

**AN ANALYSIS OF STUDENTS' NEEDS IN LEARNING
ENGLISH ONLINE DURING THE COVID-19 PANDEMIC**
(A Mix Method Study at the Seventh Grade Students of SMP 24 Kota
Bengkulu in Academic Year 2021/2022)

THESIS

Submitted as A Partial Requirements for the Degree of *Sarjana Pendidikan* (S.Pd)
in English Education Study Program Tarbiyah and Tadris Faculty
UIN Fatmawati Sukarno Bengkulu



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MOTTOS

قَطْعَكَ تَقْطَعَا لَمْ إِنْ كَالسَّيْفِ الْوَقْتُ

**“Time is like a sword, if you don't use it use to cut, it will cut you
(crush you)”**

(HR. Muslim)

“Start with bismillah, finish with alhamdulillah”

(Vidia Aini Rahmatika)

DEDICATIONS

This thesis dedicated to :


- ❖ For Allah SWT, thank you for giving me strength in doing this thesis and giving me the ease of thinking.
- ❖ For myself, thanks myself for being patient, for fighting bad moods, and for working hard on this thesis.
- ❖ For my father Bex Erlaini, my step father Erlangga, and my mother Mundri Hayati, thank you very much for your support, pray, and patience to make my dream come true. You are the greatest gift that God sent to me.
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PRONOUNCEMENT

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I hereby sincerely state that the thesis titled "Analysis of Students' Need in Learning English Online during Covid-19 Pandemic (A Study at the Seventh Grade Students of SMP N 24 Kota Bengkulu)" is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography. If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

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

The Reseacher

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ABSTRACT

Rahmatika, Vidia Aini. 2021. *An Analysis of Students' Need in Learning English Online During the Covid-19 Pandemic*. A Graduating Paper. English Education Department. Tarbiyah and Tadris Faculty. UIN Fatmawati Sukarno Bengkulu.

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The purpose of this study was to determine students' needs for effective online English learning during Covid-19 for seventh graders at SMP N 24 Bengkulu City. Descriptive survey method is used to determine the target needs and learning needs related to online learning. The data collection used is a questionnaire with 20 students in class A and interviews with 3 people in class A. The findings reveal that there are several tools that can be used during online classes by considering the internet access of students and teachers. An effective tool that can be used in explaining material and as a virtual tool to replace face-to-face meetings is the Zoom application, while for sharing and submitting assignments students prefer Google classroom and WhatsApp. Various activities and learning inputs are also highlighted in order to involve students to be active in online classes. The role of the teacher in the online classroom is subdued.

Keywords: Online, Learning, and Needs.

ABSTRAK

Rahmatika, Vidia Aini. 2021. *An Analysis of Students' Need in Learning English Online During the Covid-19 Pandemic*. A Graduating Paper. English Education Department. Tarbiyah and Tadris Faculty. UIN Fatmawati Sukarno Bengkulu.

Pembimbing : 1. Riswanto, Ph. D, 2. Andri Saputra, M. Sc

Tujuan dari penelitian ini adalah untuk mengetahui kebutuhan siswa terhadap pembelajaran bahasa Inggris online yang efektif selama Covid-19 untuk siswa kelas VII di SMP N 24 Kota Bengkulu. Metode survei deskriptif digunakan untuk menentukan target kebutuhan dan kebutuhan pembelajaran terkait pembelajaran online. Pengumpulan data yang digunakan adalah angket dengan 20 siswa di kelas A dan wawancara dengan 3 orang di kelas A. Hasil temuan mengungkapkan bahwa ada beberapa alat yang dapat digunakan selama kelas online dengan mempertimbangkan akses internet siswa dan guru. Alat efektif yang dapat digunakan dalam menjelaskan materi dan sebagai alat virtual untuk menggantikan pertemuan tatap muka adalah aplikasi Zoom, sedangkan untuk berbagi dan mengirimkan tugas siswa lebih memilih Google classroom dan WhatsApp. Berbagai kegiatan dan masukan pembelajaran juga ditonjolkan dalam rangka melibatkan siswa untuk aktif di kelas online.

Kata kunci : Online, Learning, and Needs.

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CHAPTER I

INTRODUCTION

This chapter deals with background, identification of problem, limitation of the problem, research question, research objectives, the significances of the research, and the definition of key terms.

A. Background

Since 2020, education has experienced a revolution in Indonesia. To prevent the transmission of the 2019 corona virus (Covid-19), many educational policies were made. Circular of the Minister of Education and Culture Number 4 of 2020 concerning the Implementation of Education in a Coronavirus (Covid-19) Emergency (Kemendikbud, 2020). Teacher utilize the number of media/platform to teach students such as WhatsApp group, Powerpoint, Zoom, Google Classroom, Skype, and Quizzi.

This highly changing learning system has had a major impact on the education. This learning change is a condition that requires entering information literacy in academic culture (Nursobah, 2020). This has a major impact on the readiness of schools, teachers and students in implementing inadequate learning. Even more so as a result of the impact of the corona pandemic struck so that learning did not run optimally because they had to stay at home and apply physical distancing (Arizona, 2020). By studying at home, the greatest difficulty faced by teachers is when implementing the learning method at home. Therefore, all means must be done so that there is a significant increase even though the

learning is done online. Online learning is solution used during the Covid-19 pandemic.

Various teaching media are used by English teachers to teach during online learning. Starting from using WhatsApp, learning videos, and Google Classroom. In the application of the online learning system between teachers and students there are problems. According to Mulyawan (2021) common problems that arise can be classified into 3 parts, namely; 1) There is a delay from the students in participating in online class activities, such as watching TV, playing games and other related things when class starts. 2) There is a tendency not to take learning activities seriously because during the learning process students do other activities such as playing games, watching TV, listening to music and related things such as the findings above, and 3) Less the maximum time and ability of the companion during the learning process is good because of lack of understanding material or activities or other work that must be done.

Need analysis has been used to determine the need for learning materials during the Covid-19 Pandemic. Moreover, the teaching materials that will be used by teachers will have a difference during this pandemic. According to Arita (2020) need analysis is the first step before planning a program to identify what points to ponder. Therefore, teacher know the difficulties of learning materials for students.

Based on interviews with three teachers of English teachers in one junior high school on Tuesday, March 9, 2021, English teaching materials were found during online learning using links from YouTube, then there were PowerPoint and YouTube to explain the material so that it was conveyed effectively using Zoom. Teaching materials is different between face to face and online learning, face-to-face teaching usually uses student books and worksheets, while in online learning teachers use WhatsApp, Google Classroom, Zoom, Youtube, and Powerpoint to teach students. Not all students are able to understand the material well, only a few students are able to understand the material and are active during online learning. There are some who just keep quiet and seem to understand even though they don't. The problem with teaching is that the internet is unstable and the time for explaining the voice is criss-crossed. Problems from students such as an unstable internet, not focusing on when online learning is taking place, students have many tasks besides studying.

Based on interviews with three students seventh grade students in one of junior high school on Tuesday, March 9, 2021 found online learning using videos from youtube, explanations using WhatsApp and zoom, then google classroom to collect assignments. Online learning is less fun because sometimes the internet is unstable, and in addition there are many assignments given by the teacher. And also difficulty understanding the learning material.

To assist researcher in the main research, pre-observations were carried out in one of junior high school, with several identified problems, namely : First, teaching materials: to achieve learning objectives the teacher must have the right teaching materials. Second, the learning material is less than optimal so that students cannot achieve learning goals. Third, students find it difficult with the online learning system during Covid-19 because of frequent unstable internet connections. Then, they find it difficult to focus on the material because students do more than one task.

Apart from the results of teacher and student interview regarding the teaching and learning process during Covid-19, there have been a number of studies exploring the need for English teaching materials for students. One of them is a study conducted by Arita Destiningsih in 2017. Based on this research, this research focused on students' professional needs, difficulties with English learning materials while studying, their language skills and tasks, preferred learning styles and teaching methods, and recommendations for better English learning strategies. Research results revealed that students should learn English primarily through the use of web-based English learning materials. They can solve difficulties in studying. Furthermore, the research results indicate that students are at the elementary level. They wanted to have various learning topics to learn English using the website such as topics related to daily life, science and technology and youth life. Among the four skills learning activities,

students wanted to practice dialogue in pairs for speaking ability, complete stuttering sentences for writing ability, dialogue for recognizing or listening to the key word of monology, listening to music for vocabulary learning activities and grammar learning grammar for grammar learning activities based on sentences identified so far.

Other studies have also examined the need for English teaching materials is Sitti Nurpahmi in 2020. This research aim to investigate the needs English for Math Instructional materials. This research find that 1) students have fair ability in English skill – listening, speaking, reading, writing, vocabulary, and grammar, and pronunciation; 2) students need to learn more in reading than others skills. Vocabulary related to their major, and grammar; 3) students need to learn auditorily and visually through video. Students also need to learn in a small group and work in pairs.

This study also examines the same problems with the two researcher above, including analyzing the needs of teaching English. What distinguishes this research from the research above, is the state that this research will be carried out during the Covid-19 pandemic. The difference in terms of the object of research is, in this study the object of research is seventh grade students in one of junior high school. So that the results of this study are expected to provide a newer understanding of the problem and can contribute to ease teaching and learning online during pandemic. Derived from these strengths, researcher will focus on investigate the need for English learning materials during online learning and students'

expectations during online learning in the Covid-19 pandemic. In addition to the explanation above, the researcher chose this topic to help teachers develop appropriate English teaching materials for students. This research is also useful for further researcher to develop teaching material needs as well. Based on the description above, the researcher decided to conduct a research entitled **“ANALYSIS OF STUDENTS’ NEED IN LEARNING ENGLISH ONLINE DURING THE COVID-19 PANDEMIC”** (*A Study at the Seventh Grade Students of SMP 24 Kota Bengkulu in Academic Year 2021/2022*)

B. Identification of Problems

1. Students have difficulties to access learning materials.
2. Students do not focus on online learning.
3. Students find difficult to access internet.
4. Students find difficult to understand materials explained by the teacher through online learning platform.

