

## CHAPTER IV RESEARCH FINDINGS AND DISCUSSION

### A. Research Result

#### 1. School Profile

##### a. The History of MAN 2 Kudus' Establishment

The name of MAN 2 Kudus is familiar among citizens of Kudus Regency and the areas surrounding it. Even in the level of Central Java, the madrasa is known as a favorite MAN. This school, which was repurposed from PGAN Kudus since 1992, is financed by the government / DIPA and independently by the parents of the students through *syahriyah*.

The history of the establishment of this madrasa begins by the establishment of SGAI (Sekolah Guru Agama Islam) on September 1st 1950 for male students as Instelling Besluit of the Republic of Indonesia Ministry of Religious Affairs August 25th 1950 number 167/A/Cq. Later on, the name SGAI is changed into PGAP by Religious Affair Minister's Ruling No. 07 year 1950. In 1957, Minister of Religious Affair Area VI Inspection Ruling dated June 12th 1957 number 9/BI/Tgs/1957 was issued regarding the permission to open separate female class. Therefore in 1957 there had been separate male and female classes.

Based on the Minister of Religious Affair Ruling dated December 31st 1964 number 106/1964 PGAN Kudus was upgraded from 4-year PGAN into 6-year PGAN. Then, by the circular from the Community Guidance Directorate General of the Department of Religious Affairs dated May 24th 1977 number D III/Ed/80/77 regarding the implementation of curricular program in PGA 4/6 year, it was stated that the curricular structure of PGA for 1st, 2nd, and 3rd classes utilized Madrasa Tsanawiya curriculum.

Subsequently, Ministry of Religious Affairs' Decree number 19 year 1978 dated March

6th 1978 regarding the organizational structure and Working Procedure of State Religious Teachers Education divided 6-year PGAN into two parts, namely:

1st, 2nd, and 3rd classes became MTs Negeri Kudus.

4th, 5th, and 6th classes became PGA Negeri 1st, 2nd, and 3rd classes

Furthermore, on July 1st 1992 PGAN Kudus is repurposed into MAN 2 Kudus based on KMA No. 41 year 1992 dated January 27th 1992. Initially, the Madrasa borrowed SMPN 01 Kudus building for 4 months, then moved to Kudus Kulon, specifically at SD Muhammadiyah building, then moved again to “Rumah Kapal” or former Warehouse of Tebu Cengkeh Cigarette Factory in its west.

In the year 1960 PGAN Kudus began the effort to acquire its own land, by creating a committee lead by Sukimo AF with the assistance of POMG or BP3 member, which resulted in the acquisition of land in Prambatan Kidul village with the area of 3.0488 Ha which is still in use today. The land used to be Free State Land which was unlawfully used by 12 Prambatan Kidul villagers. With this, PGAN Kudus had officially had its own land. Then, the construction of one building was started in the academic year of 1963/1964. Since then, there has always been additions to the building every year up until now. Although in reality PGAN Kudus had owned its own land since 1962, the certification of the land had only finished in 1982.

Since its repurposing from PGAN to MAN in 1992, there has been 5 Headmasters in charge, namely Drs. H. Mukhlis (1992-1995), Drs. H. Wahyudi (1995-1999), H. Sulaiman Arifin, B.A. (1999-2001), Drs. H. Chamdiq ZU, M.Ag. (2001-2006), and Drs. H. Shofi, M. Ag. (2006-now). Furthermore, the role of the head of BP3, which has now been renamed into Committee since the

establishment of MAN has been served by Sudarno (1992-1995), dr. H. Kasno (1995-1999), K.H. Yasin (1999-2001), H. Firman Lesmana, S.E. (2001-2008), DR. H. Masyharuddin, M.A. (2008-2010), and H. Guntur, S.E. (2010-now).

Along with the development of education where more and more people want educational program that can monitor the children's education 24 hours a day, since 2009 MAN 2 Kudus established a Boarding School program. Boarding School is a school system with dormitory, where students and educators live under the same roof for the three-year period of education. In the school environment, students can interact with each other and their teacher anytime.

#### **b. Historical Analysis of MAN 2 Kudus**

Based on the result of the observation, Madrasah Aliyah Negeri 2 Kudus is located in Kudus-Jepara road, Prambatan Village Kaliwungu District Kudus Regency. The location is not far from the main road and can easily be accessed using public transportation, motorcycle, or on foot. Here is a description on the geographical location of Madrasah Aliyah Negeri 2 Kudus:

- Northern Boundary : Kudus – Jepara road
- Southern Boundary : Madrasah Tsanawiyah Negeri Kudus
- To the East : Madrasah Ibtidaiyyah Negeri Kudus
- To the West : Village area and local residence

The location of Madrasah Aliyah Negeri 2 Kudus is about 3 km from downtown Kudus, specifically in Kudus – Jepara road Prambatan village around 100 meters south of the main road. The location of Madrasah Aliyah Negeri 2 Kudus is easily accessible.

**c. Identity of the Institution**

Name of the Institution	: Madrasah Aliyah Negeri 2 Kudus
Address	: Jl. Prambatan Kidul, Kaliwungu, Kudus
NSPN	: 20317815
Level	: SMA (Senior High School)
Type of School	: State School
Regency	: Kudus
Province	: Central Java

**d. Vision, Mission and Goals of MAN 2 Kudus**

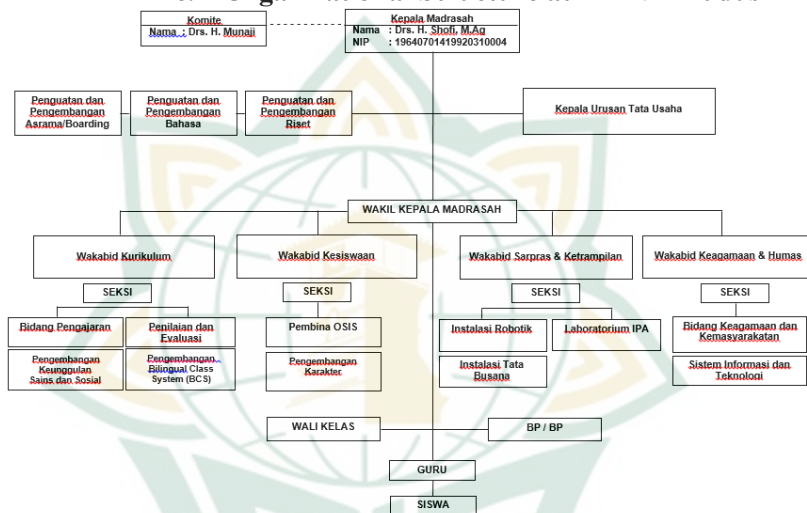
To provide quality education, MAN 2 Kudus carries out its educational activities based on the vision, mission, and goals of the institution. Vision, Mission, and Goals of MAN 2 Kudus are as the following:

- 1) Vision  
“Berakhlak islami, unggul dalam prestasi, dan terampil dalam teknologi”
- 2) Missions
  - (a) Increasing the appreciation and practice of religious values.
  - (b) Increasing the quality of science, technology, and skills.
  - (c) Increasing the quality of human resource and infrastructures.
  - (d) Fostering the spirit of service and cooperation
- 3) Purposes

When it was first established as PGAN, the institution’s goal was capable Islamic Education Teachers that are able to educate their students so that they have noble characters. However, after it was repurposed into favorite MAN, the goal of the institution widens, which is participating in educating the nation by producing graduates (output) with noble

faith and taqwa, noble characters, deep and wide scientific knowledge, high level of nationalism and patriotism, motivation, and commitment to reach achievements, as well as social sensitivity and leadership.

**e. Organizational Structure at MAN 2 Kudus**



**f. Number of Students of MAN 2 Kudus in Academic year 2020/2021**

Serial Number	Class		Boy	Girl	Total	Note	Homeroom Teacher
01	X	IPA 1	9	27	36		Tofik Pribadi Suryantoro, S.Pd.
02	X	IPA 2	7	27	34		Izzatul Milla, S.Pd.I
03	X	IPA 3	12	16	28	SB 1	Sri Mulyani, S.Pd.
04	X	IPA 4	11	17	28	SB 2	H. Heru Purwoko, S.Pd
05	X	IPA 5	9	21	30	SNB 1	Tri Mulyani, S.Pd.I.
06	X	IPA 6	8	21	29	SNB 2	Dian Rizki Fauzi, S.Si.
07	X	IPA 7	4	32	36	ST	Hj. Fitrotul Rifkiyah, S.Pd.
08	X	IPS 1	12	23	35		Miftakhudin, S.Pd.I.
09	X	IPS 2	10	26	36		Ary Susanto, S.Pd.

