CHAPTER I
INTRODUCTION

1.1 Background of the Study

Often referred to as the coronavirus pandemic, the COVID-19 pandemic is an ongoing 2019 coronavirus disease (COVID-19) pandemic caused by extreme acute respiratory syndrome, coronavirus 2. (SARS-CoV-2). It was first discovered in Wuhan, China, in December 2019. The epidemic was declared a Public Health Emergency of International Importance by the World Health Organization in January 2020 and a pandemic in March 2020. More than 89,6 million cases have been confirmed as of 10 January 2021, with more than 1,92 million deaths attributed to COVID-19.

The signs of COVID-19 are extremely variable, ranging from none to serious illness. When people are around each other, the virus spreads mostly through the air.[b] When they breathe, cough, sneeze, or talk, the infected person leaves and reaches another person through their mouth, nose, or eyes. It can also spread across polluted surfaces. People remain contagious for up to two weeks and may transmit the virus even if they do not show symptoms. (Wikipedia.org).

Coronavirus is a large family of viruses that cause human and animal disease. In humans, it usually causes respiratory infections from common cold to serious illnesses such as MERS (Middle East Respiratory Syndrome) and acute respiratory syndrome or SARS (Serve Acute Syndrome). As of December 2019, it was discovered that a new type of coronavirus was first identified in Wuhan, China. Then called Severe Acute Respiratory Syndrome Coronavirus 2 (SARS-COV2) and caused Coronavirus Disease-2019 (Covid-19).

The Covid-19 has spread rapidly throughout China, to other countries and around the world, including Indonesia. The Indonesian Government has taken the necessary steps to closely monitor the World Health Organization (WHO) situation report on the global outbreak of Covid-19. Shortly after the World Health

Organization (WHO) declared that Covid-19 was a global pandemic, Joko Widodo, President of Indonesia, implemented a number of policies aimed at achieving social distance in society. He issued a statement to the public to conduct religious practices, work, and study from home to cut off the spread of Covid-19. This situation has affected a number of sectors, including education. The Indonesian Minister of Education and Culture, Nadiem Makarim, points out that the key issue was the health and safety of students, teachers, the family and society in Indonesia as a whole. He, therefore, issued a circular letter number 4 in 2020 to take lessons from home through e-learning. Teaching and learning from home can take advantage of a variety of e-learning platforms, such as Google Classroom, Zoom, Moodle, Edmodo, Schoology, and so on. (http://pgdikmen.kemdikbud.go.id/read-news/surat-edaran-mendikbud-nomor-1-tahun-2020).

Online learning was a new habit in Indonesia. It will certainly make a lot of differences between the normal condition and this condition during Covid-19 that there is no conventional learning. Some of the education systems have changed in terms of learning methods, material delivery, duration of online learning, interaction during online learning, intensity of tasks, attendance list and online learning media.

Nowadays, the learning process not only reflects on the curriculum, but also focuses more on how to make students understand the material well without face-to-face encounters. Due to the limited interaction between teachers and students, students should make more effort to learn on their own and be able to survive on their own.

Indonesia is made up of different regions and different family backgrounds, but online learning should take place not only in cities but also in villages and rural areas. These factors may result in different implementations, depending on where online learning takes place and who the students are. As a result, to support this online learning program, students need some of the educational institute's utilities.

Online learning is completely different from conventional learning in terms of learning methods, the way in which the material is delivered, the duration, the interaction during online learning, the intensity of the tasks on the attendance list and the media used. With these differences, there are many perceptions of online learning during the Covid-19 Pandemic. Students might be eager to join online learning, or maybe not. Whether the students' perception of online learning is high or low? The questions aroused the researcher's curiosity to conduct this reassessment. The aim of this study is to identify students' perception of online learning of the English subject during the Covid 19 Pandemic.

On the basis of the background above, the researcher identified some of the problems commonly faced by students and teachers during the online learning process as follows: there are some difficulties in conducting online learning that are not only faced by teachers but also the students.

(1) Some schools do not have enough facilities to learn online.

(2) Some teachers do not have the capacity to conduct online learning.

(3) There are different abilities among students to receive and understand online lessons.

(4) There are different utilities available to students to receive online lessons.

(5) There are different perceptions among students about online learning.

1.2 Research Problem

Based on the background above, the problem of the study can be formulated by:

(1) How is the senior high school students' perception of online learning of English subject during Covid-19 pandemic?

(2) How is the vocational high school students' perception of online learning of English subject during Covid-19 pandemic?

(3) Is there any significant different in students'perception between senior high school and vocational high school?

1.3 Objective of The Study

Based on the statements of the problem above, this study aims:

(1) To describe senior high school students' perception of online learning of English subject during Covid-19 pandemic.

(2) To describe the vocational high school students' perception of online assessment of English subject during Covid -19 pandemic.

(3) To explain the difference in students'perception between senior high school and vocational high school

1.4 Significance of The Study

The result of the research is expected to be useful for readers. This result is hoped to be useful for the online teaching and learning activities of English subject, as reference in designing teaching strategies. So the students on online learning of English with the hope they enthuse to join the online learning in order to understand the material well.

1. For the writer

It is expected that the result of this study can improve the teachers' creativity to make the online learning of English subject be effective and more interested for the students.

2. For the reader

The result of this study is able to become reference to study students' perception of online learning and it can be used as additional knowledge in teaching learning strategy. This research can improve the teaching strategy and develop the education system for the successfulness of online learning.

3. For other researcher

The result of this research can be used as one of the references and information for further research related with the field of study.

1.5. Outcome of the Study

The Outcome of the study will be in the form of publication of national accredited jurnal of Sinta 2.

CHAPTER II
LITERATURE REVIEW

In this chapter, the researchers present several theories that are closely related to the study, research roadmap and hypothesis.

2.1 Theoretical Review

1. Online learning

During the early 19th Pandemic, all schools were closed, making face-to-face learning in schools impossible to complete. There was a shift in face-to-face learning to online learning.

Teaching online means taking part in a course partially or entirely on the Internet—either on the Web or via mobile apps that allow one to manipulate the elements of the online course. References to online education can also be seen as eLearning (electronic learning), a term often used in business. It's a form of distance learning, a process that traditionally includes courses taught by mail, DVD, or by phone or TV—any form of learning that doesn't involve traditional learning classroom setting in which students and instructor must be in the same place at the same time (Ko, Susan & Rossen, 2017).

Online learning also offers more freedom for students. They can search online for courses using the internet, search their institutions, or even the world for programs, classes, and instructors that fit their needs. Once they have found an appropriate course, they can register and register, shop for their books (whether hard copy or ebook), read articles, listen to lectures, submit homework assignments, talk to their instructors, and access their final grades—all online.

They can gather in virtual classrooms, join other students from a variety of geographical locations, forge ties and friendships that are not possible in conventional classrooms, usually limited to students from different backgrounds A specific geographic area. Online learning activities may be conducted in an asynchronous

format, allowing students to access and post on different sites, weekly times, or through synchronous sessions, or a combination of both.

Educational technology is certainly a field of change that has been problematic. The unexpected arrival of COVID-19 and the almost overnight need to move the delivery of programs online to all levels of education have exacerbated the already uneven implementation of digital technology. Teachers today face a myriad of platforms and ever-changing digital tools to deliver new content (McQuirter, 2020).

He also argued that the demands multiplied over the last year when teachers had to move from a face-to-face model to a fully online platform in the absence of prior training, modeling of best practices, or easy access to technical support. Many teachers are still in the Disruption stage, dealing with the technical aspects of delivery, unable to ask more questions about children's cognitive, social and emotional needs in an online environment.

Kearney et al. (2012) as cited by Yates, Starkey, Egerton, & Flueggen (2020) proposed a framework for learning using mobile devices (e.g. smartphones, tablets and laptops) that provides three pedagogical characteristics that influence learners Experiences in the use of such devices: personalisation, authenticity and collaboration.

Personalization refers to learners who have access to customized activities that can lead to a sense of ownership and control over the time, place and pace of learning. Authenticity provides opportunities for contextualized, situated learning, and through the use of digital devices, students can generate tasks that involve participation in real-life practices and/or highly relevant learning activities Collaboration is a conversational and connected aspect of online learning as technology enables 'high level of networking' (p. 10). Collaboration also refers to sharing and access a range of content, artifacts and information.

2. Open Source Learning Management System (LMS)

There are many Learning Management Systems (LMSs) that can be used by educators to manage online learning (httpsbpptik, 2020). Among the ones listed below.

(1) MOODLE (http://moodle.org) is a free web-based application for educators and perhaps one of the most popular free LMS on the market today. Moodle is an open source LMS software that is constantly being improved and developed. However, you may need to hire a third party to customize the platform to meet your needs. Free doesn't mean you don't have to spend money, but you're supposed to try it. Perhaps the features that are already available will immediately match your needs.

