

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Theoretical Description

##### 1. Definition of Curriculum

Curriculum has many meanings developed by experts in the curriculum development from the past until now. Those interpretations have different meanings according to the perspective of those experts. The term of curriculum comes from the Latin "*Curriculae*", which means the distance that should be covered.<sup>1</sup> In the book "*Kurikulum dan Pembelajaran*", Syafruddin and Andriantoni explain if the curriculum is defined in a small scope it means a subject of materials, while in its broad scope it includes the entire component starting from aims, materials, learning processes and evaluation.<sup>2</sup>

Dr. Oemar Malik explained that the curriculum is a collection of contents and subjects of material that is used as a lesson plan and learning experience.<sup>3</sup> It means that curriculum is a set of materials that is used as a guideline to conduct learning activities that are not only carried out in the classroom, but also learning activities outside the classroom. Teguh also defined curriculum includes a learning process that takes place in the classroom, laboratory, workshop, studio, library, and in the field, both in the form of academic activities and extracurricular activities carried out inside and outside of the school area.<sup>4</sup>

Meanwhile, Miller and Seller in the Syafrudin (1985) define curriculum as a series of conscious interactions (intentional interactions) that are explicit or implicit which are designed to facilitate student learning and student

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<sup>1</sup> Oemar Hamalik, *Kurikulum dan Pembelajaran Ed.1 Cet.15*, (Jakarta: PT Bumi Aksara, 2015), p. 16.

<sup>2</sup> Syafruddin Nurdin and Andriantoni, *Kurikulum dan Pembelajaran Edisi 2*, (Depok: Rajawali Pers, 2019), p. 50.

<sup>3</sup> Oemar Hamalik, *Kurikulum dan Pembelajaran...*, p. 16-17.

<sup>4</sup> Teguh Triwiyanto, *Manajemen Kurikulum dan Pembelajaran*, (Jakarta: PT Bumi Aksara, 2015), p. 9.

development, as well as giving meaning to experiences.<sup>5</sup> The interactions can be happened between teachers and students, between students and students, between students and learning materials, and even between students and the community.

In the Act of the Republic of Indonesia Number 20, Year 2003 On National Education System Chapter 1 Article 1 (19), curriculum is defined as a set of plans and regulations about the goals, content and material of lessons and the method employed as the guidelines for the implementation of learning activities to achieve given education objectives. From the various meanings above, it can be concluded that curriculum is a set of lesson plan which contains goals, contents, learning materials and methods and evaluation used as the guidelines in learning activities.

As some meanings or descriptions of the curriculum that have been explained before it has a function as a guide or reference. Depending on each of the groups, such as teachers, students, principals, supervisors, parents, and society, curriculum roles are different. The curriculum acts as guidance to conduct the learning process for teachers. It also acts as a study guide for students. Curriculum acts as a checklist to conduct supervision for principals and supervisors. It also acts as a roadmap for parents to direct their children to learn at home. As for society, curriculum acts as a guide to help implement the educational process at school.<sup>6</sup>

In the opinion of Alexander Inglis, in his book *Principles of Secondary Education*, there are six functions of curriculum, they are:<sup>7</sup>

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<sup>5</sup> Syafruddin Nurdin, "MODEL KURIKULUM MILLER-SELLER DAN PENGEMBANGANNYA," *Jurnal Al-Fikrah* 2, no. 1 (2014): 19, <https://doi.org/http://dx.doi.org/10.31958/jaf.v2i1.365>.

<sup>6</sup> Toto Ruhimat, et.all, *Kurikulum dan Pembelajaran*, (Jakarta: Rajawali Press, 2012), p. 9.

<sup>7</sup> Oemar Hamalik, *Dasar-Dasar Pengembangan Kurikulum*, (Bandung: Remaja Rosdakarya, 2009), p. 4.

a) The Adaptive Function

As an educational instrument, the curriculum has a purpose to make the person adapt well to the world as a whole, both the physical environment and the social environment. This is because the world is complex, so it allows people living in the world to adapt dynamically as well.

b) The Integrating Function

Individuals are part of society, so every person must be able to integrate with the community. The curriculum acts as an instructional instrument for teaching individuals to become full and integrated personalities.

c) The Differentiating Function

Every person has differences in every aspect. This role implies that the curriculum should be able to provide resources for the variations between and person in the group as an educational tool.

d) The Propaedeutic Function

The purpose of the curriculum is to prepare students in society to pursue higher education and life planning.

e) The Selective Function

This function is closely related to the differentiation function. Recognizing the variations that occur in people often allows them the ability to choose what they want and what they are interested in. The curriculum must also be adjustable.

f) The Diagnostic Function

As an educational tool, the curriculum helps students recognize the potentials and weaknesses that exist in them. This is useful for students to develop their potential and strengthen their weaknesses. It will guide students in order to be able to improve optimally.

