THE STUDENTS' PERCEPTION
ON ONLINE ENGLISH TEACHING AND LEARNING
PROCESS IN THE POST PANDEMIC ERA
AT SMAN 2 KAMPUNG RAKYAT LABUHANBATU
SELATAN

A THESIS

Submitted to English Education Department of Syekh Ali Hasan Ahmad Addary
State Islamic University Padangsidimpuan as a Partial Fullfilment of the
Requirement for the Graduate Degree of Education (S.Pd.) in English

Written By:

MERIYANI HARAHAP
Reg. Numb. 17 203 00023

ENGLISH EDUCATIONAL DEPARTMENT

TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY OF
SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN
2022

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2022

LETTER OF AGREEMENT

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Item : 5 (five) examplars

Padangsidimpuan, 15 November 2022

To:

Dean Tarbiyah and

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Syekh Ali Hasan Ahmad Addary

Padangsidimpuan

In-

Padangsidimpuan

Assalamu'alaikumwr.wb.

      After reading, studying and giving advice for necessary revision on the thesis belongs to **Meriyani Harahap** entitled **"The Students' Perception on Online English Teaching and Learning Process in the Post Pandemic era at SMAN 2 Kampung Rakyat Labuhanbatu Selatan"**, We assumed that the thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan.

      Therefore, we hope that the thesis will soon be examined by the Thesis examiner team of English Education Department of Tarbiyah and Teacher Training Faculty UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan. Thank you. Wassalam'alaikumwr.wb.

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DECLARATION OF SELF THESIS COMPLETATION

The name who signed here:

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I here by declare that I have arranged and written the Thesis by myself, without asking for illegal help from the others, except the guidance from advisors, and without plagiarism as it is required in students' ethic code of UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan in article 14 verse 2.

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LEGALIZATION

Thesis : The Students' on Online English Teaching and Learning Process in the Post Pandemic Era at SMAN 2 Kampung Rakyat Labuhanbatu Selatan.

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ABTRACT

This research discussed about the students' perception of online English teaching and learning process in the post pandemic era at SMAN 2 Kampung Rakyat Labuhanbatu Selatan. There are some diffuculties that influence the students do virtual learning using online applications, such as, the teachers were confused about facing this pandemic era because all teaching and learning process turned virtual. This confused also has an impact on teaching ang learning activities in all senior high schools and the students felt trivial about online learning, causing a lack of interest on their learning.

The formulation of this research were how is the students' perception of online English teaching and learning process in the post pandemic era at SMAN 2 Kampung Rakyat Labuhanbatu Selatan?. The aim of this research was to know the students' perception of online teaching and learning process in the post pandemic era at SMAN 2 Kampung Rakyat Labuhanbatu Selatan.

The kind of this research was quantitative research. This research used descriptive method. The sample of this research was 32 students at SMAN 2 Kampung Rakyat Labuhan Batu Selatan at grade XI MIA that has been choose by using simple random sampling. The researcher used questionnaire to collect data. Then, to analysis the researcher use main score.

The result of this research showed that the students' perception of online teaching and learning at SMAN 2 Kampung Rakyat Labuhanbatu Selatan was in good category. The students also stated that the online learning method provide by the teacher was easy to understand, the students felt they were proficient in using online learning applications too that seen 61% students agree about learning English by online at SMAN 2 Kampung Rakyat.

Keywords: The Students' perception, English teaching and learning in the post pandemic era.

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ABSTRAK

Penelitian ini membahas tentang persepsi siswa tentang proses belajar mengajar bahasa Inggris online di era pasca pandemi di SMAN 2 Kampung Rakyat Labuhanbatu Selatan. Ada beberapa kesulitan yang mempengaruhi siswa melakukan pembelajaran virtual menggunakan aplikasi online, seperti para guru kebingungan menghadapi era pandemi ini karena semua proses belajar mengajar berubah menjadi virtual. Kebingungan ini juga berdampak pada kegiatan belajar mengajar di semua SMA dan siswa merasa remeh tentang pembelajaran daring sehingga menyebabkan kurangnya minat belajar mereka.

Rumusan penelitian ini adalah bagaimana persepsi siswa tentang proses belajar mengajar bahasa Inggris online di era pasca pandemi di SMAN 2 Kampung Rakyat Labuhanbatu Selatan?. Tujuan penelitian ini adalah untuk mengetahui persepsi siswa terhadap proses belajar mengajar daring pada era pasca pandemi di SMAN 2 Kampung Rakyat Labuhanbatu Selatan.

Jenis penelitian ini adalah penelitian kuantitatif. Penelitian ini menggunakan metode deskriptif. Sample penelitian ini adalah 32 siswa di SMAN 2 Kampung Rakyat Labuhan Batu Selatan kelas XI MIA yang telah dipilih dengan menggunakan simple random sampling. Peneliti menggunakan kuesioner untuk mengumpulkan data. Kemudian, menganlisi peneliti menggunakan mean score.

Hasil penelitian menunjukkan bahwa persepsi siswa terhadap pembelajaran online di SMAN 2 Kampung Rakyat Labuhanbatu Selatan berada pada kategori baik. Siswa juga menyatakan bahwa metode pembelajaran online yang diberikan oleh guru mudah dipahami, siswa merasa sudah mahir dalam menggunakan aplikasi pembelajaran online juga terlihat 61% siswa setuju tentang Pembelajaran bahasa inggris secara online di SMAN 2 Kmapung Rakyat.

Kata Kunci: Persepsi Siswa, proses belajar mengajar bahasa inggris di era pasca pandemi.

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Padangsidimpuan,   November 2022
Researcher

MERIYANI HARAHAP

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Language is an important thing in human life which is also means of communication in daily activities. According to Wibowo definite, that language is a system of symbols that those are meaningful and articulate sound (generated by said tool) by a group of men to produce feelings and thoughts.[1] Humans use language as a means of communication with other people around them. Without language, it is difficult to communicate with others.Communication is essential for human life with human communication it will be easier to provide information, carry out a job, or even realize an idea. Communication will be carried out well if the sender and receiver understand the information correctly.

English as an international language is one of the most important language to humans. Because of to importance by English in communication between people, English is used as a subject in schools and even as an additional subject outside of school. In formal schools, lessons begin at the junior high school, senior high school, and universities. Teaching and learning at the junior high school level is very interesting to be studied. Therefore, the researcher conducts research of English teaching and learning process at SMAN 2 Kampung Rakyat.

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[1]Vera Fatmawati, "Phonoogical and Morphological Errors in Students' Reading Aload Prounacation at State Healt Polythechnic in Tasikmalaya" 01, no. 01 (2018): p 90-98, htpps://journal.lppmunindra.ac.id/index.php/inference/article/view/3820.

Along with the development of modern technology era, e-learning was development to facilities learning English. The transition of the teaching and learning process from the conventional direct or face to face communication to online learning system certainly has significant different. There are several problem faced. Like teaching materials, learning instructions, and the learning environment.

Covid-19 (Corona Virus Disease 2019) pandemic era since it was first decected in December, 2019 in Wuhan city, Hubei province of China.[2]Every country has tried to deal with the virus and its impact on people, especially this virus entered Indonesia. Corona virus came to Indonesia since January 2019 until 2022, but in 2022 it was post pandemic era. It can be said that the Covid-19 pandemic is a heartbreaking problem for the all population of the earth.

Many segments are affected by the Covid-19 pandemic in life such as health, economy, education, and etc. The government policy urges the public to practice social distancing and should self-isolation at home.[3] In addition, the government has also closed schools and universities to reduce direct contact with the community for save lives.

The Covid-19 pandemic have a huge impact every schools, univercities or other college levels, which closed in the middle of March,

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[2]Joko Gunawan, Yupin Aungsuroch, and Mary L Fisher, "One Year of The Covid-19 Pandemic : Nursing Research Priorities for The New Normal Era" 6, no. 6 (2020): p.89, http://www.belitungraya.org/BPR/index.php/bnj/article/view/1255.

