

# The Effectiveness of English Learning Through Online Learning During the Covid-19 Pandemic

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**Abstract.** The aims of this study are: (1) To find out the online learning used by English teachers in the classroom; (2) to find out whether the online learning used by the teacher is effective in learning English in elementary schools. This research is a classroom action research, which is usually abbreviated as CAR. The research was carried out in the fourth grader of SD Negeri 016528 Pasir Mandoge. The samples taken are the fourth grader of SD Negeri 016528 with a total of 26 students. The technique used in data collection is using a questionnaire. The data collection instrument used a questionnaire containing the types of closed, semi-closed, and open questions distributed using a google form. The results of the study can be concluded that the implementation of online learning that is carried out optimally can increase student activity and learning outcomes in English subjects in the fourth grade in elementary school. This can be seen from the number of students who are in the active category as much as 50% and the very active 7.692%, so the number of student activities is 57.692%. In the second cycle, there was an increase in students who were in the active category as much as 45.154% and those who were very active experienced an increase to 38.463%.d important findings.

**Keywords:** English, Learning, Online

## I. INTRODUCTION

In the implementation of learning, teachers must pay attention to learning strategies, namely a series of effective, planned and directed actions, in order to achieve the goals and objectives of teaching and learning activities. The teacher is an important component that acts as the person in charge of the learning process who is responsible for the process of absorbing learning materials. The component lesson devices determine the process of knowledge transfer carried out by teachers to students (Sianturi, S.R., 2018).

The success of the English learning process in public schools is determined by several important factors, namely teachers, students, and the availability of educational facilities and infrastructure. We know formal and non-formal educational institutions, and we also know that education is the responsibility of families, governments, schools and, communities. In general, the results of learning achievement in English for students at every level of public and private education are still low on average and many students are not interested in learning English.

For that, a professional teacher must be able to arouse enthusiasm for student learning, teachers must be creative to create a pleasant learning atmosphere. As a teacher, one must be able to stimulate the thinking process, must be able to help the growth of a critical attitude, and must be able to change the views of his students a teacher must have a goal in his teaching activities. Every teacher certainly wants lessons to be accepted and understood by students as clearly as possible (Kuntarto, E, 2017).

But in reality, now there is a tendency where teachers are less creative and varied in presenting material, the teacher's inappropriate use of the method will greatly affect the expected success in learning because students cannot understand what is explained by the teacher, and teachers often emphasize that students read and memorize a lot. material by students, for that teacher creativity is very important during the Covid-19 pandemic. This requires the creativity of teachers in understanding various types of characteristics and procedures for the use of various teaching methods, as well as realizing that from within a teaching and learning event how many results have been achieved. These two problems refer to the behavior of teachers as organizers of teaching and learning. Then the principles of teaching arise, namely the principles of teaching rules if implemented by the teacher to the maximum, then he will be more successful (Hanum, N.S, 2013).

In the implementation of learning, teachers must pay attention to learning strategies, namely a series of effective, planned and directed actions, in order to achieve the goals and objectives of teaching and learning activities. Professional teachers must be able to arouse students' enthusiasm for learning, and teachers must be able to develop ideas when teaching.

This type of level of understanding requires students to have a sufficient understanding of the English material being studied, then be able to organize and compile the material that has been known steadily, for that it is very necessary for the creativity of a teacher in online learning that supports learning English education. For example, by using a suitable method and using two or more methods, such as the lecture method, discussion method, question and answer method. The creativity of a teacher can also be shown by using the media to explain the material.

With the advancement of information and communication technology, it brings changes and progress in various sectors, especially in the field of education. The role of information and communication technology in the field of education is very important and is able to provide convenience to teachers and students in the learning process. This online learning can be held massively and with unlimited students. In addition, the use of online learning can be accessed anytime and anywhere so there is no time limit on the use of learning materials. Online learning or e-learning is learning that utilizes technology using the internet where the learning process is not done face to face but uses electronic media that can make it easier for students to learn anytime and anywhere (Hanum, N.S, 2013).

According to Seno & Zainal (2019), the benefits of the online learning process include advances in technology that can improve the quality of education and are able to improve the learning process by increasing interaction, and simplifying the learning process because it can be done anywhere and anytime in addition to easy access to learning materials and able to reach students with a broad scope.

