

**STUDENTS' PERCEPTION OF LEARNING ENGLISH TOWARD THE  
IMPLEMENTATION OF SHIFTING CLASSES DURING PANDEMIC IN  
8<sup>TH</sup> GRADE OF SMPN 1 DUA KOTO**

**A THESIS**

*Submitted as a Partial Fulfillment of the Requirements to Obtain Bachelor of  
Education (B.Ed) in English Education Program*



**MARIZA ANGGINA PUTRI  
18018032/2018**

Advisor:

Dra. Aryuliva Adnan, M.Pd

NIP.196307011988032001

**ENGLISH LANGUAGE AND LITERATURE DEPARTMENT  
FACULTY OF LANGUAGES AND ARTS  
UNIVERSITAS NEGERI PADANG  
2022**

HALAMAN PERSETUJUAN

SKRIPSI

Judul : STUDENTS' PERCEPTION OF LEARNING ENGLISH  
TOWARD THE IMPLEMENTATION OF SHIFTING  
CLASSES DURING PANDEMIC IN 8<sup>TH</sup> OF SMPN 1  
DUA KOTO.

Name : Mariza Anggina Putri

NIM/BP : 18018032

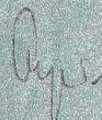
Program Studi : Pendidikan Bahasa Inggris

Jurusan : Bahasa dan Sastra Inggris

Fakultas : Bahasa dan Seni

Padang, 16 November 2022

Disetujui oleh,  
Pembimbing



Dra. Arzuliva Anwar, M.Pd.  
NIP. 19630701 198303 2 001

Mengetahui,  
Ketua Jurusan



Desvalini Anwar, S.S., M.Hum Ph.D  
NIP. 1910525 199802 2 002

HALAMAN PERSETUJUAN LULUS UJIAN SKRIPSI

Dinyatakan lulus setelah dipertahankan di depan Tim Penguji Skripsi Program Studi  
Pendidikan Bahasa Inggris Jurusan Bahasa dan Sastra Inggris  
Fakultas Bahasa dan Seni Universitas Negeri Padang  
Dengan judul

**"STUDENTS' PERCEPTION OF LEARNING ENGLISH TOWARD THE  
IMPLEMENTATION OF SHIFTING CLASSES DURING PANDEMIC IN 8<sup>th</sup>  
GRADE OF SMPN 1 DUA KOTO"**



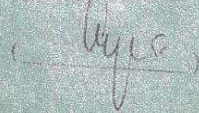
Nama : Mariza Anggina Putri  
NIM/BP : 18018032  
Program Studi : Pendidikan Bahasa Inggris  
Jurusan : Bahasa dan Sastra Inggris  
Fakultas : Bahasa dan Seni

Padang, 16 November 2022

TIM PENGUJI

1. Ketua : Dr. Yuli Fiarina, S.Pd., M.Pd.
2. Sekretaris : Fitrawati, S.S., M.Pd.
3. Anggota : Dra. Aryuliva Adnan, M.Pd.

Tanda Tangan



KEMENTERIAN PENDIDIKAN KEBUDAYAAN  
RISET DAN TEKNOLOGI  
UNIVERSITAS NEGERI PADANG  
FAKULTAS BAHASA DAN SENI  
DEPARTEMEN BAHASA DAN SAstra INGGRIS  
Jl. Prof. Dr. Hamka Air Tawar, Padang 25131 Tlp. (0751) 447347  
Web: <http://english.unp.ac.id>



#### SURAT PERNYATAAN TIDAK PLAGIAT

Saya yang bertanda tangan di bawah ini:

Nama : Mariza Anggina Putri  
NIM / TM : 18018032 / 2018  
Program Studi : Pendidikan Bahasa Inggris  
Departemen : Bahasa dan Sastra Inggris  
Fakultas : Bahasa dan Seni

Dengan ini menyatakan, bahwa Tugas Akhir saya dengan judul "*Students' Perception of Learning English toward the Implementation of Shifting Classes during Pandemic at 8<sup>th</sup> Grade of SMPN 1 Dua Koto*" adalah benar merupakan hasil karya saya dan bukan merupakan plagiat dari karya orang lain. Apabila suatu saat terbukti saya melakukan plagiat maka saya bersedia diproses dan menerima sanksi akademis maupun hukuman sesuai dengan hukum dan ketentuan yang berlaku, baik di institusi Universitas Negeri Padang maupun masyarakat dan negara.