Since Moodle is a large open source player in LMS space, Moodle is supported by a large and active community with thousands of plugins and options to customize it to the specifications that are right for you. Plus, there's a lot of online Moodle documentation to help you out, as well as a lot of hands-on courses that you can use instead of creating your own content. Everything comes at a price, however, and Moodle has often been criticized for being too complex and difficult for ordinary people to learn. Another drawback is that the reporting system is incomplete and there is no easy way to manage student groups.

(2) Blackboard Course Sites (:/www.coursesites.com). Blackboard is one of the greatest names in online education. Many major universities, corporate organizations and government agencies use their main LMS called "Blackboard Learn." However, CourseSites have been released for a community of teachers and individual academics. This is a great free LMS, but since it focuses on serving instructors individually, there are limits set (eg 500MB upload limit and only 5 courses can be added).

CourseSites is not open source software, so there are some common open source issues (such as lack of support, the requirement that you be "good at cracking", etc). CourseSites is also a very user-friendly system. However, some of

the paid features offered by Blackboard are missing from CourseSites and may therefore be of little use to institutions and organizations.

(3) Schoology (:/www.schoology.com). Another "freemium" option with lots of great features for teachers and individual companies. This LMS has many interesting features with an impressive visual appearance, such as an online assessment book, attendance sheet, and student user loggers.

  The mobile functionality and workflows of Schoology are excellent, coupled with a modern interface and integration with the latest cloud applications. The drawback is that Schoology does not have the full features of Moodle, and there is no facility to send private messages between students.

((4) Latitude Learning (http://www.latitudelearning.com) is a freemium LMS rich in features. You can use their LMS for up to 100 users. It's a great choice for the individual teachers who teach classes. If you want to exceed 100 users, you'll be charged around $2-$4 per active user. Any available ad-on LMS (such as a virtual class that costs $600) will also be added to the LMS fee if you need it for your online program.

  With more than three million users, Latitude Learning's focus on enterprise training sets it apart from other LMSs that are more academically focused. However, Latitude Learning does not yet have mobile support, and the add-ons it offers can be expensive if you need to add any of its functions.

(5) The Academy of Mines (http://www.academyofmine.com). Although not technically free, the site offers many services that LMSs do not offer. First of all, many free LMSs don't allow you to market your course. You can offer your courses, but you can't make any money from them. Here you can sell and make money out of your online course software. Second, from a design point of view, many features of a free LMS are less than satisfactory. You can watch this site's live demo to see how the learning platform looks like. Third, they claim that the site is better than the free one because it can actually make money for the training providers. This site helps its clients make thousands of dollars more. If you are being charged $ 100 but

can make $ 3000, you are not really paying for it. And you still get 100% of your sales.

But if you really want one that's 100% free… take a look at the free and /or open source LMS options.

(6) *LRN* (http://www.dotlrn.org). This LMS (pronounced as "dot learn") was originally developed at MIT. LRN is used by more than half a million users worldwide in universities, governments, non-profit organizations and K-12 countries. This site provides a lot of great tools for teaching (forums, assessments, calendars, evaluations, surveys, syllabus, file storage, and more).

(7) eFront (http://www.efrontlearning.net) offers "freemium" (premium free) LMS where core software is open source, but hosted solutions cost between $85-$90 per month. Since eFront is an open source supported by non-profit companies, support forums tend to be active and technical issues can usually be addressed. However, eFront's free open source version lacks eCommerce functionality and certification, as well as social media integration.

(8) Dokeos (http://www.dokeos.com) It's an open source learning platform. This site has several live quiz templates and course writing tools. You can visit the "videos" page on the website to see a list of tutorials available on PHP-based platforms. You can see at a glance how the back-end course admin works.

With the "Oogie Rapid Learning" feature of Dokeos, it's very easy to convert PowerPoint and OpenOffice to SCORM, and easier to learn Dokeos than Moodle (and looks better when aesthetics is the priority). In Dokeos, it is difficult to adjust the user level, and users have reported that the response time to questions/issues on the forums is long enough for support to be a matter of concern.

(9) *Sakai* (https://sakaiproject.org). Another open source option is Sakai, as stated on its website, "Every day community members share thousands of interactions - building and improving applications, asking for help, collaborating on projects, and enjoying the relationships that this work generates."

Sakai has the support of an educational foundation that oversees the strategic development of its software. This means that significant resources ($6 million per year compared to Moodle's $12,000 per year) could be used if major problems arise. Since Sakai is Java-based (not LAMP), some argue that this causes the total cost of ownership to users to increase. Java servers and developers are generally more expensive than PHP. In addition, Sakai has a limited customer segment and does not have a large community of supporters, plugins and add-ons like Moodle.

(10) *ATutor* (http://atutor.ca/atutor). It would be nice if the LMS website were to let you see a demo of their LMS. ATutor is doing this well. In ATutor, you can click "try the demo" to try the LMS. There are a lot of good and multifunctional features. In addition, this LMS is also open source so that it is constantly being improved and updated.

(11) ILIAS (http://www.ilias.de). SCORM-certified open source LMS (Sharable Content Object Reference Model). ILIAS is a versatile tool that can be used as a flexible course (video) player, as a course writing tool, as well as a communication and collaboration platform. ILIAS has a long history (over 13 years) and has managed to maintain a growing user base and a coherent code base. If you're looking for a secure LMS that can last a while, this may be the LMS you need. However, the ILIAS interface is a bit of a pain, and some of the features that other LMSs have (such as mobile integration) require plugins or other add-ons to be installed.

(12) *Udemy* (https://www.udemy.com) is an attractive option for those looking to sell their courses online. Since Udemy takes care of marketing your online courses, customer support, hosting, and so on, they take up 50% of your course sales. There are no monthly fees on Udemy so you can teach your courses for free from their website.

However, in Indonesia, the E-Learning stages suggested by the government are *RumahBelajar* and *SPAD*. *RumahBelajar* is a free internet learning platform created by the Ministry of Education and Culture of Indonesia as an elective learning asset for teachers and students. SPADA is an E-Learning stage created by the Ministry of

Research, Technology, and Higher Education for HEIs. Notwithstanding that, the Ministry of Education and Culture of Indonesia joined forces with a few web-based learning applications, for example, *MejaKita, ICANDO, Ganeca Digital, Kelas Pintar, Quipper School, Ruang Guru, Sekolahmu, Zenius, Cisco Webex,* and *Pahamify* and *Google Classroom* (Octaberlina & Muslimin, 2020).

3. Considerations in Online Learning

Palloff, Rena M & Pratt (2007: 67-88) present some practical considerations in conducting online class. Some aspects are included here.

About Time

Asynchronous and Synchronous Environments

Online classes can be conducted either synchronously (real-time virtual classrooms or chat) or asynchronously, which means that postings are staggered. Our preference, based on our experience with online teaching, is for the asynchronous environment. It is the creation of a community in the environment to which all of our previous discussions relate. The asynchronous environment allows participants to log on to a class or discussion at any time, think about what is being discussed, and post their own responses when they want to. However, recent advances in synchronous technology, as well as increasing the ability to use it, are helping us to see the benefits of this form of technology in community building and the delivery of an online class.

Time Management

Part of what participants need to learn from an online class is how to divide their time into tasks: reading the assigned material to prepare for an online discussion, reading the contributions of other students and preparing one's own, participating in small-group work, and completing other course assignments. The instructor can assist in this process by assigning reading material in manageable parts, trying to enforce time limits on the discussion of a particular subject by locking up discussion forums or using selective release features built into a wide range of course management systems, and establishing participation guidelines.

Time Constraints

As instructors teach online courses through institutional structures, these courses are expected to fit into existing timeframes, such as quarters or semesters, although many institutions are currently experimenting with variations such as six-and eight-week intensive courses. This can be somewhat constraining or inhibiting in that an online course often takes a rhythm of its own.

Group Size

The size of the group is of major importance in the online classroom because it relates to the ability of the instructor to maintain a certain degree of control over the process without subjecting the participants to an overload of information. If a synchronous meeting or class is held, the group should be small enough to allow for full participation and prevent overloading of information. Groups that are too large may be overwhelming for the instructor and the participants.

Cost And Other Administrative Issues

A survey conducted by RAND (reported in the Economist, 10 May 1997) cited in Palloff, Rena M & Pratt (2007) indicates that courses delivered via the Internet can help to reduce central administrative costs while reaching out to more students who are beyond the confines of the university. Given the lower costs involved in delivery, universities can afford to keep class sizes small without reducing the income from these classes. Moreover, the survey suggests that offering these types of courses has an impact on how universities are organized. However, this study does not take into account the cost of the development of the course or the revision of the course, nor does it take into account the costs of the student and faculty support as a course is delivered.

