed in the student learning process. So that parents have an important role and are also responsible for the learning process from home.² However, parents usually do not supervise and guide their children during online learning activities. Therefore, many children do not carry out online learning activities properly.

The student's lack of understanding of the English assignments given by the teacher makes learning English a lesson that seems difficult to understand. In addition, parents are required to supervise their children in the learning process at home, both in terms of the use of technology and monitoring the learning process, restrictions on learning time and time to play, as well as supervision in carrying out school assignments given by online teachers. However, many students do not understand the explanation given by the teacher so children have difficulty in doing the assignments.

Monitoring and support from parents will make students being disciplined in learning even without being supervised by the teacher. So that

² Siu-Cheung Kong, "Parents' perceptions of e-learning in school education: implications for the partnership between schools and parents," *Technology, Pedagogy and Education*, (2017): 9-12.

the learning process at home can run properly. Online learning is a relatively new learning system to be implemented, especially at SMP N 01 Seputih Surabaya. Online learning is different from face-to-face learning that has been carried out in Indonesia, this raises various perceptions from both teachers and parents. In this research, the researcher wants to analyze the perceptions of the ninth-grade English teacher and parents of SMP N 01 Seputih Surabaya students.

Based on the pre-survey conducted by the researcher in August 2021, the results of the pre-survey show that some teachers, students, and even parents/guardians have complained about online learning. The obstacles faced are the lack of required facilities and capabilities in online learning. For example, some students do not have smartphones, computers, or laptops which are the main connecting devices for online learning or the internet signal is still weak in rural areas and signal problems that suddenly disappear so that English learning is not optimal and also the lack of understanding of some parents about English subjects.

This is the main idea of this research in examining the perceptions of teachers and parents on online English learning at SMP N 01 Seputih Surabaya. Therefore, the researcher is interested in conducting research with the title “AN ANALYSIS OF TEACHERS’ AND PARENTS’ PERCEPTIONS ON ENGLISH ONLINE LEARNING AT JUNIOR HIGH SCHOOL”.

B. Research Focus

Based on the background description that has been explained, the research focuses on teachers' and parents' perceptions about online learning design especially on using strategy and media in learning English at SMP N 01 Seputih Surabaya. Online learning has been implemented so that teachers and parents can provide their opinions regarding the perception of online-based English learning based on the experience that has been applied.

C. Research Question

Based on the background, the researcher will purpose some following questions:

1. What is the teachers' perception about English online learning design at SMP Negeri 01 Seputih Surabaya?
2. What is the parents' perception about English online learning design at SMP Negeri 01 Seputih Surabaya?

D. Objective and Benefit of the Research

1. The Objective of the Research

This research will be aimed at the following:

- a. To analyze the teachers' perception about English online learning design at SMP Negeri 01 Seputih Surabaya.
- b. To analyze the parents' perception about English online learning design at SMP Negeri 01 Seputih Surabaya.

2. Benefits of the Research

This research is expected to provide benefits in the form of theoretical and practical. In a theoretical form, it is hoped that this research can be a means of reference for the development of knowledge, especially in English online learning. This research is expected to contribute to the world of education, especially to the theory of teaching and learning English online.

In a practical form, this research is a realization in applying knowledge about science in the field of education that has been obtained from the college. This research is expected to be a source of input to the ability of a teacher. Furthermore, research on the perceptions of teachers and parents is expected to be able to provide a new perspective on how teachers and parents deal with this new regulation with existing situations and conditions.

E. Prior Research

Here are some studies that are relevant to this research:

The first research was done by Liando, Pelenkahu, and Mongkaren,³ in a journal entitled "Students and Parents' Perceptions toward English Online Learning during Corona Virus Pandemic". The research method used in this research is quantitative. Data were collected using two questionnaires. The data collected were analyzed quantitatively in the form of percentages.

³Nihta Liando, Noldy Pelenkahu, and Steve Mongkaren, "Students and Parents' Perceptions toward English Online Learning during Corona Virus Pandemic," *Jurnal Pendidikan Bahasa Inggris undiksha* 9, no. 1 (2021): 91.

The sample of the first research was forty-four parents, twenty-four junior high school students, and twenty high school students.

The results of data analysis show that junior high and high school students use their computers or devices for online learning activities. However, they prefer to use traditional methods rather than online learning. This research and previous research have similarities and differences. Both of these studies have the same object of research regarding the perception of a person/individual about learning English online. Then the difference between this research and the first previous research is in the research method, data collection technique, and research subject. This research used qualitative methods and data collection techniques that used were interviews and documentation, while the first research previously used quantitative methods and questionnaires as data collection techniques. Then the research subjects that used in this research are teachers and parents, while the samples of the previous research were parents and middle and high school students.

Second, the research conducted by Sulasmiati, Prastiwi, and Rahmawati⁴ in a journal entitled "Teacher and Students' perception in Online Teaching and Learning English During Corona Pandemic", The results of this research indicate that teacher has a positive perception of personal and structural factors that affect teacher perception in online English teaching and the results of student questionnaires indicate that students have a positive and

⁴Mellasari Sulasmiati, Chyntia Heru Woro Prastiwi, and Oktha Ika Rahmawati, "Teacher and Students' perception In Online Teaching And Learning English During Corona Pandemic." *Edutama* (2021): 8.

negative perception of functional, structural, and cultural factors that affect their perceptions in English online learning.

This research and the second prior research have similarities in the method used, namely the qualitative method. Then the difference between this research and the second prior research is in the subject of research. The subject of this research were ninth-grade English teachers and twenty parents of SMP N 01 Seputih Surabaya students, and the subject of the second prior research was English teacher and IX-A grade of SMP N 5 Cepu, Blora.

Last, there search conducted by Hasudungan Lubis and Zulkarnain Lubis⁵ in a journal entitled "Parent's Perceptions on E-learning During Covid-19 Pandemic in Indonesia", it was concluded that parents prefer face-to-face learning to E-Learning learning. They assume that the implementation of E-learning during the pandemic is unsatisfactory. Participants assume that the lack of mastery of technology will hinder the progress of their child's learning process. Participants also considered that E-learning based learning was less effective to do.

This research and last previous research have similarities and differences. Both of these studies have the same object of research on the perception of people/individuals about online learning. Then the difference between this research and last previous research is in the research method, data collection technique, and research subject. This research used qualitative methods and the data collection techniques that used were interviews and

⁵Andre Hasudungan Lubis and Zulkarnain Lubis, "Parent's Perceptions on E-Learning During Covid-19 Pandemic in Indonesia," *Journal of Critical Reviews*, ISSN-2394-5125 7 (2020): 3599.

documentation, while the last previous research used quantitative methods and questionnaires as data collection techniques. Then the research subjects that used in this research are teachers and parents, while the samples of the previous research were parents of elementary, junior high, and high school students in Indonesia.

CHAPTER II

THEORETICAL REVIEW

A. Concept of Perception

1. Definition of Perception

According to the Oxford dictionary, perception means an idea, a belief, or an image as a result of how someone sees or understands something, especially with the senses. Meanwhile, Afriyanti stated that perception is the process of receiving, observing, and interpreting the object or phenomenon being observed through the five human senses (sight, hearing, touch, smell, and taste) so that a person can understand, interpret, and be aware of the existence of an object.⁶

According to Daniel, Perception is the method by which data from sensations is organized, identified, and understood to represent and understand.⁷ Bimo Walgito stated that perception is closely related to human sensing. It means that perception is a sensory process that is formed due to a stimulus from the five human senses which is then processed by the human brain. The stimulus itself can come from within and outside the individual concerned.⁸

⁶Tiya Arfiyanti, "Persepsi Guru Dan Siswa Mengenai Pemanfaatan Internet dalam Pembelajaran Ekonomi Di SMA Negeri Se-Kota Magelang," (Yogyakarta: UNY, 2013), 10.

⁷Nguyen Quang Trung and Bui The Duy, "Speech perception based on mapping speech to image by using convolution neural network," *2018 5th NAFOSTED Conference on Information and Computer Science (NICS)*, (2018): 255.

⁸Bimo Walgito, *Pengantar Psikologi Umum* (Yogyakarta: C.V Andi Offset, 2004), 87.

Perception is the analysis of sensory input in the context of our previous perceptual experiences in the world. The purpose of such analysis in visual perception is to infer the identity of the object. This view will produce a response that comes from how to infer information from the surrounding environment using the senses.⁹

The conclusion from the definitions described above regarding perception is a person's perspective in the process of understanding, receiving, and interpreting information in the surrounding environment using the five senses. So, perception is an acceptance of information that comes from a stimulus and a person's response to something that has been observed using the five human senses.

2. Factors That Influence The Perception¹⁰

a. The object to be perceived

The object is something or thing that became a topic of conversation.

The object that causes a stimulus which then hits the five human senses and produces an understanding or interpretation of the object.

b. Receptors

Receptors are tools that function to receive and recognize stimuli that come from outside or from within the body.

⁹ E. Bruce Goldstein, ed. *Encyclopedia of perception*, (Sage, 2009), 278.

¹⁰Bimo Walgito, *Pengantar Psikologi Umum.*, 89-90.

c. Attention

The first thing that creates a perception is human attention to an object. In other words, a concern arises because of the person's concentration of the object.

B. Teacher's Perception

1. Definition of Teacher's Perception

Teachers are one of the main factors for the success of education. As educators, teachers are the main actors who walk side by side with parents and other important elements. The quality of innovative teachers will support the improvement of the quality of an educational institution. A teacher is defined as a person whose job, occupation or profession is teaching.

This is in line with Hamid's opinion, that the teacher is an important component in the teaching and learning process. The teacher is someone who has the authority and has the responsibility to guide and nurture students. Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, evaluating students in early childhood education, formal education, basic education, and secondary education. In practice, in order to achieve effective student learning outcomes, teachers also need guidance and support for ongoing contact and communication with students and their families.¹¹

¹¹Théophile Muhayimana, "Teacher professional learning during the global pandemic: Five critical areas to address," *Journal of School Administration Research and Development* 5, no. S2 (2020): 71.

Meanwhile, perception means a person's response or view of an object, which is influenced by his senses, environment, experience, habits, and needs so that it can provide meaning as a result of observation. A teacher's perception can be interpreted as a direct response from a teacher related to matters concerning education.

Based on the explanation above, it can be concluded that the teacher's perception is the impression, interpretation, assumption, view, knowledge, and attitude of the teacher regarding a thing or event related to education.

2. Teacher's Duties and Roles

Meanwhile, the teacher's duties according to Law no. 14 of 2005 article 20 is as follows: planning learning, implementing quality learning processes, assessing and evaluating learning outcomes, improving and developing academic qualifications and competencies on an ongoing basis in line with developments in science, technology, and art, acting objectively and non-discriminatory on the basis of consideration of gender, religion, or family background and socio-economic status of students in learning, upholding laws and regulations, laws, and teacher code of ethics as well as religious and ethical values, and maintaining and fostering national unity and integrity.

The teacher acts as a substitute parent in the school whose job is to direct students to achieve educational goals. The purpose of education itself is stated in paragraph 4 of the 1945 Constitution, which is to

educate the life of the nation which describes the ideals of the Indonesian people to educate and generalize education throughout Indonesia in order to achieve an intelligent national life.

In addition to the important role in developing the potential that exists in students, teachers play a role in making students become whole people through examples that can be imitated. Professional teachers must realize that they must act as motivators, whose task is to provide inspiration or encouragement so that the learning process is more enjoyable and encourages students to have a desire to learn.

The dominant role of a teacher in the teaching and learning process includes:¹²

a. Teacher as conservator (maintainer)

The teacher's role as conservator refers to the maturity of norms in a society. This norm is maintained and transferred by the teacher to students, to be followed and turned on in such a way.

b. Teacher as transmitter (successor)

Through this role, the teacher is able to become the successor of these value systems to students. The teacher has a role in passing on a value system to the students. This is so that the value system can continue to run in a sustainable manner.

¹²Rusdi Anshori Harahap, Zaini Dahlan, and Usiono, "The Role of The IRE Teacher in Shaping The Attitude of Student's Religious Moderation," *Nazhruna: Jurnal Pendidikan Islam* 5, no. 2 (2022): 623.

c. Teacher as transformer (translator)

The teacher plays a role in translating and bringing a good value or example to students. Then students will define the value from the example given by the teacher.

C. Parents' Perception

Parents are a component of a family consisting of a man and a woman who are bound by a legal marriage to form a family and are ready to assume responsibility as father and mother of their children. Parents have the responsibility to educate, nurture, and guide their children to reach certain stages so that they are ready to integrate into social life. Family is the main foundation that shapes the character and personality of children. Since childhood, children receive education and guidance for the first time and also begin to get used to being responsible, both in terms of words and actions.

Parents play an important role in the task and are responsible for the formation of children's character both physically and spiritually. Basically, whatever the parenting style applied by parents to their children, it is intended that children can grow and develop into mature and socially mature human beings. For this reason, in order to create a reliable generation in this increasingly competitive era of globalization, parents must have adequate knowledge, insight, and skills in educating and raising their children.

Based on the definition about parents and perception, it can be concluded that parents' perceptions are impressions, interpretations, assumptions, views, knowledge, and attitudes of parents regarding a matter

related to their child's school education where the assumption can be formed through data or experience obtained by parents through their senses. And of course, the perception of each parent is different because each parent has their own views and thoughts about education.

D. Concept of Online Learning

1. Definition of Online Learning

Various efforts must be made to improve the quality of education. One of them is to improve the quality of student-oriented learning itself. In addition, learning must be able to adapt to the conditions of the times and technological advances, so that learning can be more varied and not monotonous. In the midst of the Covid-19 pandemic, interaction restrictions were put in place to minimize the spread of Covid-19. Including activities that involve human interaction and association. The government has urged people to work, study and worship from home.

Based on Circular Letter Number 4 of 2020, the Minister of Education and Culture of the Republic of Indonesia concerning the Implementation of Educational Policies in the Emergency Period for the Spread of Corona Virus Disease (COVID-19). Face-to-face learning is being replaced by distance learning or often called online learning. In its implementation, online learning is a new challenge for teachers and students. Online learning makes students learn more independently and not depend on others.

Online learning is a network or web-based distance learning system which in its implementation requires adequate infrastructure such as the availability of computer media with internet, smart phone, and fax. Online learning makes it easier for students to learn more broadly and varied (such as audio, visual, and motion).¹³

According to Belawati, online learning means a learning system that is carried out by utilizing the help of the internet or web network. This computer network is then interconnected with other computer networks and creates a sharing function that can make it easier to share and send information or data around the world.¹⁴

Online learning is the right way to give instructions to students who are far away and allows flexible access (can be adapted to the abilities and characteristics of students) so that online learning can facilitate students in the learning process. In practice, online learning is a learning system that requires good interaction between teachers and students so that the teaching and learning process can occur effectively and more enjoyable. This can reduce the learning pressure that may occur to students.

Technological advances that are growing rapidly have led to the implementation of distance learning or online learning to be carried out properly. Online learning also makes it easier for users because learning activities can be done with an online system, so that learning activities

¹³Munir, *Pembelajaran Jarak Jauh Berbasis Teknologi Informasi dan Komunikasi* (Bandung: Alfabeta, 2012), 95-96.

¹⁴Tian Belawati, *Pembelajaran Online* (Banten: Universitas Terbuka, 2020), 8.

can take place at home, at school, and in the community. Online learning also makes it easier for users because learning activities are not limited by space and time so that learning can be done anywhere and anytime without having to cause excessive gatherings or interactions.

From the various definitions that have been explained regarding online learning, it can be concluded that online learning is also known as distance learning that utilizes computer technology and internet networks. In the online teaching and learning process, both students and teachers do not have to be in one place. Therefore, teachers must ensure that teaching and learning activities continue, even though students are at home. Teachers are required to be able to design innovative learning media by utilizing online media (online).

2. Purpose and Benefits of Online Learning

Generally, online learning aims to facilitate the delivery of information and learning materials in order to achieve quality distance learning and can cover a wider audience.

The benefits of online learning are as follows: a) No boundaries (Flexibility to access learning anywhere and anytime), b) Independent Learning (Students can freely control the achievement of learning success), c) Cost-effective and saves time (implementation, provision of

facilities, infrastructure, transportation, and accommodation of students).¹⁵

The positive impact of online learning are as follows: a) Avoid being exposed to Covid-19, b) Learning is varied, active, and independent, c) More information is obtained, d) Be better in operating technology, e) Relationships with family become closer, f) More respect for time, g) The material can be read and studied over and over and distributed evenly, h) Paperless (reduced use of paper because learning is replaced by networking), i) All activity is recorded. Learning activities that occur can be recorded.¹⁶

3. Characteristics of Online Learning

The main characteristics of online learning are as follows:

a. Online

Online learning is learning that is held through the internet network. The subject matter is provided in the form of video recordings or slideshows. Usually, daily assignments will be given by the teacher and these assignments must be done and submitted within a certain time limit that has been determined and various grading systems.

¹⁵Berlinda Mandasari, "The Impact of Online Learning toward Students' Academic Performance on Business Correspondence Course," *EDUTECH: Journal of Education and Technology* 4, no. 1 (2020): 100.

¹⁶Ruchika Sharma, "Online learning and it's positive and negative impact in higher education during Covid-19," *EPRA International Journal of Multidisciplinary Research (IJMR)* 6, no. 9 (2020): 178.

b. Massive

Learning with an unlimited number of participants because it is held through a web network with various types of applications provided by web programs.

c. Open

The online learning system has access that is open to all people because everyone can enjoy online access regardless of background and age limit in learning. So there are no special requirements for participants who want to register or become members.

However, massive and open characteristic is dependent on design, developers and online learning providers can limit the number of participants and charge fees for class participants.¹⁷

E. Learning English in Junior High School

Advances in technology and science cause the ability to master English to be a necessity that must be mastered. In Indonesia, English acts as a second language that functions as a tool to help competition in the global world, be it through education, commerce, the use of science and technology, as well as other human interaction activities.

Basically, learning is a process of interaction between teachers and students to create conditions for a learning activity to occur. English is an international language that is used to communicate around the world both

¹⁷Yusuf Balfaqih dan Nur Komarudin, *Esensi Pengembangan Pembelajaran Daring*, (Yogyakarta: Deepublish, 2012), 5.

orally and in writing. Communication is the process of delivering information or messages between two or more people so that the intended message can be understood by others. English has an important role in communicating abroad. In other words, if someone has good English skills, they will easily communicate with the global community.