Demikianlah pernyataan ini saya buat dengan penuh kesadaran dan rasa tanggung jawab sebagai anggota masyarakat ilmiah.

Diketahui oleh,

Ketua Departemen Bahasa dan Sastra Inggris

Desvalini Anwar, S.S., M.Hum., Ph.D.

NIP. 19710525 199802 2 002

Saya yang menyatakan,



Mariza Anggina Putri

NIM. 18018032

## ACKNOWLEDGEMENTS

Alhamdulillahirabbil 'alamiin, praise be to Allah SWT, the Almighty and the Most Merciful, who always gives knowledge, healthy, and opportunity to complete this thesis. Also, salutation and peace are always expressed to the Prophet Muhammad SAW. This thesis is impossible to be accomplished without the help and support of many people. Therefore, the writer would like to express sincere gratitude and appreciation to the following people:

1. Desvalini Anwar, S.S., M.Hum., Ph.D., as the Head of the English Language and Literature Department.
2. Dra. Aryuliva Adnan, M.Pd. as her thesis supervisor, for her help, instruction, guidance, time, and support in correcting and helping her finish her thesis.
3. Dr. Yuli Tiarina, M.Pd., and Fitrawati, S.S., M.Pd., as her thesis examiners.
4. Rifki Oktoviandry, S.Pd., M. Hum., as the validator of her instrument.
5. The English Language and Literature Department's lecturers.
6. Her beloved and precious parents, Sari Muda and Nurmailis, always support her mentally and physically.
7. Her beloved brother and sisters, Wahyu Oknika Fitri, Kurnia Ali Akbar, and Balqis Purnajma Orlin, for their help, love, and care whenever the writer needs it.
8. All her supporting friends.

Finally, the author realized that this thesis is still far from perfect. Therefore, the author expects criticism and suggestions for improving this thesis.

Padang, 2022

The Researcher

**Putri, Mariza Anggina. (2022). Persepsi Siswa Pada Pelajaran Bahasa Inggris Terhadap Pelaksanaan Kelas Sif Selama Pandemi Di Kelas 8 SMPN 1 Dua Koto. Tesis. Padang: Departemen Bahasa Inggris. Fakultas Bahasa dan Seni. Universitas Negeri Padang.**

### **ABSTRAK**

Wabah COVID-19 menyebabkan perubahan pada sistem pendidikan di Indonesia untuk semua tingkatan sekolah. Untuk menghadapinya, sekolah diharuskan menerapkan sistem pembelajaran tatap muka terbatas, yang juga dikenal sebagai kelas sif. Penelitian ini bertujuan untuk mengungkap persepsi siswa tentang penerapan kelas sif di kelas bahasa Inggris. Peneliti melakukan penelitian deskriptif kuantitatif dengan 81 siswa di SMPN 1 Dua Koto dengan mengambil siswa kelas 8 sebagai partisipan. Selain itu, peneliti menggunakan kuesioner dengan 21 pertanyaan sebagai instrumen penelitian. Hasil penelitian difokuskan pada tiga indikator yaitu waktu pembelajaran, lingkungan belajar dan kurikulum darurat (materi) selama shifting class dilaksanakan di kelas bahasa Inggris. Hasil penelitian menunjukkan bahwa siswa memiliki persepsi negatif terhadap dua indikator. Pertama, hasil dari indikator waktu belajar adalah 2,36, rata dalam kategori persepsi negatif. Lebih banyak siswa percaya bahwa waktu yang diberikan untuk pengajaran selama kelas sif tidak cukup untuk menyelesaikan proses pembelajaran bahasa Inggris. Selain itu, mereka memiliki pendapat negatif tentang lingkungan belajar, dengan skor rata-rata 2,31 termasuk dalam kategori negatif. Para siswa tidak setuju jika siswa yang dikurangi dapat meningkatkan kinerja mereka dalam pembelajaran bahasa Inggris. Namun siswa memiliki persepsi positif terhadap indikator ketiga mengenai kurikulum darurat yang digunakan dengan rata-rata 2,58. Para siswa tidak memiliki masalah terkait dengan materi yang diberikan di kelas sif. Sehingga dapat disimpulkan bahwa, pelaksanaan shifting class dapat dikategorikan dalam persepsi negatif dari ketiga indikator tersebut.