C. Limitation of Problem

In view of identification of problem, limitation of study, reseacher limited on students need and learning english online during the Covid-19 pandemic. The students conduct of seventh grade students.

D. Research Questions

1. What is the need of the seventh grade students in learning English online during the Covid-19 pandemic?

2. What is expectation of the seventh grade students in learning English online during the covid-19 pandemic?

E. Research Objectives

1. To investigate the need of seventh grade students in learning English online during the Covid-19 pandemic.
2. To find out expectation of seventh grade students in learning English online during the Covid-19 pandemic.

F. The Significances of The Research

The result of this research hopefully to inform for the teacher and the next researcher :

1. For Teacher

The reseacher hope the teacher know about need, opinions, and describe activities of English teaching materials for online learning.

2. For Next Reseacher

The researcher hope this research can be reference to understand about students need. The study also develop theory and English teaching materials.

G. Definition of Key Terms

1. Need Analysis

Need analysis is a process to identifying the need to set a goal for a program or organization, by analyzing a plan, the need analysis can be conducted and the object of the program's needs can be considered. Need Analysis is defined by Graves as "part of teaching that teachers need to understand is something they can see and do" (Hedgcock and Ferris, 2009, p. 118). The developer will analyze what the student needs and what types of appropriate teaching and learning materials will be taught to the students. Therefore, it is important to identify and analyze target needs and learning needs. Furthermore, demand analysis is defined by many schools and it would be helpful to understand these definitions to further analyze the topic under consideration. Overall, demand analysis is defined as a specific field for the future development of a particular student's academic activities. In addition to the definitions mentioned above in the introductory section, there are several other definitions for this concept, where scholars try to present their own views on the issue. The interpretation of requirements analysis is based on curriculum development, focusing on language-related needs in terms of language programs (Bosher & Smalkowski, 2012; Caudron et al. 2005).

2. Learning English Online

Schunk (2012, p. 3) defined learning as a process that results in long-lasting behavioral change, which from practice or other forms of experience naturally produces a variety of behaviors in certain ways and in certain capacities. Furthermore, Schunk (2012, p. 346) also sees that student learning begins with the knowledge and skills brought to the situation, which are developed and refined as one of the learning functions. Learning is the result of learning English that is delivered electronically using computers and online based media.

3. The Covid-19 Pandemic

The Covid-19 Pandemic is worldwide event of the spread of Corona Virus Disease 2019 throughout the world for all countries. Pademic is an increase in the number of diseases that have increased so that it has spread to several countries and continents with a massive number of infections (Tahrus, 2020, p.7). Covid-19 or corona virus is a virus with a single positive, encapsulated and non-segmented RNA strain. This type of virus is included in the order Nidovirales from the Coronaviridae family. Coronaviruses are arranged in a cube-like structure with S protein located on the surface of the virus. Protein S or also known as spike protein is one of the main viral antigen proteins and the main structure for gene structure. Protein S plays a role in the attachment and entry of viruses into the host cell, the interaction of S protein with its receptors on the host cell.

CHAPTER II

LITERATURE REVIEW

This chapter deals with need analysis, learning english online, covid-19 pandemic, and related previous study.

A. NEED ANALYSIS

1. Definition of Need Analysis

Graves defines Needs Analysis (NA) as "a part of teaching content that teachers need to understand, they can see and can do" (Hedgcook and Ferris, 2009, p. 118). The developer will analyze the needs of the students and what type of appropriate teaching materials will be taught to the students. Therefore, it is important to determine and analyze target needs and learning needs. In addition, many schools have defined needs analysis, and understanding these definitions will help to further analyze the current topic, which will help. Usually, needs analysis is defined as a specific field for the development of a specific student's future academic activities. In addition to the definitions mentioned above in the introductory section, there are several other definitions for this concept, where scholars try to present their own views on the issue.

From all the definitions above, it can be concluded that need analysis is a process to identify a need to determine the goals of a program or organization, needs analysis can be done by evaluating a

program and also observing the object of the program's needs. Need analysis is a process to identifying the need to set a goal for a program or organization, by analyzing a plan, the need analysis can be conducted and the object of the program's needs can be considered.

2. Target Needs

Analysis of target needs is in terms of necessities, wants and lacks. Nation and Macalister (2010, p. 25) briefly explain that needs apply to knowledge, not to current knowledge, but to subjective needs.

a. Necessities

Necessities depend on the needs of the destination environment; that is, the student must know how to function effectively in the target environment (Hutchinson & Waters, 1990, p. 55). They proposed an explanation that businessmen or women should understand business dealings, communicate effectively in sales meetings, and obtain necessary information from sales lists, or that students in Islamic boarding schools should learn vocabulary related to Islamic backgrounds. Hutchinson & Waters also notes that a person who wants to be an entrepreneur should know the linguistic features such as discourse, structure, and discourse that are commonly used in identified situations. Munbay (1978) quoted in Hutchinson & Waters (1990, p.55) is an example of a scholar working as a hotel manager.

b. Lacks

To determine the shortage of students, it is important to know the knowledge level of the students so that the teacher can determine the shortage of students. Hutchinson, Waters, and Brin believe that the gap between the target scholarship and the student's current ability may indicate a student shortage (Hutchinson & Waters, 1990, p.56).

Nation and Macalister (2010, p.29) gave an example of how to know the shortage of students. The way to investigate student shortages is to look at a part of the writing process or focus on an assignment. Nation and Macalister said teachers or product developers can interview them and provide them with vocabulary tests, grammar tests, writing tests, and comprehension tests, or we can allow them to use specially prepared checklists for self-assessment.

c. Wants

Nation and Macalister (2010) elaborates on students' preferences or subjective needs based on what they want to learn. The cases of Karl Jensen, Li Yu Zhen and Jose Lima are examples of options. They had certain needs, but they choose one of the priorities according to their preferences and preferences. Students or learners want to learn, and it cannot be ignored. In order to motivate their study, the materials must be relevant to the learner's preferences.

3. Learning Needs

To understand what learning needs are, subject developers need to identify learners' learning conditions such as language items and skills, activities, learning situations (organization), techniques, strategies and teaching, teacher needs, and learner-like approaches. Requirements Hutchinson and Waters (1990, p. 61) James B., focusing on the learning environment. Herbolich's Box Kite Project (1979) provides a fictional example. Herbolich describes how to write a handbook explaining to engineering students at the University of Kuwait how to create it.

There are many methods or practices to collect information about learning needs, such as interviews, observations, document reviews, meetings, homework analysis, collection of student language samples, case studies, and questionnaires. Interview teachers with teaching experience. In order to determine the needs of students, it is necessary to continuously monitor and analyze the teaching process so that teachers can determine the personality of the students.

4. Importance of Need Analysis

Need Analysis is a useful tool to help students understand their needs and implement educational policies. Nunan (1988) states that the information obtained by NA serves the following purposes:

- a. Set the goals of the NA lesson and guide the selection of contents.

- b. It can be used by the teacher to modify the curriculum and method to bridge the gap between the expectations of the teachers and the learners.
- c. It can be used to identify the gap between the teaching and learning approach expected of teachers and learners.

B. LEARNING ENGLISH ONLINE

1. Definition Language Learning

Schunk (2012, p. 3) defines learning as a process that leads to lasting behavior change, which naturally generates various behaviors of specific forms and capacities from practice or other forms of experience. Furthermore, Schunk (2012, p. 346) also believes that student learning begins with the knowledge and skills they have mastered, and these knowledge and skills are developed and refined as one of the learning functions.

Oroujlo and Vahedi (2011, p. 994) pointed out that if you are proficient in English, then language (especially English) will be regarded as the key to a successful life. English is an important tool for scientific communication, business, cultural communication, political affairs and other fields. In addition, Delahunty and Garvey (2010, p. 7) pointed out that language is the main means of communication between students and teachers and between students and textbooks. In educational facilities. It will be difficult for students who learn English

as a second language worker to replicate, because English is also their educational facility and object.

Based on the above explanation, it can be concluded that learning will provide experience through the knowledge and skills acquired during the learning process. Learning English is the key to success because it is important in all aspects of life.

2. Definition of Online Learning

Online learning is actually learning long distance. The distance learning system is a system that has been around since the mid-18th century. Since its inception, distance learning has always used technology for the implementation of learning, starting with technology simplest and newest. In short, history distance learning developments can be grouped based on the dominant technology it uses. Taylor (2000) for example, the group pegged distance learning in five (5) creations, namely: (1) correspondence model, (2) model multi media, (3) tele-learning model, (4) learning model flexible, and (5) a smarter flexible learning model (Flexible Smart Learning Model). In the fourth and fifth generations of learning long distance, jargons were born that were very popular in society, such as e-learning, online learning, and mobile learning which increasingly popularized the learning long distance phenomenon.

Online learning is a set of learning activities in a subject provided through the knowledge and exchange provided by the network. The term seems best to point to a teaching and learning approach that incorporates internet technology. The online learning environment is not only useful for students to access knowledge and materials, but also certainly useful for engaging and collaborating with participants (Krish, 2008). Online learning is also thought of as using the Internet to access objects; Interacting with content, teachers and other students; Assisting in the learning process to gain knowledge, make sense, and progress through learning experience (Alli, 2008). Online learning is defined as remote learning with the help of electronic devices, for example tablets, smartphones, laptops and computers that require an Internet connection (Gonzalez & Louis, 2018).