Curriculum as a system has components that are integrated one each other. Sudarsyah and D. Nurdin stated in their book, *“Manajemen Implementasi Kurikulum”*, that curriculum consists of 4 components, namely goals, contents or materials, methods and evaluation.<sup>8</sup> These

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<sup>8</sup> Teguh Triwiyanto, *Manajemen Kurikulum...*, p. 24.

components may provide the foundation for carrying out or improving the learning process.

a) Goals

Curriculum is an educational tool to develop human resources. Therefore curriculum has a general purpose, it is to develop quality of human resources.<sup>9</sup> In Indonesia, the objectives of curriculum in educational units should be in line with the Act of the Republic of Indonesia Number 20, Year 2003 On National Education System chapter X article 36 (1). Curriculum development should be based on national standards of education in the pursuit of national education goals.

b) Contents or Materials

Contents or materials are lessons that are used in the learning process to achieve education goals. Curriculum contents can be developed and compiled according to level of education. Oemar Hamalik in his book explains that curriculum materials contain several aspects in accordance with the goals of curriculum, namely<sup>10</sup>

- 1) Theory. A set of concepts or definitions that present a systematic opinion about the phenomenon by specifying the relationships between variables in order to explain and predict the symptoms.
- 2) Concept. A brief definition of a group of facts or symptoms.
- 3) Generalization. General conclusions based on specific things, derived from analysis, opinion or evidence in research.
- 4) Principles. The main idea or schematic pattern that is presented in materials to develop the relationship between several concepts.
- 5) Procedure. The sequential steps in the subject that students should take.
- 6) Facts. Specific information in material that is considered as important things. Consists of terminology, people and places, events, and so on.

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<sup>9</sup> Oemar Hamalik, *Kurikulum dan Pembelajaran...*, p. 24.

<sup>10</sup> Oemar Hamalik, *Teknik Pengukuran dan Evaluasi Pendidikan*, (Bandung: Mandar Maju, 1989), p. 84-86.

- 7) Terms. New and special words that are used in the material.
- 8) Example or illustration. A thing, action or process to clarify an opinion.
- 9) Definition. An explanation of the meaning or understanding of something.
- 10) Propositions. A statement or theorem or opinion that does not need to be ensured by argumentation. Propositions are similar with assumptions and paradigms.

c) Method

Method is a strategy that is used to present materials.<sup>11</sup> Method that is used in curriculum is commonly referred as learning strategies. From the past until now, methods have been developing by some experts. There are many learning strategies that have appeared. As an example, in language learning, there are several methods that are often used such as direct method, audio-lingual method, silent way and others method in language teaching.

d) Evaluation

In the Act of the Republic of Indonesia Number 20, Year 2003 On National Education System chapter 1 article 1 (21) it is explained that evaluation is a process of monitoring, ensuring and assessing the quality of education in all components of education in each stream, level and type of education as a form of responsibility for the provision of education. Conducting evaluation can help to gather information about learning process and success. The results of the evaluation can be used as a reference for developing curriculum in future in order to achieve goals.

## 2. Curriculum during COVID-19 Pandemic

In Indonesia, COVID-19 pandemic affected various aspects of life as well as education world. The education world, which initially held face-to-face learning, has changed to be conducted online from home, commonly

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<sup>11</sup> Oemar Hamalik, *Kurikulum dan Pembelajaran*..., p. 27.

called as SFH or Study From Home. In response, during the COVID-19 pandemic, the Indonesian Minister of Education and Culture released a regulation on guidelines for applying the curriculum in emergency situations as an adjustment to teaching and learning policies. All of this is outlined in the circular letter of the Minister of Education and Culture of Indonesia Number 719 / P / 2020 about the Guidelines of Implementing Curriculum for Educational Unit in Particular Condition of COVID-19 Pandemic. The purpose of this curriculum is to provide flexibility for educational units to determine a curriculum that suits the learning needs of students as stated in the circular letter. In its implementation, the curriculum must pay attention to,

