THE PROBLEMS FACED BY THE TEACHERS AND THE STUDENTS DURING IMPLEMENTATION OF ENGLISH ONLINE LEARNING PROCESS IN SENIOR HIGH SCHOOL KOTA SOLOK

THESIS

Submitted as a partial fulfillment of the requirements to obtain a degree in
Master of Education

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UNIVERSITAS NEGERI PADANG

2022

ABSTRAK

Annisa Salima. 2022. The Problems Faced by The Teachers and The Students during Implementation of English Online Learning Process in Senior High School Kota Solok. Tesis. Universitas Negeri Padang.

Dalam pembelajaran online, terdapat berbagai permasalahan yang dialami oleh guru dan siswa. Untuk itu, penelitian ini dilakukan untuk menemukan bagaimana pelaksanaan pembelajaran online dalam proses pembelajran Bahasa Inggris, untuk menemukan permasalahan yang dihadapi oleh guru dan siswa, dan untuk menemukan persepsi siswa terhadap pelaksanaan plembelajaran online selama proses pembelajaran Bahasa Inggris. Penelitian ini dilaksanakan di SMAN 2 dan SMAN 3 Kota Solok. Penelitian ini merupakan penelitian deskriptif dan menggunakan Analisis Percakapan *(Conversation Analysis)* untuk menganalisa interaksi guru dan siswa. Data dari penelitian ini diperoleh melalui transkrip interkasi guru dan siswa pada rekaman video pertemuan *Zoom* dan *Google Classroom*, wawancara guru dan siswa terkait permasalahan yang mereka hadapi, dan memberikan e-kuesioner siswa terkait persepsi mereka terhadap pembelajaran online. Hasil penelitian ini menunjukkan bahwa kegiatan pra pertemuan dan pasca pertemuan dilaksanakan melalui WhatsApp dan Google Classroom secara asinkron. Sementara, kegiatan pertemuan ini dilaksanaka melalui Zoom Cloud Meeting secara sinkron yang mana guru menggunakan metode pendekatan ilmiah. Namun, ada beberapa tahapan pembelajaran tidak dilaksanakan, seperti memotivasi, apersepsi, mengasosiasi, mengkomunikasikan, dan refleksi. Selain itu, terdapat beberapa masalah yang dihadapi guru, yaitu rendahnya motivasi siswa, waktu yang terbatas, kesulitan mengakses internet karna sinyal yang lemah, sulit menyampaikan materi tertentu, dan kesulitan membuat siswa terlibat selama proses pembelajaran meskipun telah menggunakan berbagai metode. Kemudian, permasalahan juga dihadapi oleh siswa, seperti kondisi fisik yang kurang baik dan kurang nya motivasi, sulitnya berinteraksi dengan guru dan teman sekelas, kesulitan mengakses internet, kesulitan beradaptasi dengan metode yang digunakan guru. Terakhir, siswa memiliki persepsi yang positif terhadap pembelajaran online yang mana pembelajaran online memiliki keunggulan dalam interaksi sosial, kehadiran sosial, dan penampilan.

ABSTRACT

Annisa Salima. 2022. The Problems Faced by The Teachers and The Students during Implementation of English Online Learning Process in Senior High School Kota Solok. Tesis. Universita s Negeri Padang.

In online learning, there are various problems experienced by the teachers and the students. Therefore, this research was conducted to find out how the implementation of online learning in the English learning process, to find the problems faced by the teachers and the students, and to find the students' perceptions of the implementation of online learning during the English learning process. This research was conducted at SMAN 2 and SMAN 3 Kota Solok. This research was descriptive research and used Conversational Analysis to analyze the teacher and the student interactions. The data of this study were obtained through the transcriptions of the teacher and the student interactions on video recordings of Zoom and Google Classroom meetings, interviews with the teachers and the students regarding the problems they faced, and distributed e-questionnaires to the students related their perceptions of online learning. The results of this study found that pre-meeting and post-meeting activities were carried out through WhatsApp and Google Classroom asynchronously. Meanwhile, this meeting activity was carried out through a synchronous Zoom Cloud Meeting where the teacher used Scientific Approach. However, there were several stages of learning that were not carried out, such as motivating, apperception, associating, communicating, and reflecting. In addition, there were several problems were faced by the teachers, namely low student motivation, limited time, difficulty accessing the internet due to weak signals, difficulty in conveying certain materials, and difficulties in getting students involved during the learning process even though they have used various methods. Then, several problems werere also faced by the students, such as poor physical condition and lack of motivation, difficulty interacting with the teachers and the classmates, difficulty accessing the internet, difficulty adapting to the methods used by teachers. Lastly, students had a positive perception of online learning, where they agree that online learning has advantages in social interaction, social presence, and performance.
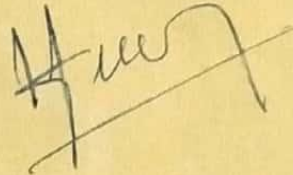
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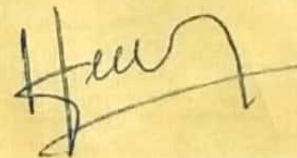| Nama	Tanda Tangan	Tanggal