[3]Elex Sarmigi, "Analysis the Impect of Covid-19 on the Development of UMKM in Kerinci," Al-Dzahab 1, no. 1 (2020): p.3, https://covid-19.elsevierpure.com/em/pub;ications/one-year-of-the-covid-19-pandemic-research-priorities-for.

the impact also felt by families in Indonesia who are not used to learning at home. Even of students before used to learning face to face with teachers and friends. So teaching and learning process on this era must do it by online learning, which requires students and teachers to use technology to be able to learn.

The learning system by integrating with an internet connection with the teaching and learning process is known as an online learning system or virtual learning system.So that teachers and students do virtual learning using online aplications. Based on private interviewed with Mrs. F on of the English teacher in SMAN 2 Kampung Rakyat Labuhanbatu Selatan. ”There are some diffuculties that influence the teachers and the students do virtual learning using online applications, such as, the teachers were confused about facing this pandemic era because all teaching and learning process turned virtual. This confused also has an impact on teaching ang learning activities in all senior high schools and the students felt trivial about online learning, causing a lack of interest on their learning”.[4] Therefore, the researcher wanted to do obeservation about the teaching and the learning on online English process in the post pandemic era at SMAN 2 Kampung Rakyat.

Based on the phenomena above, the reseacher was conducted the reesearch entitled "The Perception on Online English Teaching and Learning Process in the Post Pandemic Era at SMAN 2 Kampung Rakyat

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[4]F, English Teacher of SMAN 2 Kampung Rakyat Labuhanbatu Selatan, "Private Interview," at November 25th 2022.

Labuhanbatu Selatan".

B. Focus of the Problem

Based on the background of the problems, the researcher focuses on analyzing the students' perception of at SMAN 2 Kampung Rakyat Labuhanbatu Selatan at grade XI MIA on online English teaching and learning process in the post pandemic era.

C. Formulation of the Problem

From the explanation above, the researcher formulated the problem of the research as follow: "How is the students' perception of online English teaching and learning process in the post pandemic era at SMAN 2 Kampung Rakyat Labuhanbatu Selatan?".

D. Purpose of the Problem

From the formulation of problem, the purpose of this research was "to know the students' perception on online English teaching and learning process in the post pandemic era at SMAN 2 Kampung Rakyat Labuhanbatu Selatan".

E. Significances of the Research

The research is contributes some benefits for the expected to give valuable contributions presented as follow:

1. Students

The students' can understand the English learning process carried out the by teacher.

2. Teachers

    The teacher can know the materials delivered to students and can be as input and evaluation of teacher performance so that it can be useful in improving the quality of teaching English during in pandemic.

3. For schools

    This research is expected to contribute positively in order to improve the quality of education.

4. Other researcher

    The research is used as the references for those who want to conduct a research of English.

5. The readers

    The writer expects to give information, model, or reference to be developed for further studies; the researcher hopes that others researchers evaluate, reconstruct, or modify this study and write further studies for other levels and objectives.

F. Definitions of Key Terms

Based on explanation, the researcher has conveyed some theories of each term. Therefore, the writer can conclude each variable as follow:

1. Perception

    Perception is a process of statement of people from things and feeling. That uses sense organs that are: sight, hearing, taste, smell, and touch. Perception also is a process entering the

information to brain.

2. **English Teaching**

Teaching is giving and helping someone to learn to do something, giving instruction, guiding in the study of something, proving by knowledge, causing to understand.

3. **English Learning**

Learning is a process brings and environment effect to the purpose of making changes in one knowledge, skills, value, and worldviews. So that is process carried out between teachers and students, where there activities have education that purposed to build and develop the potential of students, therefore teachers are expected to able the designing motivation learning for students.

4. **Pandemic Era**

The covid-19 pandemic era is an event of the spread of covid-19 (corona virus disease 2019) trough out the world for all countries. A common symptom of pandemic includes fever, dry cough, headache, sore throat, or shortness of breath. This virus forces the people to do the social distancing, work from home and studying from home as well.

5. **Online Learning**

Online learning is the learning process between teacher and students from the different place by using internet and one of the most effective media or learning methods that is able to reach a

very wide area, at a relatively low cost. Basically online learning is done by using some applications such as *Whatsapp, Google Classroom, Google Meet, Zoom* and *Google Form.*

So the title in this research "The Perception of Online English Teaching and Learning Process in the Post Pandemic Era at SMAN 2 Kampung Rakyat Labuhanbatu Selatan". Means the perception of the students' at SMAN 2 Kampung Rakyat in learning through online after the situation of Covid-19 end.

G. Outline of the Thesis

This research is divided five chapters. Each chapter consists of some title/chapters with details as follow:

Chapter I discuss of introduction that consist of background of research, focus of the problem, formulation of the problem, purpose of the research and significant of the research.

Chapter II consists about theoretical description that consist review of related literature with some sub theory about perception, English teaching and learning in pandemic and review of related findings.

Chapter III consists about the research method that consist of time and place of the research, the methods of research, population and sample, instrument of collecting data, technique of collecting data, instrument validity and reliability, and technique of analysis data.

Chapter IV consists of the result of the research that consist of description of the data with some sub theory about the students' perception

of online teaching and learning process in the post pandemic era

Chapter V contains the conclusions about the result of the research and suggestion which is given to students by researcher.

CHAPTER II

THEORETICAL DESCRIPTION

A. Review of Related Literature

1. English Teaching and Learning in Pandemic

Teaching is giving and helping someone to learn to do something, giving instruction, guiding in the study of something, proving by knowledge, causing to understand. The definition of teaching cannot be parted from the definition of learning. The understanding towards the concepts of teaching and learning may underline the success of language teaching and learning process.

Moreover, the following presents a discussion on the nation of teaching and learning. Teaching and learning process has a state that learning is normally considered to be a conscious process which consists of the committing to memory of information relevant to what is being learned.[5] It means that learning is a process brings and environment effect to the purpose of making changes in one knowledge, skills, value, and worldviews.

Teaching and learning activities during in Covid-19 pandemic era has significant changes, including the methods and facilities used by teachers, when teaching especially in the learning system. Learning that was originally offline learning or face to face into online learning.

Before the pandemic era teaching and learning is a normal activity, the

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[5] Y. M. Harsono, "Developing Learning Materials for Specific Purposes," *TEFLIN Journal - A Publication on the Teaching and Learning of English* 18, no. 2 (2015): 169, https://doi.org/10.15639/teflinjournal.v18i2/169-179.

teacher and student can directly understand and follow, and the teacher question to student can ask directly. The final result or assessment also changes. For daily test, student usually use by paper bow the student must be use media to work on the question the media is hand phone and internet.

Teaching and learning activities that occurred during the Covid-19 pandemic has brought some change to teachers, students and parents. According to Chang state that change in the learning system during Covid-19 pandemic had an impact in the learning activities of teachers, students, and parents.[6] Therefore teachers always giving the motivation and support to student so that feel bored when studying in this pandemic era.

As for the methods used by the teacher in online learning, there are two kinds that are: lecture method and task learning method in the form of assignments. The firs lecture method is carried out by teacher for giving a photo in the form of summary from the material then explained verbally using voice notes and sent to Whatsapp group. Next, task learning method is give the assignment to the students are the main **focus** of learning that will be used to students and teachers as proof at absent and assignment.[7] So, in this lesson students are asked to do task then the

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[6] Ronghuai Huang et al., "Disrupted Classes, Undisrupted Learning during COVID-19 Outbreak in China: Application of Open Educational Practices and Resources," Smart Learning Environments 7, no. 1 (2020), https://doi.org/10.1186/s40561-020-00125-8.

[7] Donald D. Hoffman, Manish Singh, and Chetan Prakash, "The Interface Theory of Perception," Psychonomic Bulletin and Review 22, no. 6 (2015): 1480–1506, https://doi.org/10.3758/s13423-015-0890-8.

teacher discusses, correct, and rates the assignment.

According to Carliner, online learning is access to learning experiences via some technology and other definition from Anderson defines that online learning as a subset of distance education that has always been concerned with providing access to an educational experience that is, at least, more flexible in time and space than campus-based education.[8] It means online learning during the pandemic is that teachers and students do not go to school, but they teach and study from home using technology.

