

CHAPTER IV

FINDINGS AND DISCUSSION

After collecting data, the researchers provided findings and discussion in this chapter to answer the research questions. This research described the expectations and experiences of 8th graders in SMPN 1 Rantau toward remote learning during the Covid-19 pandemic. The data was acquired through observation and interviews, and the researcher presented it descriptively.

A. Findings

Researchers collected the data by interview and shared questionnaires. The researcher interviewed a teacher who taught English in eighth grades and her students. 14 students From five classes of eighth grades used to be participants for these, consisting of 9 female students and 5 male students. The researcher was interviewing the teacher in her house on June 1st, 2021, and the students by google form from June 11th to 13th 2021.

Respondents Initials and interview date

No	Initial	Sex	Class	Date
1	DDR	Male	8C	11/06/2021 10:49:05
2	SN	Female	8C	11/06/2021 16:08:36
3	RN	Female	8C	11/06/2021 18:00:22
4	NMR	Female	8E	11/06/2021 20:36:02
5	AP	Female	8E	11/06/2021 20:46:56
6	AA	Female	8A	11/06/2021 21:24:25
7	MYA	Male	8E	11/06/2021 21:48:27

8	ANH	Female	8D	12/06/2021 11:53:53
9	SUD	Male	8D	12/06/2021 11:59:09
10	NA	Female	8B	12/06/2021 12:22:56
11	TR	Female	8D	12/06/2021 14:18:03
12	MRR	Male	8D	12/06/2021 15:01:28
13	AF	Male	8B	12/06/2021 17:58:14
14	PAK	Female	8A	13/06/2021 7:46:43

Table 4. 1 Respondents initials and interview date

Based on the data obtained by the researcher, the following are the result of the findings:

1. **8th-grade students' expectations toward learning English in remote learning during COVID-19**

Based on their replies, the following was the description of the issues:

a. Interview with teacher

The teacher's initial expectations for learning during COVID-19 are that students can master learning materials at least 50%, study independently at home, and can do the subject's assignment as best as possible. She expects that later she will not give group assignments and will only give individual assignments. Prepare materials and design learning in such a way that is obtained from various sources including making learning videos.

b. Interview with Students

10 questions were asked to the students. 2 out of 10 questions were about students' expectations in remote learning. First, the interviewer asked the students whether before learning English remotely or from home/online, did they had ever imagine how to learn English remotely. Eight of fourteen students interviewed said that before learning English remotely was carried out, they had imagined how to learn English remotely while the other six said they had never imagined how to learn English online. Also, most of the students who

stated that they had imagined learning English remotely stated that learning English remotely would be difficult and had some drawbacks.

Student (TR) only stated that learning English remotely must be hard. Also, student (DDR) already expect that learning English remotely or online will be constrained by slow networks.

On the opposite side, a student (SUD) stated that learning English remotely is easy because it is easy to find the answer's assignments everywhere.

After being asked about whether they ever imagined learning English remotely, the interviewer asked whether they had any expectations about what remote learning would be like at school, especially for English subjects. Four students expected that teaching and learning progress is through technology such as video conferencing, social media, online assessments, google forms, etc. (RN) and (NMR) stated that she expected learning English remotely can be done via zoom meeting.

(ANH) also agreed with (RN) that they should use Zoom for learning English remotely. She also expects to use WhatsApp for the learning process.

(MRR) stated that although he never imagined that he would learn English remotely by himself, he expected that during online learning he would do schoolwork by understanding the teacher's explanations through WhatsApp media and YouTube videos.

Five students expected that teaching and learning progress would be hard for them. (DDR) said that he already expected that learning English remotely must be hard.

Student (AP) stated that in her expectation remote learning makes her unable to meet/interact with teachers and friends directly. It will make distance learning more difficult than face-to-face learning.

Student (AA) agreed with the student (AP) stated that can't interact directly will make learning difficult.

Student (MYA) had other expectations from learning English remotely. He said that there will be a lot of assignments given during online learning and it will be burdensome.