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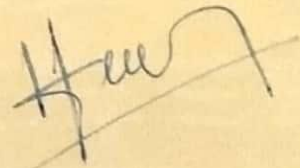
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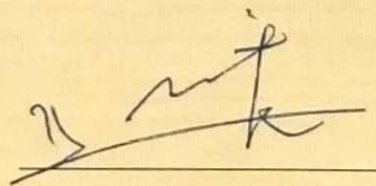| No	Nama	Tanda Tangan
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ACKNOWLEDGMENTS

I would like to say *Alhamdulillahirabbil'alamin,* for being able to complete this thesis entitled "The Problems Faced by The Teachers and The Students during Implementation of English Online Learning Process in Senior High School Kota Solok". This thesis is written to fulfill one of the requirements to obtain Master degree (S2) from the program study English Eductaion Departmen of Faculty of Languages and Arts of Universitas Negeri Padang.

In writing this thesis, I had received much helps and support from great people. Therefore in this occasion, I would like to deliver my deeper appreciation to Dr. Hamzah, MA.MM. as the advisor who has given his precious time, advice, correction, guidance, and motivation in the process of composing this thesis. Then, a deep appreciation is also given to Dr. Havid Ardi, S.Pd, M.Hum. as the first contributor and Dr. Yuli Tiarina, M.Pd. as the second contributor for their contribution of thought and idea in completing this thesis. Thanks for the knowledge, kindness, and guidance that has given. This thesis could not complete properly without the guidance and kindness of these great people. May God bless and gives them health.

At last, I have conducted this research maximally. However, I need criticism and suggestion from the reader in order that this thesis is more useful.

Padang, 15 Februari 2022

The Researcher

DEDICATION

This work is wholeheartedly and proudly dedicated to the loved ones who have

become the support system for me in the process of compiling this thesis. Big

thanks to my beloved family and relatives, beloved late father Mulyadi, beloved

mother Jusna Repelita, beloved father Mardius, beloved sister Mulhidayati

Salima, beloved brothers Alfitrah Salim and Ilham Setiawan for their pray,

patience, care and everything has been given to support me morally and

financially all this marveolous year.

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CHAPTER I

INTRODUCTION

A. Background of the Research Problem

English learning process is a process that is conducted by the teacher and the students to achieve objectives of learning. Also, it aims to increase students' language skill in English. There are four aspects in English learning process those are; listening, speaking, reading and writing which are those four aspects aims to create a proportional and efficient implementation of learning. Then, in teaching learning process, of course, a teacher needs planning, implementation and evaluation after teaching.

In principle, teaching is more focused on how the implementation is carried out during the teaching and learning process in the classroom. In the implementation of learning English, there are several stages that must be passed by teacher those are; planning, implementing and assessing/evaluation. In planning, teacher needs to prepare plans and strategies and appropriate instructional media by making a lesson plan to teach so that learning objectives are achiev ed well. Then, in the implementing, the teacher can use several methods or teaching approaches that have been designed in the lesson plan in accordance with the material being taught. After giving treatment to students, the teacher conducts an assessing or evaluation to find out whether the learning objectives have been achieved well or not.

