

**ANALYSIS OF STUDENTS LEARNING OUTCOME
TOWARD ONLINE MEDIA IN PANDEMIC OF VIII GRADE
OF SMP NEGERI 2 BAKI SUKOHARJO**

THESIS

**Submitted as a Partial Requirement for the degree of Sarjana
in English Language Departement**



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Assalamu'alaikum. Wr. Wb.

After reading thoroughly and giving necessary advices, herewith, as the advisor. I state that the thesis of

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Has already fulfilled the requirement to be presented before The Board of Examiners (Munaqosyah) to gain Undergraduate Degree in English Language Education. Thank you for the attention.

Wassalamu'alaikum. Wr. Wb.

Surakarta, June 7th 2023

Advisor



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DEDICATION

This thesis is dedicated to:

1. My beloved parents
2. My beloved husband
3. My beloved parents in law
4. My beloved brother
5. My beloved Family
6. My beloved Friends
7. All my lecturers of IAIN Surakarta
8. All of my classmate “C” class.
9. My almamater uin Raden Mas Said Surakarta

MOTTOS

“If you don’t give up, you still have a chance. Giving up is the greatest failure”

(Jack Ma)

“No one knows, someone’s abilities before trying”

(Publius Syrus)

PRONOUNCEMENT

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I hereby sincerely state that the thesis titled “Analysis Of Students Learning Outcome Toward Online Media In Pandemic Of VIII Grade Of SMP Negeri 2 Baki Sukoharjo” is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography. If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Surakarta, June 7th 2023

Stated by.



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The researcher realizes that this thesis is far from being perfect. The researcher hopes that this thesis is useful for the other in particular and the readers in general.

Surakarta, June 7th 2023

The Researcher,



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ABSTRACT

Alinawati Yevi, 2023, “Analysis Of Students Learning Outcome Toward Online Media In Pandemic Of VIII Grade Of SMP Negeri 2 Baki Sukoharjo”

Advisor : Prof. Dr. H. Sujito, M.Pd.,

Keywords : *Online Media Analysis, Learning Outcome, Pandemic.*

The objective of this research were 1) To find out the outcome of Online Learning Media during Covid 19 in VIII A class At SMP Negeri 2 Baki, 2) To find out of students respond by using Online Learning Media in learning during Covid 19 in VIII A class At SMP Negeri 2 Baki, 3) To find out the result of students score by using Online Learning Media in learning during Covid 19 in VIII A class At SMP Negeri 2 Baki.

This research is qualitative research to analyze the data. The subject of this research is the students of VIII A class At SMP Negeri 2 Baki. The data were collected by using observation, interview, document, and quisionnaire. The techniques of analysis data used class a. The techniques of collecting the data were 1) planning, 2) observing, 3) action and 4) reflexing. The data of this research were analyzed by students assignment scores, interview the teacher and the students and observation of the data. This research used method triangulation to get an appropriate data. This research took 4 meeting in online class. This research took in Interpreting class and there is a lecturer in that class. The subject of this research is the students of VIII A class At SMP Negeri 2 Baki.

So it could be concluded that the result of the research showed that the use of online media by google class room and whats app could improve the students speaking skill. It

could be seen from the qualitative data by prove the students” score got better in the post test I than the pre-test, and the post-test II got better than the post-test I. Another could be seen from the qualitative data that show the student was active and spirit in teaching learning proocess

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CHAPTER I

INTRODUCTION

This chapter describes rationale for conducting a study on teacher's preception of English Language Teaching Media, that is Power Point. The description covers the Background of The Study, Identification , The Limitation of the Problem, Research Question, The Objective of The Study, The Benefit of The Study and The Definition of The Key Term.

A. Background of The Study

Education is a process of learning to increase quality from academic potential side in order to shapes the character of each students. If education can occurred properly, it is a big influence from the Nation that has a high Qualified of Human Resources (HR). Therefore, it is important for the Nation to develop and increase education to be better. Education is the big role in National Development to made a strong Nation too.

During learning the teacher is required to make the teaching and learning environment as comfortable as possible and as conducive as possible so that students can understand the material provided comfortably and students also feel more comfortable accepting the material provided by the teacher. The result of these effort can be seen from the change in attitude and behavior of the students, they get knowledge and scores, and it make the learning process can be achieved.

Covid 19 has currently colonized the country of Indonesia, where the spread of the disease is very fast. Not only in Indonesia, but all corners of the world are currently experiencing a health crisis. Initially, the spread of Covid 19 had a profound impact on sluggish economic activity, not only that reported by Kompas daily news (2020), the government in several areas also made policies to close roads to restrict areas for residents who want to enter and exit in an area which is also called a lockdown. However, currently the impact of the outbreak is also being felt by education World.

The United Nations or the United Nations states that one of the sectors that is affected is there this epidemic is the world of education (Purwanto et al, 2020: 1). It makes several countries decided to close both schools and colleges. In an attempt to prevent the spread of Covid 19, the World Health Organization (WHO) recommends temporarily stopping activities that would potentially cause large crowds. Even during the outbreak, Covid 19 in Indonesia, there are many ways that the government has taken to prevent it spread by social distancing, one of which is the existence of a Ministry Circular.

Education and Culture (Kemendikbud) Directorate of Higher Education No. 1 of 2020 regarding the prevention of the spread of Covid 19 in the world of education. In this circular, the Ministry of Education and Culture instructs to conduct distance learning and advise the students to learn from their homes. As of last March 2020 Especially.

As quoted from the World Health Organization (WHO), the Corona virus comes from Coronaviruses (CoV) which causes illnesses ranging from the common cold to more severe ones such as the Middle East Respiratory Syndrome (MERS-CoV) and Severe Acute Respiratory Syndrome (SARS-CoV). While for Novel Coronavirus (nCoV) is a new strain that has not been previously identified on human. Coronavirus is zoonotic, meaning that it is transmitted between animals and humans. According to investigations that have been carried out, SARS-CoV was transmitted from civet cats or better known with civets to humans and MERS-CoV from camels to humans. However some Corona viruses also known to circulate in animals that have never previously infected humans.

So what exactly is meant by the Corona virus and when can someone be said to have contracted the virus. The Symptoms of Corona virus infection itself are quite difficult to see at first. This is because not everyone who is infected will immediately show the first symptoms of the virus Corona. It takes 2 to 14 days for the infected person to expel signs or characteristics of the Corona virus. During this grace period it could be people who are infected unconsciously pass it on to other people. This is

why it is so important to isolate yourself in the house first for about 2 weeks, especially for people that new only traveling to outside country or To do contact close with patient infected Virus Corona. In order to better understand what is meant by the Corona virus and its symptoms, here are a few characteristics of people infected with the Corona virus to a lesser extent, as quoted from the CDC:

1. Fever
2. Cough
3. Shortness of breath

Meanwhile, patients with higher levels will experience symptoms of the Corona virus in the form of:

1. Difficulty breathing or shortness of breath
2. Pain or pain in the chest
3. Dizziness or inability to stand and move the body
4. Lips or face looks blue

If you feel the symptoms of the Corona virus as mentioned above, especially the patient.

The most important way to prevent Covid-19 or Corona virus infection is to guard health and hygiene. As quoted from the WHO, the basic recommendations for prevention the spread of infection is to wash hands regularly with soap, cover up mouth and nose when coughing or sneezing, and cooking meat and eggs until cooked. Other than that, avoid direct contact with anyone who shows symptoms of the Corona virus, such as shortness of breath, cough and sneeze.

Those are some things you need to know about what is meant by the Corona virus. Hopefully, you better understand what is meant by the Corona virus and know the symptoms in humans and how to prevent it, we can all avoid the dangers of spread and viral infection.

During the Covid 19 outbreak, teachers are required to be able to provide material to students through Online Learning. There are several media used. such as, Google Meet, Zoom, Youtube, Power Point and Whatsapp. All of that is done in order to provide material to students so

that they can be studied in their respective homes. Teachers must be more creative in making learning arrangements that are fun to learn independently at home.

Covid 19 (Corona virus disease) is an infectious disease caused by the corona virus that was recently discovered. Most people who catch Covid 19 will experience mild to moderate symptoms and will recover without special treatment. The virus cause Covid 19 is mainly transmitted through the droplets that are produced when an infected person cough, sneeze or exhales. This droplet is too heavy, and can't stay on the air, so it quickly falls and sticks to the floor or other surface. You can catch it by breathing air that contains virus if you are too close to someone who is already infected by Covid 19. You can also get it if you touch contaminated surface and then touch your eyes, nose or mouth.

So, during Covid 19 teaching and learning activities that take place at school are not allowed. So students learn independently at home with the help of supporting media such as Google Form, Zoom, Google Meet and others. And there are students who feel heavy, some are happy. Due to the limitations of learning that can be carried out normally, it is believed that there will be several consequences that will arise.

Teachers are required to be more creative in teaching, both in learning methods as well as learning media that appropriate with technology developments. Now, the learning process is more complete if the learning conducted with using a learning media. According to Djamarah and Zain (2006: 121-122) learning media is communication process of deliver the message from message source through a media for a message receiver. Media is one of learning tool that facilitate the learning process directly, to reach the learning objective by effective and efficiencies.

Media is a learning information distributor or a message distributor. Learning media is an anything tool that can be a message distributor to reach the learning objective." It means that teacher is message source and students is receiver message and it can be conclude that the main function of the learning media is to facilitate teacher in delivering material to

students in classroom. On the other hand, learning media also to make the students easier in study as the preparation before teaching and learning process. Those, students are expected to catch the paradigm of the material that delivered by educators, and evaluation students can improve their learning outcome.

The technology that has been developed affect the learning media that used by teachers. Students also state that the use of the learning media have to follow the technology improvement of the learning. Learning media must be in accordance with the level of students ability in order to encourage their creativity. Learning media also prove their existence to improve the interest of students in learning because, according to Levie Lentz I Azhar (2013: 20) the one of learning media function is attentional function which learning media serves as a core to attract and direct the attention of students to concentrate the subject material related to the meaning of displayed visual or text. Those, learning objective achievement and desired learning outcome can be more easily and quickly.

Teacher and school are work together to realize the technology. Realize the technology is like learning media can be support the teachers in presenting the subject material in class. According to Levie and Lentz in Azhar (2013:20) one of four learning media function is compensatoris function visual media give the context to understand the subject material and organize the information in text and remember it. However, teacher must have the ability of using learning media, which the choosen learning media also deliver for students so that learning media can truly support in learning and does not hinder the learning process. Indirectly it is demanding the teachers to more provide innovation in learning, and increase the experience in the field of science and technology.

The rise of technology and communications like mobile android, tablets and laptops have a positive and negative effects. According to Munir (2009: 20) the positive effects of technology in Education is there are a mass media, a lot of new learning method and learning media to fulfill the learning facilities. However the negative effects of technology in

education is students become lazy in learn something, technology should made learning become more easy for students but they are spend their time to use social media and games that make students addicted. It also affects learning in the classroom, if students cannot control their self to not use mobile phone and teacher cannot control the students, it will be a problem in the classroom that have an impact on the learning interest of students.

Learning English before the pandemic can be done indoors. With various media and various learning techniques. But because of the pandemic, everything is limited. Not being able to leave the house doesn't mean not studying right. Therefore, teachers also make various efforts so that they can always facilitate their students to continue studying independently at home. One of them is a power point power point according to TechTems. Power Point is a presentation program developed by Microsoft. It is included in the standard Office suite along with Microsoft Word and Excel. The software allows users to create anything from basic slide shows to complex presentations. Therefore, teachers should have a good strategy to increase awareness of students in study by their self.

The awareness of students in study by their self is must be helped by teacher. The good idea is to make a learning media that can be use independently by students. One of idea is make a learning media based on android. Now, almost all students have a mobile phone especially with Android operation system.

All sciences disciplines including Accounting subjects require of Online Learning Media in Pandemic. At this time, researcher was observed in class VIII SMP N 2 Baki. The observation result of researcher is students are more spending their time to using smartphone than study. Smartphone have a lot of facilities such as playing games, playing music, and social media like facebook, instagram, twitter, soundcloud, chatting, etc.

According to Mark Battersby, p, learning outcome is think first about what is essential that students know or be able to do after the course or

program – what students need to know and could make powerful use of to enhance their lives and more effectively contribute to society. We believe that such reflection will lead instructors to focus on a broad synthesis of abilities that combine knowledge, scores and values into a whole that reflects how people really use knowledge.

Learning outcomes are statements that describe the knowledge or scores students should acquire by the end of a particular assignment, class, course, or program, and help students understand why that knowledge and those scores will be useful to them. They focus on the context and potential applications of knowledge and scores, help students connect learning in various contexts, and help guide assessment and evaluation.

Good learning outcomes emphasize the application and integration of knowledge. Instead of focusing on coverage of material, learning outcomes articulate how students will be able to employ the material, both in the context of the class and more broadly.

The success or failure of student learning outcomes can also be based on external factors. Which includes the family's economic conditions, supporting signals, whether there is a cell phone or not, whether someone helps or not, whether you can search on Google or not, whether there is a time limit for submitting assignments or not, and so on. Internal factors only come from the willingness of students to work on and students' knowledge, but here external factors are more dominant than internal, knowing that electronics or gadgets are now sophisticated.

Because of pandemic students and teachers have a lots problem to do their learning activities. So they must do do something new like online class via Google Meet, Zoom, power point, youtube and etc. Based on the phenomenon above, the research is conducted to analyze power point lerning media under The Title of **“Analysis Online Learning Media Toward Students Learning Outcome in Pandemic of VIII Grade of SMP N 2 Baki Sukoharjo”**.

B. Identification of The Problem

Based on the problem above it can be identified as follows:

1. The researchers want to know how the teachers use Online Learning Media to teach the students in SMP 2 Baki Sukoharjo during Covid 19.
2. The researcher want to know the students respond to the use of Online Learning Media in learning during Covid 19.
3. The researcher want to know how is the result of students respond to the use of Online Learning Media in learning during Covid 19.

C. The Limitation of The Problem

The researcher focus on the use of power point can improve students learning outcomes and the results of the score from the students. The researcher analyzed the data from students' worksheets from power point material. The researcher also analyzed the data from interview with the teacher and documents.

At SMP Negeri 2 Baki there are 8 classes for class VIII, namely from class VIII A to VIII H. Each class has 28 - 31 students. Every week they receive 1 material that their teacher makes using Online Learning Media and the teacher shares it via google form. Then after giving one material, the teacher gave an assignment as well and filled it in via google form.

D. Resarch Question

1. How is the use of Online Learning Media to improve students' learning outcomes during Covid 19?
2. How do students respond to the use of Online Learning Media in learning during Covid 19?
3. How is the result of students respond to the use of Online Learning Media in learning during Covid 19?

E. The Objective of The Study

To find out Power Point Media can improve students learning outcomes and of students learning outcome on the use of Power Point Media during the pandemic in English subjects in VIII A class.

1. To find out the outcome of Online Learning Media during Covid 19 in VIII A class At SMP Negeri 2 Baki.
2. To find out of students respond by using Online Learning Media in learning during Covid 19 in VIII A class At SMP Negeri 2 Baki.
3. To find out the result of students score by using Online Learning Media in learning during Covid 19 in VIII A class At SMP Negeri 2 Baki.

F. The Benefit Of The Study

The benefit of the study are:

1. For teacher.

This research is expected to improve the teacher quality as a facilitator for students. Teacher can use the technology in learning activities as an innovation delivering the material in the class. So the So with this research, hopefully there will be good developments in the world of education in the future for teachers and students.

2. For students.

The expected results of this research is power point can be a good media for students to understand the material from the teacher during Covid 19. Because because with the Covid 19 learning has caused a few obstacles in terms of delivering the material. It is hoped that with this research there are several things that can be improved in the future by teachers and students.

3. For readers.

This research is expected to get more knowledge about learning media, e learning and research about power point media. It is hoped that with this research the researchers will add insight and extensive knowledge in the process of getting involved in the field and can add experience in searching for information.

4. For others researcher.

The finding of this research can be used as the reference for other researchers who want to conduct a research about power point learning media. For other researchers, they can use this research paper as a reference for those who want to conduct a research. They can get the benefit from this research. They may use this research to get the similarity or difference with their or other research.