With the COVID-19 pandemic, all learning activities carried out at schools have to be carried out at home because they do not support the conditions of learning carried out in schools, therefore teachers use an online learning system. In this case, it results in the inhibition of a learning process, namely a mismatch of expectations from the learning process because when you see the conditions that occur in the field that learning using an online system is not as effective as when carrying out classroom learning. Therefore, teachers must use learning that is able to produce a learning process that is in accordance with the expected goals (Wardani, D.N, 2018)

In this study, an analysis of online learning was carried out using the WhatsApp online application and also google classroom in English subjects to see whether the use of online learning using whatsapp and also google classroom could facilitate learning activities and whether its use was optimal, whether teachers and students understood learning by using whatsapp and also google classroom. And how are the teacher's efforts in dealing with weaknesses in carrying out learning by using whatsapp and also google classroom (Maharani, N., & Kartini, K.S, 2019).

In order for aresearch to be effective or achieve the target, of course, the objectives to be achieved must first be formulated, the objectives of this research are: (1) To find out the online learning used by English teachers in the classroom; (2) find out whether through online learning used by teachers, the effectiveness of learning English in elementary school.

## II. METHODS

This type of research is CAR (Classroom Action Research) which is a form of reflective study by action actors, which is intended to deepen understanding of the actions taken during the learning process, and to improve the obstacles that still occur in the learning process as well as to realize the goals. in the learning process.

The research was carried out in the fourth grader of SD 016528 Pasir Mandoge. The population in this study were all fourth-grade elementary school students who implemented an online learning system in Pasir Mandoge. To determine the sample to be used, the researchers used a simple random sampling method. The samples taken were twenty six students of SD Negeri 016528 Pasir Mandoge.

Techniques in collecting research data were carried out using observation sheets and learning outcomes tests. The observation format sheet is used to observe and determine the suitability of the actions taken by the teacher with the plans that have been prepared and the activities of students during the learning process. The learning outcomes test is a multiple choice question.

This data analysis technique describes the data obtained and analyzed to determine the final result. Researchers analyzed data on student learning outcomes qualitatively and quantitatively. In this case, if students score below 70, it means they are not complete in learning and vice versa, if students get scores above 70, it means they are complete in learning.

## III. RESULTS AND DISCUSSION

### 1. Cycle I

Student learning outcomes are based on the learning outcomes test in the first cycle by looking at the pretest and posttest that the researcher has given to the fifth-grade students with a total of 26 students. Pretest and post-test learning outcomes data can be seen in table 1 below.

**Table 1. Student Learning Outcomes in Cycle I**

No.	Indicator	Test score	
		Pretest	Posttest
1	The highest score	31	95
2	The lowest score	15	38
3	Avarage	24	63,03
4	Pass rate	0%	38,46 %

Based on the table above shows the data on student learning outcomes for fourth grader. It is known that student learning completeness in the implementation of the pretest obtained a total score of 623 with an average of 24 the highest score was 31, the lowest score was 15, and the completeness level was 0%. Judging from the results of the initial measurement, it is known that the average student is still not able to master the subject matter to be taught.

After the students went through the first cycle of the learning process with three meetings using the online learning system. By using the posttest and the total score is 1639, the average is 63.03, the highest score is 95, the lowest score is 38, and the completeness rate is 38.46%.

Although the expected learning outcomes have not been fully achieved, student learning outcomes in the first cycle have increased. Therefore, researchers must take further action for the next cycle.

After the action stage, the next stage is the stage of observation or observation. At this stage, the observation activities are carried out by the observer. Observations were made during the learning process. During the learning process, the observer observes and records the developments and activities that occur.

Student learning activities in the first cycle were observed using an observation sheet that had been prepared by the researcher. The percentage of student learning activities from each meeting can be seen in table 2 below.

