

## CHAPTER IV RESEARCH FINDINGS AND DISCUSSION

### A. Research Results

This chapter describes the data and the results of the study. The writer chose MA Ma'ahid Kudus as the object of this study. The data display are based on the observation and documentation that writer conducted in MA Ma'ahid Kudus.

#### 1. The Implementation of Curriculum during COVID-19 Pandemic on a Private High School in Kudus

Based on the writer observation, MA Ma'ahid has been implementing a curriculum during the COVID-19 pandemic in accordance with Government Guidelines on learning process during COVID-19 pandemic, both the Ministry of Education and Culture of Indonesia and from the Ministry of Religion of Indonesia. There were also adjustments to the curriculum used during the COVID-19 pandemic. The changes included the changes in teaching and learning practises from offline or face-to-face to online, the simplification of the material presented, and the achievement of the curriculum for class promotion and graduation that does not burden students.

The school has made a variety of preparations relevant to the implementation of this curriculum. It was explained by the Principal of MA Ma'ahid Kudus and also the Vice Principal of Curriculum. The first was establishing an online schedule for the teaching and learning activities.<sup>1</sup> The preparation of the teaching schedule was based on the importance scale of the subjects, the contents and achievements of the students. The priority scale is formulated by the school and the teachers.

The second was the preparation provided to teachers to carry out the curriculum during the COVID-19 pandemic. During this pandemic, teaching and learning process that turned online even influenced the psychology of teachers. Therefore, the principal explained that building the motivation of the teachers is the most crucial point in the

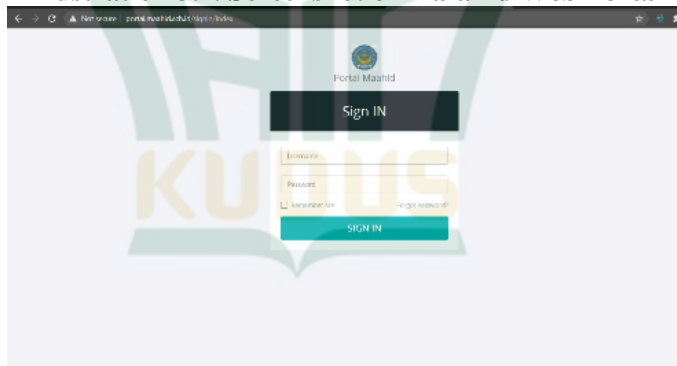
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<sup>1</sup> The Principal, Interview by the writer, Interview 1, Transcript, December 13, 2020.

preparation of this curriculum. The next move was mapping the teachers' mastery of ICT.<sup>2</sup> This mapping was achieved by the delivery of questionnaires to the teachers. After the delivery of questionnaires, teachers were trained in planning for online learning through the IHT (In House Training) programme. In House Training programme provides several training, such as developing innovative learning media using PowerPoint slides, using social media as a learning platform, and so on.<sup>3</sup>

The next preparation of MA Ma'ahid for the implementation of the curriculum during COVID-19 was providing facilities for the teaching and learning process. MA Ma'ahid independently developed a school web portal personalized login for students, teachers and alumnus.<sup>4</sup> The principal and the vice principal of curriculum explained that in the web school portal, students and teachers can check schedules, announcements, assignments and general information from anywhere as long as they have internet access. Due to this reasons they used it as a platform for teaching and learning activities. The portal is located at the address <http://portal.maahid.sch.id/>.

**Illustration 3.1. Screenshot of Ma'ahid Web Portal**



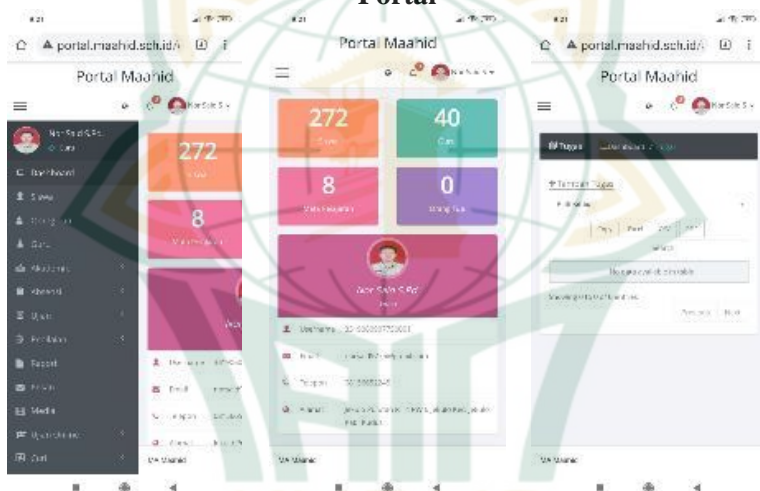
<sup>2</sup> The Principal, Interview by the writer, Interview 1, Transcript, December 13, 2020.