The learning process will become effective during any individual, who is involved in it, takes part in actively doing their respective duties. In building students' knowledge, teachers need to provide opportunities for students to exploit themselves in learning more. The main concept of learning is to provide motivation, guidance, and good role models. Learning does not only pay attention to the curriculum and final results, but also must pay attention to the teaching and learning process which is a very important influence in maximizing student learning achievement.¹⁸

The ability to communicate in a complete sense is required in learning English. The ability to communicate in a complete sense is the ability to understand and or produce spoken and or written texts that are realized in four language skills, namely listening, speaking, reading, and writing. The purpose of learning English in Junior High School (SMP) is so that students are able to reach the functional level, namely communicating both orally and in writing to solve daily problems.¹⁹

¹⁸Nur Hidayati and Aciek Ida Wuryandari Hidayati, "Media design for learning Indonesian in junior high school level," *Procedia-Social and Behavioral Sciences* 67 (2012): 492.

¹⁹Devi Anggraeni Puspitasari, "Improving The Eighth Grade Students'speaking Ability of SMP N 2 Srumbung, Magelang Through Role-Play in the Academic Year Of 2012/2013," (Yogyakarta: UNY, 2013), 1.

In language learning, the teaching of a language component is part of a language program. There are at least three language components, especially those concerning the English component. In general, the language component consists of three, namely grammar, vocabulary, and pronunciation.

1. Grammar or language rules are patterns and rules that must be followed if we want to learn a language properly.
2. Vocabulary is a group of words owned by a language and gives meaning when the language is used.
3. Pronunciation is a way of pronouncing the words of a language.²⁰

F. English Online Learning Design

The quality of learning is an important thing that must always be improved so that it can always adapt to the times and conditions. Learning is an interaction process that occurs between educators and students to achieve learning objectives. The change in learning methods from face-to-face learning to learning from home requires good cooperation from all parties, including teachers, parents, and students. One of the factors that affect the effectiveness of learning from home is student learning motivation. Therefore, the teacher is required to be more creative and innovative in designing learning.²¹

²⁰Faqihatuddiniyah dan Harun Rasyid, "Persepsi orang tua dan guru mengenai bahasa inggris pada anak usia dini di TK Aba Karangmalang Yogyakarta," *Jurnal Tarbiyah (Jurnal Ilmiah Kependidikan)* Vol.6 No.2, Desember (2017), 31.

²¹Tri Pujiani, Windy Harsiwi, and Neilia Almustaflikhah, "The Use of Animation Video as Online Learning Media to Teach English for Young Learners," *Acitya: Journal of Teaching and Education* 4, no. 1 (2022): 245.

Choosing the right learning strategy and learning media can increase student interest in learning. Learning media is everything that is used as an intermediary from the source of the message to the recipient of the message (student) in conveying learning information. Daryanto stated that the use of learning media facilitates communication between teachers and students in the teaching and learning process. Without the media, communication will not occur so that the teaching and learning process can be disrupted and learning becomes ineffective. The selection of the right learning media causes the teaching and learning process to be more effective and efficient.²²

Different from conventional learning, online learning emphasizes more on how to learn independently. Learning should be oriented towards students. In online learning, the learning media used also changes. Online learning media is a suitable alternative media for distance learning. Online learning media allows teaching materials to be conveyed to students using internet media.

The principles of learning media are as follows:²³

1. The media used are adapted to the needs and subject matter,
2. The media used are effective, motivating and innovative in order to achieve learning goals,
3. Media is adjusted to the ability of educators and student needs,

²²Novia Putri Ramadani, "The Influence of Digital Literacy, Learning Media, Online Learning on Student Learning Outcomes of the Faculty of Economics, State University of Jakarta Semester 113," *Jurnal Pendidikan Ekonomi, Perkantoran, dan Akuntansi-JPEPA* 2, no. 2 (2021):2.

²³Siti Kulsum Syifa Husnul Khotimah, "Pemanfaatan Media Pembelajaran, Inovasi di Masa Pandemi Covid-19," *Edukatif: Jurnal Ilmu Pendidikan* 3, no. 4 (2021): 2153.

4. The media used takes into account the right time, area and situation.

Online learning is a learning activity carried out by utilizing digital devices and the internet to make learning more interesting, creative and independent. Online learning includes the delivery of material and information, assigning assignments and active interaction between teachers and students during the online learning process. There are many choices of online applications that can be used to support online learning, and each online learning application has a different system and working method. These online learning applications include the Whatsapp, Telegram, Zoom Meeting, Google Meet, Google Classroom, Edmodo, and others. To support this online learning, the main device needed is computer or android connected to the internet network.²⁴

Oxford Advanced Learner's Dictionary defined the word strategy as making plans or carrying out a plan to obtain a specific purpose in a skillful way. According to Rubin, language learning strategies were described as any steps, plans which can be utilized by the learners to gain, store, retrieve, and use the information. In short, language learning strategies are the process of organizing some steps to learn the target language.²⁵

Learning strategy is applied by the teacher in order to the teacher can manage learning activities to inform the material to create an effective and efficient learning process. According to Dick and Garey, learning strategies

²⁴Leli Efriana, "Problems of online learning during COVID-19 pandemic in EFL classroom and the solution." *JELITA* (2021): 39.

²⁵Pietra Dorand, "Analyzing Online Learning Satisfaction and Language Learning Strategies Use," *Journal of ICT* 2, no. 2 (2020): 3.

as a set of learning materials and procedures that are used together to generate specific learning outcomes for students. Namely pre-learning activities, delivery of information, student participation, drilling tests, and further action.

According to Majid, there are five classification of learning strategy, namely:²⁶

1. Direct Learning Strategy

The direct learning strategy is a teacher-centered strategy. This strategy is effective for developing capabilities gradually. The methods used in this strategy include: lecture methods, didactics, question and answer, explicit teaching, practice, drilling, and demonstrations.

2. Indirect Learning Strategy

This strategy is a student-centered strategy and the teacher acts only as a facilitator. The methods used in this strategy include: reflection, discussion, formation of concepts, achievements, closed procedures, problem solving and guiding inquiry.

3. Interactive Learning Strategy

The interactive learning strategy emphasizes discussion and sharing among participants. Students can learn from peers and teachers to develop social skills and abilities, to organize their thinking, and to develop rational argument. This strategy allows or multiple groupings

²⁶Noni Kurniawati, "English Teaching and Learning Strategies Used at SMP Muhammadiyah Boarding School Zam-Zam Cilogok," PhD diss., Universitas Peradaban, 2018.

and interactive methods. The method used in this strategy includes the total class discussion, small group discussion or projects, or students pairs on assignments together.

4. Experiential Learning Strategy

Experiential learning strategies are inactive, learning center, and activity orientation. The methods of this strategy include simulation methods for the inside, and observation methods for the outside.

5. Independent Strategy

Independent strategy encourages students to take responsibility for planning and organizing the pace of their learning.

Oxford classifies learning strategies into categories, as follows:²⁷

1. Cognitive strategies assist the learner to apply the language material in direct methods. Learners take benefit of strategies consisting of evaluation, note-taking, summarizing, synthesizing, outlining, and reorganizing data to reach their goals.
2. Metacognitive strategies include figuring out one's personal learning needs, making plans, organizing, arranging, monitoring, and evaluating the learning process.
3. Memory-related strategies help beginners to examine and retrieve information in an orderly manner through acronyms, rhyming, pictures, the keyword method, body movement, mechanical means, and location.

²⁷ Ekrem Solak and Recep Cakir, "Language learning strategies of language e-learners in Turkey," *E-Learning and Digital Media* 12, no. 1 (2015): 108.

Learners commonly advantage from memory-related strategies to memorize vocabulary and structures in early levels of language learning.

4. Compensatory strategies assist the learner to make up for missing know-how including guessing from the context in listening and reading, using synonyms, gestures, or pause words. Compensatory strategies assist learners to recognize or produce messages inside the target language regardless of barriers to information.
5. Affective strategies involve strategies consisting of controlling anxiety level, emotions, worthwhile, encouraging and relaxing. Affective strategies can be beneficial for beginner learners.
6. Social strategies help the learner to work to study through interaction with others, such as asking questions, inquiring for help, and the preference to learn about other cultures. They assist to study through interaction with others.

Learning design can affect the activeness and motivation to learn. A teacher plays a role in designing learning to formulate learning objectives to be achieved. Various activities are carried out to realize learning objectives, such as formulating learning materials, learning strategies, choosing learning media tools, and designing evaluation tools. Gagne and Berliner state that there are three main functions or roles of the teacher in learning, namely the teacher as a planner, the teacher as an organizer, and the teacher as an evaluator.

There are three factors that influence the successful implementation of online learning, including:²⁸

1. Human Resources

In online learning, human resources play an important role as both the subject and object of learning. The human resources referred to are teachers and students. The capability of human resources in mastering and using technology makes learning more effective.

2. Facilities and Infrastructure

Online learning requires adequate infrastructure because online learning has a dependence on tools. The facilities and infrastructure that support online learning include laptops, computers, smartphones, internet quota, internet connections or networks, systems, and E-learning software.

3. Implementation of Online Learning

In the application of online learning there are several methods used that adjust their functions as follows:²⁹

- a. Supplement

Supplements function as additions, so students have freedom in choosing.

- b. Complement

Complements are used if students still need the completeness of learning materials received in class, so that for enrichment or

²⁸Grendi Hendrastomo, "Dilemma dan Tantangan Pembelajaran *E-Learning*," *Majalah Ilmiah Pembelajaran*, Vol. 4, No.1, Mei (2008): 4.

²⁹*Ibid.*, 9.

remedial material for students in participating in conventional learning.

c. Substitute

As a substitute function, there are three alternative learning activity models that students can choose, namely participating in conventional learning activities only, or partly face-to-face and partly online learning, or entirely through online learning.

The implementation of learning requires an integrative learning design. Integrative learning design is a learning design model specifically developed for future learning processes, namely online-learning or web-based learning that optimizes the use of telecommunication technology. The following is an explanation of the stages:³⁰

1. The exploration stage is an activity to identify and examine information related to conditions at the time of teaching and also includes the characteristics of students. This can lead educators to be able to choose the strategy that will be used by adjusting the interests and needs of students.
2. The planning stage is an activity of determining learning objectives, the stages to be carried out during learning, learning outcomes, and evaluation at the end of the lesson. So that educators should be able to

³⁰Eveline Siregar and Dedy Aswan, "Development of Blended Learning for Optimization Courses in Education Technology Master Program," In *International Conference on Education Technology*, (2019): 236.

determine what strategies are good to use in order to create effective online learning.

3. The evaluation stage, which is the stage of determining the expected learning outcomes.

Basically, the concept of learning in a foreign language is an acquisition process that aims to achieve communication skills. In foreign language learning, the teacher acts as a model and interacts directly with students such as communicating directly using simple language. In online learning, the teacher is required to be more creative in applying learning strategies and use appropriate learning media in the practice of teaching and learning English by maximizing the use of information and communication technology. So that the goal of learning English about students being able to communicate orally and in writing smoothly and in accordance with their social context can be achieved.

G. Teachers' and parents' perception about English Online Learning Design

According to Passer & Smith, perception means understanding what our senses are telling us – it is an active process of regulating this stimulus input and giving it meaning. In other words, perception can be defined as our perspective on our past experiences.³¹In the opinion of Walgito, perception is also interpreted as organizing, interpreting the stimulus that is sensed by a

³¹Sulastris Manurung, "A Case Study on Students' Perception of Drama Activities in Teaching Speaking," *ANGLO-SAXON: Journal of the English Language Education Study Program* Vol.9 No.1, September (2018): 33.

person so that it is something meaningful, and is an integrated response within the individual.³²

Teacher is someone who is professional in his main task of educating, teaching, guiding, directing, training, and evaluating students in education. While parents are the main and first educators for their children. Online learning means learning that is carried out online, using learning applications or social networks. Online learning is learning that is done without face-to-face, but through the platforms that are available. Parents are the partners of teachers in the success of learning that can support the learning process. Lack of cooperation between teachers and parents can result in the learning process being disrupted.³³

Individual perception of an object will be different from other individuals. Perceptions of a person with others can be much different even though they are faced with a similar situation. This is something natural considering that humans are unique creatures with different experiences, characteristics, personalities and thinking abilities. These differences can be influenced by many factors including knowledge, experience and point of view. So, it can be concluded that the perception of teachers and parents towards English online learning design is a process of their acceptance, interpretation and response about online English learning design based on their views on this phenomenon.

³²Adnan Achiruddin Saleh, *Pengantar Psikologi*, 80.

³³Sutarto Sutarto, Dewi Purnama Sari, and Irwan Fathurrochman, "Teacher strategies in online learning to increase students' interest in learning during COVID-19 pandemic," *Jurnal Konseling dan Pendidikan* 8, no. 3 (2020): 132.

CHAPTER III

RESEARCH METHOD

A. Types and Characteristics of Research

In this research, the researcher used qualitative approach. According to Rahmadi, a qualitative approach is a type of approach in research that intends to understand and analyze the phenomena that occur in the research subject. These phenomena usually occur around us, such as perceptions, behaviour, or someone's actions.³⁴

The qualitative approach can also be interpreted as an appropriate approach to studying people, cases, phenomena, social situations, and processes in their natural settings to express descriptively the meanings attached to their life experiences.³⁵ The researcher acts as a key instrument.

Moreover, the type of this research is field research. According to Abdurahman Fathoni, field research is research conducted in the field or at the location where this research had been carried out. The place chosen as the location to investigate objective phenomena that occur in that location is also carried out for the preparation of scientific reports.³⁶ This research was field which had been conducted in SMP N 01 Seputih Surabaya.

³⁴Rahmadi, *Pengantar Metodologi Penelitian* (Banjarmasin: Antasari Press, 2011), 14.

³⁵Kaya Yilmaz, "Comparison of quantitative and qualitative research traditions: Epistemological, theoretical, and methodological differences," *European journal of education* 48, no. 2 (2013): 312.

³⁶Sugiarto, Anikmah Farida, and Rita Rahmawati, "Analysis of Human Resource Development on Employee Productivity at Puskopsyah Metro Lampung," *Jurnal Tafkirul Iqtishodiyah (JTI)* 1, no. 1 (2021): 25.

In addition, the characteristic of this research is that the researcher used was descriptive qualitative research. The characteristics of qualitative research are conducting research in natural conditions, directly to the source of the data, the researcher being the key instrument, presenting data in the form of words or pictures, and not emphasizing numbers in conducting data analysis. In short, descriptive qualitative research is research that is used to describe facts as they are in a systematic and accurate way. In this research, the researcher tried to explain or describe the results of interviews with comparisons of existing literature.

B. Data Resources

In this research, the researcher divides the sources into two items, namely primary sources and secondary sources.

1. Primary Sources

Primary sources is data obtained directly from the field using data collection techniques. The data acquired came from interviews with research subjects who experienced or understood the phenomenon. In qualitative research, research subjects can be referred to as informants. Informant is something or someone who serves as a source of information needed relating to the research. The informants in this research were three ninth-grade English teachers and twenty parents of SMP N 01 Seputih Surabaya students.

2. Secondary Sources

Secondary sources means data obtained by reading various kinds of literature and other written information related to the research. The data is intended as a support to complete this research. In addition, secondary sources can also come from websites accessed to obtain more accurate data.

C. Data Collecting Technique

The research data collection techniques that used in this research were interview and documentation.

1. Interview

The type of interview that used by the researcher in this research was a structured interview. Before conducting the interview, the researcher first prepared an interview guide that contained questions that would be asked. In addition, the researcher used a camera and voice recorder from a smart phone as a way to collect images (photos) and record information obtained during the interviews. In this research, interviews had been conducted with three ninth-grade English teachers and twenty parents of SMP N 01 Seputih Surabaya students to obtain data on their perceptions regarding online English learning.

Table 1. Interview guidelines

No	Research Subfocus	Research Questions	Informant
1	Knowledge regarding online learning	<ol style="list-style-type: none"> 1. In your opinion, what is online learning? 2. Are there any problems with the media or tools used when online learning is carried out? 3. Is online learning able to shape students' character? 4. In your opinion, is it necessary to supervise and assist students when online learning takes place? 5. In your opinion, which one do students prefer between online learning and face-to-face learning? 	Teachers and Parents
2	Learning Design	<ol style="list-style-type: none"> 1. How is the English learning process when carrying out online learning at SMP Negeri 01 Seputih Surabaya? 2. What are the perceived drawbacks of learning English based online? 3. What learning strategies 	Teachers

		<p>are often used by teachers to increase students' motivation in learning?</p> <p>4. What learning media are often used by teachers during learning English based online?</p> <p>5. What kind of tasks does the teacher give when learning English online based?</p>	
3	Perception of teachers and parents related to online learning	<p>1. In your opinion, is the material presented through online learning understandable to students?</p> <p>2. In your opinion, has online learning in English been going well?</p> <p>3. What obstacles occur when English online learning is implemented?</p> <p>4. What are the perceived advantages of learning English based online?</p> <p>5. Are there any complaints from students when face-to-face learning at school is replaced with online learning?</p>	Teachers and Parents

2. Documentation

Documentation is the process of collecting data on variables that are relevant to the problem being studied by the researcher, both in the form of written and unwritten sources (notes, book transcripts, sound recordings, videos, and photos) related to research problems. In this research, the researcher used documentation in the form of voice recordings.

The documentation method aimed to get information about:

- a. The brief history of SMP Negeri 1 Seputih Surabaya.
- b. Vision, mission, and objective of SMP Negeri 1 Seputih Surabaya.
- c. Facilities and infrastructure of SMP Negeri 1 Seputih Surabaya.
- d. The organizational structure of SMP Negeri 1 Seputih Surabaya.
- e. The location plan of SMP Negeri 1 Seputih Surabaya.

D. Data Analysis Technique

Data analysis is an activity to process data that has been obtained from various data collection activities that have been carried out, both data obtained from informants and other documents obtained in the previous stage. The data is then studied and understood to obtain a conclusion. This research used data analysis techniques based on the theory of Miles and Huberman in qualitative research based on interactive models.

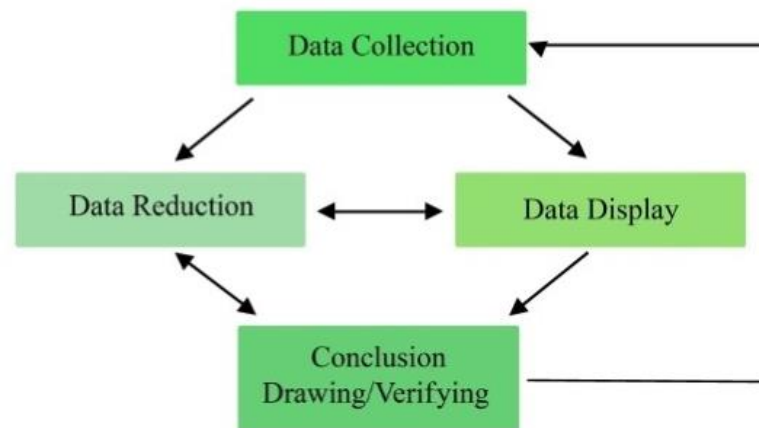


Figure 1. Analysis Components of Miles and Huberman Model

Qualitative data analysis can be carried out simultaneously with the ongoing data collection process, meaning that these activities are also carried out during and after data collection.