Facilities in during the Covid-19 related use of technology to giving information and communication. So technologies to support teachers and students must be have Smartphone or laptop, and quota for support the learning process. An another facilities for supporting using some applications that are: *Google Classroom, WhatsApp, Zoom, Google Meet,* and *Google Form*, and even other applications, the teachers make summary of the material and ask student to take a summary of the material from school, then photocopy them and collect them back.

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[8] Retno Puji Rahayu and Yanty Wirza, "Teachers' Perception of Online Learning during Pandemic Covid-19," Jurnal Penelitian Pendidikan 20, no. 3 (2020): p. 392–406, https://doi.org/10.17509/jpp.v20i3.29226.

2. Components in Teaching and Learning Process

There are some components to support teaching and learning process running well and effectively. Those components are relating each other and the teaching process will be interrupted if there is missing a component. Teaching and learning process can be divided into seven components,[9] as follows:

1) Students

The student is the seeker, receiver and saver of the subject materials needed to achieve the goal. In the teaching and learning process, the students are the one who seek the knowledge which is delivered by the teacher.

2) Teacher

The teacher is the manager of teaching and learning activities and the teaching arranger. A teacher also has big contribution to make the teaching and learning run effectively.

3) Goal

Goal is an effort about the intended changes which could be achieved after following certain teaching and learning process. These changes involve affective, cognitive, and psychomotoric areas. The goal of teaching and learning process must be realistic in accordance with the needs of the students.

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[9] H. J Giono, Belajar Dan Pembelajaran (Surakarta: Sebelas Maret University Press, 1997), p. 20.

4) Material

Materials have an important role in teaching and learning process. Material is one of curriculum component or can be called curriculum content, usually it include textbook or books that were appropriated to their curriculum. Many kind of materials can be used the teachers. Besides handbooks for material, teachers can use cassettes, posters, pictures and dictionaries to support the teaching and learning process.

5) Method

Method is an overall plan for orderly presentation of language material, no part of which contradicts and all of which is based upon the selected approach an approach is axiomatic whereas methods is procedural. It means that method is treated at the level of design in which the role of research, learners and instructional material are specified.[10] The methods treat at the level of design. Without method a teachers will not able to teach optimally.

6) Media

The word "media" comes from the Latin and it is the plural of "medium" which means mediator of agent. Media are devices used for conveying the information to the students so that they are can achieve the goal easily. Media are things that characterize delivering message and able to stimuli the thought, feels and

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[10] Endang Fauziati, *Teaching Of English as Foreign Language (TEFL)* (Surakarta: Muhammadiyah University Press, 2002), p.5, http;//scholar.google.co.id/citations?view-citation&hl=en&user=T3Z0lo0AAAAJ&citation-for-view=T3Zlo0AAAAJ:EUQCXRtRnyEC.

audiences (students) desire so they can support them in the process of studying. So media are things to transfer messages which are able to stimulate ideas, feelings and student's desire to support the learning process on them.

7) Evaluation

Gronlund in state that the evaluation is a systematic process of determine the extent to which instructional objectives are achieved by students.[11] It means evaluation is an assessment activity to achieve student competence, in this process must be interrelated in terms of gathering and interpreting information to assess and plan a teaching system.

3. Effective Teaching and Learning Process

An effective teaching and learning process requires four sequential steps, as follows:

1. Teachers preview the design of the course's disciplinary content.
2. The second, teachers communicate information clearly and specifically to convince students listening and learning will benefit them.
3. Teachers lead interactive classes utilizing a variety of instructional approaches interspersed with engaging learning activities.
4. Teachers reinforce and strengthen learning through use of a variety of learning assessments and the last,students take action by using knowledge and skills learned.[12]

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[11] M. Ngalim Purwanto, *Prinsip-Prinsip Dan Tehnik Evaluasi Pengajaran* (Bandung: Rosdakarya, 2012), p.3.
[12] Angela Lumpkin, "Effective Teaching and Learning—A Five-Step Process," *Journal of Education and Culture Studies* 4, no. 3 (2020): p.34, https://doi.org/10.22158/jecs.v4n3p32.

So, if the five steps are carried out optimally, the teaching and learning process will be carried out effectively and run well.

4. Platform for Online Learning

There are many platforms which can be used for online learning or distance support lots of platform, many platforms to help support the online learning process so that it can be done well. Those are: Google Classroom, Whatsapp, Zoom, Google Meet, and Google Form in online learning.

a. Google Classroom

Google classroom is an application which allows the creation of classroom in the Maya world. In addition, Google classroom can be of distributing tasks submitting assignment and even evaluate the submitted assignment. Google classroom facility the teachers to create and organize assignments quickly, provide feedback efficiently, and communicate with their classes with ease.[13] Get material provide by teachers, send assignment, quizzes.

Google Classroom can help students keep files organized, paperless in one program.[14] Therefore, use Google classroom can save usage paper and also make learning more interactive so that student interest in study is high. As Google classroom can make it

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[13] Izwan Nizal Mohd Shaharanee, Jastini Mohd Jamil, and Sarah Syamimi Mohamad Rodzi, "Google Classroom as a Tool for Active Learning," *AIP Conference Proceedings* 1761, no. August (2016), https://doi.org/10.1063/1.4960909.

[14] K. L. Cristiano and D. a. Triana, "Google Classroom as a Tool-Mediated for Learning," *Journal of Physics: Conference Series* 1161, no. 1 (2019), https://doi.org/10.1088/1742-6596/1161/1/012020.

easier for teachers and students in carrying out the process learning.

b. Whatsapp

Whatsapp is an instant messaging application that needs to use internet data packages when it wants to sent receives messages or various media such as sound, video and image and document.[15] This application is also used for learning.

Whatsapp has many benefits to student increasing active to discussion. Teachers and students with this application can more easily interaction and sharing academic information. And according to Echheverrie, that also trough Whatsapp, students feel satisfied and like this application.

Therefore whatsapp has positive respond from the students because students showing increased learning in developing students' communication trough discussion forum.[16] So using Whatsapp is more effective to use for online learning, especially among teenagers, which is easy to understand.

c. Zoom

Zoom is an application for communication especially in form of video call that can collect people with a quite a lot enough of capacity. Moreover, zoom is an easy and reliable cloud platform for video and audio conferencing, collaboration, chat and webinars

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[15] Inggar Tri Agustin Mawarni et al., "Effectiveness of Whatsapp in Improving Student Learning Interests during the Covid-19 Pandemic," *4th International Conference on Vocational Education and Training, ICOVET 2020*, 2020, 248–52, https://doi.org/10.1109/ICOVET50258.2020.9230031.

[16] Agustin Mawarni et al.

across mobile devices, desktops, telephones and room system.[17] In zoom teacher can show presentation in the screen sharing and student can watching to understanding material from teacher.

Teacher also ask student to reflecting or evaluating, on their lesson by recording a video and sharing it. So zoom is effectiveness with teachers and students can meet face to face virtually and other communication in learning process in this pandemic era.

d. Google Meet

According to Lewandowski, defined that Google meet is an application from Google which is a video communication application service developed by Google.[18] Google meet also same with zoom, basically this platform also makes video call for teaching and learning but the capacity is not so much like zoom. Google meet can be used as an alternative for direct interaction on teaching and learning process in pandemic era.

Furthermore, Google meet had problems, namely understanding and comfort of student when attending the meet class and the disruption of difficulty of the internet or network when student wanted to enter the meet.[19] But apart from that,

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[17] Andi Bulkis Maghfirah Mannong, "The Students' Eyesight: The Effectiveness of Learning-Based Applications on Elt in Pandemic Era," ETERNAL (English, Teaching, Learning, and Research Journal) 6, no. 2 (2020): 394, https://doi.org/10.24252/eternal.v62.2020. p. 14.

[18] Diah Rosalina, Yuniarta Ita Purnama, and Meiga Ratih Tirtanawati, "Analysis of English Online Learning during Covid-19 Pandemic Trough Google Meet (Understanding in Learning English through Google Meet).," n.d., http://repository.ikippgribojonegoro.ac.id/1710. p. 9.