Online Security

Online security has become a major concern in recent years. There are three main areas of concern for the security of online courses and programs: hardware security, information and administrative functions. Hardware security includes network security on campus and concerns the actions of users within the network and the potential intrusion of users outside the network.
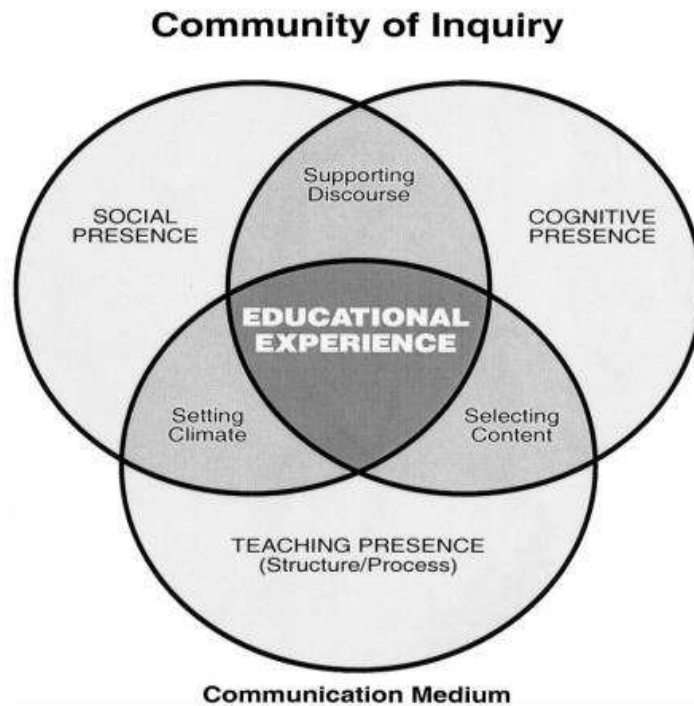
Information security includes computers that access the university network as well as communication between users. Administrative security includes the protection of the privacy of users. Preventive measures apply to all three of them.Although we cannot imagine a student requesting that his or her name not be used in an online course, other information, such as phone number and address, can only be shared with permission. It is acceptable to request the information from students, but it is within the rights of the student to refuse to send it to the online teacher. In order to create an account in the program used for the online course, the exchange of e-mail addresses is fairly standard practice, but learners should be asked for their permission to do so.*4. Three key dimensions on online learning*

The theoretical framework was structured on the three main dimensions previously mentioned by previous researchers (i.e., social presence, teaching presence, and cognitive presence based on Garrison, Anderson, & Archer, 2000 as cited in (Miller, Maclaren, & Xu, 2020). Social presence is characterized as the willingness of participants to express their personalities and their ability to portray themselves as real individuals through the medium used in the CoI. (Garrison, Anderson, & Archer, 2000). It encourages peer-to-peer interaction and facilitates meaningful and productive working experiences. In order to increase student participation, social presence is key Since it encourages students to build a sense of belonging and facilitates working together as a learner group.

Although social presence focuses on culture and interaction, teaching presence focuses on how the instructor promotes and endorses the CoII (Garrison, Anderson, & Archer, 2000). Garrison, Anderson, and Archer (2000) claimed that when employed in an educational CoI, the teaching presence was the most integral presence. Presence of teaching involves the design, facilitation and teaching of the online learning course (Garrison, Anderson, & Archer, 2000). Cognitive presence refers to the ability of students to create meaning through learning experiences and peer and teacher debate (Garrison, Anderson, & Archer, 2000; Garrison, Anderson, & Archer, 2001). Garrison,

Anderson, and Archer's (2000) model representing the three dimensions of the CoI framework is shown in Figure 1.

Community of Inquiry

Supporting Discourse

SOCIAL PRESENCE

COGNITIVE PRESENCE

EDUCATIONAL EXPERIENCE

Setting Climate

Selecting Content

TEACHING PRESENCE
(Structure/Process)

Communication Medium

Figure 1. CoI framework proposed by Garrison, Anderson, and Archer, 2000 cited in (Miller, Maclaren, & Xu, 2020).

In addition, in Fiock (2020), Sorensen and Baylen (2009) adapted Chickering and Gamson's (1987) commonly cited 'Seven Principles of Good Practice for Undergradaut Education' in Fiock (2020), adapting the guidelines to enhance student interactions online. Include: Includes:

1. Student-teacher touch, a concept that focuses on the interaction in an online environment between a student and an instructor;

2. Student cooperation, a concept for effective teaching, with an emphasis on student co-operation;

3. Active learning, a concept that emphasizes the importance of learners to participate in meaningful practices of learning and to reflect on the process;

4. Prompt feedback, a philosophy that focuses on providing input and feedback to ensure that students are on the right track in terms of achieving the goals of course learning;

5. Time on assignment, a concept that focuses on providing assistance and encouragement to students to control their time in an online environment;

6. Communicating high expectations, a philosophy based on the theory that students would strive to meet these expectations when instructors interact with their students about high expectations for the course; and

7. A theory that ensures teachers establish and incorporate a wide range of teaching methods to accommodate the diverse population of students with respect to diverse forms of learning.

Based on the above structure and guidelines for online teaching, teachers can have a wide range of time, incentive and encouragement to communicate with students while they engage in online activities.

5. Perception

According to Bernhardt (1991), the word perception leads us to terms such as "observation" and "opinion," with meanings that include a view, decision, or evaluation established in the mind on a particular matter, a conviction stronger than impression and less strong than positive awareness, a widely held view, a structured expression of judgment or guidance, a judgment one holds as true, a judgment one holds as true.

The Merriam-Webster Dictionary provides synonyms that include opinion, opinion, belief, conviction, persuasion, and sentiment:

Opinion means a conclusion that is thought out but subject to contention._ *View* suggests a subjective opinion.

_ *Belief* implies often deliberate acceptance and intellectual assent.

Conviction refers to a conviction held strongly and seriously.

Persuasion implies a conviction dependent on confirmation of its validity (as through proof).

Sentiment implies a settled opinion that represents one's emotions.

Furthermore, in Agung & Surtikanti (2020), Rahmat cited perception as the understanding of entity, case, and relationship acquired through the resumption of knowledge and the interpretation of message. In resuming data and predicting message, it gives a sense to stimulus-response that includes focus, hope, encouragement, and memory. Later, the word perception evolved into a step of the complete action process that enables us to adapt our actions to the environment in which we live. Here, the students' perception can be described as the developed opinion after having a certain experience that needs adjustment Michotte (2017) in Agung & Surtikanti, (2020).

2.2 Research Roadmap

There a great deal of studies concerning the practice of online learning, research of online learning during covid-19 pandemic, students and teacher's perception of online learning during covid-19 pandemic. In this part, the researcher would like to present those previous research in order to analyze the research gap- an area which haven't been studied by previous researchers.

The first previous studies on the inplementation of online learning before covid-19 pandemic had been done by Goodwin & Twani (2017), Guler (2020), Joosten & Cusatis (2020), Rasheed, Kamsin, & Abdullah (2020), Williams, Howell, & Hricko (2005), and Yang, Lavonen, & Niemi (2018). These studies highlighted on the readiness, challenge, participation and obstacles and teacher's preparation in online teaching and learning.

The second studies were about the online learning during covid-19 pandemic had been conducted by Almusharraf & Khahro (2020), Alawamleh, Al-Twait, & Al-Saht (2020), Schaefer, Abrams, Kurpis, Abrams, & Abrams (2020), Smith (2020), Hodges & Martin (2020), Lassoued, Alhendawi, & Bashitialshaaer, (2020), Wen & Hua (2020). These studies emphasized on the real conditions of online learning supports to the quality of online learning outcome which among them were family support, effective communication, choosing appropriate platforms, method and preventing obstacles.

The third research concerning with the students' and teacher's perception of online learning during covid-19 pandemic which had been conducted by (Al-Nofaie, 2020), Niemi & Kousa (2020), Rojabi (2020), Rusmiati et al. (2020), and Syauqi, Munadi, & Triyono (2020). Although these studies were about the students' perception, the focus was different. Al-Nofaie (2020) and Rojabi (2020) drew learners' perception on the platforms of the online learning. The first by using Blackboard, while the second using Microsoft Teams. With the new platform the learners were motivated while the learners were less interested via blacboard and they are prefer to be asyncronous. Syauqi, Munadi, & Triyono (2020) studied of Mechanical Engineering Education students, while (Niemi & Kousa, 2020) studied the Finnish High School students. There was a constarst finding the online learning in Finnish High School was implemented successfully, on the other hand, the learning in with the vocational education was not accordance with the students' expectation. (Rusmiati et al., 2020) which focused on primary school teachers shown that the success of online learning must be done through collaborative learning between teachers, parents, and schools.