**Kata Kunci** : Pembelajaran Bahasa Inggris, Kelas sif, Persepsi





**Putri, Mariza Anggina, (2022), Students' Perception of Learning English toward The Implementation of Shifting Classes During Pandemic at 8th Grade of SMPN 1 Dua Koto. Thesis. Padang. English Department. Faculty of Language and Arts. Universitas Negeri Padang.**

### **ABSTRACT**

The COVID-19 outbreak caused a change in Indonesia's educational system at all levels. To comply, schools were required to implement limited face-to-face learning systems, also known as shifting classes. This research aims to reveal students' perceptions about the implementation of shifting classes in English classrooms. The researcher conducted descriptive quantitative research with 81 students at 8<sup>th</sup> of SMPN 1 Dua Koto as the participant of this research. Moreover, the researcher used a questionnaire with 21 questions as the instrument of the research. The result of the research was focused on three indicators such as learning time, learning environment, and emergency curriculum (material) while the shifting classes were implemented in English classrooms. The study showed that students had a negative perception of two indicators. First, the result of this indicator for learning time was 2.36, the mean in the category of negative perception. More students believed that the time allotted for instruction during shifting classrooms was insufficient to complete the English learning process. Additionally, they had a negative opinion of the learning environment, with a mean score of 2.31 falling into the category of negative in the second indicator. The students disagreed if fewer of the students could increase their performance in English learning. Lastly, the students had a positive perception of the emergency curriculum (material) with 2.58 as the mean. The students did not have a problem with the material in shifting classes. So, the implementation of shifting classes can be categorized as a negative perception from the three indicators.

**Key Words:** Learning English, Shifting Classes, Perception

## TABLE OF CONTENTS

ACKNOWLEDGMENT.....	i
ABSTRAK.....	iii
ABSTRACT.....	iv
TABLE OF CONTENTS.....	v
CHAPTER I INTRODUCTION.....	1
A. Background of The Problem.....	1
B. Identification of The Problem.....	5
C. Limitation of The Problem.....	5
D. Formulation of The Problem.....	6
E. Research Questions.....	6
F. Purpose of The Research.....	6
G. Significance of The Research.....	7
H. Definition of Key Terms.....	7
CHAPTER II REVIEW OF LITERATURE.....	9
A. Review of Related Literature.....	9
1. English Language Teaching and Learning at Junior High School.....	9
2. Shifting Classes Learning System.....	11
2.1. The Implementation of Shifting Classes in English Learning.....	14
2.2. Advantages and Disadvantages of Shifting Classes.....	20
3. The Definition of Perception.....	20
3.1. Types of Perception.....	23

3.2. Process of Perception .....	25
3.3. Factors Affecting Perception.....	27
B. Relevant Research .....	33
C. Conceptual Framework .....	35
CHAPTER III RESEARCH METHODOLOGY .....	37
A. Research Design.....	37
B. Population and Sample .....	37
C. Instruments of The Research .....	38
D. Technique of Data Collection .....	39
E. Validity and Reliability .....	39
F. Technique of Data Analysis .....	41
CHAPTER IV FINDINGS AND DISCUSSION .....	44
A. Data Description .....	44
B. Data Analysis and Findings .....	45
C. Discussion .....	60
CHAPTER V CONCLUSION AND SUGGESTION .....	65
A. Conclusion .....	65
B. Suggestion .....	66
REFERENCES .....	67
APPENDIXES .....	72

# CHAPTER I

## INTRODUCTION

### **A. Background of The Problem**

Learning English can be defined as getting knowledge through study. In Indonesia, English is a foreign language as well as a global language that must be mastered to support various aspects of life, and a way to master this language which is by learning it. Learning English in Indonesia becomes a compulsory subject at every level of formal education starting from Junior High School until Senior High School. English learning processes are normally implemented in a full-time face-to-face system with a specific time for learning activities to reach the learning outcomes as well. According to Kemendikbud (2013: 81A), the duration of learning English in Junior High School is 4 hours per week with 40 minutes for each meeting. However, the English learning process had changed because of the pandemic.