G. The Definition of The Key Term

1. E-Learning

E-learning is an acronym for electronic learning which is currently being developed more and more along with advances in computer technology and the internet. According to Nana Syaodih Sukmadinata (2007: 206-207), e in e-learning is not only an abbreviation of electronic, but also stands for experience, extended, and expended. The word electronic in e-learning means taking advantage of the addition of technological elements to the learning process so that it involves more hardware, software, and other electronic processes.

2. Learning Media

According to Prasetyo, et al., 2011: 16, Learning media is a tools or equipment to implement processes that enable educators and learners to carry out learning activities.

3. Online Learning Media

Online Learning Media according to Ashadi Siregar (in Kurniawan, 2005: 20) is general designation for a form of media based on telecommunication and multimedia. Online Learning Media is here to fill market demand due to the rapid development of technology.

Online Learning Media has characteristics, namely the speed of information where an event can be used as news that spreads right away. Then interactivity, meaning that readers not only read the news but can also comment on the news through existing features. There is an update, meaning that the news presented in the media is always updated and quickly readable by readers.

4. Learning Outcomes

Syaiful Bahri Djamarah (2002: 11) states that learning is a the process of behavior change is related to experience and practice. That is, purpose education is a change in behavior, both concerning knowledge, scores and attitudes, even covering all aspects of the organism or personal.

CHAPTER II

REVIEW OF RELATED LITERATURE

Due to the importance to know further details about the concept of this research, this chapter presented a tremendous range of information regarding the previous related research findings, the nature of teaching strategies and conceptual framework, which were all the fundamental guidelines to conduct this research.

A. Theoretical Frame Work

1. E-Learning

a. Definition of E-Learning

E-learning is an acronym for electronic learning which is currently being developed more and more along with advances in computer technology and the internet. According to Nana Syaodih Sukmadinata (2007: 206-207), e in e-learning is not only an abbreviation of electronic, but also stands for experience, extended, and expended. The word electronic in e-learning means taking advantage of the addition of technological elements to the learning process so that it involves more hardware, software, and other electronic processes.

The purpose of experience is to open wide and varied opportunities for all students to learn, according to the time available; the place; way; ingredient; nor the environment available. Extended means extending and expanding learning opportunities for students, not limited to certain programs but a lifelong continuous process. Expanded means open learning for everyone, the materials and topics discussed will then become broader so that learning will

not collide with the availability of funds. E-learning is very useful for students in studying learning materials because with this technology they can learn flexibly wherever and whenever needed. Material that is not understood by students at school can be relearned through e-learning so that it will make it easier for students to understand the material with more time because it is not limited like in school.

The definition of e-learning is very diverse, according to Daryanto (2010: 168) e-learning is a learning system that can help learning activities by utilizing electronic media. This definition focuses on the notion of e-learning in a learning system that utilizes the use of electronic media. According to Rusman (2012: 293) e-learning is all learning activities that use the help of electronic technology. Through e-learning, students' understanding of a material does not depend on the teacher / instructor but can be obtained from electronic media. Electronic technologies that are widely used include the internet, intranet, video or audio tape, broadcast via satellite, interactive television and CD-ROM (Rusman, 2012: 291).

This understanding is supported by the opinion of Elliot Masie, Cisco, and Cornelia (Munir, 2009: 168) which states that the notion of e-learning is learning where learning materials are delivered through electronic media such as the Internet, Intranet, Satellite, TV, CDROM, and others. So e-learning can not only be done with the internet, there are many examples of electronic media that can be used, and the internet is one part of e-learning. Some of the opinions above can be concluded that e-learning is a learning activity by utilizing the use of information technology, especially electronics such as the Internet, Intranet, Video and Audio Tapes, Satellites, TV, CD-ROM and so on. So e-learning can be done with all electronic media that support the learning process.

E-learning can be applied in conventional and distance education. E-learning can be applied in several forms, including through: Internet, Intranet, Video and Audio Tapes, Satellite, TV, CD-ROM, and so on. One form of e-learning that is being widely applied via the internet is web-based learning or commonly called web-based learning, which is a form of e-learning in which both content and delivery methods are carried out via the internet (web). Web-based learning can help learning to be clearer, more dynamic, and accurate and up to date so that students learn online more easily (Munir, 2009: 170). Because of these advantages, the research and development carried out has resulted in web-based e-learning.

b. E-learning principles

In carrying out e-learning based learning, there are several principles which is important to note. Munir (2009: 201) mentions this principle among others: first, e-learning as a learning process aid, expected to solve problems, generate creativity, create the learning process is easier, directed and meaningful. Second, e-learning too is an alternative in the education system that has the principle of high-tech-high touch that is, the process is more dependent on technology sophisticated and more importantly the high-touch aspect namely 'instructor and learners'. Therefore, the use of e-learning requires readiness teachers and students, facilities and learning system culture to be the third principle which requires further analysis.

These three principles serve as guidelines in compiling learning by using e-learning. These principles indicate that to encouraging the achievement of learning goals to the maximum, it should be learning made with e-learning is not arranged carelessly. There is ethics that must be adhered to, such as the ethics of writing scientific papers in this regard Inclusion of references or sources used in developing

learning, there is responsibility for the material and anything uploaded on e-learning.

Considerations for the use of e-learning should also pay attention to some e-learning characteristics as expressed by Munir (2009: 170-171) and Soekartawi (2003:8)

- a. Make use of electronic technology services so that you can get information and communicate easily and quickly, either between teachers and students or between students one with another.
- b. Utilizing computer media, such as computer networks (computer networks or digital media)
- c. Using learning materials to learn independently (self learning materials)
- d. Learning material can be stored on a computer, so that it can be accessed by teachers and students or anyone not limited to time and place anytime and anywhere according to their needs.
- e. Utilizing computers for the learning process and also for know the results of learning progress, or educational administration, as well to obtain a lot of information from various sources of information.

c. The advantages of E-learning

E-learning has considerable potential to support its success in achieving learning goals. Here are the benefits of e-learning as the opinion according to Danim & Khairil, Soekartawi, Chaeruman and Wena (in Sari 2015 : 27-28):

1) Overcoming distance and time problems

E-learning helps make connections that make it possible for learners enter and explore a new learning environment, overcome obstacles distance and time. This makes learning

accessible with a wider range or can be accessed anywhere and without time constrained or can be accessed at any time.

2) Encourage an active learning attitude

E-learning facilitates shared learning where possible learners to join or create a learning community extend learning activities better outside the classroom either way individual or group. This situation can make learning more constructive, collaborative, and there is good dialogue between teachers and students as well as between students with each other.

3) Build a new learning atmosphere

By studying online, learners discover a great environment support learning by offering a new atmosphere for participants students are more enthusiastic in learning.

4) Increase learning opportunities more

E-learning increases opportunities for learning for students with offers virtual experiences and tools that save their time, thus enabling them to learn more. Control the learning process Both teachers and students can use teaching materials or instructions structured and scheduled learning over the internet, so both can assess each other on how the teaching materials are learned. E-learning also offers the ease of the teacher to check whether students learn the material uploaded, do practice questions and assignments online. Make it easy to update teaching materials for teachers

E-learning makes it easy for teachers to update, perfecting teaching materials uploaded with e-learning. Teacher too can choose teaching materials that are more actual and contextual. Encourage the growth of a cooperative attitude Communication relationships and online interactions between teachers, teachers

and students and between students encourage the growth of an attitude of cooperation in solving learning problems. Accommodates various learning styles E-learning can present learning with various modalities learning (multisensory) both audio, visual and kinesthetic, so it can facilitate students who have different learning styles.

d. Disadvantages of e-Learning

According to Munir (in Sari 2015 : 28-29) :

- 1) The use of e-learning as a distance learning, makes participants students and teachers / teachers are physically separated, as well as between participants educate one another. This physical separation may reduce or it even eliminates direct interaction between teacher and participants students. This condition can cause teachers and students to be less close so that it can interfere with the success of the learning process. Lack of It is feared that this interaction could hinder the formation of attitudes and values (value), moral, or social in the learning process so that it cannot applied in everyday life.
- 2) Technology is an essential part of education, but if more so focused on the technological aspects and not on the educational aspects there is a tendency to pay more attention to technical aspects or aspects business / commercial and ignore the educational aspects to change academic abilities, behavior, attitudes, social scores or learners.

- 3) The learning process tends towards more training and education emphasize the knowledge or psychomotor aspects and pay less attention affective aspects.
- 4) Teachers are required to know and master strategies, methods or techniques ICT-based learning. If not able to master, then process transfer of knowledge or information is hampered and even possible thwart the learning process.
- 5) The learning process through e-learning uses an internet service requires students to learn independently without depending on teacher. If students are not able to learn independently and be motivated learning is low, it will be difficult for him to achieve learning goals.
- 6) The weakness technically is that not all students can take advantage of it internet facilities due to unavailable or lack of a computer connected to the internet. Not all educational institutions can provide electricity and infrastructure that support learning with e-learning. If students try to provide their own facilities that or renting in an internet cafe can be constrained by cost issues.
- 7) If not using open source software, can get the problem of limited availability of software which costs relative expensive.
- 8) Lack of more computer and internet scores optimal

B. Learning Media

a. Definition of Learning Media

Learning media is a tools or equipment to implement processes that enable educators and learners to carry out learning activities (Prasetyo, et al., 2011: 16), whereas according to Permendikbud. 65 The year 2013 on Standard Process of Primary and Secondary Education mentioned that the preparation of learning tools that is an integral part of learning planning is designed in the form of the syllabus, lesson plans, preparation of learning media and learning resources, assessment tools, and learning scenarios. This is what causes the learning media is one of the components needed for learning.

The term instructional media is a series of two words, namely media and learning which can be described as follows: The word media comes from the Latin *medius* which literally means 'Middle', 'intermediary', or 'introduction'. In Arabic the media is intermediary (*wasail*) or messenger and sender to the recipient of the message.

Whereas in the Indonesian dictionary media means tool, means, liaison information. There are many limitations that people have put on the media. Association and Educational Communication (Association of Education and Communication. Technology / AECT) in America, limiting the media as messages / information. Gagne said that: "The media are various types of components in environment of students that can stimulate them to learn". Briggs argues that: "Media is all physical means that can present messages as well stimulate students to learn"

Meanwhile, Oemar Hamalik defines that Media as a technique is used in order to make it more effective communication between teachers and students in learning". From these various definitions it can be concluded that the media are anything can be used to pass

messages from sender to sender of messages so as to stimulate thoughts, feelings, attention, and interest, and facilitate the teaching and learning process in order to achieve teaching goals effectively and efficiently.

Meanwhile, learning in the large Indonesian dictionary is process, how to make people or living things learn. Prawiladilaga and Siregar stated that: "Learning is an effort to create conditions deliberately so that learning objectives can be facilitated (facilitated) accomplishment". Gagne defines "learning as a set of events external events designed to support the occurrence of multiple processes internal learning". Kunandar said that: "Learning is a process of interaction between students and their environment so that a change in behavior towards the better". From some of these meanings it can be understood that learning is a process in an effort to create learning conditions so there is a change in behavior for the better so that the learning objectives can be achieved easily.

From the understanding of media and learning above, a picture is obtained instructional media is anything that can be used for funnel messages from the sender to the recipient of the message so that it can stimulate thoughts, feelings, concerns and interests in an effort to create learning conditions effective and efficient so that learning objectives can be achieved easily.

As has been stated above, in essence the media is a material, equipment or an activity that can create conditions which allows students to acquire knowledge, scores and attitude. This definition, of course, has a very broad meaning and scope. First, it is said that the media are people. Through this limitation gives a very concrete picture of the figure of a teacher. How come? A teacher who in ancient philosophy is often interpreted to imitated, it turned out that it was not a figment or a story empty pepesan.

Even observers of overseas education like Gerlach & Eli also has long given a very high appreciation to teachers, that everything that is

attached to the teacher's body is the media. So in short that something that is contained in the teacher is good with respect with attitude, speech, temperament and manner of dress, he always becomes patterns, role models and at the same time become an idol for students and even the community in around where he lives. Until the Javanese interpreted the teacher as in above, namely digugu means that all his advice is always heard and implemented, while being imitated means being followed by all that is exemplified by the figure of the teacher the.

From there a teacher is required to be a human being complete, man without defects and human being intact (physically healthy and spiritual). If there is a flaw in the teacher even a little, then throughout the teacher's time will get less favorable treatment from the environment. On the contrary, if one day the teacher gets praise or honor, it will forever be remembered by students and their environment. In that definition it is also stated that what is also called media related to teaching materials.

b. Part of Learning Media

Then what are the things you can be a part of teaching materials? Included in teaching materials in this media are:

1) Printed material

Included in this category are all materials that have been printed on paper media such as: lecture modules, printed books, newspapers, magazines, hand out, and others.

2) Movies

This film is a collection of composed images neat and orderly, made of transparent material flavored with sound or

without sound and played at a certain speed, so it delivers impression moves.

3) Transparency

Transparency is a medium made of transparent plastic, where the message to be conveyed to students is written on the plastic transparency (either in writing or in pictures) and placed on the OHP which then students can see the message easily and impressively.

4) Slide.

Slides are transparent images on film or even glass normally in the form of photos affixed to cardboard or plastic.

5) Film strip

The film strip is no different from the film as above, it's just a film this species is smaller in size and few in number. As is It has been stated in front that the equipment is also categorized as media. Equipment what is meant here is really shaped or tangible, so anything contained in it is indeed an object. As for what is included equipment in the media definition is:

1. OHP (Over Head Projector)
2. Slide Projector
3. Radio.
4. Television
5. Tape recorders
6. Computers

C. Online Learning Media

a) Definition of Online Learning Media

Quality education can determine the quality of a nation so that it is not left behind with other nations. For this reason, educational renewal is needed and becomes a guide in improving the quality of national education. During this pandemic, almost all educational institutions, from early childhood education to universities, are conducting online learning. In line with the statement (Sangster et al., 2020) that the higher education sector has been greatly affected by this pandemic. Usually these educational institutions have their respective e-learning platforms to facilitate the online learning process.

E-learning is learning through electronic means that aims to achieve scores transfer supported by computers and networks (Lihitkar et al., 2013). The use of online learning media should be controlled by today's lecturers because of the demands of the times and needs. Every lecturer needs to learn how to select and determine learning media so that the optimal achievement of learning objectives in the lecture process. Even though this learning media is still often ignored for various reasons. Moreover, educating students in the 21st century, if only in classrooms, or conventional face-to-face meetings, it will be even more difficult (Akgündüz & Akinoglu, 2017).

The Accounting Learning and Teaching Strategies course is usually taught directly because there are some that do require teaching practice in class. But it can't be done right now because of the pandemic. Therefore, researchers developed online learning media for the course of Accounting Learning and Teaching Strategies, especially in cooperative learning materials.

Researchers are looking for ways that the developed online learning media can be successful, because online learning

usually makes students tired and bored. Especially students who are over the second semester, definitely tend to get bored because the previous semester also used online learning for half the semester. This is in line with the opinion (Beatson et al., 2019) that later the grades of students in higher semesters will tend to comply. It can happen because you are bored with online learning.

Online learning media, Learning Models that are developed are expected to make it easier for students to understand and form constructs in online learning about cooperative learning in the subject of Accounting Learning and Teaching Strategies at X University. Learning Models online media are expected to be a reference for online learning media. for accounting lecturers who teach Accounting Learning and Teaching Strategies courses in implementing the learning process in the Strategy and Teaching Accounting course in online learning.

Media is a tool used in the learning process. Learning media helps in delivering learning material in lectures from lecturers or teachers to recipients (students / students), so that it can increase the efficiency and effectiveness of lectures in achieving learning objectives. (Hamzah & Aksara, 2011) also explained that the media are all forms of communication tools that can be used to convey information from sources to students. In line with the statement (Tafonao, 2018) which states that learning media is anything that can be used to transmit the sender's message to the recipient, so that it can stimulate the thoughts, feelings, attention, and interests of students to learn.