<sup>3</sup> The Vice Principal of Curriculum, Interview by the writer, Interview 2, Transcript, December 13, 2020.

<sup>4</sup> The Vice Principal of Curriculum, Interview by the writer, Interview 2, Transcript, December 13, 2020.

The school web portal is equipped with various features for teaching and learning activities, such as sending the learning materials and the collecting assignments for students. This portal has been launched and developed since the school year 2019/2020, which was initially designed for the development of digital school reports. However, as a matter of urgency, this portal was developed to carry out teaching and learning activities during the pandemic as the vice principal of curriculum explained in the interview.<sup>5</sup> This portal was developed by the MA Ma'ahid IT team.

### Illustration 3.2. Screenshots of features in Ma'ahid Web Portal



## 2. The Implementation of English Language Learning Using Whatsapp and School Web Portal during COVID-19 Pandemic on a Private High School in Kudus

The English teacher for 11<sup>th</sup> graders in MA Ma'ahid Kudus, the English teacher clarified that MA Ma'ahid Kudus used English materials distributed by the government. This material is a simplification of the curriculum used in the previous period, specifically the 2013 curriculum. This simplification is part of the Core

<sup>5</sup> The Vice Principal of Curriculum, Interview by the writer, Interview 2, Transcript, December 13, 2020.

Competencies and Basic Competencies where 11th grade English curriculum which originally consisted of 4 materials has been reduced into 2 materials.<sup>6</sup> Based on the writer interview with Kamilia, an 11<sup>th</sup> grader in MA Ma'ahid Kudus, she clarified that this simplification help her and do not burden her to complete all curriculum achievements.<sup>7</sup> Farikhathun, other student also clarified that it was provide convenience to her parents in the learning assistance because they do not have to always assist her learning process directly.<sup>8</sup>

In the preparing of the lesson plan, the teacher explained that he was assisted by supervisor from the Ministry of Religion and the school under the coordination of the Vice Principal of the Curriculum and the staff.<sup>9</sup> The following is the materials for English learning at MA Ma'ahid for 11<sup>th</sup> graders planned by English teachers in accordance with the Ministry of Education and Culture, which is supervised by the Ministry of Religion and the Vice Principal of the Curriculum.

**Table 3.2. The Materials of English Subjects Grade 11 during COVID-19 Pandemic in MA Ma'ahid Kudus for 2020/2021 Academic Year**

SMT	KOMPETENSI DASAR	ALOKASI JAM PELAJARAN	PERTEMUAN KE	MATERI ESENSI
I	3.1 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks eksposisi analitis lisan dan tulis	2 x 35'	1	Analytical Exposition Text (Teks Eksposisi Analitis)

<sup>6</sup> The English Teacher, Interview by the writer, Interview 3, Transcript, December 14, 2020.

<sup>7</sup> Kamilia, Interview by the writer, Interview 4, Transcript, January 2, 2021.

<sup>8</sup> Farikhathun, Interview by the writer, Interview 4, Transcript, January 4, 2021.

<sup>9</sup> The English Teacher, Interview by the writer, Interview 3, Transcript, December 14, 2020.

<p>(persuasif atau argumentatif) dengan memberi dan meminta informasi, menyampaikan pendapat/pikiran terkait isu aktual, sesuai dengan konteks penggunaannya pendapat/ pikiran terkait isu aktual, sesuai dengan konteks penggunaannya</p>			
<p>4.1 Teks eksposisi analitis (persuasif atau argumentatif)                  4.1.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks eksposisi analitis lisan dan tulis (persuasif atau argumentatif), terkait isu aktual                  4.1.2 Menyusun teks khusus dalam bentuk surat pribadi terkait kegiatan diri sendiri dan orang sekitarnya, lisan dan tulis, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<p>2 x 35'</p>	<p>2</p>	<p>Membuat Analytical Exposition Text</p>
<p>3.2 Membedakan fungsi sosial, struktur</p>	<p>2 x 35'</p>	<p>3</p>	<p>Personal Letter (Surat</p>