In this environment, students can study anywhere (independently) and interact with teachers and other students "(Singh & Thurman, 2019). Building a synchronized learning environment means that students engage with teachers in the place, and there is a real-time relationship between teachers and students. Interactive, and there is the possibility of instant feedback, while the asynchronous learning environment is poorly structured. In this learning environment, the learning content cannot be obtained in the form of teachers or hands-on classrooms; these can be found in various systems and learning forums. In such an environment, immediate feedback and immediate

response are impossible (Littlefield, 2018). Synchronous learning can provide many opportunities for social interaction (McBrien et al., 2009). In the process of the spread of this deadly virus, an online platform is needed, in which (a) can have video conferences with at least 40 to 50 students, (b) can have discussions with students to keep the classroom organic, and (c) a good Internet Connected, (d) The meeting can also be accessed via mobile phones, not only on a laptop, (e) you can view the recorded meeting, and (f) you can get student snapshots and task assignments (Basilaia et al., 2020).

Based on explanation above online learning is part of e-learning, e-learning is a broader concept of online learning, which includes a series of applications and processes that use all electronic media to make vocational training and education more flexible. Online learning is learning that uses the internet, intranet and extranet, or learning that uses a computer network that is directly connected and has a broad (global) scope.

3. Characteristics of Online Learning

According to Rudi and Riyana (2007), four characteristics of e-learning are explained as follows:

- a. Students' interest in the learning subject does not depend on the instructor / learner because students build their own knowledge

through the teaching materials provided through the web site interface.

- b. Sources of knowledge are everywhere, easily accessible to all. This is due to the globalized nature of the Internet media, which can be accessed by anyone connected to it.
- c. Learners / educational institutions act as mediators/mentors.
- d. Derived from the restructuring of education system policies, curriculum and management, which will support the optimal use of information and communication technology for education.

The above four characteristics distinguish e-learning from conventional learning activities. In online learning, students' understanding of the subject matter is no longer dependent on the teacher/student, as students process their own knowledge through the teaching materials provided through the online learning application interface. In e-learning, knowledge sources are scattered everywhere and can be easily accessed by everyone.

4. Advantages Online Learning

The advantages of online are to provide flexibility, interactivity, speed, visualization through various advantages of each media (Sudjana, 2005, p. 253). According to L. Tjokro (2009, p. 187) online learning has many advantages, namely:

- a. It's easier to absorb, meaning it is to use multimedia facilities in the form of an image, text, animation, sound, and also video.

- b. It is more effective in the cost, meaning that it does not need an instructor, there is no need for a minimum of hearings, can be anywhere, and so on.
- c. It is more concise, meaning that it does not contain a lot of class formality, directly into a subject, subjects that are suitable for needs.

5. Disadvantages of Online Learning

According to L. Gavrilova (2006 p. 354), lack of e-learning is a learning using the e-learning model requires more additional equipment (for example computers, monitors, keyboards, etc.). The lack of e-learning described by Nursalam (2008, p. 140), among others, as follows:

- a. The lack of interaction between learners and also students or even the learning themselves.
- b. These trends can ignore the academic aspects or also social aspects and otherwise make the growth of business aspects or commercial.
- c. The teaching and learning process tends to be towards training from education itself.
- d. Changed in the role of learners from the beginning of mastering conventional learning techniques, is now also required to be able to know the learning techniques using ICT (information, communication, and also technology).
- e. The lack of human resources that understand the internet.

- f. Lack of mastery in computer language.
- g. Access on the adequate computer can be a problem for learning.
- h. The learning may be frustrating if it cannot access graphics, images, and videos due to inadequate equipment (software and hardware).
- i. Availability of an infrastructure that can be fulfilled.
- j. This information varies in quality and also accuracy so that the guide and the question features are needed.

C. THE COVID-19 PANDEMIC

Covid-19 or corona virus is a virus with a single positive, encapsulated and non-segmented RNA strain. This type of virus is included in the order Nidovirales from the Coronaviridae family. Coronaviruses are arranged in a cube-like structure with S protein located on the surface of the virus. Protein S or also known as spike protein is one of the main viral antigen proteins and the main structure for gene structure. Protein S plays a role in the attachment and entry of viruses into the host cell, the interaction of S protein with its receptors on the host cell. Covid-19 is sensitive to heat and is effectively inactivated by a disinfectant containing chlorine, a lipid solvent with a temperature setting of 56°C within 30 minutes, ether, alcohol, peroxoacetic acid, non-ionic detergents, formalin, oxidizing agents and chloroform. Chlorhexidine type chemicals are not effective in killing the corona virus (Yuliana, 2020, p.188).

The Minister of Education and Culture, Nadiem Anwar Makarim, issued Circular Number four of 2020 regarding the Implementation of Education in Emergency Coronavirus (Covid-19), one of which emphasised that on-line getting to know (distance), was carried out to furnish significant studying experiences for students, besides being stressed via the demands of finishing all curriculum achievements for class and graduation. Online/ distance learning is targeted on growing students' grasp of the corona virus and the Covid-19 outbreak. The studying activities and tasks can vary between students according to their pursuits and conditions, which include in phrases of gaps in access / learning amenities at home. During the Covid-19 pandemic, all activities have been carried out from home, such as learning. Thus things to do that purpose direct contact to be reduced so that this virus does not improve rapidly. The government also urges anybody to do socialdistancing to decrease the spread of this virus.

D. Related Previous Study

There are some related studies to this research. journal from lecture of UIN Alauddin Makassar (2020) her name is Sitti Nurpahmi with entitled "*Need Analysis of English For Math Instructional Material*". This research focus on situation analysis, target situation analysis, and learning needs. The result this research students need learn in small group and work in pairs.

The other related studies in journal from student of Universitas Sebelas Maret (2018) her name is Iga Yolanda with entitled "*Writing Material for Office Administration Study Program in Vocational High School : Students' Need Analysis*". This research focus on students' need analysis to identify effectiveness writing materials. The result indicated that the students have several needs in terms of target needs and learning needs.

The last related studies is journal was conducted by Arita Destianingsih from lecture of State Polytechnic of Bengkalis (2017) entitled "*A Study On Students' Need Analysis On Web-Based English Learning Materials*". The research focus on the students' professional needs, their difficulties of English learning materials while studying, their language skills and tasks, preferred learning styles and teaching method, and the suggestions for better English learning strategies.

However, this study different from previous studies in research design, subject of the research, and instrument. Reseacher used mix method, and subject of the research is seventh grade students in one of junior high schools in Bengkulu City. Furthermore, some journals have similarities and differ from journal 1, 2, 3 have similarity that analyze what students need and some research used mix method qualitative and quantitative.

CHAPTER III

RESEARCH METHOD

This chapter deals with research design, population and sample, validity and reliability, data collecting technique, data analyzing technique, validity of the data, and research timeline.

A. Research Design

In this research, researcher used qualitative and quantitative research or mixed method. Mixed research is a research approach that combines qualitative research with quantitative research (Creswell, 2010, p. 5).. Mixed research methods make it easier for researcher to understand problems in research (Yuliati, et al., 2018) and combining two research methods provides a better understanding of the research problem than using only one method (Creswell and Clark, 2007), the importance of using this method. mixed for two reasons, namely: 1) The final result of mixed methods provides stronger and deeper conclusions; 2) Mixed methods can answer the formulation of research problems that cannot be answered by other types of research.

Quantitative data is generated from the percentage of numbers from the questionnaires distributed to students. In this research, researcher was also conducted interviews to add data from the questionnaire. Based on result, researcher conducted that validity data from questionnaire and interview.

B. Population and Sample

1. Population

According to Sugiyono, population is a place of speculation: researchers need to focus on objects/subjects with certain characteristics and qualities, and then create nodes. The number of population in the research are all seventh grade students in SMP N 24 Kota Bengkulu. The students are divided into two class :

Table 3.1

Population

No.	Class	Population
1.	A	20
2.	B	23
3.	C	23
Total		66

2. Sample

According to Sugiyono, sample is necessary for the qualities and characteristics that are controlled population. This sample was seventh grade students in A class .

C. Validity and Reliability Test for Questionnaire

- a. According to Sugiyono (2017) "The validity test is the level of accuracy between the data that occurs on the object of research and the power that can be reported by the researcher". The purpose of this

validity test is to test the validity of the research instrument that will be distributed. The technique that will be used is the correlation technique through the product moment correlation coefficient. The ordinal score of each question item tested for validity is correlated with the ordinal score of the whole item, if the correlation coefficient is positive, then the item is valid, whereas if it is negative it is invalid which will then be replaced or excluded from the questionnaire. The product moment correlation formula is described below :

$$r_{xy} = \frac{N\sum XY - (\sum X)\sum Y}{\sqrt{(N\sum x^2 - (\sum X)^2)(N\sum y^2 - (\sum y)^2)}} \quad (\text{Arikunto, 2010})$$

Where : N : Number of Samples

$\sum X$: Score item

$\sum Y$: Total scores

r_{xy} : Correlation coefficient

The questionnaire item can be valid if the r_{hitung} sign is greater than the r_{table} ($r_{hitung} > r_{table}$) at a significance value of 5%. On the contrary, an item is invalid if $r_{hitung} < r_{table}$ with significance value of 5%.