Student (NA) expected that learning English remotely must be hard because each student's comprehension is different, equating the teaching styles of all students will be detrimental to some students who are slow learners. She also stated that she prefers offline classes.

Other expectations came from Student (AF) rather than hard, he stated that learning English remotely must be boring. He also stated

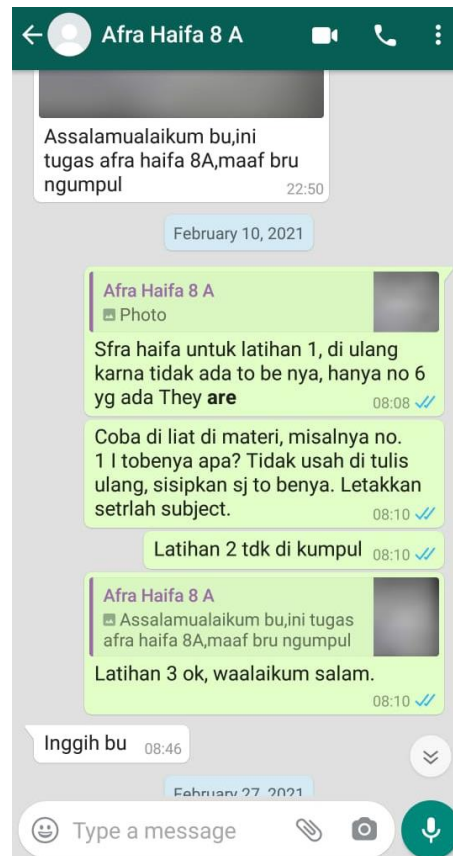
that the different styles of learning that changed made learning English remotely harder than learning English in the classroom.

The only student that stated that learning English remotely would be easy was (SUD). He said that the advantages of learning English remotely are that he can search the assessment's answers anywhere and he can ask his parents for help.

2. Experiences that 8th-grade students get while learning English in remote learning during COVID-19

By observing learning activities, the teacher used everyday applications that are typically used as a way of remote communication as her learning media. She used WhatsApp as digital technology that helped her to teach, telling the topic what is discussed and explaining teaching materials to students. The features available in WhatsApp can be used by teachers to teach their students. She can use WhatsApp to send her students voice notes, links, and videos related to the lesson.

The researcher found teachers and students have a special WhatsApp group for learning English for each class. Those groups made it easier for teacher in learning and teaching activities. However, the students usually prefer to have private chat discussions with their English teacher.



Picture 4. 1 Student private chat with the teacher

The researcher also reinforced this finding with interviews conducted previously. Based on the replies, the following was the description of the issues:

a. Interview with teacher

There were six questions that the researcher asked the teacher which were related to her experience while teaching in grade 8. Questions of the study are as follows

No.	Item
1	What methods do you usually use in remote learning?
2	What applications do you usually use in remote learning? Why?
3	Is the remote learning that you do the same as what you expected/designed the first time?
4	In your opinion, how do students respond to remote learning as a whole?
5	In your opinion, what are the challenges in remote learning?
6	What are the possible solutions to overcome these challenges?

Table 4. 2 Questions about teacher's experience in remote learning

The first question was the researcher asked about what methods did teacher usually use in remote learning. Based on the interview the teacher said in carrying out online learning during covid-19, she did not use a certain method, she adjusted the needs of students based on experience, as well as the material. If the material requires additional material, such as sharing a link or even making self-made videos, the point is based on the needs of students at that time based on the level of difficulty of the material and the results of the students' achievements.

The second question is about applications that teachers usually use and why does she use that application. Mostly the teacher used WhatsApp 98% because all the students can use WhatsApp. WhatsApp also uses very little quota. Using other applications is a bit difficult because students have to download them first and not to mention the ability and memory of the cellphone, internet network, and quota. While using Zoom only 10 people can, so it's not effective.