	<p>teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk surat pribadi dengan memberi dan menerima informasi terkait kegiatan diri sendiri dan orang sekitarnya, sesuai dengan konteks penggunaannya</p>			Pribadi)
	<p>4.2 Teks surat pribadi 4.2.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk surat pribadi terkait kegiatan diri sendiri dan orang sekitarnya 4.2.2 Menyusun teks tulis khusus dalam bentuk surat pribadi terkait kegiatan diri sendiri dan orang sekitarnya, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	2 x 35'	4	Membuat Surat Pribadi
II	<p>3.3 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks prosedur lisan dan tulis dengan</p>	2 x 35'	5	Procedure Text (Teks Prosedur)

	<p>memberi dan meminta informasi terkait manual penggunaan teknologi dan kiat-kiat (tips), pendek dan sederhana, sesuai dengan konteks penggunaannya</p>			
	<p>4.3 Teks prosedur</p> <p>4.3.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks prosedur lisan dan tulis, dalam bentuk manual terkait penggunaan teknologi dan kiat-kiat (tips)</p> <p>4.3.2 Menyusun teks prosedur lisan dan tulis, dalam bentuk manual terkait penggunaan teknologi dan kiat-kiat (tips), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<p>2 x 35'</p>	<p>6</p>	<p>Membuat Teks Prosedur</p>
	<p>3.4 Menafsirkan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK</p>	<p>2 x 35'</p>	<p>7</p>	<p>Lyrics of Songs (lirik lagu)</p>

	4.4 Menangkap makna secara kontekstual terkait fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK	2 x 35'	8	Memahami makna dari sebuah lirik lagu
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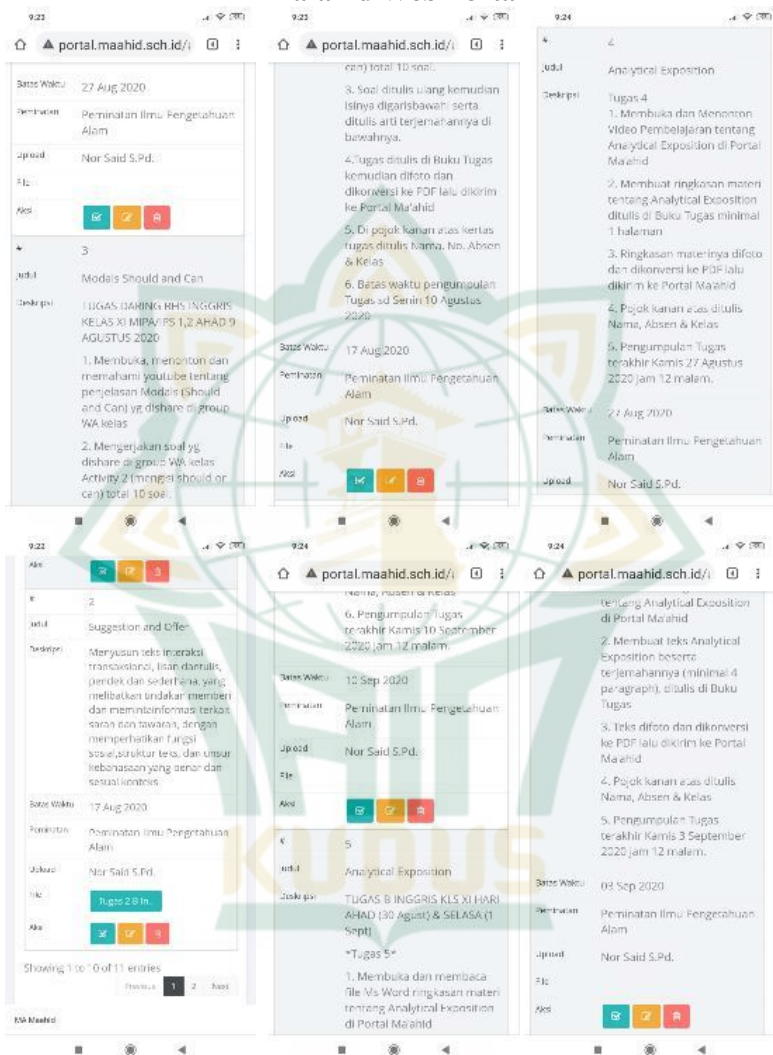
Based on the interview, the English teacher for 11<sup>th</sup> graders also explained that he used two models for teaching English subject. The first was a study conducted through the school web portal namely the Ma'ahid portal.<sup>10</sup> He provided materials that relate to Basic Competencies and Core Competencies by uploading the materials to the portal. The material was given in a summary form attached to the file, starting with the meaning of the terms and examples specific to the material. In addition, he also gave an example by adding an example video that is linked to Youtube. He explained that teachers in MA Ma'ahid were granted the freedom to make their own videos or to attach YouTube videos, but it must be suited to the circumstances of the student. So sometimes he also gave the students learning videos from YouTube.