In principle, in Indonesia, there are two types of learning systems used by teachers, namely : traditional and online learning. Traditional learning

is the first choice implemented by several schools. Traditional learning itself is carried out by doing face-to-face learning directly. Meanwhile, with the Covid-19 pandemic, online learning has become an effective alternative for implementing. Online learning itself can be defined as an effort to distance learning process carried out by involving the internet or intranet. Online learning implemented by the teacher is expected to be an alternative teacher in teaching so students do not feel bored.

Online learning refers to electronic learning because it is the acquisition of technology-based knowledge, such as computers and courseware that depend on the internet local and wide area networks. So, the use of online learning can be said that not only adds to students' insights, it can also minimize students' inability to use technology. Not only for students, online learning also opens many creative opportunities for teachers to take their own pathways and teach the way that they believe is best for students. Teaching English online eliminates geographical boundaries. Where teachers can access any English language learning market in the world, which gives teachers more influence to collect what is felt appropriate for the teacher himself. And of course, moving online allows the teacher to teach from home or anywhere.

There are several related studies that have been conducted by several researchers such as; the implementation of online learning, the problems occurred in implementing online learning, and the students' perceptions toward online learning.

The study about the implementation of online learning have been studied in several countries by Sun & Chen (2016), Navidinia et al (2016), and Mishra et al (2020). Firstly, the study about the effective practice of online education in USA has been conducted by Sun & Chen (2016). They found that effective online instruction is dependent upon 1) well-designed course content, motivated interaction between the instructor and learners, well-prepared and fully-supported instructors; 2) creation of a sense of online learning community; and 3) rapid advancement of technology. In doing this, it is hoped that this will stimulate an on-going discussion of effective strategies that can enhance universities and faculty success in transitioning to teach online.

Then, the study about potential contributions of E-learning in teaching English language to medical students in Iran has been carried out by Navidinia et al (2016). The results of their study revealed that e-learning could enhance students' language proficiency and facilitate the teaching process. Learners preferred to use more e-dictionaries to learn the meaning of the new words, watch English medical films to boost their speaking and listening skills, and use the electronic version of their text- book as they could carry it wherever they wanted.

In addition, a study about online teaching-learning in Mizoram University, India has been conducted by Mishra et al (2020). They found that Mizoram University has developed its own Learning Management System. All the teachers needed to log in on LMS and upload the study materials required by the students, clear their doubts on the discussion forum. Interestingly, even

though they have their own digital teaching-learning mode, almost all the teachers and students both also were using WhatsApp/ Telegram and Email for educational interactions, submission of assignments, clarification of doubts and conducting class tests. They also use Google classroom and Zoom/Cisco WebEx/Google Meet/Skype platform for taking online classes. Some teachers conducted Webinars as online teaching while several students were attended University's webinars and outside the University's webinars for enriching themselves widely as an online mode of learning.

In Indonesia context, the implementation of online learning also has been studied by Rahmawati (2016), Suryanto et al (2020), and Lie (2020). A study about the implementation of E-Learning for EFL students in private university has been carried out by Rahmawati (2016). She found that during the courses, the students were required to participate in e-learning inside and outside the classroom. The activities included commenting on a thread, analysing a specific topic or case, submitting assignments, responding to other students' comment or work, taking polls, doing quizzes, and accomplishing a project.

Moreover, the implementation of online learning for students of the S1 Mechanical Engineering Education study program has been studied by Soeryanto et al (2020). Their finding shows that the implementation of effective, efficient, and innovative online learning can improve student learning outcomes. There are several stages in implementing online learning, namely planning, action, and reflection. In planning stages, the researcher do

preparation for learning, such as preparation begins with determining a Learning Management System (LMS) platform that suits student characteristics, create online learning scenarios that can increase student motivation in learning, and prepare relevant learning resources in the form of an e-book for the pump and compressor course. At the action stage, the learning process has begun to be carried out using online learning platform that has been prepared. And the reflection stage is carried out to break down and study the problems that exist in the first cycle based on the results of observations.

The study about secondary school language teachers' online learning engagement has been studied by Lie et al (2020). This study found an interplay of five related factors of online learning processes against five levels of engagement. Those five factors are learners, teachers' prior exposure to online learning, technological knowledge, pedagogical knowledge, and the support system. Teachers in this study were still struggling to enhance the quality of online learning engagement. Nevertheless, given the rising awareness of the inadequacy of their online learning delivery and a renewed sense of commitment, these teachers had high hopes that they would be able to enhance their competence and improve their professional practices.