[19] Rosalina, Purnama, and Tirtanawati.

Google meet has advantages, namely the student and teachers can do learning remotely to avoid the spread of Covid-19.[20] So Google meet is an appropriate application for learning.

e. Google Form

Google form is an integrated we-based application that facilities the design of online survey, questionnaires, and quizzes with a user friendly application programming interface (API).[21] It means this platform can show some question from teacher trough form, survey like the format. Then students can give feedback and write, teacher also can give color to the format or give a, b, c, and d.

Based on the explanation above for each online learning application, the researcher can concluded that each application has strength and weaknesses in implementation. However, in the of teaching and learning process there will be certain problems like internet connection is less fast and teachers, student must have quota internet because if use the application need lot of quota internet for communicate with each other and the online application used by teachers in online learning at SMAN 2 Kampung Rakyat Labuhanbatu Selatan used the Whatsapp and Google Classroom applications.

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[20] Rosalina, Purnama, and Tirtanawati. p 10.

[21] Lisa Rakhmanina et al., "Students' Perception on Online English Learning during Covid-19 Pandemic Era," Silampari Bisa: Jurnal Penelitian Pendidikan Bahasa Indonesia, Daerah, Dan Asing 3, no. 2 (2021): p.428–39, https://doi.org/10.31540/silamparibisa.v3i2.1150.

5. **The Used Google Classroom and Whatsapp in SMAN 2 Kampung Rakyat**

The learning process must do online by using many kinds of applications, such as Zoom, Google Classroom, Hangouts, and Whatsapp, or even from Short Message Services (SMS), in their Phone.[22] Best on the statement this research took Google Classroom and Whatsapp in SMAN 2 Kapung Rakyat Labuhanbatu Selatan.

Google Classroom is an application which allows the creation of classroom in the Maya world. Google classroom is one of the applications that use forteaching and learning during online in the post pandemic era. Based on observation with the teachers of SMAN 2 Kampung Rakyat usually the teacher uses Google classroom to send the material in the form of absent, photo and video according to the learning material.

Besides being in the form of document or photos, Google classroom can send files trough the website page and after that students can ask questions through the comment column about what they don't understand and the teacher can respond the answer student questions.

Whatsapp is more effective to use for online learning, especially among teenagers, which is easy to understand. In addition to involving students in online learning activities using Google classroom in

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[22] Eka Sustri Harida, "Students ' Learning in Corona Virus Diseases 2019 (Covid-19) Situation" 08, no. 01 (2020): bk. p.27, http://194.31.53.129/index.php/EEJ/article/view/2675.

pandemic situation, students also uses Whatsapp to create conditions for learning activities to be carried out well.

This application is not only easy, cheap and practical; it also has quite complete features, one of which is a group chat that can be made free of charge easily and quickly with a group membership maximal of 250 people. With the service features that exist in the Whatsapp group of teachers and students communicate in English learning activities. Like with the ease of sending a dialogue or conversation through the voice note and also video. So both of application is used for in this school in teaching and learning online.

B. Review of Related Findings

The research shows some researches that have been done by several researches. The first, the research was done by Rakhmania, et al.[23] The results of this study indicate that most students are interested in online learning.

Online learning is considered to be more fun and flexible. In terms of the platform that is the medium for implementing online learning itself, the Whatsapp application is considered the best or dominant application and is very helpful for online learning during the pandemic. Therefore, this data proves that the research respondent had positive perceptions of online learning during the Covid-19 pandemic.

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[23] Rakhmanina et al. p. 39.

The second, the research was done by Yunita and Maisarah.[24] The results of this research indicated that the students have a positive perception of the implementation of the learning process during the Covid-19 pandemic the graduate program of English Education the University of Bengkulu with the average obtained score of 1211.25 which is in the good category. Moreover, the data obtained from the written interview showed that most students gave positive responses to online learning conducted at the graduate program of English education of the University of Bengkulu. These findings are expected to be taken into consideration to improve and prepare for the better future online and offline learning process at the University of Bengkulu, especially at the Graduate Program of English Education of the University of Bengkulu.

Furthermore, Rasmitadila, et al.[25] The analysis result found four main themes, namely, instructional strategies, challenges of teachers. This research contributes to the literature of online collaborative learning between teachers, parents, and schools that impact student success. Broadly, the success of online learning in Indonesia during the Covid-19 pandemic was determine by the readiness of technology in line with national humanist curriculum, support and collaboration from all stakeholders, including government, school, teachers, parents and the community.

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[24] Wisma Yunita and Ira Maisarah, "Students' Perception on Learning Language at the Graduate Program of English Education Amids the COVID 19 Pandemic," Linguists : Journal Of Linguistics and Language Teaching 6, no. 2 (2020): 107, https://doi.org/10.29300/ling.v6i2.3718.

[25] Rusi Rusmiati Aliyyah et al., "The Perceptions of Primary School Teachers of Online Learning during the COVID-19 Pandemic Period : A Case Study in Indonesia," Journal of Ethnic and Cultural Studies 7, no. 2 (2020): 90–109, https://www.researchgate.net/profile/Achmad-Samsudin/publication/342694914._

The next researcher is Sri Minda.[26] The findings of this research proved that online learning and students' motivation have a weak correlation. Using Pearson Correlation Coefficient it was found that r = 0.156 is lower than r table = 0.5. This internet based learning poorly affected the students' willingness to learn. The students were motivated when they have to learn trough online. As a matter of fact, motivation is the most essential element in influencing the students in learning virtually. This is happened because of several reasons including lack of technology skill, poor online learning designing, money and time consuming, and the inadequate internet access.

The next researcher is Najah, et al.[27] The result showed that in teaching and learning English trough e-learning during pandemic covid-19, the teachers had difficulties in operating technology such as Whatsapp Group, Google Form, Zoom Apps, and E-mail. They had no experiences in dealing with learning online. Both the research and the students had same connection problem because of having no internet access and quota. Thus the students did not response to online learning well so then teaches had to them at their houses.

The last is Evida, et al.[28] The result from this research show that a

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[26] Sri Minda Nasution, "Online Learning and Students' Mo A Research Study on the Effect of Online Learning and Students' Motivation in IAIN Padangsidimpuan," Asian Social Science and Humanities Research Journal (ASHREJ) 2, no. 2 (2020): 09–16, https://doi.org/10.37698/ashrej.v2i2.31.

[27] Siti Raudhatun Najah, Salwa Chaira, and Hijjatul Qamariah, "Teachers ' Perception on English Language Teaching and Learning Trough E-Learning" 1, no. 1 (2021), http://scholar.google.com./scholar?hl=id&as-sdt=0%2C5&q=siti+raudhatun+najah&btnG=3gs-qabs&t=1650510846870=%23p%3D0-69vVRmWYkJ.

[28] Vita Evida et al., "Analysis of Teacher ' and Students ' Perception Toward Online Learning During the Pandemic," n.d., p 1-7, http://repository.ikippgribojonegoro.ac.id/id/eprint/1680.

positive perception comes from the teacher and negative perceptions come from students. The teacher gave a positive responses even thought he had difficulty seeing online learning as a good method to apply to his students to be more because of the lack of supporting facilities they have such as a smooth internet signal and adequate internet quota. Online learning is considered to be more fun and flexible. In terms of the platform that is the medium for implementing online learning itself, the Whatsapp application is considered the best or dominant application and is very helpful for online learning during the pandemic. Therefore, this data proves that the research respondent had positive perceptions of online learning during the Covid-19 pandemic.

Broadly, the success of online learning in Indonesia during the Covid-19 pandemic was determine by the readiness of technology in line with national humanist curriculum, support and collaboration from all stakeholders, including government, school, teachers, parents and the community. The findings of this research proved that online learning and students' motivation have a weak correlation. The students were motivated when they have to learn trough online.

This is happened because of several reasons including lack of technology skill, poor online learning designing, money and time consuming, and the inadequate internet access. The teacher gave a positive responses even thought he had difficulty seeing online learning as a good method to apply to his students to be more because of the lack of supporting

facilities they have such as a smooth internet signal and adequate internet quota.