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<sup>10</sup> Nor Said, Interview by the writer, Interview 3, Transcript, December 14, 2020.



**Illustration 3.3. Screenshots of English Teachings through Ma'ahid Web Portal**



Forth, the English teacher used the WhatsApp to conduct English learning.<sup>11</sup> English learning was started with greeting students, then followed by presenting photos

<sup>11</sup> The English Teacher, Interview by the writer, Interview 3, Transcript, December 14, 2020.

of materials from the English textbook. The explanation of the material was give through voice messages so that students could listen to the teacher's explanation while watching the material. This was considered as a simpler and more affordable way since the capacity of internet data used is comparatively lower than videos.

**Illustration 3.4. Screenshots of English Teaching through WhatsApp**



The English teacher also conducted an assessment in each teaching session. The assessment came in two forms of task.<sup>12</sup> The first task was to summarise the learning material that should be written in the assignment book. The results was taken and submitted to the school web portal, which had to be converted to a PDF beforehand. This assignment was usually given every week to ensure that students actually learn remotely independently at home.<sup>13</sup>

### Illustration 3.5. Screenshots of Collecting Assessment through Ma'ahid Web Portal



The second task was a group assignment which consists of two students.<sup>14</sup> The assignment was to make an example of a conversation that also should be written in the assignment book and the results would be submitted to the school web portal. This assignment was provided to ensure that students understood the material.

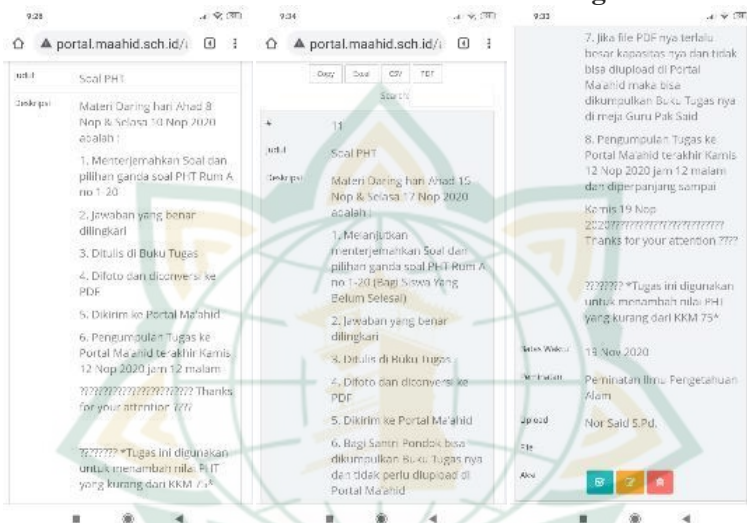
<sup>12</sup> The English Teacher, Interview by the writer, Interview 3, Transcript, December 14, 2020.

<sup>13</sup> The English Teacher, Interview by the writer, Interview 3, Transcript, December 14, 2020.

<sup>14</sup> The English Teacher, Interview by the writer, Interview 3, Transcript, December 14, 2020.