The problems occurred in implementing online learning in several countries has been studied by Maboe (2017), Reyes-Chua et al (2020), and Coman, et,al (2020). The problems of the use of online interactive tools in an open distance learning context based on health studies students' perspective,

University South of Africa has been studied by Maboe (2017). The findings indicated that 84.9% of students own computers, and 100% own cellular phones, but only 3.8% participated in online discussion forum. Some students indicated that they were technologically challenged. Some lecturers interact minimally online and are not supportive to them. The institution does not give them the support they need to acquire the necessary skills to utilise these technologies.

Besides, a study about the problem faced by higher education students in implementation of e-learning classroom in Philippine has been conducted by Reyes-Chua et al (2020). Their findings indicated that the respondents had good experiences in introducing the E-learning classroom as an immediate response to the country's enhanced quarantine situation. Although all the E-learning platforms used by the respondents are free of charge, still, students have encountered problems like lack of resources, difficulty of Wi-Fi connection, and lack of training among the students and faculty members.

Then, the study about the problems occurred during online teaching and learning based on higher education students' perspective in Romania has been carried out by Coman, et,al (2020). They found that higher education institutions in Romania were not prepared for exclusively online learning. The hierarchy of problems that arise in online learning changes in the context of the crisis caused by the pandemic. Technical issues are the most important, followed by teachers' lack of technical skills and their teaching style

improperly adapted to the online environment. However, the last place was assigned by students to the lack of interaction with teachers or poor communication with them.

The study about the problems in online learning also has been conducted in Indonesia context by Lestiyanawati & Widyantoro (2020), Nugroho et al (2020), and Subekti (2021). A study about Indonesian teachers' strategies and problems in conducting e-learning has been conducted by Lestiyanawati & Widyantoro (2020). The findings revealed that there were three teaching strategies applied by teachers; they were: applying only online chat, using video conference, and combining both online chat and video conference in online teaching and learning process. Some of the problems also arose during e-learning, a total of 6 problems. The arisen teaching problems were: the teachers' disability in accessing technology, school facilities in supporting e-learning, the difficulties in explaining the material, students' limitation in accessing the internet, students' economically disadvantaged family background, and parents' support system.

Then, the obstacles of the implementation of online learning at university level have been studied by Nugroho et al (2020). They found that there are students who strongly support the implementation of online learning and students who do not have enthusiasm for online learning. The obstacles often faced by students during online learning are influenced by technical factors and non-technical factors. Some of the solutions that can be done to overcome the lack and obstacles of online learning are by utilizing alternative

learning media such as the use of audio teleconference in the form of cell phone, video recording, streaming radio integration program for special learning, and the program of live broadcasts of television.

On another hand, the study about the problems of implementation of online learning based on the pre-service English teachers' beliefs has been carried out by Subekti (2021). The study found three factors hampering effective online learning, which were inadequate supporting infrastructures or resources, teachers' limited pedagogical skills in effectively managing online learning, and the lack of teacher-student and student-student social connections during the learning process.

Furtheremore, the previous studies about perception of online learning have been conducted by Daniel et al (2016), Manowong (2016), and Bali & Liu (2018) in several countries. The study about the post-graduate students' perception of online learning in USA has been conducted by Daniel et al (2016). Their finding show that online courses are as rigorous as F2F coursework given effective online delivery formats that include appropriate instructor availability, timely and positive feedback, and flexible course.

In addition, the study about undergraduate students' perceptions of Edmodo as a supplementary learning tool in an EFL classroom in Thailand has been carried out by Manowong (2016). His findings revealed that Edmodo was perceived as a useful and beneficial learning tool to supplement traditional face-to-face classroom settings since it provides various features

supporting the students' learning process. In addition, it was considered an effective learning tool as it increased students' motivation, flexibility, and participation in online learning activities.

On another hand, the study about Students' perceptions toward online learning and face-to-face learning courses has been studied by Bali & Liu (2018). The result of their study show that most of students perceived that online learning was less social interaction, lacking social presence, and synchronicity in communication. Meanwhile, some students were very comfortable in online learning since it led them to the chance to being innovative by using computer technology.