CHAPTER III

RESEARCH METHODOLOGY

A. Place and Time of the Research

This research was done at SMAN 2 Kampung Rakyat Labuhanbatu Selatan. That is located in Jl. Teluk Panji, Kec. Kampung Rakyat, Kab. Labuhanbatu Selatan, North Sumatera.

The research began from July 2021until Juny 2022.

B. Research Method

The kind this research was quantitative research. Lodico said, "All quantitative research approaches summarize result numerically. However, the approaches differ in their goals and the procedure used to collect data".[29] It means the research which related with the numerical called quantitative research, and all of them have different in goal and procedure.

The method of this research used descriptive method. According to Nazir,[30] Descriptive method is a method which describes the status of people, an object, a set of conditions, a system of thought or class of events in the present time naturally: The method is used to describe and data analysis to know the description perception of online english bteaching and learning fromthe students' in the post pandemic era.

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[29]Marguerite G Lodico, *Method in Educational Resarch: From Theory to Practice* (San Fransisco: Jossey Bass A Wiley Imprint, 2006), p. 12.

[30]Moh Nazir, *Metode Penelitian* (Jakarta: Ghakia Indonesia, 2003), 54.

C. Population and Sample

Population and sample details in this research as follows:

1. Population

The population in this research were the studentsof the SMAN 2 Kampung Rakyat Labuhanbatu Selatan at grade XI MIA. They consist of three classes and the total numbers of them are 102 students who were divided as in the following table:

Table 1
The Population of the Research

No	Class	Population of Students
1	XI- MIA 1	32
2	XI- MIA 2	35
3	XI- MIA 3	35
Total		102

Sources: Administration Data of SMAN 2 Kampung Rakyat

2. Sample

Sample is the part of the population. It is the part of quantity and characteristic of the population. Next, sample is a part of the population, it must be representative.[31] In this research, the sample use probablity sampling which is random sampling. Based on Sugiyono, "Simple random sampling used when the sample is homogen and sample taking without looking of the levels in the population."[32] To take the sample, this research uses Slovin'sformula which explain as follow:

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[31]Sandu Siyoto and Ali Sodik, *Dasar Metodologi Penelitian* (Yogyakarta: Literasi Media, 2015), P.73.

[32]Sugiyono, *Statistika Untuk Penelitian* (Bandung: Alfabeta, 20007), p.81.

$$n = \frac{N}{n + Ne^2}$$

Where:
n = The total of the sample
N = Total of population
e = The limit of error tolerance.

So, this research uses formula above to determine the sample size, with the limit of error tolerance 10 % as follows:

N=
e = 10% (0,1)
n = ...?

$$n = \frac{102}{1 + 102.\,0,1^2}$$

$$n = \frac{102}{1 + 102x0,01}$$

$$n = \frac{102}{1 + 1.02}$$

$$n = \frac{102}{2.02}$$

n = 31.64 rounded to 32.
The sample of this research is showed below:

Table 2
The Sample of Research

No	Class	Population	Sample
1	XI- MIA1	32 Students	10 Students
2	XI- MIA2	35 Students	11 Students
3	XI- MIA 3	35 Students	11 Students
Total		**102** Students	**32** Students

Based on the table above, it could be seen that every class, the total of sample in this research is 32 students.

D. Instrument of Collecting Data

This research gave the questionnaire to the students. Questionnaire is an instrument in which respondents provide written responses to questions or mark items that indicate their responses. Sothis research used questionnaire to collect the data, because by using questionnaire, the answer was be well organized.

The questionnaire of this research was close-ended question. Close-ended questions are questions for which researchers do not provide the response options; the participants provide their own responses to questions. The items of questionnaire were written in Indonesian language for better understanding.

The questionnaire in this instrument used Likert Scale, it was level of agreement, which the given answers were; strongly agree, agree, rather agree, disagree, and strongly disagree.[33] Both of them had their own score. It was described in the following below:

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[33]L. R. Gay and Peter Airasian, *Educational Research Competencies for Analysis and Application* (USA: New Jersey, 2000).

Table 3
The Classification of Likert Scale

No	Symbol	Explanation	Favorable
1.	SS	Strongly agree	5
2.	S	Agree	4
3.	KD	Rather agree	3
4.	TS	Disagree	2
5.	STS	Strongly disagree	1

In continuation, each items of the questionnaire were developed from indicators of the students' perception. The researcher used 10 items about online English learning to know how the students perceived. The researcher was used likert scale started 5-1 which is: (5) strongly agree, (4) agree, (3) rather agree, (2) diasagree, (1) strongly diasagree. If the students answer strongly agree (5) then the score is 50 out of 10 items on each question, if students answer agree (4) then the score is 40 out of 10 items on each question, , if students answer rather agree (3) then the score is 30 out of 10 items on each question, , if students answer disagree (2) then the score is 20 out of 10 items on each question, and , if students answer strongly disagree (1) then the score is 10 out of 10 items on each question It was described in the following below:

Table 4
The Indicators of Students' Perception[34]

No	Indicators of Perceptions	Sub indicators	Item	Number of Question
1.	Acceptance	Acceptance n of online teaching and learning materials in pandemic era	4	1,2,3,4
2.	Understanding	Understanding the media and the strategies	4	5,6,7,8
3.	Evaluation	Evaluation of attitudes towards online teaching and learning in pandemic	2	9,10

E. Technique of Collecting Data

The procedures of collecting the data as follows:

a. Distributing questionnaire sheet to the students.

b. Explaining the purpose of the questionnaire.

c. Giving the time to do the questionnaire.

d. Collecting the questionnaire sheet.

e. Controlling the students in filling the questionnaire.

F. Instrument of Validity and Reliability

Validity is important for the research. In this research, the researcher used content validity to find out the validity of instrument for test. In completing the content validity, the test has construct, the test has construst the questions models and discuss with the relate expert. Anastasi in Mur's

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[34] Hasnidar, "Students' Perception of Using Online Learning Materials" (Muhammadiyah University of Makassar, 2020).

book stated that validity of a test concern what do test measure and how well it does so. Content validity is kind of the validity

1. Validity

The research used content validity to establish validity of instrument. Content validity is the validity obtained testing the feasibility of the content of the questionnaire trough rational analysis by experts or expert judgment.

So in this research, the questionnaire is validated by checking the questionnaire to the expert. Validator checked and rechecked whether the items of questionnaire topic have been suitable or not. The expert was Shokira Linda Vinde Rambe, M.Pd. A teaching media lecture in UIN SYAHADA Padangsidimpuan.

2. Reliability

Since the instrument given is a questionnaire, the value is a form of score and the score given is not 1 and 0. The test is carried out with the technique of "one shot" which only once and then the result analyzed using the Alpha formula,[35] namely:

$$r_{11} = \left(\frac{k}{k-1} \right) \left(1 - \frac{\sum \sigma_b^2}{\sigma_t i^2} \right)$$

Explanation:

r_{11} = Questionnaire reliability
k = Number of items
$\sum \sigma_b^2$ = Total score variance foe each item

[35] Arikunto Suharsimi, *Prosedur Penelitian Suatu Pendekatan Praktek* (Jakarta: Rineka Cipta, 2002), p.171.

$$\sigma_t^2 = \text{Total variance}$$

The number of item variances is obtain by firs finding the variances each item, then ass up with the formula:

$$\sigma_{total} = \frac{\sum x_i^2 - \left(\dfrac{\sum x_i^2}{N}\right)}{N}$$

Explanation:

X = The score of the research subject

N = Number of research subject

The result of the calculation of the reliability r_{11} is consulted with the r_{tabel} product moment with a significant level 5%. If $r_{xy} > r_{tabel}$ then the item being tested reliable. However, if $r_{xy} > r_{tabel}$, the item was being tested is not reliable.

G. Technique of Data Analysis

After the processed of data collection, the researcher analysed the data by using quantitative data. Analysis data means the process of calculation and arrangement systematically of the data was done by researcher. In quantitative research the most suitable analysis was using the statistical process and with following steps.