- a) Age and phase of growth in early childhood education, and
- b) Achievement of curricula competencies, meanings and benefits of learning for elementary and secondary education, including in the area of special education and equitable education.<sup>12</sup>

During COVID-19 pandemic, educational units are given the freedom to use the curriculum that suits the needed of their students. Government provides three curriculum options to be applied during the COVID-19 pandemic, namely<sup>13</sup>

- a) Keep using the national curriculum that has been used, namely Curriculum 2013 which is usually called as K-13
- b) Using the national curriculum during the COVID-19 pandemic. For early childhood education, elementary education and secondary education in form of Senior High school uses the simplified core and basic

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<sup>12</sup> A Copy of the attachment to the circular letter of Minister of Education and Culture of Indonesia, “Number 719 / P / 2020, the Guidelines of Implementing Curriculum for Educational Unit in the Particular Condition,” (August 4, 2020).

<sup>13</sup> A Copy of the attachment to the circular letter of Minister of Education and Culture of Indonesia, “Number 719 / P / 2020, the Guidelines of Implementing Curriculum for Educational Unit in the Particular Condition,” (August 4, 2020).

competencies set by the Head of the Research and Development and Bookkeeping or “*Kepala Badan Penelitian dan Pengembangan dan Perbukuan.*” For secondary education in the form of Vocational school uses the simplified core and basic competencies determined by the Director General of Vocational Education or “*Direktur Jenderal Pendidikan Vokasi.*”

- c) Simplify the curriculum independently to be used in schools.

In addition to providing options for implementing the curriculum during COVID-19 as described above, this circular letter also provides relief to educational units to complete all curriculum achievements for class promotion and graduation.<sup>14</sup>

The curriculum during COVID-19 pandemic is a simplification of basic and core competencies from curriculum 2013.<sup>15</sup> Simplification of basic and core competencies is carried out in every subjects, so it can be focused on the essential and precondition competencies for learning at the next level. This curriculum is designed to be used in all levels of education, starting from early childhood education, elementary education, secondary education and also vocational education. In the learning process during COVID-19 pandemic, there are also several principles that must be observed in the learning environment, namely

- a) Active learning to stimulate the interest of students in learning
- b) Relationships and trust between the individuals concerned, such as creating a feeling of security, confidence and concern, regardless of the diverse background of students.
- c) Inclusive, means free of racial discrimination
- d) Responding to cultural diversity

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<sup>14</sup> A Copy of the attachment to the circular letter of Minister of Education and Culture of Indonesia, “Number 719 / P / 2020, the Guidelines of Implementing Curriculum for Educational Unit in the Particular Condition,” (August 4, 2020).

<sup>15</sup> Satuan Tugas Penanganan COVID-19, “Penyesuaian Kebijakan Pembelajaran di Masa Pandemi COVID-19,” (August 7, 2020), p. 18.

- e) Socially-oriented
- f) Future-oriented
- g) In accordance with the abilities and needs of students
- h) Fun learning.<sup>16</sup>

Moreover, in the curriculum during COVID-19, teachers are encouraged to carry out the diagnostic assessments for students who are most affected by the pandemic and have the potential to be left behind.<sup>17</sup> This assessment is carried out regularly to diagnose students' cognitive and non-cognitive conditions as a result of distance learning. The purpose of conducting non-cognitive assessment is to measure the psychological aspects and emotional condition of the students. This assessment includes the students' activities while studying from home and the condition of the student's family. Meanwhile, the purpose of cognitive assessment is to test the ability and learning outcomes of students. This assessment includes the identification of the students' competency achievements which the assessment result will be the basis for selecting learning strategies. It is also used to provide remedial or additional lessons for students who are most left behind.<sup>18</sup>

In the assessment programme, there are also several principles, namely

- a) Valid, produces correct information about the achievement of students
- b) Reliable, produces consistent and reliable information
- c) Fair, not detrimental to certain students
- d) Flexible, according to the conditions and needs of students
- e) Authentic, focuses on learning outcomes in the context of problem solving

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<sup>16</sup> A Copy of the attachment to the circular letter of Minister of Education and Culture of Indonesia, "Number 719 / P / 2020, the Guidelines of Implementing Curriculum for Educational Unit in the Particular Condition," (August 4, 2020).