Through the discussion of the previous research, none of them conducted comparative study on students' perception between two school types: Senior High School and Vocational High School particulary in English subject.

2.3. Research hypothesis

There are two type of the research hypotheses that will be proved from inferential data analysis.

Ho: there is no different perception of online learning implemented during Covid-19 pandemic between SMA and SMK students.

Ha : there is a different perception of online learning implemented during Covid-19 pandemic between SMA and SMK students.

CHAPTER III

RESEARCH METHODS

3.1 Type and Research Design

The research design which will be used in this study is mixed-method design. According to Cresswell & Plato Clark, 2011 as cited in (Creswell, 2012) it as "a procedure for collecting, analyzing and mixing both quantitative and qualitative methods in a single study or series of a studies to understand a research problem. Exploratory sequential design is chosen as the researchers will collect the quantitative data, then followed by qualitative ones to give more explanation about the problem. The research design which is adopted from Cresswell (2012) is presented below.
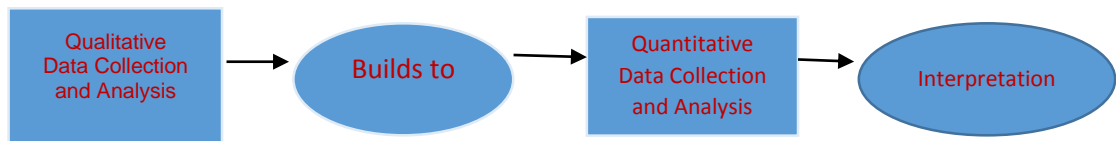
Figure 3.1 Exploratory sequential design Cresswell (2012:541)

3.2 Place and Time of the Research

1. Research Place

This research had been held in two schools namely SMA N 1 Samigaluh, Kulon Progo, and SMK 8 Purworejo. However, this research had been conducted online because the condition of Covid-19 pandemic that did not allow the researchers to go directly to the field.

2. Research Time

In collecting data, the researchers make online questionnaires in the form of Google Forms and will be distributed to the students through Whatsapp groups in March 2021. Then the researchers will also conduct telephoning interviews in April, 2021.

3.3 Objects of the Study

The subject of this study were the the twelveth grade students of SMA N 1 Samigaluh, Kulon Progo and SMK 8 Purworejo in the academic year of 2020/2021. Besides students there were English teachers who teach English at each school.

3.4 Technique of Collecting Data

Based on the way of collecting data, Sugiyono (2015:193) states that the collecting data can be done through the observation, questionnaire, documentation and triangulation. Triangulation is chosen as this study is applied mixed-method.In this research, the researchers used questionnaire and interview as techniques of collecting data. In collecting data the researchers conduct several steps.

First, preparing questionnaires that consisted of twenty closed questions that focused on students' perceptions on online learning of English subject during the Covid-19 pandemic. To make it easier for students to fill in, the questionnaire is prepared using Indonesian and it will be translated by the researcher later. The researchers make an online questionnaire through a Google Form, then will be distributed it to Whatsapp group. As the questionnaire type is a closed questionnaire, students only choose the answers available without having to think about their own answers.

Second, preparing some questions and interview guide. Then, the researchers schedulle time for telephon interview with the informants. Third, interviewing the students and teachers based on the interview guide.

3.5 Research Instrument

Sugiyono (2015:148) states that research instrument is a tool that used to measure nature phenomenon or social which is observed. In this research, the researcher used questionnaire and interview as the instrument to collecting data.

1. Questionnaire

Questionnaires are any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers (Brown, 2001 cited in

Donyei, 2003). The advantages of questionnaires as mentioned by Doryei (2003), they are efficient in terms of researcher time, effort and financial resources. But, they are also have limitation, often other reserachers claim that the data less reliable or valid. So, it need other instrument to complete the data.

There are types of questionnaire items, as follows:

    a. Closed questions

In closed questions the respondent is provided with ready-made response options to choose from, normally by encircling or ticking one of them or by putting an'X' in the appropriate slot/box. The advantage of closed-ended questions is that their coding and tabulation is straightforward and leaves no room for rater subjectivity.

b. Open-ended questions

Open-ended questions include items where the actual question is not followed by response options for the respondent to choose from but rather by some blank space. the responses, by permitting greater freedom of expression, open-format items can provide a far greater "richness" than fully quantitative data.

The most popular items in this research questionnaires are rating scales which require the respondent to make an evaluative judgement of the target by marking one of a series of catogories organized into scale. The various points on the continuum of the scale indicate different degrees of a certain category< ranging from various attribute (frequency or quality) to intensity (e.g. very much – not at all) and opinion (e.g. strongly agree –strongly disagree).

One of the popular rating scales is Likert scales which consist of a series of statements all of which are related to aparticular target in this case a group of people: students and English teachers. The respondents are asked to indicate the extent to which they agree or disagree with items by marking (cliking in google form-type) one of the responses tranging from "strongly agree" to "strongly disagree".

This research will employ close question by using Likert scale. They are two sets of close-ended questionnaires for two types of research sub-themes and each of them consists of 20 items.

The blue-prints of the questionnaires are presented below.

Table 3.1 Blue-print of students' perception of online learning

No	Learning Aspect	Total item	Distribution
1	Learning Method	3	1,2,3
2	Material Delivery	4	4,5,6,7
3	Online Leraning duration	2	8,9
4	Interaction during Online Learning	2	10,11
5	Intencity number of tasks	3	12,13,14
6	Attendant	2	15,16
7	Media of Online Learning	4	17,18,19
8	Supported Facilities provided by school	1	20
		20	

2. Interview

An interview is a form of data collection in which an interviewer (the researcher or someone who works for the researcher) asks an interviewee questions (the research participant). The data is obtained by the interviewer from the interviewee, who delivers the details. In-person interviews are called face-to-face interviews; interviews conducted over the phone are called telephone interviews. A strength of a strength interviews are that a scientist can freely use probes - prompts used to obtain response clarity or additional information (Johnson Larry B & Burke, 2019).

There are a number of approaches to interviewing and using open-ended questions on questionnaires. Which interview approach to use will ultimately depend on the accessibility of individuals, the cost, and the amount of time available. Here are three approaches which can be used for collecting the data (Creswell, 2012)

(1) One-on-one interviews

Data collection process in which the researcher asks questions to and records answers from only one participant in the study at a time. In a qualitative

project, you may use several one-on-one interviews. One-on-one interviews are ideal for interviewing participants who are not hesitant to speak, who are articulate, and who can share ideas comfortably.

(2) Focus Group Interviews

It is the process of collecting data through interviews with a group of people, typically four to six. The researcher asks a small number of general questions and elicits responses from all individuals in the group. Focus groups are advantageous when the interaction among interviewees will likely yield the best information and when interviewees are similar to and cooperative with each other.

(3) Telephone Interviews

The participants in a study may be geographically dispersed and unable to come to a central location for an interview. In this situation, you can conduct telephone interviews. Conducting a telephone interview is the process of gathering data using the telephone and asking a small number of general questions. A telephone interview requires that the researcher use a telephone adaptor that plugs into both the phone and a tape recorder for a clear recording of the interview.

The telephone interviews was chosen to collect qualitative data in this research as it was not possible to have face-to-face interview as it was in covid pandemic.

3.6 Techniques of Data Analysis

After collecting the data, the researchers analyzed the data using quantitave and qualitative analyses. The descriptive analysis included calculating the freqency, percentage and mean of the questionnaire response obtained by Likert Scale, namely strongly agree, agree, neutral, disagree, and strongly disagree and inferential analysis by using t-test to see the mean difference between the two schools. SPSS version 22 was used. Futhermore, the data from interview was transcribed and analyzed by using thematic analysis by determining the themes and codes.

CHAPTER IV
RESEARCH FINDING AND DISCUSSION

Related to the aims of the study, this paper seeks for the differences of perception between Senior high school (SMA) and Vocational high school (SMK). The result will be shown on the tables and in the description of bar diagrams. These include the table frequency, result from inferential analysis, and table of the thematic analysis reported from interview result. The detailed result will be provided below.

a. High School students' perception of online learning

The perception is reported from the data analysis from 20 items of the questionnaire which was distributed to 61 students of SMA N 1 Samigaluh, Kulonprogo. The questionnaire consists of eight learning aspects which cover learning method (3 items), material delivery (4 items), online learning duration (2 items), interaction during online learning (2 items), intensity number of tasks (3 items), attendant (2 items), online learning media (4 items) and support facilities provided by the school (1 item). To interpret the result, the writers adopted Silaen & Widiyono's mean interpretation (2013:128) i.e. Very High (4.20 – 5.00), High (3.40 – 4.19), Medium (2.60 – 3.39), Low 1.80 – 2.59, and Very low (1.00 - 1.79). The result of the descriptive analysis is shown in table 1.