1. Data Collection

In this process, the researcher collects and obtains the required data that is relevant to the research. The data collection technique in qualitative research is related to the source and type of data in the form of words, actions, and also additional documents such as documents, notes, and pictures.

First, the researcher carried out the process of collecting the necessary data in the field by conducting interviews with research informants. However, before conducting the interview activities, the researcher set an interview guide in which a set of questions were asked in the order prepared by the researcher and then the answers from the informants would be recorded using a voice recorder. In addition to

collecting data in the form of voice recordings of informants, the researcher also collected data in the form of necessary images related to the research.

2. Data Reduction

The process of data reduction means summarizing, choosing the main things, focusing on the important things, and discarding the unnecessary. In this research, the data that was reduced by the researcher is the results of the interview. Furthermore, the data obtained in the form of recorded interviews were transcribed and then combined with other data from the field. After all the data is collected, the researcher then analyzes the data and arranges the data that has been obtained into the form of a descriptive text. The data that has been reduced provided a clearer picture, and make it easier for the researcher to collect further data, and look for it when needed.

3. Data Display

The next step is to display the data, it will be easier to understand what is happening and plan further work based on what has been understood. Displaying data is used to further improve understanding of the case and as a reference for taking actions based on understanding and analysis of data presentation. Several types of display data are matrices, graphs, networks, charts and so on.

However, in this research, the data display is done in the form of descriptive text. Qualitative descriptive analysis is the process of organizing, sorting, grouping, categorizing, and interpreting data and information without any calculations. This process aims to describe the phenomenon or the relationship between research phenomena in a more systematic, factual, and accurate. In addition, the presentation of data in the form of tables was also carried out in this research.

4. Conclusion Drawing/Verifying

Drawing conclusions is the result of research that answers the research focus based on the results of data analysis. The initial conclusion is still tentative and will change if no strong evidence is found to support it at the next stage of data collection. However, if the initial conclusion is supported by valid and consistent evidence when the researcher returns to the field to collect data, then the conclusion put forward is a credible conclusion.³⁷

The analysis process in this research begins with field findings that have been in the form of transcripts that are read repeatedly to find themes and categories regarding the perceptions of teachers and parents regarding the design of English online learning at SMP N 1 Seputih Surabaya. The next step is to focus on what emerges and relates to themes. At the end of the research, if no new themes emerged, it means

³⁷Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*, (Bandung: Alfabeta, 2013), 246.

that the data has been identified as saturated. The basic assumptions and initial conclusions stated above are still temporary and will change during the data collection process. However, if the conclusion is supported by valid and consistent evidence (data) that the researcher found in the field, then the conclusions put forward are credible.

CHAPTER IV

RESEARCH RESULT AND DISCUSSION

A. Research Result

1. Description of the Research Location

The overall description that assessed as the complementary information. It is subjectively involved in condition of school specifically brief history of school, facilities and infrastructure of school, existence of teachers and staff, building condition of school, and organizational structure, and location plan of school. For more details and complete with the table, it can be seen in the appendices.

a. The Brief History of SMP Negeri 1 Seputih Surabaya

Based on documentation data, SMP Negeri 1 Seputih Surabaya was built on a land area of 21,000 m². SMP Negeri 1 Seputih Surabaya was established in 1982/1983 based on a letter from the Head of the Regional Office of the Ministry of Education and Culture of Lampung Province number: 1319/I.12/A3/Q/1982 regarding : Development of physical/educational facilities in the fiscal year 1982/1983 dated April 19, 1982.

SMP Negeri 1 Seputih Surabaya has been operating since the 1983/1984 school year based on the Decree of the Minister of Education and Culture of the Republic of Indonesia Number : 0472/O/1983 concerning: Opening, Single-Signing, and Enrollment of Junior High Schools on November 7, 1983, under the name: SMP

Negeri Seputih Surabaya. The address for SMP Negeri 1 Seputih Surabaya, Central Lampung district is on Jalan Pendidikan, Gaya Baru II Village, Seputih Surabaya District, Central Lampung Regency.

Gaya Baru II Village is located in Seputih Subdistrict, Surabaya, with the northern border with Gaya Baru Village VII, in the south with Gaya Baru Village I, in the west with Gaya Baru Village VIII and in the east with Gaya Baru III Village. SMP Negeri 1 Seputih Surabaya has experienced several name changes.

b. School Condition

SMP Negeri 1 Seputih Surabaya has 21 room classes, a library, 3 rooms for laboratory (science lab, language lab, and computer lab), a Medical room, a BK room, a staffroom, a headmaster's room, a committee room, a living room, a teacher's room, a kitchen, a deputy of student room, a deputy of curriculum room and hall. Beside that, SMP N 1 Seputih Surabaya has 45 Teachers, 8 Staff and a security. Meanwhile, in a academic year 2021/2022, SMP N 1 Seputih Surabaya has 681 students. Which, the number of students in this academic year is the highest number of students in the last five years. For more details and complete with the table, see the appendices.

c. Vision, Mission, and Objective of SMP Negeri 1 Seputih Surabaya

1) Vision

“ Unggul prestasi berdasarkan Imtaq dan Iptek serta berwawasan lingkungan ”.

Superior achievements based on Imtaq and science and technology and environmentally sound.

2) Mission

- a) Realizing document 1 and/or book 1 K-13
- b) Realizing the syllabus of all subjects
- c) Realizing lesson plans for all subjects
- d) Realizing a complete, up-to-date curriculum in accordance with the times
- e) Realizing a learning process that uses scientific methods
- f) To create strong educators and educators who master ICT
- g) Realizing Educators who have creativity in PBM
- h) Realizing Spiritual coaching on a regular basis, integrated, programmed
- i) Realizing the Dzuhur prayer service together on a regular, planned and programmed basis
- j) Realizing the facilities required by the School
- k) Realizing strong School-Based Management
- l) Realizing an ICT-based appraisal system
- m) Realizing good cooperation with stakeholders/community

- n) Realizing a system of fundraising, which is in accordance with the needs of the school
- o) Realizing reliable and competitive Student Council Activities
- p) Realizing Healthy Schools
- q) Creating a Student Cooperative which is oriented to honesty
- r) Realizing the Wiyata Mandala Insight in order to improve student learning

3) Objective of SMP Negeri 1 Seputih Surabaya

- a) The realization of strengthening character education in schools
- b) The implementation of an effective & efficient learning process
- c) The realization of professional educators and education staff
- d) Realization of relevant and up-to-date infrastructure facilities
- e) The realization of an ICT-based assessment standard
- f) The realization of graduates who are intelligent, faithful and able to be competitive
- g) Realization of appropriate school operational fund excavation
- h) The realization of ICT-based school management
- i) The realization of a school environment that is comfortable, safe, green, beautiful and clean.

2. Description of the Research Data

Data regarding the design of online English learning, teachers' and parents' perceptions of English online learning were obtained from interviews with three ninth-grade English teachers and twenty parents of SMP N 01 Seputih Surabaya students.

Table 2

List Data of the Teacher as Informant

No	Name	Age	Address	Sex
1	Bayanah, S.Pd.	38 y.o	Gaya Baru III	Female
2	Esti Kurniawati, S.Pd.	27 y.o	Gaya Baru II	Female
3	Okta Fiyana, S.Pd.	38 y.o	Gaya Baru I	Female

Source: Interview, 27/04/2022²⁹

Table 3

List Data of the Parent as Informant

No	Name	Age	Address	Sex
1	Sriningsih	42 y.o	Gaya Baru I	Female
2	Tarni Lestari	34 y.o	Gaya Baru I	Female
3	Sudarmin	56 y.o	Gaya Baru II	Male
4	Heri Prasetyo	47 y.o	Gaya Baru I	Male
5	Yuliani	38 y.o	Sumber Katon II	Female
6	Asep Zulkarnain	42 y.o	Sumber Katon II	Male
7	Siti Khotimah	40 y.o	Gaya Baru VIII	Female
8	Hartini	51 y.o	Gaya Baru I	Female
9	Adi Muhid	39 y.o	Gaya Baru I	Male
10	Surahmi	35 y.o	Srikaton III	Female

11	Ramidi	45 y.o	Srikaton III	Male
12	Wasti Pantes	44 y.o	Srikaton III	Female
13	Dedi Siswoyo	42 y.o	Gaya Baru I	Male
14	Nurhadi	48 y.o	Gaya Baru I	Male
15	Rianti	34 y.o	Gaya Baru I	Female
16	Mayang Sari	28 y.o	Bandar Surabaya	Female
17	Harni	43 y.o	Gaya Baru VIII	Female
18	Lintang Ayu Primansari	26 y.o	Gaya Baru VIII	Female
19	Agus Rouyan	50 y.o	Gaya Baru I	Male
20	Baki Sriyani	55 y.o	Gaya Baru II	Female

Source: Interview, 13/05/2022²⁹

a. Teachers' perception about English online learning design at SMP Negeri 01 Seputih Surabaya.

In any condition, the teacher has an obligation to continue learning and is required to provide more variations according to the learning objectives to be achieved. Therefore, the use of appropriate learning strategies is very important for teachers to do. By adjusting the conditions during the Covid-19 pandemic, teachers are expected to be able to adjust the learning strategies used, so that learning can still run effectively and achieve the desired goals.

The teacher also revealed that the learning strategies implemented during online learning were different from face-to-face learning in the classroom, where in delivering teaching materials, many teachers turned to applications and social media. Besides being required to master more effective learning strategies, teachers are also

required to be able to adapt to teaching using technology. Mrs.

Bayanah said:

If I use the learning strategy, I will give a video. Learning videos or videos about motivation so that children (students) can see, that way they will be motivated to learn.³⁸

One of the teachers in this research also gave an opinion about the use of learning strategies in this online learning:

If I send videos often, yes. Because if you explain it like that, it's hard for students to understand. So, send a video that looks like real learning. It's like learning right away. Interesting videos. For example, material about this, that is. Okay then. Looking for the video. Or maybe make your own. We will continue to record PPT. Then it's explained like we're really teaching, that's it. So, yeah, hopefully that's how you can understand more.³⁹

The online model used by the teacher in this research is to use WhatsApp (WA). The teachers use the WhatsApp facility, where the teacher creates a WhatsApp group so that all students can be involved in the group. Assignments and learning materials are given by the teacher via WhatsApp. Even the videos or pictures given by the teacher are uploaded via WhatsApp which then students can download and study the material.

If students still do not understand the material being taught, students can also ask questions via WhatsApp group messages then the teacher will immediately provide further explanations. Not only in giving assignments and materials, in collecting assignments, students

³⁸ Interview with Mrs. Bayanah, English teacher of SMP Negeri 1 Seputih Surabaya on May 13, 2022.

³⁹ Interview with Mrs. Esti Kurniawati, English teacher of SMP Negeri 1 Seputih Surabaya on May 14, 2022.

use WhatsApp messages. So, in this research, it can be seen that WhatsApp is the main and very important media for teachers and students in carrying out the learning process.

One teacher revealed that the strategy used was still not effective, it was because the teacher could not monitor students directly while studying. In addition, the teacher also revealed that some students and parents also found it difficult to use new learning strategies. This is because it is constrained by the availability of the facilities used, namely smartphones.

In addition, the participating teachers also revealed that apart from being constrained by technology and the availability of facilities needed for online learning, students' learning abilities also decreased due to the use of new learning strategies. Nevertheless, the use of technology is the main way in the operation of new learning strategies. And this is a challenge that must be faced together.

In addition to arousing students' interest in learning, the use of learning media can also affect students' learning motivation. In interviews conducted by researcher, the three teachers revealed that the learning media used during online learning was WhatsApp group. They also agree that the use of videos and pictures in learning English is one of the efforts to increase students' learning motivation. One of the teachers also said, to motivate students in learning, he also provided learning videos that aim to increase student motivation.

In learning English, the teacher said that they really needed and depended on the learning media when they were going to do the exercises. However, this is hindered by various obstacles. Such as the difficulty of accessing the media, either due to the availability of facilities (smart phones), as well as the availability of quotas and internet connections.

Sometimes the child (student) doesn't have a smart phone. Children find it difficult to collect assignments. Assignments are also sometimes not collected because they are left behind. The collection task took a long time because the smart phone did not have a quota. That's the reason. That's also an obstacle.⁴⁰

Mrs. Okta Fiyana also said that apart from being constrained by the availability of facilities, many students have smartphones with inadequate capabilities, such as small smartphone storage memory, and so on.

Yes, Many problems arise in the learning process. For example, children do not have smart phone. They don't have smart phone, we want to send videos, the children don't have them. Sometimes the packages are limited. Then the smart phone used is not the same. Sometimes the RAM is only two GB. Meanwhile, if you send videos, let alone lessons, it's not only in English. But a lot. So, there must be a lot of problems. The first is a smart phone. The RAM is lacking.⁴¹

One of the teachers said that:

...So, when online class, they talk, sing, when I read the text, I determine them. Here are three texts. Which one do you want to read, keep memorizing while reading it's also okay. Continue to send using voice notes or recordings. One by one.

⁴⁰ Interview with Mrs. Okta Fiyana, English teacher of SMP Negeri 1 Seputih Surabaya on May 22, 2022.

⁴¹ *Ibid.*

When it comes to singing, I make up sentences, then I send the files and songs. They listen constantly freshly filled.⁴²

In the end, the three teachers agreed to use WhatsApp groups and the facilities provided to conduct online learning as well as tests and exercises. As the example mentioned in the interview, the teacher uses the recording feature (voice note) on WhatsApp to do English assignments. At first, the teacher gave assignments in the form of tasks regarding speaking, singing, and reading English texts, then the students were required to collect the assignments one by one by sending their voice recordings to the WhatsApp group.

The teacher's perception in this online learning, the teacher argues that apart from teachers, parents also feel many obstacles that occur when online learning takes place. These constraints include the lack of facilities that support online learning. However, there are some benefits as well such as more time with family and more flexible learning (can be done anywhere and anytime). Mrs. Bayanah also added that:

In my opinion, the advantages are practical, time-saving, cost-saving, energy-saving, flexible, we enjoy wearing clothes or whatever, we don't have to be required to dress neatly and so on. Continue to possibly be able to reduce pollution.⁴³

One of the teachers thought that the online learning process that took place was very difficult to implement, especially for English

⁴² Interview with Mrs. Okta Fiyana, English teacher of SMP Negeri 1 Seputih Surabaya on May 22, 2022.

⁴³ Interview with Mrs. Bayanah, English teacher of SMP Negeri 1 Seputih Surabaya on May 13, 2022.

lessons. Learning English online is difficult to implement because teachers cannot directly follow the students' learning process. However, other teacher informants argued that although the teaching and learning process in English is quite difficult to implement, the online learning process can run smoothly because each teacher carries out their respective duties with full responsibility. In this research, the three teacher informants thought that face-to-face learning was much better than online learning.

In delivering learning materials, participant teachers have a perception that they need a much deeper effort when delivering material when implementing distance learning. One teacher argued that learning English is a subject that requires deep understanding. Therefore, in delivering material online, students often find it difficult to understand the material.⁴⁴

Likewise with the relationship between teachers and students, teachers find it more difficult to reach and monitor the formation of student character. Of the three teachers' opinions regarding the formation of student character during online learning, the three teachers agree that online learning cannot shape students' character. Based on an interview with one of the English teachers, Mrs. Bayanah, she said:

⁴⁴ Interview with Mrs. Esti Kurniawati, English teacher of SMP Negeri 1 Seputih Surabaya on May 14, 2022.

I don't think so, because the children's characters are not even formed, they tend to not know the teacher, so when they meet the teacher they don't say hello. Lack of discipline because they (students) collect assignments more than the allotted time.⁴⁵

In line with Mrs. Bayanah's opinion, Mrs. Esti said:

I think that's not enough. We (teachers) can directly see their learning process. Their discipline in learning is like that. But if it's online, it's because it's not controlled, so it's less able to form.⁴⁶

The three informant teachers argue that in online learning it is very difficult to apply or monitor students directly so that teachers are less effective in knowing the condition of students. Therefore, it is necessary to involve parents directly in supervising and monitoring the student learning process. Mrs. Okta argues that with online learning, it does not mean that teachers are hands off and let children learn online without supervision. In online learning, teachers can still supervise and monitor their students, even if only through WhatsApp chat.⁴⁷

b. Parents' perception about English online learning design at SMP Negeri 01 Seputih Surabaya.

In this research, interviews were used to analyze the parents' perception about English online learning design at SMP Negeri 01

⁴⁵ Interview with Mrs. Bayanah, English teacher of SMP Negeri 1 Seputih Surabaya on May 13, 2022.

⁴⁶ Interview with Mrs. Esti Kurniawati, English teacher of SMP Negeri 1 Seputih Surabaya on May 14, 2022.

⁴⁷ Interview with Mrs. Okta Fiyana, English teacher of SMP Negeri 1 Seputih Surabaya on May 22, 2022.

Seputih Surabaya. There were ten questions posed by the researcher in the interview. In the process of perception, an individual is required to give an assessment of an object that can be positive or negative, happy or not happy and so on.

With the implementation of online learning, parents will certainly provide and try their best to meet the needs of their children. In the Covid-19 pandemic situation which requires all activities outside the home to be stopped, including activities at school. This results in learning activities that are usually carried out at school, must be done at home.

In online learning, parents can act as teachers for their children at home. The purpose of that parent role as a teacher is an activity carried out by someone in order to provide assistance to others who are experiencing difficulties, so that person is able to overcome it himself with full awareness. Adult education and mentoring activities, both giving life lessons, religion, and general learning.

In this research, all parents and guardians of students believed that online learning is a learning system that requires supervision and guidance. Because learning is carried out online, children will spend more time at home with their parents. Therefore, parents must take part in providing learning and supervising the child's learning process at home.

According to Mr. Adi Muhid, he said that:

Supervision is very necessary. Because for today's children turns out that many are more creative than their parents. This means that the child's knowledge tends to be more advanced or more insightful about technology than parents. Therefore, usually children need more supervision by their parents. And parents are required to learn more about technology or learn about IT. At a minimum, knowing what children do with gadgets or devices so that online teaching and learning is more focused and not abused by children who are studying. Because what often happens when children learn online is that children get bored and eventually, they open other applications or do other things outside of teaching and learning activities.⁴⁸

In line with the opinion of Mr. Adi Muhid, Mrs. Siti also revealed that online learning does need supervision from parents, but not all parents can supervise their children continuously. This is because parents also have their own activities so that it is not uncommon for parents to find it difficult to supervise their children constantly.⁴⁹

Mr. Sudarmin also believes that:

Actually, supervision is needed, but parents have their own busy lives. So, you can't keep an eye on it all the time. But if I happen to be at home, I can supervise a little.