Meanwhile, according to (Adam et al., 2015) learning media are everything in the form of both physical and technical in the learning process that can help teachers to make it easier to convey subject matter to students, making it easier to achieve the objectives learning that have been formulated. Quoting from (Kemp, 1989), a number of media contributions in learning activities include:

1. the presentation of teaching material becomes more standard
2. Learning activities are better
3. Learning activities become more interactive
4. The time needed for learning can be reduced.
5. The quality of learning can be improved
6. Learning can be presented wherever and whenever as desired
7. Increasing the positive nature of students and the learning process to be stronger / better
8. Giving positive values to the teacher.

The benefits of learning media in the lecturing process in general are that it makes it easier for students, or students to capture the knowledge conveyed by student lecturers to feel comfortable, lecturers are also easier in delivering material, effective time, and the creation of learning objectives. In many countries, both developed and developing countries, e-learning is emerging a one of the most important educational methods (Lihitkar et al., 2013). The term e-learning is used in a variety of ways such as online learning, network collaborative learning (NCL), computer-supported collaborative learning (SCL), web-based training (WBT), online resource-based learning (ORBL), and computer-based learning (CBL) (Lihitkar et al., 2013). In the 21st century, especially during a pandemic like this time, the internet is used everywhere, especially in areas where there are many educational institutions (Akgunduz & Akinoglu, 2016). E-learning technology can change learning to be synchronous or asynchronous (Phelan, 2015). When the material was presented in real time, so its been synchronous learning (for example, live webinars).

When the materials was anytime stored and anywhere, its been asynchronous learning is when (for example, a video recording linked to an e-learning platform) (Phelan, 2015). Online learning also shows the importance of connecting and implementing collaborative technology as a means of flexible thinking, thus preparing college students for online communication scores and teamwork (Barak, 2018). From some of the opinions above, it can be concluded that online learning media is a tool used for online learning for the success of learning objectives.

The quantitative data obtained is the result of closed questionnaires and test results, this quantitative data is used as the basis for determining the validity / feasibility of Hi online Learning M The questionnaire instrument in addition to producing quantitative data also produces qualitative data obtained from suggestions, criticisms and opinions in general about online learning media "Online Learning Models", suggestions, criticism and general opinions given by material experts and limited field testing (students) From the observations of online learning media "Online, Learning Models" by researchers as a consideration for improving the developed.

b) Kind of Online Learning Media

There are many online learning media that can be used, but there are online learning media that SMP N 2 Baki used in Pandemi Covid 19, for example:

1. Google class room (GCR)

Google Classroom is an online learning application that has become increasingly popular during the Covid-19 pandemic. This Google-owned application allows learning to be carried out remotely by utilizing the internet network. Apart from teaching and learning activities, you can use the Google Classroom app for various purposes, such as online meetings and workshops.

As a learning app, Google Classroom allows educators to create custom classrooms and share class codes for their students to join. This application, which can be accessed for free, also allows educators to provide assignments and materials without having to meet face to face.

This application was first announced on May 6, 2014 and is only available to a limited circle, specifically for members of the Google G Suite for Education program. In 2015, this application began to be upgraded by integrating Google Calendar. New in 2017, these applications are accessible to users without the requirement of having a Google Apps for Education account.

Interestingly, Google Classroom is integrated with other Google services, thus shortening the learning process. Some of the services that are integrated with Google Classroom are Google Drive, Gmail, Google Calendar, Google Docs, and so on. Besides being accessible through the website, you can also access this Google service through an application on a smartphone.

Google Classroom (GCR) is an alternative to organizing students in group/class levels. Its existence is needed to group students into virtual classes. So GCR is actually a real form of virtual class. The presence of Google Classroom is a form of current technological sophistication. The rapid development of technology that has penetrated the education sector is also accompanied by various advantages through the features offered. Advantages of Google Classroom for Online Learning, there are:

a) More Practical and Easy Access

It is undeniable that Google Classroom is more practical than face-to-face learning offline. You don't need to come to school to give assignments and materials

for students because this application can be accessed anywhere and anytime. In fact, this application can be operated easily even by beginners.

b) More Efficient Learning

The next advantage of Google Classroom is that learning becomes more efficient. You don't have to worry about being late for class because of traffic jams. In addition, operational costs can be cut thanks to this online learning application. In other words, Google Classroom is able to save time and effort.

c) Practicing Student Independence

Another advantage of this application is to train students' independence. Different from offline learning systems where students get supervision by the teacher during the learning process. Like it or not, students are required to be more active and independent so they are not left behind in learning material. If maximized properly, this application is able to develop children's learning abilities.

Nevertheless, reduced supervision from educators is a challenge for parents. Because it is not uncommon for children to need direction when facing obstacles during the learning process. Therefore, to form student independence, the role of parents is needed.

d) Complete Features

Another advantage of Google Classroom lies in its features. As the largest search engine with various services, this online application makes it easy for you because of its varied features. You can save files easily

because this application is integrated with Google Drive. Apart from that, you can do job evaluations without having to waste a lot of time going through the Google Form feature.

e) Enables Distance Learning

No matter where you are, you can connect with students without having to come to school. In fact, even when you travel out of town or abroad, you can control students, from attendance to assignments.

f) Easy Class Setting and Making Process

Google Classroom apk also provides convenience in the process of setting or creating classes. You don't need to create a website and rent hosting to do online learning. You can directly access the application to start classes. In addition, the data you need during the learning process is stored securely on Google Cloud Storage. After creating a class, the teacher can add several students who take the class or share a link to access the class. It doesn't stop there, its user-friendly interface is considered ideal for teachers with different levels of e-learning ability.

g) Improving Cooperation and Communication Between Teachers and Student

When compared to an offline learning system, Google Classroom makes it easy for educators and students to collaborate online. Students and educators can make presentations efficiently. In fact, students can provide feedback to their classmates through discussions available in Google Classroom.

h) Centralized Data Storage in Google Cloud

As previously mentioned, data storage in this online learning application is centralized in Google Cloud. Submitted material is stored in Google Drive and can be accessed at any time, as well as submitted assignments. In fact, you don't need to worry about the results of the assessment, because everything is stored safely in Google Cloud.

The Google Classroom application offers many conveniences for its users because every service owned by Google is directly integrated with this application. Apart from that, when you log in to Google Classroom, you will find various interesting features, such as the following:

a) Assignments

The first feature that you can experience from this application is assigning tasks in a more efficient way. You can collaborate online through service integration with Google by sharing tasks in document form through Google Docs.

You can even create assignments in template form that each student can edit. In fact, students can add a Google Drive attachment to every assignment they receive. Interestingly, students can immediately send their assignments for you to give an assessment.

b) Assessment

Google Classroom also supports an grading system in quite a variety of ways. You can provide

comments directly by editing assignments that students have submitted to monitor their progress in each lesson. You can return the results of edited assignments to students to use as re-learning material. Interestingly, this completed assignment can only be edited by the teacher.

c) In-App Announcements

In addition to giving assignments and grading, you can make announcements in the application that allow students to comment on them, so that communication between teachers and students can run smoothly. When posting announcements, you can add images or videos. In addition, Gmail makes it easy for educators with an email option for teachers to send emails to all students during class. In addition, this online learning application can be accessed via websites or smartphones.

d) Learning Archives

Google Classroom web also allows you to create learning archives at the end of the semester or at the end of the year. This archive will be stored in a special place to make it easier for you to manage your class. This archived data can be seen by educators and students, but cannot be changed.

e) Available in Mobile Application

Google really makes it easy for online learning systems. Because you can access this

application via a laptop, PC or smartphone. Through the smartphone application, you can share files from other applications, attach task files, and access them offline.

f) Tech Toolkit for Families and Guardians

This feature is very useful for parents in accompanying their children during online learning. This feature answers the need for information regarding the tools in the Google Classroom application. In addition, students can access classroom and school files through Chrome OS with Family Link protection, making it more secure.

g) Teacher Center

For teachers, Google also provides features that are no less important. In the Teacher Center section, educators can find various sources of information, find training, to professional development programs such as certified coaches.

h) Available in 54 Languages

One feature that is no less interesting is the language provided by Google. This application is available in 54 languages, making communication easier between students and teachers. The many language variations provided in this application are able to minimize obstacles during the teaching and learning process.

i) Interactive Display

Google Classroom has an interactive display with a larger size, where this application can display up to 49 participants in your class. In addition, this application has a Jamboard view that facilitates collaboration between students and teachers,

This application is also equipped with features for moderators, where they can be the first to join the class or end the class. In addition, moderators can disable or enable chat during class.

j) Scheduling Tasks in Several Classes

Google Classroom online is also equipped with a task scheduling feature for several classes. Through this feature, you can schedule assignments for several classes at one time. This feature makes work more efficient and saves time.

k) Dashboard to Monitor Student Activity

Even though it offers various conveniences in implementing an online learning system, without the presence of students, learning through this application will not run efficiently. Fortunately, there is a dashboard in this application that allows you to monitor student activity. Also through this dashboard, you can monitor when students were last active, when was the last time they submitted assignments, and when was the last time your students participated through the in-app comments feature.

In terms of benefits, Google Classroom does have enormous benefits in the digital era as it is now. Unfortunately, not all educators are able to maximize the function of this application to make learning more interesting. To increase students' interest in participating in non-monotonous learning, you can try the following things.

a) Flipped Learning Model

You can run the Flipped Learning Model through Google Classroom by providing material via the Stream page. You can present a concept map on a topic to start class. You can also include links to resources relevant to your material. In addition, you can invite students to collaborate by asking them to provide feedback via the comments feature as well as to check whether they have read the material or not. After that, you can start face-to-face to deepen the material presented.

b) Drill method

The second method that you can try is the drill method. Using this method, you can create a question bank to upload to Google Classroom. With the archiving feature, you can use the question bank for future learning.

c) Fun Learning

The Google Classroom application can be used as a fun learning medium by applying a fresher method. You can give assignments in the form of observations, presentations, or analysis to hone the abilities of each student and increase their

active participation during learning. Ask each student to provide feedback on presentations and other student observations through the comments feature. To make it more interesting, you can also give rewards to each student who plays an active role during learning.

2. Whats app

WhatsApp is a free cross-platform instant messaging application (freeware) that also utilizes Voice over IP (VoIP) technology owned by Facebook, Inc. With this technology, users can send text and voice messages to each other, make voice (audio) and video calls, share pictures/photos, videos, documents, locations, and other types of media formats.

The WhatsApp application can be used on mobile devices such as Android, iOS, Windows Phone, BlackBerry OS, and others. WhatsApp can also be used on desktop devices via a web browser provided that the cellphone and computer are connected to the internet network. WhatsApp has also introduced another version for small businesses such as SMEs and SMEs, known as WhatsApp Business. The presence of WhatsApp Business will maximize the company or line of business in communicating with clients who also use WhatsApp.

Apart from WhatsApp from Facebook, Inc., there are several third-party developers who make changes or custom WhatsApp, such as GB WhatsApp or WhatsApp MOD. To make it easier to understand, the following is an explanation of the WhatsApp variant that is developing on the Internet.

Koum named the WhatsApp app to sound like "What's Up". On February 24, 2009, WhatsApp Inc. founded in California, United States of America. Due to the limited functionality of the

iPhone, Koum wanted to give up but Acton encouraged him to keep waiting for a few more months. June 2009, the iPhone launched push notifications that allow users to be pinged when the user is not using the application.

With the presence of this feature, Koum began to make changes that finally made WhatsApp start to attract iPhone users. WhatsApp 2.0 release with an increase in users reaching 250,000. After several months in beta, finally in November 2009 the global version of WhatsApp was released on the App Store for iPhone. December 2009, WhatsApp added the feature of sending photos and in early 2011, WhatsApp became one of the top apps in the App Store.

As of February 2013, WhatsApp had around 200 million active users. In February 2014, Facebook, Inc. acquired WhatsApp for \$19 billion in cash and stock. At first the acquisition angered users and some users switched to other apps such as Telegram and LINE. Time is ticking, August 2014 WhatsApp has 600 million users.

On February 24, 2017, WhatsApp launched a new feature that allows users to create stories like Snapchat and Facebook. In early 2020, WhatsApp has rolled out the “Dark Mode” feature for Android and iPhone devices. The existence of this feature allows users to change the appearance of the chat to be dark so it doesn't tire the eyes.

As a chat application, WhatsApp does not only function as a communication tool but has developed into a medium for education, business and entertainment. Even in the future, it is likely that WhatsApp will present a payment feature so that its functions become more diverse.

To understand more about the WhatsApp application, see the following list;

a) Personal and group communication media

As an instant messaging application, WhatsApp has an important role in communicating, both for personal and group. With WhatsApp, users can send text messages, photos, audio, video, documents, and make audio and video calls. WhatsApp also allows users to share locations with a vulnerable time for several hours or in real-time. Users can also communicate with each other in a group. The latest feature also allows users to make video calls in groups with limited members.

b) Educational and learning media

Ease of communication is the reason for using WhatsApp as a medium of education and learning. Many examples, such as schools, universities, and course institutions, use WhatsApp as a place to learn and share information, both individually and in groups. The COVID-19 pandemic has also forced children to study online from home via the WhatsApp application.

c) Business media

WhatsApp has also been used by many businesses to carry out promotions, information, and order products/services. The story feature is usually used by businesses to advertise products to customer testimonials. WhatsApp has also presented a Business version so that business people are more optimal in responding to incoming messages. On WhatsApp Business, users can add

the opening hours feature to auto-reply so that it is very suitable for business needs

d) Sharing information and entertainmen

WhatsApp can also be used as a medium for sharing information and entertainment. Support for the forward feature will speed up the dissemination of information from one user to another, even groups. Users can also take advantage of stories to share exciting things, as entertainment/refreshing

WhatsApp has many advantages and disadvantages. The features really spoil the user, but in terms of security and privacy there are still questions for many users. Here are some of the advantages and disadvantages of the WhatsApp application;

a) Advantages of WhatsApp

- i. Multiple users. More than 83% of internet users in Indonesia use WhatsApp. Your friends may also use WhatsApp as a means of communication, so contacting them will be much easier.
- ii. Automatic synchronization of contacts. When the user saves a new contact, the contact will automatically be synced to the WhatsApp application. Users no longer need to add new contacts to WhatsApp one by one.
- iii. Can Backup chat automatically. WhatsApp has an automatic backup feature within a day of usage to Google Drive. This means that users don't need to be afraid when using

a new smartphone while chat data is on an old smartphone.

- iv. Pretty good security system. November 2014, WhatsApp introduced an end-to-end encryption feature to ensure the security of a conversation between users, both when sending messages, photos, videos, to voice and video calls.
- v. Users can cancel messages. When sending a message, the user can cancel or withdraw the message provided that it is still within 7 minutes. More than that, the user cannot do it.

b) Disadvantages of WhatsApp

- i. Not using a cloud system. Unlike Telegram where all messages are stored on the cloud server, WhatsApp does not store all data on the server. WhatsApp only allows data to be stored on the server for a certain time, after which the data will be deleted.
- ii. WhatsApp Web cannot be used for video calls. When users open WhatsApp via a computer browser, users cannot make audio and video calls. Even the present WhatsApp program for MacOS and Windows also does not provide audio and video calls.
- iii. WhatsApp Web cannot be used when the WhatsApp smartphone application is off. When using WhatsApp web, make sure the

internet and WhatsApp smartphone are active. If not then WhatsApp web also can't be used.

- iv. User data is used by Facebook for advertising. WhatsApp leverages user data such as names and phone numbers to improve Facebook advertising to make it more targeted. It's no wonder that Facebook friendships show the names in WhatsApp contacts.

D. Learning Outcome

a. Definition og Learning Outcome

Sardiman A.M. (2011: 20) explains that learning is changes in behavior or appearance, as well as a series of activities, for example by reading, observing, listening, imitating and so on. Syaiful Bahri Djamarah (2002: 11) states that learning is a the process of behavior change is related to experience and practice. That is, purpose education is a change in behavior, both concerning knowledge, scores and attitudes, even covering all aspects of the organism or personal.