10	X	IPS 3	13	23	36		Hj. Titik Wahyuni, S.Pd
11	X	Bahasa	8	27	35		Siti Maidatun Nisa, S.Pd.
12	X	PK	10	24	34	397	Angga Prilakusuma, Lc.
13	XI	IPA 1	7	27	34		Zahrudin, S.Pd.
14	XI	IPA 2	13	22	35	UNGGUL	Drs. H. Subiyono
15	XI	IPA 3	6	24	30	SB	Erni Kurnianingsih, S.Pd
16	XI	IPA 4	9	21	30	SB	H. Widayato, S.Pd.
17	XI	IPA 5	7	22	29	SB	Drs. Solamul Huda, M.Pd.
18	XI	IPA 6	10	20	30	SNB	Ambarwati, S.Pd
19	XI	IPA 7	14	20	34	ST	Drs. Lahmudin
20	XI	IPS 1	9	27	36		Hartoyo, S.Pd
21	XI	IPS 2	14	20	34		Dra. Noor Rina N.H.
22	XI	IPS 3	8	27	35	UNGGUL	Hj. Uswatun Hasanah, S.Pd.
23	XI	Bahasa	6	29	35	BCS BHS	Soehartati, S.Pd.
24	XI	PK	8	24	32	394	Atik Atifah, S.Pd.
25	XII	IPA 1	11	24	35		Drs. Warsono
26	XII	IPA 2	10	25	35		H. Muhamadun, S.Ag.M.S.I.
27	XII	IPA 3	10	30	40		Dra. Hj. Siti Fatimah, M.Pd.
28	XII	IPA 4	10	19	29	SB	Drs. Heri Setiyono
29	XII	IPA 5	9	21	30	SB	Zulaikhah, S.Pd.
30	XII	IPA 6	7	23	30	SNB	H. Sukarjo, S.Pd.
31	XII	IPA 7	9	25	34	ST	Dra. Hj. Sri Murwati
32	XII	IPS 1	14	26	40		Hj. Sumarsih, S.Pd.
33	XII	IPS 2	15	25	40		Dra. Erna Sapti H.
34	XII	IPS 3	14	26	40		Moh. Hartono, S.Pd.M.Pd.
35	XII	Bahasa	5	32	37		Saifuddin, S.Pd.
36	XII	PK	10	26	36	426	H. Moh. Chumaedi, S.Pd.
JUMLAH			348	869		1217	

**g. Number of Teachers and Staff of MAN 2 Kudus**

NO	DESCRIPTION	PNS		NON PNS		TOTAL
		L	P	L	P	
1	Head of Madrasah	1	0	0	0	1
2	Vice Head of Madrasah	3	1	0	0	4
3	Teacher	32	22	7	18	79
4	Staff	3	4	9	8	24
TOTAL		39	27	16	26	108

**h. Number of English Teachers of MAN 2 Kudus**

NO	NAME	SUBJECT
1	H. Sukarjo, S.Pd.	English
2	Drs. Lahmudin	English
3	Zahrudin, S.Pd.	English
4	Drs. Solamul Huda, M.Pd.	English
5	Siti Maidatun Nisa, S.Pd.	English
6	Erni Naili Muna K, S.Pd	English
7	Sofiana Nihayati, S.Pd	English
8	M. Khadrotun Naja, S.Pd.M.Pd.	English

**i. Facilities in MAN 2 Kudus**

NO	ROOM	TOTAL
1	Head of madrasah	1 room
2	Teacher	3 rooms
3	Administration	2 room
4	Picket	1 room
5	OSIS	1 room
6	School Health Unit	2 rooms
7	Canteen	1 room
8	Auditorium	1 room
9	Student's Toilet	38 rooms
10	Teacher's Toilet	4 rooms
11	Musholla	1 room

## 2. Students' Perceptions Toward Online Learning Media As An English Learning Tool During COVID- 19 Pandemic

The socialization was held at MAN 2 Kudus at the beginning of the transition from offline to online learning. MAN 2 Kudus conducted LMS training, how to make OBS-based materials, YouTube live streaming, and so on. The decision was made that several online learning media are used in MAN 2 Kudus such as E-learning Madrasah, Google Meet, Zoom, YouTube and WhatsApp. In addition, some English teachers collaborate with other learning websites. According to Assistant Principal of Academic Affairs and Curriculum, Mr. M. Azhar Latif, there is no specific online media curriculum that requires teachers to use it. In MAN 2 Kudus every teacher is free to use any online learning media, but it is recommended to use E-learning madrasah from Ministry of Religion Affair. Assistant Principal of Academic Affairs and Curriculum, M. Azhar Latif, stated:

*“Kita sebenarnya menggunakan e-learning Kemenag aplikasi dari berikan untuk kita. biar nanti bisa kita kontrol guna mensukseskan program Kemenag. Tetapi juga kita tidak mewajibkan semua guru harus menggunakannya. Yang pasti 80% siswa menggunakan e-learning. Semua siswa pasti punya akun E-learning.”* (“We actually use the Ministry of Religion's e-learning application from give it to us so that later we can control it in order to make the Ministry of Religion program a success. But also we do not require all teachers to use it. What is certain is that 80% of students use e-learning. All students must have an E-learning account.”).<sup>1</sup>

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1 M. Azhar Latif, Interviewed by the researcher, April 23rd, 2021, interview 2, transcript.



An English teacher, Mr. M. Khodrotun Naja, confirmed that school let him to use any online media so he collaborates some online learning media.

*“Kami para guru, pribadi saya sendiri, saya menggunakan pembelajaran online ini adalah platform yang disediakan oleh pemerintah khususnya Kementerian Agama karena mereka mendesak kami untuk menggunakan metode semacam ini. Kami menyebutnya e-learning. Ini dapat diakses oleh siswa dan guru. Karena di platform ini mereka bisa menggunakan berbagai macam fitur, misalnya mereka bisa menggunakan forum untuk berdiskusi melalui teks dan juga video call. Tetapi agak sulit untuk menggunakan konferensi panggilan video karena koneksi. Jadi jika kita ingin menjelaskan secara langsung kepada siswa atau kita ingin bertemu langsung dengan mereka biasanya kita menggunakan google meet sebagai sumber utama untuk mengajar tatap muka. Selain itu, kami juga menggunakan zoom meeting sebagai sumber kedua untuk pertemuan tatap muka. Namun kegiatan utamanya adalah e-learning karena bersifat wajib bagi para guru yang ditetapkan oleh kementerian agama.”* (“Teachers, personally myself, I used online learning this is a platform provided by the government especially the Ministry of Religious Affairs because they urged us to use this kind of method. We call it e-learning. It is accessible for student and teachers. Because in this platform they can use many kinds of features, for example, they can use the forum for discussion through text and also video call. But it is a little hard to use the video call conference because of the connection. So if we want to explain directly to the student or we want to meet them face to face usually we use google meet as the main source to teach face to face. Otherwise, we also use Zoom meeting as the second source

for face to face meeting. But the main activity is e-learning because it is compulsory for the teachers that is stipulated by the ministry of religious affairs.”<sup>2</sup>

One of student, Retno Roso Wulan, confirmed:

*“Media dari sekolah sendiri menggunakan e-learning. Kadang juga pakai youtube, dan google meet/zoom. Memakai e-learning efektif, guru” yang berhalangan google meet/zoom menggunakan e-learning dan memberi bahan ajar, absen juga bisa langsung lewat elearning jadi tidak perlu japri satu-satu ke siswa.”* (“Media from the school itself uses e-learning. Sometimes I also use YouTube, and Google Meet/Zoom. Using e-learning Kemenag is effective, teachers who are unable to Google Meet/Zoom use e-learning and provide teaching materials, checking attendance list can also go directly through e-learning so there is no need to answer one by one to students.”)<sup>3</sup>

Talking about the curriculum, in MAN 2 Kudus there was basic competency reductions. The Ministry of Religion Affairs provided an emergency curriculum which is of course tailored to the needs of each school. In MAN 2 Kudus, all lessons including English there was a selection of basic competencies which was held during the English Teacher Working Group (MGMP Guru Bahasa Inggris) meeting to support teacher professionalism development at the madrasah. The results of the selection of basic competencies were applied by all English teachers at MAN 2 Kudus.