- b. According to Suharsimi Arikunto (2010), reliability refers to the notion that an instrument can be trusted enough to be used as a data collection tool because the instrument is good. Reliable instruments will produce reliable data. Reliable means trustworthy. The purpose of reliability is

to understand that the instrument is reliable enough to be used as a data collection tool because the instrument is good. Alpha Cronback coefficient (C) is a statistic that is often used to test the reliability of a research instrument. A research instrument is indicated to have an adequate level of reliability if the Cronbach Alpha coefficient is greater than or equal to 0.60. The formula for measuring reliability is:

$$a = \frac{K}{K - 1} + \left(1 - \frac{\sum S_i^2}{S_x^2} \right)$$

Where :

a : Coefficient describing the degree of reliability test

K : Number of question items

S_i^2 : Variance of each question item

S_x^2 : Total variance of the test

D. Data Collecting Technique

1. Questionnaire

According to Yusuf (2014, p. 49), the questionnaire is an inquiry conducted by sending a questionnaire to the determined respondent and then returning it to the researcher after the questionnaire has been completed. This method is used to obtain information from respondents both in terms of personality and other things they are familiar with. In this study, researcher used a closed questionnaire. In this research, researcher will use three aspects based on the theory to

be analyzed, as well as 15 indicators. Meanwhile, researcher will distribute questionnaires in the form of Google Form which aims to make it easier for researcher to collect data. The target of giving questionnaires is seventh grade students at SMPN 24 Kota Bengkulu. This questionnaire technique used to obtain student data at SMPN 24 Kota Bengkulu regarding the needs and motivation to learn English online during the COVID-19 Pandemic.

2. Interview

For study, interviews or question and answer sessions are one of the best ways to learn or get in-depth information from someone. The interview is a conversation that aims to gather information in the description of the interviewee's life with respect to the interpretation of the meaning of 'described phenomena' (Kvale, 1996, p. 174). Furthermore, Schostak (2006, p. 54) adds that an interview is a conversation that is extended to obtain in-depth information about a particular topic or subject, and through which phenomena can occur and be interpreted in terms of the meaning carried by the interviewees. In this case, the interview conducted using whatsapp.

E. Data Analyzing Technique

1. Quantitative Data Analysis

The research data will be analyzed using several steps :

- a. First, the researcher ranked the respondent's data based on when the questionnaire was collected.
- b. Second, the data that has been received is then entered into the research table.
- c. Third, in the research table, the researcher calculated the percentage of respondents who were divided into 5 parts, namely strongly agree, agree, neutral, disagree, and strongly disagree using the formula (Sudijono, 1978):

$$P = \frac{f}{N} \times 100\%$$

Where :

P = Percentage

F = Frequency

N = Number of respondents (Arikunto, 2010)

The use of scale classification in this study is to measure respondents agree and disagree with the object in the questionnaire. The statement contained in the questionnaire contains content that will be assessed by the respondent. The numbers are used only for the convenience of researcher. So the analysis is only in the form of frequency (number) or proportion (percentage). From the percentage

results, you will find the results of a questionnaire about what students need in learning English online.

2. Qualitative Data Analysis

In this research, researcher will analyze data to get the research result. Data analysis in qualitative research is often carried out simultaneously or together with data collection. Then, Helaludin and Wijaya (2019, p. 123) describe several stages/ techniques in analyzing data, as follows:

1. Data Reduction

In qualitative data collection, researcher will use various techniques and this is done repeatedly to obtain very large and complex data. Because the data obtained in the field is still very complex, still rough, and not systematic, researcher need to carry out an analysis by reducing the data. Data reduction means making a summary, choosing a theme, creating categories and certain patterns so that they have meaning. Data reduction is a form of analysis to sharpen, select, focus, discard, and organize data towards making conclusions. The data will be selected and subtracted so that only relevant data is used.

2. Data Display

Data display is the process of presenting data after data reduction. The presentation of data in quality research is carried out in the form of summaries, diagrams, relationships between

genres, forms, etc. so that they are easily understood by readers. Well organized data will make it easier for readers to understand the concepts, categories and relationships and differences of each method or genre.

3. Conclusion

The third step in the interactive model is decision making and verification. In qualitative research, the initial conclusions drawn are still temporary, so they can change at any time if not supported by strong evidence. However, if the conclusions drawn are supported by valid or consistent evidence, then the conclusions drawn are flexible. The conclusions from the research results must be able to provide answers to the problems formulated. In addition to providing answers to problem formulations, conclusions must also produce new findings in fields of science that do not yet exist. These findings can be in the form of a description of an object or phenomenon that was previously unclear after being examined to become clearer, it can also be in the form of a hypothesis or even a new theory.

F. Validity of The Data

Validity refers to the ability of certain collection instruments to evaluate what needs to be measured and to obtain data related to these measurements (Dempsey, 2002, p. 79). In other words, an instrument is said to have high validity if it can be used to measure something precisely. Validity is a value that the measurement model must acquire even though it is directly related to whether or not the data can be trusted. The aim of this study will be to evaluate the validity of the findings. To verify the validity, the researcher used triangulation. Triangulation is a data collection technique that combines a variety of data sources with available data sources (Sugiyono, 2012, p. 83). The purpose of the triangulation data collection technique is to discover data that's still widespread, reliable, and certain.

According to Patton (Sutopo, 2002, p. 78-82), there are 4 types of triangulation techniques : 1) Triangulation of data is the same or similar data. It would be more stable if the truth be extracted from several different data sources. 2) Triangulation of researcher is the result of both the data and conclusions of research on a specific part or as a whole can be tested for validity of some researcher. 3) Methodology triangulation conducted by a researcher to collect similar data but using techniques or different methods of data collection. 4) Triangulation theory by researcher using more than one theory in discussing the problems examined. In this

study, researcher will use data triangulation. In this data triangulation will be done by analyzing the results of interviews and questionnaire.

G. Research Timeline

Table 3.2

No	Activity	Week					
		I	II	III	IV	V	VI
1.	Meeting with the principal						
2.	Get to know the school environment						
3.	Observe the online learning process						
4.	Collect quantitative and qualitative data from students						
5.	Analyze the data						
6.	Writing report						

CHAPTER IV

FINDINGS AND DISCUSSION

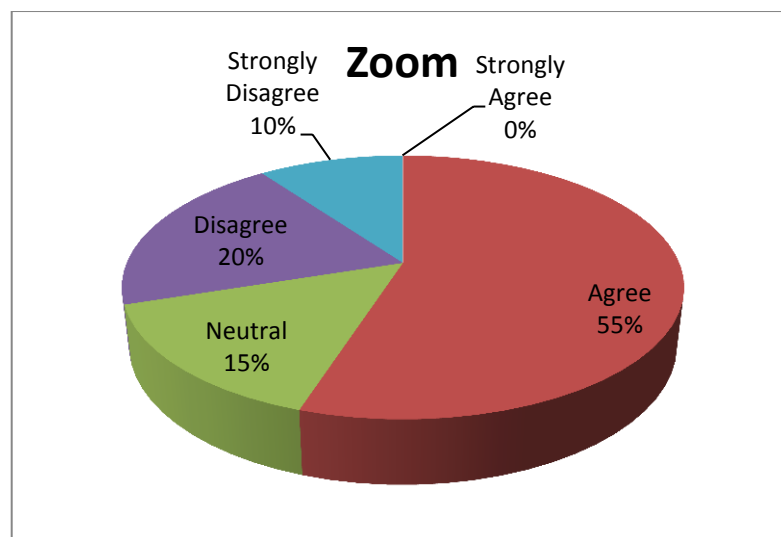
This chapter deals with profile of SMP N 24 Kota Bengkulu, the findings of quantitative research, the findings of qualitative research, and discussion.

A. The Findings of Quantitative Research

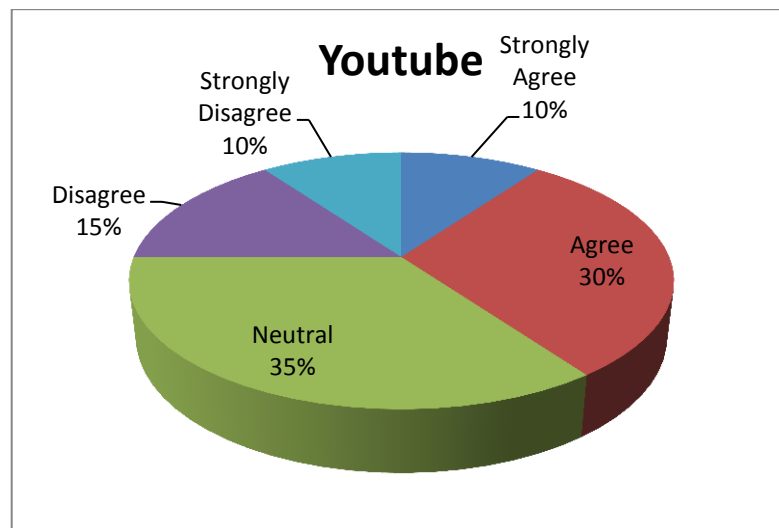
This research was conducted in August 2021 at SMP N 24 Kota Bengkulu. The research was conducted through an online questionnaire using google forms and interviews using whatsapp. The research results were analyzed by researcher using mix method research, interpret all the data collected so that they are able to obtain a general and comprehensive situation. Based on theory advantages online learning, reseacher groups data into several part so reseacher get result of the data.