**Table 2. Percentage of Student Activity in Each Aspect**

Assesment aspect	Student activeness percentage	Conclusion
1	64,42 %	Less active
2	66,3 %	Less active
3	80,8 %	Very active
4	76,9 %	Active
5	68,3 %	Less active
6	69,2 %	Less active
7	76 %	Active
8	77,8 %	Active
9	57,7%	Inactive
10	58,7%	Inactive

**Table 3. Results of Observation of Student Learning Activities in Cycle I**

No	Category	Score	Total students	Presentage
1	inactive	$X < 60$	6	23,078 %
2	Less active	$60 \leq X < 70$	5	19,23 %
3	active	$70 \leq X < 80$	13	50 %
4	Very active	$80 \leq X$	2	7,692%
Total			26	100%

## 2. Cycle II

Learning outcomes in the second cycle by looking at the pretest and post test that have been given by the researcher to the fourth grader students with a total of 26 students. Pretest and post-test learning outcomes data can be seen in table 4.6 below.

**Tabel 4. Student Learning Outcomes in the cycle 2**

No.	Indicator	Test Score	
		Pretest	Posttest
1	The highest score	80	95
2	The lowest score	30	46
3	Avarege	58,03	76,11
4	Pass rate	46,15%	80,76%

Based on the table above shows the data on the learning outcomes of the fourth grade students in cycle II, it is known that student learning completeness in the pretest implementation obtained a total score of 1509 with an average of 58.03, the highest score of 80, the lowest score of 30, and the level of completeness of 46.15%. Judging from the results of the initial measurement, it is known that the average student has little mastery of the subject matter to be taught.

After the students went through the learning process in cycle II with three meetings there was a significant increase in the students' mastery scores. By using the post-test and the total score of 1979, the average is 76.11, the highest score is 95, the lowest score is 46, and student learning outcomes have reached the target with an increase in English learning outcomes that can meet the Minimum Completeness Criteria (KKM) standard 75 with completeness rate of 80.76%.

In this case, the researcher acts as an observer and is assisted by the class teacher as a teacher. At this third meeting, the teacher gave material in Google Classroom one day before the online face-to-face learning schedule. At the time of the zoom meeting, the teacher collects assignments that have not been submitted. After the zoom meeting, the educators immediately gave quizzes to students through the quizzz application, after that they conditioned the students. The results of observations in cycle II can be seen in table 5.

**Table 5. Percentage of Student Activity in Each Aspect**

Assesment aspect	Student activeness percentage	Conclusion
1	83,7 %	Very active
2	80,8 %	Very active
3	82,7 %	Very active
4	76,9 %	Active
5	75 %	Active
6	81,7%	Active
7	77,9 %	Active
8	81,73 %	Very active
9	77%	Active
10	72,1 %	Active

**Table 6. Results of Observation of Student Learning Activities in Cycle II**

No	Category	Score	Student total	Percentage
1	inactive	$X < 60$	0	0 %
2	Less active	$60 \leq X < 70$	4	15,385 %
3	Active	$70 \leq X < 80$	12	45,154 %
4	Very active	$80 \leq X$	10	38,463 %
Total			26	100%

**Discussion**

The results of the study and the average percentage of student learning activities in learning activities using online learning have increased in each cycle which can be seen in Figure 1 below.

Figure 1. Increase in the Average of Student Learning Activities  
Cycle I and Cycle II



Based on Figure 1, it can be described that learning activities from cycle I to cycle II have increased. In the first cycle, those who get the largest percentage are in the Active category, which is 50% of students, and in the first cycle, students who are in the very active category are 7.692% and Inactive 23.078%. Meanwhile, students who obtained the less active category were 19.23% of students. Aspects of online learning activities in the first cycle cannot be said to be successful because students who reach the very active category are only 7.692%, so they do not meet the criteria for the success of the action set, namely there are 75% of all students who have had learning activities in the high and very high categories. . This can be seen from the number of students who are in the active category as much as 50% and the very active 7.692%, so the number of activities is 57.692%