Table 1. Senior High School students' perception

Statement	SA	A	N	D	SD	M	Interpretation
S1	13	32	14	2	0	3,93	High
S2	3	26	27	5	0	3,48	High
S3	0	26	28	7	0	3,39	Average
S4	7	37	16	1	0	3,82	High
S5	1	19	34	5	2	3,23	Average
S6	0	19	32	9	1	3,18	Average
S7	7	27	22	4	1	3,64	High
S8	0	17	26	16	2	2,98	Average

S9	11	30	17	3	0	3,79	High
S10	1	30	23	5	2	3,41	High
S11	5	29	25	2	0	3,67	High
S12	1	28	28	4	0	3,49	High
S13	3	20	28	10	0	3,28	Average
S14	15	35	11	0	0	4,05	High
S15	10	34	16	1	0	3,87	High
S16	9	37	13	2	0	3,87	High
S17	0	32	26	3	0	3,51	High
S18	3	25	30	3	0	3,51	High
S19	1	40	18	1	1	3,69	High
S20	20	30	10	1	0	4,11	High

Table 1 shows that the majority of each item in the questionnaire obtained a high perception of online learning during the covid-19 pandemic from 20 items in the questionnaire obtained high perception. There are only four items, namely item 5, 6, 8, and item 13 got average perception. The obtained mean is 3.59. It is in the high category. It is interpreted that the students in the study have a high or positive perception of the online learning implemented during the covid-19 pandemic.

To have a clearer picture a bar diagram is provided below which shows the mean of each statement in the questionnaire. The vertical line shows the mean score of each statement in the perception questionnaire, while the horisontal line shows the statement number of the questionnaire.

Senior High School Students' Perception
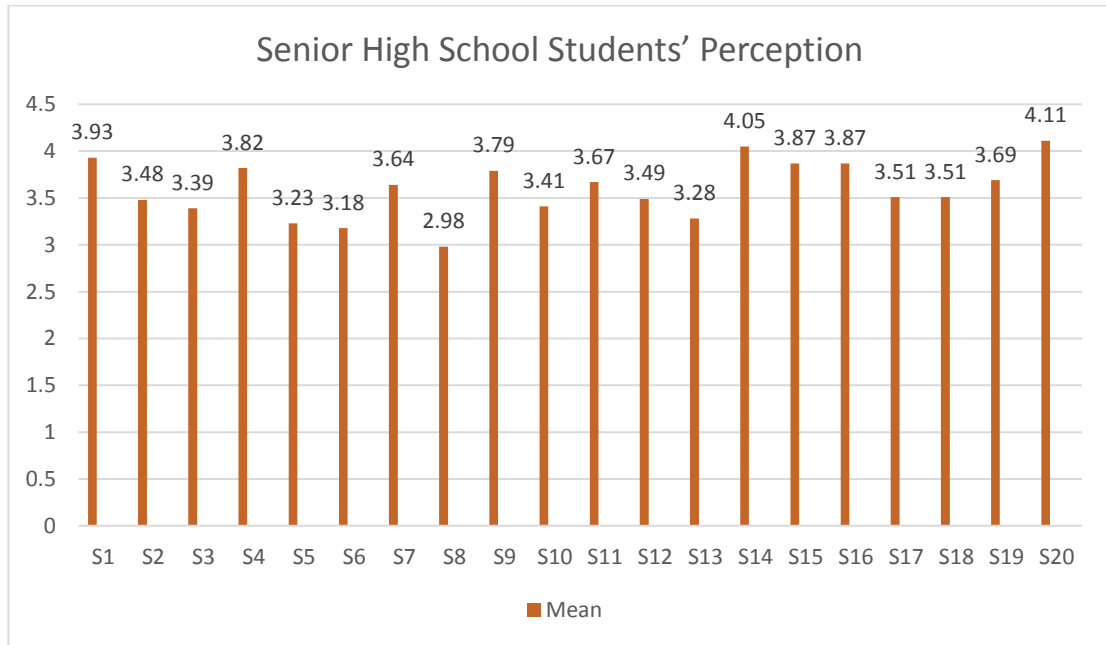
The bars of the diagram show the mean of each statement in the questionnare. It shows that the highest bar is statement 20 which asks whether "the school provide facilities of online learning by distributing donation of purchases internet quota to the students". The mean is considered very high as it is interpreted that the majority students completely agreed.

b. Vocational High School students' perception of online learning

Similar to high school students' perception (SMA), the data of Vocational High School students' perception (SMK) was obtained from the questionnaire and telephoning interview. The questionnaire was distributed to 72 students and the result of descriptive analysis is shown in table 2.

Table 2 Vocational High School students' perception

Statement	SA	A	N	D	SD	M	Interpretation
S1	11	34	26	1	0	3.76	High
S2	2	11	30	25	4	2.75	Medium
S3	1	16	29	23	3	2.85	Medium
S4	6	34	29	2	1	3.58	High

S5	2	10	24	33	3	2.65	Medium
S6	2	5	33	25	7	2.58	Low
S7	4	23	28	15	2	3.17	Medium
S8	2	5	31	23	11	2.50	Low
S9	5	36	22	8	1	3.50	High
S10	3	15	34	18	2	2.99	Medium
S11	2	25	28	14	3	3.13	Medium
S12	4	19	33	11	5	3.08	Medium
S13	3	14	32	18	5	2.89	Medium
S14	25	28	16	1	2	4.01	High
S15	9	27	30	4	2	3.51	High
S16	9	28	28	5	2	3.51	High
S17	2	19	39	11	1	3.14	Medium
S18	0	17	41	12	2	3.01	Medium
S19	4	37	27	4	0	3.57	High
S20	22	29	18	2	1	3.96	High

Table 2 shows that the majority of each item in the questionnaire obtained a medium perception of online learning during the covid-19 pandemic from 20 items in the questionnaire. There are two items, namely item 6 and 8 were low. The obtained mean is 3.21. It is interpreted in the medium category. It shows that the part of the students agreed with the online learning but partly was unfavoured towards the practice of online learning done during the covid-19 pandemic. In other words, they are in a neutral position or just accept it because of the condition.

A bar diagram is provided below to make a clearer picture about the perception of SMK students' which shows the mean of each statement in the questionnaire. The vertical line shows the mean score of each statement in the perception questionnaire, while the horisontal line shows the statement number of the questionnaire.
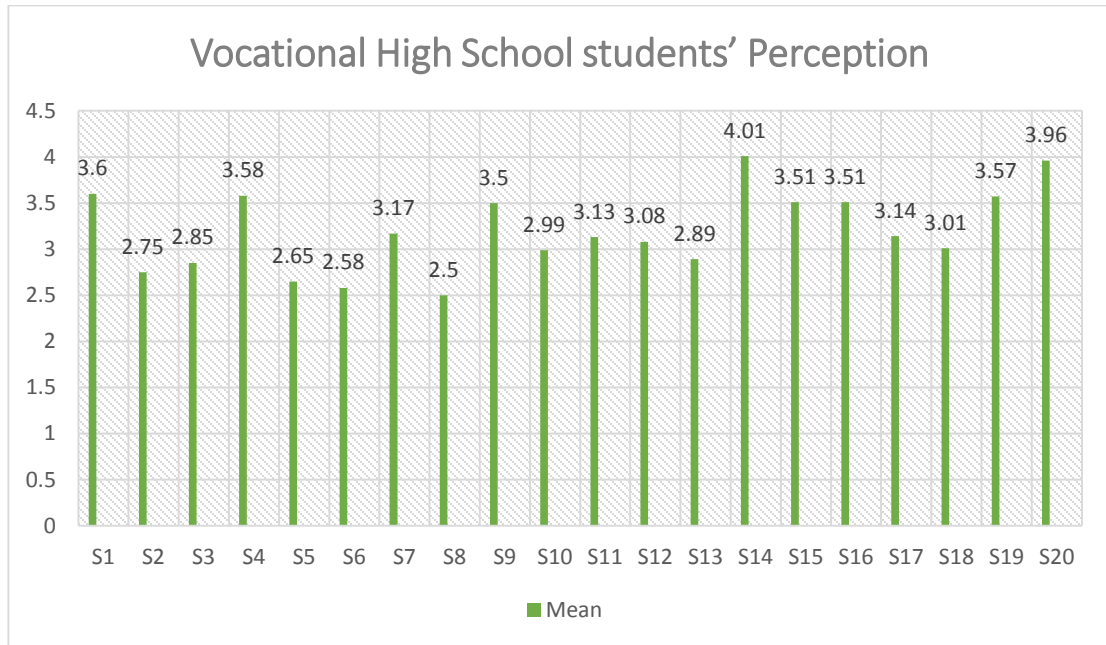
The bars of the diagram show the mean of each statement in the questionnare. It shows that the highest bar is statement 14 which asks whether "The teacher give toleration about the deadline of students' tasks in anticipation of poorly internet network". The mean is considered "High" as it is interpreted that the majority students completely agreed.

c. Different perception of SMA and SMK students

To investigate the different perceptions between SMA and SMK students, an independent sample test with SPSS version 22 was used. The result of the test is shown below.