1. Description of Result

a. Easy to Access Media

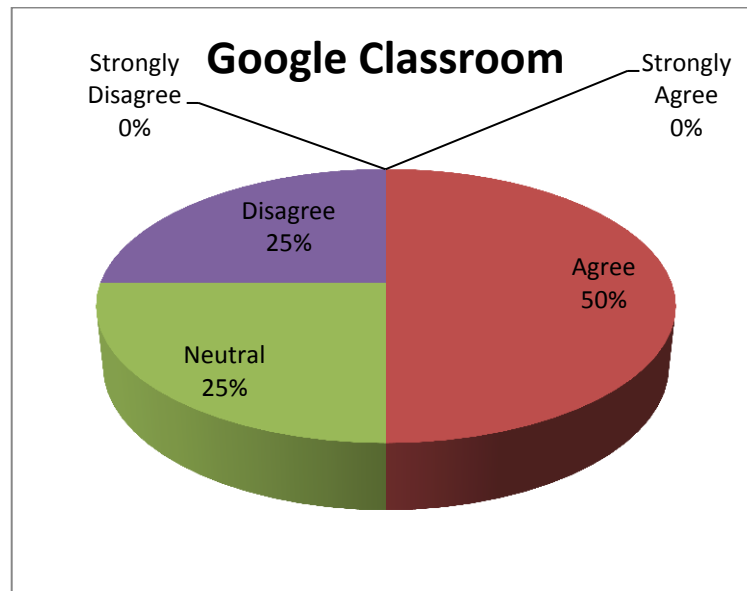


Based on the table above, it can be seen that in the first question, the most answer is agree (A) with a total of nine respondents or with a presentation of 55%, then for the answer strongly agree (SA) has a percentage 0% or nil respondent, neutral (N) as much as 15%, disagree (D) as much as 20% or have four respondents and for strongly disagree (SD) has a percentage of 10%. From the results of the presentation for the first question, it can be concluded that students agree that they are easy in using zoom to English learning online.

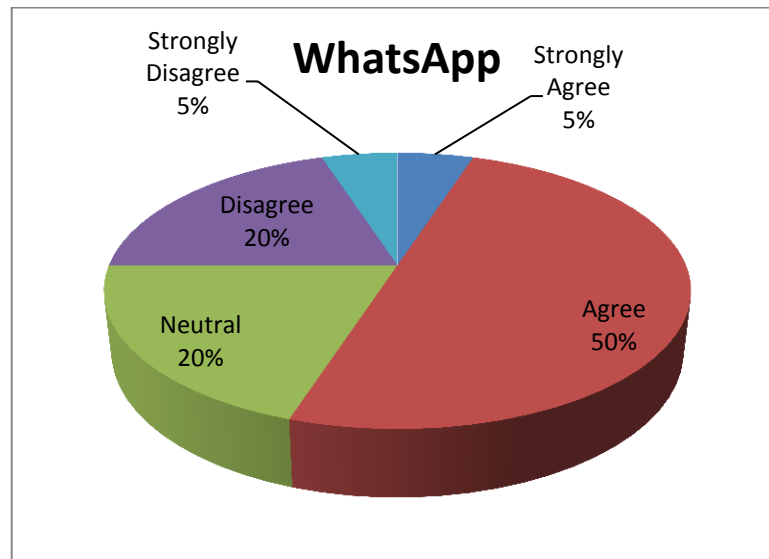


For the second question the most answer is in neutral (N) which has seven respondents, with the presentation of 35%, for the answer of strongly agree (SA) has a percentage of 10%. Furthermore, for the answer of agree (A) it has six respondents and has a presentation of 30%. The answer for disagree (D) has percentage 15% and strongly disagree (SD) it has two respondents and has 10%. From these results it

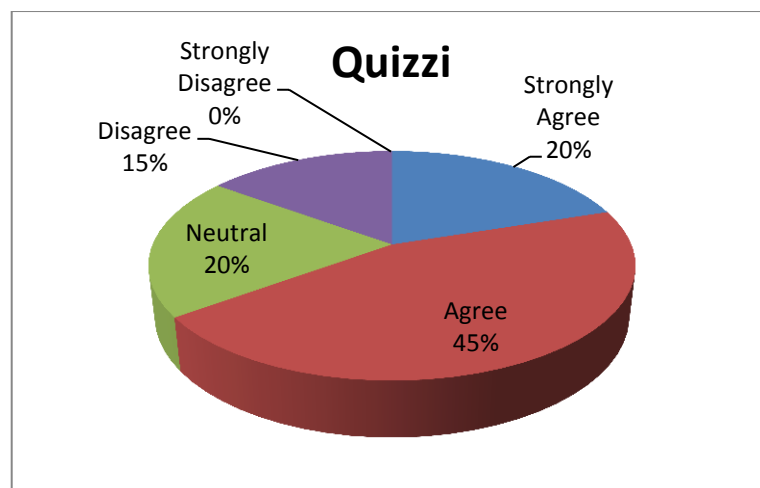
can be concluded that the students has neutral statement on question number two.



For the third question the most answer is in agree (A) which has ten respondents, with the presentation of 50%, for the answer of strongly agree (A) has a nil percentage or 0%. Furthermore, for the answer of neutral (N) it has five respondents and has a presentation of 25%. The answer for disagree (D) has percentage 25% and strongly disagree (SD) has 0%. From these results it can be concluded that the students has a agree statement on question number three.



The fourth question, for the fourth question agree (A) has percentage 50%, strongly agree (SA) has 5%. The answer for neutral (N) has four respondents with a presentation of 20%, disagree (D) it has 20% and strongly disagree has 5%. Therefore, for the fourth question the result shows that the respondents are agree with access youtube.



The fifth question the most answer is in agree (A) which has nine respondents, with the presentation of 45%, for the answer of strongly

agree (SA) has a percentage of 20%. Furthermore, for the answer of neutral (N) it has four respondents and has a presentation of 20%. The answer for disagree (D) has 15% and strongly disagree (SD) has 0% or nil respondent. Thus, from the result it can be concluded that using quizzis make easy to do task.

b. Effective in the Cost

No.	Question	5	4	3	2	1
		Σ	Σ	Σ	Σ	Σ
1.	In carrying out online English learning, I have limited mobile phone facilities, limited internet packages, and poor signal problems.	2	13	5	0	0
2.	In carrying out online English learning, the costs I spend are cheaper than going to school.	3	9	4	4	0
3.	Online English Learning is learning that utilizes the internet network as a learning tool.	0	11	3	4	2
4.	Learning English online can save time in the learning process.	2	6	7	3	2
5.	Learning English online makes the process of learning English more effective in achieving learning objectives.	0	10	5	5	0

Table 4.2 The result of effective in the cost (can see been in appendix

1)

Based on the table above, it can be seen that in the first question, the most answer is agree (A) with a total of thirteen respondents or with a presentation of 65%, then for the answer strongly agree (SA) has a presentation of 10%, neutral (N) as much as 25%, disagree (D) and strongly disagree (SD) have a percentage of 0% or nil respondent. From the results of the presentation for the first question, it can be concluded that students agree that students have limited mobile phone facilities, limited internet packages, and poor signal problems..

For the second question the most answer is in agree (A) has nine respondents or with percentation of 45%, strongly agree (SA) has 15%, neutral (N) has presentation of 20%. The answer for disagree (D) has 20% presentation and for strongly disagree (SD) it has a nil respondent and 0% presentation. From these results it can be concluded that the students have different opinion cheaper between study from school and study at home .

For the third question the most answer is in agree (A) which has eleven respondents, with the presentation of 55%, for the answer of strongly agree (SA) has a 0% or nil respondent. Furthermore, for the answer of neutral (N) it has one respondent and has a presentation of 15%. The answer for disagree (D) it has presentation 20% and strongly disagree (SD) has 10%. From these results it can be concluded that the students has a agree statement on question number three.

The fourth question, in the most answer is neutral (N) with a presentation 35%. Furthermore, strongly agree (SA) has 10%, agree (A) have same presentation of 30%. The answer for disagree (D) has presentation 15% and strongly disagree (SD) it has 10% presentation. Therefore, for the fourth question the result shows that the respondents are neutral with learning English online can save time in the learning process.

The fifth question the most answer is in agree (A) which has ten respondents, with the presentation of 50%, for the answer of strongly agree (SA) has 0% or nil respondent. Furthermore, for the answer of neutral (N) it has five respondents and has a presentation of 25%. The answer for disagree (D) has presentation 25% and strongly disagree (SD) has percentration 0% or nil presentation. Thus, from the result it can be concluded that learning English online makes the process of learning English more effective in achieving learning objectives.

c. More Consist

No.	Question	5	4	3	2	1
		Σ	Σ	Σ	Σ	Σ
1.	Online learning makes it easier for me to access the lessons that have been explained by the teacher.	1	10	4	4	0
2.	With online learning, it makes it easier for me to understand the learning material from the teacher.	4	9	4	3	0
3.	Online learning gives me many opportunities to ask the teacher questions.	2	13	5	0	0
4.	By using the online learning system, I don't have to come to school to collect assignments.	2	10	4	4	0
5.	By using an online learning system, I can more easily use my time for other things that can develop myself.	0	12	3	3	2

Table 4.3 The result of more consist (can see been in appendix 1)

Based on the table above, it can be seen that in the first question, agree (A) (A) has presentation of 50%, strongly agree (SA) has 5%. Then, neutral (N) as much as 20%, disagree (D) as much as 20% or have two respondents and for strongly disagree (SD) has a percentage of 5%. From the results of the presentation for the first question, it can be concluded that students agree that easier for students to access the lessons that have been explained by the teacher.

For the second question answer is in agree (A) which has nine respondents, with the presentation of 45%, for the answer of strongly agree (SA) has a percentage of 20%. Furthermore, for the answer of neutral (N) it has four respondents and has a presentation of 20%. The answer for disagree (D) has presentation 15% and strongly disagree (SD) has percentage 0% or nil respondent. From these results it can be concluded that the students have different opinion easier for students to understand the learning material from the teacher.