From the interview with Mr. Sudarmin, it can be concluded that in carrying out online learning, parental supervision is needed, even though parents also have other activities and activities, parents also try to continue to spend time accompanying their children to learn online.

⁴⁸ Interview with Mr. Adi Muhid, Parent of SMP Negeri 1 Seputih Surabaya student, on May 11, 2022.

⁴⁹ Interview with Mrs. Siti Khotimah, Parent of SMP Negeri 1 Seputih Surabaya student, on May 9, 2022.

In this research, all parents agreed that online learning requires supervision and guidance from parents. This is because online learning is learning that uses a smart phone as a learning medium. And it can be seen that the many features and applications that exist in smart phones can make children turn away from learning activities themselves.

So, when there is no parental supervision, children (students) are afraid to open applications that do not lead to learning. Therefore, current children are guarded, monitored, seen what they are learning, what difficulties are they experiencing, and if possible, they can help direct the children to learn. And if parents are unable, parents can ask the homeroom teacher or teacher in question via WhatsApp chat.⁵⁰

Furthermore, regarding the formation of children's character during online learning, Mr. Ramidi argues that online learning cannot shape students' character. Lack of education on the importance of honest character and discipline is very difficult to form. In doing learning, children are usually less focused and serious in learning.⁵¹ Agreeing with Mr. Ramidi's opinion, Mrs. Harni also said that character education in the form of honest, disciplined, responsible,

⁵⁰ Interview with Mrs. Hartini, Parent of SMP Negeri 1 Seputih Surabaya student, on May 11, 2022.

⁵¹ Interview with Mr. Ramidi, Parent of SMP Negeri 1 Seputih Surabaya student, on May 11, 2022.

caring behavior is currently not optimal to do.⁵² Mr. Dedi also said that:

I don't think so. There are three parties who have an important role in the formation of student character, namely, family, school, and environment. So, parents feel that the presence of teachers in building children's character is very much needed. Without the role of the teacher, parents cannot optimally shape and build the character of their children.⁵³

From the interview with Mr. Dedi above, it can be concluded that according to him the formation of children's character in online learning is indeed difficult to do. Mr. Dedi believes that there are three parties that have an important role in the formation of student character, namely, family, school, and environment. Whereas in online learning, children only learn from their parents and the surrounding environment. Therefore, without the role of the teacher, parents cannot optimally shape and build the character of their children.

Different from the opinion of some parents regarding the formation of children's character when learning online, Mrs. Sriningsih argues that the formation of student character actually depends on the students themselves. It depends on the students' strong intention and desire to learn. So regardless of the conditions and situations, if students have a strong desire to learn, these students will remain disciplined in learning. This habituation to the formation of

⁵² Interview with Mrs. Harni, Parent of SMP Negeri 1 Seputih Surabaya student, on May 20, 2022.

⁵³ Interview with Mr. Dedi Siswoyo, Parent of SMP Negeri 1 Seputih Surabaya student, on May 11, 2022.

disciplinary character causes the character of the discipline to be formed over time.⁵⁴

In another interview, Mrs. Hartini also agreed with Mrs. Sriningsih. Mrs. Hartini said that:

It really depends. It all depends on the character of the child and the support of the parents. If parents can direct and children can understand, the formation of children's character can run well. But sometimes between parents and teachers, students tend to be more obedient to their teachers. Because of this tendency, learning should be done face-to-face. Moreover, if there is a flexible teacher who can act as a friend as well as an educator, it can greatly shape the character of students when they meet face-to-face.⁵⁵

From the interview with Mrs. Hartini, it can be concluded that the formation of student character in online learning cannot be separated from the role of parents in directing, guiding and supervising students.

And in this research, from interviews conducted by researcher, it can be concluded that all parents and guardians of students agree that online learning does not shape students' character. There needs to be good cooperation between teachers and parents as well as a supportive environment in the formation of student character.

Online learning for now certainly has positive and negative impacts, especially online learning English. There are many different

⁵⁴ Interview with Mrs. Sriningsih, Parent of SMP Negeri 1 Seputih Surabaya student, on April 27, 2022.

⁵⁵ Interview with Mrs. Hartini, Parent of SMP Negeri 1 Seputih Surabaya student, on May 11, 2022.

views about learning English that is done online. Parents certainly have their own views on how their children do online learning.

Of course, this is an interesting thing for researcher who want to know about the advantages and disadvantages of online learning, especially in online learning English. As stated by Mr. Agus about the advantages of online learning, one of which is that children can comfortably study and gather with family at home.⁵⁶

Agreeing with Mr. Agus, Mrs. Baki also said that the advantage of learning English online is that students don't have to go to school and attend classes. That way, even if only at home students can still study comfortably.⁵⁷

In addition, Mrs. Yuliani also thinks about the advantages of learning English online. She said that the advantage of learning English is that it is easier for students to access and review the lessons that have been given by the teacher. That way, students are expected to be able to understand the material given even though it is online.⁵⁸

In this research, many parents also think that online learning does not bring any benefits to their children. One of the parents said:

Yes, in my opinion, there is no benefit. What's the advantage of not learning, right? So there is no advantage. But in my opinion, yes, because other people have other opinions. According to others, there may be many advantages. If so, I

⁵⁶ Interview with Mr. Agus Rouyan, Parent of SMP Negeri 1 Seputih Surabaya student, on May 22, 2022.

⁵⁷ Interview with Mrs. Baki Sriyani, Parent of SMP Negeri 1 Seputih Surabaya student, on May 23, 2022.

⁵⁸ Interview with Mrs. Yuliani, Parent of SMP Negeri 1 Seputih Surabaya student, on May 7, 2022.

don't think so. Yes, because the material did not reach the child, which was clear. Actually, if you really study, there are many advantages of learning online, sis. But because they don't focus on studying, so there's absolutely no progress and benefits.⁵⁹

Different from the opinion of some parents regarding the advantages of learning English online, Mr. Heri said:

If the benefits are possible for their children, they will be happy. So, if you study online for English, it might be difficult at school, but he's just having fun whether he can do it or not. So that, the advantage is that he (student) is happy to be able to hold a smart phone, can play a smart phone after he finishes working on the questions.⁶⁰

Agreeing with Mr. Heri's perception on the advantages of learning English online, one of the informants also said:

If you really like English, that's fine. Good luck. There is no problem if you like the lesson. Have fun learning English. And if you rely on schools, of course it is very limited. Therefore, parents can ask their children to take courses if their children want.⁶¹

It can be concluded that Mr. Heri thought that the advantages of online learning is that children (students) feel happy in learning. They don't feel burdened. Meanwhile, Mrs. Hartini said that if the student basically like the lesson, whether the lesson is done online or offline, it will not be an obstacle for the student.

Then about the shortcomings and obstacles of online English learning, Mr. Nurhadi also explained that:

⁵⁹ Interview with Mr. Ramidi, Parent of SMP Negeri 1 Seputih Surabaya student, on May 11, 2022.

⁶⁰ Interview with Mr. Heri Prasetyo, Parent of SMP Negeri 1 Seputih Surabaya student, on May 1, 2022.

⁶¹ Interview with Mrs. Hartini, Parent of SMP Negeri 1 Seputih Surabaya student, on May 11, 2022.

...Children have difficulty understanding the material. Because when learning face-to-face maybe students can ask the teacher directly. But when learning online, it's hard to ask directly.⁶²

In another interview, Mrs. wasti also revealed that apart from being constrained by the wasteful use of quotas, the difficulty of signal coverage was also an obstacle for her child.⁶³ Mrs. Baki also added that the obstacle when learning English online was the difficulty of children in understanding the material being taught. According to Mrs. Baki, English learning materials require a broad explanation, while online learning, the material taught is only in the form of points. Therefore, children find it difficult to understand the subject matter.⁶⁴

B. Discussion

From the above research results obtained through interviews and collecting supporting documentation from the teachers and parents concerned. So, the researcher can analyze the design of online English learning and the perceptions of teachers and parents on the design of online English learning at SMP Negeri 1 Seputih Surabaya, as follows:

⁶² Interview with Mr. Nurhadi, Parent of SMP Negeri 1 Seputih Surabaya student, on May 17, 2022.

⁶³ Interview with Mrs. Wasti Pantes, Parent of SMP Negeri 1 Seputih Surabaya student, on May 11, 2022.

⁶⁴ Interview with Mrs. Baki Sriyani, Parent of SMP Negeri 1 Seputih Surabaya student, on May 23, 2022.

1. Teachers' perception about English online learning design at SMP Negeri 1 Seputih Surabaya

Implementation of learning is carried out using the WhatsApp application because this application is considered the easiest and most effective application to use among students at SMP Negeri 1 Seputih Surabaya. This is consistent with previous research that learning via WhatsApp groups is considered effective because each students and teachers are considered quite acquainted with the application, in order that it is able to facilitate the process of delivering material. Further, in WhatsApp groups, students and teachers could have discussions approximately the material to be delivered.⁶⁵

So, learning is carried out through WhatsApp groups that have been provided by English subject teachers. The learning strategy used in online learning at SMP Negeri 1 Seputih Surabaya is to use videos and images using the WhatsApp application because video and image media are considered the most appropriate and easy to apply to online learning at SMP Negeri 1 Seputih Surabaya.

This is consistent with previous research that focused on the use of media in teaching which showed that video-based learning is considered suitable for today's digital generation because it can motivate students to learn, make it easier for students to learn and understand a subject matter,

⁶⁵ Bella Lusiana and Rina Maryanti, "The Effectiveness of Learning Media Used During Online Learning," *Media Pendidikan, Gizi, dan Kuliner* 9, no. 2 (2020): 88.

and make students more interested in learning.⁶⁶ The results of other previous studies also stated that learning to use video media taken from YouTube helped students to be more enthusiastic about learning English.⁶⁷

The teacher informants felt that face-to-face learning was more effective than online learning, especially for English lessons. Teachers feel that online learning is difficult to apply in shaping the character of students because teachers are less able to monitor and supervise students directly. Teachers complain that in delivering learning materials, students find it difficult to understand the lessons being taught.

This is not in accordance with previous research which showed that teachers only had positive perceptions related to teaching English online. And from the results of student questionnaires, it shows that students have positive and negative perceptions about online learning.⁶⁸ In this research, teachers have positive and negative perceptions about online learning. The results of this research indicate that teachers have tried to make online learning interesting and effective for students. However, it depends on how students respond to the learning.

⁶⁶ Luke, J. Y., N. Pawestri, and S. T. Sela, "Video-Based Learning That Supports the Success of Flipped Classroom for Non-English Faculty," *IOP Conference Series: Earth and Environmental Science*. Vol. 704. No. 1. IOP Publishing, (2021), 3.

⁶⁷ Yusri, Yusri, Ana Rosida, Jufri Jufri, and R. Mantasiah, "Efektivitas Penggunaan Media Youtube Berbasis Various Approaches dalam Meningkatkan Motivasi Belajar Bahasa Inggris," *Eralingua: Jurnal Pendidikan Bahasa Asing dan Sastra* 2, no. 2 (2018), 81.

⁶⁸ Mellasari Sulasmiati, Chyntia Heru Woro Prastiwi, and Oktha Ika Rahmawati, "Teacher and Students' perception In Online Teaching and Learning English During Corona Pandemic." *Eduutama* (2021): 8.

2. Parents' perception about English online learning design at SMP Negeri 1 Seputih Surabaya

From the results of the analysis data, parents assume that online learning is learning that is done online through various media and done at home. Therefore, parents feel that necessary to accompany and supervise their children when learning online. In accompanying their children, parents try to give what they can help to deliver material to their children. Although parents also have other activities, parents will still try to make time when their children have to study online, because children cannot be left to study without assistance.

In online learning, many obstacles are felt not only by teachers but also by parents who feel the same way. Parents feel that online learning is not more effective than face-to-face learning, therefore parents want learning activities done by face-to-face learning for children can understand the material directly from the teacher. The obstacles experienced by parents when learning online are the limitations of the facilities used to support online learning, including minimal student internet quotas, the location of the house is not covered by the internet network, and the character or behavior of students being difficult to monitor so that it is difficult to form, and absorption of subject matter is very minimal.

This is accordance with previous research that showed parents were generally dissatisfied with the implementation of E-learning while

the pandemic. Parents claimed that the terrible ICT infrastructure (e.g. the internet, devices, electricity) and lack of technical abilities emerge as the obstacles for their children to apply E-learning. Parents additionally considered that face-to-face learning is most efficient than online learning.⁶⁹

⁶⁹ Andre Hasudungan Lubis and Zulkarnain Lubis, "Parent's Perceptions on E-Learning During Covid-19 Pandemic in Indonesia," *Journal of Critical Reviews*, ISSN-2394-5125 7 (2020): 3599.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the results of the analysis and discussion of research on teachers' and parents' perceptions on English online learning at SMP Negeri 1 Seputih Surabaya, it can be concluded as following:

1. The perception of the English teacher at SMP Negeri 1 Seputih Surabaya is of online learning is less effective because the teacher cannot monitor the learning process directly so that the teacher cannot ensure whether the students have understood the material being taught.
2. Parents' perceptions of online learning are different. According to parents, online learning has various advantages and disadvantages, this is because parents feel that it is still difficult for their children to achieve learning goals and that online learning is still not optimal. To be a benchmark in children's abilities when learning with online. According to parents, it is not optimal, because children cannot understand the material optimally, then when children do assignments and don't know, parents will help do it but it also makes it difficult for parents, because not all parents can help teach these subjects.
3. Parents of SMP Negeri 1 Seputih Surabaya students assumed that online learning has more disadvantages when compared to its advantages. The disadvantages of online learning according to parents are that the subject matter delivered by the teacher is felt to be incomprehensible to students,

the character or behavior of students is difficult to monitor, then learning time is less effective when learning online, lack of socialization with peers, excessive use of smart phones, data quota runs out quickly, children's abilities are not maximized when learning online.

4. As for the advantages of online learning, students are required to be more independent when studying, have more time with family, children do not need to go to school and attend classes so that they can prevent being exposed to Covid-19, and parents can supervise all activities carried out by students. In addition, students are also easy to access and review the lessons that have been given by the teacher. That way, students are expected to be able to understand the material given even though it is online.

B. Suggestion

Based on the results of the research, some suggestions can be given to be used as evaluation material for all parties involved as follows:

1. Online learning is learning that requires support from various parties. Including support for the availability of facilities, network availability, and the ability of qualified human resources in mastering technology so that online learning continues as it should.
2. For teachers, teachers are parties who play an important role in the learning process in order to create effective learning. Therefore, in all types of learning systems and conditions that may require adaptation,

teachers should be more creative in developing learning strategies that can develop students' abilities in understanding the subject matter being taught.

3. For parents and guardians of students, all parents are expected to be able to motivate and assist their children during online learning. In addition, parents should also learn to better master technology in order to keep up with the times to help children learn.
4. For the government, there needs to be debriefing and training for teachers in this online learning, so that in the future it can be even better.

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APPENDICES

1. School Name Change Journey

No	Year	Name of School
1	1983	SMP Negeri Seputih Surabaya
2	1997	SLTP Negeri 1 Seputih Surabaya
3	2004	SMP Negeri 1 Seputih Surabaya
4	2018	UPTD Satuan Pendidikan SMP Negeri 1 Seputih Surabaya until now (2022).

2. Change of Headmaster

No	Year	Name of Headmaster	Position
1	1983 – 1984	Drs. Rahmat Subardi	(PJS Headmaster)
2	1984 – 1989	ROEBIJO. D	1 st Headmaster
3	1989 – 1992	Drs. SARIJO HADISUSANTO	2 nd Headmaster
4	1992 – 2000	Drs. BASJID SJA'RONI	3 rd Headmaster
5	2000 – 2003	Dra. MUJURIANA	4 th Headmaster
6	2003 – 2004	HERRY SUHARTONO, S.Pd.	(PLT Headmaster)
7	2004 – 2007	Drs. USA HERIYATNO	5 th Headmaster
8	2007 – 2009	Drs. Hi. MESERIYANTO	6 th Headmaster
9	2009 – 2011	Drs. I MADE MAWAN, MM.	7 th Headmaster
10	2011 – 2013	HERRY SUHARTONO, S.Pd.	8 th Headmaster
11	2013 – 2016	WAGIRAN , S. Pd.	9 th Headmaster
12	2017 – now	MUJI SUNARMI, S.Pd.M.M.	10 th Headmaster

Source by : Documentation of SMP Negeri 1 Seputih Surabaya

3. School profile

1	School name :	SMP NEGERI 1 SEPUTIH SURABAYA
2	Accreditation :	A
3	Curriculum :	2013
4	NPSN :	10801926
5	NIS/NSS/NDS :	201120204115
6	Date of Establishment Decree :	1983-11-07
7	Number of Decree of Establishment:	0472/O/1983
8	Date of Operational Decree:	1910-01-01
9	School address :	Jl Pendidikan Gaya Baru II
10	Postal code :	34158
11	Telp.	07257629291
12	Urban village :	Gaya Baru II
13	Sub-district :	Seputih Surabaya
14	District/regency:	Lampung Tengah
15	Province :	Lampung
16	E-mail :	smpn1seputihsurabaya@yahoo.co.id

4. Facilities and Infrastructure of School

	Total (d)			
	Size 7x9m ² (a)	Size >63m ² (b)	Size <63m ² (c)	Size d=a+b+c
Classroom	11	10	-	21

No	Type	Total	Size(m ²)	No	Type	Total	Size(m ²)
1	Library	1	20 x 9	8	Staffroom	1	8 x 6
2	Science Lab.	1	18 x 13	9	Headmaster's Room	1	8 x 3
3	Language Lab.	1	15 x 10	10	Commite Room	1	6 x 3
4	Computer Lab.	1	15 x 13	11	Living Room	1	5 x 3
5	Hall	1	20 x 36	12	Teacher's Room	1	12 x 8
6	Medical Room	1	4,5 x 8,7	13	Kitchen	1	6 x 8
7	BK Room	1	7,5 x 9	14	Deputy of Student	1	8 x 3
				15	Deputy of curriculum	1	6 x 6