<sup>17</sup> Satuan Tugas Penanganan COVID-19, "Penyesuaian Kebijakan Pembelajaran...", p. 23.

<sup>18</sup> Satuan Tugas Penanganan COVID-19, "Penyesuaian Kebijakan Pembelajaran...", p. 23.



- f) Integrated, generating feedback to improve the learning process.<sup>19</sup>

After the assessment is carried out, it is hoped that the results of the assessment can be used as reviews for educators, students and parents to enhance the learning process. Moreover, the curriculum during COVID-19 and learning modules were created to help out learning difficulties during a pandemic. It is hoped that curriculum during COVID-19 will facilitate learning process during a pandemic and have an impact on teachers, students and parents directly. Those impacts are,<sup>20</sup>

- a) Impact on Teachers

The availability of a simpler curriculum reference and reduce the teaching hours that require a minimum face-to-face teaching for 24 hours in a week. Teachers can also focus on essential and contextual of education and learning so that to relieve psychosocial pressure on teachers.

- b) Impact on Students

Students are not going to be burdened to complete all curriculum achievements. So students can focus on essential and contextual of education and learning so that students' psychosocial pressure will be relieved.

- c) Impact on Parents

It can provide convenience for parents in the learning assistance at home which can also relieve their psychosocial pressure.

This curriculum is valid since the issuance of a circular letter by Minister of Education and Culture of Indonesia on the 5<sup>th</sup> August, 2020 until the end of the school year and still remain even though the pandemic has ended.<sup>21</sup>

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<sup>19</sup> A Copy of the attachment to the circular letter of Minister of Education and Culture of Indonesia, "Number 719 / P / 2020, the Guidelines of Implementing Curriculum for Educational Unit in the Particular Condition," (August 4, 2020).

<sup>20</sup> Satuan Tugas Penanganan COVID-19, "Penyesuaian Kebijakan Pembelajaran... p. 19.

<sup>21</sup> Satuan Tugas Penanganan COVID-19, "Penyesuaian Kebijakan Pembelajaran..., p. 18.

### 3. Learning Process during COVID-19 Pandemic and Its Challenges

Situation during COVID-19 has changed drastically. Measuring the COVID-19 spreading, Educational units which were previously conducted face-to-face learning method switched to the online learning. Online learning has become popular among the students and teachers across the world particularly in the lockdown period due to COVID-19 pandemic.<sup>22</sup> Using online learning, both teachers and students can do teaching and learning process from their home.

In Education world, online learning usually called as E-learning, distance learning, and E-Education.<sup>23</sup> Abbas Z et.al in Ammar defined E-learning as set of processes using electronic media and tools to deliver education.<sup>24</sup> While Henry defined online learning is a remote learning which the materials can be accessed by students from anywhere, especially from home.<sup>25</sup> By using electronic media, so teachers can have access to teach anytime and allows students to recall the materials better.<sup>26</sup>

Ammar also determine some types of E-learning as follows<sup>27</sup>

- a) Blended Learning, a mix between face-to-face learning method and online learning.

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<sup>22</sup> R Radha et al., "E-Learning during Lockdown of Covid-19 Pandemic: A Global Perspective," *International Journal of Control and Automation* 13, no. 4 (2020): 1097.

<sup>23</sup> Ammar Y. Alqahtani and Albra A. Rajkhan, "E-Learning Critical Success Factors during the COVID-19 Pandemic: A Comprehensive Analysis of E-Learning Managerial Perspectives," *Education Sciences* 10, no.9, 216 (2020): 2, <https://doi.org/https://doi.org/10.3390/educsci10090216>.

<sup>24</sup> Ammar Y. Alqahtani and Albra A. Rajkhan, "E-Learning Critical Success Factors...", p. 2.

<sup>25</sup> Henny Mardiah, "The Use of E-Learning to...", p. 51.

<sup>26</sup> Ammar Y. Alqahtani and Albra A. Rajkhan, "E-Learning Critical Success Factors...", p. 2.

<sup>27</sup> Ammar Y. Alqahtani and Albra A. Rajkhan, "E-Learning Critical Success Factors...", p. 4.

- b) Flipped Classroom, student-centered approach with online material provided to student prior then to classes
- c) ICT Supported Face-to-Face Learning, traditional learning which is supported by information and communication technology.
- d) Synchronous Learning, a real time interaction of distance learning.
- e) Asynchronous Learning, non-real time interaction of distance learning.