There was also an assessment programme called PHT (*Penilaian Harian Terjadwal*) or Scheduled Daily Assessment. This assessment was conducted online and scheduled.<sup>15</sup>

### Illustration 3.6. Screenshots of PHT Programme

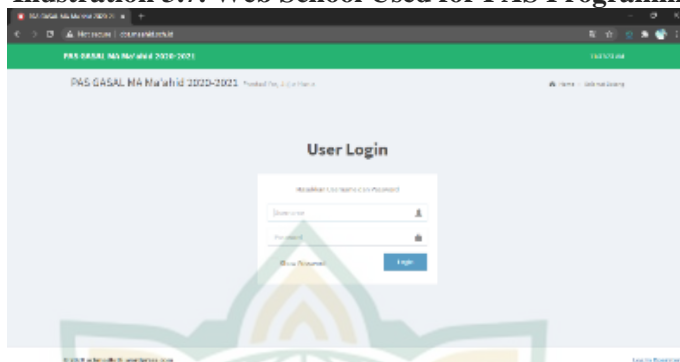


Apart from doing PHT, schools also arranged PAS through the school web portal. The address is <http://cbt.maahid.sch.id/>. For English language subject, the questions came in Illustrations so that students could not cheat using a number of translator apps.<sup>16</sup>

<sup>15</sup> The English Teacher, Interview by the writer, Interview 3, Transcript, December 14, 2020.

<sup>16</sup> The Vice Principal of Curriculum, Interview by the writer, Interview 2, Transcript, December 13, 2020.

### Illustration 3.7. Web School Used for PAS Programme



### 3. Problems Faced in the Implementation of English Language Learning Using Whatsapp and School Web Portal during COVID-19 Pandemic on a Private High School in Kudus

Although all the preparation had designed in detail, many obstacles remain to its implementation faced by both teachers and students. The problem that are frequently faced is the lack of access to the internet in many areas.<sup>17</sup> The differential in access to internet connection obstruct the online learning, which requires a good internet connection. It was difficult for students whose homes are far from the downtown area. Due to her home location, Erlin, an 11<sup>th</sup> grader in MA MA'ahid Kudus explained that she often had a bad internet connection.<sup>18</sup> Apart from being affected by location, other student, Tsalisa also explained that weather was also a challenge to internet connection, such as rain.<sup>19</sup>

Several students also explained that electronic media and tools are also one of the barriers to their online learning. Erlin explained how her device had limited specifications

<sup>17</sup> The English Teacher, Interview by the writer, Interview 3, Transcript, December 14, 2020.

<sup>18</sup> Erlin, Interview by the writer, Interview 4, Transcript, January 3, 2021.

<sup>19</sup> Tsalisa, Interview by the writer, Interview 4, Transcript, January 4, 2021.

and often error.<sup>20</sup> In the interviews, Yasmin and Tsalisa also complained about the massive amount of material data they had to download. They explained how the massive amount of that data forced their mobile phones to easily fill up the memory card. They were forced to delete some of the old material so the online learning could not be conducted optimally. In addition, Yasmin also explained how she had been bothered by notifications from other apps in her phone while using it for online learning.<sup>21</sup>

Other students, Kamilia, Fadhilah and Aslamah also complained that it was difficult for them to understand the material through online learning. Furthermore, another student, Ajeng explained that under the lack of the teacher supervision as well as parental supervision easily made her losing motivation.<sup>22</sup> Sometimes they were also bothered by some household chores that they have to do at home as Erlin explained.<sup>23</sup>

Forth, the problem experienced by the English teacher. The English teacher explained that he had limited ICT knowledge. Lack of knowledge towards ICT has resulted the insufficient use of media and restricted creativity of teachers in the online learning. He also explained how difficult to assists students in learning process due to lack of teacher presence.<sup>24</sup>

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<sup>20</sup> Erlin, Interview by the writer, Interview 4, Transcript, January 3, 2021.

<sup>21</sup> Yasmin, Interview by the writer, Interview 4, Transcript, January 4, 2021.

<sup>22</sup> Ajeng, Interview by the writer, Interview 4, Transcript, January 6, 2021.

<sup>23</sup> Erlin, Interview by the writer, Interview 4, Transcript, January 3, 2021.

<sup>24</sup> The English Teacher, Interview by the writer, Interview 3, Transcript, December 14, 2020.

## B. Discussion

### 1. Analysis the Implementation of English Language Learning Using Whatsapp and School Web Portal during COVID-19 Pandemic on a Private High School in Kudus

The preparations made by MA Ma'ahid in implementing the Ministry of Education and Culture circular about the emergency curriculum during COVID-19 were truly ready, prepared and neatly arranged. Overall, all efforts from both the school and the teachers in planning for learning using the curriculum during COVID-19 were also good enough. It can be seen from all the components of the curriculum which were compiled based on a circular letter of the Minister of Education and Culture of Indonesia Number 719 / P / 2020 regarding Guidelines of Implementing Curriculum in Particular Condition of COVID-19 Pandemic. These components include goal, contents/materials, method of learning and evaluation/assessment.