At the beginning of 2020, the pandemic occurred around the world. The disease called COVID-19 (coronavirus disease) spread and created a pandemic. COVID-19 gives an impact on all sectors of the world, especially on the educational side. The Ministry of Education and Culture has issued Policy Number 4 of 2020, which addresses the impact of coronavirus disease on education. According to the report, education policies are primarily focused on prioritizing the health and safety of children, instructors, education personnel, families, and society as a whole. As a result, the learning system and curriculum

are customized to the policies' requirements. In terms of policy, the learning system depends on the spread of Covid-19, which is enforced through the use of four-color zones: red, orange, yellow, and green zones. In areas that are in the orange and red zones, it is prohibited to conduct face-to-face learning in the education unit and continue to study from home or online learning system. On the other hand, areas in the yellow and green zones can conduct face-to-face learning systems with permission from the Regional Government, schools, and parents by implementing health protocols (Directorate General of Teachers and Educational Personnel, 2020). It means that the educational system has changed from full-time face-to-face learning to limited face-to-face learning for the area in the yellow and green zones. The region that operates a limited face-to-face learning system will have a learning system called the shifting classes learning system.

Shifting classes means the rotation of the students attending the class for all subjects in the school including in English subject. The students in a class are separated into two groups, with half of the students attending on one day and the remaining students attending on another day. According to Kairusta et al. (2021), shifting classes can be defined as when a teacher delivers a lecture to half of a class one day and then shares the same content with the remaining students in the next day. Fitriani (2021) also has the same definition of shifting classes in her research that said shifting classes is the alternation of the students in one class which means all the students are divided into two groups and they have their turn to attend the class to have the learning process. The purpose of the shifting classes is to decrease the number of students attending the class to prevent the spreading

of the coronavirus during the pandemic. Moreover, while implementing the shifting classes the other aspects also follow it. Time is the first. According to Kemendikbud, number 81A of 2013, each topic, including English, requires 40 minutes to study; nevertheless, under the shifting classes learning system, each credit system semester only has 25 minutes (Kemendikbud, Number 4 of 2020). Another issue is the curriculum being employed, which differs significantly from the normal. The school used a simplified version of the 2013 curriculum which only used three competence-based to teach English. Briefly stated, when classes are employed shifting classes, the English learning and teaching process will differ from the usual (full-time face-to-face learning).

The changes in the learning system from full-time face-to-face learning to shifting classes generate a new learning environment in the school that conducted it. During the pandemic, schools should adapt to the implementation of a new learning system, as well as the rules governing shifting classes. SMPN 1 Dua Koto is located in Pasaman Regency, West Sumatera, which had conducted limited face-to-face learning systems or shifting classes because this area is in a green zone which means it could conduct the shifting classes. Moreover, this school also followed the regulation of the shifting classes based on the circular from local government number 421/1712/DIKDAS-DISDIKBUD/2021 about the rule of learning activities for Kindergarten, Elementary School, Junior High School, and Senior High School during the pandemic.

The researcher discovered many phenomena related to shifting class systems while shifting classes were used to teach English at SMPN 1 Dua Koto in

Pasaman Regency, West Sumatera, based on the observation of the teaching practice in that school. Time was the first issue. Due to a shortage of time for English study, the students claimed they did not have enough time to conduct a proper interaction with their teacher. As a result, they were unable to comprehend the teacher's explanation as effectively. Also, the lack of resting hours caused the students to lose concentration in the learning activity. Moreover, they abstained from the learning process since they felt bored with it due to the small class size. Moreover, other consequences, such as the material in competence-based English subjects also be a problem in determining their true feelings about shifting classes.