The third question that the researcher asked the teacher was whether the remote learning that she did was the same as what she expected/designed the first time. She said learning patterns changed during Covid-19. When face-to-face learning is easier, even when face-to-face she often sends material via WhatsApp. Now during Covid-19, she hopes that initially, students can master the material provided at least 50% can be absorbed by students. Able to study independently at home, can do school work as well as possible. She only gave assignments individually and had prepared materials and designed lessons in such a way that they were obtained from various sources. She had prepared learning videos, either downloading those on the internet or making her videos. She also always translates any material in English into Indonesian. But what she expected was not by reality, only 50% of students opened WhatsApp groups or less, they didn't even read our explanations, so they always asked questions, to the point of asking a

personal chat. If everyone had a private chat, she would be stuck. She had asked the students to only ask questions in the group, but rarely anyone would ask in the group. With hundreds of students, it was really difficult. For 1.5 years the students were getting more and more bored. Moreover, learning English, they do not understand if they are not guided, their parents do not understand either. In essence, the online learning that took place at SMPN 1 Rantau did not go as expected and the first design that had been designed

In the fourth question, the researcher questioned teacher opinion on students' responses to remote learning as a whole. According to the interview result, the teacher said, In the first year, the children were more enthusiastic, but in the last semester their enthusiasm decreased and they were caught bored. It's not all like that, you could say only 70% of students collect some assignments and some didn't do it at all. indeed some are still enthusiastic, but the percentage is small.

In the fifth question, the researcher asks the teacher what are the challenges faced during remote learning. Based on the interview the teacher said, there are 2 challenges that she faced during remote learning. First, students' concern for assignments, learning assignments independently is lacking. students are used to face-to-face, so it's normal to ask face-to-face questions directly, so when it is held online it's difficult, so they become indifferent. In the end, teachers who do a lot

of things, such as chatting with students, visit students to their respective homes. second, some students prioritize playing games rather than studying.

In the sixth question, the researcher asked the teacher what were possible solutions to overcome those challenges. According to the teacher, five things have been done to overcome the challenges that occur in remote learning. First, she called students who did not do assignments in turns. Second, she came to the house, to discuss student problems. Third, students who did not have a quota can directly submit assignments to school. Fourth, students may come voluntarily to school once a week to ask the teacher to teach directly. Fifth, the school conducted training on the use of distance learning applications for teachers and students, such as Google form, Quizizz, Quipper, and Google Classroom.

b. Interview with Students

8 out of 10 questions were asked about students' expectations in remote learning. Questions of the study are as follows

No	Item
1.	Mention the things that you like about learning English remotely / online? why do you like it?

2.	Mention the things you don't like about learning English remotely/online? why don't you like it?
3.	How do you carry out remote/ online learning from home, especially for English subjects?
4.	What are the problems/obstacles you face when learning English remotely/online? how do you solve these problems?
5.	Do your parents/family/guardians support you on remote/online learning at home, especially for English subjects?
6.	If so, in what form is this support or assistance?
7.	If not, why can't your parents/family/guardian support or assist you in learning English remotely/online?
8.	What applications/learning media do you like when learning English remotely/online? Why do you like it?

Table 4. 3 Questions about students' experience in remote learning

First, the interviewer asked about the things that students like about learning English remotely / online and why they like it. Five of fourteen students said that what they like from learning English remotely/online are they can use technology such as the internet, social media, google translate, and others application while five of fourteen students did not even like learning English remotely/online at all and

other four had their own reasons to like learning English remotely/online. Student (NA) stated that she likes it online, so she can manage the time, then she can study while drinking and snacking.

Other reasons stated by the student (ANH). She likes to discover new things while learning English online because she likes English lessons.

Second, the interviewer asked about the things that students did not like about learning English remotely/online? why they did not like it. Seven of fourteen students said that what they did not like from learning English remotely/online are materials that are hard to understand while three of fourteen students felt like they feel that the lack of interaction with the teacher was something they do not like from learning English remotely/online at all and other three said that both reasons were things that they don't like about remote learning. Like learning English remotely/online. Only one student said that he had nothing to dislike from remote learning. The student (RN) stated that Due to distance learning, she has difficulty communicating and cannot interact in English like at school.