The general purpose of this curriculum during COVID-19 had been stated in the circular letter of the Minister of Education and Culture of Indonesia Number 719 / P / 2020, which is to provide flexibility for educational units to decide a curriculum that meets the educational needs of students.<sup>25</sup> Meanwhile, the specific purpose of implementing this curriculum during COVID-19 pandemic in MA Ma'ahid is to be able to provide teaching and learning process to students in this COVID-19 pandemic as previously explained by the Principal of MA Ma'ahid.<sup>26</sup> Due to that purposes, MA Ma'ahid Kudus had the flexibility to determine the curriculum so that they can continue to conduct teaching and learning process during COVID-19 pandemic. It can be said that both of the general and specific

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<sup>25</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>26</sup> The Principal, Interview by the writer, Interview 1, Transcript, December 13, 2020.

goals of implementing the curriculum during COVID-19 pandemic in MA Ma'ahid have been achieved.

The curriculum used in MA Ma'ahid was the curriculum during the COVID-19 pandemic, with some developments made by the Vice Principal of the MA Ma'ahid Curriculum and staff on the teaching schedule. The curriculum used by MA Ma'ahid were in accordance with the Learning Standards distributed by the Minister of Education and Culture.<sup>27</sup> These contained,

- a. Implementing a curriculum that pays attention to the accomplishment of competencies
- b. Using one of the three curriculum options provided by the Minister of Education and Culture of Indonesia based on a circular letter Number 719 / P / 2020, namely the curriculum during COVID-19 pandemic with several developments in its teaching schedules.
- c. In this situation, school did not expect its students to complete all curriculum achievements, but rather relied on the understanding of basic competencies and core competencies.

The materials that contains basic competencies and core competencies for 11<sup>th</sup> graders in English subject was a material that has been simplified by *Kabalitbang*. This materials was specifically issued by *Kabalitbang* for the COVID-19 pandemic which consist a simplification of the basic competencies and core competencies of the curriculum previously used, namely the 2013 curriculum.<sup>28</sup>

Furthermore, English online learning which was conducted during the first semester in this academic year was also compatible with the Learning Guidelines given by the Minister of Education and Culture of Indonesia during COVID-19 pandemic. From the lesson planning, it can be seen that the English teacher for 11<sup>th</sup> graders planned all

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<sup>27</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>28</sup> Satuan Tugas Penanganan COVID-19, "Penyesuaian Kebijakan Pembelajaran...", p. 18.



learning in accordance with the learning guidelines set out in the circular letter. That included,

- a. Teaching and learning process was still carried out based on various principles and adheres to the health protocols.
- b. Providing students whose most left behind with remedial, additional lessons and leaning assistance.
- c. Teaching and learning process was carried out contextually and used various strategies suited to the needs and conditions of students.

These guidelines are applied in the teaching process of English learning for 11<sup>th</sup> graders in MA Ma'ahid Kudus. The lesson plan prepared by the English teacher had the important role in English teaching and learning process. The learning method used in English learning during the COVID-19 pandemic was based on E-learning. From several types of E-learning as explained by Ammar previously,<sup>29</sup> the English teacher used Asynchronous learning or non-real time interaction of distance learning. This is because the interactions between teachers and students were not limited to the learning hours, but in a range of longer period, such as one week.

Online learning can be carried out through various media and platforms such as applications, websites or social media.<sup>30</sup> Considering the student's condition, the English teacher used 2 media, a web portal and a social media as learning media. The web portal used was a school web portal developed by the school independently called Portal Ma'ahid. This school web portal was often used to carry out the online learning because it is equipped with various features that support the online learning process. These features are the material delivery feature and assignment submission feature. However, this website has not equipped with features that support interactions between teachers and students yet, so teacher also used WhatsApp as a media for

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<sup>29</sup> Ammar Y. Alqahtani and Albra A. Rajkhan, "E-Learning Critical Success Factors...", p.4.