1. Identifying and calculating the answers of research subject in the questionnaire and including them in the table.

2. Determine the research subject answer score and include it in the table. To find the percentage of respondents' answer the formula:

$$Percentages = \frac{f}{N} \ x \ 100\%$$

Explanation:

f = Frequency sought the percentages

N = Number of sample frequencies

3. Identify mean, median and modus by using descriptive statistic to arrange and categorize the score of variable X. It is the second ways of presenting the data analysis. According to AnasSudijono, the three formula above had been explained below:

a. Know the mean (average) score by using the formula:
$$M(x) = \frac{\sum fx}{N}$$

b. Know the median score by using the formula:
$$Me = L + \left(\frac{\frac{1}{2}n - fkb}{fi}\right) xi$$

c. Know the modus of score by using the formula:
$$M_O = L + \left(\frac{fa}{fa+fb}\right) xi \ \text{atau} \ \ M_O = U - \left(\frac{fb}{fa+fb}\right) xi^{36}$$

4. To determine the level fromstudents' perception of online teaching and learning process in the post pandemic era, cumulatively, the formula contained in below:

a = Total Criteria Score X Number of Items X Number of Respondents

Cumulative score $= \frac{total \ score \ of \ data \ collectinga}{a}$ x 100%

The percentages value is communicated to the table below:

[36] AnasSudijono, *PengantarStatistikPendidikan* (Jakarta: PT Raja GrafindoPersada, 2008), p. 85-106.

Table 5
Criteria of Questionnaire Score[37]

Score	Criteria
0– 20%	Not Good
2I– 40%	Less Good
41– 60%	Enough
61– 80%	Good
81 -100%	Very Good

[37]Riduwan, *Belajar Mudah Penelitian Untuk Guru* (Bandung: ALFABETA, 2009), p. 89.

CHAPTER IV

RESULT OF THE RESEARCH

In this chapter, the research discussed the result the perception on online english teaching and learning process in the post pandemic era at SMAN 2 Kampung Rakyat Labuhanbatu Selatan. This research used percentages in statistic formula to analyze the data of the students' perception of online English teaching andlearning process. This research described data as follow:

A. Data Descriptionon on the Students' Perception on Online English Teaching and Learning Processin the Post Pandemic Era

This research used questionnaire to know students' perception of onlineteaching and learning process in the post pandemic era at SMAN 2 Kampung Rakyat Labuhanbatu Selatan. Questionnaire statement data based on the answers of 32 students'the score of the first until the last had described as follows:

Tabel 6
Indicator of Perception in Acceptance
(I Feel Learning Online Duringa Pandemic is Very Effective).

No	Response	Frequency	Percentage
1	Strongly agree	2	6.25%
2	Agree	8	25%
3	Rather agree	8	25%
4	Disagree	13	40.62 %
5	Strongly disagree	1	3.125 %
	Total	32	100 %

The sample answer question number 1, explained that2 students strongly agree, 8 students agree, 8 students rather agree, 13 students disagree, 1 student strongly agree with thestatement "I feel online learning during a

pandemic is very effective". It can be concluded that online learning during a
pandemic was effective because 56% students agree and 44% students
disagree. It was on enough level.

Tabel 7
Indicator of Perception in Acceptance
(I Feelthat the Methods Taught by the Teacher can be Understood Well).

No	Response	Frequency	Percentage
1	Strongly agree	7	21.87%
2	Agree	15	46.87%
3	Rather agree	6	18.75%
4	Disagree	4	12.5%
5	Strongly disagree	0	0 %
	Total	32	100 %

The sample answer question number 2,explained that 7 students
strongly agree, 15 students agree, 6 students rather agree and 4 students
disagree with the statement "I feel that the methods taught by the teacher can
be understood well". So it means that the methods taught by the teacher can
be understood well because 87% students agree with the statement and 13%
students disagree. It was on very good level.

Tabel 8
Indicator of Perception in Acceptance
(I Feel Online Learning Very Interesting)

No	Response	Frequency	Percentage
1	Strongly agree	2	6.25%
2	Agree	5	15.62%
3	Rather agree	8	25%
4	Disagree	1	3.12%
5	Strongly disagree	14	43.75%
	Total	32	100 %

The sample answer question number 3,explained that 2 students
strongly agree, 5 students agree, 8 students rather agree, 1 students disagree

and 14 students strongly disagree with the statement "Ifeel online learning not interesting". It can be concluded that online learning notinteresting because 46% students agree and 51% students disagree. It was on enough level.

Tabel 9
Indicator of Perception in Acceptance
(I Feel Learning English Online has become Easier)

No	Response	Frequency	Percentage
1	Strongly agree	1	3.12%
2	Agree	6	18.75%
3	Rather agree	6	18.75%
4	Disagree	3	9.37%
5	Strongly disagree	18	56.25%
	Total	32	100 %

The sample answer question number 4, explained that 1 student strongly agree, 6 students agree, 6 students rather agree, 3 students disagree and 18 students strongly disagree with the statement "I feel learning English online has become easier". It can be concluded that online learning English had not become easier because 41% students disagree with the statement and 59% students agree. It was on enough level.

Tabel 10
Indicator of Perception in Understanding
(I Feel that Using Google Classroom Easy to Understand)

No	Response	Frequency	Percentage
1	Strongly agree	4	12.5%
2	Agree	9	28.80%
3	Rather agree	10	31.25%
4	Disagree	1	3.12%
5	Strongly disagree	8	24%
	Total	32	100 %

The sample answer question number 5, explained that 4 students strongly agree, 9 students agree, 10 students rather agree, 1 student disagree and 8 students strongly disagree with the statement "I feel that using google classroom is easy to understand". It can be concluded that the using of Google classroom students felt easy to understand because 72% students agree with the statement and 28% students disagree. It was on good level.

Tabel 11
Indicator of Perception in Understanding
(I Feel Using Whatsapp Easy to Understand)

No	Response	Frequency	Percentage
1	Strongly agree	8	25%
2	Agree	12	37.5%
3	Rather agree	5	15.62%
4	Disagree	7	21.85%
5	Strongly disagree	0	0 %
	Total	32	100 %

The sample answer question number 6,23 explained that 8 students strongly agree, 12 students agree 5 students rather agree, and 7 students disagree with the statement "I feel using whatsapp easy to understand". It can be concluded that the students easy to understand online learning by whatsappbecause 78% students agree with the statement and 22% disagree. It was on good level.

Tabel 12
Indicator of Perception in Understanding
(I Feel Proficient in Using Online Learning Applications)

No	Response	Frequency	Percentage
1	Strongly agree	0	0 %
2	Agree	11	34.37%
3	Rather agree	15	46.87%
4	Disagree	5	15.62%
5	Strongly disagree	1	3.12%
	Total	32	100 %

The sample answer question number 7, explained that 11 students agree, 15 students rather agree, 5 students disagree agree and 1 student strongly disagree with the statement "I feel proficient in using online learning applications". It can be concluded that students proficient in using online learning applications because 81% students agree with the statement and 19% students disagree. It was on very good level.

Tabel 13
Indicator of Perception in Understanding
(I Feel When Learning Online Using Video or Photois Easier to Understand)

No	Response	Frequency	Percentage
1	Strongly agree	1	3.12 %
2	Agree	11	34.37%
3	Rather agree	6	18.75%
4	Disagree	11	34.37%
5	Strongly disagree	3	9.37 %
	Total	32	100 %

The sample answer question number 8, explained that 1 student strongly agree, 11 students agree, 6 students rather agree, 11 students disagree and 3 students strongly disagree with the statement "I feel when learning online using video or photo is easier to understand". It can be concluded that

the students felt online learning easier to understand by using video and photo because 56% students agree with the statement and 44% students disagree. It was on enough level.