Third, the interviewer asked how did students carry out learning English remotely/online from home. Five students did it through the approach of using Applications such as Youtube and Google. Four from fourteen only carry out by doing the tasks given by the teacher. The

other five students carried out learning English remotely with help from their families.

Fourth, The interviewer asked students what are the problems/obstacles that they faced when learning English remotely/online and how did they solve those problems. Eight of fourteen students said network/signal and quota were the problem, while five of fourteen students said lesson material, other one student said the problem he faces is that he gets bored easily. Student (AF) stated that if he has problems in terms of a bad network, he will ask for wifi from his next-door neighbor, the wifi of relatives or cousins.

The student (RN) stated that it was difficult to understand some of the subject matter, how to overcome it is by asking the teacher and learning through the youtube application.

Student (NMR) said that the problem is just bored because it's always online.

Fifth, The interviewer asked did parents/family/guardians support students when they were learning English remotely/online at home. Twelve from fourteen students said yes and two from twelve said no.

Sixth, the interviewer asked students whose parents/family/guardians support or assist them. in what form is the

supports or assistance. Four of fourteen students said that their family helped them to study at home, while four of fourteen students said that their family assist them in providing learning media such as Quota, devices, books, and dictionaries. The other 3 students had their way such as their parents helping remind them in the online learning schedule or like during a test, their parents or siblings don't turn on the TV or play the cellphone at a high volume so they did not be disturbed.

Seventh, the interviewer asked two students whose parents/family/guardians did not support or assist them. why can't their parents/family/guardian support or assist them in learning English remotely/online. They have the same answer their answer is the same, namely, their parents also do not speak English. After being asked again whether parents provide material support such as devices/quotas and books. they answered yes if they asked first, there was no initiative from their parents first unless they asked.

Eighth, the interviewer asked what applications/learning media did they like when learning English remotely/online and why did they like it. Seven of fourteen students said that they like WhatsApp the most. Student (PAK) said she like WhatsApp the most because it is so simple to use.

Student (TR) also said that she likes WhatsApp because it is easy to interact with teachers.

Two of fourteen students said they like Youtube and Ruang Guru the most. Student (RN) said she like Ruangguru and YouTube because there are animated videos and short but complete explanations, so they are easy to understand.

Two of fourteen students said they like apps for translating languages, such as Duolingo and Google Translate. Student (AA) said she likes Google Translate because it makes it very easy for her to interpret schoolwork.

One student (SN) said she like Brainly the most because it's easier to get answers.

B. Discussion

After obtaining and analyzing the data collection at the finding above, the researcher presented the discussion of this research finding in this section. As mentioned in the previous chapter, the objective of this study is to know the expectations and experiences of students of 8th graders in SMPN 1 Rantau toward remote learning during the Covid-19 pandemic. The researcher got the data about experience and expectations.

By observing, interviewing, and collecting various images related to it, the researcher was able to gather data about experience and expectations.

The discussion of this research was answered about the problem statement, what are the expectations of 8th-grade students toward learning English in remote learning during COVID-19, and what experiences do 8th-grade students get while learning English in remote learning during COVID-19.

1. **8th-grade students expectations toward learning English in remote learning during COVID-19**

In the discussion the researcher explained the expectations of students from learning English remotely. According to Zhang (2014), educational expectations are associated with both behavioral decisions that encourage academic performance and academic achievement. From finding, the expectations of students divided into Based on the result from the finding, it can be analyzed that there are two points that students expect from learning English remotely.