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2 M. Azhar Latif, interviewed by the researcher, April 23rd, 2021, interview 2,transcript.

3 Retno Roso Wulan, interviewed by the researcher, May 10th, 2021, interview 4,transcript.

As Assistant Principal of Academic Affairs and Curriculum, M. Azhar Latif, stated:

*“Biasanya kalo di kami ada MGMP tingkat madrasah, itu menentukan mana materi yang harus di ambil tergantung materi esensi. Misalkan ada 10 KD tidak mungkin semuanya diberi, kesepakatan antara guru-guru di madrasah per mapel. Nanti kurikulum standarnya seperti apa, daruratnya bagaimana semua guru sudah tahu.”*<sup>4</sup> (Usually if we have a madrasah level MGMP, it determines which material to take depending on the essence material. For example, if there are 10 Basic Competency, it is impossible for all of them to be given. It is an agreement between teachers in madrasah, which Basic Competencies should be taken. The emergency is how all teachers already aware of it.)<sup>5</sup>

**a. E-learning Madrasah from Ministry of Religion Affairs**

E-learning madrasah is a website for madrasahs to study online. This approach includes more than just content and assignments; it also includes a number of features that aid students and teachers in their teaching and learning activities. Students benefit from a number of features in E-learning madrasah that make it easier for them to obtain knowledge and learn quickly. Online Class is one of these functions. There is a wide range of content in this Online Class feature. Having competency requirements and learning implementation plans from the beginning of the learning implementation plans (RPP), learning materials, instructor

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4 M. Azhar Latif, interviewed by the researcher, April 23rd, 2021, interview 2, transcript.

journals, regular tests, computer-based test (CBT), and report cards are all things that need to be processed. The following feature is the Master Sharing feature. This teacher sharing feature is a forum that will enable madrasah teachers to share some useful information. Teachers can conveniently upload information into columns. Furthermore, everyone can comment and provide feedback.

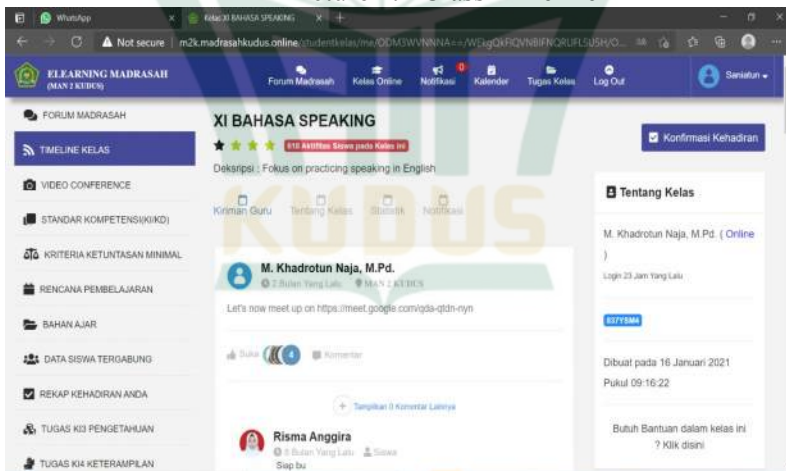
Since this E-learning madrasah application includes media for communication between teachers and students, students and teachers can easily exchange ideas and open discussion forums. In the chat feature, users can also comment on and exchange ideas. Apart from students, madrasah operators, subject teachers, counseling guidance teachers, homeroom teachers, and madrasah principals have access to madrasah E-learning. They each have their own user name and password to access the E-learning madrasah application at any time and from anywhere. Users must first log in as a madrasah operator in order to use this E-learning madrasah program.

First thing first, The English teacher needed to learn how to use this E-learning madrasah. To begin the learning process, teacher have to pick a class. The instructor log in with their NUPT/NIK and the school's password to get into the class. The teacher then decide which class would be taught before the learning process began. The teacher will then distribute the materials to the students. E-learning Madrasah application also provides lots of features and menu views. These are some features contained in E-learning Madrasah:

- 1) Class Timeline
- 2) Video Conference
- 3) Competency Standards (KI / KD)
- 4) Minimum Completeness Criteria
- 5) Lesson Plan
- 6) Teaching Materials
- 7) Joined Student Data
- 8) Class Attendance
- 9) Teacher's Journal
- 10) Computer Based Test (CBT)
- 11) Knowledge Assessment (K13)
- 12) Final Semester Assessment (PAS)
- 13) Recap of Report Card Value
- 14) Monitoring Student Activities
- 15) Class Calendar
- 16) Class Setting

Here screenshot of some E-learning madrasah facilities and features from XI Language Class's student account:

Picture 4.1 Class Timeline



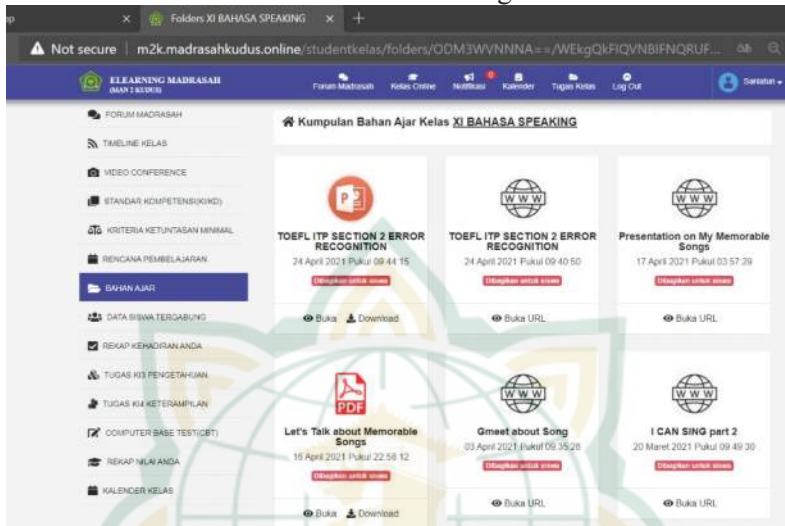
It is on this timeline that the English teachers, Mr M. Khadrotun Naja, share assignment instructions, students can click like and comment.

*“Dalam e-learning saya mengupload materi, pengiriman materi, silabus. Jadi misalnya kalau siswa membaca bahwa guru sedang mengajar tentang materi X, kalau tidak disesuaikan dengan silabus sebenarnya mahasiswa dapat mengeluh. Tapi, sejauh ini tidak ada keluhan, karena apa yang diajarkan guru itu dari mereka. Saya juga menggunakan media ini untuk mengambil kehadiran, alih-alih memanggil mereka satu per satu di WhatsApp, kita bisa melakukannya dengan mengklik tombol, kita bisa melakukannya. Dan juga, CBT (Computer Based Test) itulah yang selalu saya gunakan.” (In e-learning I upload materials, deliver materials, syllabus. So for example, if students read that the teacher is talking about material X, if it is not adjusted to the actual syllabus, students can complain. But, so far no complaints, because of what the teacher taught them. I also use this media to check their attendance. Instead of calling them one by one on WhatsApp, we can do it in one click.”).<sup>6</sup>*

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6 M. Khodrotun Naja, interviewed by the researcher, April 23rd, 2021, interview 3, transcript.