Tabel 14
Indicator of Perception in Evaluation
(I Feel the Teachers' Assessment of me is Appropriate)

No	Response	Frequency	Percentage
1	Strongly agree	2	6.25%
2	Agree	17	53.12%
3	Rather agree	9	28.12%
4	Disagree	3	9.37%
5	Strongly disagree	1	3.12%
	Total	32	100 %

The sample answer question number 2, explained that 2 students strongly agree, 17 students agree, 9students rather agree, 3 students disagree and 1 student stronglydisagree with the statement Ifeel the teachers' assessment of me is appropriate. It can be concluded that the teachers' assessment of students was appropriate because 87% students agree with the statement and 13% students disagree. It was on very good level.

Tabel 15
Indicator of Perception in Evaluation
(I Feel I am Motivated to Learn English since Learning Online)

No	Response	Frequency	Percentage
1	Strongly agree	5	15.62%
2	Agree	7	21.87%
3	Rather agree	7	21.87%
4	Disagree	10	31.25%
5	Strongly disagree	3	9.37%
	Total	32	100 %

The sample answer question number 10,explained that 5 students strongly agree, 7 students agree, 7 students rather agree, 10 students disagree

and 3 students strongly disagree with the statement Iam motivated to learn English since learning online. It can be concluded that the students were motivated to learn English since learning online because 60% students agree with the statement and 40% students disagree. It was on enough level.

After calculating the score, it was gotten that the highest score was 90 and the lowest score was 42. To complete this research data, the researcher also calculated the mean score was 61.84, the median score was 70.82, and the mode was 70.19 (see in appendix). Mean score is the score which represent the general value that was achieved by the students. Median is the middle score or score which divided a distribution of data into equal part and mode is the score which has the most frequency.

So, the score resume of students perception of the eleventh grade students of SMAN 2 Kampung Rakyat Labuhanbatu Selatan has been gotten as table below:

Table 16

The Score Resume of Students' Perception

No	Statistic	Variable
1	High Score	90
2	Low Score	42
3	Range	48
4	Interval	8
5	Mean Score	61.84
6	Median Score	70.82
7	Mode	70.19

Based on the table above, it showed that mean was 61.84. It means that the students' perception was in good category. The revelation of data was

done to group the variable score of students; perception which the total classes 6 and interval 8.

Table 17

The Frequency Distribution of Students' Perception

Interval	Mid Points	Frequency	Percentage
42 – 49	33	4	12.5 %
50 – 57	41	6	18.75 %
58 – 66	49	11	34.37 %
67 – 74	57	7	21.87 %
75 – 82	65	3	9.37 %
83 – 90	73	1	3.12 %
Total		**32**	**100%**

Based on the above chart, it was known that the variable revelation of students students' perception showed that the respondent in interval 42 – 49 were 4 students (12.5%), interval 50 – 57 were 6 students (18.75%), interval 58 – 66 were 11 students (34.37%), interval 67 -74 were 7 students (21.87%), interval 75 – 82 were 3 students (9.37%), interval 83 – 90 were 1 students (3.13%).

In order to get a description of the data clearly and completely, the researcher presents them in histogram on the following figure:

Frekuency
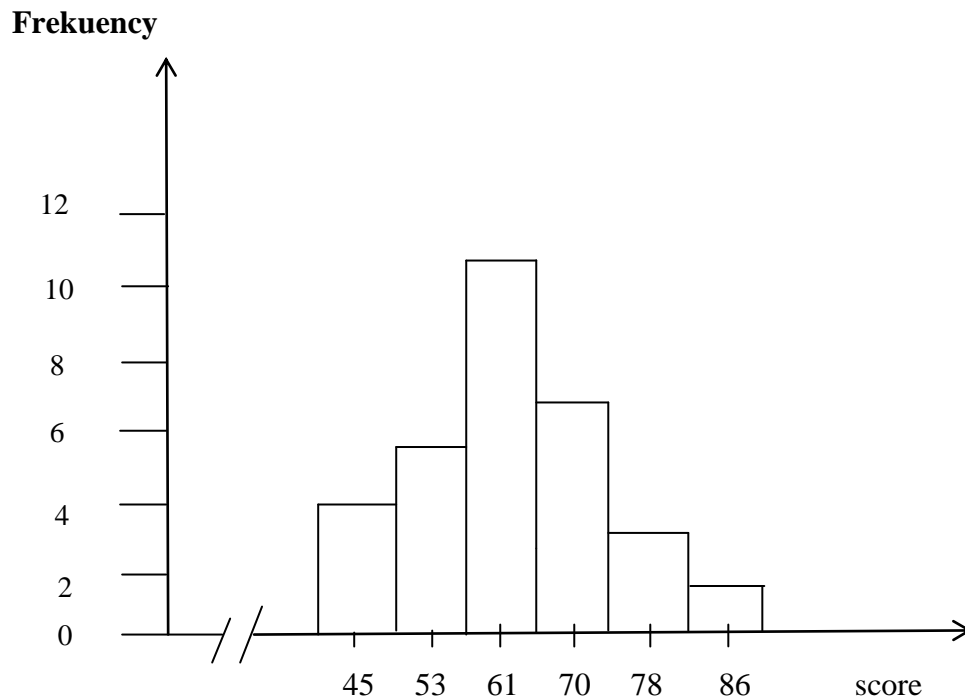
Figure 1: The Histogram of Students' Perception

Tabel 18
(Students' Perceptionof Online English Teaching and Learning Processin the Post Pandemic Eraat SMAN 2 Kampung RakyatLabuhanbatu Selatan)

Number of Questions	Frequency					Total	Average	Around
	SA	**A**	**D**	**DA**	**SDA**			
	5	**4**	**3**	**2**	**1**			
1.	2	8	8	13	1	93	2.90	3
2.	7	15	6	4	0	121	3.78	4
3.	2	5	8	1	14	70	2.18	2
4.	1	6	6	3	18	71	2.21	2
5.	4	9	10	1	8	96	3	3
6.	8	12	5	7	0	117	3.65	4
7.	0	11	15	5	1	100	3.12	3
8.	1	11	6	11	3	94	2.93	3
9.	2	17	9	3	1	112	3.5	4
10.	5	7	7	10	3	77	2.40	2

In this Table described that the students' perception of online teaching and learningprocess in the post pandemic era at SMAN 2 Kampung Rakyat Labuhanbatu Selatan was enough categories because 61% students agree with the implementation of online learning process in the post pandemic era. It can be said good perception based on the criteria of questionnaire score.

B. Discussion of Result

Based on the result of data analysis, the researcher got. The students' perception about the implementations of learning are less interesting to follow, the implementation of online English learning also feels more difficult than face to face/during learning. So,the perceptionthe students had effect on online teaching and learning process in the post pandemic era.

Related to this finding, Rasmitadilaet al,[38] found four main themes, namely, instructional strategies, and challenges of teachers. This research contributes to the literature of online collaborative learning between teachers, parents, and schools that impact student success. Broadly, the success of online learning in Indonesia during the Covid-19 pandemic was determine by the readiness of technology in line with national humanist curriculum, support and collaboration from all stakeholders, including government, school, teachers, parents and the community.

The   second,conductedby   Minda,[39]   also   proved   that   online

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[38]Rusi Rusmiati Aliyyah et al., "The Perceptions of Primary School Teachers of Online Learning during the COVID-19 Pandemic Period : A Case Study in Indonesia," *Journal of Ethnic and Cultural Studies* 7, no. 2 (2020): 90–109, https://www.researchgate.net/profile/Achmad-Samsudin/publication/342694914._

[39]Sri Minda Nasution, "Online Learning and Students' Mo A Research Study on the Effect of Online Learning and Students' Motivation in IAIN Padangsidimpuan," *Asian Social*

learningstudent'smotivation have a weak correlation. Using Pearson Correlation Coefficient, it was found that r=0.156 is lower than rtable=0.5. This internet based learning poorly affected the students' willingness to learn.

The students were motivated when they have to learn trough online. As a matter of fact, motivation is the most essential element in influencing the students in learning virtually. This is happened because of several reasons including lack of technology skill, poor online learning designing, money and time consuming, and the inadequate internet access.

Finally, Najahet al,[40] alsoshowed that in teaching and learning English trough e-learning during pandemic covid-19, the teachers had difficulties in operating technology such as Whatsapp Group, Google Form, Zoom Apps, and E-mail. They had no experiences in dealing with learning online. Both the research and the students had same connection problem because of having no internet access and quota. Thus the students did not response to online learning well so then teaches had to them at their houses.