Depdiknas (2003: 3) in his book entitled "Guidelines. Complete Learning (Mastery Learning) "explains the essence of learning is an activity that expects a change in behavior (behavioral change) in individuals who learn, changes in behavior occur because of the individual effort concerned. Formal educational institutions use a specific assessment reference to measure learning outcomes. Oemar Hamalik (2005: 25) explains the results learning is something that is obtained from the learning process. The results of these studies manifested by a certain value or number that reflects a result, the result is a change in cognitive, affective, and psychomotor.

Nana Sudjana (2009: 22) explains that learning outcomes are the abilities that students have after receiving the learning experience. Result learning is behavior in the form of knowledge, scores, attitudes, information, cognitive strategies that students acquire after interacting with environment in an atmosphere or learning condition. Based on the above understanding it can be concluded that the learning outcomes is a measure of the level of success that can be achieved by a student based on the experience gained after conducting an evaluation in the form of tests and usually manifested by a certain value and cause it to occur cognitive, affective, and psychomotor changes.

In a lesson, there will be results that follow, whether good or bad results. Like wise with the material delivered through this, students are also expected to have good results. Learning outcomes are statements that describe significant and essential learning that learners have achieved, and can reliably demonstrate at the end of a course or program. In other words, learning outcomes identify what the learner will know and be able to do by the end of a course or program.

There is currently no precise agreement about, or definition of, the term 'learning outcome' across Europe or the rest of the globe. However, this does not necessarily signify a problem as most who use the term have taken it from Diane Johnson from the University Of Waikata, New Zaland in book languages and linguistics English Language Education in a Global World Practices, Issues And Challenges By: Lap Tuen Wong and Aditi Dubey-Jhaveri as a Editors in chapter 25 with the title "English Language Teaching In New Zealand: Against All Odds?" page 277 says that the learning output is as follows:

'A statement of what a learner is expected to know, understand and/or be able to demonstrate at the end of a period of learning. Learning outcomes (are) statements of what a learner is expected to know, understand and/or be able to demonstrate after a completion of a process of learning. Statements of what a learner can be expected to

know, understand and/or do as a result of a learning experience. Student learning outcomes are properly defined in terms of knowledge, scores, and abilities that a student has attained at the end (or as a result) of his or her engagement in a particular set of higher education experiences. Learning outcomes are statements that specify what a learner will know or be able to do as a result of a learning activity. Outcomes are usually expressed as knowledge, scores, or attitudes. Learning outcomes (are) specific measurable achievements. A learning outcome is a statement of what competences a student is expected to possess as a result of the learning process. Learning outcome statements are content standards for the provincial education system. Learning outcomes are statements of what students are expected to know and to do at an indicated grade, they comprise the prescribed curriculum.'

These definitions of learning outcomes do not differ significantly from each other. A learning outcome is a written statement of what the successful student/learner is expected to be able to do at the end of the module/course unit, or qualification. The key aspect each of the definitions has in common is the desire for more precision and consideration as to what exactly a learner acquires in terms of knowledge and/or scores when they successfully complete some learning. Learning outcomes are concerned with the achievements of the learner rather than the intentions of the teacher (expressed in the aims of a module or course). They can take many forms and can be broad or narrow in nature.

There is often some confusion between learning outcomes and aims and objectives and certainly many regard learning outcomes and objectives as the same thing and use the terms synonymously. Aims are concerned with teaching and the teacher's intentions whilst learning outcomes are concerned with learning. It has been remarked that '*There is no absolutely correct way of writing learning outcomes...*' The creation of learning outcomes is not a precise science and they require

considerable thought to write – it is easy to get them wrong and create a learning strait jacket. Learning outcomes are commonly further divided into different categories of outcomes. The most common subdivisions are between: subject specific outcomes that relate to the subject discipline and the knowledge and/or scores particular to it; and generic (sometimes called key transferable scores) outcomes that relate to any and all disciplines e.g. written, oral, problem-solving, information technology, and team working scores, etc. The identification of generic scores is seen as important in enhancing the employability of graduates whatever their discipline.

Learning outcome statements commonly begin with '*On completion of the learning (unit/module or qualification) the successful student will be able to assess the relative merits and implications of the adoption of learning outcomes.*' Such statements are typically characterised by the use of active verbs. Six categories of learning were identified by Bloom as: knowledge, comprehension, application, analysis, synthesis and evaluation.

Examples of verbs used are as follows: for knowledge - duplicate, state, relate; for comprehension - classify, describe, recognise, review; for application - apply, demonstrate, solve; for analysis - calculate, analyse, appraise, criticise; for synthesis - assemble, construct, plan, formulate; for evaluation - appraise, argue, predict evaluate, etc.

It is important to recognise the broad connection between learning outcomes, levels, level descriptors, credits, and teaching, learning and assessment. Learning outcomes have been described as a basic educational building block and as such they have a direct and powerful links with a number of other educational tools. They make possible much more than the simple identification of learning achievements.

They have a direct relationship to levels and level indicators. When learning outcomes are written they are created in the context of the institutional/national/international reference points that aid the maintenance of standards and quality (see section 3.7). Therefore the

development of the curricula in terms of learning outcomes does not happen in a vacuum. Appropriate reference points guide the module/unit and programme learning outcomes.

Credit-based systems are rapidly being introduced across Europe and some are intimately linked to learning outcomes. For example in the Scottish Credit and Qualification Framework (SCQF) two measures are used to place qualifications and learning programmes in their framework. These are the levels of the outcomes of learning and the volume of these outcomes described in terms of SCQF credit points. In this way SCQF credit points are used to quantify the outcomes of learning and give them a value or currency.

In the ECTS systems credits are inevitably moving towards a definition in terms of '*notional learning time to achieve specified learning outcomes*'. Credits are a powerful way to quantify learning achievement in different contexts (VET, lifelong learning as well as higher education).

Finally, learning outcomes cannot be divorced from teaching, learning and assessment. This is the most significant set of relationships for curriculum designers. Once the learning outcomes have been decided it is obviously good practice to decide suitable methods of assessing them and the production of relevant assessment criteria. The final stage in this process is to design the appropriate delivery mechanism – the teaching and learning methods to be used. This sequence for module/course development is not necessarily as rigid as described. The important point is that outcomes-learning-delivery-assessment enjoy a causal link and clear reflection on their relationship improves the coherence of course design.

The adoption of a learning outcomes approach represents more than simply expressing learning in terms of outcomes. It entails much more, due to their significant implications for all aspects of curriculum design, delivery, expression, assessment and standards.

b. Affecting Learning Outcomes

The factors that affect the learning outcomes of students as following:

- a) External factors include the environment (natural and social environment) and instrumental (curriculum, teacher or instructor, facilities and facilities, administration).
- b) Internal factors include: physiology (physical condition, sensory condition) and psychology (talent, demand, intelligence, motivation and cognitive abilities).

Student learning outcomes are influenced by student abilities and quality teaching. The quality of the teaching in question is the professional one possesses by the teacher. This means that the basic abilities of teachers are good in the cognitive (intellectual) field, the attitude field (affective) and the field of behavior (psychomotor).

While the learning outcomes achieved by students are influenced by five factors, that is:

- a) Student talent
- b) Time available
- c) The time taken by students to know the lesson
- d) Teaching quality
- e) Individual abilities

The five factors above are basically related to ability individual and environment. In the quality of teaching, there are three elements very important, namely: teacher competence, class characteristics and characteristics school.

E. Previous Study

Previous research is a literature search in the form of research results, scientific works, or other sources used by researchers as a comparison to the

research conducted. Based on research tracing the thesis results, several theses were found that focused research on the use of power point media:

The first is a research conducted by Utami Asih, Department of Islamic Education, Tarbiyah Faculty and Teacher Training, State Islamic Institute (Iain) Tulungagung with the title Using Online Learning Media Learning Media to Improve Student Learning Outcomes in Class VIII I in Aqidah Akhlak Subjects at Mtsn Blitar. The rapid development of technology encourages teachers to do so too using technology as a supporting tool in teaching practice they. They may believe that the use of technology can help change their ideas in a meaningful or technological way can also help facilitate the teaching and learning process. One of technological tools that teachers can use in English classrooms are The powtoon as a presentation medium. Powtoon is an online applicpenyajian data yang berbentuk deskriptive ation with cartoon animation bringing you a lively transition effect. The current study investigates the use of the Powtoon media as a tool to teach writing English to junior high school students in Indonesia. This study uses a qualitative descriptive method analyzed 6 Powtoon videos. The video content is analyzed based on the basic competencies described in Curriculum 13. Findings in This research shows that six videos can be used for teaching writing English to junior high schools for the following reasons. First, they fulfill the goal of learning to write English in Curriculum 13 especially for basic competences 3.2 which focus material on the elements of language related vocabulary with family relationships (pronoun; subjective, objective, possessive). 4.7.2 basic competencies focus on written descriptive text, strongly short and simple related to people. Basic competence that focus on asking permission and responding with due regard. Competence Base that which contains a short message about the announcement. Basic competence that regarding the agreement to carry out activities / activities. Last that basic competencies focus on the text of the report. The second meet the criteria of good media in terms of content, including text, picture, back sound or audio recording.

The findings show that six Powtoon videos are suitable for teaching language writing English to junior high school students.

The second research was conducted by By Iin Sundari from the Department of English Education Faculty of Tarbiyah Science And Teachers Training State Islamic University of North Sumatra Medan with the title *The Use of Multimedia Online Learning Media to Improve Students' Assignment Scores at The Eleventh Grade Of SMA N. 1 Air Joman*. This research was conducted in 2018. The aim of the research was to find out the used of multimedia Online Learning Media to teach assignment score. The subjects of this study were 30 students in the second grade of senior high school at SMA Negeri 1 Air Joman in the academic years 2018/2019. In doing this research, the technique of analyzing data was applied by using qualitative and quantitative data. The qualitative data was taken from interview, observation sheet, diary note, and photography. The quantitative data was taken from the test. The result of analysis showed that there was development on the students assignment score. It showed from the mean of the pretest was 56,8 the mean of post test in first cycle was 73,07 and the mean of post test in second cycle was 82,13. The percentage of the students' score in the pre test who got point up to ≥ 76 there were 4 of 30 students (13,33%) and the percentage of the students' score in post test of the first cycle who got point up to ≥ 76 there were only 15 of 30 (50%). It means there were was improvement about 36,7 %. Then, the percentage of the students' score in the post test of the second cycle who got point up to ≥ 76 there were 25 of 30 students (83,33%). It means that the improvement was about 33,33%. From the data, it indicated that the use of multimedia Online Learning Media in teach assignment score was effective, and the data above can be concluded that the students assignment score have been improved by the use of multimedia Online Learning Media. In addition, the students were active, enthusiastic, in learning and they were active in discussion.

The third research was conducted by Oktaviyanti Anwar from the Program Studi Pendidikan Guru Madrasah Ibtidaiyah Fakultas Tarbiyah Dan Ilmu Keguruan Institut Agama Islam Negeri (Iain) Salatiga. The title

is Implementasi Pembelajaran Berbasis *E-Learning* pada Masa Pandemi Covid-19 Di Sd Muhammadiyah Plus Salatiga Tahun Pelajaran 2019/2020. This research was conducted in 2020. This research uses a field approach with qualitative methods. Techniques in data collection are interviews and documentation. The subjects of this study were school principals, teachers, curriculum staff and students. The research findings show that: 1) Implementation of learning based on E-learning during the Covid-19 pandemic at Muhammadiyah Elementary School plus Salatiga is divided into three, namely the learning planning carried out by schools, namely the existence of an emergency curriculum or curriculum of Covid as an adjustment to pandemic conditions, namely implementing e-learning during the Covid pandemic. Implementation e-learning learning, namely by using applications as supporters of e-learning such as the use of google classroom, youtube, zoom, and whatsApp, apart from that there are arrangements schedule, assign assignments, and carry out mutabaah uyaumiyah activities. Evaluation of e-learning learning during the Covid pandemic, namely by assessment tests and non-tests. The test is done in writing via google classroom while the non-test is done by filling out a habitual journal at home, with collaborative parental monitoring. 2) The strategy carried out by teachers during the Covid-19 pandemic at Muhammadiyah Elementary School Plus Salatiga is like sending learning videos, contacting students via WhatsApp media by asking for material or assignments has been given by the teacher, provides learning games as well held an Edutainment team. 3) Problems in implementation Learning E-Learning during the Covid pandemic at Muhammadiyah Elementary School Plus Salatiga, among others, the communication network from students is like it's difficult signals, limited quotas, affective assessment measures, and psychometrics in this case the teacher finds it difficult when assessing from affective assessments and psychomotor because the teacher does not directly monitor students, sharing time with students, lack of motivation from parents given to the child, and there are still scores below that standard determined by the teacher. Some solutions to solve the problem there are, among other things,

a reduction in the assigned task, providing an explanation to parents so that children can stay enthusiastic, using methods such as project assignment dioramas and media used such as snakes stairs.

The fourth research was conducted by Ifrah Syahmina from the Tadris Biologi Fakultas Ilmu Tarbiyah Dan Keguruan Universitas Islam Negeri Sumatera Utara. By the title Efektivitas Pembelajaran Biologi Pada Masa Pandemi Covid-19 Di Madrasah Aliyah Negeri 1 Medan. This research was conducted in 2020. This study aims to determine the supporting and inhibiting factors as well as the effectiveness of biology learning during the Covid-19 pandemic in MAN 1 Medan. This research is a qualitative descriptive type with the collection technique data through interviews, questionnaires, observation and documentation. Data analysis used in the form of data collection, data reduction, and data presentation. Result of this study shows that the inhibiting factors for learning from home are at Biology subjects are internet networks, current student absence online learning, the economic condition of students, and the ownership of gadgets or laptop. The supporting factor is technology, the place to study is appropriate with the Covid-19 health protocol, learning resources and learning media adequate, online learning implementation design designed by the teacher, enthusiastic attitude of students in studying, and adequate infrastructure. The conclusion is as much as 82% of biology learning in MAN 1 Medan is running effective in accordance with government regulations through Circular Letter No.15 of 2020.

The fifth research was conducted by Khoirunnisa from the Pendidikan Guru Madrasah Ibtidaiyah Fakultas Tarbiyah Dan Ilmu Keguruan Institut Agama Islam Negeri Salatiga. By the title Pembelajaran *Online* Pada Masa Pandemi Covid19 Sebagai Strategi Pembelajaran Dan Capaian Hasil Belajar Pada Siswa Kelas III B Mi Al-Ittihaad Citrosono Kecamatan Grabag Kabupaten Magelang Tahun Pelajaran 2019/2020. This research was conducted in 2020. This study aims to describe online learning at the time pandemic Covid19 as a learning strategy and learning outcomes

in class students III B MI Al-ittihaad Citrosono. The questions to be answered from this research are: how was online learning during the Covid19 pandemic? what about strategy online learning during the Covid19 pandemic? and how are the results of online learning during the Covid19 pandemic? This study uses qualitative methods, the informant of this study is the head madrasah, class III B teacher, and 2 grade III B students. The data collection of this research conducted through interviews, observation, and documentation. Data analysis technique used with data reduction, data compilation and categorization. The results of this study are as follows: (1) Online learning is carried out online by compiling planning and implementation, namely planning making evaluation materials and socials, while the implementation is distributing materials and assignments to the WhatsApp group and students who do not have cellphones to take questions to school or the teacher comes to the student's house. In addition, the teacher also makes lesson plans for online learning (2) Learning strategies as online learning planning using learning approaches and models to achieve learning objectives. The approach is by explaining the material through video, students who go offline studying the material from the worksheets, the method is that the teacher makes a moderate video explained that the material was then sent via WhatsApp. Online is done every day while offline is self-determined, the collection of tasks is in accordance with the agreement teacher. The medium uses photos or videos, students collect their assignments through Google form link. The material comes from textbooks and worksheets and is appropriate with basic competencies, then the teacher makes questions for evaluation learning. (3) student learning outcomes show that not all students can undergoing online learning and not all student learning outcomes are achieved because various factors such as students not having cellphones or the WhatsApp application, signal internet which is difficult to reach because the student's house is in the village, student awareness lack of responsibility in carrying out tasks, and parental awareness as well as environmental conditions that are less supportive so that student learning outcomes are achieved not maximal.