Picture 4.2 Teaching Material



We can see the left side of the timeline, there are several features that were previously mentioned. All students who have logged in on the website can access the available facilities. However, the video conference feature cannot be used. In other words for video conferencing, teachers use separated online learning media, such as Google Meet or Zoom. As English teacher, Mr. M. Khodrotun Naja stated:

*“Karena di platform ini mereka bisa menggunakan berbagai macam fitur, misalnya mereka bisa menggunakan forum untuk berdiskusi melalui teks dan juga video call. Agak sulit untuk menggunakan konferensi panggilan video karena koneksi. Jadi jika kita ingin menjelaskan secara langsung kepada siswa atau kita ingin bertemu langsung dengan mereka biasanya kita menggunakan google meet sebagai sumber utama untuk mengajar tatap muka. Selain itu, kami juga menggunakan zoom meeting sebagai sumber kedua untuk*

*pertemuan tatap muka.*” (“Because in this platform they can use many kinds of features, for example, they can use the forum for discussion through text and also video call. it is a little hard to use the video call conference because of the connection. So if we want to explain directly to the student or we want to meet them face to face usually we use google meet as the main source to teach face to face. Otherwise, we also use zoom meeting as the second source for face to face meeting.”).<sup>7</sup>

Before the class starts, there is teacher preparation in the form of instructions. Instruction necessarily involves not only formal learning guidance but also a purposeful arrangement of interactions in order for students to obtain the right improvement in their success.<sup>8</sup> Instruction is also described as a teacher's action in creating a stimulating learning atmosphere for the purpose of providing guidance and the required instructional resources, as well as carrying out activities that will promote learning and help students develop acceptable behavior for the gains they are expected to achieve. The planning stage is where good instruction starts. Writing out the instructions for an activity as teacher create lesson plan is a good way to ensure they are straightforward and succinct. It's important to schedule instructions ahead of time before teacher sure that can provide

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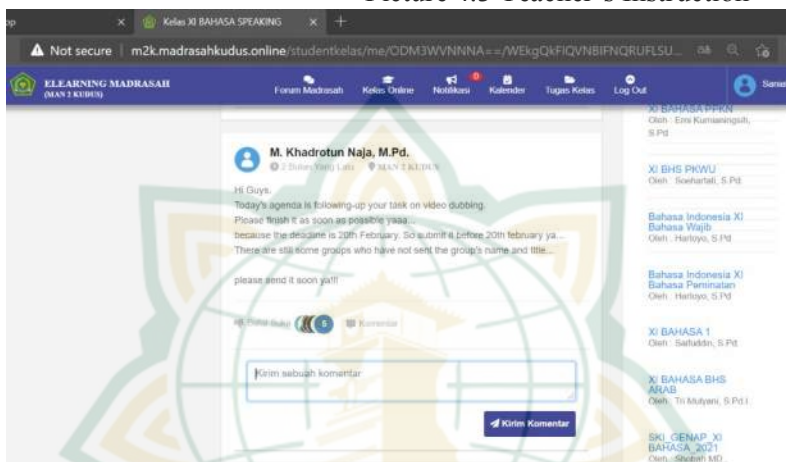
7 M. Khodrotun Naja, interviewed by the researcher, April 23rd, 2021, interview 3, transcript.

8 Calal Akdeniz, *Instructional Process and Concepts in Theory and Practice*, *Instructional Process and Concepts in Theory and Practice*, 2016, <https://doi.org/10.1007/978-981-10-2519-8>.

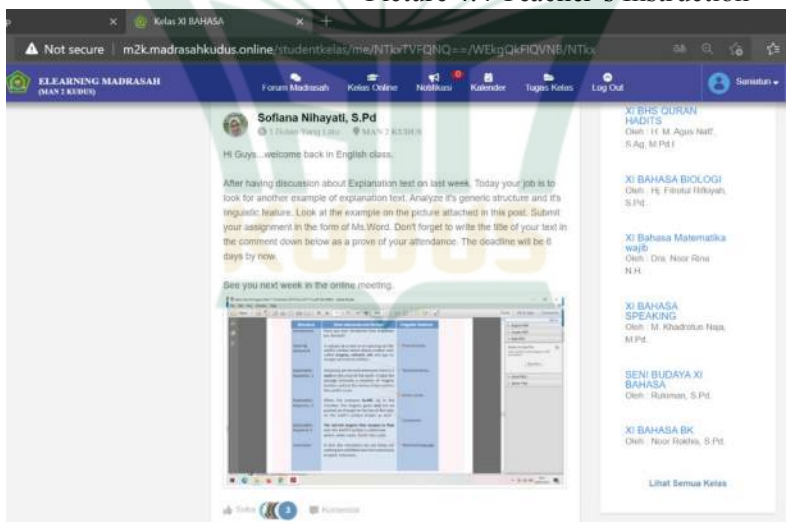


satisfactory instructions without them.<sup>9</sup> Here some instruction screenshot from English teachers:

Picture 4.3 Teacher’s Instruction



Picture 4.4 Teacher’s Instruction



<sup>9</sup> Ramadhenty Ahlan, “THE USE OF E-LEARNING MEDIA IN ENGLISH LANGUAGE TEACHING AT 7 GRADE STUDENTS IN MTs MA ’ ARIF NU 1 WANGON THESIS” (IAIN Purwokerto, 2021).

According to student, Saniatun Naifah, E-learning madrasah was very effective because its features are complete. In terms of attendance, it also really saves time, because there was an attendance facility in E-learning that is just a click away.

*“E-learning lebih mudah daripada Google Classroom. Di e-learning lebih detail dan praktis.”* (“E-learning is easier than Google Classroom. In E-learning in more detail and convenient.”).<sup>10</sup>

English teacher, Mr M. Khodrotun Naja, stated:

*“E-learning dari Kemenag ini adalah media yang paling efisien menurut saya karena memiliki fitur yang lengkap mulai dari RPP, mulai dari CBT, dan juga ujian harian. Semua materi dapat saya unggah di sana.”* (“E-learning from the Ministry of Religion Affairs is the most efficient medium in my opinion because it has complete features starting from lesson plans, starting from CBT, as well as daily exams. I can upload all the materials there.”).<sup>11</sup>

According to another student, Sania, this was just the same as social media where we can comment and like.

*“Kalau beranda e-learning madrasah ini kayak feed Instagram. Guru mau posting apa, nyapa muridnya, nanti kita bisa like dan komen”.* (“The e-learning madrasah homepage is like an Instagram feed. What does the

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10 Saniatun Naifah, interviewed by the researcher, April 22nd, 2021, interview 1, transcript.

11 M. Khodrotun Naja, interviewed by the researcher, April 23rd, 2021, interview 3, transcript.

teacher want to post, greet the students, then we can like and comment.”).<sup>12</sup>

However, the drawback was the students felt inefficient because they had to check the website page every time. The teacher needed to notify through WhatsApp first if the teacher posted something on the E-learning madrasah timeline. As Retno stated:

*“Kalau dari kerugiannya, elearning tidak bisa memberi notifikasi dari guru yang telah memberi bahan ajar dan memberi ulangan, karena lewat Chrome jadi tidak ada notifikasi dan itu merugikan banget buat aku pribadi.”* (“As for the disadvantages, e-learning cannot provide notifications from teachers who have given teaching materials and give tests, because through Chrome there are no notifications and that is very detrimental for me personally.”).<sup>13</sup>

While Principal of Academic Affairs and Curriculum, M. Azhar Latif, stated:

*“Ini kita sebenarnya kita menggunakan (e-learning madrasah dari Kemenag) biar nanti bisa kita (Kepala Sekolah) kontrol”* (“ We actually use this (e-learning madrasah from the Ministry of Religion) so that later we (Principals) can control”).<sup>14</sup>

#### **b. Google Meet**

Google Meet is a Google-developed video conferencing program. Google Meet

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12 Saniatun Naifah, interviewed by the researcher, April 22nd, 2021, interview 1, transcript.

13 Retno Roso Wulan, interviewed by the researcher, May 10th, 2021, interview 4, transcript.

14 M. Azhar Latif, interviewed by the researcher, April 23rd, 2021, interview 2, transcript.

allows users to hold meetings on the go, conduct virtual teaching and learning activities and training classes, remote interviews, and much more. Google meet has a feature that allows users to make high-quality video calls for groups of up to 100 people.