Source by : Documentation of SMP Negeri 1 Seputih Surabaya

5. Existence of Teachers and Staff

No	Name	Gender	Position
1	MUJI SUNARMI, S.Pd.MM.	P	Headmaster
2	Dra. DWI MEINANI	P	Teacher
3	SUNARTI, S.Pd.Ek	P	Teacher
4	M BUDI WINOTO, S.Pd.	L	Deputy of curriculum
5	SUTRISNO, S.Pd	L	Teacher
6	SUNOTO, S.Pd.	L	Teacher
7	ZAENAL ASROFI, S.Pd	L	Teacher
8	SRI AGUNG, S.Pd.	P	Teacher
9	AGIYANTI, S.Pd.	P	Teacher
10	A.S. WIDI HARMOKO, S.Pd	L	Teacher

11	Dra. MARYANI	P	Teacher
12	NYOMAN SUWARTA, S.Pd	L	Teacher
13	ANI ASMARA, S.Pd	L	Deputy of Student
14	SRI YUHANI, S.Pd	P	Teacher
15	RETNO WULAN AMBARSARI, S.Pd	P	Teacher
16	AGUNG SETIAWAN, S.Si	L	Teacher
17	WIWIT INDRIANI, S.Pd	P	Teacher
18	EDY SUPRIYADI, S.Sos.	L	Teacher
19	ADY PUTRA SETIANTO, S.Pd	L	Teacher
20	ISWANTO, SP.	L	Teacher
21	OKTA FIYANA, S.Pd.	P	Teacher
22	YOGA AHMADI, S.P	L	Teacher
23	INDAH AHMADI, S.I.Kom.	P	Teacher
24	BAYANAH, S.Pd.	P	Teacher
25	LAMRIA SIHOTANG	P	Teacher
26	I GEDE SUBAGIA, S.Pd.H	L	Teacher
27	IRFAN FAUZI, S.Pd.I	L	Teacher
28	BOBY CHOIRY MAULUDY, S.Pd	L	Teacher
29	IKA PURNAMA SARI, S.Pd.	P	Teacher
30	SULAMI, S.Pd.	P	Teacher
31	HERU PURWOKO, S.Pd	L	Teacher
32	AGUS KURNIAWAN, M.Pd	L	Teacher
33	NIKY PUSPITASARI, S.Pd.	P	Teacher
34	DIAN PUSPITA DEWI, S.Pd.	P	Teacher
35	YUNIAR EKA PRATIWI, S.Pd.	P	Teacher
36	DWI DESI LUTFIAH, S.Pd.	P	Teacher
37	ANIK ANGGERAINI, S.Pd.M.Pd	P	Teacher
38	ESTI KURNIAWATI, S.Pd	P	Teacher
39	OKTA EFRIANSYAH, S.Pd	L	Teacher
40	WINDU ANDRI PRASETIYA, S.Pd	L	Teacher

41	HASAN BISRI, S.Pd	L	Teacher
42	MUSON NURDIANSAH, S.Pd	L	Teacher
43	ANDREAS SETIAWAN H. S.Pd	L	Teacher
44	TIKA WULANDARI, S.Pd.	P	Teacher
45	SUSI ERIKA, S.Pd	P	Teacher
46	S U Y A D I	L	Staff
47	SAMSUL MUARIF, S.Kom.	L	Staff
48	MUHAMMAD IRMANSYAH, S.Kom	L	Staff
49	EKA SETIAWATI	P	Staff
50	RIRIN SUGIARTI	L	Staff
51	SUDARMIN	L	Staff
52	SIDOYO	L	Staff
53	EKA KRISTIAWAN	L	Staff
54	I MADE ANDIYANA	L	Security

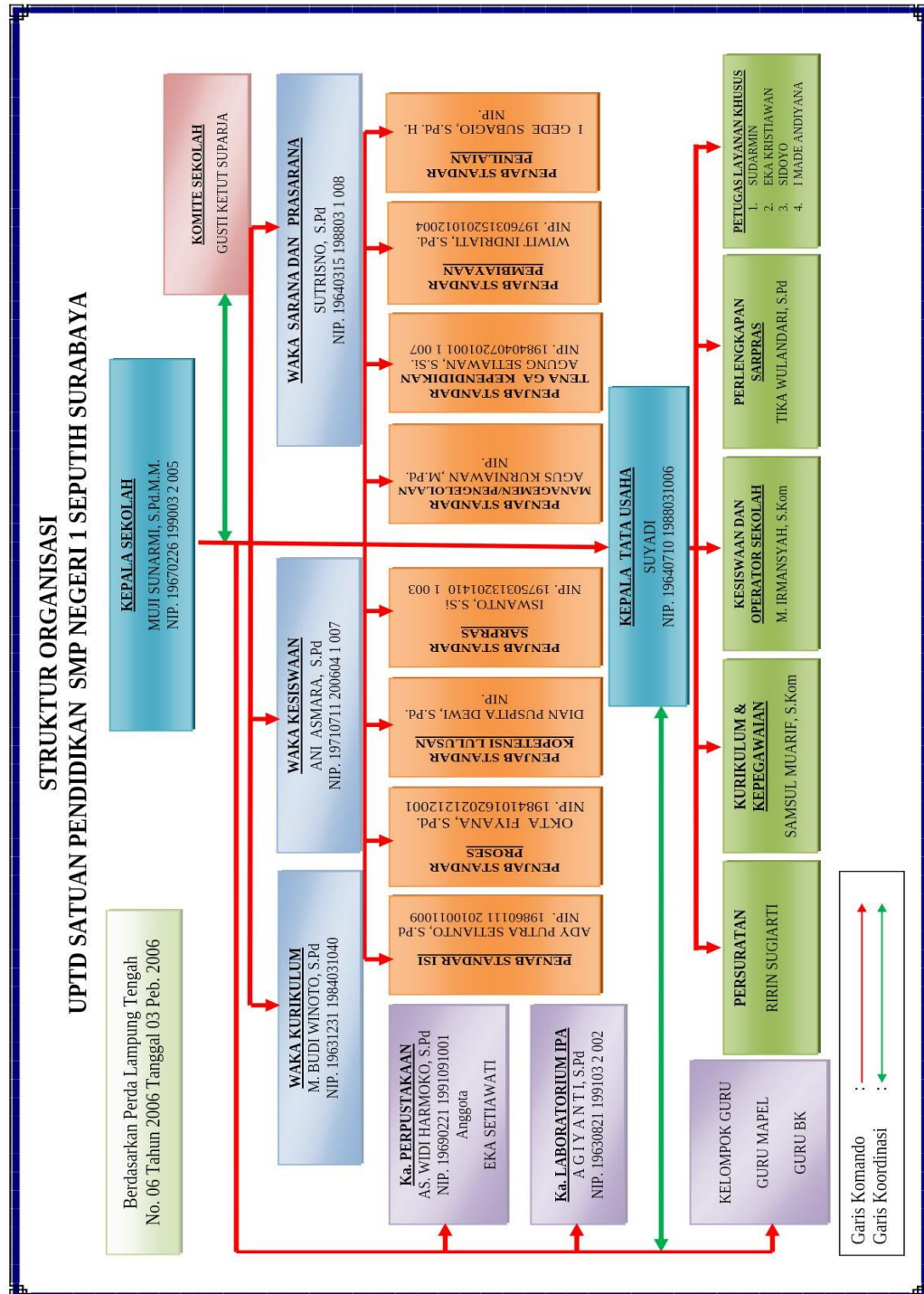
Source by : Documentation of SMP Negeri 1 Seputih Surabaya

6. The Amounts of Student SMP Negeri 1 Seputih Surabaya

No	Academic Year	Class			Amount
		VII	VIII	IX	
1	2017/2018	225	223	207	655
2	2018/2019	233	223	218	674
3	2019/2020	224	230	219	673
4	2020/2021	228	218	216	662
5	2020/2021	228	218	216	662
6	2021/2022	239	226	216	681

Source by : Documentation of SMP Negeri 1 Seputih Surabaya

7. The Organizational Structure of SMP Negeri 1 Seputih Surabaya



Source by : Documentation of SMP Negeri 1 Seputih Surabaya in Academic Year 2020/ 2021

INTERVIEW GUIDELINE

Teacher Identity

Name : _____

Position : _____

Address : _____

Last Education : _____

Date : _____

Questions

- 1) In your opinion, what is online learning?
- 2) Are there any problems with the media or tools used when online learning is carried out?
- 3) Is online learning able to shape students' character?
- 4) In your opinion, is it necessary to supervise and assist students when learning takes place?
- 5) In your opinion, which one do students prefer between online learning and face-to-face learning?
- 6) How is the English learning process when carrying out online learning at SMP Negeri 01 Sepuluh Surabaya?
- 7) What are the perceived drawbacks of learning English based online?
- 8) What learning strategies are often used by teachers to increase students' motivation in learning?
- 9) What learning media are often used by teachers during learning based online?

- 10) What kind of tasks does the teacher give when learning English online based?
- 11) In your opinion, is the material presented through online learning understandable to students?
- 12) In your opinion, has online learning in English been going well?
- 13) What obstacles occur when English online learning is implemented?
- 14) What are the perceived advantages of learning English based online?
- 15) Are there any complaints from students when face-to-face learning at school is replaced with online learning?

INTERVIEW GUIDELINE

Parent Identity

Name : _____

Address : _____

Date : _____

Questions

- 1) In your opinion, what is online learning?
- 2) Are there any problems with the media or tools used when online learning is carried out?
- 3) Is online learning able to shape students' character?
- 4) In your opinion, is it necessary to supervise and assist students when online learning takes place?
- 5) In your opinion, which one do students prefer between online learning and face-to-face learning?
- 6) In your opinion, is the material presented through online learning understandable to students?
- 7) In your opinion, has online learning in English been going well?
- 8) What obstacles occur when English online learning is implemented?
- 9) What are the perceived advantages of learning English based online?
- 10) Are there any complaints from students when face-to-face learning at school is replaced with online learning?

DOCUMENTATION GUIDE

- 1) The brief history of SMP Negeri 1 Seputih Surabaya.
- 2) Vision, mission, and objective of SMP Negeri 1 Seputih Surabaya.
- 3) Facilities and infrastructure of SMP Negeri 1 Seputih Surabaya.
- 4) The organizational structure of SMP Negeri 1 Seputih Surabaya.
- 5) The location plan of SMP Negeri 1 Seputih Surabaya.

RESEARCH DOCUMENTATION



1. Interview with Mrs. Bayanah, English teacher



2. Interview with Mrs. Esti Kurniawati, English teacher



3. Interview with Mrs. Okta Fiyana, English teacher

RESEARCH DOCUMENTATION



1. Interview with Mrs. Sriningsih



2. Interview with Mrs. Tarni Lestari



3. Interview with Mr. Sudarmin



4. Interview with Mr. Heri Prasetyo



5. Interview with Mrs. Yuliani



6. Interview with Mr. Asep Zulkarnain



7. Interview with Mrs. Siti Khotimah



8. Interview with Mrs. Hartini



9. Interview with Mr. Adi Muhid



10. Interview with Mrs. Surahmi



11. Interview with Mr. Ramidi



12. Interview with Mrs. Wasti Pantas



13. Interview with Mr. Dedi Siswoyo



14. Interview with Mr. Nurhadi



15. Interview with Mrs. Rianti



16. Interview with Mrs. Mayang Sari



17. Interview with Mrs. Harni



18. Interview with Mrs. Lintang Ayu Primansari



19. Interview with Mr. Agus Rouyan



20. Interview with Mrs. Baki Sriyani

TRANSCRIPTION OF INTERVIEW RESULTS 1

Teacher's Identity

Name : Mrs. Bayanah
 Position : English Teacher
 Address : Gaya Baru 3
 Last Education : S 1 English Education
 Date : May 13, 2022

Question

- 1) In your opinion, what is online learning?
Answer: in my opinion, online learning is learning that is done through communication tools. So do not meet face-to-face with children (students).
- 2) Are there any problems with the media or tools used when online learning is carried out?
Answer: I don't think so, because the tools and media already exist. Like using a smart phone or laptop. And as a teacher, I already have that, so there's no problem.
- 3) Is online learning able to shape students' character?
Answer: I don't think so, because the children's character is not even formed, in fact they tend not to know the teacher, so when they meet the teacher, they don't say hello. Then there is a lack of discipline because they collect their assignments given on Monday, they collect them more than the allotted time.
- 4) In your opinion, is it necessary to supervise and assist students when online learning takes place?
Answer: yes, absolutely necessary. Because if they are not supervised, children will not learn well. They may run away (do other activities) or not study and so on.
- 5) In your opinion, which one do students prefer between online learning and face-to-face learning?
Answer: I think it's fifty-fifty, because there are children who like online learning, there are children who don't like it. There are children who like face-to-face learning. Smart students like face-to-face, lazy students usually like online learning because they don't have to go to school.
- 6) How is the process of learning English when carrying out online learning at SMP Negeri 01 Seputih Surabaya?
Answer: the learning process is very difficult to implement, yes, very difficult to apply to English in my opinion, very difficult to apply.

- 7) What are the perceived drawbacks of learning English based online?
Answer: the perceived drawback is that internet access makes learning constrained. The children did not understand the lesson well, then the children did not understand the material. Continued internet access is an obstacle, then again in my opinion the lack of supervision. Finally, it is difficult for us to supervise children through online learning.
- 8) What learning strategies are often used by teachers to increase students' motivation in learning?
Answer: if I use the learning strategy, I will give a video. Learning videos about motivation so that children (students) see, that way they will be motivated to learn.
- 9) What learning media are often used by teachers during learning English based online?
Answer: WhatsApp and also videos.
- 10) What kind of tasks does the teacher give when learning English online based?
Answer: There are direct and indirect tasks. It means directly, after learning is directly given the task, the child immediately answers. Some are given the material, the child is given an assignment and given time to collect the task.
- 11) In your opinion, is the material presented through online learning understandable to students?
Answer: I don't think so. The material for online learning is not understood or not understood by students. Difficult to understand.
- 12) In your opinion, has online learning in English been going well?
Answer: not yet. Online learning of English has not been going well because children still cannot learn English online or online.
- 13) What obstacles occur when English online learning is implemented?
Answer: the problem was, yes, the problem is internet access is not possible, they don't have a quota, they don't understand the material, they don't understand the material. They also lack supervision, perhaps from their parents. So sometimes instead of joining the study, they might be doing other things.
- 14) What are the perceived advantages of learning English based online?
Answer: in my opinion, the benefits are yes. One, practical. It saves time, saves costs, saves energy, is flexible, we enjoy wearing clothes or whatever, we don't have to be required to dress neatly and so on. Then maybe it can reduce pollution, yes.

- 15) Are there any complaints from students when face-to-face learning at school is replaced with online learning?

Answer: many complaints from students that they do not like online learning, many. Because it is said that it is difficult to learn online and they may rarely see their friends, maybe they miss it the most. So, if there are complaints, there are definitely. From face-to-face changes to online learning.

TRANSCRIPTION OF INTERVIEW RESULTS 2

Teacher Identity

Name : Mrs. Esti Kurniawati
 Position : English Teacher
 Address : Gaya Baru 2
 Last Education : S 1 English Education
 Date : May 14, 2022

Question

- 1) In your opinion, what is online learning?
Answer: distance learning, yes. It doesn't mean directly. Unlimited space.
- 2) Are there any problems with the media or tools used when online learning is carried out?
Answer: sure, there is problem. Because we learn online via WA, via WhatsApp, so because in our area this is the condition, so maybe there are some students who still don't have smart phones or don't have quotas, you see. So, therein lies the problem.
- 3) Is online learning able to shape students' character?
Answer: I guess not. We (teachers) can directly see their learning process. Ehmm their discipline in learning, yes. Pay attention, keep answering questions. But if it's online, it's because it's not controlled, so it's less able to form.
- 4) In your opinion, is it necessary to supervise and assist students when online learning takes place?
Answer: yes, definitely need it. Because they are online sometimes, they are not serious when they send material to make questions. Sometimes they are just playing games or maybe they are with their friends, so there must be assistance to make it maximum.

- 5) In your opinion, which one do students prefer between online learning and face-to-face learning?
Answer: definitely face-to-face learning. If it's online it's more complicated, if they say it's more complicated. If it's face-to-face when they don't know, it's explained directly, they ask directly. Anyway, if they don't know, they can just ask. But if it's online, no. So, the understanding is only limited there, that's it.
- 6) How is the English learning process when carrying out online learning at SMP Negeri 01 Seputih Surabaya?
Answer: This is actually related to all students, yes. If the teacher is still able to facilitate. But it's all from students, sometimes from them, yes, they don't have smart phones, or maybe their smart phones are together with their siblings and when they study online together, they have to share, right? Or do not have a quota, there.
- 7) What are the perceived drawbacks of learning English based online?
Answer: the lack of material delivery. If we know English, math, science maybe yes, it's more about understanding, right? Unlike history, social studies, Indonesian can still be read by them. And understand. But when it comes to English, mathematics, science, if they are not explained, for example, they are not described directly, they may find it difficult. To study alone is difficult.
- 8) What learning strategies are often used by teachers to increase students' motivation in learning?
Answer: I do send videos often, yes. Because if you just explain it like that, it's difficult for them. So, send a video that looks like real learning. It's like learning right away. Interesting videos. For example, material about this, that is. Okay then. Looking for the video. Or maybe make your own. We will continue to record PPT. Then it's explained like we're really teaching, that's it. So, yeah, hopefully that's how you can understand more.
- 9) What learning media are often used by teachers during learning English based online?
Answer: pictures and videos.
- 10) What kind of tasks does the teacher give when learning English online based?
Answer: the task is usually reading. Lots of reading. Reading they asked, ee.. what is it.. Yes, look for the answer. The problem is that when they read, they usually get new vocabulary. Then they understand the meaning, then they get the answer.
- 11) In your opinion, is the material presented through online learning understandable to students?
Answer: no. Not enough. Still, face-to-face learning is the most effective.

- 12) In your opinion, has online learning in English been going well?

Answer: must not, yes. Must not.

- 13) What obstacles occur when English online learning is implemented?

Answer: the problem is yes... that was it. We can't explain directly because we did make WhatsApp. WhatsApp group, sis. For example, if it's a video call, yes, there were those who had their smart phones together, some didn't have a quota. So yes, we sometimes send videos, pictures and then they ask them to answer questions, that's it. But that way, they don't get a direct explanation, right? It's different if we explain directly. They asked directly it was different. So yes, the problem is that it is difficult to convey the material. And they understand too hard.

- 14) What are the perceived advantages of learning English based online?

Answer: maybe the time is not limited, yes, it can be anytime and anywhere.

- 15) Are there any complaints from students when face-to-face learning at school is replaced with online learning?