From the previous study, there are some similarities and differences. The similarities are using the same learning media Online Learning Media, take in the pandemic or Covid 19 and descriptive qualitative research. The differences are the subjects, class and the place.

CHAPTER III

RESEARCH METHOD

This chapter explained about the methodology of this research. The subsections in this chapter were: Research design, place and time of the research, research subject, research instruments, technique of data collection, technique of data analysis and trustworthiness

A. Research Design

Research is an activity to find, record, formulate, and analyze to compile a report. In a study entitled "Analysis of Online Learning Media Media Towards Students Learning Outcome in Pandemic of VIII Grade of SMP Negeri 2 Baki Sukoharjo." The theoretical and empirical activities in this study are classified in the descriptive qualitative method for reporting research results. This study uses a qualitative approach. The data obtained of written form, spoken form, forms of behavior that can be observed through interviews, observation, and documentation, the researchers analyzed qualitatively.

This research is descriptive qualitative research in classroom based research. The researcher choose this research because it will be described the result of this research. According to Sugiyono (2014: 1) states that qualitative method is a research method which is used to observe natural object situation. In this chapter tells about data, technique of collecting data, and analysis the data.

According to Bodgan and Taylor, qualitative methodology is a research procedure that produces descriptive data in the form of written or spoken words from people and observable behavior according to the title and problem formulation. So that the authors chose a qualitative method because

B. Research Place

The first thing that always appears in relation to research methodology is the place where the study process used to obtain research solutions takes place. Determining the location and research setting apart from being framed within a theoretical framework which is also based on operational technical considerations. Research locations are The object of this research is SMP 2 Baki Sukoharjo which is located at Jl. Baki Sukoharjo, Central Java.

The selection of this location was carried out with various considerations, namely because of the availability of facilities and infrastructure as well as learning media that could be used during the Covid 19 pandemic, namely Online Learning Medias, and through google classroom facilities.

In SMP 2 Baki there are 8 classes for class VIII, namely VIII A - VIII H. And here I will use 1 classes for research, namely classes VIII A. With a total of 244 students. And what I use as a research subject is 30 students.

C. Research Time

The researcher carried out observations at SMP 2 Baki Sukoharjo on Tuesday 24 November 2020 at 09.00 WIB by conducting permission and aligning with the subject to be studied and seeing how the online teaching and learning process carried out at SMP 2 Baki Sukoharjo in class VIII B by Bu Sumi with Online Learning Media Media that is shared through google classroom.

After making observations the writer conducted an interview on Thursday 26 November 2020 with the resource person, Ibu Sumi, namely an English teacher at SMP 2 Baki Sukoharjo who teaches classes VIII A - VIII C. The interview was conducted at 08.00 WIB. To fulfill the field data, the writer will conduct a questionnaire test on students which will be carried out in March with an undetermined time.

D. Research Subject

Subjects in this study were 30 students from SMP 2 Baki Sukoharjo, class VIII A in the academic year 2020/2021. Mrs. Ulvika is an English teacher at SMP 2 Baki Sukoharjo.

E. Data Collection

According to Arikunto, what is meant by data sources by research is the subject from which data can be obtained. Meanwhile, according to Lofland, as quoted by Moleong, "the main data sources in qualitative research are words, actions, the rest are additions such as documents and others"

While the characteristics of the supporting data are in the non-human form, meaning that additional data in this study can be in the form of letters, attendance lists, statistical data and all forms of documentation related to the research focus.

Data in this study means information or facts obtained through observations or research in the field to obtain the information sought. Data obtained directly from the source.

In qualitative research, data is presented in the form of descriptions in the form of descriptions. To obtain this data, the researcher needs to find a good source of data, because the data will not be obtained without a data source.

The data source groups in qualitative research are grouped as follows:

a. Source of person data

Person is meeting, asking, and consulting with experts or human sources. Sources of this data are obtained from people who know about the problems that are in accordance with the focus of the

research, such as: the principal, vice principal, school committee, teachers, staff and so on.

Key information (key informants) specifically in this study are:

- 1) Principal of SMP N 2 Baki Sukoharjo as the party responsible for all improvements in school development.
- 2) Deputy principal who is responsible for the teaching and learning process.
- 3) Other informants are selected based on purposive sampling which includes; VIII grade English teachers, students and education staff.

Here, the relationship between the researcher and the informant is largely determined by the extent to which the communication scores and abilities the researcher has fostered from the beginning of entering the research location. Then the data sources that come from the documentation are selected based on the relevance of the research title, such as notes, recorded images / photos, and the results of observations that are related to the focus of the study.

In qualitative research, the position of sources is very important as individuals who have information. Researchers and sources have the same position, and sources do not just provide the responses requested by the researcher, but can choose the direction and taste in presenting the information they have.

b. The place data source

Place is a data source that presents a view of the state in the form of being stationary and moving, stationary such as space, equipment and objects, while moving includes activity and performance. Places or locations related to research objectives or problems are also one type of data source that can be used by researchers. In this study, the locations that were the source of the data were several places in SMP 2 Baki, namely, the teacher's room and the principal's room.

c. Source of paper data

Paper is data that presents signs in the form of letters, numbers, or other symbols suitable for using the documentation method. In this case, what includes paper data includes the number of educational personnel, facilities and infrastructure. This study is also called a literature study or literature study consisting of documents (something written) or objects related to a particular event or activity. This data can be in the form of records, archives and relics related to the research title.

F. Research Instrument

The researcher plans the research, collect the data, analyzes the data, and finally reports the result of the research (Moleong, 2004:168). The data were utterances which were relevant in teaching-learning process. This research is conducted by collecting the data through recording, questionnaire and interview. The instrument that researcher applied in this research were:

1. Observation

Observations made by researchers were carried out at SMP 2 Baki Sukoharjo carried out on Thursday 19 November 2020 – 26 November 2020 with the resource person, Ibu Ulvika, namely an English teacher at SMP 2 Baki Sukoharjo who teaches classes VIII A . The interview was conducted at 08.00 WIB.

2. Interview

The researcher also used interview to collect the data. The interviews were conducted with the teacher to have the information

needed to meet the investigator's data. Researchers conducted interviews with English teachers at SMP 2 Baki.

3. Document

In this study, the researcher used student data such as student assignments as evidence of real data on student scores as long as they used Online Learning Medias as media and google class room as their learning media and whats app for comunication.

4. Quesionnaire

A questionnaire is a research instrument consisting of a series of questions for the purpose of gathering information from respondents. Questionnaires can be thought of as a kind of written interview. It can be carried out face to face, by telephone, computer or post, and google forms. But this research will use google forms to collect the data. The researcher will make questions on google forms for teacher and students.

G. Technique of Data Collection

In this research used four kinds of techniques:

1. Observation

Observations made by researchers were carried out at SMP 2 Baki Sukoharjo carried out on Thursday 26 November 2020 with the resource person, Ibu Sumi, namely an English teacher at SMP 2 Baki Sukoharjo who teaches classes VIII A - VIII C. The interview was conducted at 08.00 WIB.

2. Interview

The researcher also used interview to collect the data. The interviews were conducted with the teacher to have the information needed to meet the investigator's data. Researchers conducted interviews with English teachers at SMP 2 Baki.

3. Document

In this study, the researcher used student data such as student assignments as evidence of real data on student scores as long as they used Online Learning Medias as media and google class room as their learning medium.

4. Questionnaire

A questionnaire is a research instrument consisting of a series of questions for the purpose of gathering information from respondents. Questionnaires can be thought of as a kind of written interview. It can be carried out face to face, by telephone, computer or post, and google forms. But this research will use google forms to collect the data. The researcher will make questions on google forms for teacher and students.

H. Technique of Data Analysis

Researchers conducted research to determine students' abilities in doing assignments and to find out whether they mastered the material provided by the teacher during the Covid 19 period in an online class that used Online Learning Media and was brought through google classrooms by teacher and the data were using as real data. Sources of research data consisted of oral and written data. The oral data were obtained from lecturers' utterances and

observations. interview researchers and record the events that occurred during the interview.

I. Trustworthiness

Data collection techniques are one of the most important things for a study so that the data obtained is in accordance with the specified title. As stated by Prof. Sugiono that in terms of data collection methods or techniques, data collection techniques can be done by observing (observation), interview (interview), questionnaire (questionnaire), documentation and a combination of the four.

Data obtained through research is empirical data which have criteria such as valid. Validity indicates the degree of accuracy between data that actually occurs on the object and data collected by the researcher (Sugiyono, 2017: 04). According to Sugiyono in qualitative research, the validity test includes credibility (internal validity), transferability (external validity), dependability (reliability), and confirm ability (objectivity).

In this research, the researcher uses triangulation to verify the credibility of research data and avoid the bias. Triangulation is qualitative cross-validation and the most common that is used in improving data validity in qualitative research. It assesses the sufficiency of the data according to the convergence of multiple data sources or multiple data collection procedures (Wiliam, 1986: 144). There are four kinds of triangulation, those are data triangulation, investigator triangulation, methodological triangulation, and theoretical triangulation (Sutopo 2006: 93-98).

1. Data Triangulation

According to Mudjia Raharjo (2010: 02) data triangulation is to explore the truth of certain information through various methods and sources of data acquisition. Those are interview and observation, the

researcher can use participant observation, written document, archives, historical documents, official records, personal notes, and pictures or photos. These various views will give the knowledge to obtain the reliable truth.

2. Investigator triangulation

Investigator triangulation is carried out by using more than one researcher in data collection. This technique is recognized to enrich knowledge regarding information from research subjects. This type of triangulation assists to moderate and understand the researcher's biases.

3. Methodological Triangulation

The researcher collects the same data by using different methods, checking the validity of source data by using different methods. In the other word, method triangulation is done by comparing information or data in different ways. To obtain reliable information truth and a complete description about certain information, researchers can use the free interview method and structure interviews. In addition, researchers can also use different informants to check the accuracy of the information.

4. Theoretical Triangulation

Theoretical triangulation can increase the depth of understanding as long as the researcher can dig deep theoretical knowledge on the results of data analysis that have been obtained. It means that the researcher uses multiple conceptual or theoretical points of view. Moreover, in this case the researcher used methodological triangulations. The researcher chose and took the data from the students of the Translation

Entrepreneurship Course with questionnaire and interview method. The researcher used different information to compare the result of the interview with various responses of interview and questionnaire about students' perception about the 21 learning and digital tool utilization. century score applied in project-based.

This research used Theoretical Triangulation because this research used interview, quisioner, observasion and document.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Research Findings

This research was applied by Classroom Action Research (CAR). It consists of 2 cycles. Every cycle consists of four phases those are: planning, acting, observing and reflecting. This study analyzed data from two kinds of data. They were quantitative data (assignment test) and qualitative data (interview, observation sheet, diary notes, and photography) which had been gathered two cycle. Each cycle consisted of two meetings, and there was one meeting for pre test. So, totally were five meetings in this study.

The success or failure of student learning outcomes can also be based on external factors. Which includes the family's economic conditions, supporting signals, whether there is a cell phone or not, whether someone helps or not, whether you can search on Google or not, whether there is a time limit for submitting assignments or not, and so on. Internal factors only come from the willingness of students to work on and students' knowledge, but here external factors are more dominant than internal, knowing that electronics or gadgets are now sophisticated.

1. The Students Assignment Data

The Students Assignment data were taken from the tests result in the class, which was carried out in two cycles, there was five meetings were conducted. The test was given to the students in forms of pre-test, post test of cycle I and cycle II. The result of the students' score could be seen in the following tables.

Table 4.1 The Students Assignment Data

No	Initial	Sex	Score of Pre- Test	Score of Post- Test I	Score of Post- Test II
1	AJM	M	64	72	80
2	AS	F	48	64	72
3	AH	F	44	60	68
4	ADA	M	68	88	96
5	ALS	M	64	72	80
6	AS	M	48	68	76
7	BAM	M	64	72	80
8	DAS	M	68	76	84
9	FDS	M	68	80	88
10	DPN	M	64	80	88
11	K	M	80	88	96
12	KSP	F	40	60	68
13	NNK	M	76	88	96
14	NNPPP	M	64	76	84
15	NGP	M	76	88	96
16	P	F	44	64	80
17	UHP	M	60	80	88
18	VD	F	32	56	76
19	ZANT	M	56	72	80
20	ZA	M	56	76	84
21	H	M	80	88	96
22	NNP	F	36	56	64
23	NM	F	36	56	64
24	RI	F	36	56	76
25	RN	M	48	68	76
26	R	M	44	68	76
27	SA	M	60	80	88
28	SN	M	56	76	84
29	SWS	M	60	84	92
30	S	M	64	80	88
	Total		1704	2192	2464
	Mean		56,8	73,07	8213

The mean of students have improved on pre-test, post-test in cycle I and post-test in cycle II

2. The kuisisioner Data

There are two interview sessions conducted. The first interview was done in the first cycle while students did pre test and the second one was done in the end of second cycle. The object of interview is English teacher and the students. In the first session, they were interviewed about their problems in assignment. While the second session, they were interviewed about their respond or comments about the use of Online Learning Media. The interview data can be seen in appendix 3.

3. The Interview sheet Data

Observation was used to see the level of students' activities and teacher's activities during teaching learning process. The observation was focussed on the situation of teaching learning process which multimedia Online Learning Media was applied, students' activities and behaviour, students' assignment ability in English Lesson, and interaction between teacher and students it can be seen in appendix. Based on the observation and written note, students more active and enthusiastic in learning process by used Online Learning Media. Can be seen in appendix 1 for teacher interview and appendix 2 for student's interviews.

4. Data Analysis

The researcher gave test in the end. It has been found that the means of students score increasing from pre test until post test. The following table.

Table 4.2 Students Test Score

No	Initial	PRE – TEST	
		Score	Category (>76)
1	APM	64	Failed
2	AS	48	Failed
3	AP	44	Failed
4	AAH	68	Failed
5	BAR	64	Failed
6	DA	48	Failed
7	DWS	64	Failed
8	ETW	68	Failed
9	ER	68	Failed
10	HU	64	Failed
11	IF	80	Passed
12	JN	40	Failed
13	JM	76	Passed
14	LT	64	Failed
15	LH	76	Passed
16	MRG	44	Failed
17	MW	60	Failed
18	MS	32	Failed
19	NS	56	Failed
20	NAM	56	Failed
21	NA	80	Passed
22	RE	36	Failed
23	RA	36	Failed
24	RI	36	Failed
25	RN	48	Failed
26	R	44	Failed
27	SA	60	Failed
28	SN	56	Failed
29	SWS	60	Failed
30	S	64	Failed
Total		1704	
Mean		56,8	

From the table of post test in cycle I, the total score of students was 1704 and the number of students was 30 students, so the students' mean was:

$$X = \frac{\sum X}{N}$$

$$X = \frac{1704}{30}$$

$$X = 56,8$$

From the table above, students' assignment score in English lesson was still low. The mean of students was 56,8. To know the student who were competent was calculated by applying the formula below

$$P = \frac{R}{T} \times 100 \%$$

$$P_1 = \frac{26}{30} \times 100 \% = 86,67 \%$$

$$P_2 = \frac{4}{30} \times 100 \% = 13,33 \%$$

Table 4. 3 Distribution on Students' Assignment score in English Lesson for Pre Test

Criteria	Total Students	Percentage
Failed	26	86,67 %
Passed	4	13,33 %

From the table analysis above, the students' assignment score in English lesson was still low. From the criteria 4 students got passed score or it was only 13,33 %. In other side 26 students got failed score or it was 86,67 %. It could be concluded that the students' assignment score in English lesson was still low.