This learning process can also be conducted through various media or platforms such as applications, websites, or social media.<sup>28</sup> Some media also provide various facilities in learning process such as features for delivering materials, conducting assessments or collecting assignments. Utilizing technology in learning can give some benefits and make the learning process become easier.

WhatsApp is an example of media that can be used to carry out the learning process. WhatsApp is equipped with a group chat feature so both teachers and students can join in one group to have discussions. In addition, this application can also be used to share files in any types and also can be used to collect assignments.<sup>29</sup> Forth, an LMS (Learning Management System) that is often used to carry out the online learning process namely Google Classroom. Google Classroom makes the learning process more innovative and creative so that teachers can increase students' interaction to be more active.<sup>30</sup> Google Classroom is also equipped with a single view feature to collect student assignments, organize classes, and create quizzes that are integrated with Google Forms or conduct video conference which is integrated with Google Meet.<sup>31</sup> Online learning can also be conducted using

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<sup>28</sup> Gunawan, Ni Made Yeni Suranti, and Fathoroni, "Variations of Models and Learning...", p. 69.

<sup>29</sup> Gunawan, Ni Made Yeni Suranti, and Fathoroni, "Variations of Models and Learning...", p. 64.

<sup>30</sup> Gunawan, Ni Made Yeni Suranti, and Fathoroni, "Variations of Models and Learning...", p. 65.

<sup>31</sup> Gunawan, Ni Made Yeni Suranti, and Fathoroni, "Variations of Models and Learning...", p. 65.

video conference, such as Zoom Cloud Meetings or Webinar Jam. Aside from group video calls, users can also send messages, share screens so they can carry out live presentations like in the face-to-face learning process.<sup>32</sup>

In addition, digital contents can also be added to the online learning process. Digital contents from Youtube, Instagram or blogs can encourage learners better.<sup>33</sup> All of these technologies can be accessed by students anywhere and anytime using various devices such as phones, tablets or computers. Apart from the various conveniences provided, there are also other benefits. According to Pranoto et.al. in Henny, E-learning is useful for as follows<sup>34</sup>

- a) Supporting students to increase their comprehension of the material that have been thought
- b) Increasing students participation
- c) Developing students' ability to study independently
- d) Improving the quality of teaching material
- e) Developing the ability to process information using technology.

Despite some beneficial, there are some challenges regarding online learning. Challenges include things relating to technologies, designing interactive activities, gaining student's motivation, and problems in the use of technology.<sup>35</sup> Problems also come from the inability to afford the learning media, such as smartphones and laptop, and internet data plan as well as the unstable internet

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<sup>32</sup> Gunawan, Ni Made Yeni Suranti, and Fathoroni, "Variations of Models and Learning...", p. 66.

<sup>33</sup> Andi Hamzah Fansury, Restu January, and Ali Wira Rahman, "Digital Content for Millennial Generations: Teaching the English Foreign Language Learning on Covid-19 Pandemic," *Journal of Southwest Jiatong University* 55, no. 3 (2020): 8, <https://doi.org/https://doi.org/10.35741/issn.0258-2724.55.3.40>.

<sup>34</sup> Henny Mardiah, "The Use of E-Learning to...", p. 52.

<sup>35</sup> Arief Eko Priyo Atmojo and Arif Nugroho, "EFL Classes Must Go Online Teaching Activities and Challenges during COVID-19 Pandemic in Indonesia," *Register Journal* 13, no. 1 (2020): 70, <https://journalregister.iainsalatiga.ac.id/index.php/register/>.

connection for some area.<sup>36</sup> Henny mentioned that E-learning especially in this pandemic also has challenges such as<sup>37</sup>

- a) The unavailability of internet access, electronic media or tools. The infrastructures that support E-learning process such as internet access/ Wi-Fi, electricity, computer, PC, mobile phone and others.
- b) Lack of cheaper application available.
- c) Students are lack of motivation. Students are not motivated enough so they may end up feeling alone and socially disconnected from others.
- d) Low level of student engagement. It's difficult to concentrate on display devices as they hear any noises, such as crowds, bikes, cars, horns, and so on.
- e) Lack of classroom-like presence of teachers.
- f) Lack of skill and knowledge in using technology. Few teachers and students are unskilful and illiterate in the use of technologies.
- g) Lack of understanding the attitude towards ICT. Understanding the importance of ICT in learning and need to be encouraged persistently to the students and teachers.