Google Meet is a video conferencing application that is in demand by MAN 2 Kudus students because has a special and practical interface or interface with a light and quick size that prioritizes more effective management and is simple to use and adopt for all students. Based on students' interviews, the use of Google Meet received positive feedback from the students and could be accessed on both a cellphone and a laptop. In addition, it boosted students' digital literacy. Furthermore, the students agreed that this application helped them grasp the materials and assignment instructions more easily. Students stated that this program was simple to use and motivated them to participate in the teaching and learning process because they could receive immediate feedback. A student, Retno said:

*“Google Meet/Zoom menurut saya paling efisien. Karena, paling memungkinkan aku bisa paham Karena bisa face to face berhadapan dan dijelaskan oleh guru. Meskipun ga langsung tapi bisa bertanya kalau semisal ada yang kurang dipahami.”* (Google Meet/Zoom is the most efficient in my opinion. Because, most likely I can understand because I can face to face and explained by the teacher. Even

though it's not direct, you can ask if there's something you don't understand).<sup>15</sup>

However, among the benefits were obstacles that students must face, such as bad signals from the teacher or bad signals from students. Technically, that's the only sticking point. Sania stated:

*“Kendala teknis kadang sinyal saya bagus, sinyal guru nya engga, dan sebaliknya.”* (“Technical problems sometimes my signal is good, the teacher's signal is not, and vice versa.”).<sup>16</sup>

It was confirmed by English teacher:

*“Tentu saja, ada begitu banyak hambatan, seperti “Pak, saya tidak punya kuota, kuota saya sangat terbatas”, itu kendala terbesarnya. Yang kedua adalah sinyalnya, sinyalnya tidak terlalu bagus. . Kalau saya jelaskan di zoom atau google meet, suara saya tidak terdengar. Jadi, (kata mereka) Pak, suara Anda terputus, suara Anda dijeda. Saya menjelaskan banyak hal tetapi mereka mendapatkan mungkin 50% atau 75%. Yang berikutnya adalah waktu. Kadang kalau saya buka kelas jam 7.30, murid-murid akan ikut jam 7.45, dan bagi saya itu menjadi kendala. Saya seharusnya membutuhkan 60 menit, tetapi praktis hanya 40 menit, dan itu merupakan kemunduran bagi saya.”*(There are so many obstacles, setbacks. “Mr., I don't have quota, my quota is very limited”. That is the biggest obstacle. The second is the signal, the signal is not quite good. If I explain in zoom or google

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15 Retno Roso Wulan, interviewed by the researcher, May 10th, 2021, interview 4, transcript.

16 Saniatun Naifah, interviewed by the researcher, April 22nd, 2021, interview 1, transcript.

meet, my voice is inaudible. So, (they say) “Mr., your voice is cut off, your voice is paused.” I explained so many things but they get maybe 50% or 75%. The next one is the timing. Sometimes, if I open the class at 7.30, the students will join at 7.45, and for me it is an obstacle. I should need 60 minutes, but practically it’s only 40 minutes, and that is a setback for me.”<sup>17</sup>

When it comes to studying, students pretty sure that there are any barriers when using Google Meet. On the other hand, cannot deny that offline learning is more convenient for them. As Retno stated:

“*Kendalannya mungkin ga bisa tatap muka langsung ya, pembelajaran online dan offline pasti beda, dan buat ngasih public speaking lebih enak kalau offline menurut aku. Kalau masalah pembelajarannya, aku ga terlalu banyak kendala si.*” (The problem may be that you can't meet face to face, yes, online and offline learning are definitely different, and in my opinion, it's better to practice public speaking offline. If it's a learning problem, I don't have too many problems.”)<sup>18</sup>

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17 M. Khodrotun Naja, interviewed by the researcher, April 23rd, 2021, interview 3, transcript. “M. Khodrotun Naja.”

18 Retno Roso Wulan, interviewed by the researcher, May 10th, 2021, interview 4, transcript.

Picture 4.5 Google Meet Usage



### c. WhatsApp

WhatsApp is an instant message cross-platform mobile application. It allows users to send and receive location information, photos, video, audio and text messages in real time to individuals and groups of friends at no cost. It helps us to communicate via Internet data link or Wi-Fi on immediate messaging. It will connect people by adding telephone number to contact telephone.<sup>19</sup>

Most teachers used WhatsApp as a temporary online learning media during the transition from offline to online. The features, on the other hand, are insufficient to meet the teachers' goals. After the transition period, WhatsApp was only a media of communication between teachers and students because MAN 2 Kudus began to

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<sup>19</sup> Karen Church and Rodrigo De Oliveira, "What 's up with WhatsApp? Comparing Mobile Instant Messaging Behaviors with Traditional SMS," 2016, 352–61.

switch to better online learning media to achieve teacher goals. As Retno stated:

*“Ketika kami mengalami kesulitan atau tidak memahami instruksi atau materi dari guru, kami dapat bertanya melalui WhatsApp untuk mendapatkan tanggapan segera. Beberapa guru bahasa Inggris lebih suka memberikan informasi atau instruksi melalui perwakilan kelas seperti ketua kelas atau salah satu dari kami yang bertanggung jawab untuk menyampaikan informasi ke kelas.”* (“When we had difficulty or did not understand the teacher's instructions or materials, we can ask via WhatsApp to get an immediate response. Some English teachers preferred to provide information or instruction through a class representative such as a class leader or one of us who is responsible to convey information to the class.”).<sup>20</sup>

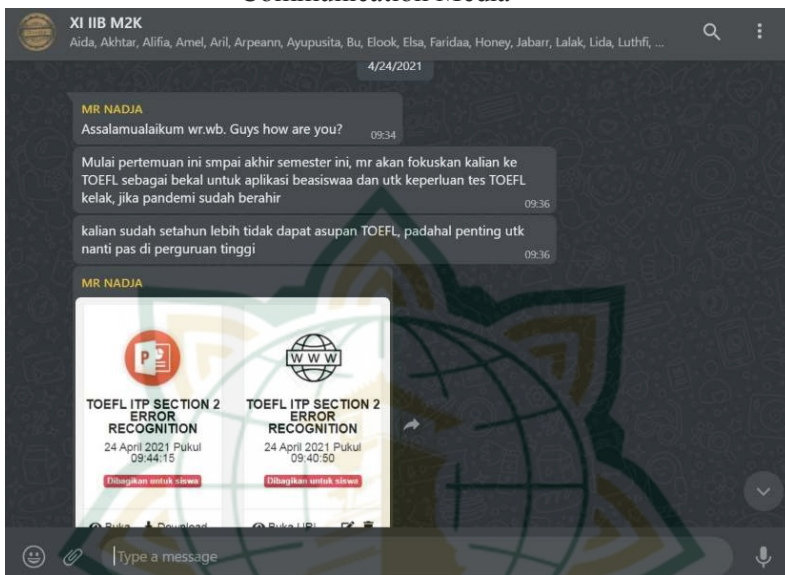
Numerous of messages on the WhatsApp group caused students to be late in obtaining information from the subject teacher. MAN 2 Kudus students' said that they sometime forget the name of WhatsApp group because in MAN 2 Kudus there are 3 English subject for Language Class. There are Compulsory English (Bahasa Inggris Wajib), Elective English (Bahasa Inggris Peminatan), and Cross-Elective English (Bahasa Inggris Lintas Minat).

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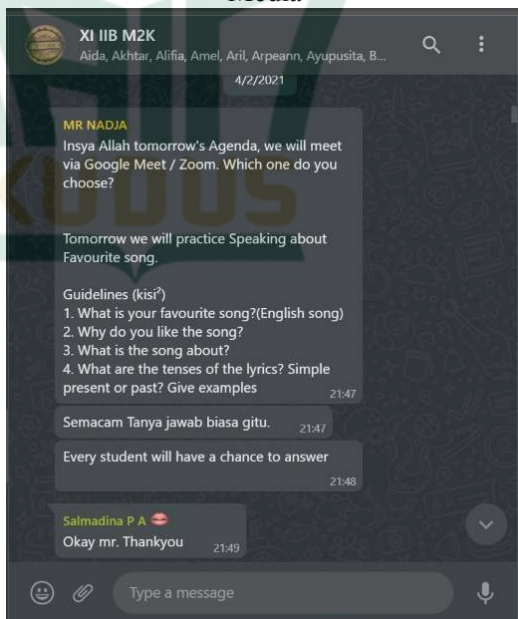
20 Retno Roso Wulan, interviewed by the researcher, May 10th, 2021, interview 4, transcript.