From the explanation above, students' assignment score in English lesson was classified low. Then post test continued in cycle I. In the post test of the cycle I, the analysis can be followed below:

Table 4.4 The Result of Students score in English Lesson

No	Initial	POST – TEST	
		Score	Category (>76)
1	APM	72	Failed
2	AS	64	Failed
3	AP	60	Failed
4	AAH	88	Passed
5	BAR	72	Failed
6	DA	68	Failed
7	DWS	72	Failed
8	ETW	76	Passed
9	ER	80	Passed
10	HU	80	Passed
11	IF	88	Passed
12	LT	76	Passed
13	LH	88	Passed
14	JN	60	Failed
15	JM	88	Passed
16	MR	64	Failed
17	MW	80	Passed
18	MS	56	Failed
19	NS	72	Failed
20	NAM	76	Passed
21	NA	88	Passed
22	RE	56	Failed
23	RA	56	Failed
24	RI	56	Failed
25	RN	68	Failed
26	R	68	Failed
27	SA	80	Passed
28	SN	76	Passed
29	SWS	84	Passed
30	S	80	Passed
Total			2192
Mean			73,07

From the table of post test in cycle I, the total score of students was 2192 and the number of students was 30 students, so the students' mean was:

$$X = \frac{\sum X}{N}$$

$$X = \frac{2464}{30}$$

$$X = 82.13$$

From the analysis above, students' assignment score in English lesson got increasing. The mean of students was 73.97. And the number of students who were competent in assignment test was calculated by applying the following formula:

$$P = \frac{R}{T} \times 100 \%$$

$$P_1 = \frac{26}{30} \times 100 \% = 86,67 \%$$

$$P_2 = \frac{4}{30} \times 100 \% = 13,33 \%$$

Table 4.5 Distribution of Students' Assignment score in English lesson for Post Test I

Criteria	Total Students	Percentage
Failed	14	47 %
Passed	16	53 %

The mean students was 73,07. 15 students got passed or it was 53 %. The other side 14 students got failed score or it was 47 %. Post test in cycle I is categorized unsuccess. The result of standard of success criteria (SKM) minimum was >76 score.

Based on the result of the students' assignment score in the cycle 1, there was an improve of students' mean score from the students' assignment score on the preliminary study to the students' assignment score on the first cycle. It was from the preliminary study mean score from the mean class 56,8 improved to 73,07 or from 4 students who passed the score above the Minimum Mastery Criterion to 15 students. It means that there was 28,64% of mean score improvement.

Students' assignment score in English lesson on the topic recount text was classified unsuccessful, so cycle II is need to improving the higher score

of students, so it must be improved in cycle II. And the following analysis for cycle II is:

Table 4.6 The Result of Students' Score for Cycle

No	Inisial	POST - TEST II	
		Score	Category (>76)
1	APM	80	Passed
2	AS	72	Failed
3	AP	68	Failed
4	AAH	96	Passed
5	BAR	80	Passed
6	DA	76	Passed
7	DWS	80	Passed
8	ETW	84	Passed
9	ER	88	Passed
10	HU	88	Passed
11	IF	96	Passed
12	JN	68	Failed
13	JM	96	Passed
14	LT	84	Passed
15	LH	96	Passed
16	MRG	80	Passed
17	MW	88	Passed
18	MS	76	Passed
19	NS	80	Passed
20	NAM	84	Passed
21	NA	96	Passed
22	RE	64	Failed
23	RA	64	Failed
24	RI	76	Passed
25	RN	76	Passed
26	R	76	Passed
27	SA	88	Passed
28	SN	84	Passed
29	SWS	92	Passed
30	S	88	Passed
Total		2464	
Mean		82,13	

From the table, the students' assignment score in English lesson was increased on the topic "Narrative story". The standard of maximum criteria was achieved with mean 82.13 from the total score of students was 2464 divided the number of students who done the test was 30 students, so the students' mean was:

$$X = \frac{\sum x}{N}$$

$$X = \frac{2464}{30}$$

$$X = 82.13$$

From the analysis above, students' assignment score in English lesson has improved. The mean of students was 82.13 and the number of students who were competent in assignment test was calculated by applying the following formula:

$$X = \frac{\sum x}{N}$$

$$X = \frac{2464}{30}$$

$$X = 82.13$$

Table 4.7 Distribution of students' score for Post Test II

	Criteria	Total Students	Percentage
	Failed	5	16,67 %
	Passed	25	83,33 %

From the table of analysis, the students' assignment score in English lesson improved. The mean of students was 82,13. From the criteria 25 students got passed score or it was 83,33%. In the other side 5 students got failed score or it was 16,67%. It could be concluded that the students' score in assignment improved. Post test cycle II was categorized success. It means that there was 46,8% of mean score improvement.

From the explanation above, the students in assignment score was classified a very good level while doing action research on cycle II. This is

the result of students' score in assignment score based on the topics, Narrative story.

Table 4.9 The Result of Students' Score for Pre-Test, Pots-Test I and Pos Test II

Meeting		Students Who Get Score >76	Percentage
Pre-Test	I	4	13,33%
Post-Test I	III	15	50%
Post-Test II	V	25	83,33%

The result showed the improving of students' score from the pre-test to post test II. In the pre-test, there was only 13,33% (4 students) who got point >76. In the post-test I there was 50% (15 students) who got point >76. It means that there was improving 36,67%. The post test in cycle II, there was 83,33% (25 students) who got point >76. The improving was about 46,66% and the total improving of students' score from pre-test until post test II was 80 %. It can be concluded that using online mediaworked effectively and effeciently in helping students' score in the second grade of senior high school at SMP N 2 Baki Sukoharjo and this learning has appllied successfully and able to improved Students score

a. Qualitative data

The researcher was conducted in two cycles. In cycle I, there were third meetings and cycle II there were two meetings.

a. Planning

Based on result pre-test which had been administrated before. It was known that the level of the students in assignment score was low. Some problems also had been predicted. The students were difficult to

spoken English when they wanted to talk with others, were lack of pronunciation, vocabulary, and grammar.

The use of online multimedia to improve the students' assignment score, the researcher would be the teacher and the English teacher would be the collaborator who observed the teaching learning process in which online media was applied. The researcher made lesson plan as the scenario of teaching, the teaching material was about recount text. In the first cycle the instruments for collecting data (observation sheet, interview, diary notes, documentation) were also prepared.

b. Action

Action was planned that had been arranged and conducted. In this cycle the researcher taught the students how to retell the story legend based on the lesson plan that had been made. Online media was also applied in the first cycle. The first cycle was applied during the second meeting to the third meeting.

In the second meeting, the researcher began to explain recount text. The researcher explained about the social function about recount text. In this meeting was the use of online media applied. Students were spoken by retelling story legend. The researcher gave the monologue session to the students.

c. Observing

In this phase, the researcher tried to observe in the Google Classroom and what happened in the group classroom activity. It might be about the teacher's performance, students' response and students' participation during teaching and learning process using action learning strategy. It was found that the students got difficulties in speaking. Some students were serious in the class but there were some students who still noisy, and disturbed their friends. Observation was done carefully because data which was taken from this

activity were used as a basis reflection. And In this cycle, teacher gave the assignment test.

d. Reflecting

The researcher and the teacher evaluated about the conclusion of implementing the action. Based on the result of post test I, they were only 15 students or 50 % of students who passed the KKM. Then, the researcher and the teacher tried to modify the action in order 80% of students in the class could pass the KKM. Instead, the researcher and the teacher felt satisfied enough because their efforts to improve students' speaking skill had been improved proven by score they get although not all the targets accomplished yet. Beside of that, the students seemed to accept the material easily by using online media. From the reflecting phase above, there must be more efforts to improve students' skill by using online media.

B. Discussion

The research that had been done by the researcher indicated that multimedia power point was effective or could be used in teaching speaking. It could be seen from the students have problem with pronunciation and vocabulary before used multimedia power point, and the students' ability could improve after used online media by google class room and whats app could . video as multimedia can be an effective media to develop speaking abilities . The tables that showed us the improving of students' score from pre-test, post test I and post test II. The improving because of the teacher knew how to control the class and created the active class. The multimedia power point was one of media that could be used by the teacher in teaching English to improve the students speaking skill.

The novelty of the paper is conveyed by consideration of multimedia presentations as tools for development of communicative skills

with the help of verbal supports in slides. The goal of the study is to identify features of multimedia presentations application as an auxiliary aid within communicative foreign language education.

So it could be concluded that the result of the research showed that the use of online media by google class room and whats app could improve the students speaking skill. It could be seen from the qualitative data by prove the students" score got better in the post test I than the pre-test, and the post-test II got better than the post-test I. Another could be seen from the qualitative data that show the students" was active and spirit in teaching-learning process.

CHAPTER V

CONCLUSIONS AND SUGGESTION

A. Conclusions

By conducting all the process of study, the researchers can conclude these following conclusions:

1. Utilization of Online Learning Media to improve student learning outcomes during Covid 19 at SMP N 2 BAKI SUKOHARJO namely using Google class room or GCR media to give and collect assignments and provide material and whats app or WA for teacher and students communication media.
2. Student responses to the use of Online Learning Media in learning during Covid 19 were very wise and obedient to the rules so they understood and always understood well by giving assignments and submitting them through GCR and WA.
3. The results of student responses to the use of Online Learning Media in learning during Covid 19 were that there was a slightly significant increase in grades. which is influenced by several internal and external factors. Internally, students can do the questions correctly. external because they do tutoring, browse Google, ask other people and so on.

B. Sugestions

Based on the result of this research, the research give suggestions

1. For the English Teacher

It is better for the English teacher to apply Online media like whatsapp and google class room in teaching because it can improve the students' skill and this online media suitable for senior high school students. Online Media Learning can help the teacher for teaching students something new.

2. For the Researchers

For the further researcher who are interested in doing research on related topic. It can help the researcher for collecting data and exploring the kinds of Online Media Learning.

3. For the students

It can help the students to find out the way to learn English . learning English using Online Media can help students more enthusiasm.

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APPENDIX 1

TEACHER'S INTERVIEW SHEET

Date : November 2021

Name of Teacher : Ulvika Rahmawati,S.Pd.

Researcher : Yevi Alinawati

Interview Script before Classroom Action Research

- Y : Assalamualaikum mam, terimakasih sebelumnya sudah mengijinkan saya untuk melakukan penelitian disini.
- U : Wa'alaikumsalam, iya in gak apa-apa. Yang penting kamu cepat selesai kuliahnya ya.
- Y : Amin, terimakasih mam. Jadi penelitian saya itu qualitative, mam.Di penelitian saya itu, saya mau melihat pembelajaran selama pandemic ini mam, media yang digunakan dan hasil nilai siswanya.
- U : Begitu ya, bisa....bisa, lalu butuh berapa kelas mbak?
- Y : Satu kelas saja mam soalnya ini kan *Action Reseach*. Kira kira masalah anak anak di online class itu apa saja ya mam?
- U : Begini ya in, mam kalau ngajar *online class* secara khusus itu ngga ada, jadi kalau ngajar itu kita ngasih materi lewat video yang kita take atau link gitu nanti tugasnya bisa di ambil dari soal buatan saya atau bahan ajar lain dan dari LKS. Ya anak-anak itu sebenarnya mau ngomong kalau pas speaking tapi jawabnya pakai bahasa Indonesia, ada juga yang kurang percaya diri mau ngomong.Ya mungkin mereka kurang dalam memahami materi -nya juga,

- mbak
- Y : Lalu bagaimana caranya mam mengatasi problem itu?
- U : Kalau untuk menjawab supaya mereka berbicara ya ditunjuk, mbak
- Y : Lalu untuk yang *yang ketinggalan materi mam, komunikasinya gimana mam?*
- U : Biasanya dari LKS itu ada beberapa *materi* baru setiap ganti topic, dari situ saya suruh mereka mencari. Biasanya kalau mereka esusahan juga wa saya bisa lewat group juga.
- Y : oh begitu ya mam. Jadi media yang biasa mam gunakan di kelas itu apasaja ?.
- U : ya masih media tradisional in, kayak buku bahasa Inggris. Kalau sekarang mau gak mau harus modern. Guru juga jangan ketinggalan. Kitapakai youtube, power point dan banyak mbak.
- Y : okedeh mam, terimakasih ya mam ataS waktunya.
- U : iya sama-sama mbak

Interview Script after the Implementation online media by google class room and whats app

- Y : Bagaimana mam menurut mam tentang media belajar yang kita terapkan ini ?
- U : Menurut mam sih bagus, jadikan mereka bisa aktif untuk berlatih mandiri dan mencoba hal bar. Nilai mereka juga tidak mengalami penurunan, selama ini cuma beberapa kendala biasanya sinyaldan tidak ontime dalam mengumpulkan tugasnya.
- Y : Thank you so much
- U : You are welcome

APPENDIX 2

STUDENTS' INTREVIEW

SHEET

1. Sandra

- R : Maaf, dek mengganggu sebentar?
- S : Ya, kak.
- R : Tadi gimana pelajaran Bahasa Inggrisnya?
- S : Ya gitu kayak biasanya, kak. Bosen dikit.
- R : Kan di bahasa Inggris ada empat *skills* kan, *listening*, *speaking*, *reading*, sama *writing*. Menurut kamu yang paling susah apa?
- S : Hmmmm ... mmm *speaking* mungkin kak.
- R : Jadi *speaking*nya. Kenapa?
- S : Kalo mau ngomong bingung kata katanya.
- R : oh *vocabulary*. Kan ada kamus?
- S : Iya mbak, tapi kan ngga mesti sama kayak yang di kamus, kak.
- R : Oh gitu, terus kalau di kelas belajar *speaking*ya gimana?
- S : Disuruh baca dialog terus di praktekin, sama jawab pertanyaan.
- R : Jadi latihan *speaking*-nya kurang ya. Kalau begitu kamu maunya belajarspeaking yang gimana?
- S : Ya dibanyakin latihan speakingya.
- R : Gitu ya, makasih ya.

2. Amel

- R : Dek, minta waktunya sebentar buat wawancara ya?
- S : Kok aku, kak?
- R : Lainnya pada jajan. Bisa kan, Dek?
- S : Ya kak.
- R : So, what's your name?
- S : Amelia kak. Kok pake bahasa Inggris, kak?
- R : Hehe kenapa dek kalau pakai bahasa Inggris?
- S : Bingung kak, pakai bahasa Indonesia aja, kak.
- R : Oh ya, emang sulitnya bahasa Inggris itu apa?
- S : Ya sulit kata-katanya, kak.
- R : Dari empat skills bahasa Inggris *listening, speaking, reading, sama writing*, mana yang menurut kamu susah?
- S : Apa ya? Semuanya, kak.
- R : Lah kok semuanya? Yang jarang diajarin sama gurunya apa?
- S : Kalau yang jarang diajarin itu *listening* sama *speaking*, kak.
- R : Oh gitu, biasanya pas *speaking*, diajarin apa sama gurunya?
- S : Ya baca dialog, trus nanti suruh maju ke depan buat praktekin.
- R : Menurut kamu gimana enaknyabuat belajar *speaking*?
- S : Mungkin banyak latihannya sama pakai cara yang menarik gitu.
- R : Oh gitu, ya makasih ya waktunya.
- S : Sama samakak.