Moreover, the research on the perception of shifting classes learning systems was not been widely written by researchers. The previous studies only told about the effectiveness of the shift classes which only focused on the advantages and disadvantages of the shifting class. It was suitable with the titles that came from Kairusta et al. (2021) and Fitriani (2021) "Shift Learning System's Impact on Students in History Class XI IPS 2 SMAN 6 Bengkulu" and "The Effectiveness of Shifting Learning Systems in Physics Subject during Pandemic at SDN 26 Kabupaten Sarolangun". There was a limited study conducted in these studies, they just told about the impact of shifting classes for Historical subjects and Phisic subjects, making the researcher interested in carrying research about the perception of the student toward the implementation of shifting classes in English subjects. Compared to Kairusta et al. and Fitriani's research, this research focuses on students' perception of learning English toward the implementation of the shifting classes system. Hence, the researcher had been interested to conduct the

research with the title *Students' Perception of Learning English Toward The Implementation of Shifting Class During Pandemic in 8th Grade of SMPN 1 Dua koto in Pasaman Regency, West Sumatera.*

## **B. Identification of the Problem**

Based on the background above, teaching and learning should continue throughout a pandemic. Certainly, students should regard shifting classes as their system of learning when studying English. There were several issues with shifting classes in practice, such as a shortage of time. The students were unable to retain the information from the teacher as well. They also were unable to concentrate during the learning process because there was no opportunity to take a break to refuel, and the shifting of classes prevented them from participating in learning activities due to the lack of time for teaching. These circumstances cause students at SMPN 1 Dua Koto, Pasaman, West Sumatera, to have different perceptions about shifting classes.

## **C. Limitation of The Problem**

Related to the identification of the research, the limitation of this research is to know the students' perception of the implementation of shifting classes in learning English during the pandemic in the 8<sup>th</sup> grade of SMPN 1 Dua Koto, Pasaman, Sumatera Barat. The researcher examined the students' perception toward the implementation of the shifting Classes when implemented in an English classroom.



#### **D. Formulation Of The Problem**

Concerning the limitation of the problem above, the formulation of the problem can be formulated into how was the students' perception of learning English toward the implementation of shifting classes during pandemic in 8<sup>th</sup> grade of SMPN 1 Dua Koto?.

#### **E. Research Questions**

Based on the background of the research above, the researcher formulates the research question as follows;

1. What are the students' perceptions on learning time while shifting classes implemented in learning English during the pandemic in the 8<sup>th</sup> grade of SMPN 1 Dua Koto?
2. What are the students' perceptions of the learning environment while shifting classes implemented in learning English during the pandemic in the 8<sup>th</sup> grade of SMPN 1 Dua Koto?
3. What are the students' perceptions of the emergency curriculum (material) while shifting classes implemented in learning English during the pandemic in the 8<sup>th</sup> grade of SMPN 1 Dua Koto?

#### **F. Purpose of The Research**

Based on the research questions above, the purposes of the research are;

1. To find out the students' perceptions on learning time while shifting classes implemented in learning English during the pandemic in 8<sup>th</sup> grade of SMPN 1 Dua Koto
2. To find out the students' perceptions of the learning environment while shifting classes implemented in learning English during the pandemic in 8<sup>th</sup> grade of SMPN 1 Dua Koto
3. To find out the students' perceptions of an emergency curriculum (material) while shifting classes implemented in learning English during the pandemic in 8<sup>th</sup> grade of SMPN 1 Dua Koto

#### **G. Significant of The Research**

The results of this study are expected to provide theoretical and practical benefits. In terms of theoretical significance, the author hopes that the findings of this research will add new concepts that are helpful to develop existing theories as well as extend knowledge and insights. The researcher also expects that by implementing shifting classes in the English learning process, this study will enhance understanding of this subject. Secondly, in practicality significance, several benefits can be obtained, namely; a) for a further researcher is hoped that it can help them as a reference in terms of students' perception of the shifting classes, b) for the teachers are expected to enrich the knowledge about the shifting classes and it will be input and evaluation for further learning. c) for students are hoped that it can give information about the shifting classes.

## **H. Definition of The Key Term**

1. Shifting Classes : Students are divided into two groups in a class, with half of the students attending on one day and the remaining students attending on another day.
2. Perception : Point of view about something.
3. Learning English : Learning English means obtaining subject-specific knowledge or skills through study, practice, and instruction.