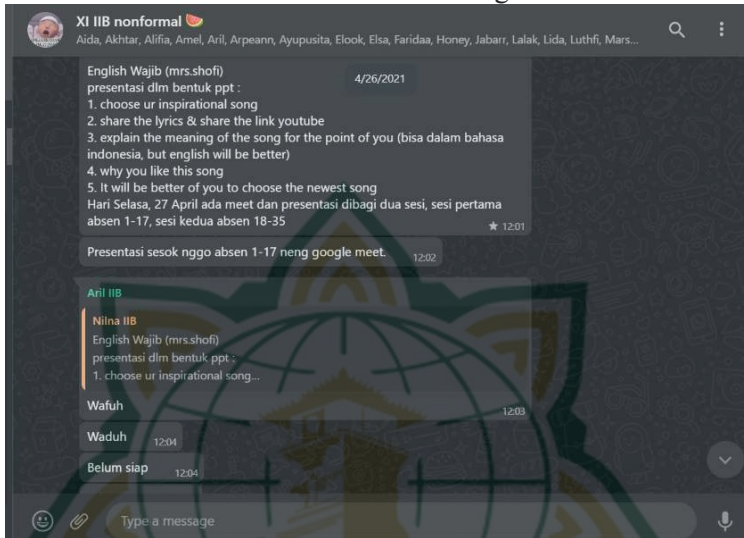
Picture 4.6 WhatsApp as a Communication Media



Picture 4.7 WhatsApp as a Communication Media



Picture 4.8 Student Representative Convey the Information from English Teacher



#### d. YouTube

YouTube is an online service that was established officially at the end of 2005, allowing registered users to post video clips to see Internet users by the general audience.<sup>21</sup> Using YouTube in ESL classrooms allows students to access mother tongue in their natural context.<sup>22</sup> Videos can inspire students to learn the language. Students won't just have video classes; they also will use videos for language learning. The major study of the application of

<sup>21</sup> Phil Benson, "Commenting to Learn: Evidence of Language and Intercultural Learning in Comments on YouTube Videos," *Language Learning and Technology* 19, no. 3 (2015): 88–105.

<sup>22</sup> Erna Nurkholida, "Enhancing Listening Skill Based on Authentic Materials in Higher Education," *Deiksis* 08, no. 03 (2016): 256–66, <https://journal.lppmunindra.ac.id/index.php/Deiksis/article/download/809/845>.

technology in language instruction will be listening to videos. Video YouTube resources may be utilized as an alternative educational instrument to teach English, since they offer a source of rich English speakers' discussion and interaction. This can make it much easier to understand pronunciation.

Students of MAN 2 Kudus mentioned the attractiveness using YouTube as online learning media. The students said that if they don't get the YouTube material made by the English teacher, they can easily look into others video for better understanding. In addition, they can replay they video many times. As Sania mentioned:

*“Kalo aku mau nyari apa aja bisa, kalau E-learning kan hanya materi yang disampaikan. Misal kelas XI hanya ini ini ini, jadi materi yang ada di e-learning hanya materi yang di sekolah itu. Nah kalau YouTube kan misalnya kau pengen tau apa, aku bisa nyari langsung. Aku ga paham ini, bisa cari langsung.”* (“If I want to look for anything, I can, if E-learning is only the material that is delivered. For example, class XI is only this, so the material in E-learning is only material at that school. Well, if it's YouTube, for example, you want to know what, I can look it up directly. I don't understand this, I can search (other videos) directly.”)<sup>23</sup>

Sania stated:

*“Youtube paling ekonomis soalnya bisa ditonton berulang-ulang kalau masih bingung.”* (“Youtube is the most economical

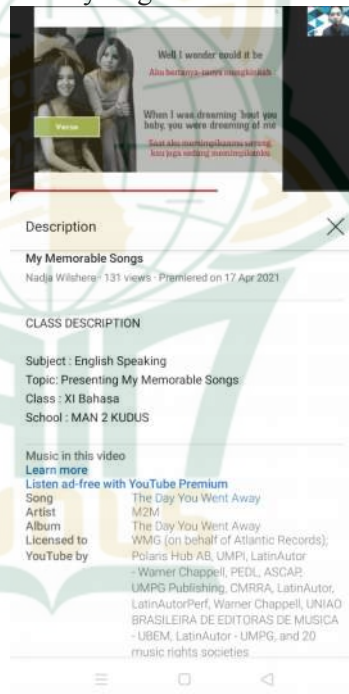
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23 Saniatun Naifah, interviewed by the researcher, April 22nd, 2021, interview 1, transcript.

because you can watch it over and over again if I'm still confused.").<sup>24</sup>

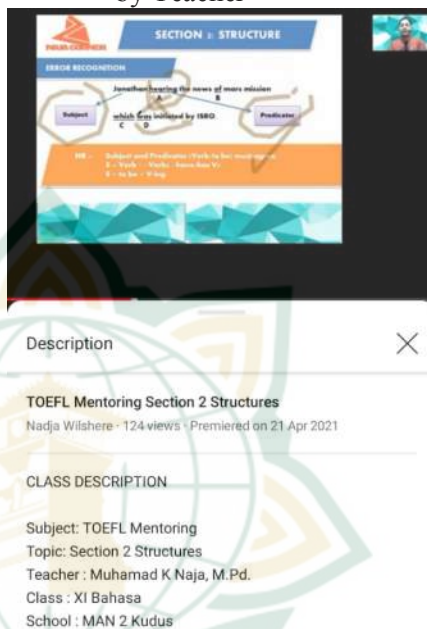
The students said that their English skills are most likely improved because they enjoy the learning process. On the other hand, sometimes they felt bored because of the long time length and overwhelmed because detailed explanation.

Picture 4.9 YouTube Material Made by English Teacher



<sup>24</sup> Saniatun Naifah, interviewed by the researcher, April 22nd, 2021, interview 1, transcript.

Picture 4.10 YouTube Material Made by Teacher



The English teacher tried to adjust the syllabus from the Ministry of Religion Affairs but the development was made by the English teacher. Because if only refer to the syllabus, there will be no difference with Compulsory English. Moreover, there was no requirement from the government for Cross-Elective English, but rather MAN 2 Kudus needs itself for the development the students. As Mr. M. Khodrotun Naja, stated:

*“Karena saya mengajar bahasa Inggris lintas minat, berarti mata pelajaran ini tidak ditetapkan secara resmi oleh pemerintah, tetapi seperti muatan lokal, jadi mata pelajaran tersebut diusulkan oleh pihak sekolah sendiri. Pemerintah sendiri tidak mengakuinya, tetapi sekolah kita perlu memberikan lebih banyak mata pelajaran.*

*Jadi, subjek saya adalah cross-interest bahasa Inggris dan saya mengambil dua; berbicara dan juga TOEFL. Dalam berbicara, saya membuat silabus sendiri, jadi saya tidak terlalu mengacu pada silabus yang diberikan oleh pemerintah, tetapi saya mencoba yang terbaik untuk menyesuaikan silabus saya untuk memberi lebih banyak topik, terutama percakapan sehari-hari dan juga percakapan lapangan, itu sangat penting untuk saya. Karena jika kita mengacu pada pemerintah, seperti bahasa Inggris wajib, maka tidak ada perbedaan antara bahasa Inggris wajib dan lintas kepentingan. Jadi menurut saya dengan membuat silabus sendiri lebih baik.”* (“Because I teach English across interests, it means this subject is not officially stipulated by government, but it is like local content, so the subject is proposed by the school itself. The government itself doesn't admit it, but it is a need in our school to give more subject. So, my subject is English cross-interest and I take two; speaking and also TOEFL. In speaking, I make the syllabus myself, so I do not really refer to the syllabus given by the government, but I try my best to adjust my syllabus to give more topics, especially the daily conversation and also field conversation, it is very important for me. Because if we refer to the government, like mandatory English, then there is no difference between mandatory and cross-interest English. So I think by making the syllabus myself, it is better.”).<sup>25</sup>

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25 M. Khodrotun Naja, interviewed by the researcher, April 23rd, 2021, interview 3, transcript. “M. Khodrotun Naja,” n.d.

### 3. Students' Obstacles Toward Online Learning Media As An English Learning Tool During COVID- 19 Pandemic

Students shared their perspectives on the limitations of online learning environments' support for learning. There were obstacles faced by the students during online learning activity through online learning media. These unfavorable opinions were: technical issues, time-management, and self-motivation.