The challenges that occurred due to COVID-19 pandemic will give anxiety and negative effects on students academic.<sup>38</sup> Those challenges must inspire teachers to be more creative, adaptive to dynamic changes and remind them to keep exploring technology for enhancing language learning.<sup>39</sup> The planning and preparation also should be well prepared and training should be given to carry out online learning.<sup>40</sup>

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<sup>36</sup> Arief Eko Priyo Atmojo and Arif Nugroho, "EFL Classes Must...", p. 70.

<sup>37</sup> Henny Mardiah, "The Use of E-Learning to...", p. 53.

<sup>38</sup> Olasile Babatunde Adedoyin and Emrah Soykan, "Covid-19 Pandemic and Online Learning: The Challenges and Opportunities," *Interactive Learning Environments* (2020): 4, <https://doi.org/10.1080/10494820.2020.1813180>.

<sup>39</sup> Arief Eko Priyo Atmojo and Arif Nugroho, "EFL Classes Must...", p. 71.

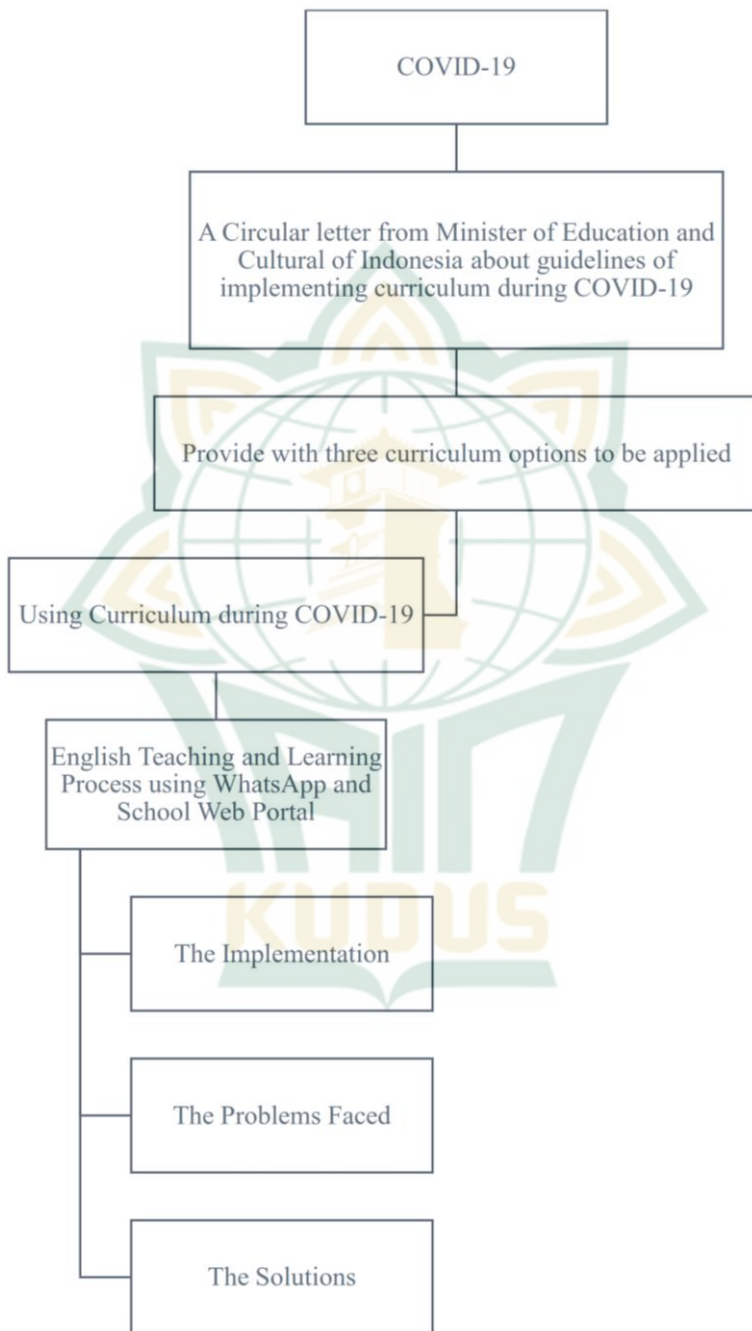
<sup>40</sup> Arief Eko Priyo Atmojo and Arif Nugroho, "EFL Classes Must...", p. 72.