In Indonesia context, the related studies about the perception of online learning also have been studies by Cakrawati (2017), Vitoria et al (2018), Rahman (2020), Sari et al (2020), and Sujarwo (2020). The study about Senior High School students' perceptions on the use of online learning platform in EFL Classroom has been conducted by Cakrawati (2017). The result of her study indicates that majority of students considered the use of Edmodo or Quipper in English teaching and learning is effective and efficient in term of time, because it can help them in practicing language skills, acquiring new vocabularies and improving their understanding on the contents of the lesson, eventhough the slow-speed internet is considered to be one of difficulties in using Edmodo and Quipper.

Furthermore, the students' perceptions on the implementation of e-learning in higher education have been studied by Vitoria et al (2018). They found that the students perceived the e-learning web-based module to be useful in improving their understanding, independence, self-discipline, motivation to learn, and interactions with each other and with the teacher. The students also agreed that the e-learning web-based module was easy to use.

In addition, the study about EFL students' perception on online learning in a State Islamic University in West Nusa Tenggara has been conducted by Rahman (2020). He found that the students tended to perceive online learning as to provide flexible time for their learning and foster their autonomy/independence and confidence. However, the students tended to perceive online learning as less facilitating for their understanding of subjects. they possessed both the technology and the knowledge to use it. However, they tended to encounter problems when operating the technology, especially concerning the internet connection.

Moreover, a study about college students' perception of online learning has been carried out by Sari et al (2020). They found that student's perception of online learning to use varied media or application in the course has a somewhat good category (38,75%) for implementation and the student's suggestion to start What's App, Google Meet or Zoom Application.

Moreover, the study about the university students' perspective on online learning in the midst of covid-19 pandemic has been studied by

Sujarwo (2020). He found that students did not use online learning before the pandemic because learning was conducted in the classroom. In the midst of covid-19 pandemic, the students are interested in using online learning in which can be accessed flexible, anywhere and everywhere. The best application used by lecturers and students was WhatsApp application. It can be concluded that the students' perspective on online learning had a positive impact in the midst of the covid-19 pandemic.

Based on the previous studies above, there are several aspects that have been studied related to online learning. First is about the implementation of online learning. Second is the problems and obstacles occurred in implementing online learning. Third is students' perception toward online learning. However, referring to these aspects, there are some topics that have not been studied. In previous studies, no one has discussed the learning syntax and the interaction between teachers and students in the implementation of online learning. Then, related to problems in online learning only discusses technical problems, such as internet access, limited time, and the availability of facilities in online learning, there is still no research that discusses how the problems that occur in the process of implementing online learning. For this reason, researchers wanted to examine more deeply about how the implementation of online learning in the teaching and learning process of English is and what problems are experienced by teachers and students in its implementation.

This research was conducted in Senior High Schools in Solok City. This is because Senior High Schools in Solok have implemented online learning and of course there are problems found in the online learning process. Therefore, researchers wanted to examine more deeply related to the problems of the online learning process that occur in learning English in Senior High School Solok.

B. Identification of the Research Problem

Based on the background of the research problem above, there are several aspects that can be conducted in order to gain deeply knowledge about online learning. First, the teachers and the students interaction occurred in the process of English online learning. Second, the implementation of online learning in English teaching and learning process. Third, the problems faced by the teachers and the students in implementing English online learning process.

C. Limitation of the Research Problem

Based on the identification of the research problems above, the researcher limited the research problem to find out the problems faced by the teachers and the students during implementation of online learning in English learning process. This research was conducted in Senior High School Solok. The participants were limited to the teachers and the students of two schools that were applying online learning, namely SMA 2 and SMA 3 Kota Solok.

D. Formulation of the Research Problem

Based on the limitation of the research, the researcher formulated the research "What are the problems faced by teachers and the students during implementation of English online learning process in Senior High School Solok?".

E. Research Questions

To make briefly, the researcher formulated several research questions that can be stated as follow:

1. How is the implementation of English online learning process in Senior High School of Solok?

2. What are the problems faced by teachers in teaching English through online learning process in Senior High School of Solok?

3. What are the students' problems in English online learning process in Senior High School of Solok?

4. How is the students' perception toward implementation of English online learning process in Senior High School of Solok?