<sup>30</sup> Gunawan, Ni Made Yeni Suranti, and Fathoroni, "Variations of Models and Learning...", p. 69.

online learning. Besides being able to deliver materials, teacher and students could interact one each other with this media.

All lessons have planned and prepared, but fun and challenging learning was not always created. If we look at the lesson plan, mostly the activities were only doing the tasks such as resuming materials. It made the atmosphere of the online learning was boring. Different thing will happen if teacher also motivated students by making various tasks such as game or quiz.

Forth is the assessment process which is one of the components in the curriculum that is used to gather information about the success of the learning process.<sup>31</sup> The assessment that was carried out in the English online learning during COVID-19 at MA Ma'ahid was also can be said that it was in accordance with the learning guidelines during COVID-19 issued by the Minister of Education and Culture. It can be seen by the assessment programme implemented in the school, namely PHT and also the regular assignments given by the English teacher in each delivery of learning materials. The assignment was conducted regularly and had a flexible timeline for submission to enable more opportunities for students to focus on it. In addition, the results of the assessment were used as learning process evaluation, which was conducted regularly by the school once a month.

Government identified that the implementation of the curriculum during the COVID-19 pandemic will give impact on teachers on the reduction of teaching hours that used to be conducted face-to-face for at least 24 hours a week.<sup>32</sup> This was aligned with the impacts on English teacher in MA Ma'ahid Kudus. Although face-to-face teaching hours have reduced, in reality, the teacher still

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<sup>31</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>32</sup> Satuan Tugas Penanganan COVID-19, "Penyesuaian Kebijakan Pembelajaran...", p. 19.

helped students in the online learning nearly every time. On students' side, the implementation of the curriculum during COVID-19 pandemic does not burden students with completing the curriculum achievements.<sup>33</sup> This was also in accordance with 11<sup>th</sup> graders in MA Ma'ahid Kudus. It was revealed by Kamilia and other students also through the interviews conducted by the writer. However, students face a variety of other obstacles.

Government also identified that the implementation of this curriculum will provide convenience for parents in the learning assistance at home.<sup>34</sup> This was also in line with the parents of 11<sup>th</sup> graders in MA Ma'ahid Kudus. Nuurun explained that her parents did not always assist and accompany her on the learning process, only when they got some leisure time. However her parents still controlled and pay attention to her entire learning process.<sup>35</sup> This also was experienced by the other students.

## **2. Analysis the Problems faced in The Implementation of English Language Learning Using Whatsapp and School Web Portal during COVID-19 Pandemic on a Private High School in Kudus**

All curriculum components and the preparation of lessons in English teaching for 11<sup>th</sup> grade had very well planned, but still faced some challenges in its implementation. As Henny mentioned that E-learning to facilitate English learning in this pandemic faces some challenges include,

- 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.

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<sup>33</sup> Satuan Tugas Penanganan COVID-19, "Penyesuaian Kebijakan Pembelajaran...", p. 19.

<sup>34</sup> Satuan Tugas Penanganan COVID-19, "Penyesuaian Kebijakan Pembelajaran...", p. 19.

<sup>35</sup> Nuurun, Interview by the writer, Interview 4, Transcript, January 4, 2021.

- 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.<sup>36</sup>

From the data collected by the writer, a number of problems experienced by both teachers and students at MA Ma'ahid Kudus, particularly in English learning process at 11<sup>th</sup> graders when using E-learning to implement the curriculum during the COVID-19 pandemic. These problems contain challenges that are often found while using E-learning as Henny mentioned before. The problems experienced by MA Ma'ahid Kudus included,

- a. The unavailability of internet access, electronic media or tools

MA Ma'ahid Kudus students come from various areas in Kudus as well as outside Kudus. Different locations give an impact on the strength of internet connection. From the interviews conducted by the writer, Erlin, an 11<sup>th</sup> graders in MA Ma'ahid Kudus whose home are far from downtown or in a village complained about the unstable internet connection. Apart from being influenced by location, the internet connection was also affected by the weather, such as rain as Tsalisa explained. In addition, other students such as Yasmin, Tsalisa and Nuurun also had a problem with the specification of their electronic media used for learning process. The specification of their media were not enough to save and keep all of the materials data given by teacher.