Answer: yes, of course there is. They always say, "why do you have to be online, why do you have to be online?". They prefer offline. Prefer face-to-face. Because apart from that, they are happy to meet their friends, they are eager to learn when they are together. If you're at home, it's possible to learn online only from your smart phone, so you're bored and lazy. But when they have friends, they get excited again. I don't know if I can or can't, right? They can ask directly.

TRANSCRIPTION OF INTERVIEW RESULTS 3

Teacher Identity

Name : Mrs. Okta Fiyana
 Position : English Teacher
 Address : Gaya Baru 1
 Last education : S 1 English Education
 Date : May 22, 2022

Question

- 1) In your opinion, what is online learning?
Answer: learning is carried out because it cannot be done face-to-face. Yesterday, there was a Covid-19 pandemic, so we carried out online learning assignments. If it's not like that, then no. We have to face-to-face. And online learning is more difficult than offline learning.
- 2) Are there any problems with the media or tools used when online learning is carried out?
Answer: yes. So many. For example, students do not have smart phones. They don't have smart phones, we want to send videos, the students don't have them. Sometimes the packages are limited. Then the smart phones used is not the same. Sometimes the RAM is only two GB. Meanwhile, if you send videos, let alone lessons, it's not only in English. But a lot. So, there must be a lot of problems. The first is a smart phone. The RAM is lacking.
- 3) Is online learning able to shape students' character?
Answer: a little. For example, regular schools (face-to-face) can reach 75%, this is only 10-15% at most. It's just talks. "Students, today you do this task. Remember, keep the health protocols!" The answer is "yes!". The answer is just yes. I don't know if they do it or not. So, it is difficult to shape the character of students.
- 4) In your opinion, is it necessary to supervise and assist students when online learning takes place?
Answer: necessary. That's for parents, yes. But when it comes to teachers, lot of participants. Their respective homes. Very far. So, if the teacher accompanies him, just use a smart phone. One by one in the chat. In the chat "who is not in today?" It's not enough just to fill in the attendance list, right? So, it is very necessary to accompany, parents in particular. If the teacher accompanies while at school.
- 5) In your opinion, which one do students prefer between online learning and face-to-face learning?
Answer: there are 50% who like online learning. There are 50% like face-to-face learning. If it's online, it's usually for lazy students. Because they have to get up early, lazy right. Do not want. I just want to sleep while holding my smart phone. There are also students who are independent,

smart, have the intention to learn, they prefer to go to school. Because the teacher's explanation is not enough to be explained via smart phone. So, fifty-fifty in my opinion. Some like it some don't.

- 6) How is the English learning process when carrying out online learning at SMP Negeri 01 Seputih Surabaya?

Answer: everything is fine. Because all teachers are divided tasks. There's a schedule, right? Each has a schedule. So far, it's been running smoothly without any problems. The only problem was the children didn't have smart phones. But the problem can be overcome. There aren't many obstacles.

- 7) What are the perceived drawbacks of learning English based online?

Answer: the problem is that the children lack mastery of their pronunciation. If you're online, sometimes you just write it down and listen to it, so you don't know the look on his face. That's hard. They say it's hard. Because it's hard to follow.

- 8) What learning strategies are often used by teachers to increase students' motivation in learning?

Answer: by using the media on the smart phone. Using media, they listen, there are pictures/visuals, after that the children are independent, right? After that they search on Google so if for example, they have an assignment, if they can't do it themselves, they will ask. Ask each other. Because online is broad, yes. If you're online, it's broad. They can ask anyone. Don't just focus on yourself. So, for example, there will be assignments later, the children are not stuck. Dizzy yourself. They have to ask.

- 9) What learning media are often used by teachers during learning English based online?

Answer: yes, it's just a smart phone. There's nothing else. At least when sending assignments, never send assignments using CDs or anything else. Usually it's a written assignment, later when it's done, it's written down and collected. Just like that.

- 10) What kind of tasks does the teacher give when learning English online based?

Answer: make a conversation between two people, for example. Then, yesterday, the ninth class sang. They memorized the songs, recorded them and sent them. Usually like that. Or they learn to read narrative texts. So, yesterday's online class, so they talk, sing, when I read the text, I determine them. Here are three texts. Which one do you want to read, keep memorizing while reading it's also okay. Continue to send using voice notes or recordings. One by one. When it comes to singing, I make up sentences, then I send the files and songs. They listen constantly freshly filled.

- 11) In your opinion, is the material presented through online learning understandable to students?
Answer: a little. 50% understand it. If you know, you know. If not, then no. For example, lazy children, surely they will understand it for a long time. Just open it up (material). Sometimes it doesn't open. Difficult to understand.
- 12) In your opinion, has online learning in English been going well?
Answer: as long as online, everything has gone well. With many problems, everything can be solved. Because if the assessment system is online, it can't be small. Because their work must be right. Because of what? Do it at home.
- 13) What obstacles occur when English online learning is implemented?
Answer: sometimes the child doesn't have a smart phone. Children find it difficult to collect assignments. Assignments are also sometimes not collected because they are left behind. The collection task took a long time because the smart phone did not have a quota. That's the reason. That's also an obstacle. I don't know the teacher. Because while online, they didn't know me before. So, acquaintances, but then forgot again. I teach that every day. You can't get to know the teacher. So, if I meet on the street, whoever it is, I always instill in them, smile and say hello. Because as great as a person is, as rich as a person is, people won't appreciate him if he doesn't have manners.
- 14) What are the perceived advantages of learning English based online?
Answer: a lot of free time. A lot of free time that can be spent at home relaxing.
- 15) Are there any complaints from students when face-to-face learning at school is replaced with online learning?
Answer: for intelligent children, they will complain. They prefer and understand when they are face-to-face with the teacher. But for ordinary children, it's better at home. Because one, profitable. Those who are lazy, can relax at home. So, lessons are hard to understand. Because it is enough to just read but there is no explanation. Even though they see the video, sometimes they don't understand the video. It's hard to learn the lesson.

TRANSCRIPTION OF INTERVIEW RESULTS 1

Identity of Parent

Name : Mrs. Sriningsih
 Address : Gaya Baru 1
 Date : April 27, 2022

Question

- 1) In your opinion, what is online learning?
Answer: Online learning is learning through the internet (online).
- 2) Are there problems with the media or tools used when online learning is carried out?
Answer: Yes. Sometimes it depends on the signal. If there is no signal, it will be difficult for us to learn online.
- 3) Is online learning able to shape the character of students?
Answer: depending on the child. If he intends to study, she certainly can.
- 4) In your opinion, is it necessary to supervise and assist students during online learning?
Answer: It is necessary. If accompanied or supervised, we know the child is learning or not.
- 5) In your opinion, which students prefer between online learning and face-to-face learning?
Answer: my child prefers face-to-face learning.
- 6) In your opinion, can the material delivered through online learning be understood by students?
Answer: mostly not. Students do not understand the material explained by the teacher.
- 7) In your opinion, has online learning English been going well?
Answer: let alone English lessons, other learning materials that use Indonesian are still poorly understood.
- 8) What are the obstacles that occur when online English learning is carried out?
Answer: in English, what is spoken and what is read is different.
- 9) What are the perceived advantages of learning English based online?
Answer: I don't know yet.
- 10) Are there complaints from students when face-to-face learning at school is replaced with online learning?
Answer: of course, there is. Because what is clear is that if they (student) can learn it is face-to-face. So, they can ask the teacher directly.

TRANSCRIPTION OF INTERVIEW RESULTS 2

Identity of Parents

Name : Mrs. Tarni Lestari
 Address : Gaya Baru 1
 Date : April 27, 2022

Question

- 1) In your opinion, what is online learning?
Answer: I don't know.
- 2) Are there problems with the media or tools used when online learning is carried out?
Answer: the problem with buying a quota package.
- 3) Is online learning able to shape the character of students?
Answer: No.
- 4) In your opinion, is it necessary to supervise and assist students during online learning?
Answer: yes. Need.
- 5) In your opinion, which students prefer between online learning and face-to-face learning?
Answer: Face-to-face learning.
- 6) In your opinion, can the material delivered through online learning be understood by students?
Answer: I don't think so.
- 7) In your opinion, has online learning English been going well?
Answer: Not yet.
- 8) What are the obstacles that occur when online English learning is carried out?
Answer: I don't know.
- 9) What are the perceived advantages of learning English based online?
Answer: I don't know.
- 10) Are there complaints from students when face-to-face learning at school is replaced with online learning?
Answer: If online, students do not understand and do not know how to learn the subject matter.

TRANSCRIPTION OF INTERVIEW RESULTS 3

Identity of Parents

Name : Mr. Sudarmin
 Address : Gaya Baru II
 Date : April 28, 2022

Question

- 1) In your opinion, what is online learning?
Answer: I don't really understand what online learning is.

- 2) Are there problems with the media or tools used when online learning is carried out?
Answer: sometimes there are problems with the learning tools used, sis. My child's smartphone sometimes likes errors when used. Therefore, ultimately learning is also disrupted.

- 3) Is online learning able to shape the character of students?
Answer: I don't think so.

- 4) In your opinion, is it necessary to supervise and assist students during online learning?
Answer: actually, it's necessary, but exactly parents also have their own busy activities. So, I can't keep an eye on it all the time. But if I happen to be at home, I can supervise a little.

- 5) In your opinion, which students prefer between online learning and face-to-face learning?
Answer: face-to-face learning, because children prefer to gather with their friends at school. At school, apart from socializing with friends, it is also easier for children to develop their minds by exchanging ideas and experiences with their friends.

- 6) In your opinion, can the material delivered through online learning be understood by students?
Answer: I think it's very lacking. Because the tasks given by the teacher are not explained in detail. And the child was immediately ordered to do the task without being explained beforehand.

- 7) In your opinion, has online learning English been going well?
Answer: moreover, learning English which is clearly using a foreign language, learning using Indonesian alone is still not working well.

- 8) What are the obstacles that occur when online English learning is carried out?
Answer: I don't understand that, sis. My child also only complained that she could not do the assignments given by the teacher.

- 9) What are the perceived advantages of learning English based online?
Answer: there is no benefit at all because children also still do not understand about learning English. In addition, the use of quotas during online learning is also very wasteful, while my income does not match my expenses.
- 10) Are there complaints from students when face-to-face learning at school is replaced with online learning?
Answer: A lot. My child often complains about the tasks that come piling up and at the same time. So that my child is often dizzy doing the assignments given by the teacher.

TRANSCRIPTION OF INTERVIEW RESULTS 4

Identity of Parents

Name : Mr. Heri Prasetyo
 Address : Gaya Baru I
 Date : May 1, 2022

Question

- 1) In your opinion, what is online learning?
Answer: Learning to teach using electronic media. Maybe.
- 2) Are there problems with the media or tools used when online learning is carried out?
Answer: Yes, a lot. Especially the signal, then other application interference, maybe there are disturbances in the electronic device or the android phone, maybe. There is damage on the smart phone, maybe it's a distraction when studying online.
- 3) Is online learning able to shape the character of students?
Answer: No. Because online learning is more focused on electronic media or smart phones that are used for learning. So, for the formation of students' character is very far away. Students become less social with others and also reduce student morality because they rarely hang out with their friends and prefer to hold smart phones or online media.
- 4) In your opinion, is it necessary to supervise and assist students during online learning?
Answer: Yes, must. Parents must supervise them, because in smart phones there are usually a lot of applications and the average junior high school student is still happy to see other applications. So when she finishes studying, she might even see other applications, so that's why students need supervision.

- 5) In your opinion, which students prefer between online learning and face-to-face learning?

Answer: Yes, for students, maybe fifty-fifty. Personally, it is better to study face-to-face because it can add insight, social interaction, and morals can be fostered. So if students study online, their morals and sociality will be eroded.

- 6) In your opinion, can the material delivered through online learning be understood by students?

Answer: Yes, but maybe not one hundred percent. Because if students learn face-to-face, usually there is material with examples and formulas. But if they learn online, they have to find everything themselves. Both examples and formulas in other applications. It actually makes it more difficult than face-to-face learning.

- 7) In your opinion, has online learning English been going well?

Answer: In English, I don't think so. Because English is more difficult for students to understand, right? From the word alone, it is difficult to learn for children. If it is face-to-face, so once the material is given, there is an example and it is delivered by the teacher. So, when we go online, especially in English, we are not given examples, we are looking for our own examples, we are looking for our own formulas. And sometimes requires two tools to be faster. But if face-to-face, children can be directly taught by the teacher. Immediately explained by the teacher.

- 8) What are the obstacles that occur when online English learning is carried out?

Answer: What is clear is that English is not our language. And to find vocabulary, we must first translate into Indonesian. Furthermore, to learn a sentence, we must assemble it with words or formulas that have been adapted to the lesson. That's more difficult. In terms of language, it must first be translated into Indonesian, and we have to look for examples in other applications. The problem becomes more difficult.

- 9) What are the perceived advantages of learning English based online?

Answer: If the advantage is possible for the children, they will be happy. So, if they study online for English, it might be difficult at school, but they are just having fun whether they can do it or not. Maybe they still borrow their parents' smart phones, so when the child is borrowed from their parents' smart phones, they just have fun. The important thing is that they have smart phones, not necessarily all children have smart phones for junior high school classes. There are some parents who are afraid to facilitate their child's smart phone for fear of the child abusing the smart phone. So that, the advantage is that student is happy to be able to hold a smart phone, can play a smart phone after they have finished their exercises.

- 10) Are there complaints from students when face-to-face learning at school is replaced with online learning?

Answer: Yes. Students complain, parents also complain. Because usually students at school have friends, so now they rarely get together with friends. Usually students gather at school, exercise together, study together, now alone at home. Learn online. And his parents also did, there were also many complaints from the old man. In the past, parents bought quotas for example one hundred thousand rupiah, now it is one hundred and fifty thousand rupiah. For children, they may miss their friends at school to chit chat, study together, meet face-to-face with teachers and so on.

TRANSCRIPTION OF INTERVIEW RESULTS 5

Identity of Parents

Name : Mrs.Yuliani
Address : Sumber katon 2
Date : May 7, 2022

Question

- 1) In your opinion, what is online learning?
Answer: online learning is done through social media.
- 2) Are there problems with the media or tools used when online learning is carried out?
Answer: sometimes when the signal is difficult, the problem is a bit slow. That's all.
- 3) Is online learning able to shape the character of students?
Answer: actually less. The problem is that ordinary children do not meet face-to-face, so the discipline is a bit less.
- 4) In your opinion, is it necessary to supervise and assist students during online learning?
Answer: necessary, the problem is that children tend to be negligent when holding their smart phones.
- 5) In your opinion, which students prefer between online learning and face-to-face learning?
Answer: face-to-face learning.
- 6) In your opinion, can the material delivered through online learning be understood by students?
Answer: sometimes it's understandable, sometimes it's not.

- 7) In your opinion, has online learning English been going well?
Answer: not yet. Because when children learn online, it's also a bit difficult to ask questions directly to the teacher. If they meet face to face, they can ask the teacher directly what they do not understand.
- 8) What are the obstacles that occur when online English learning is carried out?
Answer: sometimes children still don't know the meaning of Indonesian from English, they don't really understand. The problem is that the children understand what it means, the pronunciation is not quite right, while the Indonesian language is not clear enough for the children.
- 9) What are the perceived advantages of learning English based online?
Answer: what are the benefits, maybe children can review online again and open again online. Just like that.
- 10) Are there complaints from students when face-to-face learning at school is replaced with online learning?
Answer: a lot. For example, children want to ask less. The communication is not right, if using smart phones, usually the children want to ask questions and the conditions are not right either. Children who want to ask questions directly are not free if they go online sometimes, they have not been answered and have not been seen by the teacher, not necessarily the children's questions have also been answered.

TRANSCRIPTION OF INTERVIEW RESULTS 6

Identity of Parents

Name : Mr. Asep Zulkarnain
 Address : Sumber Katon 2
 Date : May 7, 2022

Question

- 1) In your opinion, what is online learning?
Answer: online learning is less profitable for children. Because children often cheat from google.
- 2) Are there problems with the media or tools used when online learning is carried out?
Answer: yes. Often they have finished studying online, then they continue to open various applications everywhere. Which is sometimes unnecessary, even damaging the morale of the children themselves.

- 3) Is online learning able to shape the character of students?
Answer: no. Lack of discipline. Broken is the point. If the parents themselves cannot supervise it.
- 4) In your opinion, is it necessary to supervise and assist students during online learning?
Answer: of course, it is necessary.
- 5) In your opinion, which students prefer between online learning and face-to-face learning?
Answer: nowadays, students are bored with online learning. They seem to want to experience face-to-face learning. Because I can meet friends.
- 6) In your opinion, can the material delivered through online learning be understood by students?
Answer: understandable, but easy to lose because there are more distractions. Because there are a lot of games there (mobile phones).
- 7) In your opinion, has online learning English been going well?
Answer: no.
- 8) What are the obstacles that occur when online English learning is carried out?
Answer: the problem is that they can't see the original written dictionary. They usually always look at the dictionary on Google.
- 9) What are the perceived advantages of learning English based online?
Answer: there is no such advantage.
- 10) Are there complaints from students when face-to-face learning at school is replaced with online learning?
Answer: yes, the complaint was, because online graduates and face-to-face graduates seem to have different results.

TRANSCRIPTION OF INTERVIEW RESULTS 7

Identity of Parents

Name : Mrs. Siti Khotimah
 Address : Gaya Baru VIII
 Date : May 9, 2022

Question

- 1) In your opinion, what is online learning?
Answer: online learning via smart phone.
- 2) Are there problems with the media or tools used when online learning is carried out?
Answer: yes. His smart phone sometimes likes to drop.
- 3) Is online learning able to shape the character of students?
Answer: unable.
- 4) In your opinion, is it necessary to supervise and assist students during online learning?
Answer: absolutely necessary. Only if the parents are like a business (trade) the time is not enough. It's more troublesome.
- 5) In your opinion, which students prefer between online learning and face-to-face learning?
Answer: According to my child, direct learning is better. Because understanding the material is easier to understand. For example, if there is a difficult material, you can ask the teacher directly. If it's online, it's not enough.
- 6) In your opinion, can the material delivered through online learning be understood by students?
Answer: not understood.
- 7) In your opinion, has online learning English been going well?
Answer: not good. Because I think English is a rather difficult subject. It's a bit difficult in person, especially online.
- 8) What are the obstacles that occur when online English learning is carried out?
Answer: maybe the material is not understood. Ask parents, parents don't know. The explanation is also different online and in person. It's easier to get into the brain if it's directly.
- 9) What are the perceived advantages of learning English based online?
Answer: I don't think it's good to learn English online. Better face-to-face learning.

- 10) Are there complaints from students when face-to-face learning at school is replaced with online learning?