Table 3. A descriptive comparison of perception

Group Statistics					
	School	N	Mean	Std. Deviation	Std. Error Mean
Perception	SMA	61	3.5951	.43231	.05535
	SMK	72	3.2076	.44315	.05223

Table 3 shows the result descriptive statistics of SMA and SMK students' perceptions. It shows different means from the questionnaire result. It is seen as 3.59 for SMA students and 3.21 for SMK students. It shows that SMA students have a better perception than SMK students as 3.59 > 3.21.

To have a clearer picture, a bar diagram is provided below which shows the perception of online learaning of both schools. The vertical line shows the mean score of each school, while the horisontal line shows the school type.
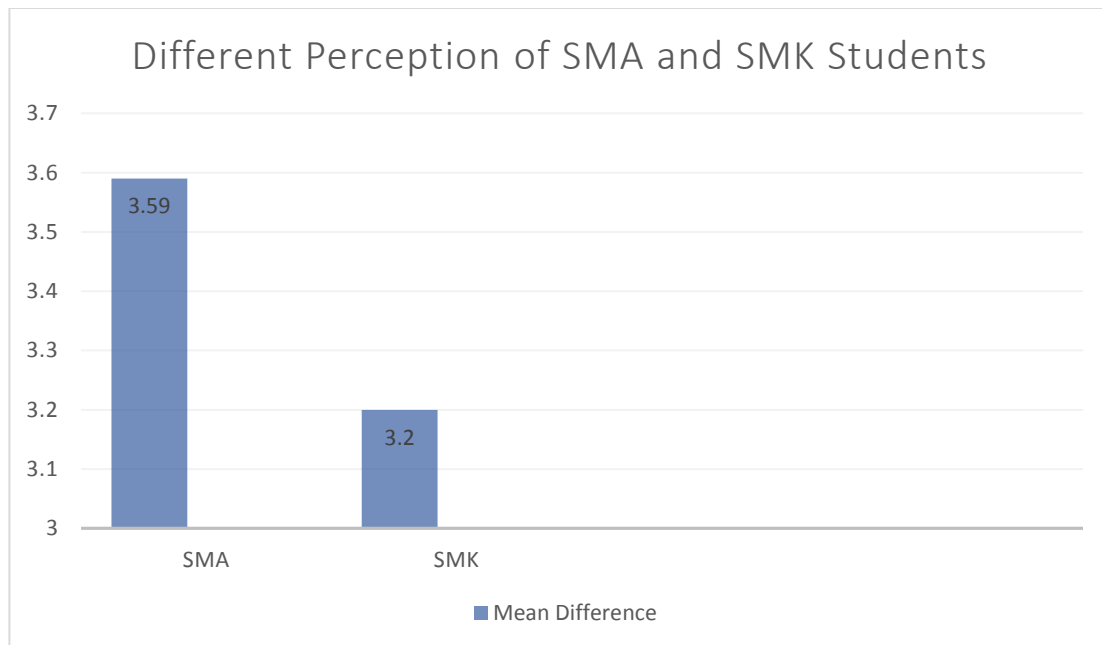
The bars of the diagram show the mean of each school. It shows that the bar of SMA is longer than the SMK because the mean of SMA students is higher that SMK students. It can be interpreted that SMA students were more positif of online learning compared to the SMK students.

Table 4. Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Perception	Equal variances assumed	.175	.677	5.08	131	.000	.38744	.07626	.23659	.53830
	Equal variances not assumed			5.09	128.39	.000	.38744	.07610	.23687	.53802

The independent sample test results are shown in Table 4. The t-value showed 5.08 with an important 0.00. The difference is said to be greater as 0.00 < 0.05 than the t-table 5.08 > 1.65. Ho is rejected, but Ha is accepted. It may be concluded In other words, during the pandemic between SMA and SMK students there is a different perception of online learning.

To have a deeper understanding of the students' perception, a telephoning interview was conducted. It was done by interviewing both students and teachers who taught the English subject. For students, there were four aspects in the interview questions, namely learning process, learning platform, learning difficulty, and solution, while for teachers there were five aspects – the four questions were the same as the questions to the students which added by a question about teacher's opinion about the difficulty faced by students during the implementation of online learning. The result of the thematic analysis based on the interview is presented below.

Table 5. Themes and codes of SMA students' perception of online learning during the covid-19 pandemic

Theme	Code	
	SMA	SMK
Learning Process	a. Given learning material	a. Given learning material
	b. Given assignment	b. Given assignment
	c. Explained the lesson	c. Given chance to ask questions
	d. Given chance to ask questions	d. Submitted assignment
	e. Submitted assignment	
Learning Platform	a. Whatsapp group	a. Google Classroom

	b. Google classroom	
Difficulties faced by students	a. Understanding the material b. Internet connection c. managing time between home chores and school assignments	a. understanding material b. Assessing Internet connection c. managing time between home chores and assignment d. being bored with the lesson e. became stress with school tasks
Expected solution	a. Given more learning method variation b.Given motivation to be active in lesson c. Given more interesting learning media d. Used more appropriate LMS for a better explanation of learning material	a. Given more of learning method variation b. flexible learning schedule c. Intensity number of assignments d. Period of delivery assignment

Table 5 shows the result of thematic analysis from the interview of SMA and SMK students about the perception of online learning during a covid-19 pandemic. Four learning aspects were provided on the left side as themes, while the responses from students about their perceptions were presented with codes on the right side.

Learning Process. The first question of the interview asked students about the learning process. There is a slightly similar answer between students of SMA and SMK. Based on the interview, the learning process of online learning includes the students were given learning material, given assignment, given an explanation about the lesson, given chance to ask questions, and submitted the assignment. But surprisingly, SMK students have not explained the lesson.

Learning Platform. The second question of the interview asked students about the learning platform. Based on the students' interview results, the platforms were used for online learning in high school were Google Classroom and Whatsapp group for SMA, while SMK were only used Google classroom. The result shows that the schools used limited types of learning platforms which it can be assumed that there were limited learning variation and interaction.

Difficulties faced by students. The third question of the interview asked students about difficulties faced by them. The result shows that there were more difficulties of online learning during the covid-19 pandemic faced by SMK students. There are three similar difficulties of online learning during the covid-19 pandemic faced by SMA and SMK students, namely difficulties in understanding the material, difficulties of connecting the internet, managing time between home chores, and school assignments. However, there are two more difficulties faced by SMK students namely being bored with the lesson and became stress with school tasks.

Expected solution. The fourth question of the interview asked about the expected solution viewed by students. There is the same number of expected solutions initiated by SMA and SMK students, however, only one answer is the same, namely given more learning method variation. Other expected solutions for SMA students were given the motivation to be active in the lesson; given more interesting learning media; used more appropriate LMS for a better explanation of learning material. Whereas, SMK students were a flexible learning schedule, intensity number of assignments, and period of assignment delivery.

The finding of the current research on the students' perception of senior high school (SMA) is in line with Abuhmaid's finding (2020) that the students have positive perception toward online learning, however, it doesn't appear for the perception of SMK students as they have medium perception as it can be stated that partly positive and partly not in favor with online learning.

However, the finding from the interview shows the different facts as both students of SMA and SMK feel unsatisfied and faced some difficulties in attending online learning. This finding supports Al-Nofaie's (2020) that students online education is not always appealing for students. Another finding highlights the major obstacle of online learning is internet accessibility as it is viewed by both students of

SMA and SMK which supports Nur Agung et al. (2020). Besides accessibility, the online learning platform is also another theme that receives comments from both students' participants of two studies as the students expected to have a more friendly platform that makes students easier to understand learning materials. Thus, the finding of this study is in contrast with Almusharraf & Khahro (2020) as their research participants felt satisfied with the faculty members who used more specific platforms like Google hangout, LMS Moodle and, google classroom. One reason for different perception because Almusharraf & Khahro (2020)'s research participants were university students, while the current study were high school students.

Another finding during online learning the students of SMK felt bored and even felt stressed. These facts were in contrast with Rojabi's (2020) as he found that the participants of his study felt motivated and it was easier to comprehend the learning material. This fact is contradictory with high school students as they felt difficulties in understanding the material. Why the result in contrast? It is because the two studies applied different learning platforms. In Rojabi's study which participated by students of open-university, moodle and microsoft teams were used, while in the current research, google classroom and whatsapp group were used. It difficult to understand the material without teacher explanation and interaction. However, it is easier to understand the materials taught through Microsoft teams as it is synchronous and that it is done through virtual learning.