For the third question the most answer is in agree (A) which has thirteen respondents, with the presentation of 65%, for the answer of strongly agree (SA) has a percentage of 10%. Furthermore, for the answer of neutral (N) it has five respondents and has a presentation of 25%. The answer for disagree (D) and strongly disagree (SD) have 0% or nil presentation. From these results it can be concluded that the students has a agree statement on question number three.

The fourth question, in the most answer is agree (A) with a presentation 50%. Furthermore, strongly agree (SA) has presentation 10% and neutral (N) has presentation of 20%. The answer for disagree (D) has presentation 20% and strongly disagree (SD) has presentation of 0% or nil respondents. Therefore, for the fourth question the result shows that the respondents are agree by using the online learning system, students do not have to come to school to collect assignments.

The fifth question the most answer is in agree (A) which has twelve respondents, with the presentation of 60%, for the answer of strongly agree (SA) has a percentage of 0% or nil respondent. Furthermore, for the answer of neutral (N) it has three respondents and has a presentation of 15%. The answer for disagree (D) has presentation 15% and strongly disagree (SD) has percentation 10%. Thus, from the result it can be concluded that students can more easily use their time for other things that can develop theirselves.

2. Validity and Reability

a. Validity Test

Validity test is used to test whether the questionnaire made valid or not. Validity test is carried out before deployment questionnaire with respondents outside the actual research respondent (sample). In this research, the number of respondents (n) was 20 with an alpha of 0.05, so the r table was 0.444. A questionnaire is declared valid if $r_{hitung} > r_{table}$ and $sig \leq \alpha$. Test the validity of two variables used in this research, namely students' need (Y1) and online learning English (Y2). Validity test for the first variable Y1 (students' need) which have two indicators, for the first indicator (easy to access) as follows:

Items of the indicator	r_{hitung}	r_{table}	Sig	Evidence
1 st item	0,900	0.444	0,000	Valid
2 nd item	0,850	0.444	0,000	Valid
3 rd item	0,817	0.444	0,000	Valid
4 th item	0,721	0.444	0,000	Valid
5 th item	0,761	0.444	0,000	Valid

Table 4.4 Validity Test of Y1 for first indicator

Source: Primary data processed

Based on the table above, it can be seen that the overall statement of the first indicator on the Y1 variable can be declared valid, because the statement item has $r_{count} > r_{table}$ and $sig \leq \alpha$ value. This indicates that the statement submitted to respondents on the Y1 variable for the first indicator is able to measure what is needed by respondent.

Items of the indicator	r_{hitung}	r_{table}	Sig	Evidence
1 st item	0,504	0.444	0,023	Valid
2 nd item	0,481	0.444	0,032	Valid
3 rd item	0,900	0.444	0,000	Valid
4 th item	0,850	0.444	0,000	Valid
5 th item	0,817	0.444	0,000	Valid

Table 4.5 Validity Test of Y1 for second indicator

Source: Primary data processed

Based on the table above, it can be seen that the overall statement of the second indicator on the Y1 variable can be declared valid, because the statement item has $r_{\text{count}} > r_{\text{table}}$ and $\text{sig} \leq \alpha$ value. This indicates that the statement submitted to respondents on the Y1 variable for the second indicator is able to measure what is needed by respondent.

Besides, validity for the second variable Y2 (learning English Online) which have one indicator as follows:

Items of the indicator	r_{hitung}	r_{table}	Sig	Evidence
1 st item	0,721	0.444	0,000	Valid
2 nd item	0,761	0.444	0,000	Valid
3 rd item	0,504	0.444	0,023	Valid
4 th item	0,457	0.444	0,043	Valid
5 th item	0,888	0.444	0,000	Valid

Table 4.6 Validity test of Y2 for the first indicator

Source: Primary data processed

Based on the table above, it can be seen that the overall statement of the indicator on the Y2 variable can be declared valid, because the statement item has $r_{\text{count}} > r_{\text{table}}$ and $\text{sig} \leq \alpha$ value. This indicates that the statement submitted to respondents on the Y2 variable for the first indicator is able to measure what is needed by respondent.

b. Reability Test

Reliability is to find out to what extent the results the measurement remains consistent, if the measurement is carried out twice or more have the same symptoms using the tool the same measurement (Siregar, 2014). In this research the reliability test used the Cronbach Alpha method. With the criteria that the calculated alpha level is greater than the Cronbach Alpha coefficient of 0.60, the data tested has a good level of reliability. The alpha level measurement is carried out using the SPSS version 22 program. The output results are as follows:

Cronbranch's Alpha	Cronbach Alpha Coefficient	Number of Question Items	Evidence
0,939	0,60	15	Reliable

Table 4.7 Reliability test

Source: Primary data processed

Based on table above, it can be seen that the results of the Cronbach Alpha value of 0,939 with 15 items statement, the result is greater than the Cronbach Alpha of 0.60. This is in accordance with the theory presented by Siregar (2014), it can be concluded that the measuring instrument in this research is reliable.

B. The Findings of Qualitative Research

Qualitative methods are used with the aim of obtaining qualitative data to test, expand, and deepen the results of quantitative research. The starting point of data collection with qualitative methods is data collected in the first stage of research using quantitative methods.

Based on interviews that have been conducted with researcher at SMPN 24 Kota Bengkulu, it can be concluded that online learning . This statement supported by interviews with S1, S2, and S3, they said online learning is easier. Thus, this statement related with the interview as follows:

“Pembelajaran online adalah pembelajaran yang menggunakan handphone, jadi saya bisa mengakses materi dan tugas dari guru langsung dari handphone dan bisa langsung dikerjakan lalu dikirim ke guru (S1, 2021)”

"Online learning is learning that uses a handphone, so I can access materials and assignments from the teacher directly from the handphone can be done directly and then sent to the teacher (S1, 2021)"

“Pembelajaran online bahasa inggris lebih mudah dikarenakan aplikasi sangat mudah di akses sehingga saya merasa santai ketika belajar (S2, 2021)”

“Learning English online is easier because the application is very easy to access so I feel relaxed when studying (S2, 2021)”

“Pembelajaran online lebih mudah dengan menggunakan berbagai metode aplikasi yang ada di handphone, sehingga kita bisa mengakses materi dengan mudah (S3, 2021)”

"Online learning is easier by using various application methods available on handphone, so we can access material easily (S3, 2021)"

In addition, online learning is more fun. These results have been described in quantitative findings. As explained in the quantitative data results, students use various applications such as Zoom, WhatsApp, Google Classroom, Youtube, and Quizzi. This statement is supported by interviews with S1, S2, and S3 they said that online learning is more fun. This statement is related to the interview as follows:

“Karena belajar menggunakan handphone, jadi lebih menyenangkan bisa akses semua dengan mudah (S1, 2021)”

"Because learning to use handphone, it's more fun to be able to access everything easily (S1, 2021)"

“Saya senang belajar menggunakan aplikasi yang ada di handphone, lebih memudahkan untuk mencari tugas dan bisa sambil mengerjakan hal lain (S2, 2021)”

"I like learning to use applications on my handphone, it makes it easier to find assignments and can do other things while doing other things (S2, 2021)"

“Saya senang pembelajaran online karena dapat cepat menyelesaikan tugas yang diberikan guru (S3, 2021)”

"I like online learning because I can quickly complete the tasks given by the teacher (S3, 2021)

In addition, online learning is more effective. This statement is supported by interviews with S1, S2, and S3 they say that online learning is more effective. This statement relates to the interview as follows:

"Karena selama pembelajaran online saya lebih fokus belajar dan memperhatikan materi yang diberikan oleh guru (S1, 2021)"

"Because during online learning I focus more on learning and pay attention to the material given by the teacher (S1, 2021)"

"Karena siswa akan lebih memperhatikan tugas pembelajaran tersebut, dan lebih cepat dalam mengerjakan tugas pembelajaran tersebut (S2, 2021)"

"Because students will pay more attention to the learning task, and faster in doing the learning task (S2, 2021)"

"Selama pembelajaran online, saya selalu mengerjakan tugas dengan cepat dan tepat waktu dikarenakan banyak tugas dari pelajaran lain yang harus segera diselesaikan (S3, 2021)"

"During online learning, I always do assignments quickly and on time because there are many assignments from other lessons that must be completed immediately (S3, 2021)"

In addition, students experience problems in carrying out online English learning due to limited mobile phone facilities, limited internet packages, and poor signal. These results have been described in

quantitative findings. This statement is supported by interviews with S1, S2, and S3 they said that students experience problems in carrying out online English learning due to limited mobile phone facilities, limited internet packages, and poor signal . This statement is related to the interview as follows:

“Karena tidak semua murid punya handphone sendiri, contohnya teman saya yang handphonenya bersama dengan adiknya yang SD jadi bergantian menggunakan handphone untuk keperluan sekolah (S1, 2021)”

"Because not all students have their own cellphones, for example, my friend whose cellphone along with her younger sister is in elementary school, so they take turns using cellphones for school purposes (S1, 2021)"

“Karena tidak semua siswa mempunyai handphone yang bagus dan tidak selamanya sinyal internet itu bagus dan berjalan dengan baik, sehingga pembelajaran online terhambat (S2, 2021)”

"Because not all students have good cellphones and not always the internet signal is good and runs well, so online learning is hampered (S2, 2021)"

“Karena tidak semua siswa memiliki ponsel dan internet yang stabil dalam belajar (S3, 2021)”