Answer: yes, there is complaints. Yes, the material was incomprehensible. So, when it comes to testing, most don't know the answer. So, it's hard to answer. Because yes, I did not understand when I was taught online. It's hard to ask, if you want to ask directly, just ask directly.

TRANSCRIPTION OF INTERVIEW RESULTS 8

Identity of Parents

Name : Mrs. Hartini
Address : Gaya Baru I
Date : May 11, 2022

Question

- 1) In your opinion, what is online learning?

Answer: for the current Covid-19 situation like yesterday, it's not possible to meet face to face, that's good. It's just that maybe it's more complicated, the way of learning is also not optimal because it doesn't meet the teacher directly. But you can ask questions online. If you want active students, that's the problem. Not face to face.

- 2) Are there problems with the media or tools used when online learning is carried out?

Answer: yes, actually there is problem. The problem is that there are those who are able and those who are not. For those who can't afford it, they don't have smart phones, it's not optimal because of limitations on smart phones as learning media. Have to buy a smart phone. So, if you don't have a smart phone, then learning is less than optimal.

- 3) Is online learning able to shape the character of students?

Answer: it depends. It all depends on the character of the child and the support of the parents. If parents can direct and children can understand, the formation of children's character can run well. But sometimes between parents and teachers, students tend to be more obedient to their teachers. Because of this tendency, learning should be done face-to-face. Moreover, if there is a flexible teacher who can act as a friend as well as an educator, it can greatly shape the character of students when they meet face-to-face.

- 4) In your opinion, is it necessary to supervise and assist students during online learning?

Answer: absolutely necessary. Because when we (parents) are careless, students (students) have already opened other applications. This requires

parental guidance and awareness. It must be guarded, monitored, seen what they are learning, what difficulties, and if possible, they can help direct children to learn. And if parents can't afford it, they have to ask their respective homeroom teachers. There's a number.

- 5) In your opinion, which students prefer between online learning and face-to-face learning?

Answer: obviously face-to-face learning.

- 6) In your opinion, can the material delivered through online learning be understood by students?

Answer: difficult. Sometimes it's just a grid, while understanding it requires elaboration. Sometimes there is a problem there. Yes, if the parents are more educated, it can help provide an explanation, but if the parents are less educated, it can be an obstacle. So, it's very difficult.

- 7) In your opinion, has online learning English been going well?

Answer: I don't think so.

- 8) What are the obstacles that occur when online English learning is carried out?

Answer: The problem is that students should not only study online via smart phones, right? Students should be given a pocket book and a task of memorizing vocabulary. So, if a child has a lot of memorized vocabulary, it will make their understanding of English better. How to read and how to write is also different. You also need to learn how to write the present tense.

- 9) What are the perceived advantages of learning English based online?

Answer: if you really like English, that's fine. Good luck. There is no problem if you like the lesson. Have fun learning English. And if you rely on schools, of course it is very limited. Therefore, parents can ask their children to take courses if their children want.

- 10) Are there complaints from students when face-to-face learning at school is replaced with online learning?

Answer: yes, of course there is. That's why, because when a child wants to ask a question, it can't be done directly. Then, if children have difficulty in learning because they are online, they must ask their parents. Sometimes parents' understanding is also limited. Well therein lies the problem. If you meet face to face, students can directly ask questions. It's hard, it's really easy. For not meeting face to face. Therefore, face to face is the best solution.

TRANSCRIPTION OF INTERVIEW RESULTS 9

Identity of Parents

Name : Mr. Adi Muhid
 Address : Gaya Baru I
 Date : May 11, 2022

Question

- 1) In your opinion, what is online learning?
Answer: online learning is learning or teaching and learning that is done online. Online internet or online local area network.

- 2) Are there problems with the media or tools used when online learning is carried out?
Answer: a lot. Among them in areas outside of urban areas, it is constrained by network speed and the limitations of devices owned by students or parents, or their respective families. And knowledge over technology.

- 3) Is online learning able to shape the character of students?
Answer: can't. It may only be limited to adding new habits that may have benefits and may also have disadvantages.

- 4) In your opinion, is it necessary to supervise and assist students during online learning?
Answer: absolutely necessary. Because for today's children it turns out that many are more creative than their parents. This means that the child's knowledge tends to be more advanced or more insightful about technology than parents. Therefore, usually children need more supervision by their parents. And parents are required to learn more about technology or learn about IT. At a minimum, knowing what children do with gadgets or devices so that online teaching and learning is more focused and not abused by children who are studying. Because what often happens when children learn online is that children get bored and eventually, they open other applications or do other things outside of teaching and learning activities.

- 5) In your opinion, which students prefer between online learning and face-to-face learning?
Answer: I think it's the same, depending on how the child learns it's fun. When the child is fun to learn online, surely she (the child) prefers to study online. And even if it's him, offline learning is also fun, I think I also prefer it. So, it depends on how the teacher and students interact in a cool way in learning so that a preferred teaching and learning process is formed.

- 6) In your opinion, can the material delivered through online learning be understood by students?
Answer: currently in my area, no. Due to network speed limitations. The limitations of the device so that lag usually occurs which ultimately the

material cannot be conveyed properly. Yes, maybe the sound is intermittent or maybe the picture is not clear and so on. So that students or assistants often do carelessly to understand the material presented. So that there are often misunderstandings about the learning material.

- 7) In your opinion, has online learning English been going well?

Answer: eee .. maybe in certain places, fine. It depends on the personnel and the device.

- 8) What are the obstacles that occur when online English learning is carried out?

Answer: the problem is because of the limitations, whether it's the device, the companion, the mentor, the speed of the network, all of those are obstacles. Then usually the child may also under certain conditions require togetherness in learning, so that it becomes a separate difficulty for the child. This means that you may occasionally need to study offline which will be followed by online learning. So, online learning is increasingly needed or maybe even more important. Depends on the condition.

- 9) What are the perceived advantages of learning English based online?

Answer: it's easy. Yes, the advantage is that children don't need to meet face to face, they don't need to leave the house. So that's one of the conveniences. But keep in mind that the convenience when compared to the constraints mentioned above, needs to be rethought.

- 10) Are there complaints from students when face-to-face learning at school is replaced with online learning?

Answer: I think it's been answered with the questions at the beginning. That the complaint is the average complaint, it's still on the facilities or the capabilities of those facilities that may need to be addressed. Even if the facilities are good, for example the network speed is okay, the learning tools are also capable. Then the teaching and learning experience or teacher experience, supervisor experience and so on are enough, I think online learning is highly recommended or very necessary instead of face-to-face learning. But maybe in our place, online learning is still quite foreign, so personally I emphasize more on face-to-face learning. But it does not rule out that online learning needs to be taught because technology teaches us to use it proportionally and teaches us to be able to keep up with the times. Even if our technology exists, but we don't use it, why do we have high-tech goods but we don't use it. Therefore, it may be necessary to study again about how to learn and how to use it, then compare it with the shortcomings and difficulties.

TRANSCRIPTION OF INTERVIEW RESULTS 10

Identity of Parents

Name : Mrs. Surahmi
 Address : Srikaton 3
 Date : May 11, 2022

Question

- 1) In your opinion, what is online learning?
Answer: learn to use mobile phones.
- 2) Are there problems with the media or tools used when online learning is carried out?
Answer: yes. For example, if you use a smart phone, you have to use a quota. And if you don't have a quota, you can't study.
- 3) Is online learning able to shape the character of students?
Answer: yes, maybe.
- 4) In your opinion, is it necessary to supervise and assist students during online learning?
Answer: yes, it is necessary.
- 5) In your opinion, which students prefer between online learning and face-to-face learning?
Answer: I prefer face-to-face learning, because learning is more serious.
- 6) In your opinion, can the material delivered through online learning be understood by students?
Answer: most probably not. Because learning can be played. Face-to-face meetings can be supervised by the teacher.
- 7) In your opinion, has online learning English been going well?
Answer: I don't know about that.
- 8) What are the obstacles that occur when online English learning is carried out?
Answer: the problem is if you don't have the funds to buy the quota.
- 9) What are the perceived advantages of learning English based online?
Answer: yes, definitely not satisfied if study online.
- 10) Are there complaints from students when face-to-face learning at school is replaced with online learning?
Answer: no. Yes because of circumstances that require to be online. So yes. like it or not, we have to do that.

TRANSCRIPTION OF INTERVIEW RESULTS 11

Identity of Parents

Name : Mr. Ramidi
 Address : Srikaton 3
 Date : May 11, 2022

Question

- 1) In your opinion, what is online learning?
Answer: In my opinion, online learning doesn't seem to reach the students. So yeah, it's better to learn face-to-face, in my opinion.
- 2) Are there any problems with the media or tools used when online learning is carried out?
Answer: no. But, if you have a laptop, you must use a laptop, but if you don't have a laptop, at least use a smart phone.
- 3) Is online learning able to shape students' character?
Answer: can't, in my opinion. Because there is no discipline. Yes, at most, a thousand to one are the ones who focus on serious study at home. So, I don't think it can shape the character of students.
- 4) In your opinion, is it necessary to supervise and assist students when online learning takes place?
Answer: yes, sis. The problem is that if the children are not supervised, even though they are diligent, they can become unfocused. So, what's the name of smart phone, usually instead of learning, they will play more games when they study online.
- 5) In your opinion, which one do students prefer between online learning and face-to-face learning?
Answer: Yes, for those who like school, they may enjoy learning face-to-face. But if you don't like school, you obviously like online learning. You see, pulses are bought by parents, so children use the credits carelessly. But if it's my child, yes, he likes learning face-to-face. Because he really wants to go to school.
- 6) In your opinion, is the material presented through online learning understandable to students?
Answer: actually understandable, sis. For those who really learn. But if you're lazy, it's easy to understand, maybe you won't even look at it. So yes, the material is poorly understood.
- 7) In your opinion, has online learning in English been going well?
Answer: no, in my opinion. Still far. Parents, if you want to fully supervise it is impossible, because everyone is busy, right? Some go to the fields. And

if the child is at this age, it is impossible to closely supervise. So, it is not affordable especially for English lesson. Not like face-to-face learning.

- 8) What obstacles occur when English online learning is implemented?

Answer: yes, actually there is no problem, sis. It's actually fine. The problem is that when student play smart phone, student can ask and do whatever they want. It's different at school, student can't ask what it means (in English) on Google because they can't bring a smart phone. It's really good, no problem. It's just that the result is that the child doesn't want to learn it, you know. If asked "have you studied?" the answer is definitely "yes". So that you can buy pulses, right? So smart phone is just for fun. So, in my opinion, online learning is not good from all sides. So, the students even think "it's not under the supervision of the teacher". It's very stupid, the important thing is that at school you can answer, that's all possible.

- 9) What are the perceived advantages of learning English based online?

Answer: yes, in my opinion there is no benefit. Yes, what's the advantage of not learning, really. So, there is no advantage. But in my opinion, yes, because other people have other opinions. According to others, there may be many advantages. If so, I don't think so. Yes, because the material did not reach the child, which was clear. Actually, if you really study, there are many advantages of learning online, sis. But because they don't focus on studying, so there's absolutely no progress and benefits.

- 10) Are there any complaints from students when face-to-face learning at school is replaced with online learning??

Answer: yes, a lot, sis. Because if the complaint is explained directly to the teacher, it's easy to understand, but if you're online, you want to ask YouTube but don't have credit, so you can't. And if you want to exchange opinions with friends, you can do it at school. If you study online at home, it's difficult. It's not as free as if you're learning face-to-face. After all, there is a difference between studying at home and studying at school. At school, there is discipline.

TRANSCRIPTION OF INTERVIEW RESULTS 12

Identity of Parents

Name : Mrs. Wasti Pantas
 Address : Srikaton 3
 Date : May 11, 2022

Question

- 1) In your opinion, what is online learning?
Answer: learning using smart phone (hand phone).
- 2) Are there any problems with the media or tools used when online learning is carried out?
Answer: yes. For example, do not have smart phone.
- 3) Is online learning able to shape students' character?
Answer: God willing, you can if you have a smart phone.
- 4) In your opinion, is it necessary to supervise and assist students when online learning takes place?
Answer: necessary.
- 5) In your opinion, which one do students prefer between online learning and face-to-face learning?
Answer: prefers face-to-face.
- 6) In your opinion, is the material presented through online learning understandable to students?
Answer: sometimes I understand, sometimes I don't.
- 7) In your opinion, has online learning in English been going well?
Answer: not yet.
- 8) What obstacles occur when English online learning is implemented?
Answer: I don't know, sis. But sometimes, we don't have a quota. Sometimes the signal is also difficult.
- 9) What are the perceived advantages of learning English based online?
Answer: I don't know, sis.
- 10) Are there any complaints from students when face-to-face learning at school is replaced with online learning??
Answer: yes. Lots. Sometimes we don't have a quota.

TRANSCRIPTION OF INTERVIEW RESULTS 13

Identity of Parents

Name : Mr. Dedi Siswoyo
 Address : Gaya Baru I
 Date : May 11, 2022

Question

- 1) In your opinion, what is online learning?
Answer: Distance learning that utilizes digital technology. Generally, the learning concept uses applications or websites to convey material and assignments between teachers and students.

- 2) Are there any problems with the media or tools used when online learning is carried out?
Answer: Yes, of course there is. Internet access is one of the obstacles that quite a lot of student's experience when doing online learning. One of them is the availability of a signal that is not good, especially for students in remote areas where the signal is still difficult.

- 3) Is online learning able to shape students' character?
Answer: I don't think I can. There are three parties who have an important role in the formation of student character, namely, family, school, and environment. So, parents feel that the presence of teachers in building children's character is very much needed. Without the role of the teacher, parents cannot optimally shape and build the character of their children.

- 4) In your opinion, is it necessary to supervise and assist students when online learning takes place?
Answer: It must. Education is a shared responsibility. Not only the government, but also schools (teachers) and families (parents). The role of parents in this learning system is undeniable, both fathers and mothers are at the forefront of guarding and supervising their children's learning, especially when online learning takes place.

- 5) In your opinion, which one do students prefer between online learning and face-to-face learning?
Answer: Face to face. The reason is that it is more difficult for students to understand educational material during online learning compared to face-to-face learning.

- 6) In your opinion, is the material presented through online learning understandable to students?
Answer: I don't think so, because online learning gives more assignments to students. This causes a lack of student attention to the material provided by the teacher. And for them playing is more interesting than studying.

- 7) In your opinion, has online learning in English been going well?
Answer: I don't think so.
- 8) What obstacles occur when English online learning is implemented?
Answer: The lack of student interest in learning English is one of the obstacles that occur in learning English online.
- 9) What are the perceived advantages of learning English based online?
Answer: One of the perceived advantages is that they are more confident in using everyday English.
- 10) Are there any complaints from students when face-to-face learning at school is replaced with online learning?
Answer: Of course, there is complaints. In my opinion, face-to-face learning is much more effective than online learning.

TRANSCRIPTION OF INTERVIEW RESULTS 14

Identity of Parents

Name : Mr. Nurhadi
 Address : Gaya Baru I
 Date : May 17, 2022

Question

- 1) In your opinion, what is online learning?
Answer: distance learning.
- 2) Are there any problems with the media or tools used when online learning is carried out?
Answer: there are many obstacles. First, don't have smart phone. The second, has smart phone, third no quota.
- 3) Is online learning able to shape students' character?
Answer: I think it is difficult, because I think face-to-face learning is easier to shape students' character.
- 4) In your opinion, is it necessary to supervise and assist students when online learning takes place?
Answer: absolutely necessary. Because when children hold smart phones, sometimes they don't learn, instead they open sites that are not important.

- 5) In your opinion, which one do students prefer between online learning and face-to-face learning?

Answer: like online learning.

- 6) In your opinion, is the material presented through online learning understandable to students?

Answer: more difficult for students to understand.

- 7) In your opinion, has online learning in English been going well?

Answer: not good.

- 8) What obstacles occur when English online learning is implemented?

Answer: many obstacles. Students are less able to understand words. Even reading is still difficult, let alone to understand the material is difficult too.

- 9) What are the perceived advantages of learning English based online?

Answer: it's just difficult to learn. That means there is no advantages.

- 10) Are there any complaints from students when face-to-face learning at school is replaced with online learning?

Answer: many complaints. Yes, what I really complain about is the difficulty when understanding the material. Because when learning face-to-face maybe students can ask the teacher directly. But when learning online, it's hard to ask directly.

TRANSCRIPTION OF INTERVIEW RESULTS 15

Identity of Parents

Name : Mrs. Rianti
 Address : Gaya Baru I
 Date : May 18, 2022

Question

- 1) In your opinion, what is online learning?
Answer: Online learning is distance learning that uses digital technology.
- 2) Are there any problems with the media or tools used when online learning is carried out?
Answer: Obstacles in online learning are the lack of stability of the internet network and the piling up tasks due to not understanding the material.
- 3) Is online learning able to shape students' character?
Answer: Online learning can improve children's character to use social media.
- 4) In your opinion, is it necessary to supervise and assist students when online learning takes place?
Answer: Yes. so that children do not open things other than the material learned during online learning.
- 5) In your opinion, which one do students prefer between online learning and face-to-face learning?
Answer: Students prefer face-to-face, because it is easier to understand the material.
- 6) In your opinion, is the material presented through online learning understandable to students?
Answer: Students do not understand the material.
- 7) In your opinion, has online learning in English been going well?
Answer: Yes.
- 8) What obstacles occur when English online learning is implemented?
Answer: they don't understand how to speak English.
- 9) What are the perceived advantages of learning English based online?
Answer: Can interpret through Google.
- 10) Are there any complaints from students when face-to-face learning at school is replaced with online learning?
Answer: Tasks that accumulate due to lack of understanding of the material.

TRANSCRIPTION OF INTERVIEW RESULTS 16

Identity of Parents

Name : Mrs. Mayang Sari
 Address : Bandar Surabaya
 Date : May 19, 2022

Question

- 1) In your opinion, what is online learning?
Answer: online learning is learning that is carried out remotely using technology media, sis.
- 2) Are there any problems with the media or tools used when online learning is carried out?
Answer: many, one of them is if you don't have a smart phone, that's the problem. And in the village, it's usually a signal.
- 3) Is online learning able to shape students' character?
Answer: no, sis.
- 4) In your opinion, is it necessary to supervise and assist students when online learning takes place?
Answer: yes, it should be. The thing is, if you don't supervise my child, instead of learning, the child will play, sis.
- 5) In your opinion, which one do students prefer between online learning and face-to-face learning?
Answer: yes, obviously online, right?
- 6) In your opinion, is the material presented through online learning understandable to students?
Answer: not enough, sis. Because there is no direct interaction between teachers and students.
- 7) In your opinion, has online learning in English been going well?
Answer: not yet, sis.
- 8) What obstacles occur when English online learning is implemented?
Answer: one of the materials is not conveyed properly. And again, the problem is the signal, sis.
- 9) What are the perceived advantages of learning English based online?
Answer: yes, it is. Still nothing.
- 10) Are there any complaints from students when face-to-face learning at school is replaced with online learning?
Answer: no, sis. Even happy. All students are happy.