CHAPTER V
CONCLUSION AND SUGGESTION

4.1. Conclusion

Based on the findings of the study it can be concluded that there is a different perception among students of SMA and SMK which can be shown by the result of the t-test independent sample as the t-value is 5.08 > 1.65 and there is a significant difference as the sig. was 0.00 < 0.05. SMA students' perception is high or positive towards the online learning, while SMK students' perception was medium as it can be stated that some students were positive towards the online learning, while parts were not unfavorable towards the online learning as they faced a lot of difficulties.

Students from both schools encountered problems during online learning such as internet accessibility, the difficulty of understanding materials, lack of interaction with teachers, difficulty with school assignments and limited and ineffective learning platforms. The implementation of online learning aroused many complex problems which are not easy to solve.

4.2 Suggestion

The implication of the study suggests that cooperation among regional education authority, schools, faculty members, students and parents are completely needed to overcome the lost learning values. Schools together with regional education authorities have to make a policy to realize the teaching-learning process to facilitate the students.

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Lampiran 1

BIODATA KETUA PENELITI

A. Identitas Diri

1.	Nama Lengkap	Dr. Semi Sukarni, M.Pd.
2.	Jenis Kelamin	Wanita
3.	Jabatan Fungsional	Lektor
4.	NIP/NIK	877081
5.	NIDN	0624057001
6.	Tempat dan Tanggal Lahir	Purworejo, 24 Mei 1970
7.	Email	semisukarni@yahoo.com/semi.sukarni24@gmail.com
8.	Nomor Telepon/HP	081328854760
9.	Alamat Kantor	Jl. KHA. Dahlan no.3 Purworejo
10.	Nomor Telepon/Fax	(0275) 321494
11.	Lulusan yang telah dihasilkan	S1= 1000 orang
12.	Mata Kuliah yang Diampu	Pronunciation Skill
		Reading for Academic Purpose
		Genre-based Reading
		Speaking for Formal Setting
		Extensive Reading
		Curriculum and Material Development
		Seminar on Language Teaching

B. Riwayat Pendidikan

	S-1	S-2	S-3
Nama Perguruan Tinggi	Univ. Muhammadiyah Purworejo	Univ. Negeri Semarang	Univ. Negeri Semarang
Bidang Ilmu	Pendidikan	Pendidikan	Pendidikan
Tahun Masuk-Lulus	1994-1998	2004-2006	2014- 2018
Judul Skripsi/Tesis/Disertasi	Error Analysis made by the fourth Semester Students in transfering Direct Speech into Reported Speech	The Realization of Politeness Strategies used by the Characters in Pearl Harbor film	The Effectiveness *Of Strategy-Based Reading Instruction* And *Reciprocal Teaching* Viewed From Students' Self-Efficacy
Nama Pembimbing/Promotor	Amir Sisbiyanto, M.Hum.	Drs. Ahmad Sofwan, Ph.D	Prof. Dr. Dwi Rukmini

C. Pengalaman Penelitian dalam 5 Tahun Terakhir

No	Tahun	Judul Penelitian	Pendanaan	
			Sumber *	Jml (jutaRp)
1	2013	Computer-Based English Teaching For Improving Students' Vocabulary Of The Fifth Grade Of SD Negeri Kaliboto	LPPM UMP	3,00
2	2014	Applying Ctl Model To Activate Students' Participation In Speaking Class At English Education Program	Mandiri	3,00
3	2015	Teaching Strategies Applied By Speaking Lecturers To Help Students Develop Their Speaking Skill (A Case At English Department Muhammadiyah University Of Purworejo In Academic Year 2014/2015)	LPPM UMP	3,00
4	2017	The Effectiveness Of Strategy-Based Reading Instruction (SBRI) On Improving Students' Reading Proficiency And Their Perception Toward The Instruction	LPPM UMP	3,00

5	2018	Language Learning Strategies Used By Senior And Vocational High School Students And Their Influence On The English Achievement	UMP	3,00
6	2019	A Need Analysis of English For Specific Purpose For Accountancy Programme of Vocational School	UMP	3,00
7	2020	Suprasegmental Errors of Students with Javanese Mother Tongue: A case at English Language Education of the the first semester students	Mandiri	3,00

D. Pengalaman Pengabdian Kepada Masyarakat dalam 5 tahun Terakhir

No.	Tahun	Judul Pengabdian	Pendanaan	
			Sumber	Jml (juta Rp)
1	2013	Workshop PTK untuk SMP Guru-guru SMP di Kec. Kertek Wonosobo	LPPM UMP	1,5
2	2014	Workshop PTK untuk Guru-guru SMK Sampang	LPPM UMP	1,5
3	2015	Workshop PTK untuk Guru-guru Bahasa Inggris SMP se-Kabupaten Puurworejo	LPPM UMP	1,5
4	2015	Workshop PTK untuk Guru-guru Bahasa Inggris SMP se-Kabupaten Puurworejo	LPPM UMP	1,5
5	2016	Pelatihan pembelajaran bahasa inggris Pada anak usia dini Tk lestari bener purworejo	LPPM UMP	1,5
6	2017	Workshop PTK untuk Guru-guru SMK Yapek Gombong	LPPM UMP	1,5
7	2018	Pelatihan dan Simulasi TOEIC bagi Guru dan Siswa SMK 7 Purworejo	Mandiri	1,5
8	2019	Workshop PTK untuk Guru-guru SMP 9 Purworejo	Dikbudpora	2.0

9	2019	Workshop Metodologi Pembelajaran Bahasa Inggris di MGMP MA Kebumen	LPPM UMP	1,5
10	2019	Workshop Metodologi Pembelajaran Bahasa Inggris untuk SMK di MGMP SMK Wonosono	LPPM UMP	1,8
11	2020	Workshop Merancang PTK dan Penulisan Karya Ilmiah bagi guru kelompok MGMP Bahasa Inggris SMK Kab Kebumen	LPPM UMP	1,8
12	2020	Pendampingan Literasi di TMB Umah Baca KreatifManisjangan, Kaliboto, Bener, Purworejo	Mandiri	1,5
13	2020	Pendampingan Rintisan Desa Wisata di Tlogobulu, Kaligesing	Mandiri	1,5

E. Publikasi Artikel Ilmiah Dalam Jurnal 5 Tahun Terakhir

No.	Judul Artikel Ilmiah	Nama Jurnal	Volume/Nomor/ Tahun
1	CTL Model To Activate Students' Participation in Speaking Class at English Education Program	Vision	ISSN: 2252-8385 Volume 3 Number 2, October 2014
2	An Analysis of Teacher and Student Talk in the Classroom Interaction of the Eighth Grade of SMP Negeri 18 Purworejo	Vision	ISSN: 2252-8385 Volume 4 Number 2, October 2015
3	Functions of code switching in an English class	Vision	ISSN: 2252-8385 Volume 5 Number 2, October 2016
4	The Effectiveness of Strategy-based Reading Instruction (SBRI) for Teaching Reading and the Students' Perception toward the Instruction	International Journal of English and Education (Ijee)	ISSN: 2278-4012, Volume:6, Issue:3, July 2017
5	Reading Attitude and its Influence on Reading Comprehension	Edukasi Jurnal Pendidikan dan Pengajaran UIN Raden Fatah Palembang	P-ISSN: 2355-3699 E-ISSN: 2503-2518 6 (1), 193-204, 2019

		Jurnal.radenfatah.ac.id	
6	Language Learning Strategy used by Senior High School Students and its Influence on their Achievement	Culture, Literature, Linguistics, English Teaching (CLLIENT) UNSIQ	1 (01), 1-15,2019 ISSN: 2684-9690 (Online)
7	Understanding Learners' Need Of Esp For Accountancy Programme At Vocational School	ENGLISH REVIEW: Journal of English Education (ERJEE) Volume 8 Issue 2 June 2020 dengan link https://journal.uniku.ac.id/index.php/ERJEE/index.	Volume 8 Issue 2 June 2020
8	Higher Order Thinking Questions In English Test Of Senior High School	Jurnal Bahtera	Volume 07/no 2/September 2020
9	Suprasegmental Errors of Students with Javanese Mother Tongue: A Case at a Private Islamic University in Purworejo	TA'DIB: JURNAL PENDIDIKAN ISLAM, 25(2), 2020 Avaliable Online At: http://jurnal.radenfatah.ac.id/index.php/tadib	Volume 25(2), 2020/Desember 2020