"Because not all students have stable mobile phones and internet in studying (S3, 2021)"

In addition, students can save time in the learning process. These results have been described in quantitative findings. This statement is supported by interviews with S1, S2, and S3 they say that students can

save time in the learning process. This statement relates to the interview as follows:

“Karena proses pembelajaran memiliki batas waktu setiap subjek pembelajaran, misalnya 1 hari 1 subjek 1 jam pembelajaran, jadi lebih hemat waktu dalam proses pembelajaran (S1, 2021)”

"Because the learning process has a time limit for each learning subject, for example 1 day 1 subject 1 hour of learning, so it saves time in the learning process (S1, 2021)"

“Karena memberi materi pembelajaran online lebih cepat, satu hari hanya beberapa materi saja yang waktunya terbatas sehingga menghemat waktu (S2, 2021)”

"Because providing online learning materials is faster, one day only a few materials are limited in time so that it saves time (S2, 2021)"

“Karena masing-masing materi mempunyai batas waktu, jadi menghemat waktu (S3, 2021)”

"Because each material has a time limit, it saves time (S3, 2021)"

C. Discussion

1. Students' need in Learning English Online during the Covid-19 Pandemic

Through a questionnaire that has been distributed by researcher to students, data is obtained which is then processed using SPSS version 22, it is found that the target needs reveal that most students want effective online teaching by using Zoom to make it easy to learn with a

percentage of 55% with eleven students. While Google Classroom can be used as a tool to share and submit assignments with a percentage of 50% with 10 students. Then, WhatsApp can be used to access assignments and interact with each other with a percentage of 50% with 10 students. Then, Quizzi can be used access to do exercise from teacher with percentage 45% and Youtube can be used material with 35% with 7 students.

The quantitative data is supported by the results of interviews with several students who stated that online English learning makes it easy to access and repeat the lessons that have been taught so that students do not miss online learning and learning using Zoom, Google Classroom, and WhatsApp is the easiest to use. Based on qualitative data related with :

Pembelajaran online adalah pembelajaran yang menggunakan handphone, jadi saya bisa mengakses materi dan tugas dari guru langsung dari handphone dan bisa langsung dikerjakan lalu dikirim ke guru (S1, 2021)”

"Online learning is learning that uses a handphone, so I can access materials and assignments from the teacher directly from the handphone can be done directly and then sent to the teacher (S1, 2021)"

“Saya senang belajar menggunakan aplikasi yang ada di handphone, lebih memudahkan untuk mencari tugas dan bisa sambil mengerjakan hal lain (S2, 2021)”

"I like learning to use applications on my handphone, it makes it easier to find assignments and can do other things while doing other things (S2, 2021)"

Based on the results of filling out the questionnaire and the results of the interviews above, it shows that the needs of students from learning media from teachers are Zoom, Google Classroom, and WhatsApp.

2. English Learning Online during the Covid-19 Pandemic

Through questionnaires that have been distributed, it is proven that students experience problems in implementing online English learning due to limited mobile phone facilities, limited internet packages, and poor signals with a percentage of 65% and supported by the following interview results:

"Karena tidak semua murid punya handphone sendiri, contohnya teman saya yang handphonenya bersama dengan adiknya yang SD jadi bergantian menggunakan handphone untuk keperluan sekolah (S1, 2021)"

"Because not all students have their own cellphones, for example, my friend whose cellphone along with her younger sister is in elementary school, so they take turns using cellphones for school purposes (S1, 2021)"

“Karena tidak semua siswa mempunyai handphone yang bagus dan tidak selamanya sinyal internet itu bagus dan berjalan dengan baik, sehingga pembelajaran online terhambat (S2, 2021)”

"Because not all students have good cellphones and not always the internet signal is good and runs well, so online learning is hampered (S2, 2021)"

Through the questionnaires that have been distributed, that the online learning system can save time by a percentage of 60% and is supported by the following interview results :

“Karena memberi materi pembelajaran online lebih cepat, satu hari hanya beberapa materi saja yang waktunya terbatas sehingga menghemat waktu (S2, 2021)”

"Because providing online learning materials is faster, one day only a few materials are limited in time so that it saves time (S2, 2021)"

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The research questions of this study are two questions the first one is what is the need of the seventh grade students in learning English online during the Covid-19 pandemic and the second what is expectation of the seventh grade students in learning English online during the covid-19 pandemic. Therefore, the aims of this study are to investigate the need of seventh grade students in learning English online during the Covid-19 pandemic and to find out expectation of seventh grade students in learning English online during the Covid-19 pandemic.

Based on the results of research conducted by researchers at SMP N 24 Bengkulu City, the results showed that they had answered the research questions above. For media needs, namely Zoom, Google Classroom, and WhatsApp are the most widely used because they are easy and more fun. The problems found are cellphones that are used together and difficulties on an unstable network.

Thus, students' expectations in online learning are more for a network that should be stable. This is necessary so that students are more enthusiastic in online learning. Then, students hope that there will be technological developments that can be reached by the network when it is unstable, this is because the student's house is still blocked by trees. Thus

students at SMP N 24 Bengkulu City have tried to use mobile phones so as not to miss lessons.

B. Sugestion

Referring to the conclusions above, several points suggested as follows:

1. For school, to be able to carry out online English learning, firstly, we must provide facilities and infrastructure such as cellphones and internet data packages so that learning can be applied.
2. The English teachers are advised not to complicate learning with an online learning system because the most important thing is that students continue to study while the school is closed.
3. The students must be able to improve their skills and knowledge in technology and computers so that online English learning can be done easily.
4. The researcher, this finding is a basic information to increase the knowledge of online English learning models in the Covid-19 pandemic.

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APPENDICES

Appendix 1

QUESTIONNAIRE STUDENTS NEED ANALYSIS IN LEARNING ENGLISH ONLINE DURING THE COVID-19 PANDEMIC

This research instrument is used to get information about the needs and expectation of students. This questionnaire will be given to the seventh grade students.

Name :

Class :

5 = Strongly Agree 4= Agree 3 = Neutral 2 = Disagree 1 =Strongly Disagree

No.	Question	Alternative Answers				
		5	4	3	2	1
	A. Easy to Access Media					
1.	Using zoom as an online English learning media makes it easy for me to learn.					
2.	The use of Whatsapp as a medium for learning English makes it easy for me to access learning materials.					
3.	The use of Google Classroom as an English learning medium makes it easy for me to access learning materials.					
4.	The use of Youtube as a learning media makes it easy for me to access the material at any time.					
5.	The use of Quizzi as one of the learning media makes it easy for me to do the questions.					
	B. Effective in the cost					
6.	In carrying out online English learning, have					

	limited mobile phone facilities, limited internet packages, and poor signal problems.					
7.	In carrying out online English learning, the costs I spend are cheaper than going to school.					
8.	Online English Learning is learning that utilizes the internet network as a learning tool.					
9.	Learning English online can save time in the learning process.					
10.	Learning English online makes the process of learning English more effective in achieving learning objectives.					
	C. More Consict					
11.	Online learning makes it easier for me to access the lessons that have been explained by the teacher.					
12.	With online learning, it makes it easier for me to understand the learning material from the teacher.					
13.	Online learning gives me many opportunities to ask the teacher questions.					
14.	By using the online learning system, I don't have to come to school to collect assignments.					
15.	By using an online learning system, I can more easily use my time for other things that can develop myself.					

Appendix 2

Interview Questions For Students

1. In your opinion, learning English is easier with online learning?
2. In your opinion, learning English is more fun with online learning?
3. In your opinion, learning English online makes learning English more effective?
4. In your opinion, learning English online can increase your interest in learning?
5. In your opinion, learning English online can improve your understanding in learning?
6. In your opinion, learning English online makes it easier for you to collect assignments?
7. In your opinion, do you experience difficulties in implementing online English learning due to limited mobile phone facilities, limited internet packages, and poor signal problems?
8. In your opinion, online English learning is learning that uses the internet as a learning tool?
9. In your opinion, learning English online can save time in the learning process?
10. What do you think about technological sophistication for learning English in the modern era?

Appendix 3

Transcript of Interview with S1

- Researcher : In your opinion, learning English is easier with online learning?
- S1 : Online learning is learning that uses mobile phones, so I can access materials and assignments from the teacher directly from the cellphone and can be done directly and then sent to the teacher.
- Researcher : In your opinion, learning English is more fun with online learning?
- S1 : Because learning to use a cellphone, it's more fun to be able to access everything easily
- Researcher : In your opinion, learning English online makes learning English more effective?
- S1 : Because during online learning I focus more on learning and pay attention to the material given by the teacher
- Researcher : In your opinion, learning English online can increase your interest in learning?
- S1 : Because sometimes learning online is boring, sis.
- Researcher : In your opinion, learning English online can improve your understanding in learning?
- S1 : Because the delivery of learning materials through online is not clear.
- Researcher : In your opinion, online English learning makes it easier for you to collect assignments?
- S1 : The application is easy to use, for example, Google Classroom, I can send assignments without having to go to school.
- Researcher : In your opinion, do you experience difficulties in implementing online English learning due to limited mobile phone facilities, limited internet packages, and poor signal problems?
- S1 : Because not all students have their own cellphones, for example, my friend whose cellphone is with his younger brother who is in

elementary school, takes turns using cellphones for school purposes.

Researcher : In your opinion, online English learning is learning that uses the internet as a learning tool?

S1 : Because apart from using mobile phones, an internet network is needed to operate online learning applications.

Researcher : In your opinion, learning English online can save time in the learning process?

S1 : Because the learning process has a time limit for each learning subject, for example 1 day 1 subject 1 hour of learning, so it saves time in the learning process.