F. Purposes of the Research

The purposes of this research can be stated as follow:

1. To find how is the implementation of English online learning process in Senior High School of Solok.

2. To find the problem faced by teacher in teaching English through online learning process in Senior High School of Solok.

3. To find the students' problems during English online learning process in Senior High School of Solok.

4. To find the students' perceptions toward implementation of English online learning process in English learning process in Senior High School of Solok.

G. Significance of the Research

The result of this study is expected have significance. It is expected to provide the readers with the important information about the theory of the online learning, especially about the problems faced in implementing online learning. In practical application, it is expected that schools can implement a better online learning process and help to overcome the problems faced by teachers and students in the online learning process. Then this research is also expected to be an evaluation material for decision makers on how to solve problems in the online learning process.

H. Definition of the Key Terms

To avoid misunderstanding in this research, the writer defines specific terms, as follow:

1. Teaching English is the teaching process or activity to improve students' skill in English Language.

2. Online Learning is distance learning that carried out by using internet.

3. Teaching Problem is the issue that occurs in teaching and learning process.

CHAPTER V
CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

A. Conclusions

From the data that had been analyzed and discussed, there were several things that needed to be concluded in this study. In accordance with the results of the data obtained there were things that were concluded in this study:

1. The implementation of online learning in this research was conducted in three stages; pre-meeting activity, meeting activity, and post-meeting activity. Pre-meeting activity carried out by using WhtasApp platform. The meeting activity is the main activity that was conducted through three sub-stages; pre-teaching, whilst-teaching, and post-teaching activity. Then, in whilst-teaching activity, the teachers used the same learning syntax namely Scientific Approach. These stages were carried out by using Zoom meeting and Google Classroom. In addition, the interactions were occurred in post-meeting activity by using Google Classroom and WhatsApp. However, there were several steps that were not implemented by the teachers, namely motivation, apperception, associating, communicating, and reflection. The interaction of teacher and students runs actively.

2. The teachers faced some problems in implementing English online learning process. They are the low motivated students, felt difficult in managing time, had difficulties in implementing the learning method and

delivering materials, and had obstacle in accessing the internet that was caused by the bad internet connection.

3. The problems faced by the students were influenced by the three factors; internal factor which consist of psychology and physiology aspect, external factor which consists of social and non-social environment, and learning approach. The students' low motivation and physical condition made them did not feel excited to follow the learning process. They also felt the lack of interaction with their teacher and classmates and felt lack of support from their parents. Then, the students had difficulties in using learning facilities. Also they did not understand with the materials and method used by the teacher. Therefore, the common problem faced by the students was psychology aspect.

4. The students' perception toward the implementation of English online learning process was classified into three indicators; interaction, social presence, and performance. Overall, their responses were positive which interpreted as agree in all aspects.

B. Implications

There are some implications related to the implementation of online learning, the teachers and the students' problem, and students' perception. They are:

1. Dealing with the implementation of English online learning process, it is important to the teacher to optimize the use of online learning platform in

initiation interaction in all the learning activities, especially in main meeting activity. In main meeting activity, the teachers should use the creative learning method/strategy to improve the learning process.

2. Dealing with the teachers and the students' problem in implementing English online learning, it is implied that the learning facilities need to be improved in order to support better learning quality. In addition, the use of creative learning strategies can increase student interest in participating in the online learning process.

3. Dealing with students' response toward the implementation of English online learning process, the students should be more motivated to contribute with other students on any platform without feeling anxious.

C. Suggestions

Based on the research findings described in the previous chapter, the researcher suggests several suggestions:

1. For teachers, they are expected to be able to make the learning atmosphere more interesting by using more creative methods or strategies in delivering learning materials.

2. For school principals, it is hoped that they can fulfill all the needs and facilities that can support the quality of teaching and learning by teachers and students in order to improve and optimize the process of online teaching and learning.

3. For decision makers, they are expected could develop training sessions for teachers or could develop programs whose role would be to stimulate teachers' performance and implicitly the quality of the educational process.

4. For further researchers, it is hoped that they can conduct in-depth research related to online learning. The findings suggesting the implementation of online learning still needed improvements both from learners' and teachers' aspects and resource aspects, future studies on the quality of online learning are worthwhile.

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