F. Pemakalah Seminar Ilmiah (*Oral Presentation*) dalam 5 Tahun Terakhir

No	Nama Pertemuan	Judul Artikel Ilmiah	Waktu dan Tempat
1	The second UAD Tefl International Conference	Developing Critical Thinking Using Problem-based Learning in Teaching Speaking	13-14 Oktober 2012, Univ. Ahmad Dahlan Yogyakarta
2	The 4th International Conference on Teacher Professional Development	Developing critical thinking through Discussion and Debate in Speaking Class	4-5 Desember 2012, Univ Negeri Jakarta

3	1st Conference on Language, Linguistics, and Literature (COLALITE) 2013 Different Perspective in Language, Linguistic and Literature	Developing Students, Mastery on Segmentals and Suprasegmentals through drilling technique of the first semester of English Department Universitas Muhammadiyah Purworejo Tahun 2011/2012	9 November 2013, Universitas Jenderal Sudirman
4	The third UAD Tefl International Conference	Applying CTL Model to Activate Students' Participation in Speaking Class at English Education Program	September 17 – 18, 2014 Univ. Ahmad Dahlan, Yogyakarta
5	The 1st International Conference on Language. Literature and Teaching	The Effectiveness of Strategy-based Reading Instruction (SBRI) on Improving Students' Reading Proficiency and Their Perception toward the Reading Instruction	April 4-5, 2017 Univ. Muhammadiyah Surakarta
6	The 1st English Language Teaching Learning Conference (ELTIC)	Teaching Strategies Applied By Speaking Lecturers To Help Students Develop Their Speaking Skill (A Case At English Department Muhammadiyah University Of Purworejo In Academic Year 2014/2015	August 30, 2016 English Education Program Univ. Muhammadiyah Purworejo
7	1st English Language and Literature International Conference	The effectiveness of *strategy-based reading instruction (SBRI)* and *reciprocal teaching (RT* for teaching reading comprehension in EFL context	May 6. 2017 Univ. Muhammadiyah Semarang (Unimus)

8	The 2nd National Seminar UNNES TEFLIN	Strategy-based reading instruction (SBRI): a strategy for improving reading comprehension in EFL classes	May 20, 2017 Universitas Negeri Semarang
9	The 2nd English Language Teaching Learning Conference (ELTIC)	Contrastive Analysis Of Discourse Markers Between English And Indonesian President Speeches	August 30, 2017 English Education Program Univ. Muhammadiyah Purworejo
10	"The 2nd Language & Literature International Conference (ELLIC)	Reading Self-Efficacy And Its Influence On Students Reading Proficiency	May 5, 2018 Univ. Muhammadiyah Semarang (Unimus)
11	The 3rd English Language Teaching Learning Conference (ELTIC)	Language Learning Strategies Used By Senior And Vocational High School Students And Its Implications For Practice In ELT	Sept 16, 2018 English Education Program Univ. Muhammadiyah Purworejo
12	3nd English Language and Literature International Conference (ELLIC)	A Need Analysis for ESP-content based Syllabus Design for Accountancy Programme at SMK http://eudl.eu/proceedings/ELLIC/2019	April 27, 2019 Univ. Muhammadiyah Semarang (Unimus)
13	The 4th English Language Teaching Learning Conference (ELTIC)	Teacher Challenge In Industrial Revolution Era: Developing Critical Thinking Skills In Language Teaching	Oct 5, 2019 English Education Program Univ. Muhammadiyah Purworejo

G. Karya Buku dalam 5 tahun terakhir

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Semua data yang saya isikan dan tercantum dalam biodata ini adalah benar dan dapat dipertanggungjawabkan secara hukum. Apabila di kemudian hari ternyata dijumpai ketidaksesuaian dengan kenyataan, saya sanggup menerima sanksi . Demikian biodata ini saya buat dengan sebenarnya untuk memenuhi salah satu persyaratan dalam pengajuan Hibah Penelitian Internal.

Purworejo, 5 Juli 2021

Pengusul,

Dr. Semi Sukarni, M.Pd.

NBM. 877081

Appendix 2: Research Instrumen

Kuisioner Persepsi siswa tentang Online Learning selama Pandemi Covid-19

Jawablah pertanyataan di bawah ini sesuai dengan pendapat Anda!

SS   : Sangat Setuju

S   : Setuju

N   : Netral

TD   : Tidak Setuju

STS   : Sangat tidak setuju

No	Pernyataan	Respon				
		SS	S	N	TS	STS
1	Selama pandemi covid-19 pembelajaran dilakukan secara online.					
2	Metode yang digunakan guru dalam pembelajaran online menarik.					
3	Metode yang digunakan guru cukup bervariasi (ceramah, diskusi, penugasan, dll).					
4	Materi pembelajaran yang disampakain guru sesuai dengan kompetensi dasar (KD).					
5	Penyampaian materi pada pembelajaran online cukup jelas.					
6	Materi pembelajaran mudah diterima dan dipahami siswa.					
7	Dengan pemilihan metode dan media yang tepat siswa mudah memahami materi pembelajaran yang disampakain guru.					
8	Durasi pembelajaran online sama dengan jam pembelajaran tatap muka.					
9	Pembelajaran online berlangsung sesuai jadwal.					
10	Interaksi pada pembelajaran online cukup baik.					
11	Terjadi interaksi antara guru dengan siswa, siswa dengan guru dan siswa dengan siswa pada pembelajaran online.					
12	Intensitas jumlah tugas yang diberikan oleh guru pada pembelajaran online cukup.					

13	Tugas yang diberikan oleh guru pada pembelajaran online dapat terselesaikan sesuai dengan waktu batas akhir penyelesaian.					
14	Guru memberikan toleransi penyelesaiaan tugas pada siswa untuk mengantisipasi jaringan internet yang kurang lancar.					
15	Presensi pembelajaran online dilakukan oleh guru/sekolah.					
16	Presensi pembelajaran online mudah dilakukan oleh siswa.					
17	Media pembelajaran online yang disiapkan guru cukup memadai.					
18	Media yang digunakan guru dalam pembelajaran online cukup bervariasi.					
19	Media yang digunakan guru dalam pembelajaran online sesuai dengan materi pada kompetensi dasar (KD).					
20	Sekolah memberikan fasilitas penunjang dalam pembelajaran online dengan mendistribusikan bantuan pembelian kuota internet pada siswa.					

Interview Guide for students

1. Bagaimana proses Pembelajaran jarak jauh (PJJ) yang Anda ikuti selama Covid pandemi ini?
2. Platform apa saja yang gunakan oleh guru?
3. Apa kesulitan- kesulitan yang dihadapi Anda hadapi dalam mengikuti Pembelajaran jarak jauh (PJJ)?
4. Apa solusi yang Anda harapkan agar Pembelajaran jarak jauh (PJJ) dapat terlaksana lebih baik?

Interview Guide for Teacher
1. Bagaimana proses Pembelajaran jarak jauh (PJJ) yang Bapak/Ibu laksanakan selama Covid pandemi ini?
2. Platform apa saja yang Bapak/Ibu gunakan?
3. Apa kesulitan- kesulitan yang dihadapi Bapak/Ibu dalam pelaksanaan Pembelajaran jarak jauh (PJJ)?

4. Menurut Bapak/Ibu, apa kesulitan- kesulitan yang dihadapi oleh siswa dalam mengikuti Pembelajaran jarak jauh (PJJ)?
5. Apa solusi yang Bapak/Ibu harapkan agar Pembelajaran jarak jauh (PJJ) dapat terlaksana lebih baik?

Research instrument of English Version

Questionnaire of students' perception of online learning during covid-19 pandemic

Answer the questionnaire below by putting a tick mark (√) which is most represents your view!

SA: Strongly Agree
A: Agree
N: Neutral
D : Disagree
SD: Strongly Diagree

No	Statement	SA	A	N	D	SD
1	During covid-19 pandemic the learning process conducted by online learning					
2	The methods that used by teacher on online learning are interesting					
3	The methods that used by teacher are varied enough					
4	The learning materials presented by teacher is suitable to basic competence					
5	The material delivery on online learning is clear enough					
6	The learning materials are accepted and easy to understand by students					
7	By selecting learning method and media exactly, student easily understand the learning materials presented by teacher					
8	The duration of online learning as same as conventional learning					
9	The online learning is conducted right on schedule					
10	The interaction on online learning is quite well					

11	There are any interactions between teacher and students, students and teacher, also students and students on online learning					
12	The intensity number of tasks given by the teacher on online learning is enough					
13	The tasks given by teacher on online learning can be completed on time right on the deadline					
14	The teacher give toleration about the deadline of students' tasks in anticipation of poorly internet network					
15	The attendance list on online learning is done by teacher/school					
16	The attendance list on online learning easily to do by students					
17	The online learning media prepared by teacher is adequate enough					
18	The media used by teacher in online learning is varied enough					
19	The media presented by teacher of online learning is suitable to the materials on basic competence					
20	The school provide facilities of online learning by distributing donation of purchases internet quota to the students					