Researcher : What do you think about the sophistication of technology for learning English in the modern era?

S1 : Because I as a student need direct learning between teachers and students so that the delivery of learning materials can be accepted and understood by students directly.

Transcript of Interview with S2

- Researcher : In your opinion, learning English is easier with online learning?
- S2 : Learning English online is easier because the application is very easy to access so I feel relaxed when studying
- Researcher : In your opinion, learning English is more fun with online learning?
- S2 : I enjoy learning to use applications on my cellphone, it's easier to find assignments and can do other things at the same time
- Researcher : In your opinion, learning English online makes learning English more effective?
- S2 : Because students will pay more attention to the learning task, and faster in doing the learning task.
- Researcher : In your opinion, learning English online can increase your interest in learning?
- S2 : Because students will pay more attention to what material has been given online so students are afraid that they will miss the next material so students are increasingly paying attention to the material that is given online.
- Researcher : In your opinion, learning English online can improve your understanding in learning?
- S2 : Because online learning does not make it easier for students to receive learning material, let alone understand it.
- Researcher : In your opinion, online English learning makes it easier for you to collect assignments?
- S2 : Because some online learning does not make it easy to collect assignments because there is no place for collecting assignments and when collecting assignments is very confusing.
- Researcher : In your opinion, do you experience difficulties in implementing online English learning due to limited mobile phone facilities, limited internet packages, and poor signal problems?

S2 : Because not all students have good cellphones and not always the internet signal is good and runs well, so online learning is hampered

Researcher : In your opinion, online English learning is learning that uses the internet as a learning tool?

S2 : Because the internet network is used for important things so it is not wasted and a lot of people use internet packages for online learning.

Researcher : In your opinion, learning English online can save time in the learning process?

S2 : Because providing online learning materials is faster, one day only a few materials are limited in time so that it saves time.

Researcher : What do you think about the sophistication of technology for learning English in the modern era?

S2 : Because not all students want online learning, there are some students who want to learn directly and get the material directly provided by the teacher, so it is not possible to develop online learning.

Transcript of Interview with S3

- Researcher : In your opinion, learning English is easier with online learning?
- S3 : Online learning is easier by using various application methods available on mobile phones, so that we can access the material easily
- Researcher : In your opinion, learning English is more fun with online learning?
- S3 : I like online learning because I can quickly complete the assignments given by the teacher
- Researcher : In your opinion, learning English online makes learning English more effective?
- S3 : During online learning, I always do assignments quickly and on time because there are many assignments from other lessons that must be completed immediately.
- Researcher : In your opinion, learning English online can increase your interest in learning?
- S3 : Because not all students have high enthusiasm in online learning.
- Researcher : In your opinion, learning English online can improve your understanding in learning?
- S3 : Because not all students have high understanding, some students give up easily so they don't increase their understanding.
- Researcher : In your opinion, online English learning makes it easier for you to collect assignments?
- S3 : Very easy, I don't need to come to school to collect assignments, just use photos or pdf of my assignments can be sent via Google Classroom or WhatsApp.
- Researcher : In your opinion, do you experience difficulties in implementing online English learning due to limited mobile phone facilities, limited internet packages, and poor signal problems?

- S3 : Because not all students have mobile phones and stable internet in studying
- Researcher : In your opinion, online English learning is learning that uses the internet as a learning tool?
- S3 : Because the internet network is used for important things so it is not wasted.
- Researcher : In your opinion, learning English online can save time in the learning process?
- S3 : Because each material has a time limit, it saves time.
- Researcher : What do you think about the sophistication of technology for learning English in the modern era?
- S3 : Because students don't want online learning, students only want to learn directly, so it's impossible to continue to be developed, Sis.

Appendix 4

Correlations

	X01	X02	X03	X04	X05	X06	X07	X08	X09	X10	X11	X12	X13	X14	X15	X16
X01	Pearson Correlation Sig. (2-tailed) N	1 .788** .000 20	.809** .000 20	.567** .009 20	.538* .014 20	.366 .112 20	.356 .124 20	1.000** .000 20	.788** .000 20	.809** .000 20	.567** .009 20	.538* .014 20	.366 .112 20	.332 .153 20	.914** .000 20	.900** .000 20
X02	Pearson Correlation Sig. (2-tailed) N	.788* .000 20	1 .612** .004 20	.588** .006 20	.610** .004 20	.272 .246 20	.248 .292 20	.788** .000 20	1.000** .000 20	.612** .004 20	.588** .006 20	.610** .004 20	.272 .246 20	.269 .251 20	.790** .000 20	.850** .000 20
X03	Pearson Correlation Sig. (2-tailed) N	.809* .000 20	.612** .004 20	1 .570** .009 20	.601** .005 20	.290 .215 20	.201 .395 20	.809** .000 20	.612** .004 20	1.000** .000 20	.570** .009 20	.601** .005 20	.290 .215 20	.164 .491 20	.795** .000 20	.817** .000 20

X04	Pearson Correlation Sig. (2-tailed)	.567*	.588**	.570**	1	.615**	.165	.036	.567**	.588**	.570**	1.000**	.615**	.165	.000	.644**	.721**
		.009	.006	.009		.004	.486	.881	.009	.006	.009	.000	.004	.486	1.000	.002	.000
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
X05	Pearson Correlation Sig. (2-tailed)	.538*	.610**	.601**	.615**	1	.284	.232	.538*	.610**	.601**	.615**	1.000**	.284	.171	.578**	.761**
		.014	.004	.005	.004		.225	.326	.014	.004	.005	.004	.000	.225	.472	.008	.000
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
X06	Pearson Correlation Sig. (2-tailed)	.366	.272	.290	.165	.284	1	.597**	.366	.272	.290	.165	.284	1.000**	.616**	.230	.504*
		.112	.246	.215	.486	.225		.005	.112	.246	.215	.486	.225	.000	.004	.328	.023
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20

X07	Pearson Correlation Sig. (2-tailed)	.356	.248	.201	.036	.232	.597**	1	.356	.248	.201	.036	.232	.597**	.975**	.308	.481*
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
X08	Pearson Correlation Sig. (2-tailed)	1.000**	.788**	.809**	.567**	.538*	.366	.356	1	.788**	.809**	.567**	.538*	.366	.332	.914**	.900**
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
X09	Pearson Correlation Sig. (2-tailed)	.788*	1.000**	.612**	.588**	.610**	.272	.248	.788**	1	.612**	.588**	.610**	.272	.269	.790**	.850**
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20

X10	Pearson																
	Correlation	.809 [*]	.612 ^{**}	1.000 ^{**}	.570 ^{**}	.601 ^{**}	.290	.201	.809 ^{**}	.612 ^{**}	1	.570 ^{**}	.601 ^{**}	.290	.164	.795 ^{**}	.817 ^{**}
	Sig. (2-tailed)	.000	.004	.000	.009	.005	.215	.395	.000	.004		.009	.005	.215	.491	.000	.000
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
X11	Pearson																
	Correlation	.567 [*]	.588 ^{**}	.570 ^{**}	1.000 ^{**}	.615 ^{**}	.165	.036	.567 ^{**}	.588 ^{**}	.570 ^{**}	1	.615 ^{**}	.165	.000	.644 ^{**}	.721 ^{**}
	Sig. (2-tailed)	.009	.006	.009	.000	.004	.486	.881	.009	.006	.009		.004	.486	1.000	.002	.000
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
X12	Pearson																
	Correlation	.538 [*]	.610 ^{**}	.601 ^{**}	.615 ^{**}	1.000 ^{**}	.284	.232	.538 [*]	.610 ^{**}	.601 ^{**}	.615 ^{**}	1	.284	.171	.578 ^{**}	.761 ^{**}
	Sig. (2-tailed)	.014	.004	.005	.004	.000	.225	.326	.014	.004	.005	.004		.225	.472	.008	.000
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20

X13	Pearson Correlation Sig. (2-tailed)	.366	.272	.290	.165	.284	1.000**	.597**	.366	.272	.290	.165	.284	1	.616**	.230	.504*
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
X14	Pearson Correlation Sig. (2-tailed)	.332	.269	.164	.000	.171	.616**	.975**	.332	.269	.164	.000	.171	.616**	1	.286	.457*
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
X15	Pearson Correlation Sig. (2-tailed)	.914*	.790**	.795**	.644**	.578**	.230	.308	.914**	.790**	.795**	.644**	.578**	.230	.286	1	.888**
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20

X16	Pearson	.900*	.850**	.817**	.721**	.761**	.504*	.481*	.900**	.850**	.817**	.721**	.761**	.504*	.457*	.888**	1
	Correlation																
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.023	.032	.000	.000	.000	.000	.000	.023	.043	.000	
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

Case Processing Summary

		N	%
Cases	Valid	20	100.0
	Excluded ^a	0	.0
	Total	20	100.0

a. Listwise deletion based on all variables in the procedure.

Appendix 5

Reliability Statistics

Cronbach's Alpha	N of Items
.939	15

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
X01	47.95	94.997	.878	.930
X02	47.95	95.418	.816	.932
X03	47.85	100.661	.788	.933
X04	47.80	99.958	.670	.936
X05	47.40	99.832	.718	.934
X06	47.25	108.829	.462	.940
X07	47.55	105.524	.405	.942
X08	47.95	94.997	.878	.930
X09	47.95	95.418	.816	.932
X10	47.85	100.661	.788	.933
X11	47.80	99.958	.670	.936
X12	47.40	99.832	.718	.934
X13	47.25	108.829	.462	.940
X14	47.60	106.463	.383	.943
X15	47.85	95.608	.864	.930