3. Bagas

- R : halo dek, namanya siapa ?
- S : bagas kak.
- R : suka pelajaran Bahasa Inggris ngga?
- S : Ya, suka, kak. Tapi susah.
- R : Kok susah? Susahnya dimana?
- S : Soalnya susah kata katanya. Kalau *listening* ngga tau kata-katanya.
- R : Oh jadi menurut kamu *listening* yang susah?
- S : Iya, kak. Tapi *speaking* juga.
- R : Loh nambah lagi yang susah. Emang kenapa *speaking* susah?
- S : Ya jarang diajarin, kak. Paling cuma baca dialog. Trus kalau maungomong kan kata-katanya sulit.
- R : Sulit ngucapinnya atau gimana?
- S : Ya milih kata-katanya sama biar ngucapinnya kaya bule tu lho, kak.
- R : Jadi sulit milih *vocab*-nya samapronunciation.
- S : Ya itu, kak.
-
- R : Kamu pengennya belajar Bahasa Inggris itu gimana?
- S : Yang ngga ngebosenin, kak.
- R : Gitu ya, ya udah makasih ya.
- S : Ya kak

APPENDIX 3

KUESIONER

NAMA = Amelia Jones Mubattaya

KETERANGAN

SS = SANGAT SETUJU

S = SETUJU

KS = KURANG SETUJU

STS = SANGAT TIDAK SETUJU

NO	PERNYATAAN	PILIHAN JAWABAN			
		SS	S	KS	STS
1.	Saya merasa kesulitan belajar bahasa inggris sendiri	✓			
2.	Saya merasa kesulitan belajar bahasa inggris walaupun didampingi teman			✓	
3.	Saya merasa kesulitan belajar bahasa inggris di sekolah			✓	
4.	Belajar bahasa inggris dengan online media sangat membantu		✓		
5.	Belajar Bahasa inggris dengan buku sudah cukup bagi saya			✓	
6.	Belajar Bahasa inggris sulit dilakukan bila hanya membaca		✓		
7.	Aplikasi online media yang isinya materi yang disediakan guru membuat saya muah paham materi		✓		
8.	Apapun mediabelajarnya bilayang menerangkan menyenangkan saya bisa		✓		
9.	Aplikasi online media tidak terlalu membantu pembelajaran			✓	
10.	Aplikasi online media tidak terlalu membantu pembelajaran online saat pandemi			✓	
11.	Saya sulit memahami materi karena tidak tau terjemahannya	✓			
12.	Saya sulit memahami materi karena media belajar yang tidak menyenangkan			✓	

KUESIONER

NAMA = Angelica Sandra

KETERANGAN

SS = SANGAT SETUJU

S = SETUJU

KS = KURANG SETUJU

STS = SANGAT TIDAK SETUJU

NO	PERNYATAAN	PILIHAN JAWABAN			
		SS	S	KS	STS
1.	Saya merasa kesulitan belajar bahasa inggris sendiri			✓	
2.	Saya merasa kesulitan belajar bahasa inggris walaupun didampingi teman		✓		
3.	Saya merasa kesulitan belajar bahasa inggris di sekolah			✓	
4.	Belajar bahasa inggris dengan online media sangat membantu		✓		
5.	Belajar Bahasa inggris dengan buku sudah cukup bagi saya		✓		
6.	Belajar Bahasa inggris sulit dilakukan bila hanya membaca		✓		
7.	Aplikasi online media yang isinya materi yang disediakan guru membuat saya muah paham materi		✓		
8.	Apapun mediabelajarnya bilayang menerangkan menyenangkan saya bisa			✓	
9.	Aplikasi online media tidak terlalu membantu pembelajaran		✓		
10	Aplikasi online media tidak terlalu membantu pembelajaran online saat pandemi			✓	
11.	Saya sulit memahami materi karena tidak tau terjemahannya		✓		
12.	Saya sulit memahami materi karena media belajar yang tidak menyenangkan			✓	

KUESIONER

NAMA = Atouinda hasrah

KETERANGAN

SS = SANGAT SETUJU

S = SETUJU

KS = KURANG SETUJU

STS = SANGAT TIDAK SETUJU

NO	PERNYATAAN	PILIHAN JAWABAN			
		SS	S	KS	STS
1.	Saya merasa kesulitan belajar bahasa inggris sendiri		✓		
2.	Saya merasa kesulitan belajar bahasa inggris walaupun didampingi teman			✓	
3.	Saya merasa kesulitan belajar bahasa inggris di sekolah				✓
4.	Belajar bahasa inggris dengan online media sangat membantu	✓		KS	
5.	Belajar Bahasa inggris dengan buku sudah cukup bagi saya			✓	
6.	Belajar Bahasa inggris sulit dilakukan bila hanya membaca	✓			
7.	Aplikasi online media yang isinya materi yang disediakan guru membuat saya muah paham materi		✓		
8.	Apapun mediabelajarnya bilayang menerangkan menyenangkan saya bisa		✓		
9.	Aplikasi online media tidak terlalu membantu pembelajaran			✓	
10.	Aplikasi online media tidak terlalu membantu pembelajaran online saat pandemi				✓
11.	Saya sulit memahami materi karena tidak tau terjemahannya		✓		
12.	Saya sulit memahami materi karena media belajar yang tidak menyenangkan			✓	

KUESIONER

NAMA= Asbri permatasari

KETERANGAN

SS = SANGAT SETUJU

S = SETUJU

KS = KURANG SETUJU

STS = SANGAT TIDAK SETUJU

NO	PERNYATAAN	PILIHAN JAWABAN			
		SS	S	KS	STS
1.	Saya merasa kesulitan belajar bahasa inggris sendiri		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
2.	Saya merasa kesulitan belajar bahasa inggris walaupun didampingi teman		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
3.	Saya merasa kesulitan belajar bahasa inggris di sekolah		<input checked="" type="checkbox"/>		
4.	Belajar bahasa inggris dengan online media sangat membantu		<input checked="" type="checkbox"/>		
5.	Belajar Bahasa inggris dengan buku sudah cukup bagi saya			<input checked="" type="checkbox"/>	
6.	Belajar Bahasa inggris sulit dilakukan bila hanya membaca		<input checked="" type="checkbox"/>		
7.	Aplikasi online media yang isinya materi yang disediakan guru membuat saya muah paham materi		<input checked="" type="checkbox"/>		
8.	Apapun mediabelajarnya bilayang menerangkan menyenangkan saya bisa		<input checked="" type="checkbox"/>		
9.	Aplikasi online media tidak terlalu membantu pembelajaran			<input checked="" type="checkbox"/>	
10.	Aplikasi online media tidak terlalu membantu pembelajaran online saat pandemi			<input checked="" type="checkbox"/>	
11.	Saya sulit memahami materi karena tidak tau terjemahannya			<input checked="" type="checkbox"/>	
12.	Saya sulit memahami materi karena media belajar yang tidak menyenangkan			<input checked="" type="checkbox"/>	

KUESIONER

NAMA = Athaillah Diah Arsary

KETERANGAN

SS = SANGAT SETUJU

S = SETUJU

KS = KURANG SETUJU

STS = SANGAT TIDAK SETUJU

NO	PERNYATAAN	PILIHAN JAWABAN			
		SS	S	KS	STS
1.	Saya merasa kesulitan belajar bahasa inggris sendiri		✓		
2.	Saya merasa kesulitan belajar bahasa inggris walaupun didampingi teman			✓	
3.	Saya merasa kesulitan belajar bahasa inggris di sekolah				✓
4.	Belajar bahasa inggris dengan online media sangat membantu		✓		
5.	Belajar Bahasa inggris dengan buku sudah cukup bagi saya		✓		
6.	Belajar Bahasa inggris sulit dilakukan bila hanya membaca			✓	
7.	Aplikasi online media yang isinya materi yang disediakan guru membuat saya muah paham materi		✓		
8.	Apapun mediabelajarnya bilayang menerangkan menyenangkan saya bisa	✓			
9.	Aplikasi online media tidak terlalu membantu pembelajaran		✓		
10	Aplikasi online media tidak terlalu membantu pembelajaran online saat pandemi			✓	
11.	Saya sulit memahami materi karena tidak tau terjemahannya		✓		
12.	Saya sulit memahami materi karena media belajar yang tidak menyenangkan			✓	

KUESIONER

NAMA = Aufora Linlang S.

KETERANGAN

SS = SANGAT SETUJU

S = SETUJU

KS = KURANG SETUJU

STS = SANGAT TIDAK SETUJU

NO	PERNYATAAN	PILIHAN JAWABAN			
		SS	S	KS	STS
1.	Saya merasa kesulitan belajar bahasa inggris sendiri				✓
2.	Saya merasa kesulitan belajar bahasa inggris walaupun didampingi teman				✓
3.	Saya merasa kesulitan belajar bahasa inggris di sekolah				✓
4.	Belajar bahasa inggris dengan online media sangat membantu				✓
5.	Belajar Bahasa inggris dengan buku sudah cukup bagi saya				✓
6.	Belajar Bahasa inggris sulit dilakukan bila hanya membaca		✓		
7.	Aplikasi online media yang isinya materi yang disediakan guru membuat saya muah paham materi	✓			
8.	Apapun mediabelajarnya bilayang menerangkan menyenangkan saya bisa		✓		
9.	Aplikasi online media tidak terlalu membantu pembelajaran				✓
10	Aplikasi online media tidak terlalu membantu pembelajaran online saat pandemi		✓		
11.	Saya sulit memahami materi karena tidak tau terjemahannya		✓		
12.	Saya sulit memahami materi karena media belajar yang tidak menyenangkan				✓

KUESIONER

NAMA= AZIZ Saifullah

KETERANGAN

SS = SANGAT SETUJU

S = SETUJU

KS = KURANG SETUJU

STS = SANGAT TIDAK SETUJU

NO	PERNYATAAN	PILIHAN JAWABAN			
		SS	S	KS	STS
1.	Saya merasa kesulitan belajar bahasa inggris sendiri			✓	
2.	Saya merasa kesulitan belajar bahasa inggris walaupun didampingi teman				✓
3.	Saya merasa kesulitan belajar bahasa inggris di sekolah				✓
4.	Belajar bahasa inggris dengan online media sangat membantu	✓			
5.	Belajar Bahasa inggris dengan buku sudah cukup bagi saya			✓	
6.	Belajar Bahasa inggris sulit dilakukan bila hanya membaca		✓		
7.	Aplikasi online media yang isinya materi yang disediakan guru membuat saya muah paham materi				✓
8.	Apapun mediabelajarnya bilayang menerangkan menyenangkan saya bisa				✓
9.	Aplikasi online media tidak terlalu membantu pembelajaran				✓
10.	Aplikasi online media tidak terlalu membantu pembelajaran online saat pandemi			✓	
11.	Saya sulit memahami materi karena tidak tau terjemahannya		✓		
12.	Saya sulit memahami materi karena media belajar yang tidak menyenangkan				✓

KUESIONER

NAMA = Pragya Isan Naburu

KETERANGAN

SS = SANGAT SETUJU

S = SETUJU

KS = KURANG SETUJU

STS = SANGAT TIDAK SETUJU

NO	PERNYATAAN	PILIHAN JAWABAN			
		SS	S	KS	STS
1.	Saya merasa kesulitan belajar bahasa inggris sendiri			✓	
2.	Saya merasa kesulitan belajar bahasa inggris walaupun didampingi teman				✓
3.	Saya merasa kesulitan belajar bahasa inggris di sekolah			✓	
4.	Belajar bahasa inggris dengan online media sangat membantu	✓			
5.	Belajar Bahasa inggris dengan buku sudah cukup bagi saya			✓	
6.	Belajar Bahasa inggris sulit dilakukan bila hanya membaca		✓		
7.	Aplikasi online media yang isinya materi yang disediakan guru membuat saya muah paham materi		✓		
8.	Apapun mediabelajarnya bilayang menerangkan menyenangkan saya bisa		✓		
9.	Aplikasi online media tidak terlalu membantu pembelajaran			✓	
10	Aplikasi online media tidak terlalu membantu pembelajaran online saat pandemi				✓
11.	Saya sulit memahami materi karena tidak tau terjemahannya			✓	
12	Saya sulit memahami materi karena media belajar yang tidak menyenangkan			✓	

KUESIONER

NAMA=Dara alba Sabra

KETERANGAN

SS = SANGAT SETUJU

S = SETUJU

KS = KURANG SETUJU

STS = SANGAT TIDAK SETUJU

NO	PERNYATAAN	PILIHAN JAWABAN			
		SS	S	KS	STS
1.	Saya merasa kesulitan belajar bahasa inggris sendiri			✓	
2.	Saya merasa kesulitan belajar bahasa inggris walaupun didampingi teman			✓	
3.	Saya merasa kesulitan belajar bahasa inggris di sekolah		✓		
4.	Belajar bahasa inggris dengan online media sangat membantu		✓		
5.	Belajar Bahasa inggris dengan buku sudah cukup bagi saya				✓
6.	Belajar Bahasa inggris sulit dilakukan bila hanya membaca		✓		
7.	Aplikasi online media yang isinya materi yang disediakan guru membuat saya muah paham materi		✓		
8.	Apapun mediabelajarnya bilayang menerangkan menyenangkan saya bisa		✓		
9.	Aplikasi online media tidak terlalu membantu pembelajaran		✓		
10.	Aplikasi online media tidak terlalu membantu pembelajaran online saat pandemi			✓	
11.	Saya sulit memahami materi karena tidak tau terjemahannya			✓	
12.	Saya sulit memahami materi karena media belajar yang tidak menyenangkan			✓	

KUESIONER

NAMA= Fauzan Dwi Saputra

KETERANGAN

SS = SANGAT SETUJU

S = SETUJU

KS = KURANG SETUJU

STS = SANGAT TIDAK SETUJU

NO	PERNYATAAN	PILIHAN JAWABAN			
		SS	S	KS	STS
1.	Saya merasa kesulitan belajar bahasa inggris sendiri			√	
2.	Saya merasa kesulitan belajar bahasa inggris walaupun didampingi teman			√	
3.	Saya merasa kesulitan belajar bahasa inggris di sekolah			√	
4.	Belajar bahasa inggris dengan online media sangat membantu		√		
5.	Belajar Bahasa inggris dengan buku sudah cukup bagi saya		√		
6.	Belajar Bahasa inggris sulit dilakukan bila hanya membaca			√	
7.	Aplikasi online media yang isinya materi yang disediakan guru membuat saya muah paham materi		√		
8.	Apapun mediabelajarnya bilayang menerangkan menyenangkan saya bisa		√		
9.	Aplikasi online media tidak terlalu membantu pembelajaran			√	
10.	Aplikasi online media tidak terlalu membantu pembelajaran online saat pandemi			√	
11.	Saya sulit memahami materi karena tidak tau terjemahannya			√	
12.	Saya sulit memahami materi karena media belajar yang tidak menyenangkan			√	

KUESIONER

NAMA: Duqa qabo H

KETERANGAN

SS = SANGAT SETUJU

S = SETUJU

KS = KURANG SETUJU

SIS = SANGAT TIDAK SETUJU

NO	PERNYATAAN	PILIHAN JAWABAN			
		SS	S	KS	SIS
1.	Saya merasa kesulitan belajar bahasa inggris sendiri			✓	
2.	Saya merasa kesulitan belajar bahasa inggris walaupun didampingi teman		✓		
3.	Saya merasa kesulitan belajar bahasa inggris di sekolah			✓	
4.	Belajar bahasa inggris dengan online media sangat membantu				✓
5.	Belajar Bahasa inggris dengan buku sudah cukup bagi saya				✓
6.	Belajar Bahasa inggris sulit dilakukan bila hanya membaca		✓		
7.	Aplikasi online media yang isinya materi yang disediakan guru membuat saya muah paham materi			✓	
8.	Apapun mediabelajarnya bilayang menerangkan menyenangkan saya bisa				✓
9.	Aplikasi online media tidak terlalu membantu pembelajaran		✓		
10.	Aplikasi online media tidak terlalu membantu pembelajaran online saat pandemi		✓		
11.	Saya sulit memahami materi karena tidak tau terjemahannya			✓	
12.	Saya sulit memahami materi karena media belajar yang tidak menyenangkan			✓	

RESUME

NAMA: Alvin

KELIPATAN

SS = SANGAT SEDIKIT

S = SEDIKIT

KS = KURANG SEDIKIT

SIS = SANGAT LEBIH SEDIKIT

NO	PERNYATAAN	PILIHAN JAWABAN			
		SS	S	KS	SIS
1.	Saya merasa kesulitan belajar bahasa inggris sendiri		✓		
2.	Saya merasa kesulitan belajar bahasa inggris walaupun didampingi teman			✓	
3.	Saya merasa kesulitan belajar bahasa inggris di sekolah		✓		
4.	Belajar bahasa inggris dengan online media sangat membantu		✓		
5.	Belajar Bahasa inggris dengan buku sudah cukup bagi saya			✓	
6.	Belajar Bahasa inggris sulit dilakukan bila hanya membaca		✓		
7.	Aplikasi online media yang isinya materi yang disediakan guru membuat saya mual paham materi	✓			
8.	Apapun media belajarnya bila yang menyenangkan menyenangkan saya bisa		✓		
9.	Aplikasi online media tidak terlalu membantu pembelajaran			✓	
10.	Aplikasi online media tidak terlalu membantu pembelajaran online saat pandemi			✓	
11.	Saya sulit memahami materi karena tidak tau terjemahannya		✓		
12.	Saya sulit memahami materi karena media belajar yang tidak menyenangkan			✓	