Based on explanation above, it was proved that this research have the result almost same with other research. So, it is clearly students' perception have the significant at SMAN 2 Kampung Rakyat Labuhanbatu Selatan in good category. It aims to indentify and motivate the teachers and the students in proving creative and interesting learning media for students to learn. So that students do not feel bored in learning online by face to face, that learning

Science and Humanities Research Journal (ASHREJ) 2, no. 2 (2020): 09–16, https://doi.org/10.37698/ashrej.v2i2.31.

[40]Siti Raudhatun Najah, Salwa Chaira, and Hijjatul Qamariah, "Teachers ' Perception on English Language Teaching and Learning Trough E-Learning" 1, no. 1 (2021).

can be achieved effectively. Although all aspects cannot be achieved in different perceptions, this can be very useful in knowing every perception of students'.

C. Threats of Research

The researcher found the threats of this research as below:

1. The researcher asked the students to answer the questions, the researcher did not know how serious the students in answering the questions.

2. The researcher incapable of measure honesty aspects of the students in answering the questionnaire that given, until possibility the students cheat or guess.

3. The researcher did not know whether students concentrated or not in answering the questionnaire.

Test time was limit

CHAPTER V

THE CONCLUSION AND SUGGESTION

A. Conclusion

Based on the results of the research that has been done, the general conclusion obtained by the researcher in this research is that online English teaching and learning process in the post pandemic era is one of the efforts that can be used to achieve learning goals at SMAN 2 Kampung Rakyat Labuhanbatu Selatan.

According to the online English teaching and learning at SMAN 2 Kampung Rakyat Labuhanbatu Selatan in this is effective in good category. The students also stated that the online learning method provide by the teacher was easy to understand, the students felt they were proficient in using online learning applications too because 61% students agree that students learning English by online at SMAN 2 Kampung Rakyat in this implementation was accepted.

B. Suggestion

After finishing this research, the researcher got information in English teaching and learning process. Therefore, the researcher want to put forward are as follows:

1. Teachers who teach online should be more creative in making learning media, and be able to design learning activities that are liked to students so that students do not feel bored and learning indicators can be

achieved, and better master technology for the sake of achievement of learning objectives.

2. For future researcher, in order to be able to compare teacher perceptions regarding the use of technology in implementing online learning after the Covid-19 pandemic so that the technology media used is more effective.

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CURRICULUM VITAE

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Job	: House Wife

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1. SD Negeri 119545 Pangarungan 1   2005-2011
2. Ponpes Ahmadul Jariah Kota Pinang   2011-2014
3. SMA Negeri 1 Rantau Utara   2014-2017
4. UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan   2017-2022

Appendix 2

The Result of Questionnaire Students' Perception

No	Name	Answer Items										Score	Percentages %
		1	2	3	4	5	6	7	8	9	10		
1	MP	2	4	2	3	4	4	4	4	1	2	30	60%
2	AK	2	4	3	4	5	5	3	4	2	5	37	74%
3	HS	3	3	3	3	3	3	3	3	3	3	30	60%
4	MW	5	5	4	2	5	5	4	5	5	5	45	90%
5	WS	5	2	5	5	4	5	2	2	4	5	39	78%
6	IQS	2	5	2	3	4	5	4	4	4	4	37	74%
7	DDW	1	4	2	1	4	4	3	4	3	3	29	58%
8	MJT	4	4	2	2	3	3	4	3	5	3	33	66%
9	EP	2	5	2	2	2	2	3	4	4	4	30	60%
10	EM	2	2	2	2	2	2	2	2	4	2	22	44%
11	RY	2	5	2	2	2	2	2	2	4	2	25	50%
12	LYD	2	3	2	2	3	3	3	2	3	2	25	50%
13	DN	3	4	3	4	5	5	3	4	4	4	39	78%
14	DA	4	4	3	4	2	4	3	4	4	3	35	70%
15	ES	3	3	2	4	3	4	3	4	4	3	33	66%
16	SF	2	3	2	2	3	4	4	1	3	1	25	50%
17	IDD	2	4	2	4	4	4	4	4	4	4	36	72%
18	MA	3	4	3	4	5	4	4	3	4	5	39	78%
19	SDL	4	5	4	3	4	5	3	2	3	4	37	74%
20	SN	4	5	4	3	4	5	3	2	3	4	37	74%
21	KP	3	4	4	1	2	2	1	1	2	1	21	42%
22	IAR	3	4	4	2	3	5	3	2	4	2	32	64%
23	WR	4	3	2	2	4	4	4	2	3	4	32	64%
24	MA	4	4	2	2	4	2	4	2	4	2	30	60%
25	SN	2	4	3	2	1	3	4	1	4	2	26	52%
26	MY	2	3	2	1	3	4	2	4	3	2	26	52%
27	NI	2	4	2	2	2	2	2	2	2	2	22	44%
28	RRH	3	2	1	1	3	2	3	4	4	1	24	48%
29	OKM	3	5	3	2	3	4	3	3	4	3	33	66%
30	MAHH	4	4	3	3	2	4	3	2	4	2	31	62%
31	RP	2	2	1	2	3	4	3	3	3	3	26	52%
32	SA	4	4	5	2	2	3	4	3	4	5	36	72%
										Mean			61%
										Category			Good

Appendix 3

VARIABLE X

(STUDENTS' PERCEPTION)

1. Maximum and minimum score of students were gotten from by setting the

    variable score from the low to the high score:

42	44	44	48	50	50	50	52	52	52
58	60	60	60	60	62	64	64	66	66
66	70	72	72	74	74	74	74	78	78
78	90								

2. High score = 90

3. Low score = 42

4. Range

    R = High score – Low score

    $= 90 - 42$

    $= 48$

5. The total of classes (BK) = 1 + 3.3 log n

    $= 1 + 3.3 \log (32)$

    $= 1 + 3.3 (1.505)$

    $= 1 + 4.966$

    $= 1 + 5$

    $= 6$

6. Interval (i)

    $I = \dfrac{Range}{Many\ class} = \dfrac{48}{6} = 8$

No	Class Interval	F	X	FX	F_{kb}	F_{ka}
1	42 – 49	4	45	180	N=32	4
2	50 – 57	6	53	318	28	10
3	58 – 66	11	61	671	22	21
4	67 – 74	7	70	490	11	28
6	75 – 82	2	78	234	4	31
7	83 – 90	1	86	86	1	N=32
	Total	32		1979		

7. Mean score

$$X = \frac{\Sigma FX}{F}$$

$$= \frac{1979}{32}$$

$$= 61.84$$

8. Median

$$Me = \ell + \left(\frac{\frac{1}{2}n - fkb}{fi}\right) \times i$$

$\ell = 61.84$

$fi = 11$

$i = 8$

$F_{kb} = 22$

$1/2n = 16$

$$Me = \ell + \left(\frac{\frac{1}{2}n - fkb}{fi}\right) \times i$$

$$Me = 66.5 + \left(\frac{\frac{32}{2} - 22}{11}\right) \times 8$$

$$Me = 66.5 + \left(\frac{16 - 22}{11}\right) \times 8$$

$$Me = 66.5 + \left(\frac{-6}{11}\right) \times 8$$

$$= 66.5 + 4.32$$

$$= 70.82$$

9. Modus

$$Mo = \ell + \left(\frac{fa}{fa+fb}\right) \times i$$

$\ell = 66.5$

$fa = 6$

$i = 8$

$fb = 7$

$$Mo = \ell + \left(\frac{fa}{fa+fb}\right) \times i$$

$$Mo = 66.5 + \left(\frac{6}{13}\right) \times 8$$

$$= 66.5 + 3.69$$

$$= 70.19$$

Appendix 5

DOCUMENTATIONS

Picture 1. Distributing questionnaire sheet to students

Picture 2. Explaining the questionnaire to students

Picture 3. Limiting the questionnaire

Picture 4. Recollecting the questionnaire