Technical obstacle discovered in the current study included message flooding, and time consumption, A slow and high internet connection can play a vital role when attending class fast and without missing live sessions. Luckily, it didn't happen often because students were starting to subscribe to Wi-Fi at home. As Retno stated:

*"Iya, kadang kalau e-learning error / server down ketua kelas tanya ke guru."* (Yes, sometimes if the e-learning error / server is down, the class leader asks the teacher.).<sup>26</sup>

English teacher confirmed:

*"Yang kedua adalah sinyalnya, sinyalnya tidak terlalu bagus. . Kalau saya jelaskan di zoom atau google meet, suara saya tidak terdengar. Jadi, (kata mereka) Pak, suara Anda terputus, suara Anda dijeda. Saya menjelaskan banyak hal tetapi mereka mendapatkan mungkin 50% atau 75%. Yang berikutnya adalah waktu. Kadang kalau saya buka kelas jam 7.30, murid-murid akan ikut jam 7.45, dan bagi saya itu menjadi kendala. Saya seharusnya membutuhkan 60 menit, tetapi praktis hanya 40 menit, dan itu merupakan kemunduran bagi saya."* (The second is the signal, the signal is not quite good. If I explain in zoom or google meet, my voice is inaudible. So, (they say) "Mr., your voice is cut off, your voice is paused."

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<sup>26</sup> Retno Roso Wulan, interviewed by the researcher, May 10th, 2021, interview 4,transcript.

I explained so many things but they get maybe 50% or 75%. The next one is the timing. Sometimes, if I open the class at 7.30, the students will join at 7.45, and for me it is an obstacle. I should need 60 minutes, but practically it's only 40 minutes, and that is a setback for me.”<sup>27</sup>

The most significant aspect of learning is time management. It takes time and effort to accomplish better learning outcomes. As Sania stated:

*“Kalau online sudah tau tugasnya dengan jelas jadi bisa mnegerjakan namun mepet deadline.”*(Online class, we already known the task clearly even I did it in last minute”)<sup>28</sup>

When it comes to online learning, many students struggled to manage their time. Even though they had been through online learning for a year, they still took a significant amount of effort. Unlike traditional classrooms, online learning allows students more flexibility in scheduling. However, some students struggled to acclimate to the time commitment required for online learning. The other time management issue is distraction. There are numerous platform available to entertain and communicate with them. As Sania stated:

*“Kadang kalo pas nonton video link materi di YouTube yang dikirim Mr Naja tuh aku nggak focus, pengen online di hape, pengen liat video lain di YouTube. Jadi hapenya aku matikan dan harus belajar focus.”* (“Sometimes when I watch the video link material on YouTube that Mr. Naja sent, I don't focus, I want to be online on my cellphone, I want to see another video on

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27 M. Khodrotun Naja, interviewed by the researcher, April 23rd, 2021, interview 3, transcript. “M. Khodrotun Naja.”

28 Saniatun Naifah, interviewed by the researcher, April 22nd, 2021, interview 1, transcript.



YouTube. So I turned off the cellphone and had to learn to focus.”).<sup>29</sup>

The study discovered that students' motivation were lower in online learning when compared to face-to-face learning, and the researchers attributed this to a lack of connection with peers and teachers. Assistant Principal of Academic Affairs and Curriculum, Mr. M. Azhar Latif stated,

*“Murid atau siswa itu tidak nyaman, apalagi udah hampir 1 tahun pembelajaran daring, dia sudah semakin tidak nyaman, apalagi yang datang dengan materi jenis yang tidak pernah diajarkan. Tapi langsung mendapat tugas makalah dan terusnya. Anak-anak susah ya, kalau di awal-awal Oke. Tapi kalau di akhir-akhir ini dia sudah sudah sangat boring dan sebagainya sehingga ruh seorang guru wajib ditampilkan. Misalkan ulangan lewat zoom atau Google Meet.”* (“Students are not comfortable, especially since it's been almost 1 year of online learning, they are getting more and more uncomfortable, especially those who come with materials that have never been taught. But immediately got a paper assignment and so on. It's difficult for them, at the beginning maybe okay. But lately he has been very boring and so on so that the spirit of a teacher must be displayed. For example, a test via Zoom or Google Meet.”).<sup>30</sup>

Students reported better levels of motivation as a result of positive teacher feedback, adequate communication with teachers, and the teacher's content. As Sania stated:

*“Dibahas bareng-bareng. Lebih seru sih, tapi jarang aja. Karena temen-temen pada*

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29 Saniatun Naifah, interviewed by the researcher, April 22nd, 2021, interview 1, transcript.

30 M. Azhar Latif, interviewed by the researcher, April 23rd, 2021, interview 2, transcript.

*kendala kuota atau gimana.”(Discussed together. It's more fun, but not often. Because my friends are having quota constraints.”).<sup>31</sup>*

Another statement from English teachers, Mr. M. Khodrotun Naja, that already known the students' obstacles:

*“Jadi selama ini yang saya tahu, mereka berusaha keras agar bagaimana mengikuti pelajaran. Ternyata memang kendala banget itu sinyal dan tidak adanya bantuan finansial dari pemerintah terutama pihak kemenag. Ada sih sebenarnya, hanya 12 GB itu pun kalau dibuat 5 atau 6 kali Google Meet udah habis, kasian. Jadi dari kita sendiri diusahakan tiap pertemuan Google Meet mulai tahun ini. Namun untuk mengantisipasi kendala kuota, tiap guru dibebaskan memberikan treatment yang berbeda, bisa Google Meet bisa juga lewat video yang sudah direkam sebelumnya. Misalkan mereka masih terkendala, mau ndak mau diusahakan bisa ke madrasah namun tidak dalam kuantitas yang banyak.” (So as far as I know, they are trying hard to learn how to catch up the lessons. It turned out that the real obstacle was connection and financial aid from the government, especially the Ministry of Religion Affairs. There is actually, only 12 GB. It can used for Google Meet 5 or 6 meeting, poor thing. So from us we strive for every Google Meet meeting starting this year. However, to anticipate quota constraints, each teacher is free to give different treatment, it can be Google Meet or it can also be through a video that has been recorded previously. Suppose they are still having problems, whether they want to or not, they*

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31 Saniatun Naifah, interviewed by the researcher, April 22nd, 2021, interview 1, transcript.

*can go to the madrasah but not in large quantities.*<sup>32</sup>

#### 4. Students' Efforts Toward Online Learning Media As An English Learning Tool During COVID- 19 Pandemic

The students of MAN 2 Kudus did not just stand still when they encountered obstacles, they were very enthusiastic to take some efforts due to achieve the higher score and understand the materials. For technical issue, students admitted that sometimes they turned off the video when doing video conferences to save quota and better internet connection. As Sania stated:

*“Mati lampu mungkin, kadang sinyal saya bagus, sinyal guru nya engga, dan sebaliknya. Kadang kita offcam juga untuk hemat kuota atau supaya sinyal lebih stabil.”* (“Maybe the power outraged, sometimes my signal is good, the teacher's signal is not, and vice versa. Sometimes we also off camera to save quota or to make the signal more stable.”)<sup>33</sup>

For time management issue such as distractions, students said to avoid any distractions that could interfere studying, they arranged breaks and focus on learning as scheduled. For self-motivation issue, to motivate themselves, MAN 2 Kudus students reminded themselves of their future goal, which is to continue studying. By remembering their goals, they will be more motivated to complete tasks and study well. As Retno said:

*“Caraku mengatasi dengan memberi hasil yang terbaik tiap diberi tugas, baik dalam tugas learning maupun speaking.”* (“My way of dealing with it is to give the best results every

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32 M. Khodrotun Naja, interviewed by the researcher, August 5th, 2021, interview 5, transcript.

33 Saniatun Naifah, interviewed by the researcher, April 22nd, 2021, interview 1, transcript.

time I am given a task, both in learning and speaking assignments.”<sup>34</sup>

However, they were forced themselves to complete tasks due to obligations. Even though they were under pressure because of deadlines, they enjoyed doing English tasks more because they were from language class. As Retno stated:

“...reading skill *harus diterapin di setiap bab dan latihan soal. Aku dengan rajin mengerjakan tugas karena aku suka Bahasa Inggris.*” (“...reading skills must be treated in every chapter and practice questions. I diligently do my homework because I like English.”)<sup>35</sup>

Principal of Academic Affairs and Curriculum, M. Azhar Latif mentioned:

“*Jadi kalau kami itu memang aja tadi di awal ada kontrak belajar*” (“So, at the the beginning of semester, there was a learning contract”)<sup>36</sup>

With the learning contract provided at the beginning of the meeting which is mandatory, students become more motivated to fulfill learning contracts.