## **B. Theoretical Framework**

Since WHO declared COVID-19 as a pandemic, many countries implemented various ways, such as lockdown to prevent its rapid spread. This lockdown affects various aspects of life. It also gives impacts towards education world. The learning process that was initially conducted face-to-face has changed to online learning.

However, there were many obstacles found during study from home. As a response to this, Minister of Education and Culture of Indonesia issued a circular letter about learning process guidelines during pandemic followed by the publication of curriculum during COVID-19 to adjust study from home. One of the guidelines is about curriculum that will be used during COVID-19 pandemic. The circular letter is provided 3 curriculum options to be applied in schools. These options include keep using curriculum 13, using curriculum during COVID-19 and simplify the curriculum independently to be applied in schools.

Responding to this policy, a private high school in Kudus chosed to apply the curriculum during COVID-19 which is set by the Head of the Research and Development and Bookkeeping in its learning process. English learning is also have been carried out using various learning models that are integrated with online media through WhatsApp and School Web Portal. This learning models were developed by the English teacher by considering various learning strategies that students can do from home. From the description before, the researcher is interested to study further about the implementation of English language learning using WhatsApp and School Web Portal during COVID-19 Pandemic on a private high school in Kudus. Forth, this research will provide how its implementation, problems faced during its implementation and solutions to solve those problems.



### **C. Review of Previous Study**

In this research proposal, the writer will present a number of previous studies related to this research, including,

The research that was conducted by Tari Putri Utami on 2020 entitled *An Analysis of Teachers' Strategies on English E-Learning Classes during COVID-19 Pandemic (A Qualitative Research at MTs Sudirman Getasan in the Academic Year 2019/2020)*. This research was conducted to analyze the teachers' strategies on English e-learning classes during the COVID-19 pandemic at MTs Sudirman Getasan. The results of analysis is showed that English teachers using various strategies in teaching writing skill and listening skill. In writing, the teachers using strategy planning, drafting and editing. These strategy was effective in increasing students writing skill at MTs Sudirman Getasan. In listening, the teachers ask students to listen to the song, write the lyrics and sing a song. These strategy was effective to improve vocabulary mastering, listening, writing and also speaking skill at the same time. This study is related to the writer's research in conducting learning process during COVID-19 pandemic. Tari Putri Utami focused on strategies that are used by English teachers during COVID-19 pandemic, while the writer's research focus on the implementation of curriculum that is used in English teaching during COVID-19 pandemic.

Research that was conducted by Sri Mulyani on 2020 with title *Students' Perception and Motivation Toward English E-Learning during COVID-19 Pandemic (A Study at The Tenth Graders at SMA N 1 Suruh in The Academic Year of 2019/2020)*. This study was about students' perception and motivation toward English E-learning that was conducted at SMA N 1 Suruh during COVID-19 pandemic. The results showed the negative and positive perception of students toward English E-learning. The positive perception is learning English while at home was quite effective because that is the only way out to keep learning during this condition. While negative perception is learning English through E-Learning during the COVID-19 pandemic was quite difficult, as the material delivered by the teacher was not well received and the lack of interactions during online learning resulted in students do not understand the material as well as face-to-face learning. The results also showed the motivation of students toward English E-learning were divided into two groups,



the ones who do not motivated and the ones who exited toward English E-learning. This is related to the research conducted by the writer, that this research was conducted on the same situation, the COVID-19 pandemic. However, this research focused on students' perception and motivation toward English E-learning during COVID-19 pandemic. While the writer conducted a research that focused on the implementation of curriculum during COVID-19 pandemic.

The research that was conducted by Irma Nur Khasanah entitled *The Implementation of 2013 Curriculum by The English Teacher and Its Barriers (A Case Study at the 10th Grade of SMA N 1 Rembang in 2014/2015 Academic Year)*. This research was about how is the implementation of 2013 curriculum in English learning and its barriers. The results of this research can be concluded that the teacher organized the teaching learning process based on the lesson plans that have been prepared using scientific approach well. The learning evaluation that was conducted by the teacher also based on what is planned on the dimension of planning including the barriers that affect. There is a connection between this research and the research that is conducted by the writer, which is both presenting how is the implementation of curriculum in English teaching at secondary school. However, unlike this research, the writer focused on curriculum that is used during COVID-19 pandemic.