1) **The Expectation of Academic Performance**

The researcher finds that students expected teaching and learning progress through technology such as video conferencing, social media, online assessments, google forms, etc. Through this application

the students expected learning English remotely either would be difficult or easy for them. based on academic performance, those who said that learning English would be difficult had an expectation that remote learning makes her unable to meet/interact with teachers and friends directly, this hinders the students' learning process. They couldn't just rely on technology, as it is known in some places that the internet network is not good, so they couldn't directly ask for subject matter that they didn't understand directly and quickly. not to mention that each student's comprehension is different, equating the teaching styles of all students will be detrimental to some students who are slow learners. Students would also get bored more easily. The students also expected that the lot of assignments given during online learning, made it difficult for them to understand the whole material and made them doubt their own abilities. Those who say that learning English remotely will be easy have expected that it will be easier to do English assignments from home because they can get lots of references or answers anywhere, whether it's asking family questions or on the Internet. It is also easier to understand the subject matter, because it is easy to get it either from the teacher's explanation or YouTube videos.

The teacher's initial expectations for learning during COVID-19 are students study independently at home, and can do the subject's assignment as best as possible. She expects that later she will not give

group assignments and will only give individual assignments. Prepare materials and design learning in such a way that is obtained from various sources including making learning videos.

Based on all the discussions above, it can be seen that academic performance wise, both students and teacher expected there were technology involvement in learning English remotely. some students also expected distance learning to be difficult, so that it would worsen their learning performance. one other person expected distance learning to be easy, so one could say he was optimistic that his academic performance would be good.

2) The Expectations of Academic Achievement

Based on the finding, the teacher's initial expectations for learning during COVID-19 is that students can master learning materials at least 50%. Students who expected lack of interaction, lack of technological facilities or internet network, would have a lot of assignments and who doubted their ability to carry out remote learning, can be said to be pessimistic about their academic achievement. While students who expected that distance learning would be easy because they were assisted by their families or who expected it to be easier to answer school

assignments from many sources, can be said to be optimistic about their academic achievement.

From the result above, it relates to the theory of Academic achievement. Accordance with Audy (2012), the factors that influence academic achievement include internal and external factors. Factors originating from within students include motivation, physical condition and intelligence, while factors from outside students are the environment, teaching methods, curriculum and facilities and infrastructure.

2. Experiences that 8th-grade students get while learning English in remote learning during COVID-19

Based on all the findings that the researchers found, we can categorize the 2 things that have the most influence on the learning experience by teachers and students, namely learning materials and teacher-student interactions related to the media and applications used by teachers and students.

1. Learning Materials

Based on the results of interviews with teachers, it is known that the learning materials adjust to the needs of students, based on the level of difficulty of the material and the results of the students' achievements. Even so, there are still many students who find it difficult to understand and did

school assignments given to students. This is due to the lack of interaction between teachers and students, which is limited due to Covid-19.

2. Teacher-Students interaction

Based on the results of interviews with student teachers, it can also be seen that Covid-19 has limited their teaching and learning interactions. Even though it is known that during COVID-19 all interactions rely on technology such as applications, this is still felt to be lacking by students. They can only rely on the WhatsApp application which is a chat application and does not specialize in teaching and learning needs. Based on interviews with the teacher, the use of face-to-face applications such as Zoom is almost impossible to do, even though only a few students can participate. Both teacher and students have to endure such a situation because Information technology (IT) devices are limited. Not only that, the network and internet signal are also obstacles to the smooth running of the remote English learning process.

Several things have also been done by teacher and students to overcome the limitations of interaction in the learning and teaching process caused by COVID-19. Based on interviews with teachers, it can be categorized into 2 solutions given:

1. Direct Interaction

Whether it's students who come to school to learn directly or teachers who come to students to their respective homes to solve student problems. Although, understandably, this direct interaction is also limited to only 1 time a week.

2. Applications usage training

Application usage training that schools conduct for teachers and students, such as Google forms, Quizizz, Quipper, and Google Classroom. Unfortunately, even though there is training, teachers and students also find it difficult to use other applications besides WhatsApp and Google forms (specifically for Middle and Final tests).

In addition, based on interviews with students, they can still use certain applications to help them learn such as Youtube, Duolingo, Google Translate, and Brainly. Then, almost all students also get support and assistance when studying at home from parents/family/guardians.