TRANSCRIPTION OF INTERVIEW RESULTS 17

Identity of Parents

Name : Mrs. Harni
 Address : Gaya Baru VIII
 Date : May 20, 2022

Question

- 1) In your opinion, what is online learning?
Answer: actually, I still don't understand the meaning of online learning. But as far as I know, online learning is a learning process using the internet.
- 2) Are there any problems with the media or tools used when online learning is carried out?
Answer: yes. As far as I know, the online learning media used when learning online is WA (WhatsApp), sis. According to my child, online learning media are less diverse so they are boring.
- 3) Is online learning able to shape students' character?
Answer: in my opinion very minimal. Unfortunately, character education in the form of honest, disciplined, responsible, caring behavior is currently not optimal to do.
- 4) In your opinion, is it necessary to supervise and assist students when online learning takes place?
Answer: of course, necessary. Because I am a housewife, so I can supervise my children directly when online learning takes place.
- 5) In your opinion, which one do students prefer between online learning and face-to-face learning?
Answer: face-to-face learning, Sis.
- 6) In your opinion, is the material presented through online learning understandable to students?
Answer: I don't think it's easy to understand.
- 7) In your opinion, has online learning in English been going well?
Answer: In my opinion, learning English is learning that requires a lot of practice and face-to-face, Sis. So, when the learning process suddenly switches to online learning, practice and face-to-face are reduced, so of course it has an impact on the teaching and learning process.
- 8) What obstacles occur when English online learning is implemented?
Answer: I don't understand that, sis. My son also only complained that he couldn't do his homework. My lack of understanding regarding the subject matter caused me to be less able to direct how to do these tasks.

- 9) What are the perceived advantages of learning English based online?
Answer: I don't understand that, sis. In my opinion, it is more profitable if learning English is done face-to-face.
- 10) Are there any complaints from students when face-to-face learning at school is replaced with online learning?
Answer: A lot. My child often complains about the assignments given by the teacher and the lack of understanding in understanding the material given.

TRANSCRIPTION OF INTERVIEW RESULTS 18

Identity of Parents

Name : Mrs. Lintang Ayu Primansari
 Address : Gaya Baru VIII
 Date : May 20, 2022

Question

- 1) In your opinion, what is online learning?
Answer: In my opinion, online learning is learning that is not done face-to-face, so it is through smart phones or laptops.
- 2) Are there any problems with the media or tools used when online learning is carried out?
Answer: I think for now, no. Because the average junior high school student already has a smart phone, it's sophisticated, it's already android.
- 3) Is online learning able to shape students' character?
Answer: in my opinion, not enough. Because they interact less with their friends, and the teacher lacks interaction. So it can't shape the character of the child. Just sit still and see how smart phone works.
- 4) In your opinion, is it necessary to supervise and assist students when online learning takes place?
Answer: Actually, I think it's necessary, but most parents don't supervise because maybe they've seen learning, they think they've read books, but sometimes they (student) just open books. Do the work later.
- 5) In your opinion, which one do students prefer between online learning and face-to-face learning?
Answer: definitely for now, because they have been doing online learning for too long, they prefer online learning. Because they are relaxed at home, they don't have to come on time, the important thing is that the teacher asks

to collect assignments, whether it's when, it's collected. So they are relatively relaxed at school.

- 6) In your opinion, is the material presented through online learning understandable to students?

Answer: it really depends on each student, yes, sis. The problem is that if the teacher has explained as much as possible but the students don't pay close attention, what can I do. It depends on each student.

- 7) In your opinion, has online learning in English been going well?

Answer: I don't think so, sis. The thing is, from my observation, when I see my sister studying English, she only relies on Google translate. If in the past we were difficult, we had to look it up in a dictionary, we can remember when we repeatedly look for the word, finally we remember. But if now, intermittently search on Google, so it's less effective now.

- 8) What obstacles occur when English online learning is implemented?

Answer: yes, there is no problem in my opinion. But it's just less effective.

- 9) What are the perceived advantages of learning English based online?

Answer: Yes, children are good at English, but yes, that was because they asked questions through Google.

- 10) Are there any complaints from students when face-to-face learning at school is replaced with online learning?

Answer: I don't. In my opinion they prefer it because it is more relaxed.

TRANSCRIPTION OF INTERVIEW RESULTS 19

Identity of Parents

Name : Mr. Agus Rouyan
 Address : Gaya Baru I
 Date : May 22, 2022

Question

- 1) In your opinion, what is online learning?
Answer: online learning is learning that is carried out via smart phone or internet media.
- 2) Are there any problems with the media or tools used when online learning is carried out?
Answer: if there is a problem, usually the quality of the network or equipment, especially smart phones, which are usually not good, often experience problem, sis.
- 3) Is online learning able to shape students' character?
Answer: I think it can shape the character of students, but not necessarily a positive character, it is even possible to form a negative character.
- 4) In your opinion, is it necessary to supervise and assist students when online learning takes place?
Answer: it is very necessary because there are more children in learning, of course playing a lot or doing other activities because online learning is carried out far from the supervision of the teacher. So we need to monitor the behavior of children, especially with their friends.
- 5) In your opinion, which one do students prefer between online learning and face-to-face learning?
Answer: In my opinion, children like to be online, but it is better to do it face-to-face, because most children cannot do this online.
- 6) In your opinion, is the material presented through online learning understandable to students?
Answer: most can. It's usually brief because children are now good at looking at Google, the internet and other media.
- 7) In your opinion, has online learning in English been going well?
Answer: I don't think so. Because online learning is mostly just theory. And this theory is easily answered by Google, Youtube or other media.
- 8) What obstacles occur when English online learning is implemented?
Answer: the problem is that only theories are used so that it is difficult for children to understand. Because it's just a theory.

- 9) What are the perceived advantages of learning English based online?
Answer: the advantage, I think, is that they are comfortable at home. Just learn for a while. Continue to be able to gather with family and friends at home.
- 10) Are there any complaints from students when face-to-face learning at school is replaced with online learning?
Answer: the complaint is that maybe the children are bored at home, and they want to go back to school to be able to gather with their friends.

TRANSCRIPTION OF INTERVIEW RESULTS 20

Identity of Parents

Name : Mrs. Baki Sriyani
 Address : Gaya Baru II
 Date : May 23, 2022

Question

- 1) In your opinion, what is online learning?
Answer: online learning is indirect learning. By using media.
- 2) Are there any problems with the media or tools used when online learning is carried out?
Answer: the cost of the pulse swells.
- 3) Is online learning able to shape students' character?
Answer: yes. She can master technology.
- 4) In your opinion, is it necessary to supervise and assist students when online learning takes place?
Answer: necessary. But if we're selling, there's very little opportunity for that, sis.
- 5) In your opinion, which one do students prefer between online learning and face-to-face learning?
Answer: if my daughter obviously loves face-to-face learning, Lan. Because learning connected is faster, you know, than when learning online.
- 6) In your opinion, is the material presented through online learning understandable to students?
Answer: very difficult. Looks like half of it.

- 7) In your opinion, has online learning in English been going well?
Answer: not yet. In English, it's like you need special lessons. So, in my opinion, online English lessons haven't been going well, Lan.
- 8) What obstacles occur when English online learning is implemented?
Answer: the problem is that children have difficulty understanding the learning material. If studied directly, the description is wider. If it's like on smart phone, it means just the points, Lan.
- 9) What are the perceived advantages of learning English based online?
Answer: the advantage is that student don't go directly to school, yes. So, student can study at home. If student learn face to face, student leave the house.
- 10) Are there any complaints from students when face-to-face learning at school is replaced with online learning?
Answer: Yes, there is. The complaint is, if a child has homework during online learning, it's hard to do it. But if you meet face to face, there is already an explanation from the teacher. If it's online, it's not. The teacher just said "work on that page". Well, sometimes in those questions, one of them doesn't understand. It's so hard for kids to do it.



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Lampiran : -
Perihal : **IZIN PRA-SURVEY**

Kepada Yth.,
KEPALA SMP NEGERI 1 SEPUTIH SURABAYA
di-
Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Bapak/Ibu berkenan memberikan izin kepada mahasiswa kami:

Nama : **WULAN HASANATUN CAHYA ADI**
NPM : 1801071064
Semester : 6 (Enam)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris
Judul : AN ANALYSIS OF TEACHERS AND PARENTS PERCEPTION ON
ENGLISH ONLINE LEARNING AT JUNIOR HIGH SCHOOL

untuk melakukan *pra-survey* di SMP NEGERI 1 SEPUTIH SURABAYA.

Kami mengharapkan fasilitas dan bantuan Bapak/Ibu untuk terselenggaranya *pra-survey* tersebut, atas fasilitas dan bantuan serta kerjasamanya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 02 Juli 2021
Kepada Yth.
Kepala Jurusan
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**PEMERINTAH KABUPATEN LAMPUNG TENGAH
DINAS PENDIDIKAN DAN KEBUDAYAAN
UPTD SATUAN PENDIDIKAN
SMP NEGERI 1 SEPUTIH SURABAYA**



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SURAT KETERANGAN
NO. 420/ 91/03/C.25/D.a.VI.01/2021

Yang bertanda tangan di bawah ini kepala SMP Negeri 1 Seputih Surabaya
Kabupaten Lampung Tengah menerangkan bahwa Mahasiswa :

N a m a	: WULAN HASANATUN CAHYA ADI
NPM	: 1801071064
Fakultas	: Tarbiah dan Ilmu Keguruan
Program Studi	: Tadris Bahasa Inggris

Akan mengadakan Pra survey di sekolah kami, dan kami siap berketempatan .

Demikian Surat Keterangan ini kami buat untuk dapat dipergunakan sebagaimana mestinya, dan kepada yang berkepentingan memaklumi adanya terima kasih.

Seputih Surabaya, 06 Agustus 2021

Kepala SMP Negeri 1 Seputih Surabaya,



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Nomor : B-1433/In.28.1/J/TL.00/04/2022
Lampiran : -
Perihal : **SURAT BIMBINGAN SKRIPSI**

Kepada Yth.,
Yeasy Agustina Sari (Pembimbing 1)
(Pembimbing 2)
di-

Tempat
Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

Nama : **WULAN HASANATUN CAHYA ADI**
NPM : 1801071064
Semester : 8 (Delapan)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris
Judul : **AN ANALYSIS OF TEACHERS' AND PARENTS' PERCEPTIONS ON ENGLISH ONLINE LEARNING AT JUNIOR HIGH SCHOOL**

Dengan ketentuan sebagai berikut :

1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
 - a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
 - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 14 April 2022
Ketua Jurusan,



Andianto M.Pd
NIP 19871102 201503 1 004

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Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.lain@metrouniv.ac.id

Nomor : B-1535/In.28/D.1/TL.00/04/2022
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMP NEGERI 1 SEPUTIH
SURABAYA
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-1536/In.28/D.1/TL.01/04/2022, tanggal 19 April 2022 atas nama saudara:

Nama : **WULAN HASANATUN CAHYA ADI**
NPM : 1801071064
Semester : 8 (Delapan)
Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMP NEGERI 1 SEPUTIH SURABAYA, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF TEACHERS' AND PARENTS' PERCEPTIONS ON ENGLISH ONLINE LEARNING AT JUNIOR HIGH SCHOOL".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 19 April 2022
Wakil Dekan Akademik dan
Kelembagaan,



Dr. Yudiyanto S.Si., M.Si.
NIP 19760222 200003 1 003



PEMERINTAH KABUPATEN LAMPUNG TENGAH
DINAS PENDIDIKAN DAN KEBUDAYAAN
UPTD SATUAN PENDIDIKAN
SMP NEGERI 1 SEPUTIH SURABAYA



Alamat : Jln. Pendidikan Desa Gaya Baru II Kecamatan Seputih Surabaya Kabupaten Lampung Tengah KP. 34158

Nomor : 420/ 057 /03/C.25/D.a.VI.01/2022
 Lampiran : -
 Perihal : Surat Balasan untuk melaksanakan Research/ Survey.

Kepada
 Yth : Dekan Fakultas Tarbiyah dan Ilmu Keguruan
 Institut Agama Islam Negeri (IAIN) Metro.

Dengan Hormat,

Berdasarkan Surat dari Institut Agama Islam Negeri (IAIN) Metro Nomor :
 B-1535/In.28/D.1/TL.00/04/2022 tentang izin Research, maka dengan ini kami Kepala
 UPTD Satuan Pendidikan SMP Negeri 1 Seputih Surabaya Kabupaten Lampung Tengah
 menerima Mahasiswa :

N a m a : **WULAN HASANATUN CAHYA ADI**
 NPM : 1801071064
 Semester : 8 (Delapan)
 Jurusan : Tadris Bahasa Inggris

Untuk mengadakan Research / Survey di SMP Negeri 1 Seputih Surabaya Kabupaten
 Lampung Tengah.

Demikian Surat ini kami buat dan disampaikan untuk dapat dimaklumi adanya terima kasih.

Seputih Surabaya, 17 Mei 2022
 Kepala UPTD Satuan Pendidikan
 SMP Negeri 1 Seputih Surabaya,

YUSUF SUNARMI, S.Pd.M.M.
 NIP. 19670226 199003 2 005.



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SURAT TUGAS

Nomor: B-1536/In.28/D.1/TL.01/04/2022

Wakil Dekan Akademik dan Kelembagaan Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama : **WULAN HASANATUN CAHYA ADI**
NPM : 1801071064
Semester : 8 (Delapan)
Jurusan : Tadris Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di SMP NEGERI 1 SEPUTIH SURABAYA, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF TEACHERS' AND PARENTS' PERCEPTIONS ON ENGLISH ONLINE LEARNING AT JUNIOR HIGH SCHOOL".
 2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal : 19 April 2022

Wakil Dekan Akademik dan
Kelembagaan,



Dr. Yudiyanto S.Si., M.Si.
NIP 19760222 200003 1 003



Mengetahui,
Pejabat Setempat

MUZA SUNARMI, S.Pd.MM.
NIP 19670226 199003 2005





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www.tarbiyah.metrouniv.ac.id

**KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO**

Nama : Wulan Hasanatun Cahya Adi
NPM : 1801071064

Jurusan : TBI
Semester : VIII / Delapan

No	Hari / Tanggal	Pembimbing	Materi Yang Dikonsultasikan	Tanda Tangan
1.	17 / 2021 / 12	I	Revise Chapter I Add some theories Revise Chapter III	
2.	2 / 3 2022	I	Aec to proposal seminars	

Mengetahui,
Ketua Jurusan TBI



Andianto, M.Pd
NIP.19871102 201503 1 004

Dosen Pembimbing



Yeasy Agustina Sari, M.Pd
NIDN. 2012089002



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**KARTU KONSULTASI SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO**

Nama : Wulan Hasanatun Cahya Adi

Jurusan : TBI

NPM : 1801071064

Semester : VIII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan
1.	7/4 2022	I	Acc APD	

Mengetahui
Ketua Jurusan TBI

Andianto, M.Pd
NIP. 198711102 201503 1 004

Dosen Pembimbing

Yeasy Agustina Sari, M.Pd
NIDN. 2012089002




**KEMENTERIAN AGAMA REPUBLIK INDONESIA
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**KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO**

Nama : Wulan Hasanatun Cahya Adi
NPM : 1801071064


Jurusan : TBI
Semester : VIII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Dosen
1.	Senin, 6 Juni 2022	1	1. Make Abstract English & Indonesian. 2. Use past tense for chapter 3 (three). 3. Tell how did you analyze the data on chapter 3. 4. Move the table & figure on chapter 4 into the appendixes. Just display the description of research location. 5. Revise the discussion part.	

Mengetahui
Ketua Jurusan TBI


Andianto, M.Pd
NIP. 19871102 201503 1 004

Dosen Pembimbing


Yeasy Agustina Sari, M.Pd
NIDN. 2012089002




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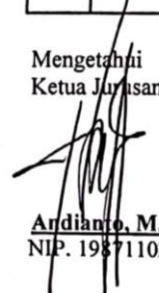
**KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO**

Nama : Wulan Hasanatun Cahya Adi
NPM : 1801071064

Jurusan : TBI
Semester : VIII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Dosen
1.	Kamis, 9 Juni 2022		Revisi Abstract. Ace to Munawarsoyah.	

Mengetahui
Ketua Jurusan TBI


Ardianto, M.Pd
NIP. 19871102 201503 1 004

Dosen Pembimbing


Yeasy Agustina Sari, M.Pd
NIDN. 2012089002



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN**

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
M E T R O Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id, pustaka.iaim@metrouniv.ac.id

**SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-204/In.28/S/U.1/OT.01/01/2022**

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama : Wulan Hasanatun Cahya Adi
NPM : 1801071064
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2021 / 2022 dengan nomor anggota 1801071064

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 22 Maret 2022
Kepala Perpustakaan

Dr. As'ad, S. Ag., S. Hum., M.H.
NIP.19750505 200112 1 002



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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Telp. (0725) 41507 Fax. (0725) 47296 Website: www.metrouniv.ac.id, e-mail: iaim@metrouniv.ac.id

SURAT KETERANGAN BEBAS PUSTAKA

Yang bertandatangan di bawah ini. Ketua Jurusan Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Institut Agama Islam Negeri (IAIN) Metro menerangkan bahwa:

Nama : Wulan Hasanatun Cahya Adi

NPM : 1801071064

Jurusan : Tadris Bahasa Inggris (TBI)

Telah menyelesaikan administrasi peminjaman buku pada jurusan/Prodi Tadris Bahasa Inggris. Demikian surat keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Metro, 9 Juni 2022

Ketua Jurusan TBI



Andianto, M.Pd

NIP. 19871102 201503 1 004

CURRICULUM VITAE



The writer's name is Wulan Hasanatun Cahya Adi. She was born in Gaya Baru 1 on July 3, 2000. She is the first son of little family of Mr. Nur Komari and Mrs. Hasanah. The writer took her elementary school at SD Negeri 1 Gaya Baru 1 finished on 2012, then she took her junior high school at SMP Negeri 1 Seputih Surabaya for three years and graduated on 2015. After graduated from junior high school, she continued her study in senior high school at SMA Negeri 1 Seputih Surabaya finished on 2018, then she decided to study in State Islamic for Institute (IAIN) of Metro at English Education Program since 2018-2022.