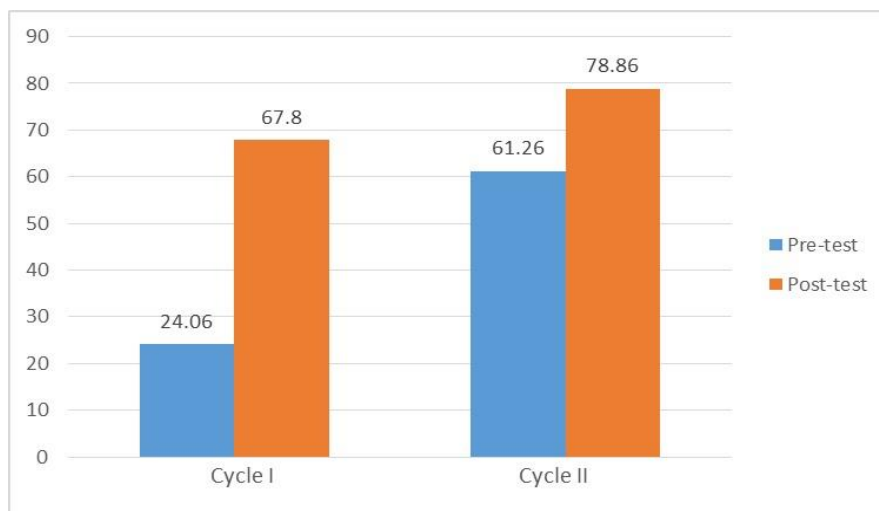
Online learning activities in the second cycle have increased, from 2 students to 10 students in the high category, or an increase of 38.464% from the first cycle, because there is an increase in the active category which has decreased from 13 students to 12 students or 4,846 %. In the inactive category, previously there were 6 students and in this second cycle, there were no inactive students. In cycle II, the action is said to have been successful because it has reached the criteria for the action set because more than 75% of all students have been in the high and very high categories that have been accumulated. This can be seen from the number of students who are in the active category as much as 45.154% and the very active 38.463%, so the number of activities is 83.617%.

Increased student learning activities from the results of ongoing observations that have been analyzed descriptively. In this second cycle, students are used to applying online learning so that they memorize the learning steps. Some students who previously were still lazy and did not do the instructions from the teacher, in the second cycle seemed more enthusiastic and responsible for doing it. Most students concentrate and pay attention to the lesson whereby they have noted things that are considered important by the teacher. The response to the teacher was also better, it was seen that the students responded to the instructions from the teacher. During the Zoom Meeting, all students actively turn on the camera and explain the instructions from the teacher. So that the delivery of material can be delivered directly through face-to-face virtual. Students can ask questions and listen to the teacher's explanation directly.

The responsibility and independence of students towards the tasks given by the teacher are also better. This increase is due to the role of the teacher as a controller and supervisor has been carried out properly.

Based on the description above, with an increase in aspects of online learning activities from cycle I to cycle II, this can prove that online learning can improve student learning activities. Research shows that the acquisition of students' learning outcomes in English subjects using online learning in cycle I and cycle II can be seen in Figure 2.

**Figure 2. The Average Improvement of Student Learning Outcomes Cycle I and Cycle II**



Based on this description, the level of completeness of student learning outcomes in the first cycle is known to have an average pretest score of 24.06 with a completeness level of 0% and an average posttest score of 67.8 with a completeness level of 53.33%. While in the second cycle, it can be seen that the average pretest score is 61.26 with a completeness level of 46% and the posttest average value of 76.86 is able to achieve completeness of 80%. Then the target of completeness of the desired learning outcomes is more than 75% at the end of the second cycle, which is able to reach 80%. The results of the research and explanations show that student learning outcomes in English subjects with online learning systems have increased, this happens because educators are optimal in the online learning process in learning by using the right steps.

So this research can prove that online learning that is carried out optimally and innovated can increase student activities and learning outcomes in English subjects.

#### IV. CONCLUSIONS

Based on the results of the study, it can be concluded that the optimal implementation of online learning can increase student activity and learning outcomes in English subject of the fourth grader at SD 016528 Pasir Mandoge. This can be seen from the results of observations of student learning activities and student learning outcomes. In the first cycle, student learning activities reached an average of 63.03%, and in the second cycle reached an average of 76.11% with an increase of 13.08%. student learning outcomes, it is indicated by the average value of students in the first cycle of 63.03 with a percentage of completeness of 38.46%, while the average value of students in the second cycle has increased by 76.11 with a percentage of completeness of 80.76%.

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