The school also provides a help to students whose quotas run out. They can come to school to use Wi-Fi but with permission and very few students. It is confirmed by English teachers, Mr. M. Khodrotun Naja.

Misalkan mereka masih terkendala, mau ndak mau diusahakan bisa ke madrasah namun tidak dalam kuantitas yang banyak.

“*Misalkan mereka masih terkendala, mau ndak mau diusahakan bisa ke madrasah namun*

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34 Retno Roso Wulan, interviewed by the researcher, May 10th, 2021, interview 4, transcript.

35 Retno Roso Wulan, interviewed by the researcher, May 10th, 2021, interview 4, transcript. “Retno Roso Wulan.”

36 M. Azhar Latif, interviewed by the researcher, April 23rd, 2021, interview 2, transcript.

*tidak dalam kuantitas yang banyak.” (Suppose they are still having problems, whether they want to or not, they can go to the madrasah but not in large quantities.)<sup>37</sup>*

## **B. Discussion**

### **1. Students’ Perceptions Toward Online Learning Media As An English Learning Tool During COVID- 19 Pandemic**

According to the findings of interviews with MAN 2 Kudus students, students indicated that the usage of e-learning Madrasah was still easy and useful, because using this application is the same as operating social media, users can like and comment on instructions from the teacher. Subject matter can also be stored neatly in this application, besides that this application can be opened on a website so that it is accessible. However, the result of previous study from M.Tajudin Zuhri, et.al that the implementation of madrasah e-learning as online learning media in MAN 2 Bandung is less effective.<sup>38</sup>

On YouTube the student said that gain listening, pronunciation, and a lot of vocabulary knowledge so that they can support their speaking skill. The results of this study support the literacy. As Ahmad Nur Syafiq’s finding stated that students’ ability to enjoy and understand English classes improves as a result of YouTube videos, which combine visual context with spoken language to make students more joyful and motivated to study English.<sup>39</sup> The most recent study by

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37 M. Khodrotun Naja, interviewed by the researcher, August 5th, 2021, interview 5, transcript.

38 Zuhri, Agung, and Ramdhani, “Effectiveness Of The Use Of Madras E-Learning Applications During The Covid Pandemic 19 (Case Study at Madrasah Aliyah Negeri 2 Bandung).”

39 Ahmad Nur Syafiq, Amalia Rahmawati, and Tyas Oktaviana, “Increasing Speaking Skill through YouTube Video as English Learning Material during Online Learning in Pandemic Covid-19,” *Journal of English Language Studies* 3, no. 1 (2021): 50–55, <http://ojs.journal.unilak.ac.id/index.php/elsya%0Avia>.

Uli Sylphia Simanjuntak, et. al found good perceptions of utilizing YouTube as an English online learning media, particularly in terms of attractiveness, effectiveness, and motivation.<sup>40</sup>

Students love using Google Meet for practice because it allows them to communicate directly with teachers and peers. It was also confirmed by the previous study result from Wichadee's. He conducted a similar outcome. It was discovered that using technology for video conferencing and learning management systems provided students with a novel learning experience, motivating them to be more accountable and encouraged as a result of obtaining immediate feedback online.<sup>41</sup> In term of cost-effective, Google Meet isn't included. It is supported by previous study from Nurul Ermawati that showed most efficient, comfortable, and cost-effective application to use during the pandemic is WhatsApp.<sup>42</sup>

After the emergence of the online learning media above, WhatsApp wasn't effective for learning process. WhatsApp was only the media for peers and student-teacher communication. It was contrast with the previous study, Bikram Biswas. Bikram Biswas, et al stated that most of the students agreed that learning through WhatsApp is a collaborative learning experience and it has increased their social interactivity

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40 Uli Sylphia Simanjuntak, Dumaris E. Silalahi, Partohap S. R. Sihombing, "STUDENTS' PERCEPTIONS OF USING YOUTUBE AS ENGLISH ONLINE LEARNING MEDIA DURING COVID-19 PANDEMIC."

41 Saovapa Wichadee, "Facilitating Students' Learning with Hybrid Instruction: A Comparison among Four Learning Styles," *Electronic Journal of Research in Education Psychology* 11, no. 29 (2013): 99–116, <https://doi.org/10.25115/ejrep.v11i29.1559>.

42 Ermawati, "THE ANALYSIS OF STUDENTS' PERCEPTIONS ON THE EFFICIENT APPLICATIONS USED IN ONLINE LEARNING IN THE MIDST OF COVID-19 PANDEMIC (A Survey at the Fifth Semester Students of English Education Department of IAIN Salatiga)."

with their peers and teacher.<sup>43</sup> This was because Bikram's research was the beginning of the shift from offline to online learning. WhatsApp became the main choice back then because the students had already been familiar with the media.

## 2. Students' Obstacles Toward Online Learning Media As An English Learning Tool During COVID- 19 Pandemic

The researcher determined that obstacles on teaching online are real because offline learning the classroom is giving another atmosphere to the learning processes. The students offered their views on the limitations of learning support for online learning environments. During online study activities through online learning media, the students faced obstacles. These obstacles were: technical problems, time management, and motivation.

A slow and high Internet connection can play a vital role when attending class fast and without missing live sessions. According to Nihat, et, al, students become dissatisfied when a computer or network system goes down because they may not be able to follow the lessons.<sup>44</sup>

For time management and self-motivation, it goes back to each goals of student personally. The requirement from school forces them to engage in the online class with their own awareness, to learn new things and connect with the teacher and other students.<sup>45</sup> Because online learning demands students to

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43 Biswas, Roy, and Roy, "Students Perception of Mobile Learning during COVID-19 in Bangladesh: University Student Perspective."

44 Nihat Ekizoglu and Zehra Ozcinar, "The Relationship between the Teacher Candidates ' Computer and Internet Based Anxiety and Perceived Self-Efficacy," *Procedia Social and Behavioral Sciences* 2, no. 2 (2010): 5881–90, <https://doi.org/10.1016/j.sbspro.2010.03.962>.

45 Evelyn Knowles and Dennis Kerkman, "An Investigation of Students' Attitudes and Motivations Toward Online Learning," *InSight: A Journal of Scholarly Teaching* 2 (2007): 70–80, <https://doi.org/10.46504/02200708kn>.

take responsibility for their own learning, they are unable to just attend the class with other students. The requirement forces them to engage in the online class with their own awareness, to learn new things and connect with the teacher and other students.<sup>46</sup>

### 3. Students' Efforts Toward Online Learning Media As An English Learning Tool During COVID- 19 Pandemic

The students have made every effort to overcome obstacles. Students do not struggle alone, with the help of their parents and English teachers, they are able to overcome hurdles. A communicative teacher can also assist students in overcoming typical challenges.

Students stated that they turned down the video during video conferences to save quota and have a better internet connection due to technical issues. Due to duties, they were compelled to accomplish things. Nevertheless, they enjoyed doing English assignments better since they were from language class, even though they were under pressure. It is nearly the same with study result by Truly Almendi and Novita Dewi, even students must do large tasks, but they may done it by being helpful and cooperating with their peers.<sup>47</sup> This indicate that Indonesian students may practice their autonomy by using technology.<sup>48</sup>

For time management issues such as distractions, students stated that they planned breaks and focused on learning as scheduled to avoid any distractions that would interfere with their studies. To deal with the issue of self-motivation, the students reminded themselves of

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46 Knowles and Kerkman.

47 Truly Almendo Pasaribu and Novita Dewi, "Indonesian EFL Students' Voices on Online Learning during COVID-19 through Appraisal Analysis," *LEARN Journal: Language Education and Acquisition Research Network* 14, no. 1 (2021): 399–426.

48 Priyatno Ardi, "Promoting Learner Autonomy through Schoology M-Learning Platform in an EAP Class at an Indonesian University," *Teaching English with Technology* 17, no. 2 (2017): 55–76.



their long-term aim of continuing to study. They will be more driven to finish activities if they remember their goals.