KUESIONER

NAMA= Utiyana

KETERANGAN

SS = SANGAT SETUJU

S = SETUJU

KS = KURANG SETUJU

STS = SANGAT TIDAK SETUJU

NO	PERNYATAAN	PILIHAN JAWABAN			
		SS	S	KS	STS
1.	Saya merasa kesulitan belajar bahasa inggris sendiri			✓	
2.	Saya merasa kesulitan belajar bahasa inggris walaupun didampingi teman			✓	
3.	Saya merasa kesulitan belajar bahasa inggris di sekolah		✓		
4.	Belajar bahasa inggris dengan online media sangat membantu		✓		
5.	Belajar Bahasa inggris dengan buku sudah cukup bagi saya			✓	
6.	Belajar Bahasa inggris sulit dilakukan bila hanya membaca		✓		
7.	Aplikasi online media yang isinya materi yang disediakan guru membuat saya muah paham materi	✓			
8.	Apapun mediabelajarnya bilayang menerangkan menyenangkan saya bisa		✓		
9.	Aplikasi online media tidak terlalu membantu pembelajaran		✓		
10.	Aplikasi online media tidak terlalu membantu pembelajaran online saat pandemi	✓		✓	
11.	Saya sulit memahami materi karena tidak tau terjemahannya			✓	
12.	Saya sulit memahami materi karena media belajar yang tidak menyenangkan				✓

KUESIONER

NAMA= Kevin Septian P

KETERANGAN

SS = SANGAT SETUJU

S = SETUJU

KS = KURANG SETUJU

STS = SANGAT TIDAK SETUJU

NO	PERNYATAAN	PILIHAN JAWABAN			
		SS	S	KS	STS
1.	Saya merasa kesulitan belajar bahasa inggris sendiri		✓		
2.	Saya merasa kesulitan belajar bahasa inggris walaupun didampingi teman		✓	KS	
3.	Saya merasa kesulitan belajar bahasa inggris di sekolah			✓	
4.	Belajar bahasa inggris dengan online media sangat membantu	✓		KS	
5.	Belajar Bahasa inggris dengan buku sudah cukup bagi saya			✓	
6.	Belajar Bahasa inggris sulit dilakukan bila hanya membaca			✓	
7.	Aplikasi online media yang isinya materi yang disediakan guru membuat saya muah paham materi		✓		
8.	Apapun mediabelajarnya bilayang menerangkan menyenangkan saya bisa		✓	KS	
9.	Aplikasi online media tidak terlalu membantu pembelajaran			✓	
10.	Aplikasi online media tidak terlalu membantu pembelajaran online saat pandemi			✓	
11.	Saya sulit memahami materi karena tidak tau terjemahannya	✓		✓	
12.	Saya sulit memahami materi karena media belajar yang tidak menyenangkan		✓		

KUESIONER

NAMA: Nadita Neyka Kalista

KETERANGAN

SS = SANGAT SETUJU

S = SETUJU

KS = KURANG SETUJU

SIS = SANGAT TIDAK SETUJU

NO	PERNYATAAN	PILIHAN JAWABAN			
		SS	S	KS	SIS
1.	Saya merasa kesulitan belajar bahasa inggris sendiri				✓
2.	Saya merasa kesulitan belajar bahasa inggris walaupun didampingi teman				✓
3.	Saya merasa kesulitan belajar bahasa inggris di sekolah				✓
4.	Belajar bahasa inggris dengan online media sangat membantu				✓
5.	Belajar Bahasa inggris dengan buku sudah cukup bagi saya				✓
6.	Belajar Bahasa inggris sulit dilakukan bila hanya membaca				✓
7.	Aplikasi online media yang isinya materi yang disediakan guru membuat saya muah paham materi		✓		
8.	Apapun mediabelajarnya bilayang menerangkan menyenangkan saya bisa		✓		
9.	Aplikasi online media tidak terlalu membantu pembelajaran		✓		
10.	Aplikasi online media tidak terlalu membantu pembelajaran online saat pandemi		✓		
11.	Saya sulit memahami materi karena tidak tau terjemahannya		✓		
12.	Saya sulit memahami materi karena media belajar yang tidak menyenangkan				✓

KUESIONER

NAMA = NOVIA PUTRI Pradita

KETERANGAN

SS = SANGAT SETUJU

S = SETUJU

KS = KURANG SETUJU

STS = SANGAT TIDAK SETUJU

NO	PERNYATAAN	PILIHAN JAWABAN			
		SS	S	KS	STS
1.	Saya merasa kesulitan belajar bahasa inggris sendiri				✓
2.	Saya merasa kesulitan belajar bahasa inggris walaupun didampingi teman				✓
3.	Saya merasa kesulitan belajar bahasa inggris di sekolah			✓	
4.	Belajar bahasa inggris dengan online media sangat membantu		✓		
5.	Belajar Bahasa inggris dengan buku sudah cukup bagi saya		✓		
6.	Belajar Bahasa inggris sulit dilakukan bila hanya membaca				✓
7.	Aplikasi online media yang isinya materi yang disediakan guru membuat saya muah paham materi		✓		
8.	Apapun mediabelajarnya bilayang menerangkan menyenangkan saya bisa			✓	
9.	Aplikasi online media tidak terlalu membantu pembelajaran		✓		
10.	Aplikasi online media tidak terlalu membantu pembelajaran online saat pandemi				✓
11.	Saya sulit memahami materi karena tidak tau terjemahannya		✓		
12.	Saya sulit memahami materi karena media belajar yang tidak menyenangkan				✓

KUESIONER

NAMA= ~~XXXX~~ Nona Fof NNU 040

KETERANGAN

SS = SANGAT SETUJU

S = SETUJU

KS = KURANG SETUJU

STS = SANGAT TIDAK SETUJU

NO	PERNYATAAN	PILIHAN JAWABAN			
		SS	S	KS	STS
1.	Saya merasa kesulitan belajar bahasa inggris sendiri				✓
2.	Saya merasa kesulitan belajar bahasa inggris walaupun didampingi teman			✓	
3.	Saya merasa kesulitan belajar bahasa inggris di sekolah		✓		
4.	Belajar bahasa inggris dengan online media sangat membantu		✓		
5.	Belajar Bahasa inggris dengan buku sudah cukup bagi saya		✓		
6.	Belajar Bahasa inggris sulit dilakukan bila hanya membaca		✓		
7.	Aplikasi online media yang isinya materi yang disediakan guru membuat saya muah paham materi		✓		
8.	Apapun mediabelajarnya bilayang menerangkan menyenangkan saya bisa			✓	
9.	Aplikasi online media tidak terlalu membantu pembelajaran			✓	
10	Aplikasi online media tidak terlalu membantu pembelajaran online saat pandemi			✓	
11.	Saya sulit memahami materi karena tidak tau terjemahannya			✓	
12.	Saya sulit memahami materi karena media belajar yang tidak menyenangkan				✓

KUESIONER

NAMA: Dikita, Ganesa, Putri

KETERANGAN

SS = SANGAT SETUJU

S = SETUJU

KS = KURANG SETUJU

STS = SANGAT TIDAK SETUJU

NO	PERNYATAAN	PILIHAN JAWABAN			
		SS	S	KS	STS
1.	Saya merasa kesulitan belajar bahasa inggris sendiri		✓		
2.	Saya merasa kesulitan belajar bahasa inggris walaupun didampingi teman	✓			
3.	Saya merasa kesulitan belajar bahasa inggris di sekolah	✓			
4.	Belajar bahasa inggris dengan online media sangat membantu		✓		✓
5.	Belajar Bahasa inggris dengan buku sudah cukup bagi saya			✓	
6.	Belajar Bahasa inggris sulit dilakukan bila hanya membaca			✓	
7.	Aplikasi online media yang isinya materi yang disediakan guru membuat saya muah paham materi		✓		
8.	Apapun mediabelajarnya bilayang menerangkan menyenangkan saya bisa		✓		
9.	Aplikasi online media tidak terlalu membantu pembelajaran			✓	
10.	Aplikasi online media tidak terlalu membantu pembelajaran online saat pandemi			✓	
11.	Saya sulit memahami materi karena tidak tau terjemahannya	✓			
12.	Saya sulit memahami materi karena media belajar yang tidak menyenangkan			✓	

KUESIONER

NAMA= Rendi

KETERANGAN

SS = SANGAT SETUJU

S = SETUJU

KS = KURANG SETUJU

STS = SANGAT TIDAK SETUJU

NO	PERNYATAAN	PILIHAN JAWABAN			
		SS	S	KS	STS
1.	Saya merasa kesulitan belajar bahasa inggris sendiri			✓	
2.	Saya merasa kesulitan belajar bahasa inggris walaupun didampingi teman		✓		
3.	Saya merasa kesulitan belajar bahasa inggris di sekolah			✓	
4.	Belajar bahasa inggris dengan online media sangat membantu				
5.	Belajar Bahasa inggris dengan buku sudah cukup bagi saya		✓		
6.	Belajar Bahasa inggris sulit dilakukan bila hanya membaca		✓		
7.	Aplikasi online media yang isinya materi yang disediakan guru membuat saya muah paham materi		✓		
8.	Apapun mediabelajarnya bilayang menerangkan menyenangkan saya bisa	✓			
9.	Aplikasi online media tidak terlalu membantu pembelajaran				✓
10.	Aplikasi online media tidak terlalu membantu pembelajaran online saat pandemi		✓		
11.	Saya sulit memahami materi karena tidak tau terjemahannya		✓		
12.	Saya sulit memahami materi karena media belajar yang tidak menyenangkan			✓	

KUESIONER

NAMA = ulfah hana prasetyani

KETERANGAN

SS = SANGAT SETUJU

S = SETUJU

KS = KURANG SETUJU

STS = SANGAT TIDAK SETUJU

NO	PERNYATAAN	PILIHAN JAWABAN			
		SS	S	KS	STS
1.	Saya merasa kesulitan belajar bahasa inggris sendiri				
2.	Saya merasa kesulitan belajar bahasa inggris walaupun didampingi teman			✓	
3.	Saya merasa kesulitan belajar bahasa inggris di sekolah			✓	
4.	Belajar bahasa inggris dengan online media sangat membantu			✓	
5.	Belajar Bahasa inggris dengan buku sudah cukup bagi saya			✓	
6.	Belajar Bahasa inggris sulit dilakukan bila hanya membaca		✓		
7.	Aplikasi online media yang isinya materi yang disediakan guru membuat saya muah paham materi			✓	
8.	Apapun mediabelajarnya bilayang menerangkan menyenangkan saya bisa				✓
9.	Aplikasi online media tidak terlalu membantu pembelajaran			✓	
10.	Aplikasi online media tidak terlalu membantu pembelajaran online saat pandemi			✓	
11.	Saya sulit memahami materi karena tidak tau terjemahannya		✓		
12.	Saya sulit memahami materi karena media belajar yang tidak menyenangkan			✓	

KUESIONER

NAMA: N. S. Dufu

KETERANGAN

SS = SANGAT SETUJU

S = SETUJU

KS = KURANG SETUJU

STS = SANGAT TIDAK SETUJU

NO	PERNYATAAN	PILIHAN JAWABAN			
		SS	S	KS	STS
1.	Saya merasa kesulitan belajar bahasa inggris sendiri		✓		
2.	Saya merasa kesulitan belajar bahasa inggris walaupun didampingi teman		✓		
3.	Saya merasa kesulitan belajar bahasa inggris di sekolah			✓	
4.	Belajar bahasa inggris dengan online media sangat membantu	✓			
5.	Belajar Bahasa inggris dengan buku sudah cukup bagi saya			✓	
6.	Belajar Bahasa inggris sulit dilakukan bila hanya membaca		✓		
7.	Aplikasi online media yang isinya materi yang disediakan guru membuat saya muah paham materi		✓		
8.	Apapun mediabelajarnya bilayang menerangkan menyenangkan saya bisa	✓			
9.	Aplikasi online media tidak terlalu membantu pembelajaran				✓
10.	Aplikasi online media tidak terlalu membantu pembelajaran online saat pandemi				✓
11.	Saya sulit memahami materi karena tidak tau terjemahannya	✓			
12.	Saya sulit memahami materi karena media belajar yang tidak menyenangkan		✓		

KUESIONER

NAMA = Zalpa Azka Nazihah Tsani

KETERANGAN

SS = SANGAT SETUJU

S = SETUJU

KS = KURANG SETUJU

STS = SANGAT TIDAK SETUJU

NO	PERNYATAAN	PILIHAN JAWABAN			
		SS	S	KS	STS
1.	Saya merasa kesulitan belajar bahasa inggris sendiri		✓		
2.	Saya merasa kesulitan belajar bahasa inggris walaupun didampingi teman			✓	
3.	Saya merasa kesulitan belajar bahasa inggris di sekolah			✓	
4.	Belajar bahasa inggris dengan online media sangat membantu			✓	
5.	Belajar Bahasa inggris dengan buku sudah cukup bagi saya	✓			
6.	Belajar Bahasa inggris sulit dilakukan bila hanya membaca		✓		
7.	Aplikasi online media yang isinya materi yang disediakan guru membuat saya muah paham materi	✓			
8.	Apapun mediabelajarnya bilayang menerangkan menyenangkan saya bisa		✓		
9.	Aplikasi online media tidak terlalu membantu pembelajaran			✓	
10.	Aplikasi online media tidak terlalu membantu pembelajaran online saat pandemi			✓	
11.	Saya sulit memahami materi karena tidak tau terjemahannya		✓		
12.	Saya sulit memahami materi karena media belajar yang tidak menyenangkan			✓	

KUESIONER

NAMA- Zulfi Angelina

KETURANGAN

SS = SANGAT SETUJU

S = SETUJU

KS = KURANG SETUJU

STIS = SANGAT TIDAK SETUJU

NO	PERNYATAAN	PILIHAN JAWABAN			
		SS	S	KS	STIS
1.	Saya merasa kesulitan belajar bahasa inggris sendiri	✓			
2.	Saya merasa kesulitan belajar bahasa inggris walaupun didampingi teman			✓	
3.	Saya merasa kesulitan belajar bahasa inggris di sekolah	✓			
4.	Belajar bahasa inggris dengan online media sangat membantu			✓	
5.	Belajar Bahasa inggris dengan buku sudah cukup bagi saya			✓	
6.	Belajar Bahasa inggris sulit dilakukan bila hanya membaca		✓		
7.	Aplikasi online media yang isinya materi yang disediakan guru membuat saya muah paham materi	✓			
8.	Apapun mediabelajarnya bilayang menerangkan menyenangkan saya bisa	✓			
9.	Aplikasi online media tidak terlalu membantu pembelajaran				✓
10.	Aplikasi online media tidak terlalu membantu pembelajaran online saat pandemi				✓
11.	Saya sulit memahami materi karena tidak tau terjemahannya	✓			
12.	Saya suht memahami materi karena media belajar yang tidak menyenangkan			✓	

APPENDIX 4

Assignment link=

1. [https://docs.google.com/forms/d/e/1FAIpQLSe-
jIGwldF99Nrl6pgFRJsrk_EnKiPoINXeln9Jq4xMXbt5A/viewform?usp=sf_link](https://docs.google.com/forms/d/e/1FAIpQLSe-
jIGwldF99Nrl6pgFRJsrk_EnKiPoINXeln9Jq4xMXbt5A/viewform?usp=sf_link)
2. [https://docs.google.com/forms/d/e/1FAIpQLSfN3DOxv-
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hTfuqGRQCzS7XBBGC3ToFXeEzLHKepa6KLz2tSSA/viewform?usp=sf_link)
3. [https://docs.google.com/forms/d/e/1FAIpQLSe0sLL2bAUoa8G3tWw6Zza
Poe6EW_3XEA2IKCr8sWRr_LWAxA/viewform?usp=sf_link](https://docs.google.com/forms/d/e/1FAIpQLSe0sLL2bAUoa8G3tWw6Zza
Poe6EW_3XEA2IKCr8sWRr_LWAxA/viewform?usp=sf_link)