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<sup>36</sup> Henry Mardiah, "The Use of E-Learning to...", p. 52.

b. Lack of cheaper application available

Due to the diversity in the financial situation of the student family, which gave impact to the cost of facilitating their online learning, teachers had to adapt the applications used for learning process. Based on interviews with the Principal they selected the applications to be used in the online learning process during COVID-19 pandemic based on the results of questionnaire which was given to parents. Due to this results, teacher found difficulties to use various learning media or applications in the English online learning.

c. Students are lack of motivation

The Vice Principal of Curriculum explained that online learning made teachers could not supervise student condition directly like in the classroom. The English teacher also explained due to this reason, he found difficult to measure the condition of students during the learning process so he could not increase student motivation in online learning. Erlin also said that she often lost motivation to actively participate in the online learning due to no assisting by teachers and parents directly.

d. Low level of students engagement

Based on interviews with several students, some complained that their concentration was often disturbed. Erlin explained how she was disturbed by household chores she had to do, so she cannot really concentrate on the learning process.<sup>37</sup> There was also Yasmin who was irritated by notifications from other apps that appear on her display device, distracting her concentration.

e. Lack of classroom-like presence of teachers

The Vice Principal of Curriculum described that there were lack of interaction between teachers and students during the learning process.<sup>38</sup> Interaction between teachers and students was decreased since there was no face-to-face communications. The interaction happened was restricted to

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<sup>37</sup> Yasmin, Interview by the writer, Interview 4, Transcript, January 4, 2021.

<sup>38</sup> The Vice Principal of Curriculum, Interview by the writer, Interview 2, Transcript, December 14, 2020.

electronic messages. This affected students' understanding of learning material and causes problems in curriculum achievement.

f. Lack of skill and knowledge in using technology

The COVID-19 outbreak forced teaching and learning activities that were initially carried out face-to-face become online learning. Teachers and students who did not used to online learning had been stuck in ICT knowledge. The English teacher also explained that he was also lack ICT knowledge so that he had to learn again.

g. Lack of understanding the attitude towards ICT

In the interview, the Principal of MA Ma'ahid explained that at the beginning of the pandemic all teachers and students at MA Ma'ahid were psychologically affected. The teaching and learning process that is usually done face-to-face in the classroom unexpectedly turns into online learning through ICT. They who did not usually pay close attention to the importance of ICT in learning were expected to get used to it.

### **3. Analysis the Solutions to Solve the Problems Faced in The Implementation of English Language Learning Using Whatsapp and School Web Portal during COVID-19 Pandemic on a Private High School in Kudus**

Every problem must be resolved properly, likewise the problems that occurred in the process of implementing curriculum during the COVID-19 pandemic in English teaching at MA Ma'ahid Kudus. Based on the interview with the Principal, the teachers had conducted a learning evaluation meeting during the pandemic regularly once a month. All challenges that were faced by both teachers and students were being figured out together to seek the solutions. The following are solutions that were taken by the school to overcome all the problems faced during the implementation of the curriculum during COVID-19,

a. In House Training Programme

The most common problem that were faced during E-learning is lack of ICT knowledge and also understanding the attitude towards it as the Principal mentioned previously. To overcome the lack of ICT knowledge and the

attitude towards it, the school held an online teaching training programme for teachers as one of the preparations implementing curriculum during COVID-19. In House Training Programme were carried out to train teachers conducting online learning with various media.

b. Reduction in school fee

MA Ma'ahid students came from a different financial situation of family. In order to help students obtain internet data plan, the Vice Principal of Curriculum explained that the school reduced the school fee so students could spare more costs from that reduction to buy internet data plan. He also said that the school helped students to receive a free internet data plan from the government, but only limited to one internet provider and in a limited period.

c. Increasing school Wi-Fi bandwidth

Apart from students, the teachers also faced an issue about internet connection. In order to overcome the unstable internet connection, the school increased the school' Wi-Fi bandwidth so teachers can conduct online learning comfortably. It was mentioned by the English teacher in the interview.

d. Home Visit Programme

Due to the lack of student motivation and student engagement to online learning, the English teacher explained that teachers provided assistance at any time and motivated students to do independent online learning by providing lots of motivation as well as providing various other learning resources. In specific, for students who were most left behind, the Vice Principal of Curriculum explained that the school had organised a home visit programme run by the homeroom teacher. The homeroom teacher had details about the students that were most left behind from other teachers. Then the homeroom teacher followed up with a home visit to figure out about the recent condition of the students and provide learning assistance.